

**Building Student-Centred Communities
for Canada's Growing Population of
Undergraduate Students**

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AUTHORS DECLARATION

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THESIS ABSTRACT

Hypothesis

Community leaders in university towns lack the strategic vision to properly support an undergraduate student's integration into off-campus neighbourhoods, while managing the impact of studentification in their communities. Building student-centred communities requires: understanding student's unique needs, a more collaborative approach to community development, and an investment in strategic and purposeful infrastructure.

Research Summary

Over the past decade, Canada's rising post-secondary student population has resulted in the "studentification" of many university towns. Such unprecedented growth requires new strategies focused on supporting undergraduate students during their transition into off-campus communities. Leaders throughout the community can engage students in high-priority neighbourhoods, through an informed and collaborative approach to development. Their investment in a purposeful and strategic infrastructure will improve student integration as they transition out of residence and into the surrounding communities.

Supporting Documentation

To support this hypothesis the following information is included in this paper:

- Literature review of student and community development models and theories
- Student survey of over one hundred undergraduate students at the University of Waterloo
- One-on-one interviews with ten community leaders providing insight into their role supporting undergraduate students
- Case study exploring Waterloo, Ontario and its unique demographic of students and recent housing market shifts
- Secondary resources including Statistics Canada, Town & Gown World, and the Association of Universities and Colleges Canada

In conclusion, a strategic plan summarizes ten considerations when building student-centred communities.

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RESEARCH SUMMARY

Purpose of Research

This research will assist in identifying the highest priorities in university towns by investigating the key factors that make undergraduate students unique and understanding how to support them. To assist in this process a number of best practices are considered from university communities across Canada to demonstrate tangible solutions to these challenges. Bringing this infrastructure together in a meaningful way provides a tool for neighbourhoods in close proximity to universities to reference, allowing them to form a shared vision and informed strategy. The overall goal is to identify methods that aid in creating better communities for current and future undergraduate students across Canada.

Areas Under Investigation

This research seeks to gain insights on the transition students make from living on-campus in first year to living off-campus in a senior year. Goals of the research are:

- Identify what strategies provide students with the best experience and support while attending university.
- Quantify the unique needs of undergraduate students and focus them into strategic and meaningful timelines and areas of focus.
- Gain an increased understanding of community leaders role and responsibilities in the process of developing and investing in community infrastructure.
- Provide new perspectives on the topic of studentification that highlights practical solutions on and off-campus to support student's integration.

Target Audience

This research paper is focused on supporting undergraduate students, empowering community leaders, and building better communities in university towns. With undergraduate students as one of the primary considerations throughout the paper they are one of the main target audiences. Conclusions are primarily written for community leaders who are seeking new infrastructure and ideas that will aid in the development of their community programs. The final strategic plan was circulated to ten community leaders who provided insights and feedback into the paper. The primary target audience of this paper is university towns who are facing the impact of studentification and seeking meaningful and relevant solutions to make a positive change in their community.

Focus on Waterloo

The City of Waterloo is a prime location for research and acts as a reference for the case study at the conclusion of the paper. Supporting a growing population of undergraduate students from two universities and a college creates a very unique community. With a recent shift in land-use by-laws there has been unprecedented construction of high-rise apartments and condominiums creating a substantial urban shift, making this research timely and relevant. Participants of the primary research were selected from the University of Waterloo and broader Waterloo community. The survey data and quotations from community leaders complement this research and assist in determining which areas of focus are of highest priority in Waterloo when supporting students transition off-campus.

I. PRIMARY RESEARCH

Community Member Interviews

A series of one-on-one interviews and consultations with ten community members in the Waterloo aided in the development of this research. The participants were selected based on their current role and experience within the community, answering six questions surrounding their involvement in supporting undergraduate students transition off-campus. Correspondence was primarily through email, with the exception of a recorded interview taking approximately thirty minutes to complete.

Undergraduate Student Survey

To aid in the research an anonymous survey was randomly distributed in the University of Waterloo, Student Life Centre, providing insights from over one hundred students. Thirteen questions asked students to evaluate their feelings of support and experience transitioning into off-campus living. They were asked to identify their current year of study, program, accommodation, and primary means of travel to and from campus. This information is used to assess how supported students feel when living on-campus in first year versus their first year living off-campus. See **Appendix 1.1** for a list of specific questions asked in the interview and survey research.

Survey Response Demographics

The following analysis summarizes the sample population of students who participated in the student survey at the University of Waterloo.

Chart 1 - Survey Responses - Year of Study

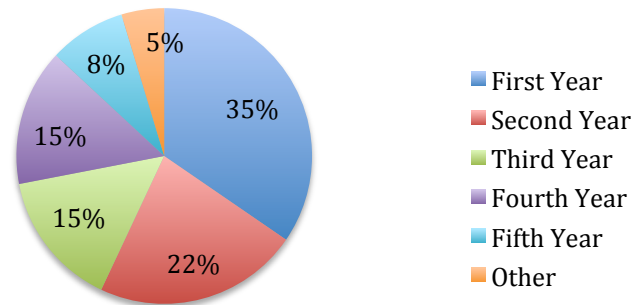


Chart 2 - Survey Responses - International Vs. Domestic

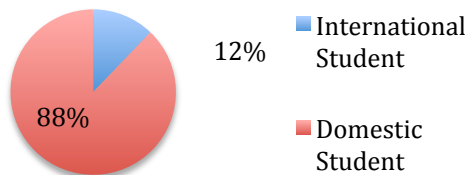
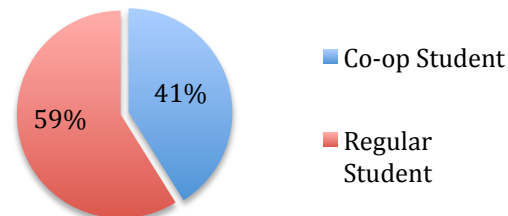


Chart 3 - Survey Responses - Co-op Vs. Regular Stream



The sample of students generally reflects the current population of undergraduates enrolled at the University. The population of first year students (35%) is always disproportionately larger, relative to upper year students. Waterloo's international student population has now grown above the 12% mark.¹ However one difference is there is a greater population of students enrolled in co-op. This shift is possibly the result of co-op students being on a work term when the study was conducted.

¹ "Who we are." *University of Waterloo*. About Us. 2014. Web. March 2014.
<<https://uwaterloo.ca/about/who-we-are>>.

II. SECONDARY RESEARCH

A number of academic sources are considered throughout the paper and provide unique insights from university towns across Canada, the United States, Australia, and the United Kingdom. Additionally the following sources are often referenced throughout the paper as they provide valuable insights into current research, statistics, and community development.

Summary of Sources

- **Best Practices** – Town and Gown World, International Town and Gown Association, Town & Gown Association Ontario, Town & Gown Association Waterloo.
- **Statistics & Figures** - Statistics Canada, Association of Universities and Colleges Canada, Council of Ontario Universities, Canadian Association of Colleges and University Student Services.
- **Waterloo Community** – City of Waterloo, University of Waterloo, and Wilfrid Laurier University.

Overall there is a growing body of literature that supports the development of undergraduate students and has recognized the growing implications of studentification in university communities. However a number of voids continue to exist in this area of research and best practices, often being overshadowed by negative news media articles and their perspectives on student problems and solutions.

III. DEFINITION OF TERMS

Community Leaders are the people and organizations that drive infrastructure and the sustainability of programs in every university town including: residents and community groups, university and college administration, governments and public services, as well as corporations and not-for-profits.

High-Priority Neighbourhoods can be found in communities where undergraduate students reside in short-term / rental properties that are impacted by: distance to the university, density of the accommodation, and disturbances in the neighbourhood.

Studentification has been used to describe the phenomenon of large student populations moving into neighbourhoods causing social, cultural, physical, and economic impacts on communities that were not originally created for students.

Student-Centred Communities incorporate community development best practices, facilitate collaborative leadership, and support the unique needs of undergraduate students as they integrate into the university town.

Undergraduate Students are people enrolled at a post-secondary institution pursuing a bachelor degree or certificate, often over the course of 3-5 years and typically aged 17-24 years old.

University Town is a city that is home to one or more post-secondary institutions (including both university and college campuses) with populations of between 30,000 – 87,000 students.

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LITERATURE REVIEW

STUDENT & COMMUNITY DEVELOPMENT

This review provides an analysis of literature and best practices in the areas of community and student development. Nine perspectives are examined to determine key findings, best practices, and implications for research in three areas of community and student development. The information gathered lays a framework for programs and services that support undergraduate students while attending university. The first focus is on theories of organization, empowerment, and change within a community that can be more broadly applied to university towns. By shifting focus to a more practical form of development, leaders can begin to support the unique needs of student development support systems. Successfully supporting student's integration into communities requires a new way of thinking about partnerships between universities and communities that facilitate student development. With the knowledge of these three perspectives on community development models and theories, university towns can invest strategically in infrastructure that supports the development of student-centred communities.

Exploring Community & Student Development

While there are a number of approaches to defining and exploring the topic of community development, it can generally be described as the process of building infrastructure and programming, which supports the collective goals of individuals who live, work, or study in city or town. The *Community Development Journal* is a leading example of a peer-reviewed database of academic articles that further discuss and define the language behind community and student development. With the following literature review, community leaders can begin to have more meaningful conversations about student-centred communities.

I. Mobilizing Community Development

A great deal of literature surrounding community development stems from the fields of social work, urban planning, and human resources. These areas of interest are important their theoretical approaches to mobilizing people through community development have real world implications.

Rothman - Three Models of Community Organizing²

Developed in 1987 this research on the *Three Models of Community Organizing* was proposed by Rothman and Tropman and focuses on macro systems of communities and the social organization of people. The proposed models of development outline three areas of community organization: "locality development, social planning, social action." This theory describes a typical approach to thinking about community development and lays a well-rounded framework translating theory to practice in areas such as "organization, social policy, and administration." This theory is a valuable piece of knowledge because it encourages communities to make "rational, deliberately planned, technical processes of problem solving" and develops a starting point for community development. The use of locality development suggests a "wide variety of community people should be involved in the planning, implementation, and evaluation" of community change. This directly supports the belief that a more collaborative approach to leadership is necessary from community leaders.

Hanna - Strategies For Community Empowerment³

The research article was written with social work students in mind, published by Hanna, Mark, Robinson and is entitled *Strategies for Community Empowerment Direct-Action and Transformative Approaches to Social Change Practice*. The focus is on empowering communities through direct social change. The three distinct

² "Rothman's Three Models of Community Organization." *The City of Calgary*. Community Assessment Handbook. Web. 2013. March 2014. <<http://www.calgary.ca/CSPS/CNS/Pages/Publications-guides-and-directories/Community-Assessment-Handbook/Rothman's-Three-Models-of-Community-Organizing.aspx>>.

³ "Strategies for Community Empowerment Direct-Action and Transformative Approaches to Social Change Practice." *Hanna, Mark G., & Robinson, Buddy*. Mellen Presss. 1994. Web. March 2014. <<https://mellenpress.com/mellenpress.cfm?bookid=3772&pc=9>>.

models of community social change are: “traditional, direct action, and transformative” and take a more structured approach to enforcing social change through political or civil focuses. Similar to Rothman this literature helps make the transition from theory to practice, by provided a framework for assessing social change and empowering groups of people to set parameters around decision making. When communities are diverse in nature they require structures that help unify and focus their energy and common perspective, minimizing minorities and creating a more equitable area for community development. This research has strong implications for the thesis as it helps conceptualize a model for development that incorporates students as members of the community who are empowered to create social change with their interest in mind.

Checkoway - Six Strategies of Community Change⁴

In 1995 Checkoway developed the *Six Strategies of Community Change*, a well-rounded approach to community development planning and action. The macro focus on development identifies methods of creating significant shifts and change in community through six strategies of change: “mass mobilization, social action, citizen participation, public advocacy, popular education, and local services development.” This more practical approach to community development focuses on urban and rural development the empowerment and mobilization of community citizens in creating change. This article combines the research of a number of community development theories and methods for mobilizing communities and arranges them in a meaningful way. The eight areas provide a number of useful practices that outline specific actions for creating change through intellectual and thoughtful areas of focus. This research has significant implications because it demonstrates a need to focus on multiplied areas of development to achieve one desired goal. To create sustainable change there must be infrastructure that supports more than one approach to change.

⁴ “Six Strategies of Community Change.” *Checkoway, B.* Oxford Journals. 1995. Volume 30, Issue. 1. Pp. 2-20. Web. March 2014. <<http://cdj.oxfordjournals.org/content/30/1/2.full.pdf+html>>.

II. Supporting Student Development

When considering the unique challenges of supporting students there are a number of insightful pieces of literature and models for student success. A great deal focus on learning and pedagogy, experiential opportunities, and an increasingly focus on student affairs best practices.

General - Student Development Theory⁵

Student development theory is based on the collective knowledge and theories and models of developing students. There are five broad categories that help organize these perspectives: “psychosocial, cognitive-structural, person-environment, humanistic, and student development process.” The helpful thing about this framework is it focuses directly on “college age” students and addresses a number of distinct communities within this population. Overall this theory concentrates on behavior and cognitive development that deals with influencing students and helping them develop as successful members of communities. “Theories address how [general populations] of individuals reason, think, and make meaning of their experiences.” This knowledge can be integrated into the thesis in a number of meaningful ways as it acknowledges the unique needs of undergraduate students and provides areas of focus on their human and student development.

Evan - Guide to Student Development in College⁶

Originally published in 1996 this research examines *Student Development in College: Theory, Research, and Practice*. It explores the effects of out of the class experience: on academic, intellectual, and cognitive learning outcomes. The literature is actually strongly tied to Student Development Theory and focused on “Theory-to-Practice Models of Student Development.” It provides a deeper foundation for theories that support learning and student development, while considering a number of other factors such as environment, history, and physical impacts of community student

⁵ “Student Development Theory: The Basics.” *Dartmouth College*. Web. 2013. March 2014. <http://www.dartmouth.edu/~orl/greek-soc/docs/student_development_theory.pdf>.

⁶ “Student Development in College: Theory, Research, and Practice, Second Edition.” *Evans, N. Forney, Guido, Renn, Patton*. The Global Community For Academic Advising. 1998. Journal issue 22(1). Web. March 2014. <<http://www.nacada.ksu.edu/Resources/Journal/Current-Past-Book-Reviews/articleType/ArticleView/articleId/1231/Student-Development-in-College.aspx>>.

development. This research is an incredibly thorough review theories and best practices, bringing together more focused and deepened areas of focus that build off the Student Development Theory with areas such as “development of faith and spirituality” or “social identify development.” Overall this student development perspective has direct connections to the thesis as it helps define the unique experiences a student focuses on outside of the classroom while attending university/college. These are important considerations when building infrastructure that supports student-centred communities.

ACPA – Principles of Good Practice for Student Affairs⁷

The American College Personnel Association undertook the redevelopment of student affairs best practices based on the previous research of Chickering and Gamson (1987) who developed seven principles of good practice in undergraduate education. With updated considerations there are seven revised principles:

- “Engages students in active learning.
- Helps students develop coherent values and ethical standards.
- Sets and communicates high expectations for student learning.
- Uses systematic inquiry to improve student and institutional performance.
- Uses resources effectively to achieve institutional missions and goals.
- Forges educational partnerships that advance student learning.
- Builds supportive and inclusive communities.”

This approach to student affairs focus on “creating learning-oriented student affairs work, based on extensive research about the impact of college on education outcomes.” They provide a guide for community leaders who are trying to develop best practices develop student’s values, integrate them into the community, and provide the tools for managing change. Overall this research is well grounded with the insights of the ACPA and highlights a number approaches to creating stronger communities based on the behavior and development of students. By focusing on students learning experience this model of development supports the thesis by reinforcing the need for purposeful and strategic development in on-campus best practices, which incorporate advanced learning opportunities and support systems.

⁷ "Principles of Good Practice for Student Affairs." *MYACPA*. ACPA -College Student Educators International. 2011. Web. 12 Sept. 2011. <http://acpa.nche.edu/pgp/principle.htm>

III. Developing Community Partnerships

This section reviews practical approaches to developing community partnerships in university towns. It merges the underlying theories of student and community development with practical models that utilize social welfare, university-community engagement, and urban revival to build student-centred communities.

Weil's Handbook of Community Practice⁸

This handbook is more of a textbook of resources with over forty chapters that help guide the reader through practice, theory's, and research methods behind community practice. It calls upon theories that encompass "community development, organizing, planning, social change, policy practice, program development, service coordination, organizational, cultural competency, and community base research..." in a local, national, and international context. Four area of focus that were particularly interesting centred on developing students through:

"Greater understanding of alterative economic, political, and social welfare systems.... enhanced appreciation for diverse cultures... exposure to comparative options for addressing economic and social issues.... increased possibilities for innovation and change in practice and education."

This literature is only comprehensive because of its depth but its relevant connection to global issues of community practice. It is a critical reflection of methods to create social change that create a framework for communities of any size to draw from. This publication helps develop perspectives for the thesis by demonstrating the importance of thinking purposefully and strategically when making infrastructure and that support students and the communities they live in.

⁸ "Handbook of Community Practice." Marie Weil. Sage Publications Ltd. 2005. Web. March 2014. <<http://www.sagepub.com/refbooks/Book235083>>.

CACOM – University-Community Engagement⁹

The Centre for Australian Community Organizations and Management focus exclusively on studying the impact of community and contributes to the growing research in areas of university / community partnerships. This model of student community development focused on the “various roles that the University can play within the co-production of research knowledge with the community, as collaborator in the research process itself, as mediator in the development of linking social capital between community and more powerful players, and as the potential site for independent and critical analysis.” This important perspective focused on the social capital of the post-secondary institutions and how they have an impact on the public domain through collaborative research and community engagement. This research is important because it not only helps define the university’s role in community development, but forces leaders in all areas of the community to identify where they have “social capital” that can influence the successful development of the community. There are more explicit examples of university-community engagement that would be better suited to the thesis that directly impact a students integration, however this information does provide a valuable strategy for creating collaborative partnerships at high levels within the university town. This helps perpetuate the successful development of infrastructure for student-centred communities.

Rodin - University and Urban Revival¹⁰

Published in 2007 *The University and Urban Revival Out of the Ivory Tower and Into the Streets* was authored the president of the University of Pennsylvania Judith Rodin. This unique perspective from the leader of a post-secondary institution provides some unique insights into university – community partnerships. The literature argues, “Cities rely on their academic institutions as stable places of employment, cultural centers, civic partners, and concentrated populations of

⁹ “University-Community Engagement: What does it mean?.” Jenny Onyx. Gateways: International Journal of Community Research and Engagement. 2008. Volume 1. Web. March 2014 <<https://epress.lib.uts.edu.au/journals/index.php/ijcre/article/view/512>>.

¹⁰ “The University and Urban Revival Out of the Ivory Tower and Into the Streets.” Judith Rodin. Pennsylvania Press. 2007. Print.

consumers for local business and services.” The focus is the physical revitalization of the communities the university has a direct impact on. This unique perspective is somewhat limited in that it largely reflects the perspective of one community leader from one post-secondary institution. However it does provide a real world example of creating change through partnerships and strategic planning. This literature reinforces that there is an international presence of studentification in communities suggest practical examples for change. “Penn's West Philadelphia Initiatives have remade University City into a thriving, economically and ethnically diverse urban center. Rodin offers lessons for all anchor institutions interested in fostering neighborhood-level change” This model of student community development is important to the thesis research because it stresses that community change can be accomplished with proactive strategies that are focused on embracing the local skills of the community.

Conclusions

The primary goal of this research paper is to focus on empowering community leaders in university towns, who often lack strategic and informed visions when supporting undergraduate students. This literature review helps create a foundation for thinking and language when it comes to community and student development theories and perspectives. By taking an informed look at community development, there are a number of approaches to organizing, empowering, and changing communities. Specific models of student development have evolved from student affairs research and best practices to help develop the unique needs of students. The literature supports a shift towards promoting university community partnerships to help advance their collective community goals. While the body of literature is growing in these areas, there remains a gap in research when focusing on supporting student's transition into off-campus neighbourhoods. This is an area of development that would benefit from theories and models to form unique and practical solutions to student-centred community development.

CHAPTER ONE

1. THE STUDENTIFICATION OF CANADA

University towns across Canada face the growing pressures of “studentification” with both domestic and international students. To gain a stronger understanding of this issue consider: the past decade of growth for universities, the implications of studentification on communities, and the reaction of towns across Canada. As Canada’s post-secondary institutions continue to attract thousands of new students annually, university neighbourhoods are reaching a tipping point and must react to the overwhelming growth of student populations.

In The News – Increased Enrollment

Over the past decade undergraduate and graduate student enrollment in Canadian universities has increased 43.7%¹¹ leaving communities unprepared for this unique demographic. The impact varies: some neighbourhoods become crowded ‘student ghettos’ while others experience seasonal sub-communities. Like many others post-secondary institutions the University of Western Ontario is focusing on international student recruitment, while managing the impact on their domestic students. They argue a more diverse and increased population of students is a “conscious decision on our part to be able to serve our domestic Canadian community and at the same time have capacity to welcome international students...”¹² Ultimately this impacts the social, cultural, physical, and economic aspects of communities.

¹¹ “Back to School Quick Facts 2013.” *Association of Universities and Colleges In Canada*. Media Room. 2013. Web. Oct 2013. <<http://www.aucc.ca/media-room/publications/back-to-school-quick-facts-2013/>>.

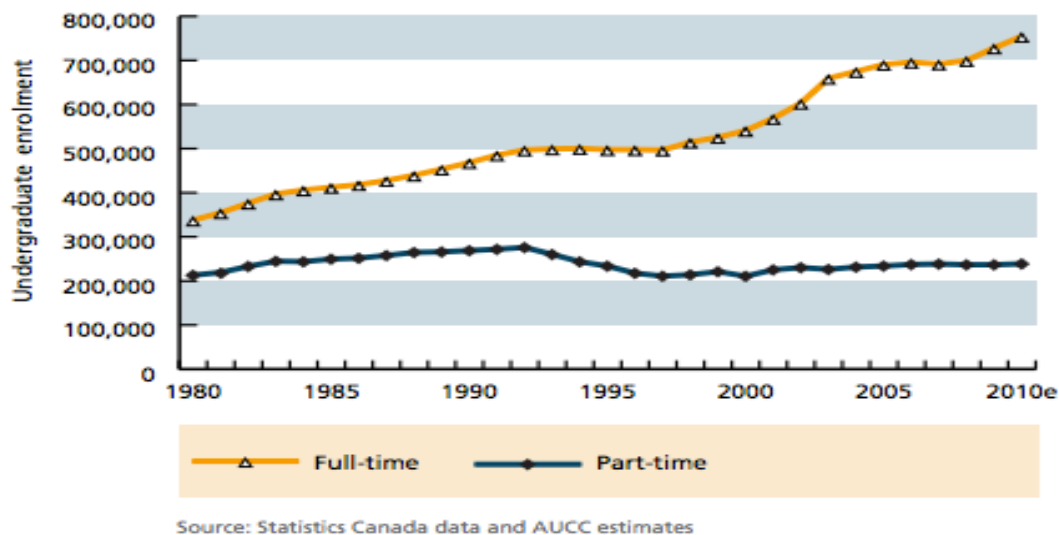
¹² “Canada to double international students.” Hamza Tariq. *The Gazette*. The University of Western Ontario. Jan 2014. Web. March 2014. <<http://www.westerngazette.ca/2014/01/20/canada-to-double-international-students/>>.

1.1 A DECADE OF GROWTH FOR UNIVERSITIES

Canadian universities have seen consistent growth in their undergraduate enrollment since the 1980s. The past decade leading up to 2010 and beyond continues to reflect an even more dramatic growth of full-time undergraduate and graduate student populations. This increase is due to a number of factors including: a growing population of people age 17-25, increased strategic investment in post-secondary institutions and recruitment, and perhaps a shift in the workforce requiring some form of post-secondary education as a prerequisite to employment. While there remain a variety of factors driving this growth, the primary focus should be on how to manage the consequences of this demographic shift in our society.

Chart 4 – Undergraduate Enrollment 1980 - 2010

13



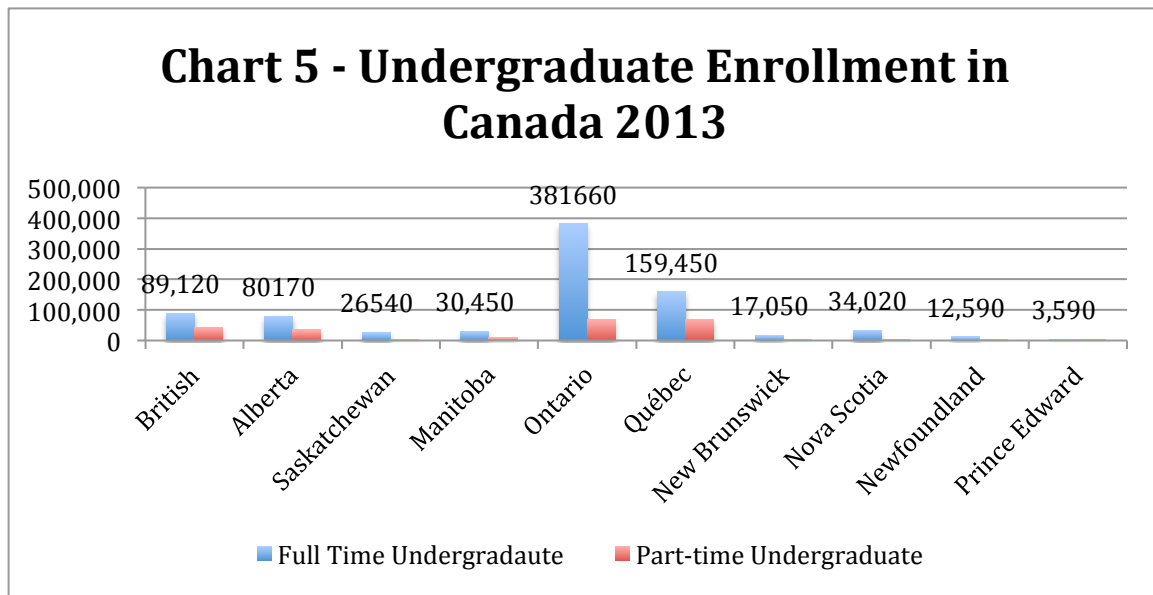
¹³ Post-secondary Enrolment Trends to 2031: Three Scenarios." Darcy Hango, P.de Broucker. Culture, Tourism and the Centre for Educational Statistics. Canada Nov. 2007. Web. March 2014. <<http://www.statcan.gc.ca/pub/81-595-m/81-595-m2007058-eng.pdf>>.

Post-Secondary Enrollment Growth In Canada From 2003-2013

To drive the point further, the Association of Universities and Colleges reports the following statistics related to undergraduates growth:

- The number of full-time students has grown for 13 consecutive years with an increase of 43.7% full time undergraduate and 82.1% full time graduate.
- In 2012 there were 739,000 full-time and 234,000 part-time undergraduates.
- Between now and 2017 more than one million students will graduate in Canada.
- Full-time international enrolment has increased by more than 11 percent since 2010. In 1995 there were 25,000 international students in Canada. ¹⁴

Recent reports from Statistics Canada show there are over 83 universities in Canada with student populations ranging from 30 to 87,000 students. Ontario carries the greatest proportion of both full-time and part-time students (followed by Quebec) making it an ideal place to invest resources and seek solutions for students. ¹⁵



¹⁴ "Back to School Quick Facts 2013." *Association of Universities and Colleges In Canada*. Media Room. 2013. Web. Oct 2013. <<http://www.aucc.ca/media-room/publications/back-to-school-quick-facts-2013/>>.

¹⁵ "Education Training & Learning." *Statistics Canada*. Government of Canada. 2011. Web. Sept 2011. <<http://www5.statcan.gc.ca/subjectsujet/subthemesoustheme.action?pid=1821&id=1756&lang=eng&more=0>>.

1.2 THE IMPLICATIONS OF STUDENTIFICATION

As diverse as the population of Canada, undergraduate students are important members of our society and impact nearly every aspect of communities. The term “studentification” has been used to describe a socioeconomic and demographic shift of large student populations. Specifically it focuses on the transition into neighbourhoods not intentionally created for students that are often located in close proximity to university campuses and downtown city cores.¹⁶ This phenomenon is similar to “gentrification” where communities in the 1970’s and 1980’s “saw the middle class moving into and renovating, run-down yet relatively central areas of large cities.”¹⁷ Today the effects of studentification are being felt in a similar way in university towns across Canada.

Four Areas of Impact

Every community is different and the impact of students may vary. We can observe many neighbourhoods that have accepted and embraced the growth of university campuses, while others have struggled to manage the influx of undergraduate students into their community.¹⁸ Often long-term residents take the perspective that crowded ‘student ghettos’ or seasonal sub-communities are negative results of students in the community, while the goal should be to capitalize on the positive

¹⁶Chatterton, P. “Considerations of effects of Studentification. University students and city centres – the formation of exclusive geographies.” *The Case of Bristol, UK*. Geoforum. 1999. 117-133. Print.

¹⁷ Smith D.P., Holt, L. “Processes of Studentification In Brighton and Eastbourne” *University of Brighton*. 2004. 1057-1064. Print.

¹⁸ Doctor Anderson, Jon. “Geography: Case Study of Studentification.” *Cardiff Case Studies*. Cardiff University. 2013. Web. Oct 2013. <<http://www.cardiff.ac.uk/cplan/sites/default/files/CCS-Studentification.pdf>>.

opportunities for growth.¹⁹ In 2002 Dr. Smith conducted a study of studentification in Leeds, identifying four areas that impact in the hosting city.

- **“Social** - Replacement of established residents with a transient population.
- **Cultural** - Concentration of young people with shared cultural services.
- **Physical** - Downgrading or upgrading of the physical environment.
- **Economic** - A change in the balance of stock and decreasing owner-occupation.”²⁰

Based on these categories the following table outlines common opportunities and challenges of studentification in communities and is based research from Town & Gown World reports.²¹

Chart 6 – Opportunities & Challenges of Studentification

	Opportunities	Challenges
Social	<ul style="list-style-type: none"> • High-energy communities. • Civic engagement & activism. 	<ul style="list-style-type: none"> • Temporary populations. • “Rowdy” student events.
Cultural	<ul style="list-style-type: none"> • Knowledge based society. • Diverse activities, programs, and services. 	<ul style="list-style-type: none"> • Resident resentment & conflict. • Increased bylaw enforcement. • Student oriented programs.
Physical	<ul style="list-style-type: none"> • Targeted business development (bars, coffee, fast food). • Entrepreneurship hubs, technology parks, and start-ups. 	<ul style="list-style-type: none"> • Overcrowding of housing, transit and other social services. • Absentee landlords. • Student-targeted crime.
Economic	<ul style="list-style-type: none"> • Increased supply & demand of local employment. • Increased consumption and production of business. 	<ul style="list-style-type: none"> • Increased cost of living in high demand areas. • Seasonal sub-communities and lower quality of housing.

¹⁹ Kenyon, E.L. “Seasonal sub-communities: the impact of student households on residential communities.” *Housing Studies*. British Journal of Sociology. 1997. 48: 286-301. Print.

²⁰ Yin Xiao. “Planning for Studentification In Ontario.” *Waterloo Planning*. University of Waterloo. 2013. Web. Sept 2013 <<http://www.tgao.ca/assets/symposium2013/Studentification.pdf>>.

²¹ “College Town Economic Impacts.” *Town and Gown University Communities*. Town Gown World. 2011. Web. Sept. 2011. <<http://www.towngownworld.com/collegetowneconomics.html>>.

FIGURE 1 - THE IMPACT OF STUDENTIFICATION



This reference summarizes the four areas of studentification in university towns when exploring the opportunities and consequences of increased student populations.

Communities must consider the economic, cultural, social, and physical impacts of undergraduate students in communities across Canada.

1.2.1 SOCIAL IMPLICATIONS

This element of studentification is a reflection of the social relationships, population trends, and common characteristics of the people in university towns. The demographics and social implications of studentification are an important reference, when identifying the challenges and opportunities students bring to the community.

Social Challenges

- Replacement of established residents with a temporary population.
- Transient populations, where students are encouraged to live a 'pack-up-and-go' mentality as a result of school terms and co-op programs.
- Community / late night / group / rowdy events that may disrupt communities in close proximity to campus, downtown core, or high priority neighbourhoods.

Social Opportunities

- Communities built around high-energy students and social networks that facilitate community development and interaction.
- Civic engagement and activism is expected to be greater as students pursue their passions in extra-curricular activities and meaningful volunteer positions.
- Student-oriented events and programming often result in engaging activities and services that expand beyond the university campus.

Supporting Student Social Integration

Overall it is important to support the unique social needs of students as they transition through university. While their social habits may be unconventional to some demographics, there are a number of positive opportunities that bring energy, vitality, and a fresh social vibrancy to a community.

1.2.2 CULTURAL IMPLICATIONS

This element of studentification focuses on the concentration of young people with diverse and multicultural values, which require specific community programming targeting their various background and experiences. While different demographics of a university town will collectively influence the culture of the community, there are some reoccurring themes that allow community leaders to focus their support.

Cultural Challenges

- Resident resentment and conflict is often a result of different ideologies or miscommunication between long-term residents and students.
- Increased bylaw infractions such as public urination, drinking in public, littering.
- Student-targeted crime caused by lower income housing and a lack of maturity and responsibility in a few individuals.

Cultural Opportunities

- Knowledge based society comprised of active learners, teachers, and scholars.
- Diverse and multicultural activities, programs, services targeted at celebrating and supporting the various community members needs.
- Large populations of students who can make large scale events possible, such as carnivals, festivals, marathons, markets, shopping malls, and community centers.

Supporting Student Cultural Integration

While Canada is known for being multicultural and tolerant of diversity, university towns pose a unique and concentrated population of diversity and multiculturalism. Community leaders must be aware of the cultural shifts that students experience and understand the unique needs of international students and students who are living away from home at the first time who may need extra support and guidance.

1.2.3 PHYSICAL IMPLICATIONS

This element of studentification focuses on the physical urban planning and housing challenges within a community. There are examples of both the upgrading and downgrading of the environment, which can take many shapes and forms.

