



Imagining COHO

Shabnam Bista - Benya Kraus
Kaitlin Mills - Anna Sangree

Tufts
UNIVERSITY

Acknowledgment

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Executive Summary

CoHo (Community Housing) is a project to convert Tufts University-owned wood-frame houses into on-campus apartment living for junior and senior students. Challenged with declining budget surpluses, lack of communal spaces for social gathering, disconnect between the class years and lack of undergraduate housing for juniors and seniors, Tufts University developed an incremental strategy to reclaim the university-owned cluster of wood-frame houses located between East Capen Street, Winthrop Street, Fairmont Avenue, and Boston Avenue in the town of Medford, Massachusetts.



Tufts University Undergraduate Students



Context map, Houses included in the CoHo Project are blue. See Site Plan chapter for more information on CoHo's Location and Plan

This report includes a set of recommendations for the Tufts Office of Campus that will serve as the foundation for key principles that will guide the social programming and long-term sustainability of the wood-framed residences.

The goal for CoHo is to introduce a system of social programming that promotes a more integrated and inclusive student community. It should also create housing options that are mutually beneficial to upper-class students and the Medford community, as doing so is integral to the long-term success of the project. Programming must respect the dignity, concerns, and inclusion of Medford residents. Lastly, CoHo must be branded in an identifiable way that excites and respects all stakeholders and forms a distinctive identity centered on communal living.

To gather a better understanding of future social programming, the desired community relationship, and the broader vision for CoHo, the UEP Field Project Team distributed an online undergraduate student survey, held focus groups, conducted in-person interviews with Medford residents, researched case studies of other universities that implemented



similar type of student housing, and analyzed reports commissioned by Tufts University. This process revealed that students support the implementation of theme houses in the larger CoHo community, with themes relating to Music or the Outdoors being the two most popular choices. A flexible shared space was critical for the social programming aspect of the theme houses. Additionally, the focus groups with the Tufts Community Union Members, Special Interest House Managers, and Urban Policy, Planning, and Prosperity (UP3) club members and the student survey found that students desired taking ownership over the process of theme and student

selection.

Furthermore, students and Medford community members have expressed the importance of establishing a respectful relationship through community service activities and Meet and Greets at the beginning of the semesters to get to know one another. The shared backyard will act as a multipurpose space for social events hosted by theme houses for the Tufts students as well as events hosted by CoHo residents to build a community relationship. The site plan below represents the key physical features identified by the undergraduate students.



Site Plan for CoHo Project are blue. See Site Plan chapter for more information on CoHo's Location and Plan.

Recommendations by Goal

1. Introduce Inclusive Social Programming

- Establish a theme house system centered upon communal resource sharing and creative event planning with a particular focus on under-resourced communities.
- Mandate student accountability and communally resonant programming as a prerequisite to living in CoHo.
- Financially invest in institutional support for theme house programming.
- Program the shared backyard with flexible physical amenities that encourage multipurpose and spontaneous community-wide engagement.
- Establish the tradition of a student-led pitch process to guide theme house selection and an inclusive and student driven resident selection process.
- Build student leadership roles within and across the CoHo apartments

2. Create a Mutually Beneficial Campus-Community Relationship

- Abide by and share with students and community members “the conditions” agreed upon by Tufts and the Zoning Board of Appeals.
- Consider placing quieter theme houses closest to homes with Medford residents.
- Organize a Meet and Greet event every semester for the Medford community and the CoHo residents.
- Establish clear and direct lines for accountability between Medford residents and

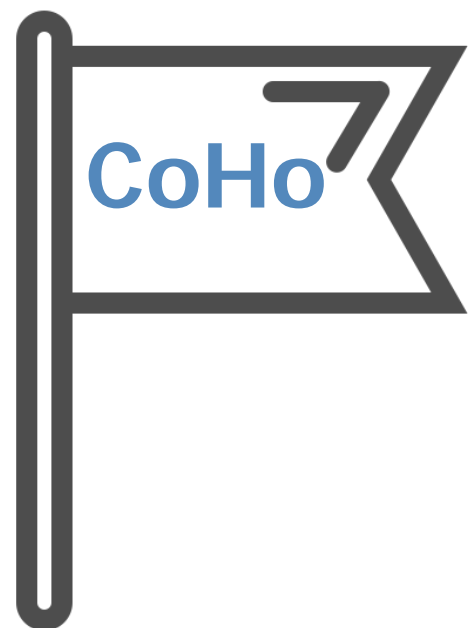
Theme House Area Coordinators.

- Offer programmatic support for theme houses that involve the Medford community.

Brand the Project

- Name the project “CoHo” to stand for and highlight the principles of Community Housing.
- Integrate the yearly review process with existing social-based housing systems, such as the Special Interest Houses and Greek Life housing.
- Brand CoHo as a dynamic social ecosystem that changes as the student body changes.
- Establish the expectation of shared living and committed community programming as soon as the first set of houses go live for residents.

These recommendations are not limited to CoHo. CoHo serves as a pilot opportunity for developing a uniquely inclusive and student-driven social space, but the vision that guides it holds the potential to transform how students connect with one another, with the greater campus, and with their host community well beyond their time at Tufts.









1

INTRODUCTION

Project Overview

CoHo, formerly referred to as the Junior/Senior Wood-Frame Residences (JSWFR), is a project to convert Tufts University-owned wood-frame houses into on-campus apartment living for junior and senior students. The cluster of units is located between East Capen Street, Winthrop Street, Fairmont Avenue, and Boston Avenue in the town of Medford, Massachusetts. Walnut Hill, a subsidiary of Tufts University, acquired the majority of units between 1973 and 2005, with several parcels acquired before 1973, and converted them into Tufts University offices and apartments for faculty, staff, and graduate students (R.Chihade, personal communication, 2018).



Figure 1. CoHo Project Locations and Included Wood-Frame Houses

The design efforts on the JSWFR have thus far focused on the physical aspects of the development. This field project aims to examine and identify programmatic recommendations for how social communities of Tufts students can be better supported and sustained within and around these wood-framed apartments and their non-Tufts neighbors.

Project Background

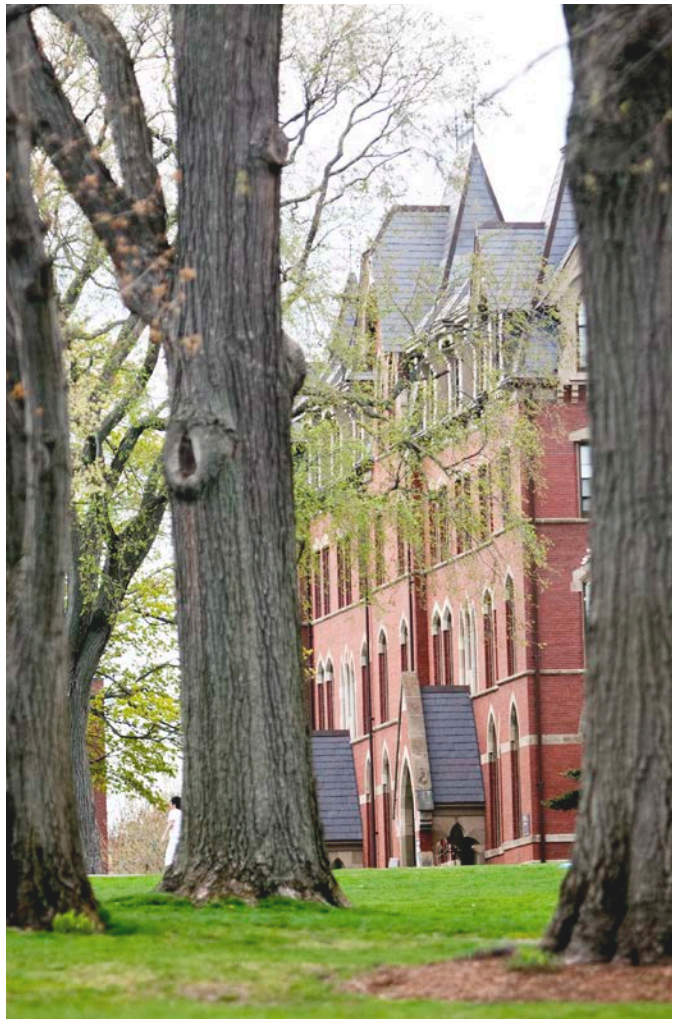
Residential Working Group

In 2016, Tufts University President Anthony Monaco commissioned the Residential Strategy Working Group (RSWG), an internal committee comprised of students, faculty, and administrators, charged with evaluating the residential needs on campus. Challenged with declining budget surpluses, increasing undergraduate selectivity, and the rising cost of off-campus housing.

RSWG Recommendations:

1. Increase the number of on-campus opportunities for juniors and seniors
2. Hire a Director of Junior and Senior Housing to advise students on finding and renting off-campus housing and enhance the residential experience of juniors and seniors
3. Use lessons from other universities to guide significant changes to the university housing lottery system
4. Increase the number of staff and faculty who are directly engaged in residential life, often by living in or near student residences
5. Create neighborhoods on campus by class year
6. Develop an incremental strategy to reclaim wood frames for junior and senior housing

The last recommendation was accompanied with the initial concept of neighborhood “villages” for junior and senior students. The “village” concept involves the recapturing of on-campus Walnut Hill and Tufts University-owned wood-frame properties and repurposing them for junior and senior student housing, creating neighborhoods of apartments clustered together.



Tufts University Campus (Source: Tufts Office of Advancement)

Sasaki Associates & Biddison Hier

In tandem with the RSWG, Tufts University retained the consulting firms Sasaki Associates and Biddison Hier to perform a Housing Master Plan Study that examines Tufts' housing portfolio and residential life experience compared to other peer institutions. They conducted focus groups, campus surveys, facilities assessments, and site analyses to uncover the core highlights and challenges of residential living at Tufts.

Sasaki Associates Key Findings

The lack of communal spaces for social gathering and communal study

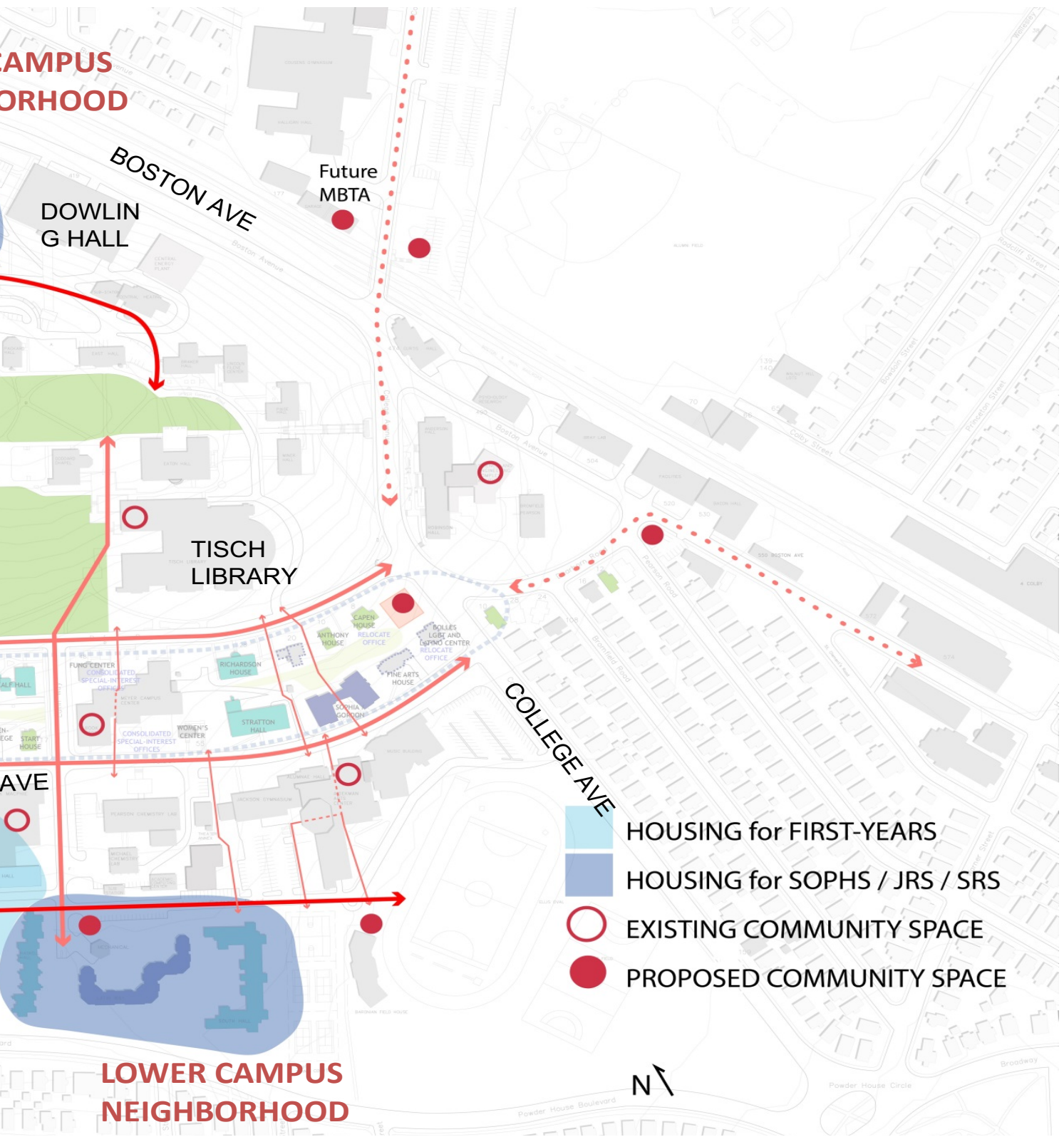
A disconnection between the upper and lower regions of campus

A strong demand for more campus housing to accommodate junior and senior students

Figure 2. Sasaki Housing Study Final Report, June 2016: Initial site plan introducing the "village" concept for Tufts residential life



UPPER CAMPUS, ENGAGED RESIDENTIAL CAMPUS



Student Life Review Committee

In December 2016, University President Monaco also announced the creation of the Student Life Review Committee consisting of students, faculty, administrators, staff, community members, and members of the Board of Trustees. The committee was charged to undertake a holistic assessment of the culture of undergraduate student life at Tufts, with attention to the roles of residential strategy, student organizations, athletics and clubs, as well as the Greek system.

