University of Cincinnati

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I, Chang Suo, hereby submit this original work as part of the requirements for the degree of Master of Community Planning in Community Planning.

It is entitled:
University Linked Retirement Community Design ------ Take University of Cincinnati as an Example

Student’s name:  Chang Suo

This work and its defense approved by:

Committee chair: Xinhao Wang, Ph.D.

Committee member: Francis Russell, M.Arch.
University Linked Retirement Community Design

-------- Take University of Cincinnati as an Example

A thesis submitted to the Graduate School of the University of Cincinnati in partial fulfillment of the requirements for the degree of Master of Community Planning

By

Chang Suo

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School of Planning Committee:

Professor: Xinhao Wang, Chair

Professor: Frank Russell
Abstract

United States has entered an aging society in the 21st century. Old age issue, which is related to social stability and sustainable development has become an important social concern. Among all seniors, retired professors especially are valuable resource to our society. The aim of this thesis is to analyze the relationship between a university and its retired professors for the purpose of establishing a unique type of senior community – university-linked retirement community (ULRC).

ULRC is a place for retired professors to live and interact with the university. A well-designed ULRC benefits both university and retired professors. As this Thesis will show, the goal is to develop a win-win ULRC. Ultimately, this thesis will present a ULRC design to illustrate urban design principles taken from relevant research and apply the principles to a ULRC for the University of Cincinnati.
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Chapter 1: Introduction

In recent years, university towns are getting more popular, especially for seniors looking for place to enjoy their retired life (Bonnie K. Snyder, 2002). Aging population including educated Baby Boomers are seeking more meaningful retirement life other than golf and sunshine. They, now, are changing the retirement destinations to the place near higher education institutions. Right now, there already are developers paying attention on this enduring appeal and they have constructed retirement communities near universities to attract alumni and retired professors and staff as residents. For example, the Kendal Corporation operates numbers of retirement communities near the institutions all over the United States, from Hanover, Dartmouth in New Hampshire, to Oberlin, Ohio and Cornell in New York. These alliances, says Kendal project director Nancy Weber Sutter “seem to be a natural fit, the residents are good to the colleges, and the colleges are good to the residents (Jennifer Bailly, 1999).” For other instances, there also are few groups of alumni and retired faculty and staff working together to create a retirement community near their institution of choice such as Forest at Duke and Carol Woods in the Chapel Hill area (Bonnie K. Snyder, 2002).

Leon Pastalan, Director of the National Center on Housing and Living Arrangements for Older Americans at the University of Michigan estimates that between 75 to 100
retirement communities are already open in close proximity to American campuses, with many more in the planning stages (Bonnie K. Snyder, 2012). Most of them were opened during last decade. People are no longer satisfied with a condo and a golf course. They are looking for more value and meaning (Pastalan, 2001). It is not hard to find people changing their perspectives on retirement:

-America’s 76 million Baby Boomers are looking for a different Retirement experience than the one their parents had, says marketing strategy consultant Gerard Badler. “They’re not looking to retire to a golf community or a beach community. Some of them are looking for something that offers a more stimulating intellectual environment and volunteer environment. It seems that affiliating with a college provides the ideal mixture for those folks.” (Victor Luckerson, Aug. 22, 2012)

-Greg and Nancy Forsythe, both in their late 50s, are beginning to look for a place to retire. A graduate of the University of Michigan in Ann Arbor and a onetime instructor at the school, Mr. Forsythe has long been smitten with his college town. So last spring, when the couple came across a mention online of University Commons, a new community in Ann Arbor, their search for a home appeared to be over. Today, though, having visited University Commons, the Forsythes, who live in Asheville, N.C., are still looking for a retirement home. While both admired the development itself, ‘we were disappointed that there was no formal connection to university
activities, beyond what anybody in Ann Arbor could get,’ says Mr. Forsythe (Manheimer, 2001b, R8)

A private corporation developed this University Commons in Ann Arbor, and the people living there consist of alumni and retired Professors of the University of Michigan. This kind of communities is predicted to increase significantly over the next two decades as many of the nation’s 76 million baby boomers reach retirement age (Alexander, 2003). At the same time, more and more universities devote to develop their own officiated retirement communities. We refer it as University Linked Retirement Communities (ULRC) in this thesis.

To build a University Linked Retirement Community is not ease as putting a community near a campus and without paying attention to the meaningful interaction with the institution. There are lots of resources could be shared with the community in order to help the old people get more meaningful and health life. For example, the residents could get access to university healthcare services and fitness services, and they also get a chance to participate in classes or visit library learning while aging. The village at Pennsylvania State University in State College, the Pennsylvania ULRC that opened in 2003, provides opportunity for residents to take and teach courses and participate in research (Bonnie K. Snyder, 2002). The Oak Hammock Community, which opened in 2004, is a University Linked Retirement Community collaborated with University of Florida in Gainesville (Bonnie K. Snyder,
They have a television studio and volunteer programs in which students could offer help for taking care of residents’ pets while they are out of town (Bonnie K. Snyder, 2002).