Physical Consequences

- Overcrowding of housing, and overpopulation of high-priority neighbourhoods.
- A change in the balance of ownership with decreasing owner-occupation as a result of absentee landlords and lack of community management.
- Often lower quality housing and apartments, with property value decreasing as a result of lack of maintenance and upkeep and an overall lower standard of living.

Physical Opportunities

- Targeted business development such as bars, coffee shops, and fast food services are constantly emerging within university communities.
- Development of buildings and infrastructure through the contributions and investment of community leaders such as government and universities.
- High concentrations of student populations that allow for the growth of focused infrastructure and services that support the unique needs of students.

Supporting Student Physical Integration

To support a student's integration through physical infrastructure it is important to recognize that students require specific types of community space and support. Examples include thoughtful accommodation, strategically placed businesses, and accessible services, centred on high-priority neighbourhoods and environments.

1.2.4 ECONOMIC IMPLICATIONS

This element of studentification focuses on the economic impact of student populations and how they drive the supply and demand of business and housing markets in university towns. These implications must be considered relative to the socioeconomic characteristics of the non-student community members.

Economic Consequences

- Increased cost of living in high demand areas such as downtown cores or neighbourhoods in close proximity to university campus.
- Middle to low class-spending habits as a result of fix income (student loan) or large amounts of debt as students progress through their academic journey.
- Seasonal sub-communities that result in spending fluctuations, dipping at the end of each term and summer, with high points in September and January.

Economic Opportunities

- Increased consumption of products and services that drive local businesses.
- Increased demand for short-term employment opportunities and professional long-term opportunities upon graduation.
- The emergence of entrepreneurship hubs, technology parks, and many new business ventures also help drive the economy.

Supporting Student Economic Integration

There are a number of important considerations when exploring the economic impacts of student communities. From some perspectives these communities are “recession proof investments” while others view these communities as low-income ghettos. Overall it is important to recognize the unique economic impacts and opportunities in university towns and capitalize on the value students bring.

1.3 REACTIONS ACROSS CANADA

Long-term residents and community members are rallying to manage the influx of undergraduate students, often overwhelmed with thousands of new citizens who seek refuge and accommodation during the 3-5 years of their bachelor degree. Many university towns approach community development in an uncoordinated and reactive manner, with a lack of understanding and priority for student-centred communities. With a proactive and collaborative approach communities can benefit from the economic, physical, cultural, and social benefits of undergraduate students. A number of methods exist to help accommodate students and recently over “thirteen cities (with off-campus housing issues) have developed planning strategies to control the negative impacts of student rentals within near campus neighbourhoods.”²² Development goals in communities are often oriented around:

- Improved civic engagement and activism within the community.
- Long-term commitments i.e. purchasing house, raising family, employment.
- Strengthened sense individual purpose within community.

Studentification is not simply a local phenomenon but one that extends internationally to countries including United States and United Kingdom, who are leading the research in areas of student-centred community development. Canada must now take a more active role in supporting students and giving this phenomenon the attention it deserves, creating intentional strategies for communities to sustain the growth and support of undergraduate students.

²² "College Town Economic Impacts." *Town and Gown University Communities*. Town Gown World. 2011. Web. Sept. 2011. <<http://www.towngownworld.com/collegetowneconomics.html>>.

First Year On-Campus Accommodation

Recognizing the need to have a strong support system for undergraduates, many universities now have an on-campus residence and guarantee a spot to students entering the first year of their bachelor degree.²³ Residence is typically managed by the post-secondary institution and is an ideal stepping-stone for students who are moving away from home for the first time. Residence can take many forms and incorporates a number of student support units to ensure a successful transition into university life. One limitation is their physical capacity, which requires most students to move out of residence after first-year and into the community.

Second Year Off-Campus Accommodation

As second year students begin to leave residence and into off-campus neighbourhoods, community members are often left to provide accommodation on their own. Students generally find housing in apartments or renovated homes referred to as houses in multiple occupations (HMO's) where there are three or more occupants who are unrelated, sharing household amenities and hold multiple short-term leases. Many of these houses were previously built and designed for single families and are now renovated to fit as many tenants as legally possible. The result of this shift is often "adverse student / community relations, conflict, feelings of dispossession and displacement of established local residents."²⁴ This reaction lacks coordination and the appropriate infrastructure to support this important transition into the community.

²³ "About UW." *University of Waterloo*. 2010. Web. July 2010. <<http://www.uwaterloo.ca/aboutuw/>>.

²⁴ "Houses in Multiple Occupation in Bath." *Supplementary Planning Document*. Bath & North East Somerset Council. 2013. Web. Oct 2013. <<http://www.bathnes.gov.uk/services/planning-and-building-control/planning-policy/houses-multiple-occupation-bath-article-4-dir>>.

1.4 COMMUNITY PERSPECTIVES - IMPACT OF STUDENTS

Community members in Waterloo were asked, “What are some of the challenges and opportunities our local community faces as a result of having such a large population of undergraduate students? How do you in your role seek to manage these realities?” They responded with a number of insightful comments. Ultimately everyone in a university town feels the impact of student populations in some way and perceives it to be a growing concern in the university town.

The following summarizes their perspectives from the interview:

Senior Undergraduate Student

“A big part of it depends on where you live and if it’s easy to get around. It’s hard to balanced school and real life. Students need to focus on school while managing their lives off-campus. It can be tough if you’re an international student too because its hard to get to know people. It’s important for students to try and be friends with the people around you and focus on helping people enjoy university.”

Recent Alumni

“Such a large population of students turnover is a huge issue. At least 20% are new students. It’s a challenge to help keep them informed. Students who are attending university now are very different from students who are graduating. Culture is changing so much that it is challenging to determine who current students are and reaching them in a coherent and consistent way. So much has changed since I was a first year. The way the community attempts to connect with me is very different now. There are people coming internationally, from urban and rural environments, getting everyone on the same page and building a conscious stake in the community or common purpose and ownership can be difficult to build. This is both an opportunity and challenge.”

Long Term Resident

“Certainly has an economic impact on our community, shopping in our stores and taking part in the social life. Culturally I notice more individually with people, arts, music, and environment around us. Changes the way you think because there are

young fresh open minds, which might come up with different solutions or look at long standing problems in new ways. I think this is unique about our university town. Transition is a big deal for students. Initially there may be some anxiety or depredation about leaving campus. There are some unfortunate challenges when some students actions paint all students with a black brush."

Masters Teaching Assistant

"With both graduate and undergraduate students you can really notice the difference in cultural background. For example a student coming from high school in Waterloo versus internationally face very different challenges and perspectives...Understanding of authority and cultural norms can be seen on-campus and in the community... As locals we also benefit from having such diverse populations and cultures of student's in our community...Generally I try to be a good neighbor and lead by example."

Neighbourhood Relations Manager

"A lot of it comes to finding balance. There are so many students in our community that it can at times become out of balance quickly. I am not necessarily an advocate of student only communities; you need a mix of residents. There is a lot of value you can have from those interactions. A social connection is a big issue for students. They need the space to socially interact with each other. If we look at the types of places students are living, when trying to find the right space for students interact it can be challenging. Purpose built developments improves the quality of living but isn't always adequate to support interaction."

Student Government General Manager

"Housing in general is a challenge. High-rise and dense populations of students... The waterloo community has now been pushed out of the close neighbourhoods by students, whether that is a good or bad thing its hard to say... Having students' means more people who want to volunteer and can bring talents to the community and local job market."

City Councillor

"Layering of issues that really stack up. Housing issues, for example where do student live? What happens when neighbourhoods are tilted out of balance?

Overtime we have had degradation of safety, lot and property maintenance, living conditions, housing and everything that comes with it. The economic impact of students is also huge. Influx of students into neighbourhood restaurants, bars, supermarkets, in addition to the direct impact of staff and faculty in the community, demonstrates a substantial economic impact. As well as business spin offs and entrepreneurship that we see with youth coming into the city.”

Land & Condominium Developer

“More opportunities with an incredible amount of young energetic minds. There are some behavioral issues, but that is part of life. Students will learn from their mistakes and become smarter people because of it; it’s only a few students who make some not so smart decisions. I am not the police or mom and dad, their behavior is not my job to manage. We build residential and commercial spaces to live, nice clean space to live near campus.... a safe place to live if they choose to live there.”

Not-For-Profit Director

“It’s a distinct population and there is a great deal of social cleavage between student and non-students. There is a notion that students are going to leave and the language used in the community really separates the student population from they city. The business and accommodation surrounding the university are really targeted at students. The concentration of student populations helps us build strategies that are specifically targeted at them. This allows us to focus on the local populations of students.”

Small Business Owner

“In terms of running a business in this area the one challenge with students is they are very transient. They leave in the summer and go on co-ops, so having people come in and become a regular customer is a challenge. It’s about showing them what our business can do for their life. One of the amazing benefits is it brings people together from different places and backgrounds. They are in school so that’s their main focus, so they have a lot to share, so they are always open and willing to learn. I think that creates a really vibrant community.”

1.5 CONCLUSIONS

After more than ten years of undergraduate growth, Canada is now at a tipping point and must react appropriately to studentification and adopt a collaborative and unified vision around this unique and important population. Housing and accommodation is only the first consideration when learning to support the unique needs of undergraduate students. There is a need for a more holistic and balanced approach to building student-centred communities that proactively address the social, economic, physical, and cultural opportunities and challenges of undergraduate student populations.

Universities across Canada continue to attract thousands of new students annually and have made increased enrollment a priority, while often being unable to support and accommodate the new populations of students. It is evident university towns across Canada are searching for solutions to the growing pressures of studentification. The overall goal is to transform studentification into a deliberate and controlled development by making strategic decisions about where to invest resources to support this unique population.

Community Strategic Plan - One

- Consider the opportunities and challenges of concentrated undergraduate student populations and the social, cultural, physical, and economic impact of studentification in university towns.

CHAPTER TWO

2. SUPPORTING THE UNIQUE NEEDS OF UNDERGRADUATES

When communities understand the diverse and unique needs of undergraduate students, they will provide more effective support systems for their integration into university. This can be further explored by: understanding an undergraduate student's stages of integration, supporting their development as they transition and transform through university, and identifying high-priority neighbourhoods where students reside. As our future residents, teachers, and entrepreneurs this population must be engaged in meaningful ways as they transition through this unparalleled stage in their development.

In The News – National Strategy

A recent article in the Globe and Mail calls for “a national strategy for students” and suggests Canada embrace a more collaborative approach to post-secondary planning. It is important to recognize that supporting students requires investment and thoughtful planning at all levels of our national community. “When you don’t have a national strategy, you can’t make conscious choices, so you follow where the political winds blow,” says Paul Cappon, former president of Canadian Council on Learning.²⁵ University towns can begin to create more effective and sustainable support systems for students by identifying best practices and partnerships for community development.

²⁵ “What Canada needs: A national strategy for students.” *Erin Anderssen*. The Globe and Mail. Jan 2013. Web. March 2014. <<http://m.theglobeandmail.com/news/national/time-to-lead/what-canada-needs-a-national-strategy-for-students/article4626039/?service=mobile>>.

2.1 STAGES OF COMMUNITY INTEGRATION

Undergraduate students are just as diverse as the population of Canada, with people from several different cultural, political, and socioeconomic backgrounds. It is a time of educational growth, personal maturity, and transition into members of our communities. There are some specific milestones that can be used to understand student's unique needs that consider the student's: year of study, location of accommodation, and specific areas of community development. This offers a clear timeline that can be used as a reference point when creating strategic infrastructure.

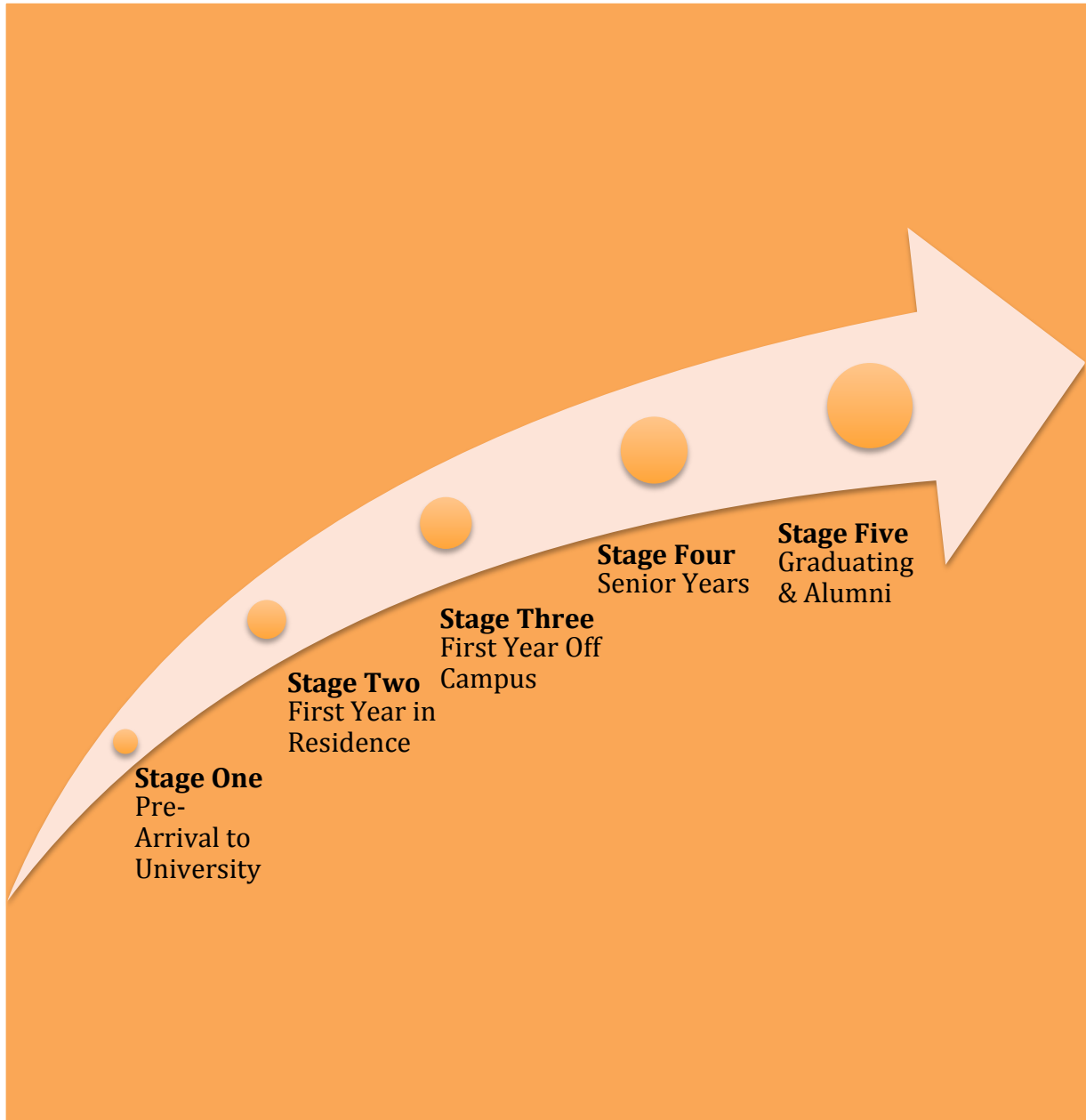
Students Five Stages of Integration

While it remains difficult to accurately profile an "average" undergraduates student, five stages of integration have been identified as milestones shared by most people attending university for the first time:

- | | |
|-------------------------------------|-------------------------------|
| 1. Pre-Arrival To University | 4. Senior Students |
| 2. First Year On-campus | 5. Graduating / Alumni |
| 3. First Year Off-campus | |

At any given time there will be students at all five stages of integration and therefore support must be simultaneous, time sensitive, and ongoing. Infrastructure must simultaneously support new students in the community while recognizing the changing needs of senior students. Similarly there are specific moments in a student's integration, which requires a certain degree of time sensitivity, such as the transitions from their family home into university residence. Some initiatives will only need to occur at one point during a student's degree, while others may happen more regularly and require ongoing attention. Stage one through five explores these considerations in addition to the unique needs of international students, co-op students, and graduate students.

FIGURE 2 - STUDENTS FIVE STAGES OF INTEGRATION



This reference reflects the five stages of integration students typically experience in university and considers the student's: year of study, location of accommodation, and specific areas of community development. Collectively these stages describe the general stages of integration that require simultaneous, time sensitive, and ongoing support.

2.1.1 COMMUNITY INTEGRATION STAGE ONE & TWO

Stage One – Pre-Attendance To University

University towns must work proactively to lay the foundations for programs and services that support undergraduate students entering university for the first time.

This stage takes place in the months leading up to the typical start date in September. Students are typically living at home and preparing to move away for the first time. Systems that assist with undergraduate students social and academic integration into the community must begin to support these "transition issues, and offer[ing] students an overall introduction to the university and college life." ²⁶

Finding basic amenities, forming new relationships, and increasing academic and professional demands are only some of the major challenges nearly one million undergraduate students face annually.

Stage Two – First-Year In Residence

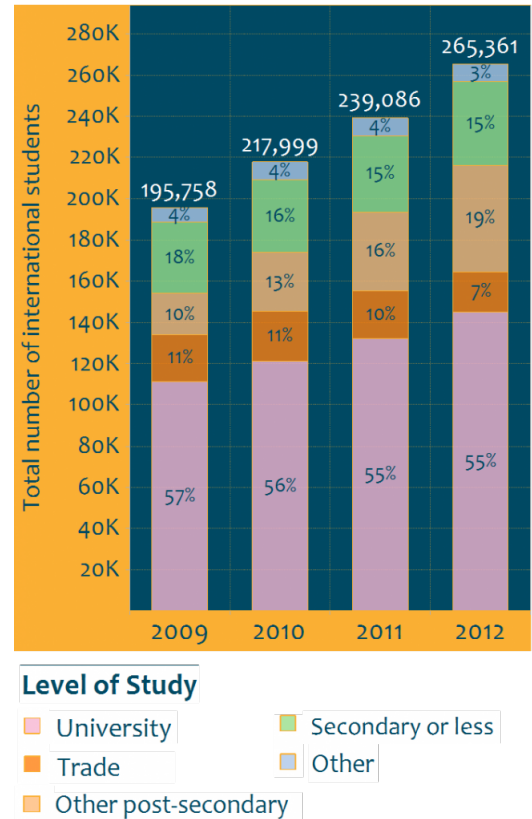
Most students have the opportunity to live in on-campus residence during their first year at university. This stage of integration focuses on supporting students who are often experiencing the "...first opportunity for personal independence within formal residence infrastructure." ²⁷ This transition is a major and sometimes challenging step in their educational journey, shifting from the comforts of high school to the unknowns of university. On-campus residences help facilitate this transition and support the development of life skills, positive opportunities for community engagement, and the tools for building lasting relationships.

²⁶ Pam Charbonneau, O'Donnell L, Claxton L, Walker B. "Beyond The Classroom: UW Living-Learning Project Report." 2005. University of Waterloo. 1-20. Print.

²⁷ Walker, Bud. "UW Students in the Local Community." *University of Waterloo*. 2007. 1-3. Print.

International Student Experience

During these first two stages of integration, it is important to consider our domestic students unique needs while also recognizing international students who are a growing minority within the post-secondary population. There is a conscious effort to increase and retain international students in Ontario and across Canada. Enrollment increased 10% last year and the economic and cultural impact is tremendous with nearly 81,000 jobs created and \$8 billion in spending.²⁸ Often entering



Canada for the first time to pursue post-secondary **Chart 7 –**

International

education, these students have a number of additional considerations including:

Student Enrollment 2009-2012²⁹

- Cultural Integration Issues
- Language Barriers
- Prolonged Separation From Family
- International Permits & Study Visas
- Holiday Accommodation
- Differential Tuition

²⁸ Back to School Quick Facts 2013." *Media Room*. Association of Universities and Colleges In Canada. 2013. Web. Oct 2013. <<http://www.aucc.ca/media-room/publications/back-to-school-quick-facts-2013/>>.

²⁹ "Canada's performance in international education." *Canadian Bureau for International Education*. About Us. 2012. Web. March 2014. <<http://www.cbie-bcei.ca/about-ie/facts-and-figures/>>.

Communities in university towns must prepare and embrace students who in-turn help “enrich the educational experience for Canadian students by bringing global perspectives, new culture, and languages to our campuses.”³⁰

2.1.2 COMMUNITY INTEGRATION STAGE THREE & FOUR

Stage Three – First Year Off-campus

For university towns this is one of the most important times to engage and support students who are integrating into off-campus neighbourhoods. Generally students in this stage are renting and living independently for the first time, but there remains a small percentage that in their first year did not live in residence; instead they either moved directly off-campus, or made the commute from their local family home.

Generally undergraduate students are 18-24 years old and in 2011, 56% of undergraduate students were female and 44% male, with over 8% international visa students.³¹ Any student living off-campus is faced with the challenge of becoming a more independent and responsible member of the community.

Stage Four - Senior Years

Once students have spent some time living off-campus and feel well acquainted with the community, their perspectives and unique needs will evolve. This stage of integration reflects a change of expectations and responsibilities students have in their communities, and what students require from their community. It is a time to promote engagement and activism by “highlighting the importance of and

³⁰ “Canada can become international education powerhouse”. *Media Room. Association of Universities and Colleges In Canada. 2013. Web. Oct. 2013.* <<http://www.aucc.ca/media-room/news-and-commentary/canada-can-become-international-education-powerhouse/>>.

³¹ “Education Training & Learning.” Statistics Canada. *Government of Canada. 2011. Web. Sept 2011.* <<http://www5.statcan.gc.ca/subjectsujet/subthemesoustheme.action?pid=1821&id=1756&lang=eng&more=0>>.

commitment to civic stewardship and social responsibility” and creating infrastructure that helps students “contribute to the welfare of their community.”³²

Co-op Student Experience

Cooperative education is becoming more popular as a component of a student’s post-secondary education. Typically co-op students cycle through a four to eight month work term with an employer and then return to school for courses in a related field. Undergraduate students get hands-on career preparation gaining valuable and practical experience while offsetting the costs of attending university. More and more students are turning to this experiential style of learning with more than “half of today’s students take part in at least one co-op experience, practicum, and internship or field placement during their undergraduate years.”³³ This creates a unique transient demographic and not only affects the co-op student, but also the neighbourhood that must accommodate such frequent changes. Co-op student’s unique needs are often focused on short-term transitions in and out of neighbourhoods and accommodation challenges including:

- Frequent travel creating a pack-and-go mentality living out of a suitcase.
- Short term leases – lack of commitment to a particular neighbourhood.
- Short-term opportunity to work full or part time in the university town.³⁴

Overall co-op is an increasingly important component of an undergraduate degree where “universities prepare students for the workplace through experiential and

³² “A Crucible Moment: College Learning and Democracy’s Future.” *CLDE Action Network Commitments 12-2014*. Association of Universities and Colleges of Canada. 2012. Web. Nov 2013. <http://www.aacu.org/civic_learning/crucible/documents/CLDEActionNetworkCommitments.pdf>.

³³ “Facts and Stats.” *Media Room*. Association of Universities and Colleges In Canada. 2011. Web. Oct 2012. <<http://www.aucc.ca/canadian-universities/facts-and-stats/>>.

³⁴ Harkavy, I. “School-Community-University Partnerships: Effectively Integrating Community Building and Education Reform.” University of Pennsylvania. 1998. Web. Nov 2012. <http://www.upenn.edu/ccp/Bibliography/Ed_HUD_paper.html on 1/16/05>.

global learning opportunities.”³⁵ By understanding the unique needs of students enrolled in co-op, university towns can better support their community integration.

2.1.3 COMMUNITY INTEGRATION STAGE FIVE

Stage Five – Graduation & Alumni

This stage of integration typically involves an older and more mature student who has had time and experience in the community. This final stage focuses on an important milestone for students as they near graduation, shifting their focus to the next adventure: travelling, raising a family, pursuing employment, or perhaps pursuing further high education. It is in the interest of university towns to invest in the retention of students with the hope that they remain part of the local community as graduate students or long-term residents. The benefit of students joining the local workforce, purchasing a house, and mentoring undergraduate students is a pivotal to the sustainability of these communities. Overall this is an important milestone as it contributes to the longevity and success of university towns.

Graduate Student Experience

Undergraduate and graduate student populations have grown in tandem over the past decade, as many students pursue a masters or doctorate as a graduate student. The Association of Universities and Colleges in Canada suggest more than one million students will graduate from Canadian universities between now and 2017, many who will go on to become Masters and PhD students. This demographic of students is now a ratio of 5:1 undergraduate to graduate students with over 20% of

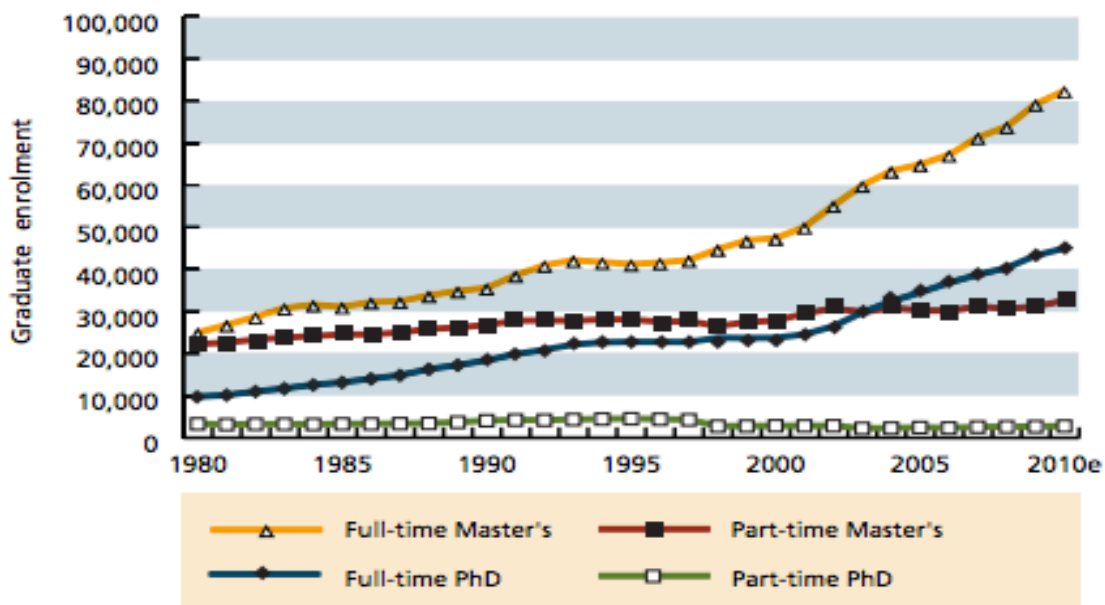
³⁵ “Back to School Quick Facts 2013.” *Media Room*. Association of Universities and Colleges In Canada. 2013. Web. Oct 2013. <<http://www.aucc.ca/media-room/publications/back-to-school-quick-facts-2013/>>.

full-time graduate students in studying from abroad.³⁶ Graduate students are an important demographic and require support in a number of areas including:

- Full-time employment to help maintain income and financial stability.
- Supporting dependents and child care requirements.
- Long-term health and wellness support services.
- Affordable housing for multiple occupants and single families.³⁷

The chart below shows graduate enrollment between 1980 and 2010 and demonstrates a substantial growth in this population. Building student-centred communities requires university towns to consider graduate students and their unique needs of students at this stage of life.

Chart 8 – Graduate Student Enrollment 1980-2010³⁸



Source: Statistics Canada data and AUCC estimates

³⁶ "Facts and Stats." *Media Room*. Association of Universities and Colleges In Canada. 2011. Web. Oct 2012. <<http://www.aucc.ca/canadian-universities/facts-and-stats/>>.

³⁷ "Survey of Graduating Undergraduate Students." *Canadian University Survey Consortium*. Association of Universities and Colleges In Canada. 2012. Web. Oct 2013. <http://www.aucc.ca/media-room/publications/?page=2&filter_year=0&r=5>.

³⁸ "Trends in Higher Education." *The Association of Universities and Colleges of Canada*. Volume 1 – Enrolment 2011. Web. March 2014. <<http://www.aucc.ca/wp-content/uploads/2011/05/trends-2011-vol1-enrolment-e.pdf>>.

2.1.4 CONCLUSIONS

Integrating undergraduate students into university towns is not a straightforward process and requires a thoughtful approach to managing these important milestones. Providing support that is just enough, just in time can be difficult to manage when there are students in all five stages of integration. It requires an understanding of student's academic cycles, transitions in and out of accommodation, and identifying the highest priorities for community development. In addition to the unique needs of undergraduate students there are a number of minorities such as international students, co-op students, and graduate students who must be considered. When building-student centred communities these five stages assist in focusing on specific milestones of integration. Each of these stages builds off of the success of the previous. A strong transition from on-campus residence into the community during stage two and three is an ideal time to implement programs and services that support the unique needs of students and their successful integration into the community.

Community Strategic Plan - Two

- Focus on the five stages of integration undergraduate students experience beginning with: pre-arrival to university, first year in residence, first year off-campus, senior years, and as a graduating alumni.

2.2 A TIME OF TRANSITION & TRANSFORMATION

Integrating undergraduate students into their new communities requires a holistic approach that responds to this unique time of transition and transformation. As a base of reference for determining successful models for student and human development examine the familiar Maslow's (updated) hierarchy of needs, where eight are identified as fundamental motivations of humans: physiological, safety, social, esteem, cognitive, aesthetic, self-actualization, transcendence.³⁹ As students are managing these systemic areas of growth in their life, there are also additional unique areas of student development that should be recognized as well.

Eight Areas of Student Development

When formulating strategies for the effective distribution of resources and services, the following eight areas of student development support their transition and transformation as individuals and member of the communities:

Transition	Transformation
1) Academic Guidance	5) Physical Health
2) Social Life	6) Mental Health
3) Cultural Integration	7) Spiritual Growth
4) Professional Opportunities	8) Community Engagement

These categories are based on areas of focus defined in the National Survey of Student Engagement and if supported will create well-rounded student experience.⁴⁰

³⁹ Saul McLeod. "Maslow's Hierarchy of Needs." *Maslow. Simple Psychology*. 2007. Web. Oct 2013. <<http://www.simplypsychology.org/maslow.html>>.

⁴⁰ "National Survey of Student Engagement." *University of Waterloo*. 2011. Web. Sept 2011. <<http://analysis.uwaterloo.ca/surveys/nsse.php>>.

FIGURE 3 – EIGHT AREAS OF STUDENT DEVELOPMENT



This reference reflects the eight areas of student development that support a student's transition and transformation as they attend university. When given strategic attention and support undergraduate students will feel a greater connection to the community and better overall student experience.

2.2.1 STUDENT DEVELOPMENT AREAS OF TRANSITION

Supporting student development requires infrastructure that focuses on four areas:

academic guidance, social life, cultural integration, and professional opportunities.

These areas of transition take place over time often require investment from the community to ensure students are successful during the course of their degree. The bullets summarize examples of how communities can support undergraduates.

Four Areas of Transition

1) Academic Guidance

- Develop support systems that provide mentorship, teaching assistance, and create opportunities that stimulate academic development.
- Assists in acquiring a broad general education solving real-world problems, while developing a comprehensive understanding of chosen discipline.

2) Social Life

- Facilitate opportunities for social integration into local networks, where students can build meaningful relationships.
- Create an environment that assists in the socialization and expectations of university living and adulthood such as personal code of values and ethics.

3) Cultural Integration

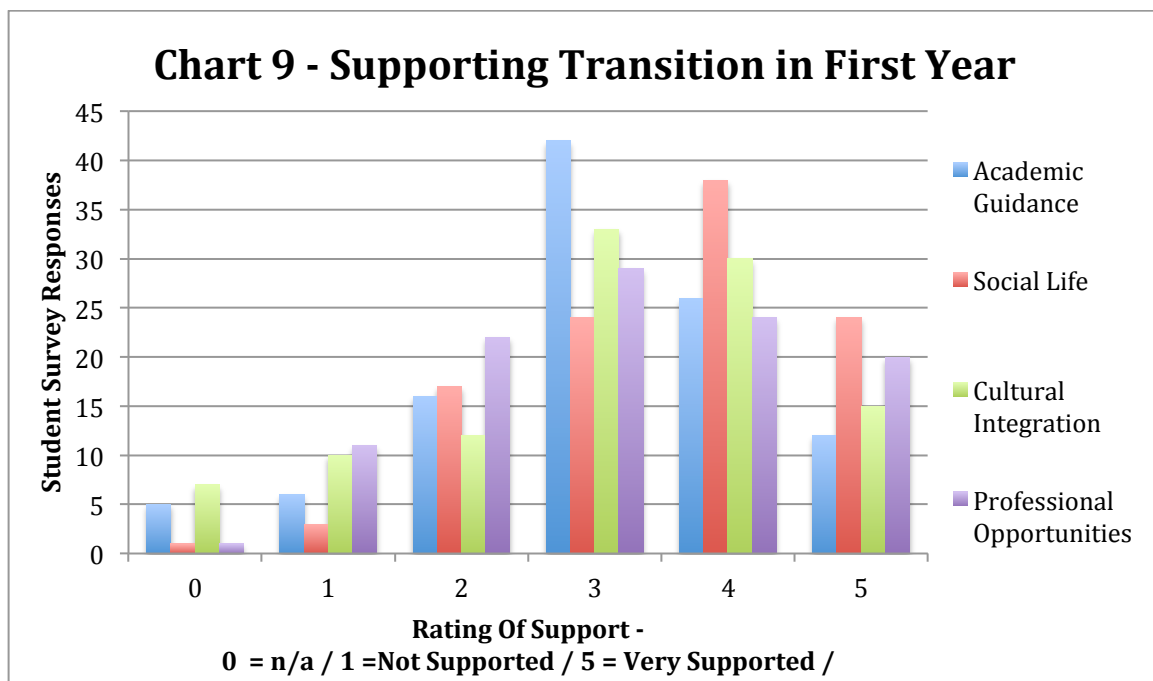
- Enhance exposure to the local customs and norms within a community, through experiential opportunities surrounding intellectual, social, and political diversity.
- Promote the acceptance of diverse perspectives including: ethnicity, racial background, religion and spirituality, gender, sexual orientation, age, ability, and socioeconomic status.