Student Life Review Committee Recommendations

These recommendations serve as the foundation for key principles that will guide the social programming of the wood-framed residences.

1. Enhancing student safety and well-being
2. Promoting diversity and inclusion
3. Fostering campus-wide community
4. Expanding the first-year experience
5. Revitalizing the residential experience
6. Remodeling Greek life
7. Enhancing social spaces



*Students on Tufts University Campus Lawn,
(Source: Tufts Office of Advancement)*

Initial Wood-Frame Housing Plan

The Tufts University Board of Trustees approved design funding for 13 wood-frame apartments in May 2017. Each apartment contains at least two units. Each unit contains 2-8 single-occupancy bedrooms, a full-kitchen, a common area, and bathrooms with a target 4:1 bedroom to bathroom ratio. A few of the apartments also contain basement-level laundry facilities and backyard space shared with other student residents.

Zoning Board of Appeals Process

On December 4, 2017, the Medford Zoning Board of Appeals (ZBA) heard a petition from the Tufts Office of Community Relations to approve zoning variances to begin renovation and construction of the apartment units. The ZBA voted to discuss the matter further at the January 11, 2018 meeting, requesting Tufts provide the board with a memorandum of the rules and regulations to which the properties will be subjected. At this meeting, Tufts received approval from the ZBA to make dimensional changes to 12 university-owned properties and to construct one new 3,000 square foot house. Approval was provided on the “20 Conditions” agreed upon by the Medford community, Tufts University and the City of Medford (See Appendix A). Construction is planned to be phased in six-month increments, beginning in February 2018 with the first five houses ready for occupancy in September 2018, the next five houses in early 2019, and the last six houses in September 2019.

Relevant 20 Conditions Established by the Medford Community

- The properties will not be converted to fraternities or sororities, which are not permitted in Medford.
- There will be Graduate Residence Directors distributed throughout the properties at the approximate ratio of 1 GRD per 40 students.
- Existing driveways will be removed or replaced with 15-minute drop-off spaces / handicap spaces.
- Tufts will provide the city a list of the addresses being used as undergraduate student apartments annually, so the parking department will know not to issue permits to those houses.
- TUPD will have an increased presence in the neighborhood.
- New exterior lighting on houses or paths will comply with city light pollution regulations.
- Annual move in and move out procedures at these houses will be monitored by the university’s Office of Residential Life, Residential Facilities Department and TUPD.
- Tufts will provide trash and recycling bins for each apartment that will be picked-up regularly by the University.
- Students in these properties will be required to follow the University’s existing Social Registration Policy which requires registering with the University to host events.

See Entire List of Medford Community Conditions in Appendix A

Part of the Medford Community

The JSWFR are in Medford's Hillside neighborhood. As described in Dee Morris' *Medford: A Brief History*, a handful of homes predate the Civil War, with several remaining from the 1860s and 70s (Medford Historical Society). Around the corner on 15 Capen Street lays the Hillside school, a 75-year-old building that, in 2003, was converted into an apartment complex housing Tufts faculty and a few local residents. At the ZBA meetings, several Medford residents reported concerns about maintaining a "family neighborhood," highlighting the need to "preserve the community and sense of community in the neighborhood" (Medford Wicked Local, December 2016).

The design efforts on the CoHo have thus far focused on the physical aspects of the development. This field project aims to examine and identify programmatic recommendations for how social communities of Tufts students can be better supported and sustained within and around these wood-framed apartments and their non-Tufts neighbors.



Figure 3. Medford Historical Society: Hillside School House, Boston Ave side during the year it was built, 1895.

"I want to preserve the community and sense of community in the neighborhood, I just want to make sure it doesn't become a Tufts neighborhood, but remains the Hillside neighborhood."

-Erin DiBenedetto

"I've been living in my house for 55 years. I went to the Hillside School."

-Linda Rocco



2

GOALS



Goals of the CoHo Project

1

Introduce a system of social programming that promotes a more integrated and inclusive student community

The Sasaki report and Student Life Review Committee (SLRC) found a disparate and segregated Tufts undergraduate experience between the underclassmen and the upperclassmen, highlighting the lack of a connection to campus once students enter their junior and senior years. The goal for CoHo is to serve as a bridge between upper-class and under-class students and utilize the social leadership of junior and senior class students to enhance social life for the entire student community. Building off the SLRC's recommendation to "establish inclusive social opportunities" and "healthy alternatives for the social experience," the JSWFR will also serve as a key component in efforts to diversify and enhance social life at Tufts.

2

Create housing options that are mutually beneficial to upper-class students and the Medford community

The long-term sustainability of CoHo is interlinked to its reception by Medford community residents and the type of student-community relationship it fosters. Therefore, it is integral to the success of the project to adopt programming that respects the dignity, concerns, and inclusion of Medford residents. The Sasaki report also identified that upper-class students "want to live like real people." This goal therefore aims to incorporate the best parts of independent living with a commitment to being respectful and connected with the local community.

3

Brand the Project in an Identifiable Way that Excites and Respects All Stakeholder

This goal included renaming the Junior Senior Wood-Frame Residences to encompass the community-building aspects of this housing cluster. The project has recently been named CoHo. The branding effort emphasized a connection to the Tufts campus while simultaneously retaining a connection with the Medford Hillside neighborhood. It will also form a distinctive identity centered on communal living. The project offers itself as a case study for community participation and inclusive co-living programming which other universities and similar communities may adopt.



Rendering of Houses and Proposed Connection to Campus (Source: Tufts Board of Trustees Presentation November 1, 2016)



Research Ideas

- RDC batching as a compiler rewrite
- Paxos-ification as a compiler ~~rewrite~~
- Prove that Paxos is monotonic
- Compiler-driven network protocol optimization → e.g. to commutative optimization.
- Performance driven checkpoint and replay
- System support for apologies
- Performance model isolation via transparency, transactions
- High level strategies to distributed programming

- ToDo
- ① Yahoo RDC paper
 - ② DB lunch email
 - ③ Play with Cahiers
 - ④ Read Shapiro paper
 - ⑤ Reply to Demirebas
 - ⑥ Think about apologies
 - ⑦ Read 1994 Equipment

3

METHODS



Primary Data Sources

The primary data collection methods included interviews with Medford residents living near the proposed project site, an undergraduate student survey, and four focus groups with existing special interest housing managers, members of the Tufts Community Union Senate, key administrators within Tufts Office of Residential Life, and undergraduate students of the Urban Policy and Planning Prosperity club (UP3).

Student Survey for Undergraduate Students

Data was collected through a survey distributed to Tufts undergraduate students. The survey included 23 questions: multiple choice and a few open-ended responses aiming to understand student interest in co-living and their preferences for the programming and student selection process of CoHo. Tufts Qualtrics proved to be an effective medium for survey distribution and analysis as it removed identifiable factors and reached a larger number of respondents. The survey was distributed on class Facebook Pages, the Jumbo Digest and other forms of social media and through the Student Senate, as they have a direct connection to the student body. There were 700 responses within a week from the undergraduate students.

Survey Attached in Appendix B

Medford Community Member Interviews

Three Medford residents who are currently

residing or recently resided within the planned site for CoHo were interviewed by the Field Project team. The interview was guided using six open-ended questions to gain a better understanding of their experience with the wood-frame housing process, a historical context of the neighborhood and their input on the social programming around the cluster of houses. Rocco DiRico, Director of Government & Community Relations of Tufts University, provided a list of Medford residents' contact information which was then used to email participants regarding their interest in in-person interviews.

Interview questions attached in Appendix G.

Tufts University:
Junior Senior Wood-Frame Housing

TAKE OUR SURVEY & HELP NAME THE NEW RESIDENCES! INFO ON BACK!

Who:
Tufts Urban and Environmental Policy and Planning
Field Project Team + Tufts Planning Office

What:
The Junior/Senior Wood-Frame Residences (JSWFR) is a project to convert Tufts-owned wood-frame houses into on-campus apartment living for junior and senior class students. These houses will provide additional apartment-style on-campus housing for juniors and seniors.

Where:
The cluster of 13 wood-frame houses located along Capen St., Winthrop St., Fairmont St., and Boston Ave in the town of Medford, Massachusetts.

Figure 4. Tufts UEP Student Survey Flyer

Focus Groups

Tufts Urban Policy, Planning, and Prosperity (UP3)

The UP3 club consists of a group of undergraduate students dedicated to issues of urban planning on campus and in the larger global community. Several club members are also a part of the advocacy group, Tufts Housing League, which calls on Tufts to build more on-campus housing without disrupting or intruding into the Medford and Somerville communities. The UP3 club members were consulted at their club meeting for an hour, where they shared their overall opinions on physical and social spaces on campus, as well as their hopes for the programming and design of CoHo. The club had contacted and invited the Field Project team to conduct a personal focus group.

Focus group questions attached in Appendix E.

Tufts Community Union (TCU) Senate

A focus group with ten TCU Senate members was conducted because they represent different social groups and class years from the Tufts undergraduate population. Given their focus on social space issues this past year, the TCU Senate provides a unique perspective of what the current social scene on campus looks like and what new social programming can be integrated into the existing social fabric.

Focus group questions attached in Appendix C.

Special Interest Housing Managers

The special interest house managers have a better grasp of how social programming houses work within the Tufts community, especially among the undergraduate students. The focus group conducted with them was

very significant in understanding the existing social programmed housing at Tufts. The house managers were emailed via a list of emails provided by Sarah D'Annolfo, the Associate Director of Residential Education, and asked to participate in the focus group.

Focus group questions attached in Appendix D.



Matt Austin of ResLife Staff at Tufts (Source: Tufts Daily)

Tufts Office of Residential Life Leadership

The Residential Life leadership team organizes and maintains the existing programmatic structures within the current theme housing system at Tufts. They also understand best the level of staffing capacity required to run a successful community living program. The Field Project team contacted Christopher Rossi, Associate Dean of Student Affairs, Matt Austin, Associate Director of Housing Operations, and Sarah D'Annolfo, Associate Director of Residential Education, and organized an hour-long meeting to discuss current housing operations, and learn about programmatic, staff, and institutional concerns related to the development of CoHo.

Focus group questions attached in Appendix F.

Secondary Data Sources

Secondary sources included university case study research, Tufts University and Medford Community document examination and review of scholarly literature.

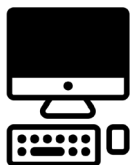
University Case Studies

The aim of the case studies research was to identify best practices and challenges faced by other universities who have created vibrant, inclusive co-living opportunities in junior and senior student residences. Some key questions were:

1. How do universities create social programming that is mutually beneficial to their own university and the greater community residents?
2. How do universities provide more housing options for juniors and seniors?
3. How do universities brand the project in an identifiable way that excites and respects all stakeholder?

The full list of questions are listed in Appendix H.

University Identification and Examination Methods



Research Universities



University Resources



Interviews with ResLife

The schools we researched are listed below. More extensive case studies, such as Wesleyan University, Whitworth University and Drew University case study, were written on schools whose Residence Life staff agreed to conduct an informal phone interview. The remaining school case studies, including Columbia University, Reed College, and Amherst College, were based on online resources published by the university.

See a matrix of universities researched in Appendix D.

Tufts University Background Documents

The guiding questions below helped enhance the field project’s understanding of the events leading up to CoHo:

1. What social programming and housing options already exist for Tufts Students?
2. Why did the university decide to invest in these wood-frame houses, as opposed to other student housing options?
3. What social and housing issues do these apartments seek to address?
4. What research has already been completed?

The full list of questions are listed in Appendix H.