The motivation of seniors returning to campus is qualitatively different from those who choose traditional retirement communities (Leon Pastalan, 1999). These seniors exhibit a “hunger” that is manifested in a quest for meaning, service, and value in retirement (Leon Pastalan, 1999). This thesis focuses on the powerful relationship between colleges/universities and University Linked Retirement Community.

1.1 Background

ULRC is a relatively young one and maybe experiencing a little bit of a gold rush. Therefore, it is helpful to do some research and review the context of each in order to grasp the significance of the research topic.

1.1.1 The changing population

The world population has been experiencing significant aging process that results in rising proportions of older persons in the total population since the mid-twentieth century (World Population Aging Report, 2013). Figure. 2 shows that the global share of older people (aged 60 years or over) increased from 9.2% in 1990 to 11.7%
in 2013 and will continue to grow as a proportion of the world population, reaching 21.1% by 2050 (World Population Aging Report, 2013). Globally, the number of older persons is expected to be more than doubled, from 841 million people in 2013 to more than 2 billion in 2050 (World Population Aging Report, 2013).

Figure 1: Population of 65 and over for United States: 2012 to 2050

Source: U.S. Census Bureau

Figure 2: Population growth of 65 and over for United States: 2012 to 2050
At the same time, the overall population in the United States is growing alongside life expectancy. As shown in Figure 1, the number of people aged 65 to 85 will greatly increase through 2030 and then level off (U.S. Census Bureau). The second panel shows the proportionate growth. Population aged 65 to 84 will obviously grow, but not come near to doubling its current size (U.S. Census Bureau). The Baby Boom generation contributes a large number of people to the elderly population. As a result, the elderly community requires more care from the younger generation and the society need to pay more attention on them to help them have a better life after they retired. Like other group, they have specific need and strong desire to have a healthy lifestyle and minimize their limitation, as well as a high quality and meaningful life while aging.

A major area for providing the necessary accommodation is planning high quality elderly housing for them. Of course, to understand the demand of elderly is significantly important for planners to build the community, including the type and the location. There are three major community types including nursing homes, assisted living facilities, and independent retirement home. In terms of the older adult population more educated than the past, they want to be more intellectually
active than previous generations. In other words, the traditional retirement lifestyle could not satisfy them. In recent decades, the university linked retirement communities have been more popular among all types of retirement communities, In addition, ULRC becomes a desirable retirement destination. By 1995, perhaps two dozen communities could claim a formal or informal relationship with a host university or college. With more than 4,000 universities and colleges in the United States, even a 10% participation rate could result in more than 400 such communities in the next 20 years (Carle Andrew, Sep 2006). It is not only desirable topic in United Sated, but also attracted many professionals exploring this concept for their own aging populations.

1.2 Issues and Opportunities

After retirement, elderly people transfer their life from working style to casual life style. At the same time their life will have less chance to get into society than before, as well as less mobile. In addition, they would focus more on community life. Special concerns of the elderly and factors affecting the elderly should be considered.

In recent years, there is a significant movement across the country for the development of retirement communities linked to colleges and universities – college/university linked retirement communities (Pastalan and Schwarz, 1994)
(Pasralan and Tsao, 2001). The motivation of seniors returning to campus is qualitatively different from those who choose traditional retirement communities. It is obvious that there is a hunger for something more than warm weather, comfortable surroundings, excellent food, and good health care (Pastalan, 1999). We need to figure out the big secret in University linked retirement communities and how the adjacent universities be beneficial to and benefited from the retirement communities to make ULRC unique from other retirement communities.

Several significant factors motivate this emerging phenomenon. First of all, from the social context, retirement today has low societal value, a life stage without roles and expectations for older adults (Tsao, 2003). The suffering of a roleless, purposeless and devalued later life by older adults is manifested by desire for new purposes and more balanced learning, work and leisure roles (Tsan, 2003).

Second, older adults themselves today are essentially different from previous generations. In their “third age\(^1\)” of life, defined by Laslett (1996) as the age of self-actualization, challenge and fulfillment, this growing group of healthy, active and increasingly better-educated older adults with a diversity of experiences and life skills possessing great potential for social contributions, is still in search of more

\(^1\) A stage of life that represents a period of time after retirement and prior to the onset of serious health problems or disability
meaning and value (Cole 1995). It is important that we need turn these challenges into opportunities.

Third, university linked retirement communities blast new life to seniors and provide an opportunity to develop new models of retirement. The environment that they create is distinguished from other traditional retirement communities not only by motivations of older adult returning to campuses but by great potential for providing more opportunities for the development of new and more valued roles in retirement and encourage intergenerational interactions (Tsan, 2003).