4) Professional Opportunities

- Facilitate the growth of professional skills and experience in real world environments through job and volunteer opportunities.
- Provide additional tools that support knowledge of financial stability and management of student loans.

Supporting Students in First Year

When students arrive to university they are often greeted with a number of support service on-campus such as residence or the student union that specifically focus on supporting the transition and development of students as members of the university community. When students at the University of Waterloo were asked to rank how supported they felt in first-year, they suggested an overall positive response to these four areas. Academic guidance received average support, while social life ranking highest overall, followed by cultural integration and professional opportunities. *This data reflects the response of students who are currently in first and senior years.*



2.2.2 STUDENT DEVELOPMENT AREAS OF TRANSFORMATION

Student must also receive support in four unique area of transformation that students develop: physical health, mental health, spiritual growth, and community engagement. These areas of student development are often very personal and require a thoughtful approach by community members. The bullets summarize examples of how communities can support undergraduate students.

Four Areas of Transformation

5) Physical Health

- Encourages high standards of living and healthy choices in all areas of wellbeing including nutrition, sexuality, self-image, and athleticism.
- Build facilities that support active and healthy lifestyles, with accessible facilities and resources for learning.

6) Mental Health

- Care for the sensitive nature of growth and emotional needs by coordinating individual crisis support, career counselling, and social workers.
- Provide support systems, which empower and provide tools to manage the stresses of university and success in life.

7) Spiritual Growth

- Create spaces that facilitate the personal development of ones spirituality, religion, or self-insight through churches and designated prayer spaces.
- Offer a variety of inclusive options in community programming to support communities diverse belief systems.

8) Community Engagement

- Highlight the importance of civic stewardship, commitment to social responsibility, and the welfare of the community.
- Encourages participation in community-based services and support programs, such as municipal affairs and volunteer services.

Supporting Students in First Year

While sometimes more difficult to quantify, these areas of transformation can be supported through number of tangible solutions, such as having the proper facilities on and off-campus for students to feel supported. When students at the University of Waterloo were asked to rank how supported they felt in first-year, they suggested an overall positive response in these four areas. Physical health received average support, while community engagement ranked highest overall, and a noticeably low ranking for spiritual growth.

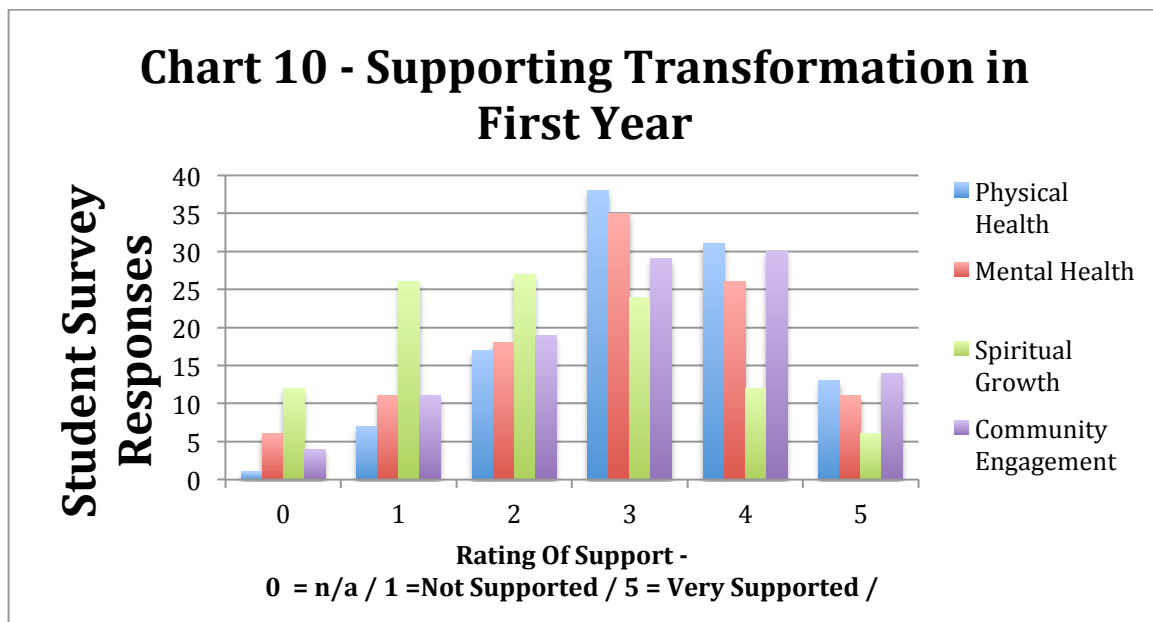


Chart 10 Analysis – Supporting Transformation in First Year

X Axis – Four areas of transformation are explored: physical health, mental health, spiritual growth, and community engagement. Students ranked their overall feeling of support for each area of transformation, using a scale of 1 through 5: with 1 being “not supported,” 5 being “very supported,” and 0 being “no answer.”

Y Axis – This axis reflects the number of responses from students who are currently in first year and in senior year at university. 103 students answered this question.

Purpose of Chart

It assists in understanding the extent to which students feel (or felt) supported in their first year at university. By understanding student’s needs, it allows community leaders to identify areas of strength as well as areas of support that require further attention. Additionally this information creates a reference point, which can be used compare with how supported students feel in their senior years at university.

Summary of Findings

Overall there is an average rating of 3-4 in all four areas of support, suggesting students on average feel generally supported. Spiritual growth stands out as one area with a significantly lower rating of 1 and 2. Physical health is on the other end of the spectrum, with a higher overall rating of 3,4,5.

Relevance to Thesis

Community leaders should be working to provide more support in all areas of transformation, so more students rate support as 4-5. These findings also demonstrate there are a range of students who require different levels of support when transitioning into off-campus communities. These areas of development require unique attention and creative ideas to successfully support students.

2.2.3 SUSTAINING SUPPORT OFF-CAMPUS

The eight areas of transition and transformation assist in creating a framework that supports a students overall experience while at university. The students who choose to live on-campus in their first year have increased access to resources and services that supported these unique areas of development. For example a residence life Don will assist in coordinating social programs, while cafeterias prepare healthy meals, and tutors have designated rooms to provide academic guidance. In a successful on-campus residence all eight areas are support and nourished. The challenge lays in maintaining this level of support as students move out of residence and off-campus. Students at the University of Waterloo were asked what areas of development they felt could use more support as they transition into new neighbourhoods. Over half the respondents suggested more support was necessary in four areas: academic guidance, social life, community engagement, and professional opportunities.

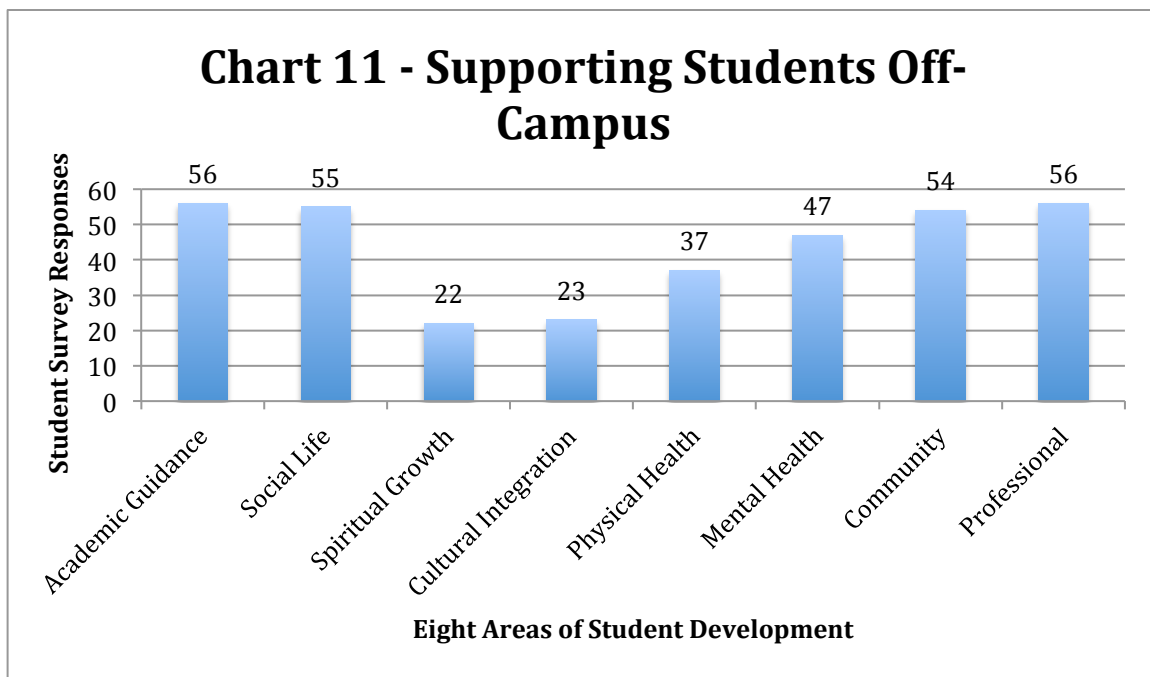


Chart 11 Analysis – Supporting Students Off-Campus

X Axis – This axis lists eight areas of student development during the transition and transformation: academic guidance, social life, spiritual growth, cultural integration, physical health, mental healthy, community engagement, and professional success.

Y Axis – This axis summarizes the number of students who identified more support was necessary in each areas of student development. It reflects the responses from students who are currently in senior year at university with a total of 72 responses.

Purpose of the Chart

This chart explores the areas students feel “more support is necessary off-campus.” It is intended to provide leaders with a better perspective on what areas require infrastructure and attention when building student-centred communities.

Summary of Findings

This chart is consistent with some of the findings in chart 10. It demonstrates that over half of the students surveyed feel more support is necessary in four areas: academic guidance, social life, community engagement, and professional success. It also shows that students are not as concerned about their physical health, possibly because they already feel well supported. While spiritual growth was low in first year, it also appears to be prioritized as the least important in this chart.

Relevance to Thesis

This data suggests that while most students feel “somewhat” supported a majority of them would find value in additional support as they transition from on-campus to off-campus communities. All of these areas should be further explored individually to determine what best practice would be most ideal for helping integrate students.

2.2.4 STUDENT SUPPORT OFF-CAMPUS

It is important to find ways to manage strong levels of support when students move into off-campus neighbourhoods in second year. It is expected that students they will feel less support in their senior years, because access to resources is not nearly as concentrated as when they lived on-campus. Students at the University of Waterloo were asked to rank their feelings of support when living off-campus, in eight areas of development. By providing a weighted total for each ranking, we can see there is a positive correlation that suggests when students move from on-campus to off-campus, there is a slight decrease in feelings of support in seven of eight areas. The one exception is spiritual growth, which was ranked very low in first-year. This data reflects a gap in support and requires university towns to increase their resources to develop the unique needs of undergraduates and improve their integration into the community.

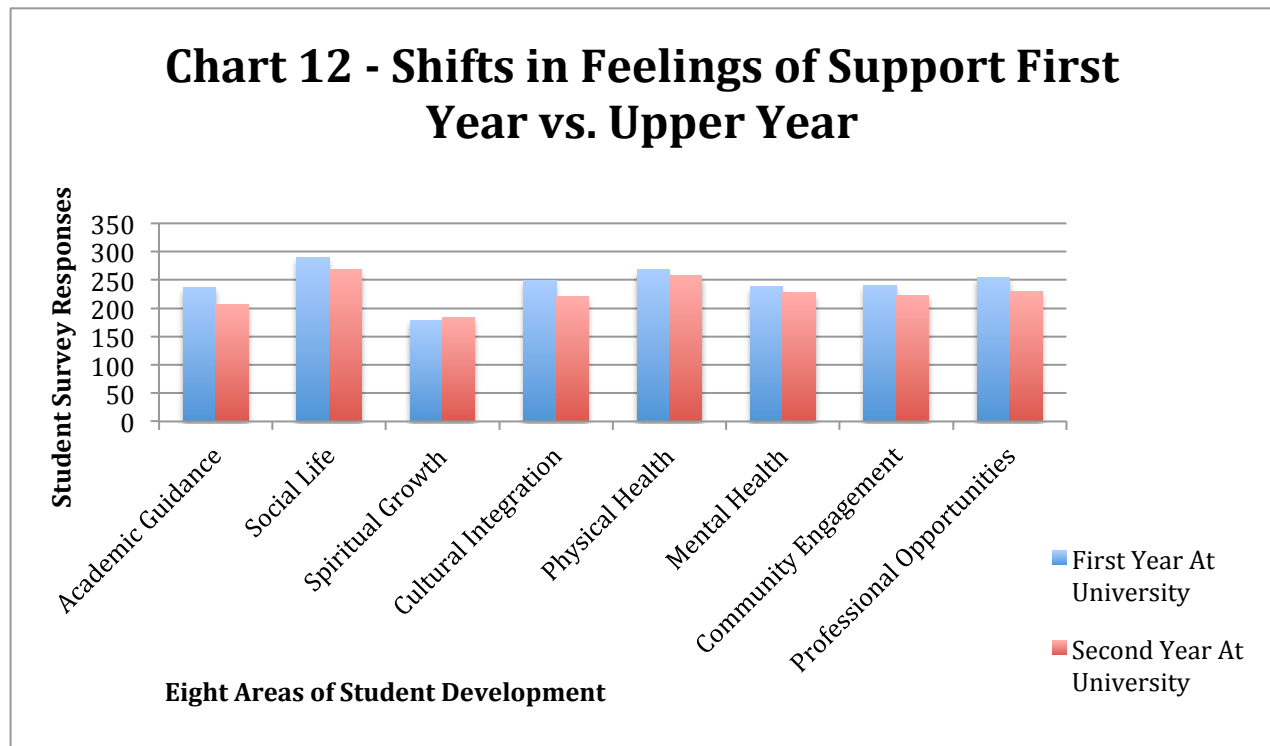


Chart 12 – Shifts in Feelings of Support First Year vs. Upper Year

X Axis – This axis lists eight areas of student development during the transition and transformation: academic guidance, social life, spiritual growth, cultural integration, physical health, mental healthy, community engagement, and professional success.

Y Axis – This axis summarize the number of student survey responses. This data focuses on senior students. It removes first year students who have not experienced living off-campus, and upper year students who did not live on-campus first year. It is calculated by adding up the total rankings each area of development received.

Purpose of Chart

The goal of this chart is to examine the shift in student's feelings of support from first year living on campus to upper year living off campus. This data is meant to identify a trend in the decrease or increase between each area of student development, as the transition into the off campus community.

Summary of Findings

The findings suggest a limited shift from first year to upper year, noting a slight decrease in all but one area of development. Students may have a strong foundation in first year that carries through to their upper years and may continue to relay on these on-campus resources. The overall decrease is likely a result of living farther from campus. Spiritual Growth is the only area with a slight increase in upper year.

Relevance to Thesis

Community leaders should ensure that as student transitions into off-campus neighbourhoods, they receive equal or greater support then in their first year.

Shifting this trend will ensure a student's continued growth and integration into the community is seamless and successful.

2.2.4 CONCLUSIONS

Supporting the unique needs of undergraduate students requires a thoughtful approach from community members throughout university towns. It means developing infrastructure that supports an undergraduate's transition and transformation as members and residents of the community. This is especially important during a student's integration from on-campus residence to off-campus living in their senior years of study. Statistics Canada confirms that over 75% of students are between the ages of 17 and 27 years of age with over 90% being under the age of 40.⁴¹ By enabling students to grow and feel supported when living off-campus, university towns will provide stronger communities for their student population. Eight areas of student development assist in creating a well-rounded experience for undergraduate students and support the development of student-centred communities.

Community Strategic Plan - Three

- Support the transition and transformation of undergraduate students development in eight areas of student development including: social life, cultural integration, professional opportunities, community engagement, academic guidance, physical health, mental health, and spiritual growth.

⁴¹ "Trends in the Age Composition of College and University Graduates." *Meghan Dale*. Statistics Canada. Education matters; Insights on Education, Learning and Training. Web. March 2014. <<http://www.statcan.gc.ca/pub/81-004-x/2010005/article/11386-eng.htm>>.

2.3 IDENTIFYING HIGH-PRIORITY NEIGHBOURHOODS

University towns must target their attention and resources strategically within high-priority neighbourhoods to support undergraduate students integration. While neighbourhoods may vary in shape, size, and location, many university towns share a similar demographic of students. Typically when students move off-campus for the first time they will rent a room, apartment, or entire house with friends. This form of leasing accommodation is very common and creates a number of challenges associated with studentification. A very low percentage of the student population purchases a house or lives locally at home with their family. The majority of students are left to their own to find housing that is often less than ideal and has the potential to form self-managed student neighbourhoods.

The D's Of High Priority Neighbourhoods

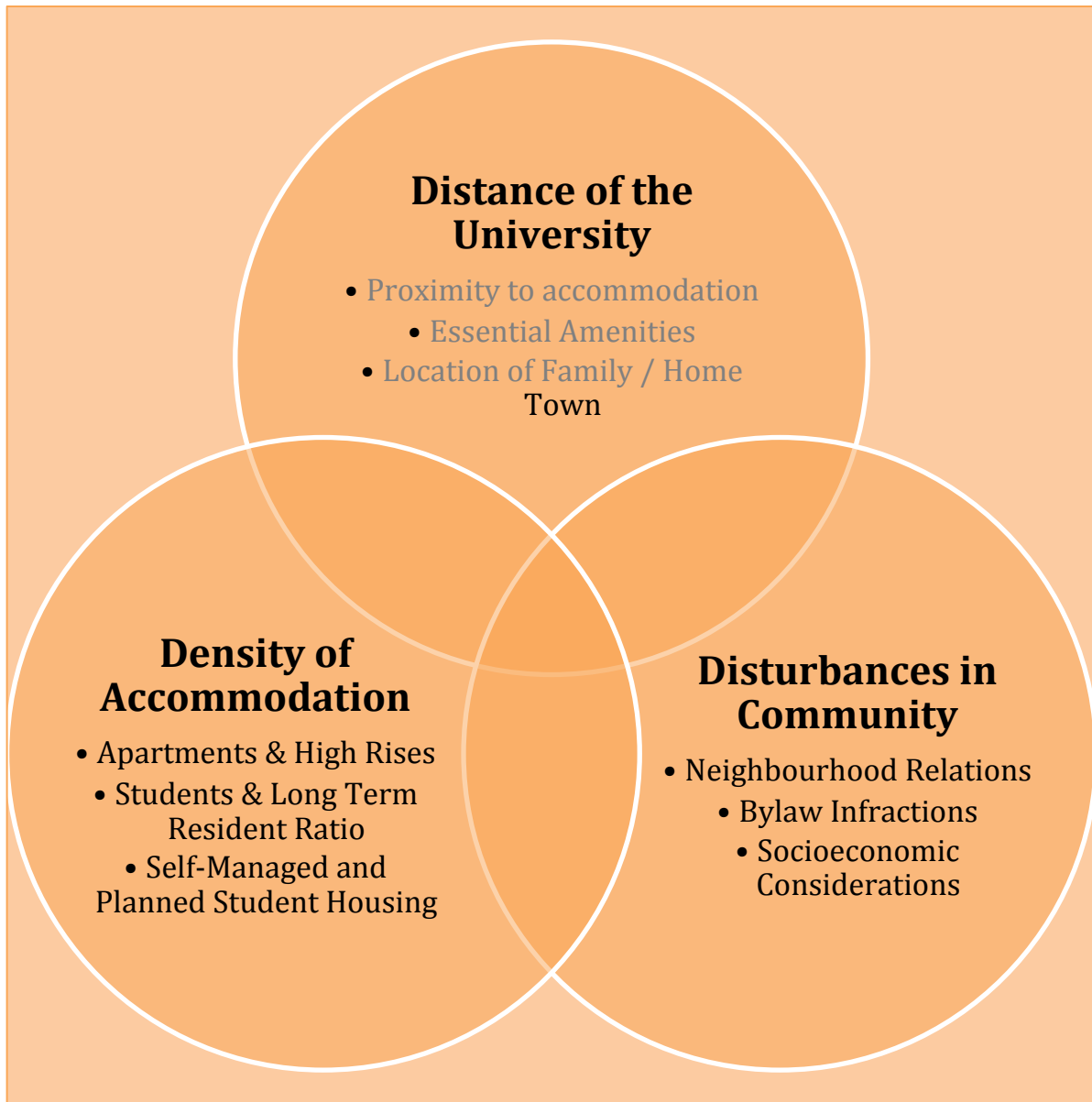
To identify the neighbourhoods that are the highest priority, three metrics are used to narrow the scope of focus:

- **Distance from University**
- **Density of Accommodation**
- **Disturbances in Community**

These neighbourhoods are often in close proximity to university campuses, have a disproportionate ratio of undergraduate students to long-term residents, and high level of disturbances in the community.⁴² When university towns take an active role in managing these neighbourhoods through partnerships and strategic investment there is the potential transform student ghettos into vibrant communities.

⁴² "Neighbourhood issues 'at a critical point'". *Daily Bulletin*. University of Waterloo. 2010. Web: Sept 2011. < <http://www.bulletin.uwaterloo.ca/2010/jun/03th.html> >.

FIGURE 4 – THE THREE D'S OF HIGH-PRIORITY NEIGHBOURHOODS



This reference reflects the three-d's of high priority neighbourhoods that university towns must consider when targeting communities off-campus. Students will require more support and resources in areas that are in close distance of the university campus, have a high density of student accommodation, and sometimes result in consistent disturbances in a community.

2.3.1 DISTANCE OF THE UNIVERSITY

Identifying high-priority neighbourhoods based on the distance of the university

should be considered using three perspectives: the proximity between the main campus and a student's accommodation, distance to essential amenities, and location of family / hometown.

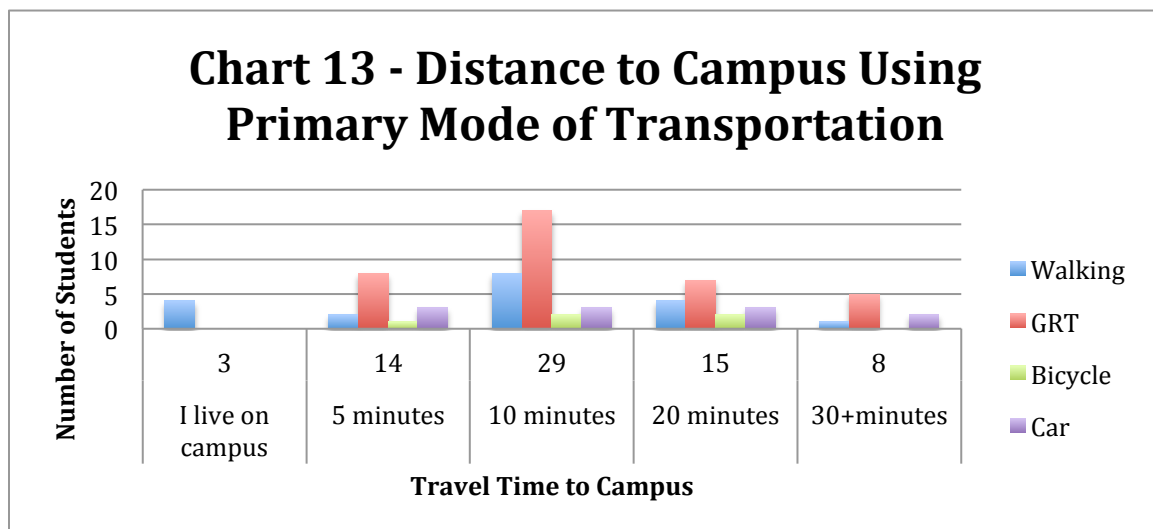
Proximity to Accommodation

One of the most straightforward ways of identifying high-priority neighbourhoods in university towns is by determining its distance from the main university campus.

Most students will spend the majority of their week in lectures, making proximity to campus an important consideration when selecting housing. Using time as a metric for measuring distance, we can establish five distances help locate students:

- 0 Minutes - On-Campus Accommodation
- 5+ Minutes – Near-Campus Housing
- 10+ Minutes – Off-Campus Housing
- 20+ Minutes - Local Commuter
- 30+ Minutes – Long Distance Commuter

These references provide a base for determining the location of student's accommodation off-campus. Students at the University of Waterloo were asked how



long it took to get to campus using their primary mode of transportation. *This sample removes all first year students who live on-campus.* Most upper year students live about 10 minutes away from campus and the majority of residents use the GRT Bus as their primary mode of transportation in the winter. This sample reflect that the majority of students have access to the resources on-campus in roughly 10 minutes of travel, and over 75% live between 5-20minutes from the main campus.

Distance to Essential Amenities

When students cannot access the resources they require on-campus, students require essential amenities and basic services in close proximity to their accommodation, some examples include:

- Public Transportation
- Doctor Office / Pharmacy
- Grocery Store / Farmers Market
- Convenience Stores
- Fast-Food Locations
- Restaurants / Pubs
- Coffee Shops / Social Lounges
- Movie Theatre / Entertainment

Location of Family / Home Town

An additional consideration is out of province and international students who may find the distance from hometown & family difficult, making it even more important to have the proper support in their university town. In Kingston, 95% of the student population travel from outside of the city to attend university. It is home to students from more than 120 different countries with international/visa students making up approximately seven percent of the full-time student population.⁴³ Overall this community is a prime example of how university towns are often comprised of students who are far away from their hometown and need additional support.

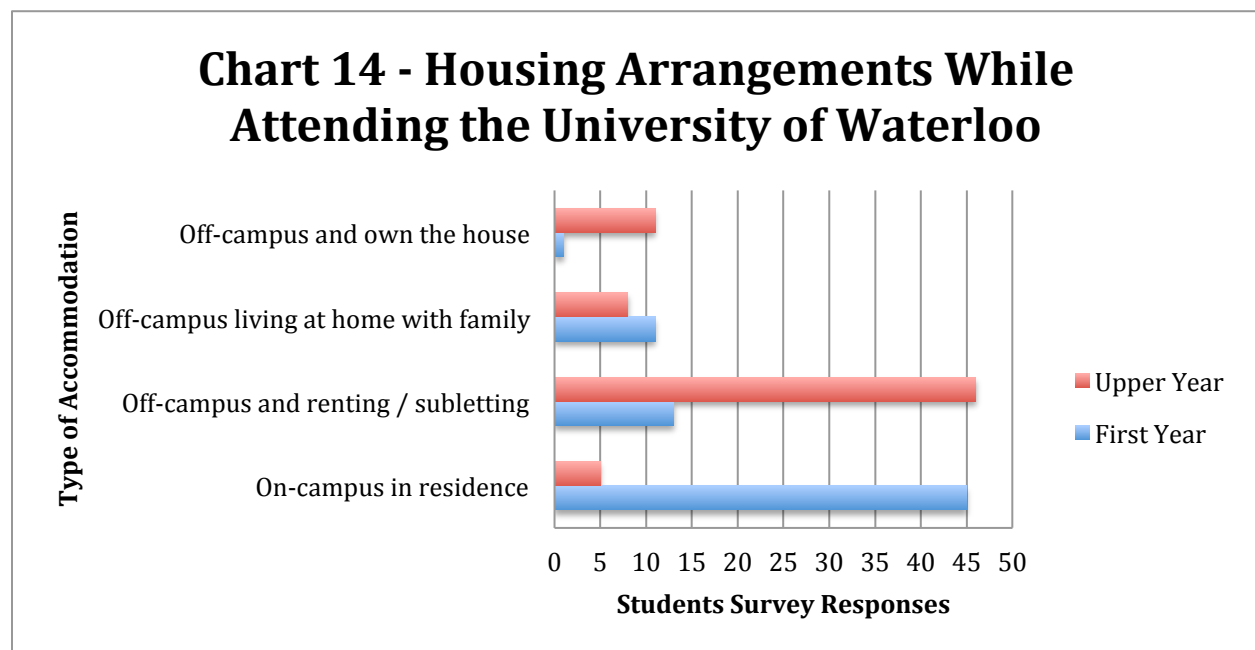
⁴³ "Quick Facts" *Discover*. Queens University. 2012. Web. Sept 2012
<<http://www.queensu.ca/discover/quickfacts>>.

2.3.2 DENSITY OF ACCOMMODATION

Identifying high-priority neighbourhoods can be accomplished by examining three perspectives on the density of accommodation: student to long-term resident ratio, density of apartments and condos, and density of self-managed vs. planned student housing.

Student To Long-Term Resident Ratio

The ratio of undergraduate students to long-term residents is one primary consideration. When the ratio of undergraduate student reaches an imbalance, friction in the neighbourhood may arise. This can be the result of a number of factors including a student's lack of commitment to the long-term community or unfamiliarity with cultural norms. Students at the University of Waterloo were asked where their current accommodation were? It was determined the majority of students spent their first year living in residence and as an upper year student have chosen to live off-campus and rent in a near by neighbourhood. This reinforces the trend that students are seeking accommodation off-campus in communities that were once full of long-term residents.



Density of Apartments & Renovated Houses

In some communities the density of apartments vs. and renovated houses can be a major issue when considering the needs of undergraduate students. What may have once been a street of family homes is now renovated to maximize space, and apartments units meant to hold as many students as possible. This lack of social planning and minimum community space creates a major issue for undergraduate students and communities. Landlords and land developers are often focused on maximizing their investment in the property as opposed to the student or community's success and should be seen as a red flag in university towns.

Density of Self-Managed vs. Planned Student Housing

When students are left to live in self-managed units it can often lead to a number of negative consequences on a community including run down homes. While many students enjoy living in vibrant communities, they are not necessarily equipped with the knowledge or resources or knowledge to invest in upkeep such as front yards. Planned student housing helps address issues like this and the Nottingham City Council recognized this need. In a very strategic and forward thinking way in 2007 their "Building Balanced Communities Supplementary Planning Document" outlined plans for student accommodation, management arrangements, and the creation and maintenance of balanced communities."⁴⁴ The solution to solving density issues is to focus on creating shifting neighbourhoods that are self-managed to a planned student-housing model.

⁴⁴ "Building Balanced Communities Supplementary Planning Document" *Local Development Framework*. City of Nottingham. 2007. Web Sept 2011.
<<http://www.nottinghamcity.gov.uk/CHttpHandler.ashx?id=675&p=0>>.

2.3.3 DISTURBANCES IN NEIGHBOURHOOD

When identifying disturbances in high-priority neighbourhoods in university towns, three perspectives should be considered including: socioeconomic considerations, bylaw infractions, and poor neighbourhood relations.

Socioeconomic Considerations

When evaluating the quality of living in a neighbourhood, similar to any community there may be a number of disturbances as a result of socioeconomic factors. Economic considerations such as high unemployment or low household incomes may influence the safety and security of a community.⁴⁵ Post-secondary institutions are typically built in major cities. When given the option students will often compromise the quality of living space for more affordable rent prices. It is therefore important to recognize where students tend to live and if increased attention is required in certain areas of the city.

Bylaw Infractions

One of the clearest forms of disturbances in a community is by-law infraction. This can be quantified based on complaints or tickets issued by by-law or police departments in a particular neighbourhood. A community with positive neighbourhood relations and mechanisms for reporting and managing issues should be an important focus for university towns. The disturbances are generally minor offenses or disturbances, with some instances of student residents engaging in destructive behavior. Bylaw infractions are a strong indicator of disturbances in communities and constitute a high-priority neighbourhood. Some common examples may include:

⁴⁵ "Canada's Best Places to Live in 2013." *Best Places To Live*. Money Sense. 2013. Web Oct 2013. <<http://www.moneysense.ca/property/canadas-best-places-to-live-2013>>.

- Noise Violations
- Public Urination
- Vandalism to Property
- Littering / Trash Removal
- Public Intoxication
- Parking Infractions

There are a number of approaches a community can take that aid in resolving these matters including educational campaigns, issuing warnings, responding to complaints in a timely manner, and applying penalties when necessary ⁴⁶ Understanding student populations and their unique needs as they integrate into off-campus neighbourhoods will assist in proactively managing and preventing disturbances.

Poor Neighbourhood Relations

Identifying poor relations can be challenging in university towns and may not be as apparent or easy to resolve. This past year Queens University was granted a noise exemption to accommodate the use of their football stadium after 9pm. Local residents who are part of a near campus neighbourhood committee were angered by the noisy activities and felt the sound “dominated their home life at night.... It seems to me Queen’s is just being a big bully. I will move if they get the exemption.”⁴⁷ Issues like this may be difficult to resolve but institutions like Queens’s works to be proactive in other ways such as through their *Be a Good Neighbour Campaign* where they work to facilitate stronger relations in near campus communities.⁴⁸ These issues of disturbance may build over time or be the result of a major event, requiring time and sensitivity to build positive relations in neighbourhoods.

⁴⁶ “Bylaw Enforcement.” *City of Kitchener*. Bylaws and Municipal Code. 2014. Web. March 2014.
<<http://www.kitchener.ca/en/insidecityhall/bylawsandmunicipalcode.asp>>.

⁴⁷ “Residents don’t want bylaw exemption.” *Paul Schliesmann*. Thewig.com. January 2014. Web. March 2014.
<<http://www.thewhig.com/2014/01/24/residents-dont-want-bylaw-exemption>>.

⁴⁸ “Living with neighbours.” *Queens University*. Student Affairs. 2014. March 2014.
<<http://www.queensu.ca/studentaffairs/safety/home/neighbours.html>>.

2.3.4 CONCLUSIONS

A major challenge for university towns is locating where students live off-campus. Even through a census or survey of near campus neighbourhoods, students move so frequently they become a very transient population. By considering the distance of the university campus, density of accommodation, and disturbances within a neighbourhood, communities can begin to focus their resources and attention.

Chart 15 – Comparing Distance / Density / Disturbances

Accommodation	Distance	Density	Disturbance
Campus Residences	Live On-campus	~80-90% First-Year Students	Low
Near Campus Housing	5 Minutes	~20% Upper-Year Students	Medium
High-Priority Neighbourhood	10 Minutes	~40% Upper-Year Students	High
Local Commute	20 Minutes	~20% Upper-Year Students	Low
Long Distance Commute	30+ Minutes	~10% Upper-Year Students	Low

The chart above provides an example of comparing data when identifying high-priority neighbourhoods. Densely populated areas are more inclined to have higher disturbances with the majority of students living 10 minutes off-campus by bus, we can begin to pinpoint infrastructure that builds student-centred neighbourhoods.