<p>Tufts University Residential Strategy Working Group Recommendations May 21, 2016.</p>	<p>Discusses the Motivation, Findings, Recommendations and Next Steps for addressing the costs of off campus housing and decreasing budget surpluses from undergraduate selectivity. One of the goals of the working group was to construct a strategy to bring students back onto campus from off-campus housing.</p>
<p>Sasaki, Tufts University Housing Master Plan: Draft of Final Report June 2016.</p>	<p>Outlines the recommendations compiled by Sasaki after completing a campus survey, focus groups, peer study, housing data, facilities assessments, site analysis, and analysis of residential life goals.</p>
<p>Tufts University, Wood-Framed Junior/Senior Housing Feasibility Study, Medford/Somerville Campus Board of Trustees Presentation, November 1, 2016.</p>	<p>Document outlining the Goals, Test Block Assessment, Design Images and Cost Summary of the new Junior/Senior Wood-Frame Residences. Found in SharePoint.</p>
<p>Tufts University Existing Residential Facilities May 11, 2017.</p>	<p>Map of the Tufts Campus Buildings, highlighting graduate and undergraduate residential facilities. Found in SharePoint.</p>
<p>Tufts University Student Life Review Committee, Report to President Anthony P. Monaco, May 2017.</p>	<p>Discusses the current problems with social life on Tufts campus, including lack of resources for diverse students, insufficient orientation for freshman, dominance of Greek Life and lack of social spaces. The report offers recommendations for the university moving forward to address the identified problems.</p>

Medford Community Documents

The community documents were examined to understand the previous Tufts University and Medford Community interactions, conflicts and compromises, and how Tufts has balanced the needs of the stakeholders.

The following questions helped guide a balanced perspective throughout the recommendations and best practices:

1. What steps has Tufts taken to work with the community?
2. What is the history of the Hillside Community?
3. What conflicts, concerns and misconceptions has the community voiced?
4. What future steps have not yet been taken to create a mutually beneficial relationship for Tufts students and the Medford community and how can we address those gaps?

Data Sources Used



Local
Articles



Informational
Meetings



Community
Conditions

Some of the mediums examined were: the Somerville Journal, the Tufts Observer, Wicked Local Somerville, the Tufts Daily, and the Medford Historical Society. During the informational meeting(s) with Rocco DiRico, the Community Relations Co-Director, the Field Project Team was further provided with a list of 20 conditions that laid out the needs of the Medford Community that had to be met before, during and after the construction of CoHo.

See Appendix D.

Scholarly Articles on Programming and Designing Outdoor Spaces

Scholarly articles on public space were examined to understand how to program CoH's outdoor spaces to attract students to congregate, socialize, relax, study and pass their time. Creating welcoming outdoor spaces can help create community for Tufts University students.

The following question helped guide this research:

1. What park features can attract students to spend time in the new CoHo shared space?
2. How can park features be placed throughout the space?
3. What park features can be included to facilitate socializing, studying, community activities and relaxation?



Senior BBQ Event at Tufts (Source: Tufts Office of Advancement)



4

INCLUSIVE
SOCIAL
PROGRAMMING

Recognizing that Tufts University has a fragmented social scene between the Juniors/Seniors and Sophomores/Freshman, the Field Project Team researched ways in which social programming can bridge that gap, integrate the classes, and provide opportunities for students to form meaningful and long-lasting connections to campus. Additionally, the field project team researched ways to encourage dynamic programming through the concept of theme housing in CoHo. This research aimed to understand how to differentiate and make these houses more desirable compared to the traditional dorms and off-campus living currently available for Juniors and Seniors. Lastly, CoHo's new shared outdoor space requires physical features that are more conducive to social programming and flexible in order to meet the needs of the undergraduate students. Research findings include data collected from university case studies, a student survey, scholarly articles on programming outdoor spaces and focus groups.

Programming

Events

Currently, most social events open to the entire campus are organized by student organizations and held in university spaces, by Greek life organizations that host parties within their Greek houses, by Special Interest Theme Houses, and by off-campus houses that host unregulated parties. Events planned by student organizations are often restricted to formal gatherings, such as performances, conferences, or guest speakers. These gatherings rely on TCU-recognized groups to formally assemble and apply for budgets from student government. While all TCU-funded events are technically open to the public, many of these events are perceived to be for the host group exclusively and do not always bridge the divide between different organizations. Additionally, most TCU-recognized groups program events for the early evenings, leaving students searching for social gatherings and events in the later evening.

The second option, Greek life, hosts many of the late evening gatherings, but as the SLRC Report documents found, there are students, particularly from low-income and marginalized communities, who do not feel safe or included in these spaces. Some Special Interest Theme Houses also host late night events, but across the sixteen different houses, not all host events to the same extent and these events can often be perceived to cater exclusively to their own social community. Some host more insular events geared towards their own residents, and some - in particular the language houses - have connections to academic departments that allow them to host cultural and language immersion events. Again, there is no set standard or expectation for how many and

what type of events these special interest theme houses should host throughout the year.

Finally, off-campus houses also host late night events. Since only juniors and seniors live off-campus, access to these events depend heavily on personal connections to upperclassmen. These events are usually not registered with Tufts, which means hosts do not go through the same risk management training and do not adhere to the same standards as on-campus houses do. Students hosting these events are at a greater risk of getting fined for noise disturbances by the city, and given the expensive prices of off-campus living, event hosting in off-campus homes tend to privilege those with greater socioeconomic status who can afford to host such events.

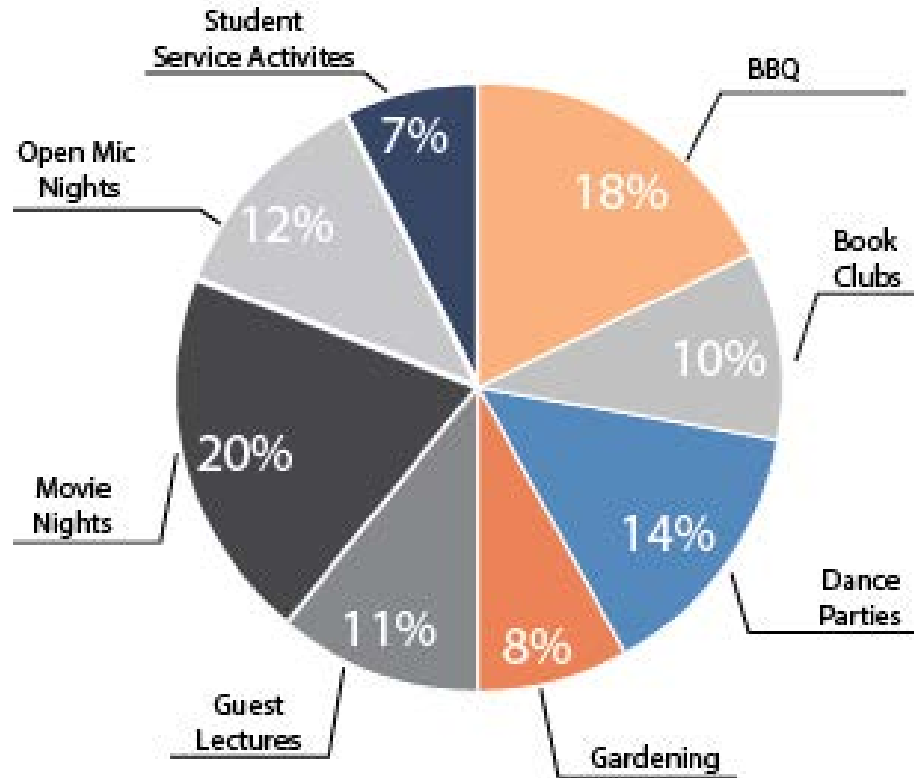


Students at a Student Concert (Source: Tufts Office of Advancement)

Events Students Want to See

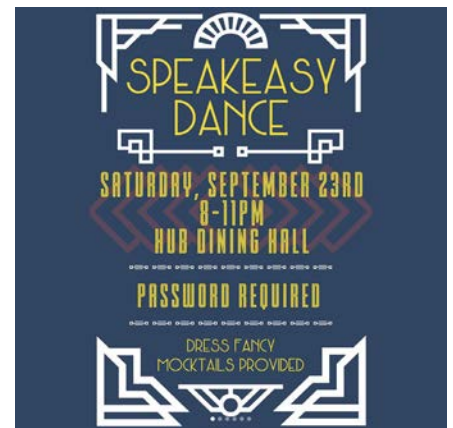
While these descriptions do not fully describe all the event hosting taking place across campus, they provide a snapshot to understand the need for more inclusive, safe, accountable, and fun events on campus that encourage students to move out of social siloes. In imagining what types of events could be hosted within CoHo, students showed interest for the these events.

Figure 5. Activities for Undergraduate Students in the Community.



Other universities have found creative ways to bring different interests together through theme housing. For example, Whitworth University's theme housing system provides funds for houses to co-host events together. Because each house is assigned its own theme based upon interest, the physical design and programmatic requirements encourage students to bridge differences by creating events together (Whitworth University, n.d.).

Figure 6: Examples of different events hosted by Whitworth University's theme houses, as advertised on their Instagram.



At Amherst, theme houses throw events that directly correspond to their themes and some have turned into campus-wide annual traditions. For example, the Zu House holds weekly communal dinners and is known for throwing an annual Full Moon Party that brings a DJ into their home and hosts an all night long dance party. The Arts House produces and displays extra-curricular student art work and will hold exhibition nights to showcase their residents' and other students' art pieces. The Health and Wellness House created a 6-7 student social council to host substance-free social programming open to the entire community every weekend. Additionally, any house can register a party with the Office of Student Activities and Residential Life through a virtual EMS portal.

There are two types of parties that dorm rooms and theme houses can throw:

A Basic Party

Bring Your Own Beer or Alcohol-Free parties with fewer than 99 attendees

Complex Party

A party with more than 99 attendees AND/OR serves beer/wine.

Outside groups can also use theme house spaces to throw parties. Parties with alcohol must abide by Massachusetts law and specific campus policy on how alcohol can be served at any on-campus event (Amherst College, n.d.).



Tufts Students Playing Music Together on Campus (Source: Tufts Daily)

Institutional Support

In order for theme houses to be successful in creating a vibrant, inclusive community, it is critical that the institution provide adequate administrative support. According to the Tufts Associate Dean of Student Affairs, the current Tufts Special Interest Housing groups receive \$200 a semester which has proven to be insufficient for organizing effective social events as noted during the focus groups. Generally, more funding is available but the impression is that students do not know that they can ask for it through ResLife (C.Rossi, personal communication, April 4, 2018).

Case study research found that other universities' theme house funding comes from uniquely allocated funding or general Residential Life funds; however, some universities have more robust funding than others. For example, all 14 theme houses at Amherst College receive up to \$1,200 per year and can apply for additional funding if needed (Amherst College, n.d.). At Drew University, funding for theme houses comes from Residential Life as well as the Student

Government Budget and the House Assistants receive a stipend that is equal to boarding at the university (Drew University, n.d.). In addition to funding, institutional support also includes a connection with the broader university faculty and staff members. At Stanford University, the Academic Theme houses and the Language/Cultural Theme houses are affiliated with campus departments and supported by faculty and academic advisors (Stanford University, n.d.), giving students' opportunities to connect with professors and further explore their interests. Lastly, universities where the Office of Student or Residential Life have created specific positions to facilitate the social programming tend to provide more support for their students. For example, at Reed College, the university hired a Resident Director and House Advisers to work with Theme Coordinators to provide guidelines, set goals, and plan events (Reed College, n.d.). By giving students the support they need, universities can ensure the theme houses will run to the best of its ability and be on its way to achieve their goals.



Student Receiving Guidance (Source: Miami Dade University)

Table 1. Lessons from university case study themes and institutional support.