As the higher education is undergoing profound changes in many parts of the world, universities respond to shifting demand from students and employers, changing economic situations and demographics structure, and rethinking of the university’s role within the wider community. ULRC is not just let the communities pick a place surrounding campus, the universities should be well prepared for that, such as the policies, programs, events, campus resources and rehired faculty bonus should be well considered to integrate the seniors into campus. Intuitions want to build more diversity campus and make use of publicly available facilities with surrounding communities to open their gate to the public.
Fourth, ULRC has the potential impact on university administration and society. These communities may affect how the institutions view themselves, their relationship to its alumni and the retirement professors. On the other hand, ULRC could make contribution to improve the lives of older people including promoting intergenerational interaction, enlarger the university boundary, maintain a good relationship with the retired faculty and universities. The relation between ULRC and University itself is in the fundamental interest of both sides and would bring about mutual benefit. In other words, it is a win-win model.

1.2.1 The changes of Social Roles

Today, older adults face a prolonged period in life after work in which they are relatively healthy and vigorous but lack a recognized role and clearly defined economic and social purpose (Sheppard 1990). Retirement poses serious problems for older adults whose lives and identities have been closely tied to work and community roles that are diminished or unavailable during retirement. The social definition of retirement seems to exclude economic productivity, and emphasizes leisure (Tsan, 2003). This definition has led social scientists to label retirement a “roleless role” (Rosow 1967). Retirement brings a shift in a role, including a sudden demand on the individual to reallocate the time which is the main issue older people has to face with. Actually, they are not happy with the surplus of time.
The biggest change happened to Americans is that they would like to continue working after retired. As age goes up, the employment rate decreases rapidly. By the age 70 and over, only 18% of men and 6% of women are employed (65+ in the United States Report, 2010). This kind of situation makes older adults in retirement appear to be no longer needed by society. However, Older adults themselves are eagerly pursuing societally valued retirement through meaningful productive work (paid work or voluntary work) (Taylor, Bass et al. 1992). At the same time as organizations are viewing older adults as excellent workers and valuable resources for improving productivity and alleviating labor and skill shortages (McNaught and Barth, 1992). Therefore, continuing working after retirement could provide chance for them to have satisfying social roles and engage in productive activities.

![Figure 3 Percent of U.S. Labor Force Age 65 and Older, 2010 to 2050(Projected)](image)

Figure 4: Percent Growth in Number of Individuals in the Labor Force, by Age, 2011 to 2050 (Projected)


Figure 5: Percent of Adult Population Age 65 and older in the Labor Force, 2010 to 2050 (Projected)

However, they rarely have the opportunity to work the same job or use the same domain of knowledge, which is kind of loss of the society. Looking around in our daily life, it is not hard to see a lot of older adults working in the supermarket assisting bagging and filling. According to information from an Urban Institute analysis in the year of 2008, retail jobs are the most popular one for workers 65 and over. Other common occupation like cashiers, janitors, and secretaries are also popular among older workers.

<table>
<thead>
<tr>
<th></th>
<th>Occupation</th>
<th>Total 65 and Older Worker</th>
<th>Share of Workers 65 and Older in the Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Retail salesperson</td>
<td>181,559</td>
<td>3.50%</td>
</tr>
<tr>
<td>2</td>
<td>Farmers and ranchers</td>
<td>177,383</td>
<td>3.40%</td>
</tr>
<tr>
<td>3</td>
<td>First-line supervisors/managers of retail</td>
<td>164,507</td>
<td>3.20%</td>
</tr>
<tr>
<td></td>
<td>salespeople</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Janitors and building cleaners</td>
<td>146,364</td>
<td>2.80%</td>
</tr>
<tr>
<td>5</td>
<td>Drivers/sales workers and truck drives</td>
<td>139,902</td>
<td>2.70%</td>
</tr>
<tr>
<td></td>
<td>Secretaries and administrative assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Cashiers</td>
<td>110,508</td>
<td>2.10%</td>
</tr>
<tr>
<td>7</td>
<td>Bookkeeping, accounting, and auditing clerks</td>
<td>108,798</td>
<td>2.10%</td>
</tr>
<tr>
<td>8</td>
<td>Real estate brokers and sales agents</td>
<td>92,465</td>
<td>1.80%</td>
</tr>
<tr>
<td>9</td>
<td>Chief executives</td>
<td>89,720</td>
<td>1.70%</td>
</tr>
</tbody>
</table>

Table 1: Jobs with the Most Employees Ages 65 and Older

Source: Urban Institute Calculations, 2008
The second role has been changed since the retirement is the parent role. The parent role change occurs when the last child leaves the household. The aging people prefer to live closely to their children and to establish a more reliable relationship. According to survey, almost 84% senior people go to visit their children every week. The number seems like the situation is not that bad, 84% is an acceptable. On the other hand, they usually spent half day at most with their parents, sometimes they may just stop by 1 or 2 hours. After them visiting, the feeling of lonely is come again. So, the loneliness is the main issue when people get old. It is quiet easy to understand, they are lonely because they are alone. Older adults are especially sensitive to loneliness and social isolation. In addition, this kind of feeling has a serious effect on health conditions such as depression or mental illness.

The third role is leisure time user. Most people are employed full time work spending seven or more hours at work each day. Once they retire, much of the time they used to spend working turns into leisure time. According to the American Time Use Survey in 2012, older adult ages 65 to 74 spent an average of about 6 hours per day on their leisure activities (American Time Use Survey, 2012).