Community Strategic Plan - Four

- Identify the three d's of high-priority neighbourhoods by considering the: distance of the university, density of accommodation, and disturbances in the community.

CHAPTER THREE

3. A COLLABORATIVE APPROACH TO COMMUNITY DEVELOPMENT

Community development has become a familiar concept in university towns across Canada focused on the impact of studentification and supporting the unique needs of undergraduate students. When creating strategies around community development there are a number of considerations including: gaining the support of collaborative community leaders, understanding the basics of conducting community analysis, and areas of focus when planning for student-centred communities. A collaborative approach is fundamental because effective infrastructure often requires the combined investment and support from leaders throughout the university town.

In The News – Pan-Canadian Coalition

The Community-Based Research Canada (CBRC) is a collaborative network launched by a group of Canadian universities, research networks, and community organizations. This initiative is “intended to enable and empower citizens across Canada to access, produce, and put into action knowledge that will make their communities more sustainable, fairer, safer, healthier, and prosperous.” This network of research institutions is using their unique position as knowledge centers to help communities become stronger.⁴⁹ Their research helps uncover best practices including resources such as: *Higher Education Community-Engagement and the Public Good 2009*, and *Community-University Engagement in 2030: A Scenario 2011*. This is a powerful example of a collaborative approach to community development that is necessary to build student-centred communities.

⁴⁹ “A Pan-Canadian Coalition on Community Based Research.” *Community-Based Research Canada*. May 2008. Web. March 2014. <http://communityresearchcanada.ca/who_are_we>.

3.1 COLLABORATIVE COMMUNITY LEADERSHIP

At its most the most elementary level a “community” can be thought of as a group of individual members, united by at least one common characteristic. Whether geographical, cultural, organizational, or social, the different types of community are endless.⁵⁰

Successful community systems have “well-integrated, interdependent sectors that share responsibility to resolve problems and enhance the well being of the community.”⁵¹

Therefore collaboration is necessary when building student-centred community.

Four Groups of Community Leaders

While university towns may face different challenges across Canada, everyone shares several basic “community leaders” who are the people and organizations that drive the development of infrastructure in neighbourhoods. Four groups of leadership have been identified based on their distinct areas of contribution within the university towns:

- | | |
|--|---|
| 1) Residents & Community Groups | 2) University & College Administrators |
| 3) Government & Public Services | 4) Corporations & Not-For-Profits |

These community leaders represent a diverse range of community members and play an integral role in supporting student’s transition into off-campus living. When community leaders collaborate they are much more likely to be successful at implementing student-centred infrastructure. However there remain a number of challenges associated with trying to coordinate these groups strategically.⁵²

⁵⁰ Campbell, Denise. “Community Development.” *Social Development, Finance & Administration*. City of Toronto. 2012. Web. Sept 2012. <<http://www.toronto.ca/sdfa/community-dev.htm>>

⁵¹ Hatcher, Michael. “Community Engagement: Definitions and Organizing Concepts from the Literature.” *Centres for Disease Control and Prevention*. Public Health Practice Program Office. 2011. Web. Sept 2011. <<http://www.cdc.gov/phppo/pce/part1.htm>>.

⁵² “It’s Not Just Academic: University-Community Partnerships are Rebuilding Neighborhoods.” *The Office of University Partnerships*. US Department of Housing and Urban Development. 2012. Web. Sept 2012. <http://www.oup.org/news/08_2000_10.html>.

FIGURE 5 – FOUR GROUPS OF COMMUNITY LEADERS



This reference reflects the four areas of community leadership that are required to build student-centred neighbourhoods. Through the combined resources and shared investment of these leaders, infrastructure can be developed that facilitates the appropriate support systems for undergraduate students.

3.1.1 RESIDENTS & COMMUNITY GROUPS

Identifying Community Leaders

This category of leadership represents citizens within communities and can represent individual or collectives of people who live, work, or study in the university town.

Residents represent the individuals and families who compose the majority of the population within the community and strive to engage in respectful and mutually supportive relationships.⁵³ Community groups can take many forms and are often a collective of residents who share a common purpose or values and shared investment in the community. Together these leaders represent an important perspective within the community and may include:



- **Undergraduate Students**
- **Long-Term Residents**
- **Civic Leaders**
- **Community Development Groups**
- **Neighbourhoods Associations**
- **Faith-Based & Church-Based Groups**
- **Cultural & Ethnic Groups**

Areas of Leadership

This group of community leaders takes an active interest in the success and prosperity of the community and feels the impact of studentification in off-campus neighbourhoods.

These leaders are an important component of community decision-making and determining the needs and values of the neighbourhoods, while leading by example and helping preserve the heritage, environment, and collaboration within the community.⁵⁴

⁵³ Cookson, Matt (2008) "An Effort to Encourage More NH College Grads to Work, Play and Stay in NH." The 55% Initiative. Town & Gown World Article. Web. Sept 2012. <http://www.usnh.edu/media/press/20090316_charter_partners.html>

⁵⁴ HUG Waterloo. "The Greener Solution for Northdale." Help Organize the Ghetto in Waterloo. 2009. Web. Sept 2011. <<http://hugwaterloo.com/index.php/the-greener-solution-for-northdale>>.

Community Perspectives - Supporting Student Development

When three residents in Waterloo were asked 'what eight areas of student development do you support as a community leader and how?' it was apparent they each played an important role in building student-centred neighbourhoods. They identified academic life, community engagement, social life, physical health, and mental health. Some excerpts from the interview include:

Senior Undergraduate

"It really depends on how involved you want to be. **Academic Life:** I got involved as a tutor and mentor for some students, which was pretty helpful. **Social Life:** Getting people out where they know the area is key. Its either on-campus or with friends, so I like to help people explore they city because I have a car."

Recent Alumni

"Academic guidance is limited to informal causal conversations with students who work with me. **Professional Opportunities:** the majority of the staff at the place I work is students, where for many students it is their first opportunity to work in a professional environment. **Community Engagement:** As a senior student I am a role model and assist in their growth. Its incumbent on mature experienced students to lead by example and help encourage young students to take on leadership roles and be active members of the community."

Long-Term Resident

"There is transitory thinking for many students. We've certainly have students say this is just a student ghetto. It only becomes that if we think of it that way... Overall we support undergraduate through my job working at the university, and some as a resident in the community. **Community Engagement:** we try to say you are part of this community and we want you to be. We host a BBQ to get to know students because we want to know who our neighbor is. **Social Life:** Helping connect students to events and feel like members of the community. **Physical and Mental Health:** Generally if you want more then I can offer then I refer students to the services on-campus."

Community Perspectives - Supporting Students Transition Off-Campus

When three residents in Waterloo were asked “What is your role in the successful transition of undergraduate students into the City of Waterloo?” they reinforced how important the transition was and ways in which they were all involved in building student-centred neighbourhoods. Some excerpts from the interview include:

Senior Undergraduate

“The really big one for me is getting out to networking events. If you seek them out then they are great places to meet people. It’s real life events that get people out. New cities are overwhelming and networking events can really help break the ice.”

Recent Alumni

“Set a good example and model what are good civic behaviors. You have to be a role model, by small things like saying hello to people on the street or voting. There is a sense of a divide between community members, people with families who have been here for a long time. As someone who now bridges the divide with students and long term residents, it’s my job to help build relationships by setting an example.”

Long Term Resident

“I like to act as a directory for when students want to volunteer or are looking for work, I can point them in the right direction. Even taking part in an event or seeing a movie. I know the area as a local and when students come to me to talk I can help get them involved in the community, working, playing and volunteering.... If students don’t know where to look or happen to talk to me then they often find it hard to get involved.”

3.1.2 UNIVERSITY & COLLEGE ADMINISTRATORS

Identifying Community Leaders

Involvement from post-secondary institutions is essential when creating collaborative solutions to studentification and supporting undergraduate students unique needs. These post-secondary schools can range in size and location including academies, institutes of technology, vocational schools, trade schools, career colleges and satellite campuses.⁵⁵

University and college administrators involve the entire university population who has a leadership role on-campus and may include:



- **Administration, Boards, Councils, Committees**
- **Support Staff**
- **Student Service Staff**
- **Faculty Members**
- **Graduate Students**
- **Student Groups, Governments, Clubs, Services**

Areas of Leadership

This group of community leaders plays a crucial role at all stages of transition and transformation and specifically administer the population of undergraduate students and their on-campus experience. “University and college administrators can Influence knowledge-based values through infrastructure that supports “(1) service learning, (2) service provision, (3) faculty involvement, (4) student volunteerism, (5) community in the classroom, (6) applied research, and (7) major institutional change.”⁵⁶

⁵⁵ “Community-University Partnerships: Translating Evidence into Action.” *Proceedings of a National Symposium Jointly Sponsored by Community-Campus Partnerships for Health & HUD’s Office of University Partnerships*. Office of University Partnerships (OUP). San Diego, April 23. 1-15. Print.

⁵⁶ Martin, Smith, Philips. “Bridging ‘Town & Gown’ Through Innovative University-Community Partnerships.” *The Innovation Journal: The Public Sector Innovation Journal*. Innovation. 2009. Vol 10(2), article 20. Web Oct 2012.< <http://www.innovation.cc/volumes-issues/martin-u-partner4final.pdf> >.

Community Perspectives - Supporting Student Development

When three university administrators in Waterloo were asked ‘what eight areas of student development do you support as a community leader and how?’ it was apparent they each played an important role in building student-centred neighbourhoods. They identified all eight areas of support including: academic guidance, community engagement, professional opportunities, social life, physical health, and mental health, cultural integration, and spiritual growth. Some excerpts from the interview include:

Graduate / Teaching Assistant

“Academic Guidance: definitely when I mentor a student I try and get them to achieve the most success I possibly can. **Social Life:** Often draw back from my experiences and share that knowledge with students about what I learned during my undergraduate. **Professional Opportunities:** These are key to moving forward after undergraduate, so when I see a student who is passionate I try to connect and encourage them. **Mental / Physical Health:** Really tied to being able to pursue success in academia.”

Neighbourhood Relations Manager

“From the perspective of on-campus residence we both directly and indirectly support these areas. **Cultural integration, community engagement, and social life** we have direct impact over. Our overall goal is to act as a connector and push students towards other support services on-campus when possible.”

Student Government General Manager

“Certainly many alumni have been connected with the student government to **all eight areas of support**... The more obvious are the large **social events** that engage the community like Canada Day celebrations.... **Spiritual growth** is supported through designated prayer space across campus and our clubs and services.... We take pride in **professional opportunities** we provide to our students on and off-campus.”

Community Perspectives - Supporting Students Transition Off-Campus

When three university administrators in Waterloo were asked "What is your role in the successful transition of undergraduate students into the City of Waterloo?" they reinforced how important it was to start this process when students were still on-campus to build student-centred neighbourhoods off-campus. Some excerpts from the interview include:

Masters Teaching Assistant

"I always try to take on a mentorship role. For example after spending many years at the university and in the community I can connect you or lead you down the right path...If you want to know about a team or club on-campus, myself and other grad students are very influential... however most of my social interaction are on-campus."

Neighbourhood Relations Manager

"Facilitate volunteerism and create opportunities for students by helping them know about the community and help the community know about the students. Everyone can benefit a great deal. Students are consumption oriented and they want some culture... Our role is to educate the city staff, residents, and other communities about who students are. Changing some of the conversations about students as a problem and more of an asset. Find good upper year students to help showcase the strong models of behavior. There are very few who cause problems and so we highlight the majority of good students to the community."

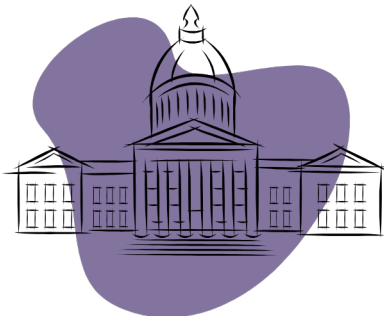
Student Government General Manager

"There are just so many examples from our clubs that raise awareness and support, to services helping off-campus.... As a student organization we always try to identify gaps in service. We have an off-campus community service which we hope to partner with on-campus residences... there needs to be a recognition, understanding, planning expanding the need for this type of service."

3.1.3 GOVERNMENTS & PUBLIC SERVICES

Identifying Community Leaders

Canada's four levels of government comprise this category of community leadership and include the federal, provincial, regional, and municipal levels of jurisdiction. They are essential to the success of high-priority neighbourhoods and exist to provide resources and development for public infrastructure. Municipal and regional leaders may include:



- **Elected Representatives**
- **Urban Planners & Parks & Recreation**
- **Public Transportation**
- **Public Relations Office**
- **Law Enforcement & Bylaw**
- **Public Health & Emergency Services**

Areas of Leadership

Overall governments and public services play an important role as community leaders in developing policy and enforcement that set standards for many areas of development.

- **Federal** - High-level infrastructure such as student assistance programs.
- **Provincial** - Administer secondary school and core services such as health care.
- **Regional** - Influence land permits and core services such as fire or police.
- **Municipal** - Support the local cultural and social needs of communities.

The Association of Universities and Colleges In Canada considers it “vital for governments to undertake the required research to inform policy decisions and gage the impact of proposed measures.”⁵⁷ This is especially important in student-centred communities and requires increased attention to ensure infrastructure provides “accessible, responsive services” in student-centred communities.⁵⁸

⁵⁷ “Access And Quality.” *Policy Issues*. Association of Universities and Colleges of Canada. 2010. Web. Sept. 2010 <http://www.aucc.ca/policy/issues/access-and-quality_e.html>.

⁵⁸ “About The Department.” *Department of Government Services*. Government of Newfoundland and Labrador. 2011. Web. 12 Sept. 2011. <<http://www.gs.gov.nl.ca/>>.

Community Perspectives - Supporting Student Development

When a City Councillor in Waterloo was asked 'what eight areas of student development do you support as a community leader and how?' it was apparent they each played an important role in building student-centred neighbourhoods. They identified areas of support including: academic guidance, community engagement, social life, and cultural integration. Some excerpts from the interview include:

City Councillor – “It is a real challenge to support students at times... What it really takes is articulating a common narrative, while helping people see a broader perspective... It's not about 'students' and 'community members'... We all have responsibility to help facilitate a positive **academic** working environment. It's about the space for people to interact, learn, and grow. Meeting new people and experiencing new things means supporting **social, cultural, and community engagement.**”

Community Perspectives - Supporting Students Transition Off-Campus

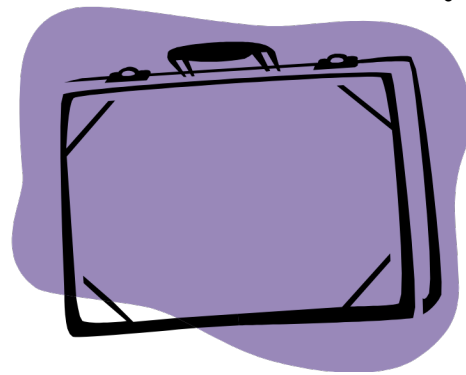
When a City Councillor in Waterloo was asked “What is your role in the successful transition of undergraduate students into the City of Waterloo?” they encourage building strong relationships and partnerships with leaders on and off-campus to build student-centred neighbourhoods. Some excerpts from the interview include:

City Councillor – “Directly supporting students can be a challenge, we work best through partnerships to understand and address these issues and challenges. Town & Gown is really critical to helping us understand the perspectives of everyone around the table.... Recently we've placed the focus on culture to help break down the walls around university campuses... Encouraging resources and engage students through things like our doorknocker program. Identify how to be a productive and effective neighbour and how to stay safe. Students are often losing a lot of their support units when they move off-campus. At a time of immense academic pressures, there is a big gap of knowledge that we strive to fill through partnerships on-campus.”

3.1.4 CORPORATIONS & NOT-FOR-PROFITS

Identifying Community Leaders

One of the less obvious groups of community leaders is a local corporation or not-for-profit that contributes to the operation of community services and infrastructure. Often driven by the bottom line, these leaders can be found throughout a university town and are often eager to engage and capitalize on student communities. Some examples include:



- **Food Services & Licensed Establishments**
- **Housing & Land Developments**
- **Banks & Financial Institutions**
- **News, Media and Information Centers**
- **Recreational Facilities**
- **Public Arts & Entertainment Industry**

Areas of Leadership

This group of leaders provides marketable goods and services that help drive the economy as service providers and employers. Generally they facilitate economic stimulus and entrepreneurship within the community and directly assist students with valuable work experiences and opportunities within the university town.⁵⁹ Depending on the mission and willingness of the corporation or not-for-profit, there will be varying degrees of investment in student-centred communities. Ultimately a great deal of infrastructure including buildings and land development are a major consideration for many growing communities across Canada, and working collaboratively with these leaders is essential.

⁵⁹ Barsovkis, Mark, Ling Yan Chen, Ryan Felix, Josh Layton, Joe Park, and Amy Sinclair. "The Future Vision For Northdale - Waterloo's High Tech Residential Commons." *Northdale Study and Committee Team*. University of Waterloo, 2010. 1-2. Print.

Community Perspectives - Supporting Student Development

When three corporations and not-for profits in Waterloo were asked 'what eight areas of student development do you support as a community leader and how?' it was apparent they each played an important role in building student-centred neighbourhoods. They identified all social life, professional opportunities, community engagement, spiritual growth, mental health, physical health, and social life. Some interview excerpts include:

Land & Condominium Developer

"Academic guidance is not really our business. We provide a safe clean study space that is our focus. **Social Life:** We create a dwelling space, gym; if students choose to live in one of our buildings we provide the space for them. I want to provide a series of different options and let them choose what they think. Having options available to students is really what we strive to do."

Not-For-Profit Director

"We want to have a relationship with students well after they graduate, so we focus on them when they first arrive to university. We provide work experience and **professional training opportunities** to our student staff. There are some aspects to **community engagement** where we run a number of information sessions and get students involved and equipped with the tools as a community resident...the best opportunity are for students to find jobs."

Small Business Owner -

"Definitely support **physical and mental health** as well as **spiritual growth**. They are simply part of the yoga practice. I feel really strongly about our studio being a place of **community engagement**...sometimes for students knowing we can lean on another for support is one of the most incredible gifts people can get. We also think about how we can integrate people on professional level, how can we get them more involved is something I always ask myself.... One of our visions is as a **social space** if students have a sandwich for lunch and are close to the studio; we want them to feel comfortable coming in and considering our business like a home! It's pretty unique."

Community Perspectives - Supporting Students Transition Off-Campus

When three corporations and not-for profits in Waterloo were asked “What is your role in the successful transition of undergraduate students into the City of Waterloo?” they reinforced how important it was to start this process when students were still on-campus to build student-centred neighbourhoods off-campus. Some interview excerpts include:

Land & Condominium Developer

“Everything was really completely student focused with five bedroom apartments. You are never going to completely integrate a community that way. Our new approach is to create space that appeal to not just students; they need to appeal to grad students and young professionals. It’s about getting the rest of the community integrated where students live instead of vice versa. Instead of pushing students out into the neighbourhoods, lets bring community members to where students live.”

Not-For-Profit Director

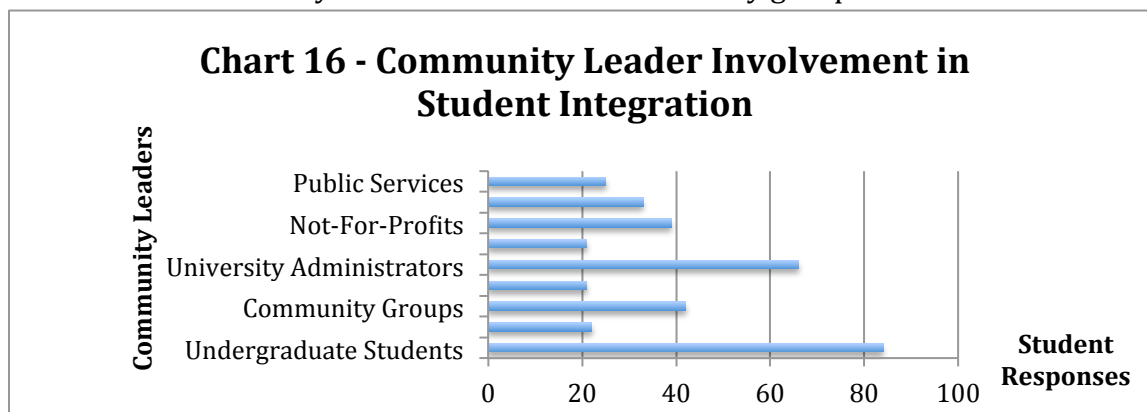
“My organization is not focused on student’s integration into the city, we see this growing population and do our best to serve them. When students first arrive on-campus we want to engage them, so we can help them the most. We help students manage their finances so they can face the challenges of life. If we can support their management of money it will support every other aspect of their lives.... It’s in our interest to keep students engaged until they are graduates because that is when we really are able to benefit from their help.”

Small Business Owner

“I think of my business as a community within this bigger city community. I want people to feel like they are part of something bigger. It can be a scary transition being a student and stepping out into the world, where a lot of students aren’t sure what they want to do. There is a lot of stress that comes from needing to find a job to pay the bills. My vision for the space that I have created is people can come to learn more deeply what is important to them and what they really want to create in their lives. There are not very many systems that really help students figure out what to do. There are things at the university such as counselors, but people from high school to university hit the ground running and learning as they go. Structured and strategic coaching would be really valuable.”

3.1.5 CONCLUSIONS

The majority of community leaders agree that to successfully manage studentification in university towns, a more proactive and collaborative approach to supporting the unique needs of undergraduate students is required. Each area contributes to a number of distinct areas of development but appear to lack is a strategic direction often attempt to resolve issues independently. When students at the University of Waterloo were asked to identify which community leaders should play a role in supporting their transition off-campus, they identified all four areas of leadership with increased support from: undergraduate students and university administrators and community groups.



Ultimately Undergraduate students rely heavily on community leaders to support their unique needs and support their transition into off-campus neighbourhoods.

Community Strategic Plan - Five

- Gather the four groups of community leadership to from collaborate approaches to community development including: residents & community groups, university & college administrators, governments & public services, and corporations & not-for-profits.

3.2 CONDUCTING A COMMUNITY ANALYSIS

One of the first steps any project should take is conducting a thorough community analysis of the university town. The goal is to consider a number of variables and provide concrete recommendations that lead toward identifying best practice infrastructure. This process can be done through a number of different means and requires investigating the long and short-term communities strengths, weaknesses, opportunities and threats. To assist in collecting data community leaders may consider conducting individual interviews with key stakeholders, coordinating small focus groups, large town hall forums, or mass surveys when gathering community interest and opinion.⁶⁰

Four Pillars of a Community Analysis

Every university town is different but all communities share common areas of consideration when conducting a community analysis. Service Canada identifies four categories in their *Community Development Handbook* that assist defining a well-rounded report including:⁶¹

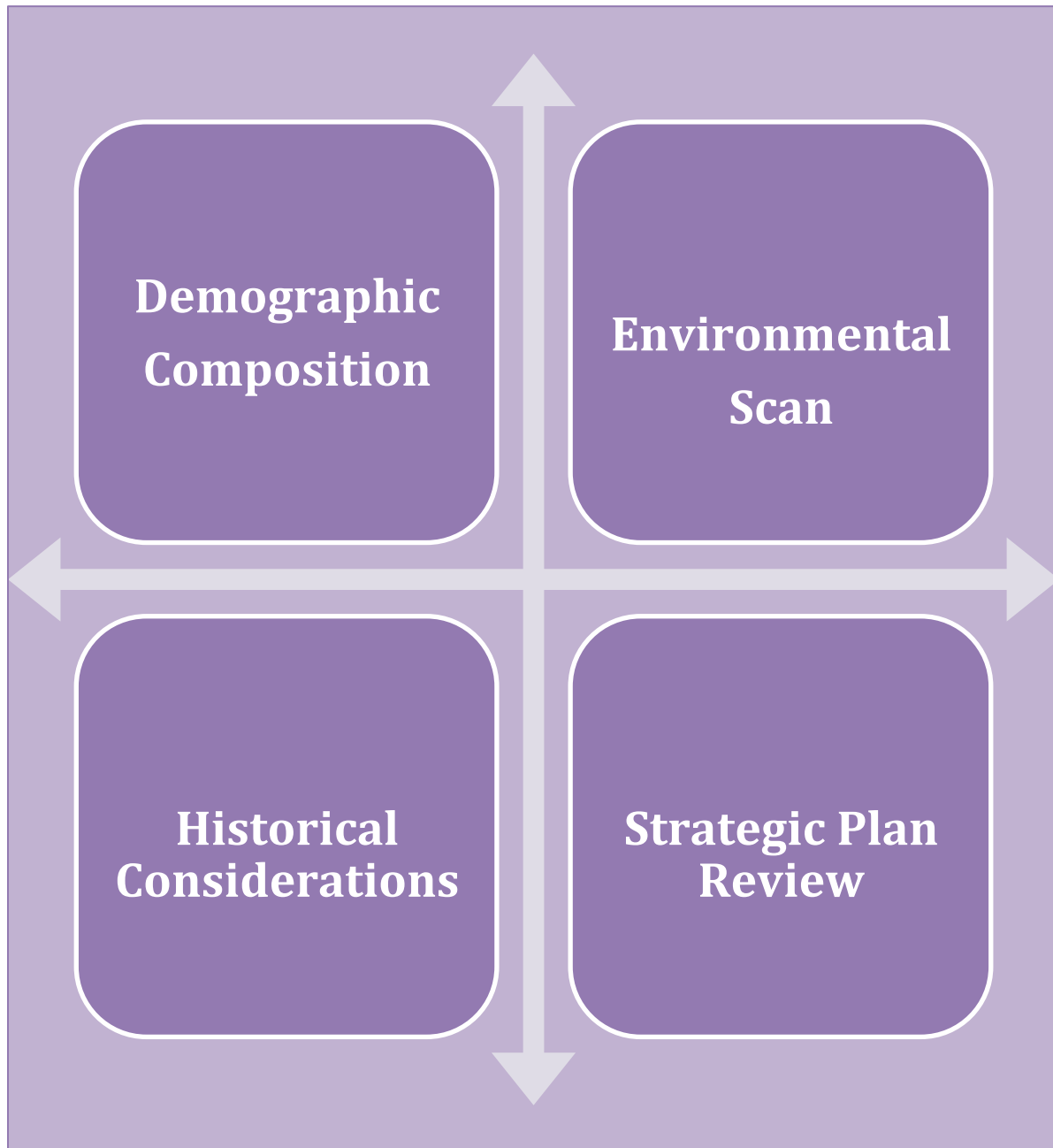
- | | |
|-------------------------------------|-----------------------------------|
| 1. Demographic Composition | 2. Environmental Scan |
| 3. Historical Considerations | 4. Strategic Plan Analysis |

This process is a fundamental step and should incorporate as many key stakeholders in the community as possible to help define the most suitable strategy for building student-centred communities.

⁶⁰ Dr. Tyler, R. "Purpose Built Development: National HMO Lobby Support." *Town And Gown World*. 2011. Web. Sept 2011. <www.towngownworld.com/community_planning/purposebuiltdevelopment.html>.

⁶¹ Frank, F and Smith, A. "The Community Development Handbook." *Service Canada*. Government of Canada. 2010. Web. Nov 2012. <http://www.servicecanada.gc.ca/eng/epb/sid/cia/comm_deve/handbook.html>.

FIGURE 6 – FOUR PILLARS OF A COMMUNITY ANALYSIS



This reference reflects the four pillars of a community analysis that must be considered when creating a strategic plan and considers the demographics, environment, history, and strategies of community. It is necessary to understand what unique considerations come with university towns and how to effectively integrate those variables in the analysis.

3.2.1 DEMOGRAPHIC COMPOSITION OF A COMMUNITY

The demographics of the community population are a good place to begin when conducting a community analysis. They provide a reference of the people who compose the university town and can include a number of variables when characterizing a population including: “income levels, general, education, ethnicity, race, or family size.”⁶² This data can often be located in past municipal or community censuses. For specific information on a high-priority neighbourhood it may be necessary to conduct a survey of the residents to determine the current composition.

Unique Considerations in a University Town

University towns inherently have high populations of undergraduate students and it is therefore important to identify and understand the unique demographics such as:

- Number of students enrolled in co-op who frequently moves accommodation.
- Population of international students.
- Student to long-term resident ratio in high priority neighborhoods
- Current and projected enrollment of post-secondary institution.
- Ratio of full time and part time undergraduate and graduate students

Best Practice in a University Town

When a demographic survey was conducted of three university towns – Belfast, Dundee, and Branford – it was determined there was a 100% increase in house prices over the past five years, which also correlated to the highest density of student homes.⁶³ Data like this allows community leaders to think strategically about where to invest their resources.

⁶² “Demographic Variables.” *Business Dictionary.com*. 2014. Web. 2014.
<<http://www.businessdictionary.com/definition/demographic-variables.html>>.

⁶³ “Survey reveals university town boom.” *Jubilee Property*. News articles. 2014. Web. 2014.
<<http://www.jubileeproperty.com/news/articles/Survey-reveals-university-town-boom-18759966.aspx>>.

3.2.2 COMMUNITY ENVIRONMENTAL SCAN

Understanding the environmental landscape of a community is an important part of a community analysis. By using more of an urban design lens to view the university town, community leaders can begin to understand the growth and development in the surrounding community. It is essential to consider the geography and environment of the city, in addition to housing and land use, the development of community gathering spaces, and businesses and service sustainability within the community.⁶⁴ This data can generally be accessed through the city's urban planning department and campus master plans.

Unique Considerations in a University Town

University towns must consider the reach of the post-secondary institutions physical presence as they continue to grow and increase enrollment including:

- The current and future growth plans of the main campus boundaries.
- Satellite campuses or separate branches of the post-secondary institution.
- Managing multiple universities in close proximities.
- Capacity of on-campus and off-campus student housing.

Best Practice in a University Town

A report from the University of Wisconsin-Madison centred on future housing developments in the community and stressed the importance of "identifying the deficiencies or tradeoffs between possible development alternatives or courses of action and the environmental impacts associated with each alternative."⁶⁵ These considerations are a good example of an effective environmental analysis.

⁶⁴ "Town & Regional Planning." *Dundee University*. 2014. Web. March 2014. <<http://www.dundee.ac.uk/planning/>>.

⁶⁵ "Community Guide to Development Impact Analysis." *Mary Edwards*. Land Information & Computer Graphic Facility. Web. March 2014. <http://www.lic.wisc.edu/shapingdane/facilitation/all_resources/impacts/analysis_environmental.htm>

3.2.3 HISTORICAL CONSIDERATIONS OF COMMUNITY

Investigating the historical considerations of a community may be a fairly straightforward task that yields very meaningful results. It is essential to have a strong understanding of a community's history in order to identify major events that occurred, successful or ineffective programs and services, or research reports and studies that may help paint a timeline and historical perspective of the community. Using the inception of the university campus is often a good starting point, as most institutions in Canada are less than one hundred years old with additional emphasis on the past two decades when studentification has had its greatest impact.⁶⁶

Unique Considerations in a University Town

Every community has a history and university towns are normally filled with media articles and stories from the past. Conducting a historical analysis allows community leaders to identify trends in the community and avoid reinventing the wheel and should consider:

- Housing & land use studies of high priority neighbourhoods.
- Ongoing community relation issues.
- Student-centred programs and services off-campus.

Best Practice in a University Town

An example of a recent historical analysis can be found at the University of North Georgia where "teams of university faculty collected and organized data about these trends, including areas such as current and future global politics, higher education practices, and regional population growth, among others."⁶⁷ This report assisted in the development of the universities strategic plan, predicting growth and sustainability in a number of areas.

⁶⁶ "Oldest Universities in Canada." *Good University Ranking Guide*. 2014. Web. March 2014. <<http://whichuniversitybest.blogspot.ca/2011/12/oldest-universities-in-canada.html>>.

⁶⁷ Report of the UNG Environment Scan Task Force Spring 2013." *University of North Georgia*. Strategic Planning. 2013. Web. March 2014. <<http://blog.ung.edu/strategicplanning/files/2013/04/ESTF-FinalReport-Apr25.pdf>>.

3.2.4 COMMUNITY REVIEW OF STRATEGIC PLANS

Determining the current strategic and long-range plans within a community is an important step in conducting a successful analysis. There are a number of organizations to consider that may impact student-centred communities. These typically include plans from the local and regional governments, public services such as transit systems, downtown business associations, and local community groups that focus on specific areas within the community. A thorough analysis of these strategies is essential in aiding community leaders who are seeking areas for potential collaboration.

Unique Considerations in a University Town

At some point most university campuses go through a strategic planning process to remain accountable to their constituents and help create a vision for the campus community. These plans are often made publicly available and can be included with strategic plans such as:

- Campus master plans and long term strategic plans.
- Town & Gown reports and strategic plans.
- Student Government strategic plans.

Best Practice in a University Town

The University of British Columbia makes community engagement a top priority and their strategic plan leads with the statement “the University serves and engages society to enhance economic, social, and cultural well-being.” One of their action items is to “facilitate deliberative public dialogue on issues of public concern and actively invite community participation.”⁶⁸ This list of action items is a gold mine for any community leader who is seeking to develop collaborative partnerships with the university.

⁶⁸ “Community Engagement” University of British Columbia. Strategic Plan. 2014. Web. 2014. <<http://strategicplan.ubc.ca/the-plan/community-engagement/>>.

3.2.5 CONCLUSIONS

Conducting a community analysis is a considerable undertaking and requires a great deal of resources and commitment from the researches. When this process is conducted correctly, it will not only result in a meaningful report of the current state of the community, but gain the buy in and involvement from community members. Throughout the research process it may be necessary to conduct consultations and communications with community residents to allow for an inclusive and well-rounded input process. The answers to questions like “are there needs or gaps in our programs and services that are not being met at the moment?”⁶⁹ may seem obvious, but the real benefit is now that resident is invested in the cause and feels like the have been listened to. Conducting a community analysis remains an important starting point for any community leaders who wish to make an informed and collaborative approach to building successful infrastructure in student-centred communities. There are a number of ways to conduct a needs assessment within a community and the four pillars should be included in the report.

Community Strategic Plan - Six

- Conduct a four-point community analysis by investigating the demographic composition, environmental scan, historical considerations, and review of strategic plans in the university town.