University	Themes	Institutional Support	Lessons
Wesleyan University	32 Themes including Earth House, Farm House, First Generation/International House, and Well-Being House	- Dedicated Funding Source through Student Life - House Managers compensated	Allocating funds specifically for Theme Houses, rather than taking from a general residential fund provides a clear system to navigate and hold events.
Whitworth University	- Wanderlust (travel themed) - Thanks a Latte (coffee themed) - NamaStay With Us (mindfulness themed)	- \$125 for programming for each house for whole year - Student coordinators have \$400 for cross-house monthly	Holding cross-theme events is an institutional priority and receives additional funding specifically for this purpose.
Drew University	5 Themes, including International House, Music Appreciation House and Spirituality House	- Funding comes from General Residential hall fund - House assistants receive stipend	Funding theme houses only through General Residential funds limits the capacity and number of theme houses at a university.
Amherst College	Examples: Arts House, Identity-based houses (i.e. Asian House, Charles Drew Black Cultural House, Language houses, Health & Wellness House, Zu Housing Cooperative	- Each house receives up to \$1,200 each year - For major events can apply for supplementary funding or coordinate with another theme house or student group	-Supplementary funding process in addition to a significant annual stipend allows for adaptive programming throughout the year.
Stanford University	- Academic Theme Houses - Ethnic Theme Houses - Language and Culture Theme Houses - Pre-Assignment Program - Co-Ops - all located in The Row	- Experiential Learning Funds provided by ResEd - House Managers compensated - Affiliated with Academic Departments, professors and academic advisors	Affiliation with academic departments allow theme houses to maintain a source of institutional funding from their respective departments in order to foster a living environment that is an extension of their academic interest.
Reed College	The Co-ops: Farm House, Garden House • GameDEV / Music Appreciation • Language Houses: Chinese, Russian, etc.	- Specific funding for themes are allocated via residential life - Additional funding provided through the general fund	Providing funds specifically for Theme Houses, rather than taking from a general residential fund provides a clear system to navigate and hold events

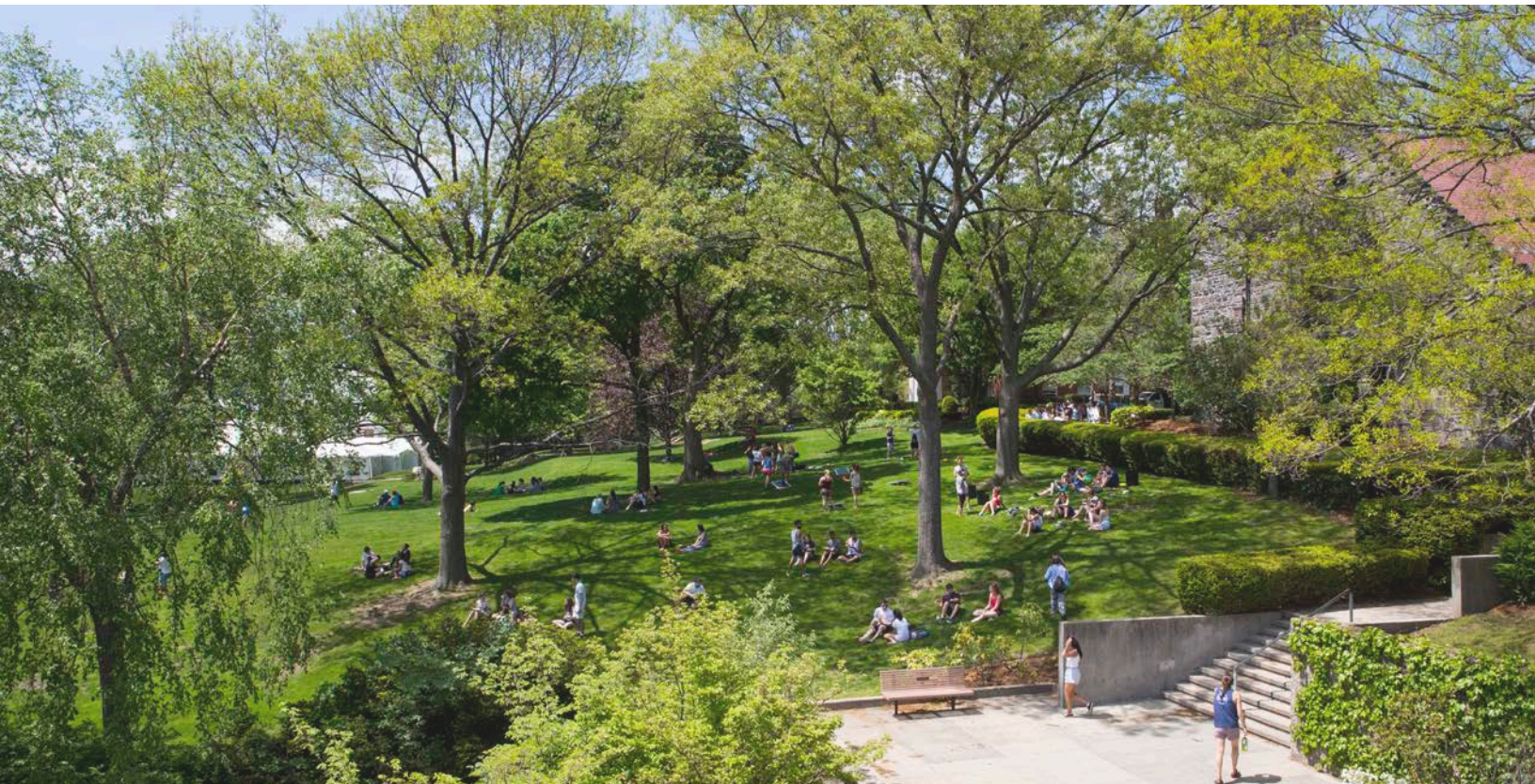
Physical Features

Outdoor Space

The Student Life Review Committee Report, presented to President Monaco in 2017, found that the outdoor space on Tufts campus is limited or highly regulated. The report strongly recommended creating “venues for student activity and interaction outside” (Student Life Review Committee, 2017). The outdoor shared space in CoHo offers Tufts students a place to socialize, study, enjoy the outdoors and build community.

“Outdoor space to congregate is limited or highly regulated, and the ability—and support—to utilize outdoor space could create more venues for student activity and interaction. For example, electrical outlets in some outdoor areas might encourage more students to meet and study beyond indoor venues when the weather allows.”

- Student Life Review Committee Report



Students on the President's Lawn on Campus (Source: Tufts Office of Advancement)

The student survey, Student Life Review Committee Report and the Medford Residents' twenty conditions highlighted various amenities that should be included in the site plan for this project. First, the student survey demonstrated that undergraduate students are by far most interested in seeing benches and picnic tables in the new shared space. A community garden, shared library bookshelves, shared sports equipment, a pavilion or gazebo and sand volleyball were also popular among the students (Figure 8). Additional data from The Student Life Review Committee examined Tufts University student attitudes and suggested the addition of outdoor power outlets to facilitate outdoor meeting and studying. Lastly, the Medford Community conditions require that bike racks be distributed throughout CoHo and that the paths and houses include sufficient lighting.

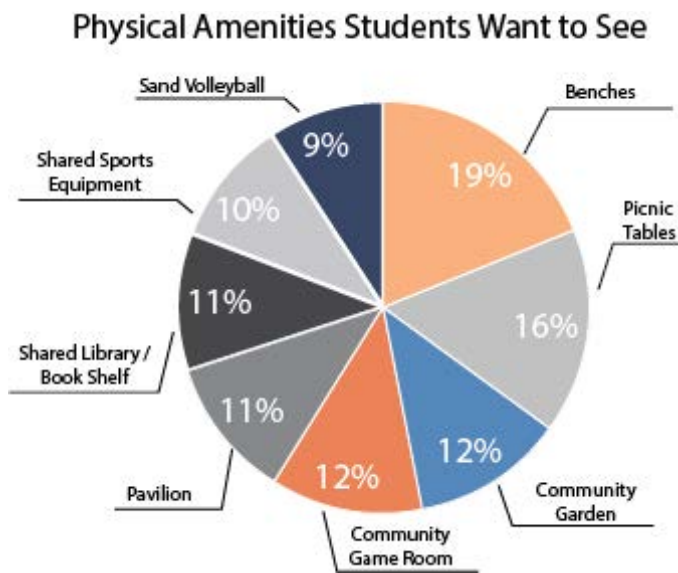


Figure 7. Physical Amenities Preferences

By including amenities that are both desired by students and are respectful Medford residents conditions, the new CoHo shared outdoor space to be a sustainable place students want to congregate.

In a Norwegian Study “Pocket parks for people – A study of park design and use” by Helena Nordh et. Al (2013), students from Oslo

University were presented with photos of parks and asked to assess how likely they were to rest and recover in these spaces. They were also asked to write down what park components brought them high and low levels of restoration and what types of activities they could imagine doing in each type of park. The study found that natural elements like grass, flowers, water, and bushes brought a high level of restoration for the students. Enclosure, little traffic and good seating also ranked highly (Figure 9).

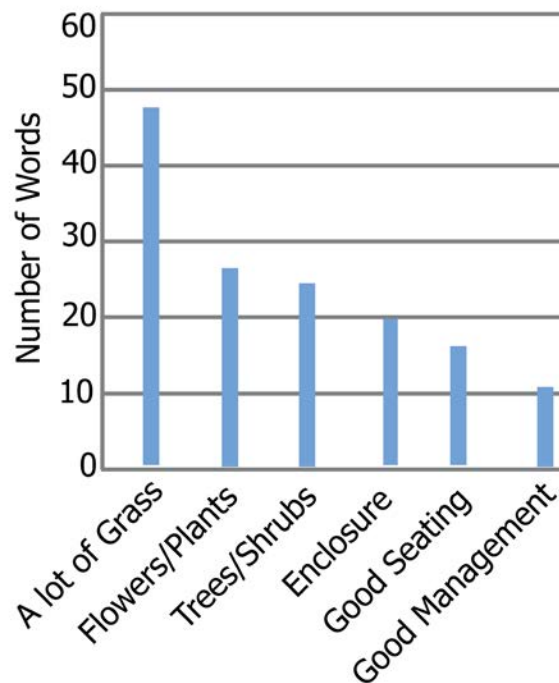


Figure 8. Attractive park features found by 2013 Norwegian study examining the attraction of park features for Oslo University college students.

The importance of parks and park features on mental health was further examined in the Australian article “Public green spaces and positive mental health – investigating the relationship between access, quantity and types of parks and mental wellbeing” by Wood et. Al (2017). This article found that sports facilities had the largest positive effect on mental health, along with recreational and natural spaces. In the new CoHo shared space, sports facilities can be prioritized.

Other facilities that can encourage people to use parks were examined in “Emerging social media data on measuring urban park use” by Chen et. Al (2018). The study integrated mobile phone and GPS data to analyze user density of green space in Shenzhen, China. The study found that toilet facilities, shopping and restaurants were important facilities in the park. Of these, toilet facilities and restaurants, or food options, can be applied to the new CoHo outdoor shared space to encourage people to congregate and enjoy the space.

The study “The Values of Parks to the House Residents” by Shukur et. Al 2012 examined how residents living near parks in a Malaysian city, Shah Alam, valued softscape (i.e. plantings and soil) and hardscape (i.e. stones, rocks and patios) amenities. The study found that trees, foliage shrubs, grass and flowering shrubs were the most important natural elements (Table 2). In terms of other physical amenities, the study found that lighting, dustbins, benches, exercise stations, a gazebo and jogging paths were highly valued by residents (Table 2). These findings support and add to the findings from the other articles and the Tufts student survey and will be included to ensure that CoHo’s outdoor space is attractive, relaxing, and flexible for the purposes of Tufts undergraduate students.

Along with the articles on park design, other

Table 2. Natural and physical Amenities found most important by residents living near parks in Shah Alam, Malaysia.

Rank	Hardscapes	Softscapes
1	Lighting	Shade Trees
2	Dustbin	Fulliage Shrubs
3	Playground	Grasses or Turf
4	Bench	Flowering Shrubs
5	Jogging Path	Groundcover
6	Exercise Station	
7	Gazebo	
8	Entrance Signage	

university case studies’ approach to physical space was examined. At a quick glance, Table 3 lays out universities that we chose as case studies and some of the physical elements - indoors and outdoors – they provide. The theme houses at Reed College and Wesleyan University have some common backyard/ outdoor green space for recreational purposes (Reed College and Wesleyan University, n.d.). Wesleyan University’s outdoor space includes a gazebo and Reed University’s outdoor space includes balconies.

The physical amenities supported by the student survey, scholarly literature, case studies, Student Life Review Committee report and Medford Community conditions will be incorporated into the site plan for this project, to ensure the space is attractive to students and encourages community (Table 3).



Orientation at Tufts Universtiy (Source: Tufts Office of Advancement)

Indoor Space

Indoor space is also very important for building community in CoHo, particularly in the New England climate when winter months prohibit outdoor activity. University case studies, focus groups and the student survey provide insight into indoor features that should be included in CoHo. The university case studies demonstrate the importance of community common rooms, individual house common rooms, kitchens, dining spaces, study lounges, shared laundry facilities and community game rooms. In the focus groups, students noted the importance

of large community spaces due to the lack of indoor spaces available for gathering. The focus group respondents suggested including televisions in common rooms with HDMI hook ups, for movie and game nights. They also suggested additional study areas due to limited library and appealing study spaces currently available to students. The student survey found students want community game rooms, shared bookshelves and shared art space. The research suggests students desire flexible space for social and academic purposes.

Indoor Amenities Students would like to see Based on Student Survey & Focus Groups

Community Game Room - Shared Library / Bookshelves - Study Space



Indoor Student Community Room (Source: Tufts Office of ResLife)

Table 3. Summary of research on physical amenities in CoHo's Indoor and Outdoor Space.

University	Indoor Space	Outdoor Space
Wesleyan University	<ul style="list-style-type: none"> - Community Lounges and Pool Tables - House Common Rooms, - Kitchens and living rooms 	<ul style="list-style-type: none"> - Shared backyards with a gazebo - Students bring their own outdoor furniture.
Whitworth University	<ul style="list-style-type: none"> - House Common Rooms 	N/A
Drew University	<ul style="list-style-type: none"> - House lounge spaces and kitchens - Shared community laundry rooms 	N/A
Williams College	<ul style="list-style-type: none"> - Community common room and community shared kitchen 	N/A
Amherst College	<ul style="list-style-type: none"> - Community Common Rooms 	N/A
Stanford University	<ul style="list-style-type: none"> - Student Lounges, Kitchens and Dining Rooms 	N/A
Reed College	<ul style="list-style-type: none"> - Study lounges, dining rooms and fireplaces 	<ul style="list-style-type: none"> - Outdoor shared spaces, including balconies
Student Life Review Committee Report	<ul style="list-style-type: none"> - More available and flexible indoor common spaces 	<ul style="list-style-type: none"> - Outdoor Electrical Outlets
Pocket Parks for People	N/A	<ul style="list-style-type: none"> - Grass, flowers/plants, water features, bushes and trees, enclosure, calm atmosphere, little traffic, good seating, good management and few hard surfaces
Public green spaces and positive mental health	N/A	<ul style="list-style-type: none"> - Shared sports facilities should be prioritized along with natural and recreational spaces.
The Value of Parks to the House Residents	N/A	<ul style="list-style-type: none"> - Shade trees, shrubs, grasses and flowers - Lighting, dustbins, benches, jogging paths exercise station, gazebo and entrance signage

Student-Led Stewardship

Concept of Themes

Currently Tufts University has 16 Special Interest Houses, also known as theme houses, which range from language to culture to specific theme houses. Each house has a Special Interest House Manager in the leadership position, who is responsible for the structural programming of the house. Through the survey that was administered, students provided feedback on themes that they would like to see on the Tufts campus as a part of the CoHo housing. A music theme was extremely popular choice with 19% (135 students) of the

respondents and the outdoors theme was the second most popular theme choice with 13% (90 students) of the respondents (Figure 11).