The last but not the least, their friend role has been changed too. Since retirement, the circle of friends has been shrinked. However, friendships are significant to everyone especially to older persons. Sometimes they are as important as families. It
is very common for elderly to seek help from close neighbors in time of poor health since the family members are hard to show up at the very first time only when they live nearby. It will be much better if one had intimate friends during earlier life and they can continue to live nearby.

On the other hand, the intergenerational friendship could offer unique benefits. It is not hard to discover that most of your friends are around your age. Young people with the energy and enthusiasm help older adult expand and support mental well-being. The friendship helps broaden people’s perspective and open their eyes, which make people have compassion and empathy in day-to-day life.

1.2.2 The Changing Characteristic of Older Adults

Living Longer

In the last century from 1900 to 2000, the life expectancy at birth increased by more than 30 years, from 47.3 years to 77.4 years of age (Harrison & Tsao, 2006). People who reach the age of 75 on average live an additional 11.5 years (National Center for Health Statistics, 2005). In other words, it means the population of over 65 years old will more than double from 35 million today, to 80 million by 2030. Aside from the staggering numbers, life expectancy and active life expectancy have been extended to an impressive level, such that older Americans are not only living longer but
remain in better health (Manton, Stallard et al. 1993; Crimmins, Saito et al. 1997; Manton, Stallard et al. 1997).

For example, there has been a significant decrease in the rate of cardiovascular disease (Davis, Hayes et al. 1985) and mortality and morbidity due to strokes (McGovern, Burke et al. 1992). These trends from the active life expectancy and medical literature, together with substantial educational gains in the United States over the past three decades (Preston, 1992), which are strongly associated with longer life and better health (Guralnik, Land et al. 1993) suggest the likelihood that people are living longer and in better health. The extended living time give people hope to have more meaningful and rich life to go through, which means they have more time to achieve their dreamed life.

**Educational**

Educational achievement in the United States has grown steadily since 1950 (Sheila Turner Lischwe, 2007). In that year, only 18 percent of individuals over the age of 65 had completed high school (Harrison & Tsao, 2006). By 1998, that figure had risen to 67 percent, with 15 percent having earned a bachelor’s degree or graduate degree (Harrison & Tsao, 2006). In addition, the percentage of adults over the age of 55 participating in adult education has increased six fold in the 17 years between 1984 and 2001 (National Center for Education Statistics, 2005). This supports evidence
that the more education one has acquired, the more he or she will demand in the future (Cross, 1992; Petersen, 1983).

Figure 6: Ratio of Older population to Working – Age Population by Age Group for the United States: 2012 to 2050

Source: U.S. Census Bureau

Not surprisingly, the earliest efforts to develop residential communities on college campuses were initiated by highly educated retired faculty who desired to maintain a connection to the intellectual environment and community of scholars that had defined their careers and earlier lives (Sheila Turner Lischwe, 2003). As educational achievement has now spread from the ranks of college and university professors to the general public, more people are seeking intellectual opportunities than in the past, and will continue to do so in the future (Sheila Thrner Lischwe, 2003).
Continue Working

Traditionally thinking, it is a seasonal way to have a good rest and enjoy the sunshine by a period of leisure time through retirement. The retirement community like Sun City in Arizona achieved this kind of lifestyle. Indeed, this linear path of formal education, work, followed by a leisure-focused retirement is changing to one that is much more fluid throughout life (Sheila Turner Lischwe, 2007). Eighty percent of baby boomers report that they plan on working at least part-time in retirement, and 56 percent anticipate starting an entirely new career (Varchaver, 2005). Under this situation, it is not only a temporary interested in contributing to their own development, but also a power encouraging them to make a meaningful impact on getting a better society. At the same time, they are not looking for giving back in return, they just need the opportunities to make people feel they are still valuable even getting older.

But at the same time, intergenerational friendship offer unique benefit and this benefit works at both side. On one hand, older friend could give the younger friend advice from their own life experience which could be valuable. On the other hand, the young people have more energy, a sense of adventure and a greater willingness to try new things. This won’t happen if just let peers walk into an assisted living center or elderly community to help with their daily life. It could be all types of interactions between older and younger adults. We need to build a win-win model to make them benefit each other at same time. Therefore, they could have
opportunities to meet each other in a gym or jogging path on campus; they could also work together in lab and research work; and they also have chance to attend culture event or seminar.

Recently, there are universities moving towards a multi-generational environment and serve students of varying ages for different types of learning. This intergenerational learning and interaction on campus has the potential to build companionship between generations and further, transform the whole university into an “age friendly” environment and develop a new model for retirement (Tsao, 2003). The students should also be invited into the retirement community to make the younger one achieve the meaningful life at the same time.

1.2.2 Changing University

The changes of teaching methods, the size and composition of the student population, the relationship with the alumni, as well as the retired faculty have the impact on arrangement of the colleges and universities. And also, it effects the surrounding communities.