⁶⁹ “Conducting a community needs assessment.” *Our Community. Web. March 2014.*
<http://www.ourcommunity.com.au/management/view_help_sheet.do?articleid=10>.

3.3 COMMUNITY DEVELOPMENT PLANNING

University towns and community leaders must form a unified approach to building communities and require a strategic plan based on their community analysis. A number of communities across Canada have developed successful planning documents that engage high-priority neighbourhoods in collaborative and meaningful ways. Some best practices when exploring community development models include:

- "Recognizing that groups and networks are made up of individuals.
- Seeking to include – not exclude – challenging inequality, understanding other people's priorities and learning from them.
- Working with others around common issues and concerns in ways that are open, democratic and accountable.
- Building positive relationships across different groups and networks.
- Encouraging each other to take part and influence decisions, services and activities."⁷⁰

Overall these values help university towns improving the standards of living and quality of life for its residents and undergraduate students.

FOUR AREAS OF COMMUNITY DEVELOPMENT

When developing collaborative approaches to community development, it is important to focus on four main areas:

1) Community Preparation

3) Community Relations

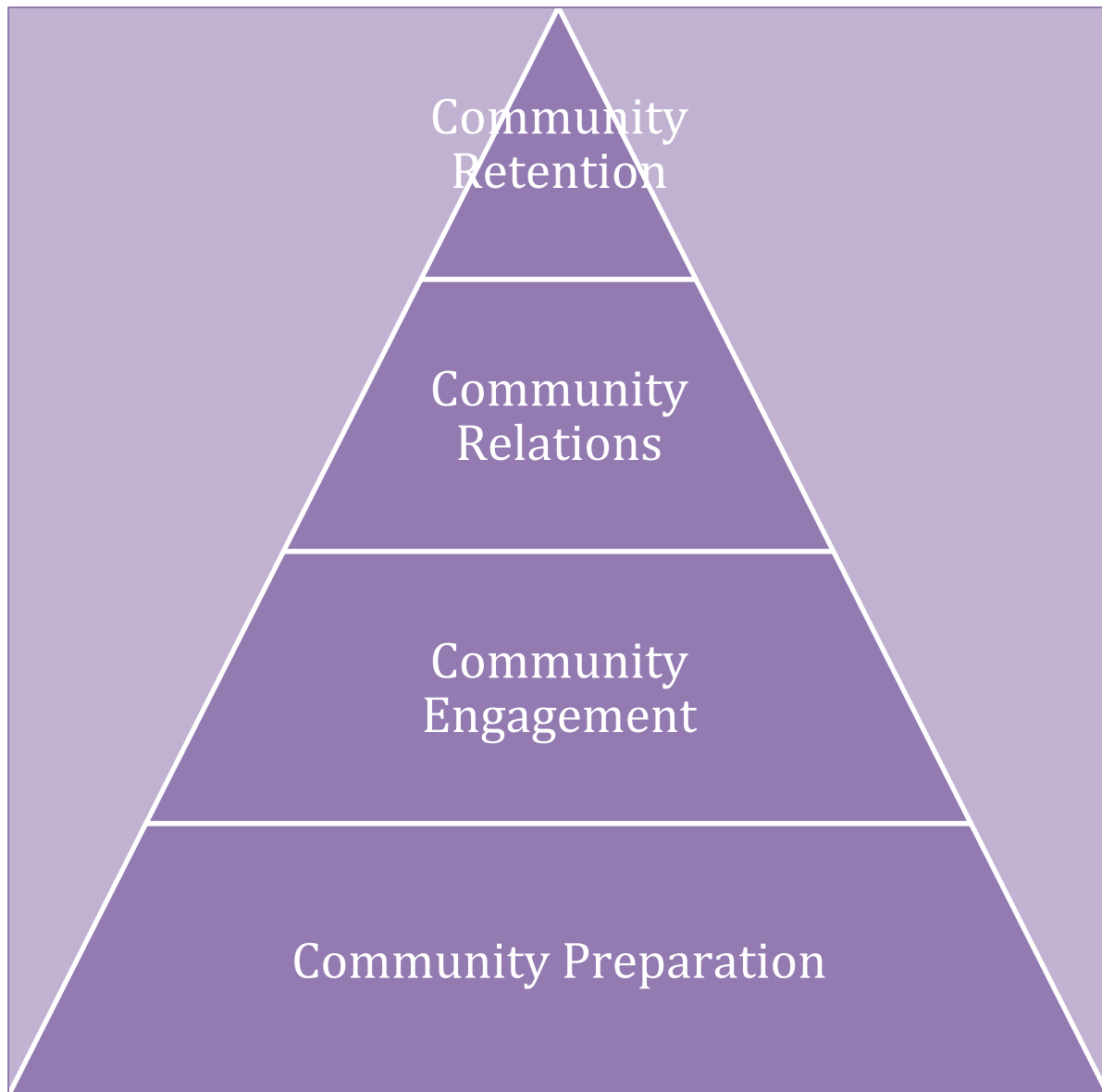
2) Community Engagement

4) Community Retention

These are based on the Association of Universities and Colleges of Canada's *Smart, Healthy, Vibrant, Prosperous Communities* report ⁷¹ and consider best practices from Town & Gown reports from across Canada.

⁷⁰"Community Development." *Joining The Dots*. Changes. 2011. Web. Oct 2013. <<http://changesuk.net/themes/community-development/>>.

⁷¹ "Smart, Healthy, Vibrant, Prosperous Communities." *Policy Issues*. AUCC – Association of Universities and Colleges of Canada. 2011. Web. Sept 2012. <<http://www.aucc.ca/wp-content/uploads/2011/11/smart-healthy-vibrant-prosperous-communities.pdf>>.

FIGURE 7 – FOUR AREAS OF COMMUNITY DEVELOPMENT

This reference reflects the four areas of community development and considers best practices and areas of focus that community leaders explore when building student-centred communities including: community preparation, community engagement, community relations, and community retention.

3.3.1 COMMUNITY PREPARATION

Area of Community Development

This area of community development focuses on supporting undergraduate students preparation to live in a new community. It is strongly connected to stages one through three of undergraduate students integration and requires preparing infrastructure prior to student's arrival, often in the last months of high school through to first day of university. For community leaders it is an opportunity to prepare for the influx of first-year undergraduate students and assists once they arrive to the university town, by helping residents become familiar with their new environments and accommodation. This is a sensitive and influential time and is an ideal opportunity to establish new expectations, provide tools to manage challenges, and inspire relationships.

Best Practice Infrastructure

One example of a successful approach to community preparation is a *Student Welcome Bag Program / Door Knocker Program* organized by the City of Waterloo Town & Gown Association. It involves "a joint information notice to new residents from the City of Waterloo, Waterloo Regional Police Service, Universities. [Community Leaders] spoke with occupants when available, and left an information pamphlet on the door when no one was home. Over 1,500 homes were visited."⁷² This best practice involves all four areas of community leaders and is an excellent example of being proactive when addressing issues of studentification.

⁷² "Door Knocker Program" *Town & Gown Association*. City of Waterloo. 2012. Web. Sept 2012. <http://www.waterloo.ca/en/contentresources/resources/living/door_knock_program_hanger.pdf>.

3.3.2 COMMUNITY ENGAGEMENT

Area of Community Development

This area of community development focuses on supporting an undergraduate students engagement in a community once they are settled into their new accommodation on and off-campus. For community leaders it is a time to reach out and interact with the student populations and inspire undergraduate to become aware and involved in neighbourhood developments. Undergraduate students are constantly seeking new opportunities to volunteer and become active and empowered members of their communities. This focus on community engagement occurs on an ongoing basis and encourages involvement and citizenship of students while attending university.

Best Practice Infrastructure

An example of developing successful community engagement is the McMaster Students Union *Adopt A Block* program where “students agree to help keep a city block clean. MSU supplies students with gloves and garbage bags and send students on their way. They also have a limited number of blue boxes and grabbers!”⁷³ This infrastructure is a thoughtful approach to getting students involved in their community engaging undergraduate students in the success of their neighbourhood. When reflecting on the density of high-priority neighborhoods there are a number of streets that are almost entirely student housing. These are prime locations for encouraging community cleanups and developing infrastructure that is targeted at building student-centred neighbourhoods.

⁷³ “Adopt A Block” *McMaster Students Union*. McMaster University. 2011. Web. Sept 2012.
<<https://www.msumcmaster.ca/servicesandbusiness/scsn/generalInfo/Programs/adopt.htm>>

3.3.3 COMMUNITY RELATIONS

Area of Community Development

Every community that is faced with the challenges of studentification often struggles to develop and maintain community relations. By referencing issues of disturbance in high-priority neighbourhoods communities can identify meaningful solutions that support the distinct needs of the community. For many university towns building successful community relations requires both a proactive and reactive approach to developing infrastructure. With a transient demographic of students it takes time and creative ideas to build effective community relations strategies.

Best Practice Infrastructure

An example of proactive community relations is a collaborative program that the University of Nottingham's Students Union coordinates called the *Community Assistants: Off-campus Student Relations Team*. This program employs six students and a full time staff member who are "responsible for proactively patrolling areas, looking for property standards violations, volunteer management, community programming and generally acting as a resource to students."⁷⁴ This approach is successful because of its unique approach to relating students to students and encouraging a lifestyle where undergraduate lead by example. While professionals should manage some community relation issues such as bylaw infractions, there are a number of strategies to building student-centred communities that capitalize on the potential of the student populations.

⁷⁴ "Community Assistants" *Off-campus Student Relations*. University of Nottingham Students Union. 2011. Web. Sept 2011. <<http://www.nottingham.ac.uk/CurrentStudents/YourCommunity/Yourcommunity.aspx>>.

3.3.4 COMMUNITY RETENTION

Area of Community Development

This final area of community development begins when undergraduates first enter the university town and evolves over time focuses on the final stages of their integration into university towns. The goal is to create long-term relationships and commitment from undergraduate students as they reach their senior and graduating years. This retention is a goal of many growing neighbourhoods and encourages investment in the sustainability of the community. A number of students were born locally and will continue to live in the hometown well after their degree, others will pursue a masters at the post-secondary institution, while many find full time employment and transition as long term resident.

Best Practice Infrastructure

An example of successful community retention infrastructure is *Town Hall Forums or Resident Communication Programs*. These gatherings “allow both students and residents to collaboratively bring about positive changes in their local area while collectively improving the lives of all local residents by communicating issues, brainstorming ideas, analyzing situations and targeting problem areas. Develop an open line of communication between students and members of the local community.”⁷⁵ These forums may help encourage shared interested in the community and involve all four areas of community leaders with emphasis on residents and community groups as the primary contributors. When students feel involved in the decision making process they are more likely to be retained.

⁷⁵ “Town Hall Forum” *Northdale Discussion Paper*. Northdale Coalition. 2010. Web. Sept 2011. <www.waterloo.ca/en/contentresources/resources/government/northdale_discussion_paper_feb_2012_report_3_7.pdf>.

3.3.5 COMMUNITY PERSPECTIVES – BEST PRACTICES

Community leaders in Waterloo were asked, “What are some best practices you have seen which have aided in the successful support and integration of undergraduate students into the community (in Waterloo or other similar communities)? There were a number of thoughtful responses that included both small and large-scale solutions. Some excerpts from the interview include:

Senior Undergraduate

“Authorities are not always tolerant with students when you're uptown at night. I notice when they are positive and don't stereotype people as students who cause problems. I think the best practice is making sure that students are respected and treated as equals.”

Recent Alumni

“Seeing how the city was proactive and helped communicate ideas of good behavior around the St. Patrick's Day issue we have been more successful. I don't think the situation is terrible but there is defiantly room for improvement. Their motto was party safe, party smart. They did door knocking campaigns, there was a visible police presence organized by the city and public services... Doing things like bringing services onto campus such as polling locations makes a huge difference. At times the campus can seem like a bubble and when the community bridges that gap and has a physical presence on-campus there is a noticeable impact. It helps students conceptualize and understand their role in the local and national community.”

Long Term Resident

“The library once had welcome packages that could be given from long term residents to student residents. Encouraging people to get to know their neighbour. The idea is if you know people you are more inclined to be respectful. It goes both ways and was a great way for us to reach out. The information is also really helpful. I know where to look because I

live here, but students need extra literature to help build their knowledge of the community.”

Masters Teaching Assistant

“Not really something specific... Orientation was really helpful in allowing students to bond with each other. Helping students start with strong group of peers.”

Neighbourhood Relations Manager

“We try to encourage students to be good neighbours... With over 85% of students living in residence in first year we have an opportunity to let students know what we expect from them as a resident and community member. Focusing on having this conversation with students right from the beginning allows us to develop this way of thinking before they move into the community... Mentorship is one of the next areas we are focusing on.”

Student Government General Manager

“Programming for international students is of growing importance... There are many opportunities to help students understand the community beyond campus... The most successful efforts are through large tours to attractions such as Wonderland, Oktoberfest, Canada Day.”

City Councillor

“When I go around to town and gown practices we are doing really well here in Waterloo. Some of the doorknocker and knowledge pieces are key and rental licensing becomes a best practice as well. We need to help students understand their rights... One of the things we have really focused on is a multi-stakeholder strategic plan that has resulted in a renewed energy in our community. Starting some data collection and analysis so we can become really data driven in the decisions moving forward.”

Land & Condominium Developer

“Good indoor amenities space or outdoor gardens or terrace that allows people to interact. This is really what we attempt to do with all our buildings. Our original buildings were

more 'student residences' and now I am focusing on where students want to live. Lets not discriminate students and assume what they want, lets let them decide what style they want to live."

Not-For-Profit President

"The thing I would say in general is there needs to be increased contact between students and the community. The examples I would give are if there are project in a school course such as a history project, [professors] can encourage students to make a connection with their community.... In a lot of ways residence is so far away from the community and it's surprising how many have not travelled far from campus. Ultimately students need increased knowledge, connection, and experience. "

Small Business Owner

"I like the welcome signs, but it's a little bit less personal then a gathering of some sort. I feel really connected to events that they do in the park or town square, where it's an opportunity for people to gather together for a specific cause. Like a homecoming, its about the football game, but it is also so much more then that. It's a reintegration into the community...Every September we reach out and let students know how they can become a greater part of our community."

3.3.6 CONCLUSIONS

For communities to operate successfully they must form a shared vision and purpose, aligning essential resources and services strategically and collaboratively. To support the unique populations of undergraduate students, there are four approaches to community development university towns can explore. It is important to recognize that this process of preparing, engaging, building relations, and retention in a community begins when students first arrive in the university town. These four areas occur throughout undergraduate's unique stages of integration and deal directly with issues and opportunities in high-priority neighbourhoods. . Examples of successful infrastructure from across Canada assist in demonstrating the importance of community development in student-centred communities. Waiting to engage students when they move off-campus may already be too late and ignores the vital time in first year when undergraduates are first exposed to the community. It is therefore essential that community leaders work to encourage collaborative developments for students both on and off-campus when student's first arrive to university.

Community Strategic Plan - Seven

- Create strategies that support all four areas community development by identifying best practices that facilitate: community preparation, community engagement, community relations, and community retention.

CHAPTER FOUR

4. DEVELOP PURPOSEFUL & STRATEGIC INFRASTRUCTURE

There are numerous examples of successful student-centred infrastructure that can be incorporated by university towns to support their community vision and areas of community development. When creating purposeful and strategic systems it is important to consider: on-campus best practices, off-campus best practices, and community partnership best practices. Organizations like Canadian Research Canada continue to stress there a greater need for “engagement between the university and communities from multiple sources for the future of higher education and society.”⁷⁶ By developing purposeful and strategic infrastructure, community leaders have an opportunity to be proactive.

In The News – Investing in Community Infrastructure

This March 2014 the Canadian Government and the Harper Government's Community Infrastructure Improvement Fund (CIIF) made a large investment in Winnipeg's community infrastructure. In a university town improvements and investment from the Canadian Government and community leaders allow communities to flourish.

“I am pleased to see the University of Manitoba benefit from our Government's Community Infrastructure Improvement Fund...” said MP Bruinooog. “By making investments in local infrastructure such as this, we are helping boost economic activity and maintain a high quality of life for Canadians.”⁷⁷

This funding supports projects such as community centers, recreational buildings, local arenas, and other cultural and community facilities. With this strategic investment students will have a greater chance of being supported and integrated into their local communities.

⁷⁶ “Centrality of Engagement in Higher Education.” *Council on Engagement and Outreach Association of Public and Land Grant Universities*. Community Research Canada. December 2011. Web. March 2014. <<http://communityresearchcanada.ca/res/download.php?id=3345>>.

⁷⁷ “Harper Government Invests in Improvements to Winnipeg's Community Infrastructure.” *Western Economic Diversification Canada*. Government of Canada. March 2013. Web. March 2014. <http://www.wd-deo.gc.ca/eng/77_14477.asp>.

4.1 ON-CAMPUS BEST PRACTICES

Every year in September the gears on-campus begin turning as students return from a summer vacation or co-op term, ready to begin a new semester on-campus. Departments and services across campus lay a path for students as they begin to settle back into their study schedules and become acquainted with their community. The university is inherently a place of education and requires students to attend classes while broadening their knowledge and awareness of select areas of study. Additionally there are a number of options for pursuing learning through formal and informal learning opportunities during a student's undergraduate career. Undergraduate students are often overloaded with priorities and require advanced support systems as they become integrated into the community both on and off-campus. Models that incorporate advanced forms of learning help maximize a student's growth and lay a foundation for their success in off-campus communities.

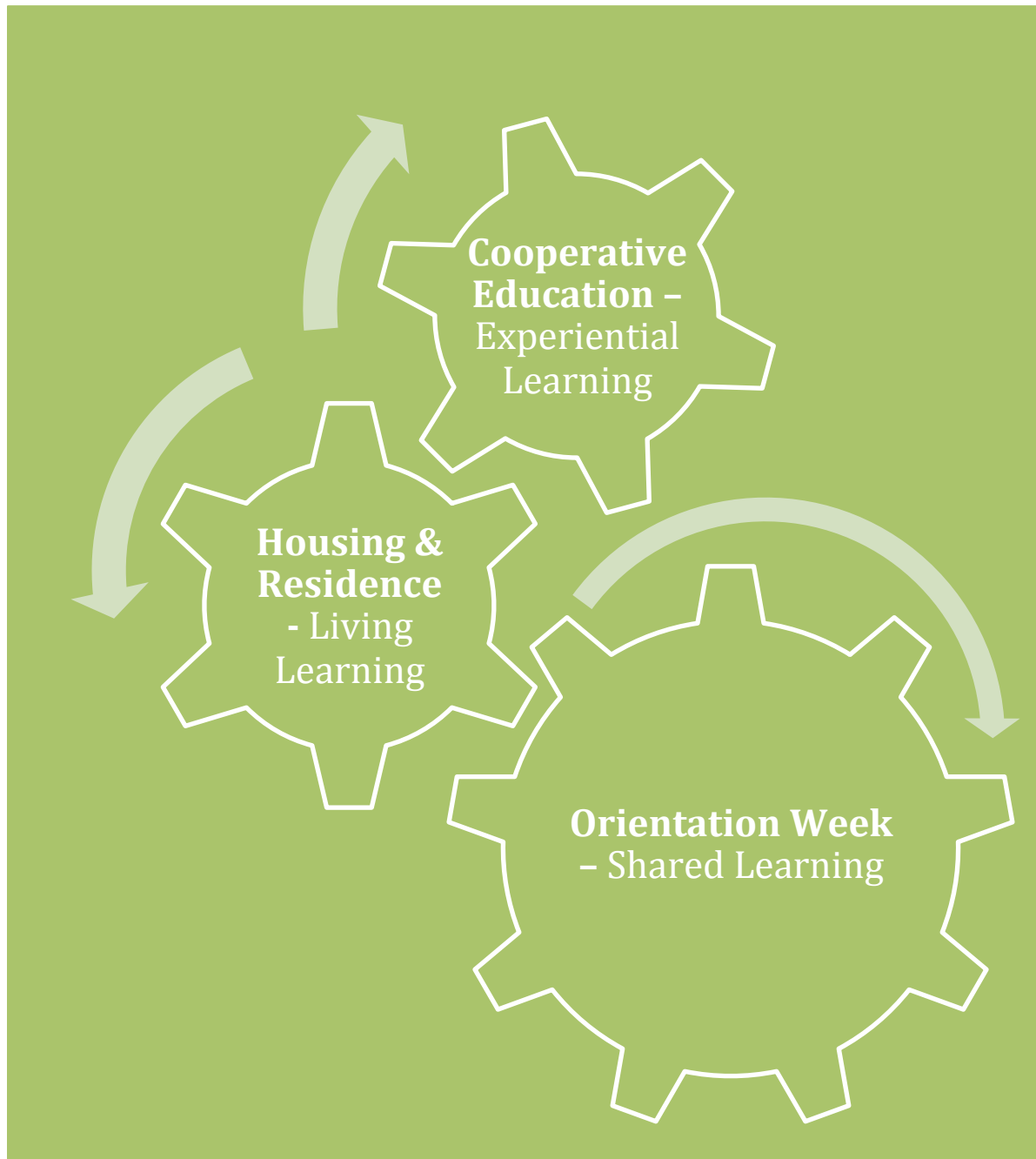
Three On-Campus Best Practices

University administrators are constantly searching for new ways to integrate meaningful learning opportunities into their programming and infrastructure. When supporting a student's integration into off-campus communities, universities have developed three best practices that are consistently evolving to support the unique needs of undergraduates:

1. **Orientation Week** – Shared Learning
2. **Housing & Residence** - Living Learning
3. **Cooperative Education** – Experiential Learning

University Towns can develop partnerships in these three areas to help promote the success of the programs and help maximize a student's exposure to learning opportunities.

FIGURE 8 – ON-CAMPUS BEST PRACTICE INFRASTRUCTURE



This reference reflects the three best practices that facilitate strong learning opportunities for undergraduate students and assist in facilitating a successful integration off-campus. These models support an important aspect of the undergraduate experience and when coordinated effectively assist in build student-centred communities.

4.1.1 THE IMPORTANCE OF ON-CAMPUS BEST PRACTICES

On-campus programs such as orientation week, residence living-learning programs, and co-operative education play a large role in student success and an integral part of a student's transition into off-campus communities in three main ways. First they lay the foundation for student's integration through education and learning best practices. Secondly they mark an important start to the relationships between students and their new communities. Thirdly after years of development, these best practices offer a number of transferable programs and approaches that can be used by community leaders in off-campus infrastructure. While there are a number of examples of on-campus best practices to choose from, these were selected due to their widely accepted success and importance.

In The News

At a recent Town & Gown Symposium hosted by the University of Waterloo in May 2014, community leaders gathered to discuss the importance of a collaborative relationship between on-campus and off-campus communities.

“On co-operative education, Hamdullahpur stated that as post-secondary institutions ‘we need to be ahead of the game’ and create experiential learning opportunities so ‘[students] can link their studies to the world outside the university.’.... Student participation in co-operative education was hailed as a positive contribution to the local community, and a valuable link between post-secondary institutions and the region of Waterloo.”⁷⁸

This example is a testament to the important role universities and on-campus programs play when helping students make the transition into off-campus communities. There is a growing consensus that increased collaboration between on and off-campus programs are essential to the success of student-centred communities.

⁷⁸ “City Campus Relations The Talk of Town & Gown.” *Daily Bulletin*. University of Waterloo. May 2014. Web. May 2014. <<http://www.bulletin.uwaterloo.ca/2014/may/15th.html>>.

Supporting Community Integration Through Learning

Academic institutions are designed to focus on learning and pedagogy that promotes the development and success of its pupils. Therefore its programs and services are often built around theories and models of learning, which add great value to students as they transition through university. To become well-integrated members of the community, students must have a strong foundation for shared learning, living learning, and experiential learning. These collectively assist students develop skills and tools for managing 'real world problems.' Overall this focus on learning is an important piece to successful infrastructure and is an important foundation throughout a student's life.

Starting Point for Establishing Relationships

When students first arrive to university they are welcomed by on campus programs and services that help establish expectations for living and being part of the community. It is the start of a relationship between students and the university community, where students gain an understanding for what the on-campus community has to offer. It is also the start of relationships between students and the community at-large, as they begin to drift off-campus and explore the surrounding area. Finally it is an important connection between the university administration and off-campus community leaders begin to work together on programs and services that have mutual benefit for the university town.

Transferable Best Practices for Community Development

Many universities in Canada have been established for over fifty years and in that time have developed a number of best practices that help to fill a void in student development. Orientation Week is an example of a program that started out of a need to support student's transition and awareness of programs and services, while helping establish social

connections and networks. Community leaders can learn from these best practices when planning for larger orientation programs that will assist in transitioning students into off-campus communities. Similarly Housing and Residence programs have grown enormously and often accommodate the majority of students during their first year on-campus. The emergence of living-learning programs and thoughtfulness of this infrastructure reflects a number of best practices that ensure students live a safe and successfully life while living away from home. Many off-campus building and land developers can learn from these best practices when creating infrastructure that will house students when they move off-campus in their upper years. Finally Cooperative Education is an emerging best practice that helps students professionally and economically as they mature through their academic studies and into their careers. This support system recognizes the inexperience of many students and provides additional support programs to help guide them through their first jobs and provide real world experience. Off-campus employers can learn from some of the support systems offered when hiring and training students in full-time and part-time jobs in the community. Overall these programs have a great deal of success on-campus and if properly utilized can help as students leave the university community successfully.

Building Student-Centred Communities

Overall it is important to recognize the experience (or inexperience) students have before integrating into off-campus communities and what programs and services are necessary to support their unique needs. This section of the paper assist in understanding what resources and best practices have been established and what areas may require further or ongoing support. Without these on-campus frameworks, there would be a large gap in the support a student receives, as they transition through university and into university towns.

4.1.2 ORIENTATION WEEK – SHARED LEARNING

When students first arrive to university in September they are often greeted by cheering senior student leaders who have prepared an orientation week to help new students settle into residence and become better acquainted with the campus community. From special events, to guest speakers, and icebreakers, orientation week can take on many forms.

“It’s about connecting students to the community that they are going to live in for the next four years. Students are encouraged to learn about new cultures, experiences and diversity of ideas that they will encounter at University...It’s about introducing students to their community — a community that values empathy, compassion and understanding... provides an environment for students to challenge the status quo, discover new ideas and experience true learning.”⁷⁹

This experience can be a whirlwind for many students, but if managed correctly can dramatically influence their perspective on the years ahead.

Orientation Week Best Practices

The University of Toronto published a report to the Council on Student Experience in 2011 outlining a number of goals surrounding orientation week management including:

- “Investigating methods of expanding orientation and transition programming to continue throughout the first six weeks of the fall term.
- Explore opportunities to integrate orientation and transition programming at the course level.
- Identifying means of integrating additional information on academic skills into orientation programming.”⁸⁰

⁷⁹ “Canada’s Largest Orientation Week Takes Inclusivity To A New Level at Western.” *University Students’ Council*. The University of Western Ontario. 2012. Web. March 2014. <<http://westernusc.ca/blog/2012/09/02/canada%E2%80%99s-largest-orientation-week-takes-inclusivity-to-a-new-level-at-western/>>.

⁸⁰ “UofT’s Response To In Their Own Words.” *Council on Student Experience*. University of Toronto. 2011. Web. March 2014. <<http://www.viceprovoststudents.utoronto.ca/Assets/Students+Digital+Assets/Vice-Provost%2c+Students/Reports/uoftresponse.pdf>>.

Developing successful orientation programming requires a great deal of thought and can invoke a shared learning experience that helps integrate students into communities.

Learning through Orientation Week

When designing orientation infrastructure it is important to clearly identifying learning objectives that can help develop best practices. Orientation week can be best described as a shared learning experience, as it involves the majority of the on-campus community to collaborate and facilitate successful programming. Kurt Lewin identified three considerations when incorporating an experiential and integrative approach to learning, which can be applied to the creation of on-campus and off-campus programming.

- **Intentional learning** aims to build four types of knowledge gained through: concrete experience, reflective observation, abstract conceptualization, and active experimentation.
- **Integrated learning** integrates and connects “skills and knowledge from multiple sources and experiences; applying theory to practice in various settings; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually.”⁸¹
- **Individualized learning** supports a student’s personal experiences and encourages their diverse style of learning.

Combined these three forms of learning assist in develop meaningful programming for students. When university towns come together in more purposeful and strategic ways they can begin to create programming that involves a more academic and insightful approach to incorporating learning. From a distance orientation week may seem like a week of fun and socializing, but its underlying foundations incorporate thoughtful learning experiences that create better students and citizens.

⁸¹ Nanna, Skillman, Zgela. “Living-Learning Community Best Practices” *A Collaboration Between Academic and Student Affairs*. University of South Florida. 2011. Web. Nov 2011.
<<http://naspafl.org/Resources/Documents/presentations/LLC.pdf>>.

4.1.3 HOUSING & RESIDENCE - LIVING LEARNING

University residence systems are focused on developing advanced forms student support networks while students live on-campus. One of the most popular emerging programs are living-learning communities (LLC) where students “enhance in-class learning by participating in academic events facilitated by their peer leaders (i.e. study skills sessions, writing help sessions, academic program information sessions).”⁸² Students live near peers who are taking similar courses, while receive the support of upper year student who provide guidance and programming. Living and learning bridges an important gap in supporting the unique needs of undergraduate students and provides a number of practical applications that can be implemented into off-campus communities.⁸³

Housing & Residence Living Learning Outcomes

A panel discussion featuring campus practitioners and researchers from the National Study of Living – Learning Programs Conference discuss how to assist students in establishing academic and social support networks in living-learning communities. Their top five goals of Living-Learning program identified are:

1. “Experiencing a smooth academic transition to college (55%)
2. Feeling a sense of belonging to the institution (54%)
3. Demonstrating openness to views different than one’s own (52%)
4. Learning about others different than one’s self (50%)
5. Experiencing a smooth social transition to college (50%)”⁸⁴

When students receive support in these areas, their transition into the off-campus community can be improved as they find more success academically and socially.

⁸² “Living-Learning Communities.” *Housing & Residence*. University of Waterloo. 2013. Web. Oct 2013. <<https://uwaterloo.ca/housing/living-learning/communities>>.

⁸³ “Living Learning Communities.” *Humber College*. Residence Life. 2014. Web. March 2014. <<http://humber.ca/residence/living-learning-communities>>.

⁸⁴ Browner, Aaron, Inkelas K, Hobgood K, Beckett A, Seyforth S. “Designing Effective Living-Learning Communities” *A panel discussion*. The National Society of Living Learning Programs. 2011. Web. Oct 2013. <<http://www.uwstout.edu/learncomm/upload/oct6effectivelcs.pdf>>.

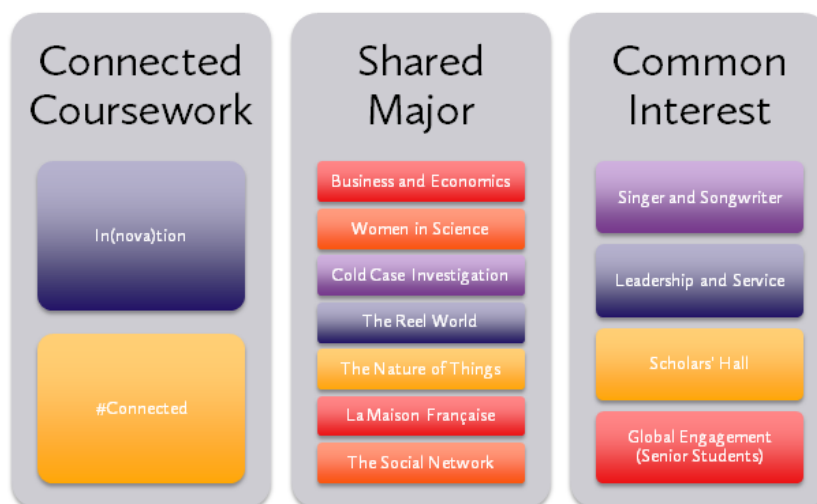
Learning through Housing & Residence

One of the primary objectives of a Living-Learning Community is to improve the overall quality of life for students, while developing their life skills, and maximizing exposure to practical and transferable education.⁸⁵ Wilfrid Laurier University has a living learning model built around three areas of learning:

- **Connected coursework**
- **Shared majors**
- **Common interest**

“Residence Learning

Community (RLC’s) with



themed residence where students in similar academic programs share a common interest, major or coursework. RLCs are designed to extend opportunities for learning and development beyond the classroom. This is achieved by offering students enriched opportunities to network with peers, faculty and staff through programs held in residence and off-campus.”⁸⁶ While on-campus residence plays an important role in supporting first-year students, their thoughtful initiatives should be considered by community leaders and incorporated into off-campus accommodations. Incorporating the principles and practical applications of living learning communities can help university towns develop successful housing infrastructure and elevate their student support systems to new levels.

⁸⁵ Tinto, Vincent. "Learning Better Together: The Impact of Learning Communities on Student Success." *Higher Education Monograph Series* 1-8. Syracuse University. 2012. Web. Sept 2012. <http://www.nhcuc.org/pdfs/Learning_Better_Together.pdf>.

⁸⁶ "Residence Learning Communities." *Residence Life*. Wilfrid Laurier University. 2012 Web. Oct 2013. <http://mylaurier.ca/reslife/info/learning_communities.htm>.

4.1.4 CO-OPERATIVE EDUCATION – EXPERIENTIAL LEARNING

More than half of undergraduate students are now enrolled in some form of work placement or co-op job during their degree. The primary goal of cooperative education is to provide students with professional experience in a related field of work, which often lasts four to eight months between school terms. Co-op students are given the responsibility to manage projects, staff, and finances that assist the organization and aid in the personal and professional development. The Council of Ontario Universities (COU) published a report March 2014 and stated that "in an increasingly competitive job market, experiential learning makes students workplace-ready, setting them up for career success."⁸⁷ This infrastructure helps students integrate into the workforce and society in a number of ways.