Furthermore, theme housing for these wood-frame residences is a way to build community and a cohesive social scene that integrates the entire campus. At Reed College, they believe that themes foster community among students with similar interests and creates a supportive environment (Reed College, n.d.).

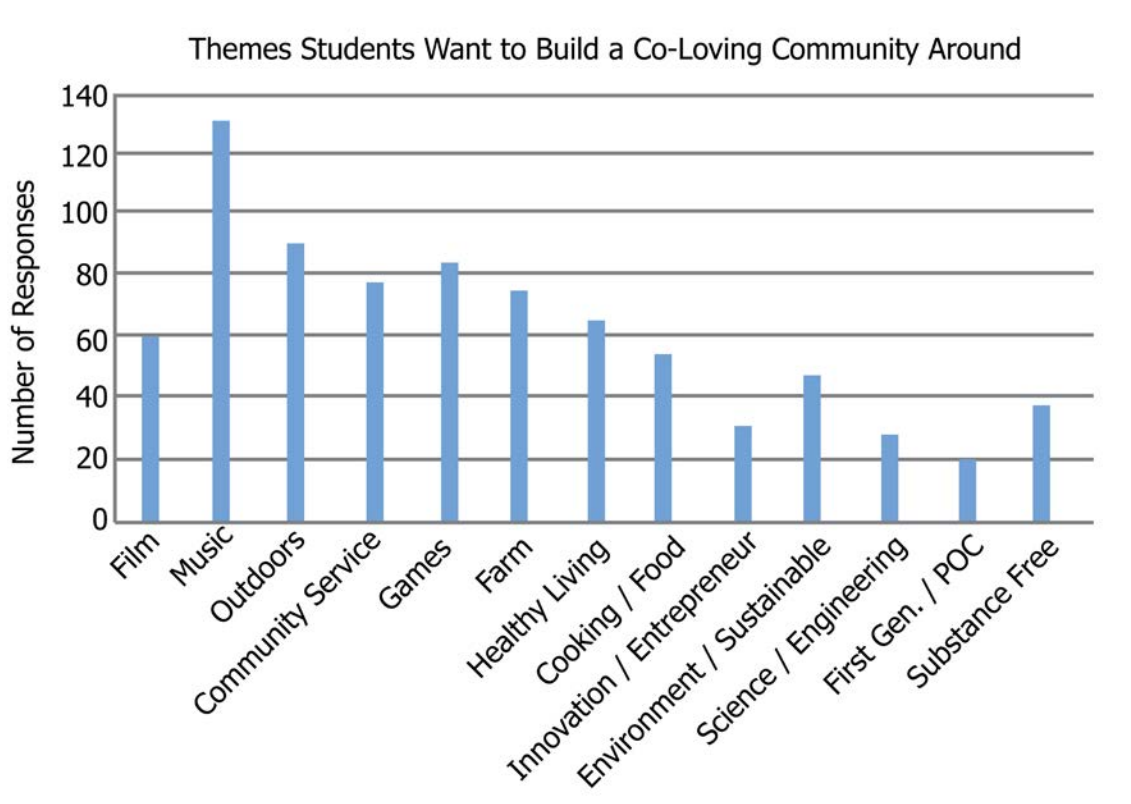


Figure 9 . Theme Categories of Interest

Theme Selection

All the case studies examined included a theme selection process led by students but each school varied in the frequency of their selection process. For example, both Whitworth and Drew University have a yearly theme selection process. Whitworth’s selection process requires students to submit a creative proposal to “pitch” their theme. Examples of creative proposals include the Green House writing their pitch in an old chemistry textbook that was recycled and repurposed for their proposal. Drew University also has a yearly theme selection process, but students submit an online application to demonstrate what purpose their theme house will serve amongst residents and to the greater student community. At both Whitworth and Drew University, all houses – both new and existing – must reapply every year. While students can specify which house location they desire most, the assignment of which house each theme group will receive is determined by Residential Life staff. Other case studies, such as Wesleyan, allow for a student pitch process as well, but only for new group application processes when a house opens up. Columbia University, on the other hand, does not require theme houses to reapply each year, and most of their theme houses are based off of already existing campus clubs and student organizations.

When the students were asked how they would like themes to be selected, 42% of Tufts students who responded to the survey said they wanted to see a student pitch process with ResLife selection.

In terms of frequency of theme selection, 59% of the respondents said they would want to see the theme change every 2 years (Figure 13). Responses from the student survey indicated that about 75% of the participants want the theme change to be associated with the success of the theme (Figure 14). At Stanford

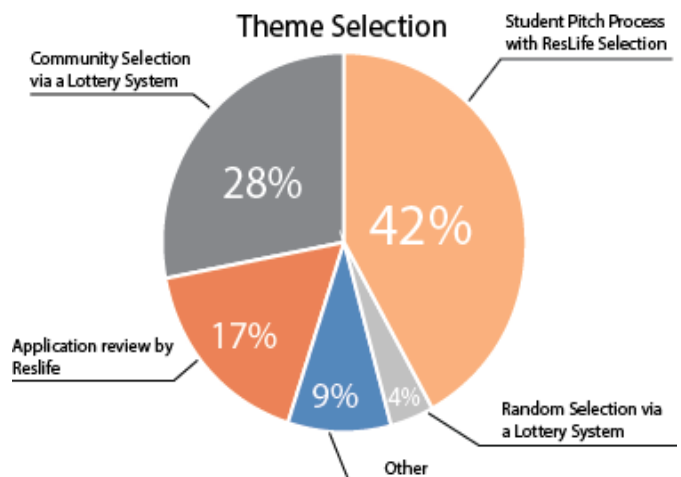


Figure 10. Process of Theme Selection

University, successful theme houses often have more opportunities for programming and amenities (Stanford University, n.d.). Case studies also revealed the importance of institutional oversight in the theme selection process. For example, Wesleyan University’s Residential Life office reviews their theme houses every semester. If the office feels like the house is not meeting its purpose, it will be put on probation; if the house is on probation three out of four semesters, the house is declared no longer viable and will be disbanded (L.Carrasquillo-Vasquez, personal communication, March 5, 2018). Reed University has established renewal criteria; in

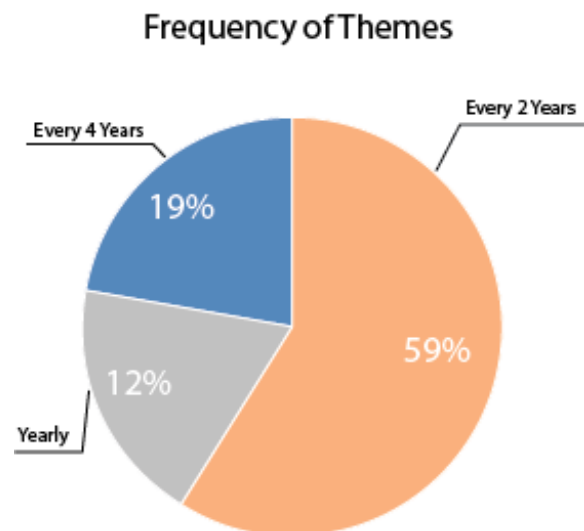


Figure 11. Frequency of theme change

order for a theme to be renewed during their annual review process, it must meet the criteria as determined by a committee of both staff and student leaders (Reed University, n.d.). At Amherst, the theme houses are reviewed each year by the College Council through a description form submitted by each house on its activities during the year (Amherst College, n.d.). New theme houses are reviewed with special attention for their first three years; thereafter, they are considered presumptively ongoing dependent on their adherence to an accepted code of behavior. They can be moved from their current location or denied renewal if they clearly and consistently fail to meet the goals of theme housing for a sustained period of time.

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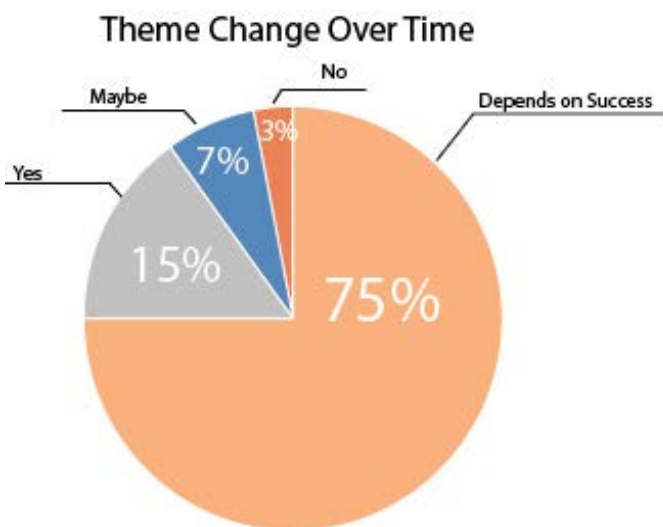


Figure 12. Change in Themes overtime

as determined by a committee of both staff and student leaders (Reed University, n.d.). At Amherst, the theme houses are reviewed each year by the College Council through a description form submitted by each house on its activities during the year (Amherst College, n.d.). New theme houses are reviewed with special attention for their first three years; thereafter, they are considered presumptively ongoing dependent on their adherence to an accepted code of behavior. They can be moved from their current location or denied renewal if they clearly and consistently fail to meet the goals of theme housing for a sustained period of time.



Crafts House at Tufts University (Source: Tufts Daily)



International House at Tufts University (Source: Tufts Daily)

Student Selection

The main methods of student selection across the case studies are delineated between student self-selection, an application process reviewed by current student residents, and a random lottery system. At both Whitworth and Drew University, students select who they want to live with in the house at the same time they propose a theme house idea to the Residential Life. At Wesleyan, Reed, and Amherst, there is an online portal with an application that interested students fill out. The current residents of the theme house review the application and make their decision. At Reed, theme housing is open to students of any class year, including first year students. Finally, at Stanford, admittance into a theme house is based on a lottery system, but the current

theme house residents also reserve the right to accept or deny students based on their house's criteria for admission into the home (e.g. if the home is identity-based, for example the Latinx House).

In response to the survey, a majority of Tufts students stated that they would prefer applying as an individual into an established theme house.

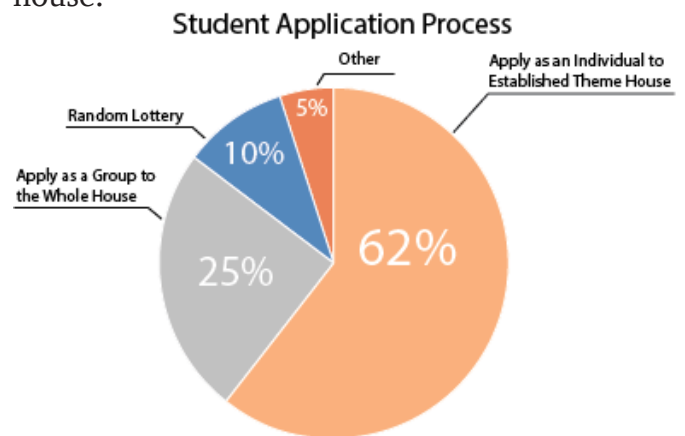
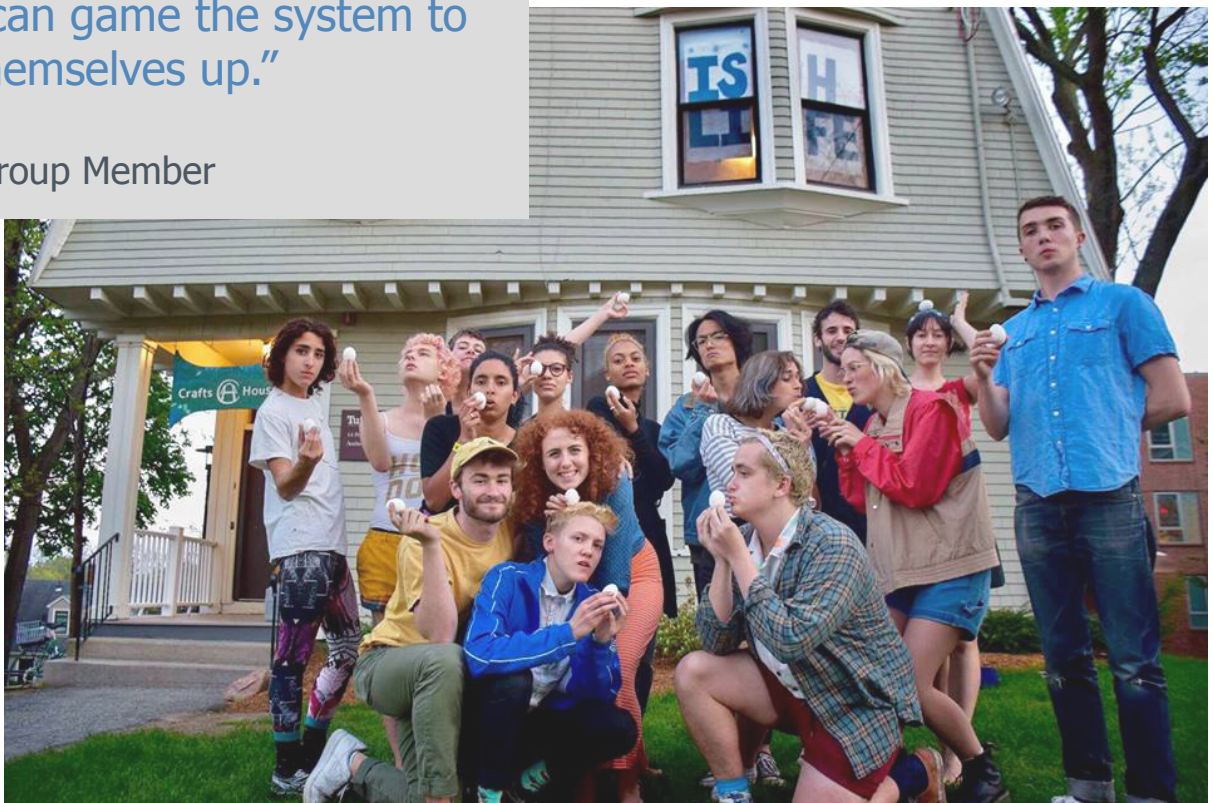