1.2.3 Significance of ULRC

Improve the living quality of Senior
Nowadays older people not only have higher levels of educational achievement than previous generations, but also have more expectation on retirement life. They want to remain intellectually active after they retire and be as important as before. Pastalan points out “There’s a searching, a real need, to provide more value and meaning to retirement” (Boss, 1999, P. 19). University shared lot of resources with the community such as library, gym, and classes to make their expected life come tore. By living in a community that is meaningfully linked to a university, senior citizens can be challenged to pursue new, or renew old interests and to remain connected to the life of the minds, and such engagement is associated with numerous benefits for seniors (Fischer, Blazey, & Lipman, 1992).

**Improve the relationship with retired faculty**

Since the residents of a ULRC are mostly retired faculty universities should rethink about the relationships upon the reunion. ULRC provides lifelong learning and researching service that could help maintain the relationship between the community and university and benefit both of them. Calvert suggests that if higher education institutions fail to address the continuing educational needs of alumni, other institutions will fill the void, and alumni allegiances may be transferred to those agencies (Calvert, 1987).

**Advanced human recourse for University**
University retired faculty and alumni make up the ULRC residents who are significant human resources for the adjacent University. They bring a lifetime of experience and knowledge that could be shared with new faculty or freshmen on campus. At same time, the community also provides the opportunity and space for the younger generation to communicate with the older people.

1.3 Research Question

The ULRC is a new type of senior community, there may be universities considering being part of that. Before the decision made, the question is what kind of institution could have a linked retirement community nearby. If the decision is to build a ULRC, there must be a way to integrate them aiming to get advanced and make benefit to each other. To meet this need, specifically there are few question need to be answered in this thesis:

1. How does University Linked Retirement Community attract retirees to live there? What are their characteristics in terms of age?

2. How can the University Linked Retirement Community be designed for the special clients? What special functions do they have to make it different from other type of communities?
3. How to achieve the win-win plus model to benefit both University and ULRC? What profit can retired faculty bring to the University? What amenities could the university provide to retirees?

The purpose of this study is to create a win-win plus model not only to connect universities with retirement communities and surrounding neighborhood, but also to maximize the positive benefits for all of them. Lot of articles focus on providing a meaningful and health life for seniors based on the resources shared with universities, however, not much attention on how to make university itself get benefit from this arrangement. So in this thesis, I specifically analyze the significance of this new type of senior community. In the next few chapters, I will try to seek how to make those opportunities come to real world.

A win-win model is exactly what we want, but it is never easy to achieve this goal. There are many challenges in front of the design. However, there are some relevant researches that can really help to solve some issues. Meanwhile, it is necessary to take a look at what other scholars have done.
Chapter 2: Literature Review

University linked retirement communities are a relatively new phenomenon among a wide range of housing options for the elderly. This community style is a significant important research area in terms of it stand out the box and very different from other traditional retirement communities. ULRC brings lot of new things not only providing comfortable lives for seniors but also considering the surrounding conditions to achieve the biggest benefits.

Since the literature is currently spares, therefore, the purpose of this literature review is to frame the propositions that are crucial for this research by examining the nature and history of retirement communities, issues and problems that have been posed by retirement communities as well as our society, major social trends, and the rise of university linked retirement communities (Tsao, 2003).

2.1 Research on University Link Retirement Community

The literature on ULRC is limited by far, and of all the studies, there is just one includes institutions of higher education as the focus of the study. Pastalan and Schwarz (1994) first coined the phrase “university-linked retirement community” in a study that investigated the architectural planning and design of retirement
communities on or near college campuses in general, and also addressed student
design schemes for the retirement community at University of Michigan (Pastalan
and Schwarz, 1994). As a result of this early work, Pastalan, Professor emeritus of
architecture, is considered to be the leading authority on the topic of ULRC and is
the director of the National Center on Housing and Living Arrangements for Older
Americans at University of Michigan (Sheila Turner Lischwe, 2007). According to the
authors, retirement communities arose in society as the concept of the traditional
family homestead declined in popularity, the population of older people increase,
and pension systems afforded financial independence (Sheila Turner Lischwe,
2007).

In addition to providing for the physical and social needs of older adults, universities
are uniquely suited to provide for intellectual needs as their mission is geared
towards inspiring personal growth, companionship of peers through communal
living, and the provision of meaningful work substitutes as volunteers assisting
students or teaching classes (Sheila Turner Lischwe, 2007).

According to the early concept of Tien-Chien Tsao, the architectural design of ULRC
is the tool to help focus more closely on understanding the factors that can
courage the adoption of ULRC as a new model for retirement (Tien-ChienTsao,
2003):
Specifically, Tsao’s dissertation used case studies to compare resident motivations, characteristics and the nature of institutional commitments to ULRC at University Commons, the University of Michigan’s retirement community and Holy Cross Village at Holy Cross College, two distinctly different types of institutions. At both institutions, ULRC residents indicated they wanted to live with friends and colleagues with like backgrounds, interests and affiliations with the institution, to have access to university resources and the opportunity to continue teaching and working, opportunities to contribute to the community, safe environment allowing a "lock and walk" lifestyle, social interactions and cultural activities, close proximity to activities and the opportunity to be independent and make choices for oneself. Residents of Holy Cross Village cited religious reasons and the presence of an assisted living facility more often than did their compatriots at University of Michigan.