Co-operative Education Benefits

The Canadian Association for Cooperative Education is working closely with post-secondary institutions and high schools across Canada to promote the benefits of cooperative education to students, employers, and the academic institutions:

- **“Students:** Well-qualified graduates who are prepared to assume a productive role in society and enrich the general educational community of the campus upon returning.
- **Employer:** Co-op students can help create a bridge between the employer and the student's academic institution, and employers can provide valuable feedback about course curricula and content.
- **Institution:** Enhanced visibility and reputation through interactions with the community.”⁸⁸

Co-operative education has a positive impact on university towns and by incorporating experiential learning opportunities; students can make a larger impact on the community.

⁸⁷“COU Report shows benefits of experiential learning.” *Council of Ontario Universities*. Canadian Association for Co-operative Education. March 2014. Web. March 2014.

<www.cafce.ca/cgi/page.cgi/_article.html/News/COU_report_shows_benefits_of_experiential_learning>.

⁸⁸ “Benefits of Co-operative Education to Students, Employers, and Institutions.” *Canadian Association for Co-operative Education*. 2014. Web. March 2014. <<http://www.cafce.ca/about-us-benefits.html>>.

Learning through Co-operative Education

Co-op education provides diverse opportunities locally and internationally for students.

This is a time of creating meaningful relationships, gaining exposure to the community, and learning the tools necessary to move onward in their careers. These jobs offer an experiential learning opportunity, which engages the student in deeper level of learning. Dyson, Griffin & Hastie suggest cooperative-learning models should support students as active, social, and creative learners when they take are on a co-op placement.

- **As active learners** “students should not be passive recipients of knowledge but involved in tasks that stimulate decision-making, critical thinking, problem solving.”
- **As social learners** “students construct knowledge through social interaction with their peers, facilitated by their teachers.”
- **As creative learners** “students are guided to discover knowledge themselves and to create their own understanding of the subject matter.... draw on prior knowledge and experiences to construct knowledge.”⁸⁹

By incorporating experiential learning best practices into student’s co-op jobs, there are benefits to the employer and local community. When community leaders collaborate and form new partnerships to increase employment opportunities, there are more opportunities for students to get involved in creating meaningful solutions to real world problems. When given the opportunity undergraduates students bring innovation and energetic perspectives that can help to manage the economic, social, cultural, and physical impact of studentification in the university town.

⁸⁹ Dyson, Ben, Griffin L, Hastie P. "Sport Education, Tactical Games, Cooperative Learning: Theoretical and Pedagogical Considerations." *National Association for Kinesiology and Physical Education in Higher Education*. SIRC. 2004. Web. Sept 2012. <<http://www.sirc.ca/newsletters/january08/documents/s-939247.pdf>>.

4.1.5 CONCLUSIONS

Identifying best practices on-campus that facilitate learning and improve the overall student experience can be found across Canada. Beginning when students first arrive in September, Orientation Week is an ideal time to begin forming relationships between students and the local community. Creating intentional, integrated, and individualized strategies is something community leaders should consider when engaging students. With most students living in on-campus residence first year, they are an ideal connection point for university towns to engage the growing population of living learning communities. The focus is on developing innovative ways of supporting student learning through connected coursework, shared majors, and common interests when they move off-campus. Co-operative education is an example of where students gain the experience necessary to take on real world challenges and become engaged citizens in the community. Creating active, social, and creative learning opportunities for undergraduate students is a necessary part of this experience. These on-campus best practices are only three examples of many potential strategic partnerships in university towns, where learning is at the core of student development and there is potential for innovative growth.

Community Strategic Plan - Eight

- Engage students with infrastructure that supports learning and create partnerships with three on-campus best practices: orientation week, housing and residence, and co-operative education.

4.2 OFF-CAMPUS BEST PRACTICES

It is important to utilize purposeful and strategic best practices when integrating students into off-campus neighbourhoods and developing infrastructure that supports student-centred communities. Some examples of best practices clearly define success based on participants or attendees at an event, while others can quantify numbers based on how many communications were distributed into the community. These metrics are useful when planning for off-campus development, but it may be necessary to think outside the box when test piloting less tangible infrastructure such as bylaw changes. On the following pages nine examples showcase best practices, which are being used to build student-centred communities across Canada.

Three Approaches to Off-Campus Infrastructure

Based on an analysis of the Town and Gown Association of Ontario research the most common off-campus infrastructure can be categorized into three areas of development:⁹⁰

1. **Administrative Systems**
2. **Urban Design**
3. **Programs & Services**

Together these areas of development represent a well-rounded approach to developing student-centred communities. Within each category there are three examples that demonstrate the vast number of approaches a university town can taken when trying to customize their strategies to be more purposeful and align with the community needs and unique needs of undergraduate students.

⁹⁰ "Best Practices" *Working Together For a Healthy Community*. Town and Gown Association of Ontario. 2011. Web. Sept 2011 <<http://www.tgao.ca/best-practices/>>.

FIGURE 9 – OFF-CAMPUS BEST PRACTICE INFRASTRUCTURE



This reference reflects three approaches to off-campus best practices: administrative systems, urban design, and programs and service. The most common approaches to developing infrastructure in university towns can be summarized into nine forms of infrastructure.

4.2.1 ADMINISTRATIVE SYSTEMS

This approach to infrastructure typically involves a number of influential community leaders who collectively work to ensure the university towns operate successfully and strategically through committees, councils, and formal groups.

I. Community Groups & Networks

Community oriented groups of people with collective goals for neighbourhoods such as committees and associations or peer support networks.

- **Best Practice:** Student Community Support Network
- **Description:** “Student run service aimed at expanding and strengthening positive relationships between students and various members in the local community. SCSN is here to help foster a sense of community... as well as act as a support and a local resource for off-campus students through programming and events.⁹¹ - McMaster Students Union
- **Time of Integration:** First Year Off-campus, Senior Student
- **Areas of Community Development:** Preparation, Engagement, Relations
- **Community Leaders:** Residents & Community Groups, University Administration

II. Bylaws, Policies, Procedures

Set the framework for successful communities through written legislation and licenses or codes of conduct & behavior guides.

- **Best Practice:** Building Permits / Lodging Houses / Licensing
- **Description:** “...Licensed accommodation will ensure a supply of well-regulated, properly maintained, safe, affordable housing for Ontario's students. Secondly it will

⁹¹ “MSU McMaster.” *MSU McMaster - Student Community Support Network*. McMaster Students Union. 2013. Web. Nov2013. <<https://www.facebook.com/msu.scsn>>.

reduce the considerable negative impact of the current abundance of unregulated poorly maintained, unsafe and expensive housing on long-term owner neighbourhoods.”⁹² - Hamilton-Symposium Town and Gown

- **Time of Integration:** Pre-Arrival To University
- **Areas of Community Development:** Preparation, Relations
- **Community Leaders:** Residents & Community Groups, Governments & Public Services, Corporations & Not-For-Profits

III. Safety & Judicial Affairs

Deal with the security of community members and issues surrounding infractions or injustice taking both proactive and reactive forms.

- **Best Practice:** Core Team / Project Safe Semester
- **Description:** - “Downtown Enforcement Strategy with high density policing, zero tolerance ticketing. Nuisance By-law where a person can be charged for kicking over garbage cans or urinating in public carries a \$300.00 fine.”⁹³ - Waterloo Region Police
- **Time of Integration:** First Year Off-campus, Senior Student
- **Areas of Community Development:** Engagement, Relations
- **Community Leaders:** Governments & Public Services, Corporations & Not-For-Profits

⁹² “Breaking Down the Barriers: Student Community Relations.” *Town & Gown Symposia*. Town & Gown Association Of Ontario. 2004. Web. Oct 2011.< <http://www.tgao.ca/assets/pdfs/Hamilton-Symposium-town-gown.pdf>>.

⁹³ “Project Safe Semester.” *Waterloo Regional Police*. Waterloo Region. 2011. Web. Sept 2011. <<http://www.wrps.on.ca/news/project-safe-semester-2011>>.

4.2.2 URBAN DESIGN

This approach to infrastructure is largely physical in nature, such as buildings and major urban developments, but also incorporates the research gathering and consultation behind growth of the surrounding environment.

IV. Strategic Surveys & Consultations

In an effort to improve neighbourhoods focus on identifying and anticipating needs of communities by conducting research and creating strategic plans.

- **Best Practice:** Near-Campus Neighbourhood Strategy
- **Description:** Municipal Council adopted the “Great Near-Campus Neighbourhoods Strategy” as well as the Implementation Plan to implement the 10 strategic initiatives designed to close the gap between the vision and the existing conditions in the City’s Near-Campus Neighbourhoods.”⁹⁴ - City of London
- **Time of Integration:** First Year Off-campus, Senior Students
- **Areas of Community Development:** Prep, Engagement, Relations, and Retention.
- **Community Leaders:** Residents & Community Groups, University & College Administration, Governments & Public Services

V. Housing & Accommodation

Result in a physical space, tool or resource for residents and student such as Long Term Infrastructure, Social & Study Space, On / Off-campus Housing, Student Services.

- **Best Practice:** Student Housing Taskforce / Advisory Committee
- **Description:** “To develop ways to... increase the supply, quality, suitability and affordability of student housing; increase/improve services related to student housing;

⁹⁴ “Near Campus Neighbourhood Strategy.” *Student Strategy*. City of London. 2011. Web. Sept 2011. <<http://www.london.ca/d.aspx?s=/Planning/studentstrategy.htm> >

increase knowledge of and develop methods to improve relationships and communication among students, residents, landlords, municipalities, universities.”⁹⁵ -

Hamilton Symposium Town and Gown

- **Time of Integration:** First Year Off-campus, Senior Students
- **Areas of Community Development:** Preparation, Engagement, Relations, Retention
- **Community Leaders:** Residents & Community Groups, University & College Administration, Governments & Public Services, Corporations & Not-For-Profits

VI. Social Facilities

Support the social and economic needs of community members with business and services that are developed to support everyday living.

- **Best Practice:** Entrepreneurship Hubs
- **Description:** “Provide a socially responsible, centrally located, engaging and community orientated entrepreneurship hub. Allow community leaders to exchange ideas and opportunities. Centrally located building with resources for students ranging from housing and landlord into to local events and resources.” ⁹⁶ Waterloo Institute for Complexity and Innovation.
- **Time of Integration:** First Year Off-campus, Senior Student
- **Areas of Community Development:** Engagement
- **Community Leaders:** Residents & Community Groups, University & College Administration, Governments & Public Services, Corporations & Not-For-Profits

⁹⁵ “Building a bridge between town and gown” *Symposium presentation*. Town & Gown Association. Web. Sept 2011. <<http://www.slideshare.net/danryan/building-a-bridge-between-town-and-gown-338447>>.

⁹⁶ “Twelve Project.” Waterloo Institute for Complexity and Innovation. 2011. Web. Sept 2012. <<http://wici.ca/>>.

4.2.3 PROGRAMS & SERVICES

This approach to off-campus infrastructure deals more with the day-to-day side of business and services that undergraduate students are exposed to on a regular basis and enjoy in their community.

VII. Special Events

Occur every academic term or annually to engage and inform students such as orientation week, social and political events, or information sessions.

- **Best Practice:** Community Clean Ups
- **Description:** “With simple equipment provided by Canada Post, dozens of volunteers cleaned unsightly graffiti off a large number of boxes ...Volunteers would “adopt” one or more mailboxes and be responsible for keeping them free of graffiti and posters!”⁹⁷ - City of Guelph
- **Time of Integration:** First Year Off-campus, Senior Student
- **Areas of Community Development:** Engagement, Relations
- **Community Leaders:** Residents & Community Groups, University & College Administration, Governments & Public Services, Corporations & Not-For-Profits

VII. Community Programming

Create infrastructure which helps engage community with ongoing programming targeted at students and long term residents such as resident buddy programs and community information hubs.

- **Best Practice:** Resident Buddy Program

⁹⁷ “Projects Serve Guelph 2013” *Student Life*. University of Guelph. 2012. Web. Oct 2013. <
<http://studentlife.uoguelph.ca/app-cegc/project-serve/project-serve-guelph/2012-community-placements>>.

- **Description:** “Emotional and social support networks, where volunteers are paired with senior citizens within walking distance of university, for at-home visitation, telephone reassurance, and participation in a low-impact fitness.”⁹⁸ - Town and Gown Association of Ontario
- **Time of Integration:** First Year Off-campus, Senior Student
- **Areas of Community Development:** Engagement, Relations
- **Community Leaders:** Residents & Community Groups, University & College Administration

IX. Strategic Communications

Focus on sharing information strategically, often with specific and targeted messages such as information campaigns, news publications, welcome package, and handbooks.

- **Best Practice:** Had Enough (Alcohol) Campaign / Bylaw 101 Campaign
- **Description:** “Increase awareness of the harmful effects of heavy drinking on the campus community's quality of life by re-defining the role of alcohol in student life, and to create a campus culture that is supportive of growth, fun, and achievement.”⁹⁹ - Drink Aware
- **Time of Integration:** First Year Off-campus, Senior Student
- **Areas of Community Development:** Engagement, Relations
- **Community Leaders:** University & College Administration, Governments & Public Services, Corporations & Not-For-Profits

⁹⁸ “Best Practices” *Working Together For a Healthy Community*. Town and Gown Association of Ontario. 2011. Web. Sept 2011 <<http://www.tgao.ca/best-practices/>>.

⁹⁹ “‘Had Enough’ Campaign.” *Student Marketing*. Drink Aware. 2011. Web. Sept 2011. <<http://drinkaware.ie/index.php?sid=12&pid=160>>.

4.2.4 CONCLUSIONS

Taking a step back and looking at all these examples of off-campus infrastructure, we can begin to see trends and start to think more strategically about investment in the community. Overall it is apparent there is no silver bullet to managing studentification that every community must execute, rather there are a collection of best practices that together form a strong enough support system to address a number of considerations. This collaborative approach to community development is also apparent throughout the best practices, as while some may be managed by one group of community leaders it often requires the support of two or more partners. When reflecting specifically on areas of community development there is a great deal focused on community engagement and relations, but not enough focus on preparation or retention of students. It is important to ensure all the unique needs of undergraduate students are being supported and that the pivotal transition students make when integrating into a community are being supported with purposeful and engaging best practices.

Community Strategic Plan - Nine

- Develop best practices in three areas of off-campus infrastructure by incorporating appropriate: administrative systems, urban design models, and programs and services.

4.3 COMMUNITY PARTNERSHIP BEST PRACTICES

With a strong understanding of on and off-campus best practices, it is important to consider examples of infrastructure that have the greatest impact on students' integration into a community. The University of Toronto and their working group on Co-Curricular Involvement and School Spirit published a report exploring the “structural mechanisms aimed at increasing student engagement outside of the classroom and encouraging students to feel more connected to their university community... and a feeling of belonging.”¹⁰⁰ It is the continued research and development of these areas of focus that assist in building strong student-centred communities.

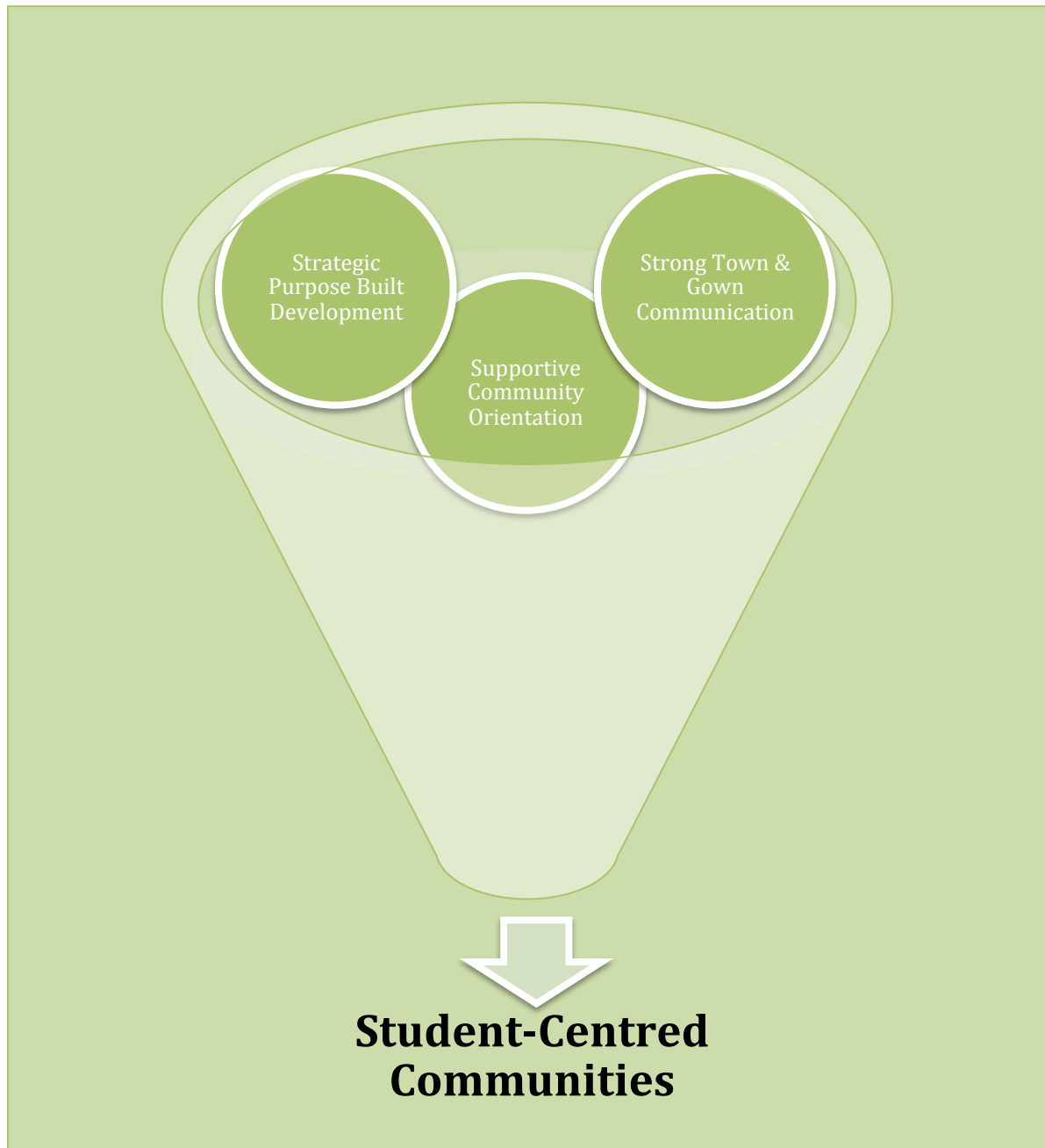
Three Inter-community Partnerships

Increased support is necessary when students are moving into new accommodation off-campus and successful integration can be facilitated through three foundations:

- **Strong Town & Gown Communication**
- **Purpose Built Student Accommodation**
- **Supportive Community Orientation**

The Town & Gown Association within a university town is responsible for communicating the needs of the community stakeholders. These must be translated into purpose built student accommodation and urban design that supports the unique needs of undergraduate students. With the addition of a supportive community orientation, undergraduate students will have a more successful move from residence into the off-campus communities. Overall these three areas of support have a great deal of impact on the student experience and their successful integration in university towns.

¹⁰⁰ “UofT’s Response To In Their Own Words.” *Council on Student Experience*. University of Toronto. 2011. Web. March 2014. <<http://www.viceprovoststudents.utoronto.ca/Assets/Students+Digital+Assets/Vice-Provost%2c+Students/Reports/uoftresponse.pdf>>.

FIGURE 10 – COMMUNITY PARTNERSHIP BEST PRACTICES

This reference reflects community partnership best practices when developing purposeful and strategic infrastructure. Together strong communication from the Town & Gown Association, Strategic Purpose Built Student Accommodation, and a supportive Community Orientation program will assist in building student-centred communities.

4.3.1 TOWN & GOWN COMMUNICATION

A Town & Gown Association is a vital form of infrastructure that can be found emerging in Ontario and university towns across the world. They are often comprised of community leaders who represent the major post-secondary institutions, municipal bylaw office, residents, and public service representatives. The goal is to develop and enhance relationships, communications and policies among the universities, college, students, the city, police and the community. When building bridges through Town & Gown Associations, communities can “address issues of common concern that may include neighbourhood development / community relations, housing, the environment, economic activities, charitable/volunteer programs, recreational and cultural events, health and safety issues and academic outreach.”¹⁰¹ They play an important role in supporting undergraduate students integration into communities and are a growing presence across Canada.

Strong Communication

The Town & Gown Association of Ontario focuses on providing resources in six areas that support stronger and more influential approaches to development. These areas include economic impact studies, student and near campus housing, enforcement/safety/licensing, health, best practices, and survey data.¹⁰² Town and Gown Associations that have strong communication and collaboration are essential in successfully navigating the challenges associated with managing university town's four areas of community development. Strong communication requires having a purposeful strategy and collaborative investment from community leaders.

¹⁰¹ “Building a bridge between town and gown” *Symposium presentation*. Town & Gown Association. Web. Sept 2011. <<http://www.slideshare.net/danryan/building-a-bridge-between-town-and-gown-338447>>.

¹⁰² “Resources & Best Practices.” *Town & Gown Association of Ontario*. 2014. Web. March 2014. <<http://www.tgao.ca/#!/best-practices-external-reso/cnw7>>.

4.3.2 PURPOSE BUILT STUDENT ACCOMMODATION

The concept of Purpose Built Student Accommodation takes a more urban planning approach to community development and assists in creating strategic housing in high-priority neighbourhoods. Built with community goals in mind, this approach to building infrastructure considers a number of considerations outlined by the town & Gown Association and community leaders. Town & Gown World outlined the need for community development solutions, which “protect conversion of permanent resident housing stock... and provide safe housing for students.... Proper urban planning is essential... requires collaborative planning between the university and its surrounding communities.”¹⁰³

Strategic Development

New-build concepts manage studentification by creating accommodation that facilitates “community cohesion, quality of life, and belonging in established residential

communities... redistributes student populations in regulated [and meaningful] ways.”¹⁰⁴ They must not simply be profit-driven investments that try to squeeze as many people as possible into units assuming they are transient populations with no long-term needs? University towns must enforce

higher standards of - *Sage Condos Floor Layout*¹⁰⁵ living when creating purpose built developments and laying the foundations for a student’s successful integration off-campus.

SMARTSUITE 3
5 BEDROOMS
2041 SQUARE FEET
FROM: \$559,900



SUITE AVAILABILITY

¹⁰³ Dr. Tyler, R. “Purpose Built Development: National HMO Lobby Support.” *Town And Gown World*. 2011. Web. Sept 2011. <www.towngownworld.com/community_planning/purposebuiltdevelopment.html>.

¹⁰⁴ Sage J, Smith D, Hubbard P. “New- build Studentification: A Panacea for Balanced Communities?” *Urban Studies*. Sage Journals Limited. 2013. Web. Oct 2013. <<http://usj.sagepub.com/content/50/13/2623.abstract>>

¹⁰⁵ “A Sage Development.” *Sage Condos*. 2014. Web. March 2014. <<http://m.sagecondos.ca/>>.

4.3.3 COMMUNITY ORIENTATION

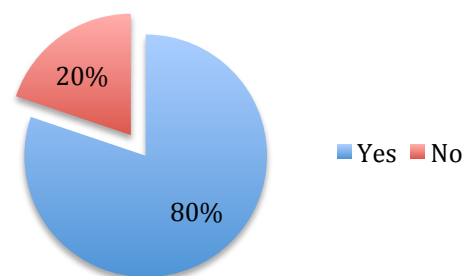
A Community Orientation builds off the concepts of the traditional Orientation Week but takes a much different form. The launch of a Community Orientation would take place following the first few weeks of class in September and last the duration of the first-year at university. The goal is to strategically orient student to the community before they make the transition into an off-campus neighbourhood in second year. Infrastructure may include: a community tour, information sessions, and large-scale events. Overall the programming needs to be relevant, engaging, and timely to be effective. Laying the framework for some form of large-scale program is not widely used across Canada and has the potential to be a great focus for a university town to develop and share.

Supportive Orientation

Students surveyed at the University of Waterloo were asked, "Would you be interested in participating in a community orientation that improved their knowledge and integration into the community?" A staggering 80% said yes, with those not interested noting they were either nearly graduating or simply had too much

academic work to justify the involvement. Comments from residents who were born here often reflected a desire to help out and show students the community. Overall there is a very positive response for an orientation that support an undergraduate students integration. The community leaders on the following pages echo this sentiment.

Chart 17 - Students Interest in a Community Orientation



4.3.4 COMMUNITY PERSPECTIVES – COORDINATING ORIENTATION

Community leaders in Waterloo were asked, “Do you feel a community orientation targeted at upper-year students would improve undergraduate students integration into the local community?” Every community leader agreed it would be a valuable initiative and showed interest in getting involved in its success. Some excerpts from the interview include:

Senior Undergraduate Student

“A lot of what students are looking for is on-campus. If you’re not looking at flyers there no one really talking to you. I don’t know if people would go, it would have to be really valuable. Not just a week long event but a process with a schedule of events.”

Recent Alumni

“I think it could be for sure, it all comes down to getting people to participate. It needs to be useful and appealing to students. It depends on the form it could take, done right it could be really successful. Should be useful to the community, helping get the message across to students, and appealing to students in both an entertaining and educational form. If students know this will make their time in Waterloo more successful they will be there.”

Long Term Resident

“Some students never leave their corner of campus in first year... The campus is huge so everything else seems even further away. It’s the difference between high school and elementary school. When students come to university they get to know the campus first and then need to take the next step off-campus.... If people could talk one on one it would make a change. There needs to be combination of the community and the university buying into an orientation.”

Masters Teaching Assistant

“Absolutely. The needs and challenges of upper years and lower years are totally different. By second year you have adapted to university life, you have a basic experience of the city community, and challenges are not professional opportunities and are more integrated with your faculty academically.”

Neighbourhood Relations Manager

"I think it's an orientation process that happens a month or so after students arrive on-campus. If it happens after they move off-campus, in some ways it's already too late. So I think it's a type of orientation program that is more of a holistic transition program. I believe students need to feel welcome in the community so there has to be something to show that welcoming environment. Not all at once but slowly overtime."

Student Government General Manager

"I can't imagine how it could be anything other than an improvement. I would go as far as to suggest the university has a responsibility to support students who are going to be living off-campus. For people to want to stay here they need a sense of feeling and belonging."

City Councillor

Looking at some of the welcome back events on-campus, there doesn't seem to be much focus... Residence and housing is a good start, but how do we really get them to understand the community around them? A third of the students are from here, so it's very easy to get the people from here to help the people who are not from here."

Land & Condominium Developer

"For sure we definitely need to attract those upper year students to attract that talent. My job is to provide a space for them to live. We need to create space that makes sense for students to live and helping build community. When younger students see mature students successful in the community it helps give them some perspective on where they could be in five years when they finish the degree."

Not-For-Profit President

Certainly there would be value in that. The important thing would be to attract students. If we wanted to promote some connection of the community, having members of the community promote professional development, where they can give advice about work.

Small Business Owner

"That's awesome, definitely an extension of bringing people together. I think it's a really great idea to have an orientation week for your transition. When people actually get to go out and experience spaces, maybe it sparks an interest. I've met a lot of people who have lived here their whole lives and didn't know what was right in front of them."

4.4.5 CONCLUSIONS

Creating purposeful and strategic development requires a combination of infrastructure and support from the local Town & Gown Association, strategies for Purposeful Built Student Accommodation, and a successful Community Orientation program. Insights from community leaders demonstrated that there is a lack of focus and strategy for successful community orientation programs. Overall there was interest and excitement from everyone involved in the discussion. This speaks to the growing desire by community leaders to have a more coordinated approach to community development and supporting undergraduate students. Supporting Town & Gown Associations requires consistent attention and investment from community leaders to maintain its strength and ability to communicate on behalf of university towns. Collaborative relationships with new community leaders such as building and land developers will create more opportunities for Purpose Built Student Accommodation shaping the landscape of the university town. With a successful Community Orientation program in place, students can become more familiar and knowledgeable about their university town and an increased sense of integration.

Community Strategic Plan - Ten

- Focus on the three community partnerships that support student's strategic integration with: strong Town and Gown Association communications, Purpose Built Student Accommodation, and a supportive Community Orientation.

CHAPTER FIVE

5. CASE STUDY EXAMINING WATERLOO, ONTARIO

The City of Waterloo is a prime example of a University Town reacting to Studentification. Seeing such unprecedented growth of Undergraduate Student populations has resulted in a number of social, cultural, physical, and economic impacts over the years. In particular the neighbourhoods bordering the post-secondary institutions have required additional support and oversight as the socioeconomic shifts have resulted in houses once built for long-term families being transformed into student rentals. This has left Waterloo reacting to the pressures of studentification and taking an uncoordinated approach to supporting student's unique needs. This university town requires increasing collaborative leadership and increased purposeful and strategic developments to accommodate their growth.

In The News – Off-campus Student Residence Development

In 2014 neighbourhood associations in Ottawa petitioned the City for a freeze on all off-campus student residence developments. Their concerns echo those of Waterloo residents

“Calling for a stop to the increased degradation of traditional residential neighbourhoods.... and requests a comprehensive approach to ensure that student housing is integrated into our communities in the most thoughtful and constructive manner possible.” ¹⁰⁶

With the University of Ottawa facing a housing shortage they are facing the increased pressures of studentification in high-priority neighbourhoods and trying to proactively manage this growing situation. Waterloo as a community has had its challenges in terms of gaining a united perspective on how to manage this issue of development off-campus.

¹⁰⁶“Ban all off-campus student housing plans, residents say.” *Derek Spalding*. Ottawa Citizen. February 2014. Web. March 2014.

<<http://www.ottawacitizen.com/news/campus+student+housing+plans+residents/9522510/story.html>

5.1 REACTING TO THE PRESSURES OF STUDENTIFICATION

The City of Waterloo supports thousands of undergraduate students every year and is home to three large post-secondary institutions: the University of Waterloo, Wilfrid Laurier University, and Conestoga College. Having multiple academic institutions in close proximity has created some unique challenges and opportunities when managing studentification.

Socially

- Waterloo has a “Pack-up-and-go” mentality as nearly half the student population is in co-op and is often required to move every four to eight months.
- As a community built around high-energy students, there are often points of resentment and conflict with long-term residents.

Culturally

- The City of Waterloo is a diverse and multicultural community with programs and services targeted at supporting the vast needs of students.
- Its Your Waterloo Campaign was launched in 2009 to address a number of growing bylaw infractions including: public urination, drinking in public, littering, and targeted students and Northdale Neighbourhood.¹⁰⁷

Physically

- Overpopulation with three campuses squeezed in to a very short boundary creates a number of urban planning and housing challenges.
- Accommodation continues to be an issue with property value decreasing and seasonal sub-communities on the rise in Northdale Neighbourhood.

Economically

- In addition to the many technology startups that help drive Waterloo’s economy, there are always new businesses finding their way into the neighbourhood.
- Smaller businesses such as bars, coffee shops, and fast food services are constantly filling the community and providing for the student population.

¹⁰⁷ “It’s Your Waterloo.” *Town & Gown Association*. City of Waterloo. 2009. Web. Nov 2012 <http://www.waterloo.ca/en/contentresources/resources/living/guide_to_rental_living_complete.pdf>.

5.2 SUPPORTING STUDENTS UNIQUE NEEDS

Recognizing the Five Stages of Integration

Supporting the unique needs of undergraduate students as they integrate into university and the surrounding communities can be a challenge to manage. Waterloo does a good job of executing developing infrastructure in all five stages of integration. Examples include:

Stage One – Pre-Arrival to University

- Orientation Week – University of Waterloo / Wilfrid Laurier University

Stage Two – First Year in Residence

- Living-Learning Community – University of Waterloo / Wilfrid Laurier University
- It's Your Waterloo Campaign – City of Waterloo

Stage Three – First Year Off-campus

- Door Knocker / Welcome Bag Program – Waterloo Town & Gown
- Project Safe Semester – Waterloo Region Police

Stage Four – Senior Years

- Waterloo Park Garbage Pickup – Wilfrid Laurier Student Union

Stage Five – Graduating / Alumni

- Town Halls / Forum – Northdale Neighbourhood Community Group

With a new community improvement plan for Northdale Neighborhood there should be increased opportunities for developing these five areas of integration. “Northdale will have a unique, renowned identity as a place in which residents, students, and professionals are inspired by their environment and the energy and creativity of Waterloo’s world class universities and employers,” according to the Land Use and Community Improvement Plan (LUCIP) for Northdale.¹⁰⁸ The majority of best practices outlined above take place in this very community so it will continue to play an important role in supporting students as they transition into off-campus housing for the first time.

¹⁰⁸ “Northdale Special project Committee.” *Strategic Planning*. City of Waterloo. 2011. Web. Sept 2012. <<http://www.city.waterloo.on.ca/DesktopDefault.aspx?tabid=2828>>.

Northdale Neighbourhood: The Highest Priority

While there are other neighbourhoods that require support, Northdale is the priority.

Recently Northdale Neighbourhood has been undergoing major developments after a recent land use bylaw was passed, allowing for the construction of major apartment complexes around external corridors.¹⁰⁹

Distance

- This neighbourhood borders the University of Waterloo and Wilfrid Laurier University.
- The city block is bound by: Phillip Street, Columbia Street, King Street North, and University Avenue.

Density

- The residents of this neighbourhood are now nearly all students
- Over 90% of homes in Northdale Neighbourhood are being licensed lodging houses, amassing 61% of Waterloo's overall licensed housing.¹¹⁰

Disturbances

- The population of new student residents contributes to minor bylaw infractions.
- "33% of the City of Waterloo's bylaw violations between 2004 and 2007 coming from properties within the area [Northdale Neighbourhood] with the majority being lot maintenance, minor violations."¹¹¹

One developer explains: "Stage 3 will consolidate 1.5 acres of land on seven properties and build two types of residential buildings — two six-story mixed use towers with 70 one-bedroom apartments, and two blocks of four-story stacked townhouses with a total of 98 units and 154 bedrooms, along with 1,400 square meters on commercial space."¹¹² This development and other like it will have major implications on this neighbourhood.

¹⁰⁹ Yasin, Amrita. "Northdale Neighbourhood Visions For Change" Iron Warrior. University of Waterloo. 2010. Web. Nov 2012. <<http://iwarrior.uwaterloo.ca/2010/05/16/northdale-neighbourhood-visions-for-change/>>.