Figure 13. Student selection process

“I would like to keep the lottery system out of this... the lottery system has a bad spin at Tufts. People can game the system to move themselves up.”

- Focus Group Member



Crafts House Members (Source: Crafts House)

Student Leadership / Accountability

The case studies all theme houses require a house manager selected by house residents, and in some cases, co-selected and approved by the Residential Life office. At Wesleyan, Drew, and Amherst, each house also has a faculty advisor tied to the interest and purpose of their theme. At Wesleyan and Whitworth, there are student “area coordinator” positions that coordinate and support the theme houses as a collective community. The Theme House Coordinators are three students selected by their Residential Life Office to respond to facility requests, organize weekly theme house-wide meetings, and publicize the events taking place in each of the theme houses.

At Amherst, each house has developed a constitution that outlines the leadership structure of their house. While the constitutions are all different, each house has at least one president, one faculty advisor, one residential counselor, and some also have treasurers and event coordinators (Amherst College, n.d.). At Columbia University, all residents are required to participate on the planning board of at least one programmed event per academic year (Columbia University, n.d.).

In a focus group with the special interest house managers at Tufts, students highlighted the lack of consistency in leadership as a major obstacle to creating the type of programming and communal living environment they strive towards. For several of the houses, the house managers stepped into their positions because

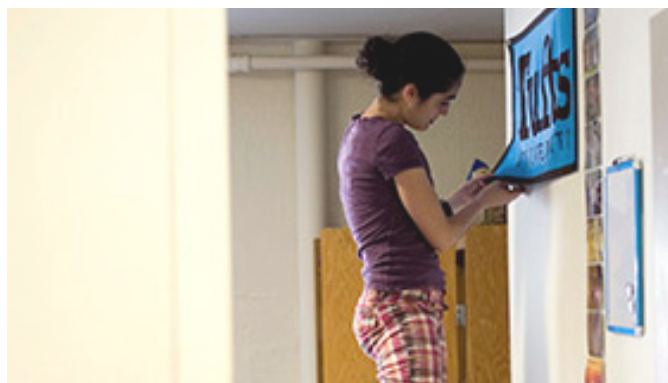
“there was no one else who was going to,” and one student expressed frustration over the lack of understanding or respect for their leadership role when asking other students to clean the dishes or turn down the music. “People have to take responsibility... It’s important to set rules in the beginning” a student explained.

“People have to take responsibility... It’s important to set rules in the beginning”

Overall, Tufts house managers expressed enthusiasm for the upcoming ResLife decision to grant a \$1,000 a year stipend to house managers to support the time they spend organizing. They emphasized the need to maintain student autonomy in leadership in addition to receiving institutional support. One student explained, “I don’t really want ResLife managing us... my philosophy as a house manager is to do whatever you want as long as you’re not interfering with others.”

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All students in the focus group highlighted the need to strengthen communication amongst residents, as well as between the theme houses. Currently, the theme house managers rarely meet to discuss programming together, but the students in the focus group shared that doing so would be helpful in building a stronger community across interests.



Student Hanging Up a Sign (Source: Tufts Office of Advancement)

Table 4. Case Study Universities Selection Process

University	Student Selection	Theme Selection
Wesleyan University	Current residents choose next year's residents and select house manager	<ul style="list-style-type: none"> - Student pitch process for new themes - Disbanding of unsuccessful houses
Whitworth University	<ul style="list-style-type: none"> - Students self-select their group - Dependent on student behavior record, baseline required GPA, and commitment to organize programming for campus 	<ul style="list-style-type: none"> - Student pitch process to a selection board which includes Student Life staff and past year's student resident advisors - Must re-apply for theme yearly
Drew University	Current residents choose new residents and nominate house assistant	Yearly Student Application process for new and existing themed houses
Amherst College	<ul style="list-style-type: none"> -Online application portal answering questions about interest and commitment & personal traits - Theme house student leadership use these responses to select students to live in house 	<ul style="list-style-type: none"> - Students submit proposals to College Council and Council chooses to accept - Each house reviewed every year by College Council and reviewed w/ special attention for first 3 years, then considered ongoing
Columbia University	Application process to ResLife for selection, do not have to reapply once accepted and living in SIC housing	Themed, mainly existing groups on campus
Stanford University	Housing Draw with review of application by each house	Theme houses within regular residential living spaces on campus Application process for Pre-Assignment
Reed College	<ul style="list-style-type: none"> - Application process - can rank 3 theme houses - Must submit essay regarding their interest 	<ul style="list-style-type: none"> - Renewal application reviewed by Theme Housing Committee - Renewal criterion provided every year that the theme houses must meet

Goals/ Success	Lessons
<ul style="list-style-type: none"> - Received 830 applications for 400 slots in 2017. - Provide unique, educational and cultural, campus inclusive programs 	<p>Having current students choose which students will become residents the following year allows for leadership continuity and brands itself as a student creation, drawing popularity as a result.</p>
<ul style="list-style-type: none"> - High enthusiasm and popularity - Lowest rate of incidents related to alcohol abuse and sexual assault in all of student residences - Strong sense of student belonging 	<p>Student-led theme pitches and the reapplication process allows for more students to get involved, take ownership over a social space, and provide an annual review to ensure accountability.</p>
<ul style="list-style-type: none"> - Create close-knit community for sophomores, juniors and seniors. - Some programming have become yearly university traditions - Challenges from senior disengagement and campus wide lack of awareness 	<p>It is important to publicize and uniquely brand the theme housing program so that it is highly visible on a campus that faces campus-wide disengagement. Fostering university traditions within the theme housing is a way to highlight the culture of theme housing.</p>
<p>Expected to enrich life of campus by holding events to educate greater student population about their particular theme</p>	<p>Committees made up of a mix of student, administration and faculty, such as the College Council, are effective institutions to monitor the review and theme selection process of theme houses.</p>
<p>Themed residential communities offer their residents the opportunity to immerse themselves in an engaging community with regular programs, events, and workshops, while living in a supportive environment in which all members can relate to each other.</p>	<p>Organizing living communities around only existing clubs fosters deeper connections with club members, but do not necessarily build community across interests and with the greater campus community.</p>
<p>Expected to provide established communities for students and to connect them with different departments on campus</p>	<p>Housing draw for student selection helps prevent cliques from forming, while residents evaluating individual applications helps ensure that the culture and commitment needed for a successful theme house can continue into following years.</p>
<p>The concept of the theme communities allows for community growth and connection of students with similar interests.</p>	<p>Providing renewal criterion and mandating theme houses to submit an annual renewal application holds residents accountable to the responsibilities associated with theme house living</p>





5

GOAL 1

RECOMMENDATIONS

Goal 1:

Establish a system of social programming that promotes a more integrated and inclusive student community.

1. Create a themed housing system centered upon communal resource sharing and creative event planning that meets the needs of under-resourced communities and interests.

The survey results found that Music House was the most popular theme, with Film House, Outdoors House, Games House, Community Service House, Farm House, Healthy Living House, Food/Culinary House, Environmental/Sustainability House and Innovation House showing broad support as well. These theme preferences showcase how CoHo can be a valuable opportunity to enhance the arts and creativity scene at Tufts. In fact, the main take-away from students' theme choices is that students want to live in communities that center upon the foundation and expectation of sharing.

There is also a significant demand and recognition for identity-based houses, which have value not just because of the events they want to hold, but because it is important for underrepresented students to have a safe place for community specific support. Identity-based housing needs to exist on campus, but because they are not necessarily tied to a specific event or shared communal culture, they may be best served in some of the existing wood-frame

houses more central to campus that are open to all class-years.

The theme selection process should also take into account which social groups already hold access to space. For example, survey write-in comments unveiled that sports houses and the outdoors club already have their own de facto houses. While not institutionally supported, they traditionally pass down off-campus rent to other students in their social groups. The selection committee should therefore prioritize theme submissions to groups that are in need of physical space and institutional support for the development of their communities.



Tufts Students at an Event (Source: Tufts Office of Advancement)

2. Make student accountability and communally resonant programming a prerequisite to living in CoHo.

The survey results are strong evidence of student support for accountability and “success” as a prerequisite to living in these houses. 75% of students want theme changes to be dependent on the success of the theme, 15% of students want to see the themes change, and only 3% of students said they do not want the themes to change. Additionally, as our focus groups with UP3, Theme House Managers, and Office of Residential Life all noted, there are large fluctuations in programming commitment and community

building across the Special Interest Theme Houses.

To avoid a similar pitfall, the Office of Residential Life should establish an institutional method for measuring and assessing the “success” of a theme on a yearly basis at the least. A committee of ResLife administrators and students should be assembled and tasked with overseeing the evaluative process. Additionally, while the focus should be to provide space for under-resourced communities, the theme selection and evaluation committees should also consider the likelihood that providing access to a regulated living environment for off-campus social groups will integrate them into a more accountable living culture. For example, secondary data findings show that some off-campus social



Students on Campus (Source: Tufts Office of Advancement)

group houses frequently throw unregulated parties with increased risk of sexual assault and alcohol-related incidents taking place. The selection committees may want to explore how CoHo can serve as a mechanism to monitor, regulate, and reform this type of behavior.

3. Financially invest in institutional support for theme house programming.

Special Interest House Managers all agreed that the current \$200 a semester they receive for programmatic support is not enough for managers and residents to plan successful events. In line with most successful cases of institutional support, such as at Amherst and Wesleyan, Tufts ResLife should implement a significant semester stipend for programming, as well as institutionalize a public system of supplementary funding that students can tap into as the need for specific types of events changes throughout the year. Theme House managers should be financially compensated because they are the backbone of success in the theme houses – both currently at Tufts and throughout the case studies examined. Tufts University should create a dedicated ResLife staff position to CoHo. This person will oversee CoHo and serve as a direct line of support to students full-time.



Matt Austin of ResLife talking to Students (Source: Tufts Daily)

4. Create the tradition of a student-led pitch process to guide theme house selection.

A majority of student respondents said they wanted to see themes selected through a student pitch process with ResLife selection. The second most popular option was “community selection via a lottery system,” suggesting that the underlying demand is for meaningful student involvement in the curation of themes. ResLife should consider establishing a formal process for students to propose themes that is well-publicized to the larger Tufts community. Should a committee decide the ultimate selection, the committee should include both ResLife staff as well as student representatives – perhaps residential advisors, community development advisors, and representatives from the TCU Senate.

Whitworth University is a good case example of how involving students in the theme selection process contributes to greater ownership over their space, and therein greater enthusiasm and commitment to host programming that correspond to their house theme.

ResLife may also want to consider transforming theme selection into a community-wide tradition. For example, Amherst College organizes a lip sync competition to allow groups of students with low lottery numbers to jump the room selection queue and the entire student community attends the competition as observers. A student-pitch process for theme selection may include a creative proposal component, such as a skit or performance, open to community viewing and voting. This community involvement would encourage greater integration with the rest of the Tufts campus, connect CoHo to an annual campus tradition, as well as create a culture and tradition of creative programming as a responsibility for CoHo residents.

5. Program the shared backyard with flexible physical amenities that encourage multipurpose and spontaneous community-wide engagement.