To categorize the level of ULRC, Tsao describes the relationships between ULRC and college/university and the way to distinguish them. Tsao addresses that the linkage could achieve by providing:

- Intergenerational learning opportunities
- Peer learning opportunities, whereby residents teach residents
- A research initiative network providing means for residents to engage in university-based research effort
• An intelligence pool as support for universities and outside agencies

Tsao concludes this study by suggesting that universities providing mechanisms for active, older, intellectually engaged adults will result in considerable benefits to society (Tsao, 2003).

In addition, Tsao and Harrison extend this discussion to institutional planning, stating that university-linked retirement communities are a key planning issue for institutions of higher education, especially as the Baby Boomer generation begins to enter retirement (Tsao and Harrison, 2006).

Snyder’s 2002 dissertation provides another related discussion of the relationship between a university and a ULRC and is the first study to take the perspective of a higher education institution (Snyder, 2002). In Snyder’s study, “Affiliated University” exhibited the lowest level of integration with the university through a “hands-off” policy whereby the only connections to the University were through the medical school and hospital (Snyder, 2002). Residents had access to programs and facilities but in no greater fashion than did other senior citizens living in the University’s locale (Snyder, 2002). At “Integrated University”, membership on the governing board of the ULRC required four university positions of leadership, and residents received some special privileges that others in the community did not, such as online access to library resources, delivery of the daily college newspaper, volunteer
opportunities on campus, and special transportation arrangements to university events (Snyder, 2002).

Finally, at “High Integrated University”, faculty were significantly involved in the design of the facilities, and every dean and director submitted formal, written agreements that outlined how that particular unit would interact with the ULRC (Sheila Turner Lischwe, 2007). High Integrated University also included a specific position, Dean of Residents, which served as a liaison between the ULRC and the university’s bureaucracy (Sheila Turner Lischwe, 2007).

Snyder postulates that in order to successfully create a high level of integration, which leads to a greater likelihood that resources will flow back to the university from the ULRC, deliberate effort must be made to establish these linkages (Snyder, 2002). Lischewe also states that the key element of the win-win Model of Institutional is integration. Institutions of higher education must be proactive in establishing linkages that support the institutional mission (Sheila Turner Lischwe, 2007). In my opinion, the linkages between institution and communities have a two level meaning. On the one hand it should be linked physically. There could be shuttle services to make it more convenient for seniors to commute from campus to their
living place. At the same time, the arrangement of the shuttle stop may need to be fully considered. It may stop at grocery store, pharmacy and café to support the seniors’ daily life. On the other hand, an invisible linkage is needed to integrate the two, for example, university offering classes taken by the seniors on campus is one way to make it happen.

To justify the success of a university based retirement community (UBRC), Andrew Carle, assistant professor and director of George Mason University’s program in assisted – living and senior – housing administration came up with a set of criteria (Andrew Carle, June 2006):

**The five-Criterion Model**

University Based Retirement Communities. Those criteria used as guild line to assist the design and operation of the community design:

- **A location with an accessible distance (preferably one mile or less) of core campus facilities, such as theaters, sports complexes, and classrooms.** Carle said’ “We’ve seen communities list themselves as university related in their brochures, but that’s hard to back up when they’re located several miles from campus”.

- **Formalized programming that ensures integration between community residents and university students, faculty, and staff.** To be considered a UBRC, such programming must be documented, a criterion that can be met by written letters of agreement between the
community and academic units detailing the ability of residents to take classes, attend events, and use specific campus services.

- **Inclusion of the full continuum of senior housing services, including independent living, assisted living, skilled nursing, and dementia care, as needed.** While some university communities have been established solely as independent living, they challenge the industry experience of such residents averaging 75 to 80 years old and seven many active adult communities with residents age 70+ at move in, whose needs change markedly as they age.

- **A documented financial relationship between the university and the senior housing provider.** As stated above, such a relationship does not mean the school has to own the community. Indeed, some have been able to establish a straight land lease, which offers the institution financial benefits and senior housing expertise while avoiding the direct risk involved in providing long-term care. Other financial linkages, such as sharing of landscaping, parking, and purchasing contracts, can ensure that both parties have a stake in the long-term success of the community.

- **Communities should target and document that at least 10% of their residents have some connection to the university, either as alumni, retired faculty, or staff (or family of the same).** Although this can be a challenge for urban schools (with rural schools, this connection may be the chief selling feature and apply to 50% of residents or more), such an “indigenous” resident presence is important to bring the culture and feel of the host institution into the community.
The Current literature based on ULRC is inadequate especially for specifically how to achieve the maximum benefit for ULRC and communities. However we have the five-Criterion Model to help us adjust the good quality of ULRC. The guild line of how to make it happen is like a bridge between the theory and real world. On the institution side, it is very important to figure out how to organize resources on campus to make it benefit the communities but not interrupt the normal college life at the same time.
Chapter 3. Theory

The ultimate goal of win-win is providing a good result for everybody involved. A university linked retirement community is exactly what a win-win. The pattern can be duplicated into any situation regarding ULRC adjacent to a university or college. Not only elderly, but also young people can benefit from this relationship. In order to figure out how it works, we need take a deeper look into elderly people’s daily life.