¹¹⁰ "About Us." *It's Your Waterloo*. City of Waterloo. 2013. Web. Oct 2013. <<http://www.waterloo.ca/desktopdefault.aspx?tabid=599>>.

¹¹¹ "Reassessing Waterloo's Northdale Neighbourhood." *Waterloo: Tanya Christidis Consulting*. The Record. 2011. Web. Nov 2012. <<http://www.therecord.com/news-story/2598073-new-vision-for-waterloo-s-northdale-neighbourhood-endorsed/>>.

¹¹² "Smart Suite 3." *Sage Condos*. 2014. Web. March 2014. <<http://sage1.sagecondos.ca/suites/smart-suite-3>>.

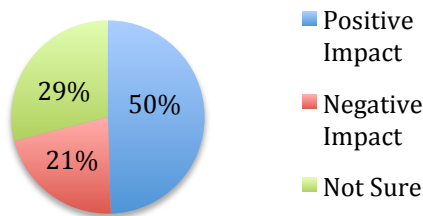
Supporting Students Transition & Transformation

Northdale Neighbourhood remains a growing priority and private condominiums are not the solution to supporting student's integration into these high-priority neighbourhoods.

These can have a large impact on a student's transition and transformation while attending university. These accommodations are successful at providing a safe and social space for residents but lack the infrastructure necessary to support students entirely.

Building developers have been working closely with the City of Waterloo to capitalize on this housing market. Even when following the guidelines set out by the City there still remain a number of unresolved issues within Northdale Neighbourhood that require further attention and areas of students transition and transformation that are not

Chart 18 - High-Rise Impact On Student Experience



supported. Students at the University of Waterloo were asked "Do you think the new high-rises will have a positive or negative impact on the student experience?" Interestingly over half of the students felt this would be a positive impact and cited a number of reasons in the comments. They felt the buildings would provide strong social space off-campus, where they could meet friends. Many students said it was simply preferable to the current single-family homes. Many of the students who responded with negative impact felt the

apartments would be too expensive. Student who selected not sure either were unaware of the buildings, or felt the student experience could be impacted in either a positive or negative way. The University of Waterloo argues "almost all recent student housing developed does not meet the needs of UW students.... Developers are limited by zoning and other constraints, and even those willing to construct well-intentioned student buildings cannot create a business case to do so."¹¹³ It is likely that the impact of students living in these new apartments will not be felt immediately, and overtime will create new challenges for students and the communities to manage resourcefully.

¹¹³ Read, Chris. *Waterloo Daily Bulletin*. University of Waterloo. June 2010. Web. Sept. 2011. <<http://www.bulletin.uwaterloo.ca/2010/jun/03th.html>>.

5.3 INCREASING COLLABORATIVE LEADERSHIP

Community Leaders in Waterloo

There remain a variety of contradictory views as to how to support and develop this neighbourhood. All four groups of community leaders have attempted the implementation of new programs and infrastructure, yet there remains a lack of coordination and strategy between these community members. With a well-orchestrated strategy that promotes collaborative infrastructure, Waterloo has the potential to become a role model for university towns around the world. Examples of community leadership include:

Residents & Community Groups

- Help Urbanize Ghetto - Northdale Neighbourhood - Community Group¹¹⁴

Local Government

- Mayors Student Advisory Council – City of Waterloo¹¹⁵
- Town & Gown Committee – City of Waterloo
- Safe & Healthy Community Advisory Committee – City of Waterloo

University Administration *(Should include all three intuitions)*

- Graduate Students Association / Federation of Students
- Student Success Office / Dean of Students Office
- Housing & Residence Departments

Not-For-Profit / Corporations

- Sage Condos / Domus Student Housing – Private Building Developer
- Uptown and Downtown Business Associations
- IBM Smarter Cities Challenge - Corporation¹¹⁶

¹¹⁴ "The Greener Solution for Northdale" *Help Organize the Ghetto in Waterloo*. HUG Waterloo. 2009. Web. Sept 2011. <<http://hugwaterloo.com/index.php/the-greener-solution-for-northdale>>.

¹¹⁵ "Students define role within city." *The Cord*. Wilfrid Laurier University. January 2010. Web. March 2014. <<http://www.thecord.ca/students-define-role-within-city/>>.

¹¹⁶ "IBM Smarter Cities Challenge brings international expertise to Northdale." James Jackson. *Waterloo Chronicle*. October 2013. Web. 2014. <<http://www.waterloochronicle.ca/news/ibm-smarter-cities-challenge-brings-international-expertise-to-northdale/>>.

Conducting a Community Analysis

With so much potential as a community Waterloo is failing to get ahead of studentification and left reacting to the recent growth. This analysis helps identify potential weakness and opportunity in Waterloo's unique demographics, environment, history and strategic plans.

Demographic Analysis

In Waterloo roughly one in five community members are students! Located in South-Western Ontario the City of Waterloo is a unique community dedicated to education, innovation, and entrepreneurship. Over the past three years Waterloo has consecutively placed in the top three in the International Award for Livable Communities.¹¹⁷

- Ranked 46th Best City To Live In Canada in 2013.
- Population 121,700 with a 13% growth from 2011 – 2012.
- Median Age 35.4 years.
- 15-24 year olds comprise 17% of population.¹¹⁸



The University of Waterloo (UW) is a community of about 30,000 full and part time Undergraduate Students and over 2000 Graduate Students. After half a century, UW has grown to become a leader amongst universities, with the world's largest post-secondary co-operative education program, and is home to the David Johnston Research & Technology Park.¹¹⁹ The main campus is located in Waterloo with satellite campuses growing in Cambridge, Kitchener, and Stratford.

¹¹⁷ "Living in Waterloo" *Housing & Residence*. University of Waterloo. 2012. Web Oct 2013. <<https://uwaterloo.ca/find-out-more/student-life/living-waterloo>>.

¹¹⁸ Statistics Canada (2011). "Education Training & Learning" *Government of Canada*. Web. Sept 2011, <www5.statcan.gc.ca/subjectsujet/subthemesoustheme.action?pid=1821&id=1756&lang=eng&more=0>.

¹¹⁹ "Pursuing Global Excellence: Seizing Opportunities For Canada" *University of Waterloo (UW) Sixth Decade Plan (2007-2017)*. University of Waterloo. 2007. Web. 2012. <<https://uwaterloo.ca/strategic-plan/sites/ca.strategic-plan/files/uploads/files/SixthDecadePlanFinal.pdf>>.

Wilfrid Laurier University (WLU) celebrated 100 years of success in 2011 as a community of 13,000 students “devoted to excellence in learning, research, scholarship and creativity.”¹²⁰

The main campus is located in Waterloo with a satellite campus in Brantford.

Conestoga College (CC) Institute of Technology and Advanced Learning boasts a growing population of 11,000 full-time and 35,000 continuing education students.¹²¹ The main campus is in Cambridge with a satellite campus located in Waterloo.

Environmental Analysis

Recognized in 2007 as the World’s Top Intelligent Community, Waterloo is known for its major knowledge economy employers and global think-tank organizations as the “Tech-Triangle” of Canada in the business sector.¹²² With companies such as Blackberry, Open Text, Google, Desire2Learn, the Accelerator Centre, Sybase and a number of other international success stories, the Kitchener-Waterloo community is constantly pushing the envelope with “cutting-edge” businesses and startups. Young entrepreneurs bring innovation through organizations like Velocity and Communitech motivating economic and physical expansion of this community. It is important to recognize the priority on co-operative education at the University of Waterloo that creates a constant rotation of residents every four months, impacting the surrounding community.

Community History

The following change in land use bylaws were determined by the Northdale Special Project Committee to have influenced the infrastructure or policy development in the community:

- “1986 – Lodging House Licensing Program
- 1992 – The Official Plan and the Central and Columbia District Plans “Focusing on the retention of families... and diversification of household types and people.”
- 2003 – High and Density Policy Study

¹²⁰ “City of Waterloo, Waterloo Ontario.” *About Us*. Wilfrid Laurier University. 2013. Web. Oct 2013. <https://www.wlu.ca/page.php?grp_id=1928&p=20011>

¹²¹ “College Profile / Stats.” About Conestoga. Conestoga College. 2013. Web. Oct 2013. <<http://www.conestogac.on.ca/about/profilestats.jsp>>.

¹²² “City of Waterloo, Waterloo Ontario.” *About Us*. Wilfrid Laurier University. 2013. Web. Oct 2013. <https://www.wlu.ca/page.php?grp_id=1928&p=20011>

- 2004 Student Accommodation Study “25 year long plan with a goal to accommodate students... seeks to retain and stabilize low density residential neighbourhoods near the Universities.”
- 2005 – Nodes & Corridors Plan “Encouraging high-density apartments along the perimeter of Northdale.”
- 2007-08 – Neighbourhood Land Use Planning Review
- 2011 - Rental Housing Bylaws”¹²³

The issue remains that these complexes are built like sardine cans and lack a strategic and purposeful approach to supporting student's experience.^{124 125}

Strategic Plan Analysis

There are a number of long-range plans that should be considered throughout the community. **Appendix Two** offers a detailed breakdown of the following seven strategic plans in Waterloo and represent all four areas of community leaders:

- Northdale Land Use & Community Improvement Plan 2012
- University of Waterloo Strategic Plan 2013
- Wilfrid Laurier University Campus Master Plan 2010
- City of Waterloo Strategic Plan 2011 – 2014
- Town & Gown Committee Strategic Goals 2013
- Region of Waterloo 2011-2014
- Uptown Waterloo BIA Strategic Plan 2012 – 2017

The charts summarize the primary themes of each strategy, ways they are supporting student-centred communities, and areas that require more attention. It was clear that although there was little specific reference to students or the universities in most of the reports, there were a number of overlapping areas that will have a direct impact on student's integration in the community.

¹²³ “Northdale Special Project Committee.” City of Waterloo. 2012. Web. Sept 2012
<http://www.waterloo.ca/en/contentresources/resources/government/northdale_committee_draft_term_reference.pdf>.

¹²⁴ “More Northdale properties added to auction block.” *Waterloo*. The Record. 2011. Web. Sept 2011.
<<http://www.therecord.com/news/local/article/552024--more-northdale-properties-added-to-auction-block>>.

¹²⁵ “Northdale Residents' Letter to Council re: rhlr.” *Waterloo Neighbourhood in Transition*. Blog. Northdale Albert Residents' Coalition. 2011. Web. Sept 2011. <[Universities Neighbourhood Blogspot. - Northdale Residents Letter To Council](#)>.

Areas of Community Development

The Waterloo community is built around the ebb and flow of the undergraduate student population and must take thoughtful and collaborative approaches to supporting community development. A variety of strategic plans are broken down further in appendix two with each playing an important role in the five area of community development.

Community Preparation

- Uptown Waterloo BIA Strategic Plan 2012 – 2017
“BIA should be part of understanding what the implications are and how best to support these new residents... [who] will need products and services offered by business owners.”

Community Engagement

- Wilfrid Laurier University Campus Master Plan 2010
“Encourage mixed use campus buildings along urban corridors and nodes and creating a range of housing opportunities for first year, senior and graduate students.”
- Town & Gown Committee Strategic Goals 2013
“Maximize opportunities for integrated community service, and support experiential and work-based learning and research.”

Community Relations

- University of Waterloo Strategic Plan 2013
“The university will expand the range of experiences, programs and supports designed to develop student potential, and build a stronger sense of community connection for students both on and off-campus.”
- City of Waterloo Strategic Plan 2011 – 2014
“Explore opportunities to link students in all aspects of the community... [and] Promote the creation of complete and integrated communities and neighbourhoods.”

Community Retention

- **Region of Waterloo 2011-2014**
“Retain, recruit and develop skilled and citizen-centred employees.”
- **Northdale Land Use & Community Improvement Plan 2012**
“Comprised of a variety of housing types and tenures which provides affordable housing and accommodates a diverse demographic including students, families and professionals.”

5.4 PURPOSEFUL & STRATEGIC DEVELOPMENTS IN 2014

On-Campus Strategies

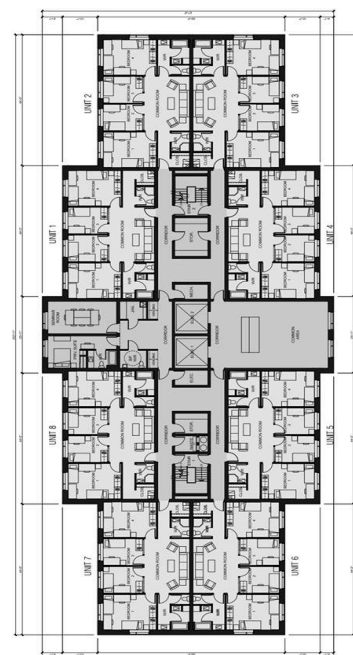
A focus on the University of Waterloo demonstrates the impact a university can have on the surrounding community. This institution has been developing innovative programs that support the student experience for over fifty years and are referenced for their best practices. Their successful orientation week, living learning communities, and cooperative education programs, help facilitate a students learning and integration off-campus.

Ongoing Orientation Week

The University of Waterloo coordinates a number of transitional events leading up to the first week of classes to assist a students integration include Student Life 101. With a new focus on student transition a new program an opportunity to “come to campus early and get a head start” or participate in “a series of online live chats hosted by upper years students that explore everything form residence life to off-campus housing and Orientation”.¹²⁶

New Housing & Residence

The University of Waterloo is building a new residence that incorporates leading best practices and is designed with student's unique needs in mind. “It is important to note that personal interactions has proven to be the single greatest indicator of a student's satisfaction with living in residence. This design is meant to leverage this critical factor.” An example is shown to the right.¹²⁷



Leading Co-operative Education

As one of the University's cornerstones cooperative education is more successful then ever, partnering with over 5,200 employers and employing 17,300 students over three semesters.¹²⁸ This has a number of impacts on the students experience and local university economy. This system of cooperative education is a role model system.

¹²⁶ “Current first-year students.” *University of Waterloo*. Student Success Office. 2014. Web. March. 2014.
<<https://uwaterloo.ca/student-success/current-first-year-students>

¹²⁷ “Living-Learning Communities.” *University of Waterloo*. Waterloo Residence. 2014. Web. March. 2014.
<<https://uwaterloo.ca/housing/living-learning/communities>

¹²⁸ “About Co-operative Education.” *University of Waterloo*. Cooperative Education. 2014. Web. March. 2014.
<<https://uwaterloo.ca/co-operative-education/about-co-operative-education>>.

Off-Campus Strategies

Many businesses and services are often geared towards this demographic of

Undergraduate Students in Waterloo. However it is increasingly evident the City of

Waterloo and post-secondary institutions have the potential to collaborate more effectively and strategically to better serve the needs of their community.¹²⁹ Some suggestions include:

Over the past three years the City of Waterloo has undertaken a consultation of a number of key stakeholders to manage studentification in Northdale Neighbourhood. The City's Land Use Improvement Plan discusses the need to "rebuild the neighbourhood of mostly single-family homes and student rentals into multi-residential, mixed-use developments with green space and high-quality urban design."¹³⁰ A second perspective from the IBM's Smarter Cities Challenge includes a number of key stakeholders in the planning process. They suggest to "help revitalize one of the most infamous student neighbourhoods.... vision will shift the student and single-residential neighbourhood into a higher-density, multi-use community."¹³¹ These studies focus on the urban design aspect of community development, but lack a strategy for administrative support system or programs and services off-campus. Examples of infrastructure that require a greater investment include:

Administrative Support

- Off-Campus Information Hubs
- Landlord Information Sessions
- Community Programmer

Urban Design

- Near-Campus Neighbourhood Strategies
- Purpose Built Student Accommodation
- Community Centre

Programs & Services

- Off-campus Student Relations Team
- Community Orientation Program
- Resident Mentorship / Buddy System

¹²⁹ "Living In Waterloo." *About the city of Waterloo*. University of Waterloo. 2012. Web. Sept 2012. <<https://uwaterloo.ca/find-out-more/student-life/living-waterloo>>.

¹³⁰ Erika Dreher. "City Council approves Northdale land use plan" *Imprint*. University of Waterloo. Web. Sept 2012. <<http://www.uwimprint.ca/article/145-city-council-approves-northdale-land-use>>.

¹³¹ James Jackson. "IBM Smarter Cities Challenges brings international expertise to Northdale." *Waterloo Chronicle*. 2013. Web. Nov 2013. <[HTTP://WWW.WATERLOOCHRONICLE.CA/NEWS/IBM-SMARTER-CITIES-CHALLENGE-BRINGS-INTERNATIONAL-EXPERTISE-TO-NORTHDALE/](http://www.waterloochronicle.ca/news/ibm-smarter-cities-challenge-brings-international-expertise-to-northdale/)>.

Community Partnerships

As a growing university town there are a number of opportunities for collaborative partnerships throughout Waterloo. Recently there has been an increased in investment in the local Town and Gown Association from its community leaders, and a renewed vision for purposeful development in Northdale. One area of development must be a coordinated effort to develop an off-campus Community Orientation to assist with student's integration and knowledge of their neighbourhoods and built student-centred communities.

Town & Gown

The Town & Gown Association is receiving increasing investment and coordination from community leaders in Waterloo and has assisted in bridging a number of gaps in communication over the past decade. It's memberships represents a strong balance of university administration, long-term residents, and government services.

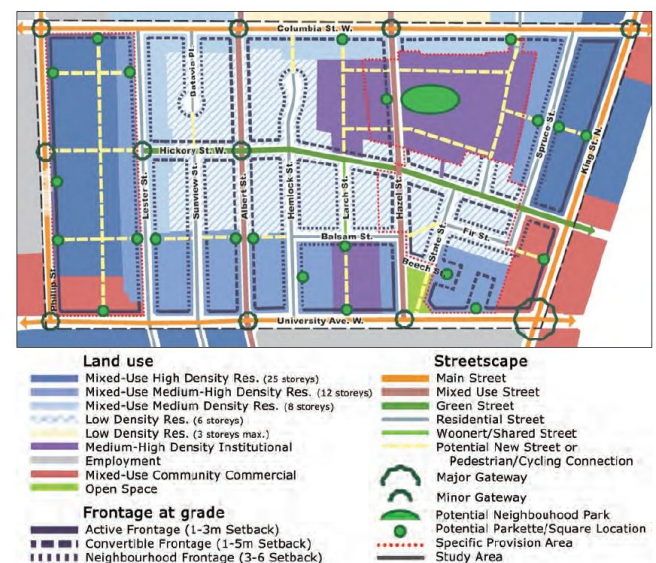
Purpose Built Development in Northdale

The formal development plans for Northdale neighbourhood are now in practice and being implemented in Waterloo. "On June 25, 2012, the Waterloo City Council approved the Land Use and Community Improvement Plan Study (LUCIPS) ...The outcome of this area has been the topic of ongoing research and discussion since 2010, with an 18-month process that aimed to encourage change and growth in the current student-occupied terrain."

This plan considers land use, streetscape, and the overall urban design of Northdale. A snapshot of the model can be seen above.¹³²

Community Orientation

Few examples of off-campus orientation strategies incorporate a university-community partnership. This is an area of development that should be championed by the universities.



¹³² "Land Use & Community Improvement Plan Study." *Northdale Neighbourhood*. City of Waterloo. 2012. Web. Sept 2012. <[HTTP://WWW.WATERLOO.CA/EN/GOVERNMENT/NORTHDALE.ASP](http://www.waterloo.ca/en/government/northdale.asp)>

5.5 COMMUNITY PERSPECTIVES – IMPROVING WATERLOO’S TRANSITION

Community leaders in Waterloo were asked, *“How can Waterloo improve its support of undergraduate students as they transition out of on-campus residence and into local neighbourhoods?”* Everyone responded that Waterloo was doing a good job overall and felt there were some areas of improvement when it came to connecting students to residents.

Some excerpts from the interview include:

Senior Undergraduate

“I think improving the tutor systems are really important, both on and off-campus. It needs to be run by students but have structure in the community. Tutoring is a really simple way to connect people and it makes a big difference for students.”

Recent Alumni

“It is difficult to assign responsibility to manage student’s transition, we all have a roll to play. It’s a process and you have to treat students like adults because you expect them to act like adults, but it’s not a black and white process. Expect the best but realize we won’t always get it.”

Long Term Resident

“There must have been a tipping point and we must have hit it. There are lots of complaints about noise. People who live and own units get frustrated with the lack of connection students have to the community. We need houses that are single-family dwellings.”

Masters Teaching Assistant

“The opportunities for students around Waterloo are very strong... It’s more about making students aware that the services are out there... As a graduate student we get an orientation every year... but often students snooze through it and have difficulty absorbing all the information.”

Neighbourhood Relations Manager

"It comes down to planning and policy when it comes to building and developing communities. Need to stop planning for students as transient, and look for the opportunities to connect students as recent graduates. Changing some of the vocabulary we use, it's the small things that will make a huge difference."

Student Government General Manager

"I can't think of any huge issues. You always hear about "rowdy students" in the news... but it's part of living in a community that has universities and colleges."

City Councillor

"Creating a complete community plan is one of the main goals. Focusing on the transportation and living conditions within urban planning helps everyone. Ensure there is investment in our community, supporting entrepreneurship that is economically diverse and vibrant is critical to all our citizens. Need to continue to provide these meaningful opportunities for our community."

Not-For-Profit President

"There is a natural division between the student population and the 'other' population. This is a huge barrier to integration and support in many ways. A solution is to maximize contact between the community and students, so they feel like they are part of the community and there are lines of community. This is an important piece to any successful community."

Small Business Owner

"That's a good question, some sort of coaching program specifically structured for students would be really valuable. Working with a professional development coach helps students when they are feeling stuck, coming out of university and in that process of transition. A large scale program or something one on one would be something that would help with their integration and help get clear on what they want in their lives."

5.6 CONCLUSIONS

Waterloo Action Plan Checklist

This ten point strategic plan incorporates the areas of building student centred-communities based on a thorough analysis of Waterloo. It can be used as an example of creating tangible solutions and strategies for university towns across Canada.

- ✓ **Studentification:** Promote the strength of university towns and opportunities that come with student populations, focusing on using inclusive language.
- ✓ **Integration Stages:** Explore new student-centred systems that to support the unique growing population of international, co-op students, and graduate students.
- ✓ **Areas of Integration:** Create a community resource center for students in the heart of Northdale Neighbourhood to support the unique needs of undergraduate students.
- ✓ **High Priority Neighbourhood:** Purchase a plot of land in Northdale neighbourhood to form a university / corporate relationship that facilitates community engagement.
- ✓ **Community Leaders:** Create a stronger medium to facilitate community dialogues and work to forward the goals of the Town & Gown Association.
- ✓ **Community Analysis:** Develop a strategic plan that incorporates the different strengths of existing community plans and identify gaps in infrastructure.
- ✓ **Community Development:** Focus on developing infrastructure that supports retention of students as long-term residents and community members.
- ✓ **On-campus:** Gather funding to support the increase local co-op job opportunities, to assist with community development and areas relating to student engagement.
- ✓ **Off-campus:** Run an information campaign for the residents of Northdale and the Waterloo community about upcoming urban planning developments in the area.
- ✓ **Foundations:** Launch a successful community orientation program to support student's integration into off-campus neighbourhoods.

Waterloo is the perfect community for a case study. There are a number of areas that require increased attention, and when properly supported will help elevate Waterloo as a role model community for creating student-centred development.

CHAPTER SIX

6. SUMMARY OF FINDINGS & CONCLUSIONS

Chapter One - The Studentification Of Canada

A decade of increased enrollment in university towns has left residents across Canada reacting to student populations without any long-term vision.

- Consider the opportunities and challenges of concentrated undergraduate student populations and the social, cultural, physical, and economic impact of studentification in university towns

Chapter Two - Supporting The Unique Needs Of Undergraduate Students

Undergraduate students have unique needs that must be supported throughout their undergraduate experience and especially as they make the transition off-campus.

- Focus on the five stages of integration undergraduate students experience beginning with: pre-arrival to university, first year in residence, first year off-campus, senior years, and as a graduating alumni.
- Support the transition and transformation of undergraduate students development in eight areas of student development including: social life, cultural integration, professional opportunities, community engagement, academic guidance, physical health, mental health, and spiritual growth.
- Identify the three-d's of high-priority neighbourhoods by considering the: distance of the university, density of accommodation, and disturbances in the community.

Chapter Three - Collaborative Approach To Community Development

University towns lack a cohesive and collaborative approach to community development and require increased investment from community leaders.

- Gather the four groups of community leadership to from collaborate approaches to community development including: residents & community groups, university & college administrators, governments & public services, and corporations & not-for-profits.
- Conduct a four-point community analysis by investigating the demographic composition, environmental scan, historical considerations, and review of strategic plans in the university town.
- Create strategies that support all four areas of community development by identifying best practices that facilitate: community preparation, community engagement, community relations, and community retention.

Chapter Four - Creating Purposeful & Strategic Infrastructure

High-priority neighbourhoods require purposeful and strategic infrastructure that can integrate best practices from on-campus, off-campus and the community.

- Engage students with infrastructure that supports learning and create partnerships with three on-campus best practices: orientation week, housing and residence, and co-operative education.
- Develop best practices in three areas of off-campus infrastructure by incorporating appropriate: administrative systems, urban design models, and programs and services.
- Focus on the three community partnerships that support student's strategic integration with: strong Town and Gown Association communications, Purpose Built Student accommodation, and a supportive Community Orientation.

Chapter Five – Waterloo Case Study

Waterloo has a number of successful developments but lacks an overall sense of direction for supporting student's unique needs in Northdale Neighbourhood.

- Do not react to the consequences of students living in condos, focus on finding ways to develop innovative partnerships that capitalize on the new infrastructure.

Primary Research – Community Leader Interviews & Student Surveys

Both students and community leaders in Waterloo have a shared investment in making improvements to the way students are integrated and supported off-campus.

- Students feel less supported after they move out of residence and require increased resources in areas of transition and transformation with 80% interested in orientation.
- 50% of students have an expectation that the apartment style of living will improve their social interactions and will have an overall positive impact on their experience.
- Community leaders share a common desire to support students and the university town but lack the guidance and infrastructure to come together in meaningful ways.

Conclusions

Undergraduate enrollment growth has resulted in a number of positive and negative impacts that require new approaches to build student-centered infrastructure. This phenomenon is being felt by students and communities internationally and requires greater investment from community leaders at all levels to take a more serious look at where the needs of undergraduate students are not being supported off-campus.

FIGURE 11 – STRATEGIC PLANNING CHECKLIST

The Studentification Of Canada

- Consider the opportunities and challenges of concentrated undergraduate student populations and consider the social, cultural, physical, and economic impact of studentification in university towns

Supporting The Unique Needs Of Undergraduate Students

- Focus on the five stages of integration undergraduate students experience beginning with: pre-arrival to university, first year in residence, first year off-campus, senior years, and as a graduating alumni.
- Support the transition and transformation of undergraduate students development in eight areas of student development including: social life, cultural integration, professional opportunities, community engagement, academic guidance, physical health, mental health, and spiritual growth.
- Identify the three-d's of high-priority neighbourhoods by considering the: distance of the university, density of accommodation, and disturbances in the community.

Collaborative Approach To Community Development

- Gather the four groups of community leaders to collaborate in community development including: residents & community groups, university & college administrators, governments & public services, and corporations & not-for-profits.
- Conduct a four-point community analysis by investigating the demographic composition, environmental scan, historical considerations, and review of strategic plans in the university town.
- Create strategies that support all four areas community development by identifying best practices that facilitate: community preparation, community engagement, community relations, and community retention.

Creating Purposeful & Strategic Infrastructure

- Engage students with infrastructure that supports learning and create partnerships with three on-campus best practices: orientation week, housing and residence, and co-operative education.
- Develop best practices in three areas of off-campus infrastructure by incorporating appropriate: administrative systems, urban design models, and programs and services.
- Focus on the three community partnerships that support student's strategic integration with: strong Town and Gown Association communications, Purpose Built Student accommodation, and a supportive Community Orientation.

6.1 COMMUNITY PERSPECTIVES – STRATEGIC PLANNING CHECKLIST

Community leaders were asked to review the strategic planning checklist and provide input into its development and feedback on the value of the document. The goal of the checklist is to summarize areas necessary to build student-centred communities. This must be seen as a valuable tool to community leaders. Responses included:

"The five stages of integration for undergraduate students is very important – this is essential as it recognizes the importance of the different stages/segments of the undergraduate experience."

"3 D's of high-priority areas – I feel the three you identified are important, but from my perspective I feel there's a need to understand "Diversity" of a neighbourhood. Essentially, this is to see how balanced a community might be based on the demographics of the neighbourhood."

"Overall, the list is thoughtful and well organized. Good job with it."

"This summary is very applicable to today in many towns and should be taken seriously before the population of students grows to a point where we can't keep up. Allan has great insight to preventing issues and I found the paper to hold even more depth by reading what each interviewed person had to say."

"I tried to think of areas that were not covered in your summary. I couldn't think of any. Your plan is well thought out and thoroughly researched. I am impressed with the level of detail and relevance of the topic."

"There are some clear gaps that you have identified and I am hopeful that I can use your work to further ours."

"I would think it would be good to list the students themselves as an area of community leadership even if you don't look at them the same way as the other groups."

"In your eight areas of student development, they can they be grouped or related conceptually, that would be interesting even if you don't normally present them that way. I would think they could be grouped by health, development and external interface."

SURVEY & INTERVIEW RESEARCH

I. SUMMARY OF METHODOLOGY & RESPONSES

Rational for Two Forms of Primary Research

The survey and interview were an integral part of the research paper and while asked different questions, focused on finding common areas of interaction between the student and community leader perspective. The student survey helped provide an array of data that helped paint a picture of the undergraduate student perspective. While the community leaders were selected based on their unique role within the community and shared in-depth perspectives on community development. Together these two components of primary research assist in creating a well-rounded argument for building student-centred communities.

Potential Benefits Of Study

There are no known or anticipated benefits to the participants. The survey research will add to a growing body of knowledge surrounding 'studentification' of communities in university towns. The interview research will provide first hand accounts of the challenges and opportunities community leaders face when making decisions surrounding community development. Participants have a unique perspective base on their role within the community, therefore by gathering a broad sample of leadership we can start to have a balanced representation of the decision makers. Ultimately the goal is to formulate specific areas of focus in a final action plan, which helps identify steps communities, can take who face the similar issues of student transitions into neighbourhoods.

Survey & Interview Response Rates

The survey response rate was higher than expected with 113 surveys distributed and returned. The sample data provided a strong representation of the student population at the University of Waterloo and allowed for specific findings and general applications. A total of ten interviews were conducted and fifteen invitations to participate were distributed. This response was as expected and allowed for the optimal amount of community leaders to be interviewed to share their insights.

Study Limitations

With the majority of first-year students living in residence some of the questions in the survey were difficult to answer due to their limited experience off-campus. Their responses were removed from some results, decreasing the sample size. Interview questions were left vague to allow for a semi-structured conversation around six questions. With more specific questions and a larger sample, more quantitative data could have been collected.

Opportunities for further research

Overall there were a number of questions that could have been the entire focus of the survey, for example any of the eight areas of development could be explored to identify exactly how it is impacted off-campus. There are a number of community leaders who would have great input and advice surrounding building student-centred communities. Continuing to survey leaders in the university town may help reinforce the findings and encourage the development of a community orientation.

Please see **Appendix 1** for the following survey and interview documentation.

II. DESCRIPTION OF PROCEDURES

Survey

1. Participant approaches booth in the Student Life Centre.
2. If participating the undergraduate student will receive: the information and consent forms, a copy of the survey, and a pen if necessary.
3. They will be asked to fill out the survey and return it when complete.
4. The participant will be asked insert their own survey into a concealed box.
5. To conclude the participant will receive the debrief information sheet and a chocolate bar in remuneration.

Interview

1. Participant will be contacted about their interest in participating in interview via email.
2. If community member responds and accepts participation they will receive: the information and consent forms, and a copy of the interview questions via email.
3. An interview will be scheduled at a location convenient to the participant.
4. At the time of interview, the participant will be reminded the audio of the interview is being recorded and asked to sign a copy of the information and consent forms provided.
5. To conclude the participant will receive the debrief information sheet and a Tim Horton's Gift Card in remuneration.

Participants Involved in the Study

Survey - UW Participants: Undergraduate students

Potential participants will be undergraduate students currently enrolled at the University of Waterloo. Their age will generally range from 18-25 years and older. They will be of

diverse gender and socioeconomic considerations. Between 100-125 undergraduate students will be surveyed at the University of Waterloo. Interview - Between 8-10 adult participants will be interviewed in the community.

Interview - Non-UW Participants: Adults / Advisory Board

Potential participants will be adults who hold leadership roles within the Waterloo Community. As a former president of the federation of students I have established many professional relationships with community members who have previously offered (verbally) to support this research. They will be selected based on their previous involvement with undergraduate students and their role in community development. An equal balance of males and females will be selected.

Recruitment Process and Study Location

The student researcher Allan Babor will be solely responsible for recruitment. The surveys will be advertised using a poster template in the Student Life Centre. The interviewees will be contacted using the email template, all of which have previously been contacted about the thesis work.

Surveys - This research will take place on-campus. On-campus: Student Life Centre advertised using a poster & booth in Student Life Centre

Interviews - KW residential community Off-campus: Preference of participant such as office, coffee shop (interview)

Remuneration for Participants

Survey - Participants will receive a chocolate bar in remuneration.

Interview - Participants will receive a \$10 Tim Horton's Gift Card in remuneration.

Potential Risks To Participants

There are no known or anticipated risks. There are no known or anticipated risks in these studies. The questions are straightforward and can be answered confidently by all students and community members with no short or long-term consequences. To ensure anonymity of survey participants, they will be asked to place the survey in a sealed box when complete. Interviewees' names will not be associated to their interview.

Informed Consent / Anonymity / Confidentiality of Participants

An information letter with written consent form distributed before interview and survey.

Survey participants will not be asked to provide their name or student number and will remain anonymous. Surveys will be placed into a sealed box when complete. Paper ballots from the survey will be recorded into a Microsoft excel spreadsheet. They will not be distributed beyond that or linked to any other dataset.

Interview participants data will be referenced using their general role as a community member. Audio files will be stored on the interviewers laptop and transcribed into a Microsoft Word Document. They will not be distributed beyond that or linked to any other dataset. The data collected through this study will be kept for a period of twelve months in a secure location in East Campus Hall room 1007 in a locked cabinet and then destroyed.