Through the survey results and examination of literature on park design, some physical amenities encouraging community building that should be included in the physical design of CoHo spaces are shared sports equipment in the shed, picnic tables and benches, and a pavilion as a central space for both formal and informal gatherings. The pavilion provides an explicit focus and purpose for programming in the backyard while simultaneously lending flexibility in the way it is used. Similarly, students expressed a high demand for open spaces that could be used for both social and additional study space, thus making flexibility and multipurpose functions key to the central design of CoHo.



Students at a campus event (Source: Tufts Office of Advancement)

6. Create an inclusive and student driven resident selection process

The majority of survey respondents want students to apply as an individual into an established theme house. There should be an application process, similar to Amherst, where students fill out questions on why they are connected to the theme and the principles of community living. Theme house managers should work with a ResLife staff member to go through the applications and evaluate the application according to the applicant's level of commitment to community living. The application process should not focus on the applicant's achievements or their personal connection to the house managers. ResLife staff will not dictate the process, but rather, oversee, allowing students to create the type of resident culture they desire, while ensuring that the student selection process does not become exclusive, reinforce identity bias, or is based upon personal connections.

7. Build student leadership roles within and across the CoHo apartments.

Similar to Whitworth and Wesleyan's "student area coordinator" positions, Tufts ResLife should create CoHo area coordinators in addition to a robust system of house managers, to oversee all the houses as a collective community and to foster community and collaboration across all the CoHo theme houses. Theme houses may also want to take after Amherst and develop a house constitution that outlines other student leadership roles in the house, such as a treasurer and event's organizer. The house constitution is also helpful in establishing community norms, obligations, and expectations right at the start of the semester.



6

Mutually Beneficial Campus-Community Relationship

In seeking to establish a mutually beneficial relationship between the residents and community members, data was collected on student and community residents' perceptions towards, as well as ideas for, student-community engagement. Research findings include the list of conditions set forth by the Zoning Board of Appeals. The university took community feedback to create commitments for CoHo and created a list of twenty conditions, that the university is required to follow. These range from concerns about parking, number of students per apartments, and stormwater management. In addition, the findings were collected from a student survey, community interviews, Medford journal articles, case studies, and focus groups.

Types of Relationships

Desired Relationships by Medford Residents

During a community interview, a Medford resident expressed that given the aging demographic of the Fairmount Street neighborhood, interest in attending events populated by students is low. However, the resident suggested an open house for community members to view the new dwellings and meet with the students living in the new houses. Based on the neighboring residents, a student-offered CPR training for the neighborhood was discussed as a helpful activity. A resident in another interview emphasized the importance of students engaging with residents in passing and generally being a friendly neighbor.

Furthermore, another resident stated that she preferred having students in Tufts owned homes rather than having students rent from absentee landlords because the students are held accountable for their actions and have to abide by the Tufts regulations. She also emphasized the idea of meet and greets between the residents in CoHo and the neighboring Medford residents, facilitated by the university. The Tufts Daily newspaper interviewed another resident who expressed a desire to attend lectures and audit classes as a way to strengthen the Medford community's relationship with Tufts.



Students Playing Wii with Medford Resident (Source: Tufts Office of Advancement)

Desired Relationships by Tufts University Students

Based on the survey, approximately 30% of students are not interested in having a requirement to interact with community members (Figure 16). However, many students are interested in creating events and networks to interact with the community. When asked what types of community involvement students would partake in, students were most interested in hosting outdoor movies and community BBQs.

Amongst the write-in comments on the survey, other students suggested organizing garage sales or book and clothing exchanges with Medford residents. Perhaps creating a restrictive requirement for students to interact with the neighboring Medford residents will not be as effective as providing opportunities for the relationships to grow organically. Developing the campus-community relationship is important for the sustainable success of CoHo in Medford and for future developments.

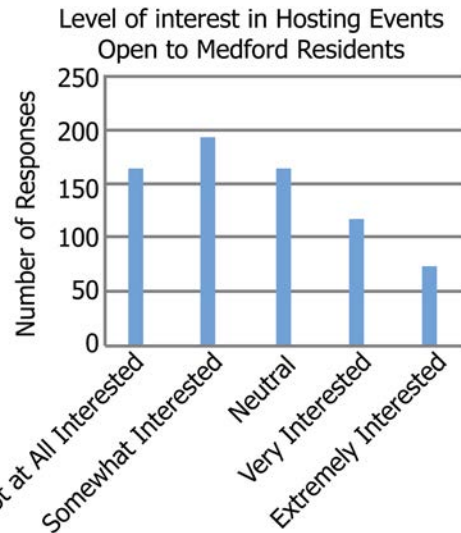


Figure 14. Interest in Hosting Events with Community

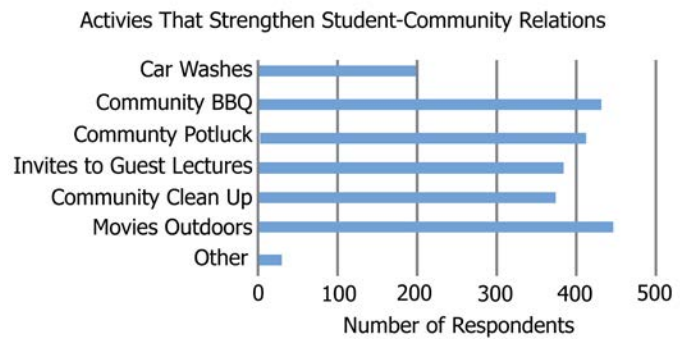


Figure 15. Activities for Student - Community Relations



Interaction from Community Day at Tufts (Source: Tufts Office of Advancement)

Community Engagement

Community Service

Based on the student survey 54% of the respondents were interested in participating in a monthly community clean-up of the neighborhood and 26% of the respondents were interested in helping Medford residents through community car washes. Interviewed Medford residents thought the community clean-up was a helpful suggestion as it gives the students and the residents a chance to interact. Someone also suggested students shoveling the sidewalks of her and her elderly neighbors in the winter time.

Other students, via write-ins, suggested offering tutoring for children and a TCU focus group member suggested creating a network of babysitters for nearby families.

Other universities, like Stanford University, also engage with the community by requiring the theme house residents to volunteer in the greater community (Stanford University, n.d.). While not mandated as a requirement, certain theme houses at Whitworth University hold events for the local community in line with the mission of their theme. For example, the Ministry House hosts open spiritual events with their local community, and one house maintains a community garden in partnership with the local residents. Similarly, several theme houses at Amherst College have required community service events as mandated by their student-created theme house constitutions (Amherst College).



FOCUS Student Group at Tufts, Who participate in many community outreach and service events. (Source: Tufts Office of Advancement)

Being Friendly & Responsible Neighbors



The community interviews, as well as an interview with Tufts Director of Community Relations Rocco DiRico and a Medford newspaper article (Willson, 2017) emphasized

the importance of students being friendly, introducing themselves, saying hello on the street, reminding neighbors when parties would happen, and acting like community members, not just transient college students. An interview with a community member, an interview with a Residence Life Staff Member at Wesleyan University (L.Carrasquillo-Vasquez, phone interview, March 5, 2018) and the ZBA-approved list of conditions also emphasized the importance of bringing in trash and recycling barrels from the street, especially during breaks.

Regulating Parking



The ZBA-approved community conditions require that students park their cars on campus, that Tufts administration oversee time periods when students move

in and move out, and that driveways owned by non-Tufts affiliated community members never be blocked. Furthermore, Tufts University will send the City of Medford a list of CoHo street addresses so they know which Tufts students are not allowed to receive parking permits.

Noise Management



One community member emphasized the benefit of having Tufts University Police Department (TUPD) shut down and monitor loud parties in the neighborhood. This is further

emphasized by a Tufts Daily article (Angelikas, 2017) discussing the experience of a Tufts student from the area whose family was often stressed and aggravated by loud, drunken college parties. The twenty Medford conditions also require an increased TUPD presence in the neighborhood, to control parties and noise. The conditions also emphasized the importance of registering events with Tufts administration. At Wesleyan University, Residence Life only permits two out of four abutting properties to have parties at the same time in order to reduce noise disruptions. In addition, Wesleyan University strategically places “quiet” houses near non-student community residents, to reduce noise and disruption (L.Carrasquillo-Vasquez, personal communication, March 5, 2018.). Tufts University can learn from Wesleyan University in the way they permit parties and place housing in CoHo.



7

GOAL 2 RECOMMENDATIONS



Goal 2:

Create housing options that are mutually beneficial to upper-class students and the Medford community.

1. Abide by and share publicly with students and community members “the conditions” agreed upon by Tufts and the Zoning Board of Appeals.

These conditions outline the basic rules of engagement for Tufts students living in the Medford community. In order for trust to be fostered between local residents and students, all community members must share a baseline understanding of what to expect from CoHo.

2. Consider placing quieter theme houses in the apartments closest to homes with Medford residents.

Modeled after Wesleyan’s practice, the theme selection process should also take into consideration the assigned location, placing themes that do not require loud programming (i.e. Music House) closer to Medford resident homes to avoid noise complaints from neighbors.

3. Hold an annual gathering for the Medford community across the CoHo houses and within the shared backyard spaces.

While the Medford residents interviewed did not express a desire to regularly attend large social programming events in the houses, most Medford residents interviewed said they just wanted students to be “friendly” neighbors. Having an annual communal event that allows for students and Medford residents to meet one another and develop relationships is important and acknowledges that CoHo is not a new neighborhood, but one rooted in Medford’s long history and family-oriented community.



Community Day at Tufts University (Source: Tufts Office of Advancement)

4. Establish clear and direct lines for accountability between Medford residents and Theme House Area Coordinators.

Theme House Area Coordinators should be responsible for communicating with Medford residents any major events that the theme houses may be putting on. Direct lines of communication should be shared and publicized amongst Medford neighbors so that any disturbances can be immediately addressed and alleviated.

5. Offer programmatic support for theme houses that involve the Medford community.

Similar to how certain theme houses at Amherst require community service of its residents, the theme selection process should weigh proposals on the impact of their overall contribution both to the greater campus as well as to its surrounding communities. There should be institutional support to

encourage theme houses to offer programming to Medford residents when needed (i.e. Community CPR training, babysitting, worship services, etc.).

6. Allow students to “live like real people,” while providing greater logistical and communal support to residents than traditional off-campus housing experiences.

The wood-frame properties are attractive because they provide students with a sense of “living on their own” in terms of having access to their own kitchen, bedroom, and living room space. While it is important to retain the positive aspects of “living like real people,” CoHo is an attractive option for juniors and seniors because its requirement for community-building programming, structural peer support of house managers and area coordinators, and access to funding and logistical support for events allows students to feel more engaged with the campus than they usually would in a traditional off-campus experience.



Tufts Students playing Quidditch with Community Members (Source: Tufts Office of Advancement)



8

BRAND THE
PROJECT

Branding the project will communicate the intention of CoHo to the greater community and set the expectation of co-living for residents. It is meant to excite students, community members, and donors about CoHo in a way that maintains its recognition and connection to the Medford community, while also instilling a sense of belonging to the greater Tufts community. Branding involves developing a recognizable name, as well as ongoing efforts to distinguish CoHo from other on-campus housing options through internal and external advertising to students and the greater community.

Developing a Name

Working in conjunction with the Tufts Public Relations team and soliciting feedback from our student focus groups, we brainstormed a list of potential names to rename the JSWFR. The intention of the name is to communicate the expectation of communal living, as well as refrain from super-imposing an exclusively Tufts identity onto the local Medford community.

The name choices included:

- CoHo (Community Housing)
- Community Commons
- Hillside Commons
- North Hill CoHo
- Northern Herights
- The Grove
- The Hill
- The Nest
- Hillside Pavilion

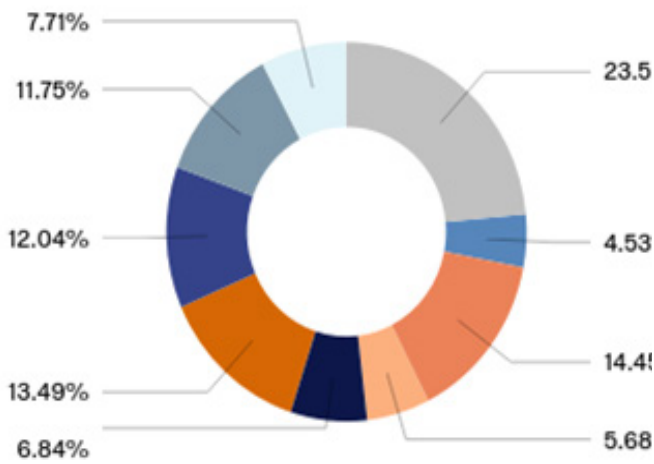


Figure 16. Name Preferences for the Junior Senior Wood-Frame Residences

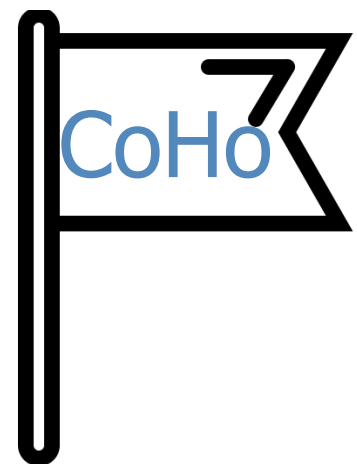
The field project team also tabled in the Campus Center for a day, asking students to vote for their favorite name as well as say what first came to mind when hearing the name. From responses during tabling students were asked:

“What do you think of when you hear **CoHo?**”



Figure 17. Word Cloud for CoHo Thought Association: the responses these were the words students associated with CoHo

After presenting the choices in the survey, the name with the most support was CoHo. Recently, Tufts University has decided to name the cluster of houses CoHo based on the Field Project team’s recommendation.