Essentially, senior people generally need a little time to get used to retired life style. It is quite interesting that senior people tend to prepare their retirement and looking forward to quiet and relax life style. For many, this is a common phenomenon happening to senior people after retirement---they need to do something. A university-linked community provides exactly what they need.

Retired professors can be extremely valuable even after they retire. Nothing can beat them in terms of teaching experience. In addition, many professors are still more than capable of doing research. However, rather than a full time job, they prefer a flexible time schedule to make sure their health condition allows them to continue working. Sometimes, it is the body commands brain when people getting aged instead the other way. Therefore, a university linked retirement community has it advantage of location. Usually, it is closer to the college than traditional retirement
communities. And it also provides a lot of convenience service such as free shuttles. Meanwhile, university-linked retirement community should have facilities like meeting room or library to help senior people do further work. Under this circumstance, retired professors are happy to go back to school, and continue spread their energy.

From university’s perspective, besides continue teaching and researching, retired professors are very important to heritage. Many young teachers or staff comes to university with little experience. They are no different from interns at a new company, which means they need help. In this case, nobody is better than retired professors. They can help new staff in many ways. New staff who are not from local, retired professors can be their host. New staff can rent a house in the retirement community, or, they even can borrow a room from professor’s family. During this time, retired professor play a role as supervisor, and teach the young as much as she can. On the contrary, the young should take care of the senior to some extent like shopping, watering flower, etc. I believe this relationship between young university staff and retired professor is a win-win. Both of them will gain something.

A University linked retirement community has some features that makes it unique and special. One excellent idea would be self-driven factory, which is a very conceptual idea. A self-driven factory is a workplace for senior people sit down
together and brainstorm about innovation and creativity. In other words, it is the senior version of independent studio. Who says senior people are not as creative as teenagers? The community can be a think bank. Retired professors may use their knowledge and intelligence to help with some social hot topics like policy study, for example. The ideas and critiques from the think bank can be teaching resource in class. Meanwhile, it is possible that university provides some fund to help with the think bank.

For retired professors who don't want to engage study and simply want to enjoy retire life, the university-linked retirement community also excels. Due to the short distance, professors will benefit from university’s facilities, including but not limit to: Gym, Hospital, library, market, gallery, etc. As far as I am concerned, many universities own advantage hardware much better than what a normal community can provide. Retired professors may also enjoy the volunteer service from school. For instance, student can help with the retirement community to water flowers. Volunteers may get credits for social activities as return. Being patient and caring are virtue that every student should have, but rarely taught in class.

In order to help retired professors reach campus, the university-linked retirement community should provide basic transportation. Frequent shuttle bus is a good option. A small shuttle runs between university and the community every hour can
easily increase the accessibility. If exclusive transit is not available, then university-linked retirement community should cooperate with municipal metro system, and make some adjustment to strengthen the connection.

Chapter 2 and 3 have discussed the theory and what other people have done toward University linked retired community. In general, the ultimate goal is to reach a win-win though urban design and planning. Next chapter will introduce a real practice to illustrate how to apply the theories and design principles into a design.
Chapter 4: Design Work

Site Location:

The site, located on the southern corner of University of Cincinnati, currently is an Inwood Park. This site is situated in a quiet pocket of the Uptown Neighborhood.

The University of Cincinnati (commonly referred to as Cincinnati or UC) is a comprehensive public research university in Cincinnati, in the U.S. state of Ohio, and a part of the University System of Ohio. The surrounding areas are mixed-use development including existing residential neighborhoods located adjacent to the site, providing residents interesting mix of urban activity, and a university linked atmosphere.
There is a significant movement across the country for the development of retirement communities linked to colleges and universities. The motivation of older adult returning to campus is qualitatively different from those who choose traditional retirement communities. It is obvious that there is hunger for something more than warm weather, comfortable surroundings, excellent food, and good health care. In this thesis I focus on the big secret in University Linked retirement communities and how the adjacent University benefits the Retirement Communities to make it unique from others.

The world population has been experiencing significant ageing process that results in rising proportions of older persons in the total population.

Figure 7: Existing Site Analysis
Figure 8: Changing Role of Elderly

Who?

The worker Role
Working while aging becomes more social trends today indicates that older people are unsatisfied with a life having plenty of leisure. They try to explore more meaningful social life and continue their worker role even they are retired. Unfortunately, they have rarely chance to work in the same job they used working for or in which they could use the domain of knowledge, which is kind of loss of the society.

The Parent Role
The parent role change occurs when the last child leaves the household to union their family. While almost 84% of a national sample of older people saw a child weekly. The loneliness is the main issue when people getting old. It is quiet easy to understand, they are lonely because they are alone.