Paper Records - Confidential shredding after 1 year(s). **Audio/Video Recordings** -

Erasing of audio/video recordings after 1 year(s). Location: East Campus Hall room 1007

THESIS REFLECTIONS

I. PERSONAL LEARNING OUTCOMES

Over the course of this journey I have learned a great deal about myself as a student, writer, and researcher. Along the way there were a number of key learning moments and milestones as I pushed forward towards creating a final product. Writing a thesis independently was a large transition from the traditional style of classroom learning and required me to develop new forms of skills and academic discipline to overcome the task at hand. Ultimately I am proud of the final document that I believe represents a thorough and well-developed thesis. My hope is that this paper will be used as a reference by community leaders in university towns who are looking for new perspectives and tools to inspire growth in the community.

Writing: Making abstract concepts tangible

I am more of a talker than a writer and it took time to find a way to express myself on paper in the same way that I would speak about them. Translating the theories and concepts of successful community development into a meaningful solution for off-campus communities required a great deal of thought and creative thinking.

Research: Conducting surveys and interviews

Going through the Office of Research Ethics to conduct my surveys and interviews helped refocus the areas I was most interested in developing. Conducting the research was a rewarding experience and everyone who participated was interested to learn more. In addition to the knowledge I gained writing the paper, I feel more prepared to speak confidently and academically about the topics of community and student development.

Focus: Getting it done right

There are so many distractions in life I always found a good reason to procrastinate; at times I did not even realize it! It took a number of attempts to refocus myself and I learned

a great deal about myself having gone through this process. Moving forward I feel more prepared to manage tasks that require my attention at this level.

II. COMMUNITY EVENTS & MEETINGS ATTENDED

Over the course of my thesis there are a number of events, meetings, and consultations I have attended in order to gain insight into Waterloo's studentification problem

Three notable experiences are:

- Northdale Neighbourhood Town Hall – In attending this forum I considered: What are characteristics of communities that successfully integrate the needs and values of students and long-term residents? What is the role of the City, Universities, Student Residents, Long Term Residents, Landlords, Corporate, and Public Services?
- City of Waterloo Strategic Planning, Policy Planner – Participated in a three-hour strategic planning meeting for the City of Waterloo four-year plan. My role there was as a citizen, thesis researcher, and representing the student interests.
- Informal interviews - A number of informal meetings and interviews have taken place over the course of this thesis with a variety of community members, including students, university administrators, community leaders, and citizens at-large. These were some of the most important. Overall it was a very beneficial experience as I now have some better insight into various perspectives on our Waterloo community

III. INTERVIEW WITH THE KW RECORD

Annual campaign encourages new students to be good citizens

By Ashley Csanady, Record Staff August 31, 2011

WATERLOO — It's that time of year again: U-Hauls start pulling into driveways across the city and university students begin pouring back into the city en masse. For Waterloo Regional Police and its community partners, that means its time to start door knocking. Each September, they knock on 1,500 doors as part of Project Safe Semester, an effort to educate students about Waterloo bylaws and services. Now in its fourth year, the program distributes welcome packages that include information on city services and bylaws as well as a welcome letter from Mayor Brenda Halloran.

But critics say the program only alienates incoming students, as opposed to helping them integrate with the community. Sgt. Brian Schultz said the program aims to educate, so permanent residents and their student neighbours can try to work out problems between themselves instead of calling police. "The success of it is great because it does generate interest between students and residents," said Schultz. As the student population has increased each year, "I don't think our problems have increased," said Kaye Crawford, Waterloo's manager of community relations chair of the city's Town and Gown committee. The program started in 2007 as a response to increasing tensions between homeowners and students who rent in the neighbourhoods — notably Northdale — surrounding the UW and WLU.

"It's usually noise, garbage," that upset permanent residents, explained Crawford, adding "those issues are something that happen in Town and Gown communities all around the world ... it's not unusual; it's just how do you deal with it." Project Safe Semester is just one of many city initiatives to help students live in better harmony with their neighbours. The city also offers an educational manual about renting for the first time and has run campaigns to promote being a good neighbour. Over time, Project Safe Semester has evolved. It's no longer just about reining in unruly student behaviour, Crawford said. "Students can be victims as well," she said. The program "kind of started out being one-sided but it's not one-sided any more."

For Allan Babor, a UW student who is researching learning-centric communities, the program is "good on paper" but it needs to be more than a one-time visit by a police officer. TheRecord - Annual campaign encourages new... "The program was a reaction to a number of problems ... we have bylaw issues in our community," said Babor, who is a former member of the Town and Gown committee. "I would argue the door-knocking program was designed to appease the residents who want to know something is being done, as opposed to benefit students," he said. Babor is researching ways to build university communities where students are treated as residents and not as transitional "others." He believes this approach would enhance the educational experience and increase long-term retention. Babor said students are residents, too. The goal should be integration, not alienation, he said. Community barbecues and similar programs are a good start, but "this program is a sliver of a much broader program that allows for a student-centric community." Babor worries that a single visit from a police officer might not be the best way to welcome students. He said, "If it's the only thing they experience ... it's going to leave a very bitter taste in their mouth."

IV. ABOUT THE SUPERVISORS

BILL ABBOTT

Former University of Waterloo IS Interim-Director and Director of Management Studies,

Adjunct Associate Professor Emeritus, Philosophy, BA (Kenyon College), PhD (The Ohio State University)

Specializations / Research Interests: Theory of Knowledge, Philosophy of Education, Decision Theory, modern philosophers, Descartes through to Kant, as well as Architecture and Latin



GEOFF MALLECK

University of Waterloo Continuing Lecturer

MBA (Queen's University), Diploma Business Administration (Wilfrid Laurier University)

Specializations / Research Interests: Marketing, Consumer Economics, Entrepreneurship and Entrepreneurship and Economic Development



CHRIS READ

Associate Provost Students – University of Waterloo

BBA, MBA (Wilfrid Laurier University)

Specializations / Research Interests: Community Building Development, Business Oriented (Financial Systems), and Strategic Human Development



GORDON STUBLEY

Independent Studies Academic Board Chair

University of Waterloo Professor PEng, Academic Director WatPD Engineering, BAsC, MASc, PhD (University of Waterloo)

Specializations / Research Interests: Computational fluid dynamics, Adaptive Meshing Technology, Engineering Education, Engineering Fluid Mechanics



V. ABOUT THE AUTHOR

ALLAN BABOR

Honours Bachelor of Independent Studies,
Leadership & Community Development
University of Waterloo



Throughout my studies I have been actively involved in student life programming and professional communications across campus at the University of Waterloo. Along my journey I was elected to represent 24,000 undergraduates as the President of the Federation of Students and later sent by David Johnston to Dubai, UAE where I facilitated an international conference called Education Without Borders.

Closely linked to my academic interests, my extracurricular involvements over the past five years have provided me with opportunities to represent students at all levels of the University of Waterloo. My responsibilities led me to lobby federal and provincial Members of Parliament on the topic of post-secondary education. At a municipal level, I met with local television and print media on sensitive issues such as “rowdy students” and acted as a liaison with the local government’s Town and Gown and on concerns and opportunities related to students.

Through these experiences it became apparent that our community development efforts were not focused enough on building communities for undergraduate students, as much as students had become viewed as a problem within communities. While some groups were successful at proactively supporting the development and integration of students, there remained a lack of unified vision and collaboration within the community.

With this knowledge, experience, and passion for student success I became excited to develop a platform for building successful student communities that would be: relevant to Canadian undergraduate students, reproducible by university communities, with practical applications that can be academically defended, and special insights into the Waterloo community.

APPENDIX ONE & TWO

APPENDIX ONE - PRIMARY RESEARCH DOCUMENTATION

- I. Survey & Interview Questions
- II. Survey Recruitment Poster
- III. Information Letter for Anonymous Survey
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APPENDIX TWO – STRATEGIC ANALYSIS OF WATERLOO

- I. Northdale Land Use & Community Improvement Plan 2012
- II. University of Waterloo Strategic Plan 2013
- III. Wilfrid Laurier University Campus Master Plan 2010
- IV. City of Waterloo Strategic Plan 2011 – 2014
- V. Town & Gown Committee Strategic Goals 2013
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- VII. Uptown Waterloo BIA Strategic Plan 2012 – 2017

APPENDIX ONE – PRIMARY RESEARCH DOCUMENTATION

I. SURVEY & INTERVIEW QUESTIONS

Student Survey Questions

1. What year are you currently enrolled in?
 - a. First Year
 - b. Second Year
 - c. Third Year
 - d. Fourth Year
 - e. Fifth Year
 - f. Other _____
2. Are you enrolled in the co-op program?
 - a. Yes
 - b. No
3. Are you an international student?
 - a. Yes
 - b. No
4. In your first year at the University of Waterloo where did you live?
 - a. On-campus in residence
 - b. Off-campus and renting / subletting
 - c. Off-campus living at home with family
 - d. Off-campus and own the house
5. This academic term (January 2014 - April 2014) where do you live?
 - a. On-campus in residence
 - b. Off-campus and renting a room
 - c. Off-campus and own the house
 - d. Off-campus at living at home
6. What is your primary mode of transpiration to and from campus?
 - a. Walking
 - b. GRT Bus
 - c. Bicycle
 - d. Car
7. How far do you live from campus, using your primary mode of transportation?
(Please provide your best estimate.)
 - a. I live on-campus
 - b. 5 minutes
 - c. 10 minutes
 - d. 20 minutes
 - e. 30+ minutes

8. In your first year at the University of Waterloo, how supported did you feel in the following eight areas of student development? (Please check one box for each area, with 1 being not supported and 5 being very supported.)

Areas Of Student Development	1	2	3	4	5	N/A
a) Academic Guidance						
b) Social Life						
c) Spiritual Growth						
d) Cultural Integration						
e) Physical Health						
f) Mental Health						
g) Professional Opportunities						
h) Community Engagement						

9. When you moved off-campus did you feel more or less supported in the following eight areas of student development? (Please check one box for each area, with 1 being not supported and 5 being very supported.)

Areas Of Student Development	1	2	3	4	5	N/A
a) Academic Guidance						
b) Social Life						
c) Spiritual Growth						
d) Cultural Integration						
e) Physical Health						
f) Mental Health						
g) Professional Opportunities						
h) Community Engagement						

10. To better support your transition off-campus, which of the following eight areas student development do you feel would benefit from additional programs and services? (Please circle all that apply.)
- a. Academic Guidance
 - b. Social Life
 - c. Spiritual Growth
 - d. Cultural Integration
 - e. Physical Health
 - f. Mental Health
 - g. Professional Opportunities
 - h. Community Engagement
11. Would you participate in a community orientation, designed to improve your integration and knowledge of the Waterloo community? (Please briefly explain why or why not in the space provided below.)
- a. Yes
 - b. No
-
-
-
12. Which of the following community members do you feel should be involved in the coordination of these programs and services? (Please select all that apply.)
- a. Undergraduate Students
 - b. Long Term Residents
 - c. Landlords
 - d. Government Officials
 - e. University Administrators
 - f. Local Businesses Owners
 - g. Not-For-Profits
 - h. Police / Firefighters/ Paramedics
 - i. Other _____
13. How do you think the new high-rise apartments (along Columbia Street and King Street) will impact the student experience? (Please briefly explain why or why not in the space provided below.)
- a. Positive impact on the student experience
 - b. Negative impact on the student experience
 - c. I don't know about the new high-rise apartments
-
-

Community Leader Interview Questions

1. As a community leader, what is your role in the successful transition of undergraduate students into the City of Waterloo?
2. How can Waterloo improve its support of undergraduate students as they transition out of on-campus residence and into local neighbourhoods?
3. Given the following eight area of student development, which areas do directly support as a community leader and how?
 - a) Academic Guidance
 - b) Social Life
 - c) Spiritual Growth
 - d) Cultural Integration
 - e) Physical Health
 - f) Mental Health
 - g) Professional Opportunities
 - h) Community Engagement
4. What are some of the challenges and opportunities our local community faces as a result of having such a large population of undergraduate students? How do you in your role seek to manage these realities?
5. What are some best practices you have seen which have aided in the successful support and integration of undergraduate students into the community (in Waterloo or other similar communities)?
6. Do you feel a community orientation targeted at upper-year students would improve undergraduate students integration into the local community? Please briefly explain how.

II. SURVEY RECRUITMENT POSTER

Department of Independent Studies, University of Waterloo

VOLUNTEERS NEEDED FOR RESEARCH SURVEY ON BUILDING BALANCED COMMUNITIES FOR UNDERGRADUATE STUDENTS

We are looking for volunteers to complete a survey on the student experience. As a participant in this survey, you would be asked to: recall some memories from your own life and answer a few questions about them. The study will take approximately 5-15 minutes for you to complete. In appreciation of your time, you will receive an individually wrapped chocolate bar.

If you are interested, please inquire [here](#).

Thank you!

**This study has been reviewed by, and has received ethics clearance through a
University of Waterloo Research Ethics Committee.**

III. INFORMATION LETTER FOR ANONYMOUS SURVEY

Dear Undergraduate Student,

You are invited to participate in a survey I am conducting for my Independent Studies Thesis Research project at the University of Waterloo. The instructor is Professor **Bill Abbott**.

In this survey you will be asked questions about your experience during your first year at university, and your experience when living off-campus. Please be assured the information collected in this research will remain confidential, and the researchers have no way of getting in touch with you should you choose to tell us something about yourself or your life experiences.

I would appreciate if you would complete the attached brief questionnaire, which is expected to take about **5-15 minutes** of your time. The questions surround your experience as an undergraduate student at the University of Waterloo. An example is **"Would you participate in a community orientation, designed to improve your integration and knowledge of the Waterloo community? Please briefly explain why in the space provided below."**

You may omit any question you prefer not to answer, and you may withdraw from the study at any time. Participation in this project is voluntary. Further, all information you provide will be considered confidential. The data collected through this study will be kept for a period of *twelve months* in a secure location and then destroyed. There are no known or anticipated risks to participation in this study.

If you are interested in participating in this study, please return the completed questionnaire to the drop box located in the Student Life Centre Great Hall by **3pm today**. If you have any questions about this study, or would like additional information to assist you in reaching a decision about participation, please feel free to contact the course instructor, Professor **Bill Abbott** at 519-888-4567 ext. 36147 or student researcher Allan Babor at ababor@uwaterloo.ca.

I would like to assure you that this study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee. However, the final decision about participation is yours. Should you have any comments or concerns resulting from your participation in this study, please Dr. Maureen Nummelin, the Director, Office of Research Ethics, at 1-519-888-4567, Ext. 36005 or maureen.nummelin@uwaterloo.ca.

Thank you in advance for your interest in this project. Yours sincerely, Allan Babor

IV. SURVEY FEEDBACK LETTER

Independent Studies, University of Waterloo
200 University Avenue West, Waterloo, ON N2L3G1

Project Title: ***Building Balanced Communities For Undergraduate Students***

Student Investigator: ***Allan Babor, Independent Studies,***
ababor@uwaterloo.ca, 519-580-5332

Faculty Advisor: ***Bill Abbott, Independent Studies,***
wrbabbott@uwaterloo.ca, 519-888-4567x36147

We appreciate your participation in our study, and thank you for spending the time helping us with our research! In this study you answered questions about building balanced communities for a Canada's growing population of undergraduate students. The purpose of this study was to compare your experience during your first year at university to your experience when living off-campus. The goal is to determine what areas of development require more attention support. It is expected that overall, undergraduate students will feel a lack of support in many areas related to their transition off-campus and would participate in a student-centred community orientation.

All information you provided is considered completely confidential; indeed, your name will not be included or in any other way associated, with the data collected in the study. Furthermore, because the interest of this study is in the average responses of the entire group of participants, you will not be identified individually in any way in any written reports of this research.

Paper records of data collected during this study will be retained for twelve months in a secure location, to which only researchers associated with this study have access, and then destroyed.

This project has been reviewed by, and received ethics clearance through a University of Waterloo Research Ethics Committee. In the event you have any comments or concerns resulting from your participation in this study, please contact Dr. Maureen Nummelin, the Director, Office of Research Ethics, at 1-519-888-4567, Ext. 36005 or maureen.nummelin@uwaterloo.ca.

We really appreciate your participation, and hope that this has been an interesting experience for you.

V. INTERVIEW RECRUITMENT EMAIL

Hello (Community Member),

My name is **Allan Babor** and I am an undergraduate student working under the supervisions of Professor **Bill Abbott** in the **Independent Studies** Department at the University of Waterloo. I am contacting you because you recently provided your name and contact details indicating you would be interested in being contacted about my thesis research. The reason that I am contacting you is that we are conducting interviews that investigate building balanced communities for undergraduate students. We are currently seeking volunteers as participants in this study.

Participation in this study would take approximately 30 minutes of your time and involve either an in person or phone interview. If you are able to meet in person, you may identify a location of your choice.

With your permission, our interview would be audio recorded so that I can ensure that your answers are captured accurately. I would like to assure you that the study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

Attached to this email are the six questions about your role as a community leader to assist your preparation.

In appreciation of your time commitment, you will receive a \$10 Tim Horton's gift card. The amount received is taxable. It is your responsibility to report this amount for income tax purposes.

However, the final decision about participation is yours.

Interviews will be conducted between **March 10th and March 28th 2014**.

If you are interested in participating, please contact me at **ababor@uwaterloo.ca** or 519-580-5332 and select a date, time, and location during the dates listed above. I will then send a confirmation email indicating that you have been signed up for one of those times and provide you with further information concerning the location of the study. For additional inquiries please contact Professor **Bill Abbott** at wrabbott@uwaterloo.ca.

You can cancel or reschedule at anytime, please contact me by email at **ababor@uwaterloo.ca**.

Sincerely, **Allan Babor**

VI. INFORMATION LETTER FOR INTERVIEW

University of Waterloo

Dear (Community Member)

You are invited to participate in an interview I am conducting for my Independent Studies Thesis Research project at the University of Waterloo. The instructor is Professor **Bill Abbott**.

In this interview you will be asked questions about your role as a community leader in supporting the undergraduate student experience and transition off-campus. Because this is an anonymous interview, your name will not be used in the final research paper should you choose to tell us something about yourself or your life experiences.

I would appreciate if you would respond to six interview questions, which is expected to take about **30 minutes** of your time. The questions surround your experience as a community member in Waterloo. An example is "How can Waterloo improve its support of undergraduate students as they transition out of on-campus residence and into local neighbourhoods?"

You may omit any question you prefer not to answer, and you may withdraw from the study at any time. Participation in this project is voluntary. Further, all information you provide will be considered confidential. The data collected through this study will be kept for a period of *twelve months* in a secure location and then destroyed. There are no known or anticipated risks to participation in this study.

If you have any questions about this study, or would like additional information to assist you in reaching a decision about participation, please feel free to contact the course instructor, Professor **Bill Abbott** at 519-888-4567 ext.36147 or wrabbott@uwaterloo.ca.

I would like to assure you that this study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee. However, the final decision about participation is yours. Should you have any comments or concerns resulting from your participation in this study, please Dr. Maureen Nummelin, the Director, Office of Research Ethics, at 1-519-888-4567, Ext. 36005 or maureen.nummelin@uwaterloo.ca.

Thank you in advance for your interest in this project. Yours sincerely, Allan Babor

VII. INTERVIEW FEEDBACK LETTER

University of Waterloo, March 2014

Dear **(Community Leader)**,

I would like to thank you for your participation in this study entitled Building Balanced Communities For Undergraduate Students. As a reminder, the purpose of this study is to better understand your role in the development of programs and services for undergraduate students. The goal is to determine what areas of development require more attention support. It is expected that overall, community leaders will identify many areas where they support students transition off-campus and would participate in a student-centred community orientation.

Please remember that any data pertaining to you, as an individual participant will be kept confidential. Once all the data are collected and analyzed for this project, I plan on sharing this information with the research community through my research paper. If you are interested in receiving more information regarding the results of this study, or would like a summary of the results, please provide your email address, and when the study is completed, anticipated by April 2014. I will send you the information.

In the meantime, if you have any questions about the study, please do not hesitate to contact me by email or telephone as noted below. As with all University of Waterloo projects involving human participants, this project was reviewed by, and received ethics clearance through a University of Waterloo Research Ethics Committee. Should you have any comments or concerns resulting from your participation in this study, please contact Dr. Maureen Nummelin, the Director, Office of Research Ethics, at 1-519-888-4567, Ext. 36005 or maureen.nummelin@uwaterloo.ca.

Allan Babor

University of Waterloo
Independent Studies

519-580-5332

ababor@uwaterloo.ca

VIII. TCPS2 CORE - CERTIFICATE OF COMPLETION

<p>PANEL ON RESEARCH ETHICS <i>Navigating the ethics of human research</i></p>	<p>TCPS 2: CORE</p>
<p><i>Certificate of Completion</i></p>	
<p><i>This document certifies that</i></p>	
<p>Allan Babor</p>	
<p><i>has completed the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans Course on Research Ethics (TCPS 2: CORE)</i></p>	
<p>Date of Issue:</p>	<p>23 February, 2014</p>

APPENDIX 2. STRATEGIC ANALYSIS OF WATERLOO

Strategic Plan	Summary of Topics & Themes	Building Student-Centred Communities	Increased Consideration of Undergraduate Students
I. Northdale Land Use & Community Improvement Plan 2012 ¹³³	<p>This strategic plan is a leading tool in the development of Northdale Neighbourhood and has an urban that are supported by the following principles:</p> <ul style="list-style-type: none"> • Integrated • Diverse • Identifiable • Supported • Memorable • Interactive • Safe • Collaborative <p><i>"By 2029, Northdale is revitalized and reurbanized into a diverse, vibrant and sustainable neighbourhood, integrated with educational, residential, commercial, cultural, heritage and recreational functions, and improved open space, pedestrian, cycling and transit networks."</i></p>	<p>There are a number of references to the university and student communities, specifically noting the importance of study space and including a number of thoughtful suggestions for making the community vibrant.</p> <p><i>"Northdale is ideally situated within proximity to the Universities, Uptown, and major employers and will be integrated within the urban fabric of the City and surrounding community..."</i></p> <p><i>"It will be comprised of a variety of housing types and tenures which provides affordable housing and accommodates a diverse demographic including students, families and professionals, and supportive commercial, employment, institutional and community services."</i></p>	<p>This urban plan is a strong start to the conversation but requires a great deal more consideration of undergraduate's unique needs. Limiting outdoor community space and a lack of support services in student accommodation may have unforeseen and negative impacts n the student experience.</p> <p><i>Buildings will be brought to the street edge by establishing build-to lines, maximum setbacks and urban design/built form policies, regulations and guidelines to create a sense of street enclosure, limit breaks in the street wall, and maximize the principles of "eyes on the street."</i></p>

¹³³ Land Use & Community Improvement Plan Study." *Northdale Neighbourhood*. City of Waterloo. 2012. Web. March 2014.
[HTTP://WWW.WATERLOO.CA/EN/GOVERNMENT/NORTHDALE.ASP](http://www.waterloo.ca/en/government/northdale.asp)

Strategic Plan	Summary of Topics & Themes	Building Student-Centred Communities	Increased Consideration of Undergraduate Students
II. University of Waterloo Strategic Plan 2013 ¹³⁴	<p>The strategic plan is a very robust initiative that goes far beyond the document. Eight themes capture the focus of this strategy that will play an important role in the future of Waterloo:</p> <ul style="list-style-type: none"> • <i>“Experiential education</i> • <i>Entrepreneurship</i> • <i>Transformational research</i> • <i>Outstanding academic programming</i> • <i>A Global Outlook (Internationalization)</i> • <i>Vibrant student experience</i> • <i>Robust staff-employer relationship</i> • <i>A sound value system”</i> <p><i>“Mission is to be recognized as one of the most innovative universities in the world.”</i></p>	<p>An enormous focus is placed on the student experience overall and is an exemplary model for creating successful student strategies. As a leading post-secondary institution UW looks great on paper and has the resources to execute this plan. Its focus on building connections off-campus is notable.</p> <p><i>“Build a community of communities by providing an environment where students, faculty and staff can connect.”</i></p> <p><i>“Deepen the connections between students and the City of Waterloo community.”</i></p> <p><i>“Enhancing research, study and social space.”</i></p> <p><i>“Improving support services for students who live off-campus.”</i></p>	<p>Within the UW strategic plan there is direct effort to increase internationalization in a number of ways. Expansion does not always consider the supports necessary for students as they study and work internationally or attract students to the local community. While there are efforts to consult leadership groups on best practices, there is little focus on the local community impact.</p> <p><i>“More Waterloo students will engage with and participate in international study and work opportunities.”</i></p> <p><i>“Hosted consultations with key leadership groups (Internationalization Operations Group, Advisory Committee on International Connections and Executive Council)”</i></p>

¹³⁴ “University of Waterloo Strategic Plan 2014.” *University of Waterloo*. 2014. Web. March 2014. <<https://uwaterloo.ca/strategic-plan/>>.

Strategic Plan	Summary of Topics & Themes	Building Student-Centred Communities	Increased Consideration of Undergraduate Students
III. Wilfrid Laurier University Campus Master Plan 2010 ¹³⁵	<p>While there is no strategic plan publicly available there is a campus master plan that have important impacts on the local community. These are four areas of focus that are indicative of expansion.</p> <ul style="list-style-type: none"> • <i>“Preserving existing landscapes.</i> • <i>Creating a pedestrian and cyclist friendly campus.</i> • <i>Providing transportation alternatives and minimizing parking demand.</i> • <i>Recognizing the university’s Sustainability Policies within all new development.”</i> <p>The development of a larger strategic plan is underway and will have major implications on the growth of this intuition.</p>	<p>Nearly half of the guiding principles in the report address topics of sustainability. Best practices in these areas can be transferred into the off-campus community when building transportation management and urban landscapes.</p> <p><i>“Strengthen relationships and encourage cooperation between the University and surrounding community.”</i></p> <p><i>“Encourage mixed use campus buildings along urban corridors and nodes.”</i></p> <p><i>“Create a range of housing opportunities for first year, senior and graduate students.”</i></p>	<p>In the final conclusions Northdale Neighbourhood receives attention and focused on the building collaborative relationships to develop this neighbourhood. However there is little mention for students involvement in the consultation process:</p> <p><i>“In addition, the group could also work with the local Councillors and City of Waterloo staff to investigate the new and broader vision for the Northdale community to include a variety of uses such as residential, bookstore, institutional, commercial, and other suitable uses.”</i></p>

¹³⁵ “Wilfrid Laurier University Campus Master Plan 2010.” *Wilfrid Laurier University*. 2010. Web. March 2014. <https://www.wlu.ca/documents/41968/Campus_Master_Plan_Final.pdf>.

Strategic Plan	Summary of Topics & Themes	Building Student-Centred Communities	Increased Consideration of Undergraduate Students
IV. City of Waterloo Strategic Plan 2011 – 2014 ¹³⁶	<p>The City of Waterloo conducts strategic planning in over a dozen areas of development, from cultural planning to transportation, parks and recreation, or accessibility. Their general strategic plan determines the values and area of focus for four years including:</p> <ul style="list-style-type: none"> • <i>“Sustainability and our living environment</i> • <i>Public engagement</i> • <i>Healthy and safe community</i> • <i>Vibrant neighbourhoods</i> • <i>Getting around</i> • <i>Economic vitality”</i> <p>Their mission within the strategic plan is to <i>“Be innovative.... focused on the public... and the best at what we do.”</i></p>	<p>The strategic plan identifies a number of general areas where they support community development, with a focus on creating sustainable and vibrant neighbourhoods. Students and universities are acknowledged as an important member of the community and emphasis is placed on creating collaborative partnerships.</p> <p><i>“Explore opportunities to link students in all aspects of the community.”</i></p> <p><i>“Promote the creation of complete and integrated communities and neighbourhoods.”</i></p> <p><i>“Continue to partner with post-secondary institutions on projects like the Sustainable Waterloo initiative, and build on joint successes.”</i></p>	<p>Building “vibrant communities” was noticeably the weakest area of this strategy with less than enough content to fill a page. One (of the four) bulleted action items for building vibrant communities even used vague language around what could potentially be important community development tools.</p> <p><i>“Look at developing a neighbourhood strategy and consider participatory budgeting for neighbourhood associations, a program to allow closure of local streets, or parts thereof, from May to October for street barbecues/get-togethers, and neighbourhood-based programs that promote, identify and celebrate the different geographic and/or cultural elements within the city.”</i></p>

¹³⁶ “Strategic Plan.” *City of Waterloo*. Strategies, Plans and Publications. 2011. Web. March 2014. <<http://www.waterloo.ca/en/government/strategicplan.asp>>.

Strategic Plan	Summary of Topics & Themes	Building Student-Centred Communities	Increased Consideration of Undergraduate Students
V. Town & Gown Committee Strategic Goals 2012-2013 ¹³⁷	<p>The strategic plan for the Town & Gown Association in Waterloo is renewed every year and focused on a number of community development areas including:</p> <ul style="list-style-type: none"> • <i>“Accepting a collective responsibility to integrate the post-secondary educational sector and city life by creating meaningful relationships, good communication and common goals.</i> • <i>Acknowledging the complexity of the issues and be willing to work in that reality aligning the vision across stakeholders’ representative agencies... Promoting inclusive and collaborative solutions.”</i> <p><i>“A seamlessly connected community where students and non-students are proud to call Waterloo their home.”</i></p>	<p>Community development and collaboration are central to the success of this committee. There are suggestions of new partnerships, student oriented programs, and considerations related to both on and off-campus best practices.</p> <p><i>“Maximize opportunities for integrated community service, and support experiential and work-based learning and research.”</i></p> <p><i>“Provide a multidisciplinary forum for open discussion on issues in common among and between all stakeholders.”</i></p> <p><i>“Expand Collaborative Approach Within and Beyond the Committee.”</i></p> <p><i>“Facilitate the delivery of programs.”</i></p>	<p>There is an apparent lack of metrics to determine success within the strategic plan, making it difficult to measure the direct impact on students. While there are goals to set targets there is no mention of specific action items with quantifiable results. Incorporating more student affairs best practices would increase the weight of this plan.</p> <p><i>“Set performance indicators and measure success of initiatives.”</i></p> <p><i>“Identify and allocate funding opportunities to our strategic priorities and mandate.”</i></p>

¹³⁷ “Terms of Reference.” *Waterloo Town & Gown Committee*. City of Waterloo. 2013. Web. March 2014.
http://www.waterloo.ca/en/contentresources/resources/government/CTTEE2013-015_Town_and_Gown_Terms_of_Reference.pdf.

Strategic Plan	Summary of Topics & Themes	Building Student-Centred Communities	Increased Consideration of Undergraduate Students
VI. Region of Waterloo 2011-2014 ¹³⁸	<p>While the Region is not often conserved to have a direct impact on students, as level of the local government their investment in communities can have major implications on the student experience. Five areas of focus:</p> <ul style="list-style-type: none"> • <i>Environmental Sustainability</i> • <i>Growth management and Prosperity</i> • <i>Sustainable Transportation</i> • <i>Health and Inclusive Communities</i> • <i>Services Excellence</i> <p><i>"Waterloo Region will be an inclusive, thriving and sustainable community committed to maintaining harmony between rural and urban areas and fostering opportunities for current and future generations."</i></p>	<p>With investment in the high-priority neighbourhoods the Region of Waterloo can have a major impact on student retention and developing stronger and healthier communities. Within the strategy there is acknowledgment of the universities as key stakeholders in this planning process.</p> <p><i>"Retain, recruit and develop skilled and citizen-centred employees."</i></p> <p><i>"Strengthen and enhance partnerships with area municipalities, academia, community stakeholders and other orders of government."</i></p>	<p>There are a number of areas covered within the strategic plan that promote urban development, accommodation and public transportation. However there is a lack of reference to students and their unique needs in these areas. More consideration should be given to students welcome and integration, as it is to other demographics in Waterloo.</p> <p><i>"Create more and better affordable housing."</i></p> <p><i>"Continue to support the Immigration Partnership in its work to coordinate efforts to attract, welcome and integrate immigrants and refugees in our community."</i></p>

¹³⁸"Region of Waterloo Strategic Focus 2011 – 2014." *Region of Waterloo*. 2011. Web. March 2014. <<http://www.regionofwaterloo.ca/en/regionalGovernment/resources/strategicplanfull2011.pdf>>.

Strategic Plan	Summary of Topics & Themes	Building Student-Centred Communities	Increased Consideration of Undergraduate Students
VII. Uptown Waterloo BIA Strategic Plan 2012 – 2017 ¹³⁹	<p>The Uptown Business Association of Waterloo is a growing presence in the community. As a local not-for-profit this organization helps facilitate the growth of the uptown areas. It plans an important role in coordinating the economic resources and partnerships within the city of the core. The strategic plan has four main areas of focus:</p> <ul style="list-style-type: none"> • <i>“Advocacy and Relationship Building</i> • <i>Marketing and Communications</i> • <i>Programs and Events</i> • <i>City Planning and Economic Development”</i> <p>Overall there a number of thoughtful areas of development that will have noticeable impact uptown area in the years to come.</p>	<p>The strategic plan recognizes the importance of understanding the growing and fluctuating population of Waterloo. By conducting a thoughtful community analysis this organization will be able to respond to the impact of studentification in a number of ways.</p> <p><i>“The population is growing in the UpTown. Developments are well underway and new residents will be moving in. The BIA should be part of understanding what the implications are and how best to support these new residents— after all, all of them will need the products and services offered by UpTown business owners.”</i></p>	<p>One of the major gaps in this strategy is a lack of recognition of the specific student or university population. While there is an underlying tone that recognized waterloo as a university town, there is minimal use of language to explore this important demographic within the community.</p> <p><i>“The BIA is looking for more two-way communication between the organization, its members and the City.”</i></p> <p><i>“The core is surrounded by residential neighbourhoods and the residents who live in the core should be the biggest supporters.”</i></p>

¹³⁹ “Uptown Waterloo BIA Strategic Plan 2012 – 2017.” *Uptown Waterloo Business Improvement Association*. 2012. Web. March 2014. <http://www.uptownwaterloobia.com/wp-content/uploads/2012/06/UpTownBIA_StrategicPlan.pdf>.

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