Leisure Time User Role
Most people are employed full time work spend seven or more hours at work each day. Once they retire, much of the time they used to spend working turns into leisure time. According to the American Time Use Survey in 2012, older adult ages 65 to 74 spent an average of about 6 hours per day on their leisure activities.

Friend Role
Since the situation of retirement, the circle of friends has been shrunk. However, Friendships are significant to everyone especially for older person. It is very common for elderly to seek help from close neighbors in time of poor health since the family member is hard to show up at the very first time only when they live nearby. It will be much better if one

Higher Educational
For the past several decades, the educational level of the older population has been rising rapidly. This country cannot afford to throw away these enormous resources, skills, and energies. It is essential that our society address the tragic waste of human potential by developing new models of retirement.
This thesis put senior people into several categories according to the role they play:

1) Worker: Although many senior people have retired from their jobs, they are still capable of many working tasks. As long as society provides extra care of them, they are very happy to continue their career.

2) Parent: Senior people consider their children more than themselves. It is very important to make sure there is an easy way to access children.

3) Leisure time user: Retired people have more time to do what they want to, but never had time prior to their retirement. As a matter of fact, retired life could be very boring if one does not manage time wisely.

4) Friend: Human are socialized species, which means they need to spend time with others and involve social activities, especially true for the old. Meanwhile, making friends is not only fun but also good for psychological healthy.

5) High Educational: If one spent his or her entire life to learn, can you imagine how much he or she knows? For example, Retired professors are extremely precious resources to society. Many senior scholars are still holding their position today, they still have gas left in their tank. It is planners and designers responsibility to provide better life for senior people, and help with whatever their roles are.
Compare to other communities, university have many advantages. Educational facilities will provide opportunities of continue education and information. It is the key to link senior people to keep pace with today’s society. For example, library may be free to the senior, and they are very welcome to do reading and surfing Internet. On the other hand, living facilities like cafeteria can be very helpful for senior people. When it comes to senior, nothing is more important than easy access to hospital. Fortunately, university hospitals are advanced in many aspects.
In this particular area, multiple land uses guarantee that residents can easily reach what they want. In this case, surrounding existing buildings should be considered as amenities added to the community. It is very important to take this factor into design process, especially transportation.
Figure 12: Building Maintain on Site

Figure 13: Project Area
Target area has many existing buildings that located on the side by the street, which forms a enclose space in the middle. In addition, slope analysis indicates that the target area is like a spoon shape: middle is the lowest and incrementally rising toward edges. Therefore, it is important to consider this specific terrain for design and construction in order to avoid unnecessary issues, for example, flood.
Walkable Buffer

Figure 15: Walkable Buffer Zone

Land Use

Figure 16: Land Use of Walkable Buffer Zone
Everyone has his comfortable walking distance. Seniors are shorter than the average. Accessibility decides if one community is walkable or not. Planners should fully pay attention to the land use within the comfortable distance. This GIS analysis indicates walkable area for this retired community based on 6 minutes’ walk for 2000 feet.
Figure 17: Bus Stop map of walkable area

Figure 18: External Transportation map of walkable area
Base on the given comfortable walking distance (6min, 2000 feet), GIS generates the walkable area from the center of the retired community. There are many public transits within this area, which largely increases the accessibility of the community. In addition, UC shuttle provide free transport service for this district.
This figure depicts how a win-win model works to a University linked retired community. University wins by hiring retired professors and allowing them to continue teaching or researching. Young teachers and new school staff win by learning and gaining experience from retired professors. Meanwhile, the young may help senior professors with daily life as volunteers. On the other hand, retired professor can benefit from university’s facilities, especially health care. Most university carries very good medical support and easy access. Retired community helps university as well by providing products and service from seniors. Home farm, for example, may provide health food that plant by retired people during their leisure time. In general, University, school, retired professor, retired community and every involving part benefit from this linkage relationship.
University linked retired community are designed to become a paradise of retired professors. It is comfortable, convenient, beautiful and knowledgeable. The reason why it is knowledgeable is because the community target retired professors and provide particular opportunity to let them use their gift. Nevertheless, high quality life is always the designer’s top priority.
Chapter 5: Conclusions

This thesis tries to seek the answers of the following question: why more and more seniors like to come back to campus after them retirement? Why the ULRC becoming so popular nowadays? Why there are communities prefer to locate adjacent education institutions? What characteristic do older adults have and are there any changes compared with previous? How to link universities and communities to maximum the positive benefit?

In this thesis, I did lot of analyses about the characteristic and demands after retirement of senior people. And at the same time, there is a research of the changing university under the big back ground. And the resources from campus have a significant impact on the adjacent community. Those elements should be considered in order to make the maximum benefit of universities and communities. To understand what they need and what they could provide helps us to build what is right. The win-win plus model is the model try to achieve that goal.

At the end of this thesis, I set university of Cincinnati as an example to complete the design work to illustrate the win-win plus model into a real life example. In this case,
I try to design a ULRC that makes the college not just a place to achieve an education, but an opportunity to experience life. And the ULRC not only provides a happy retirement life, but also provides powerful human resources for university, which is priceless.
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