Forming a Unique Identity

In addition to naming, the focus groups also emphasized the need to brand CoHo in a way that communicates a clear expectation for residents about what kind of community they will find in the residences. At the House Manager focus group meeting, students explained that they were drawn to live in the current special interest houses because of the culture, people, and history associated to each house. They acknowledged that not all of these houses contain these elements, and therefore the houses differ in popularity and leadership. One student advised, “the JSWFR shouldn’t just be regular off campus houses because that would defeat the purpose of this village idea.” Another student shared, “we were attracted to something we already knew was special,” and another student emphasized that they joined special interest housing because “I want to live cooperatively with people, to share things and experiences and food and laughter. I wasn’t getting that in my experiences living in Latin Way and South... I wanted this once in a lifetime opportunity. I want to live with people who are willing to put the energy in.”

“I want to live cooperatively with people, to share things and experiences and food and laughter. I wasn’t getting that in my experiences living in Latin Way and South... I wanted this once in a lifetime opportunity. I want to live with people who are willing to put the energy in.”

- Focus Group Member

The focus group participants expressed that not all special interest housing residents share the same expectations, which makes it challenging for house managers to fulfill this experience. It also creates difficulty implementing this kind of experience on a sustainable scale across all special interest houses.



Members of Tufts Rainbow House (Source: Tufts Rainbow House)



9

GOAL 3

RECOMMENDATIONS



Goal 3:

Brand the project in an identifiable way that excites and respects all stakeholders.

1. Name the project “CoHo” to stand for and highlight the principles of Community Housing.

After survey results, tabling, and focus groups, there was strong student support for the name “CoHo.” The name intentionally communicates what type of living a student can expect in this neighborhood of homes, and its name parallel to a senior dorm Sophia Gordon (Sogo) fits the overall Tufts identity without superimposing an exclusive Tufts branding onto a prior existing Medford neighborhood.



Students Moving In (Source: Tufts Office of Advancement)

2. When marketing CoHo during the housing lottery, highlight its distinctive culture from the rest of campus housing by focusing on the

communal programming obligation and the dynamism of annually changing student-driven themes.

ResLife should develop a strategy for how to disperse information about CoHo to all students in a way that distinguishes it from existing Special Interest Theme Houses and dorms. Its write-up on public documents and websites should therefore highlight the student-driven and dynamic aspects of CoHo, including its requirement for organizing community programming.

3. Integrate the yearly review process with existing social-based housing systems, while uniquely branding CoHo as a dynamic social ecosystem that changes with the student body.

CoHo is distinct from identity-based housing, Special Interest Theme Houses, and Greek Life, but its approach to student accountability and commitment to community contribution provide a model that can and should be integrated across all social-based housing supported by the university. In order to ensure that all goals are being met in each of these housing systems, ResLife should establish and monitor a yearly review process through a committee made up of both ResLife staff and student leaders. While each of the housing

system's programmatic goals may be different (i.e. Identity-based housing is an institutional structure designed to assist members of historically oppressed groups in supporting each other), a yearly review process would allow at the very least an opportunity for all living communities to reflect on their goals and seek support from ResLife staff if needed.

Identity-based housing should never be faced with the risk of dissolution. However, other social-based living, such as Special Interest Theme Houses, Greek Life, and CoHo should have their access to physical space be dependent on the status of their evaluation. This will instill a greater level of accountability and affirm a culture of being responsible to the needs of one's greater community.

Finally, because CoHo will have an annual or biannual student theme pitch process, it should be branded as a community that changes as the student body changes. The pitch process should therefore be strongly tied to the evaluation process with accountability and community contribution being the main criteria that impacts turnover rate. As CoHo houses act together as a social ecosystem, frequent turnover is a vital part of allowing a dynamic social community that is responsive to students' changing needs and interests to form. While

some houses may regularly show each year that they are meeting all required expectations during the review process, it is important that CoHo brands itself as being dynamic and accountable to students, rather than fall into existing patterns of institutionalized, and often impenetrable, social-based housing.

4. Establish the expectation of shared living and committed community programming as soon as the first set of houses go live for residents.

It is difficult to change the culture of a community when people already have an initial experience that is different from what is intended. People will remember how a space made them feel, and therefore the pilot group of students selected to live in CoHo in its early phases of rollout must hold some commitment to and understanding of the overall ideals of CoHo. ResLife should provide regular support to this pilot group of students, encouraging them to reflect on the role that they can play in community building and offering ad hoc financial and logistical support to host programming while the overall CoHo system is being developed.



Students in a Shared Common Space (Source: Tufts Office of Advancement)



10

SITE PLAN



CoHo is a group of twelve wood-framed residences that are being converted into junior and senior student housing, along with one new residence that will be constructed as part of the project. The twelve current houses are in blue in Figure 19. These are the houses that are owned by Tufts University or Walnut Hill Properties. The orange house is the one new construction that will be built as part of this project.



Figure 17. Contextual map of the CoHo wood-frame houses and surrounding buildings

Seven of the twelve homes are located in the area highlighted in Figure 19 surrounding CoHo’s shared outdoor space. This currently underutilized space has the potential to be an integral part of the CoHo community and the greater Tufts community. The site plan of this project focuses on this space and aims to strategically design the space in line with our three project goals.

Shared Outdoor Space

Defining the Shared Backyard

Our main area of focus was the shared backyard, outlined below. Seven of the thirteen houses share this backyard, and will be vital in achieving the three goals of the CoHo Project.

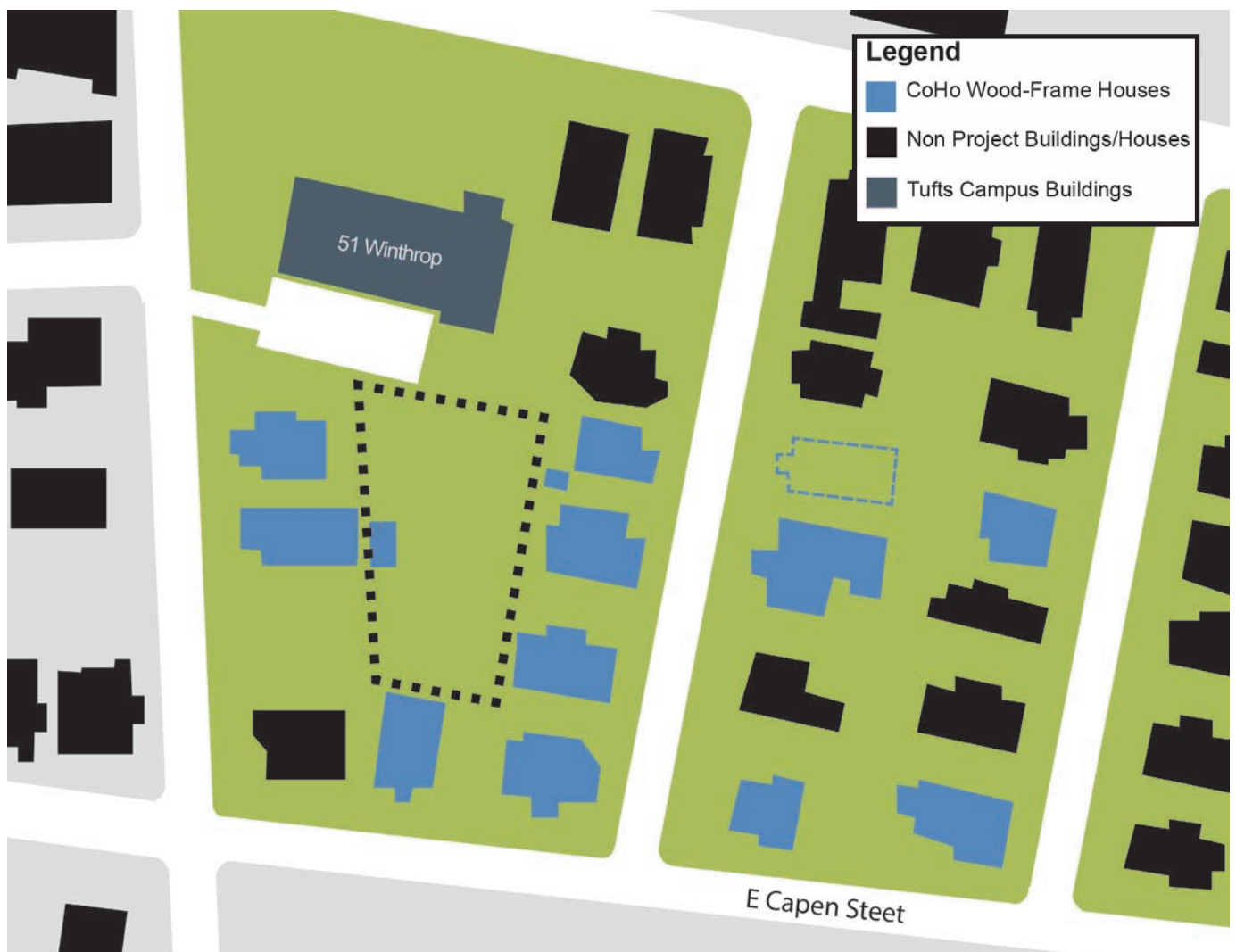


Figure 18. Outline of CoHo's shared outdoor space.

Existing Conditions

The shared outdoor space is between Winthrop Street, Bellevue Street and Capen Street. Seven houses along the perimeter of the space have backdoors that face into the shared backyard (Figure 21). The space is currently

covered with packed dirt and gravel and is used for parking. On the Boston Avenue side, is the Breed Memorial Hall, owned by Tufts University.



Figure 19. The side closest to the Capen Street houses is on a slight slope.



Figure 20. Trees line the side of the space near the Bellevue Street Houses.



Figure 21. A small shed housing a garage also sits close to the Winthrop Street houses

Design Objectives

1 2 3

Social & Theme Programming

The shared backyard space in CoHo will be a comfortable, inclusive and flexible space where CoHo residents and the rest of the Tufts student community can engage in social, academic and recreational activities. This reflects our first project goal.

Campus-Community Relationship

To incorporate the second goal of the project, the site plan will incorporate the 20 Medford community conditions, including requests for bike racks and lighting throughout.

Branding the Project

In line with the third goal of the project, the site plan aims to make CoHo an identifiable, attractive and unique by first naming CoHo's shared backyard space and then by incorporating unique physical elements and features throughout CoHo's houses and shared backyard space.



Existing Conditions of CoHo (Source: Tufts Board of Trustees Presentation November 1, 2016)

Recommended Physical Amenities

In order to design the shared backyard space to be a comfortable, inclusive and flexible space for CoHo residents and the rest of the Tufts student community that respects the wishes of the Medford Community, this study examined Tufts' student preferences from the student survey and focus groups. In addition, the Medford Community Conditions, the Student Life Review Committee Report and literature on park design were analyzed to further understand necessary physical features. (See the Physical Features section on page ____).

Below are various amenities that will be included in the CoHo shared backyard space.

Benches

Comfortable, movable benches and chairs were the most popular item in the student survey. Outdoor seating can be used by everyone and fulfill multiple purposes like studying, socializing, relaxing, and eating.



Figure 22. Moveable lawn chairs and table.



Figure 23. Metal Park Bench

Picnic Tables

Picnic tables offer a flexible space to eat, chat, study, draw and just enjoy the outdoors. Strategically positioned picnic tables in the shade or near outdoor outlets can allow for long study sessions outdoors.

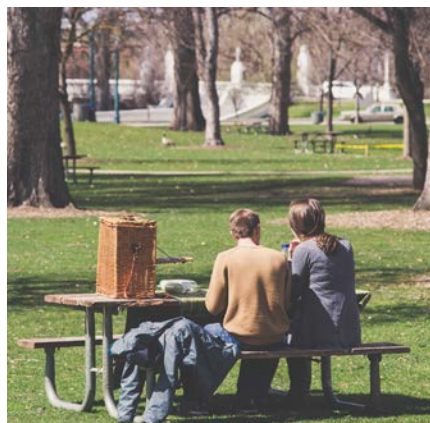


Figure 24. Wooden and Metal Picnic Table



Figure 25. Wooden Picnic Table

Outdoor Electrical Outlets

Students who wish to do work outside can use outdoor electrical outlets placed near picnic tables and benches in the CoHo shared outdoor space. The Soofa Bench, for example, is a solar powered phone charging bench popularized by its widespread usage on the MIT campus.



Figure 26. The Soofa Bench at the MIT Campus



Figure 27. Outdoor seating with Solar Powered outlets.

Bike Racks

Bike racks are required throughout CoHo by the Medford Community Conditions. These allow students to park their bikes in designated areas, strategically and frequently placed throughout the new development.



Figure 28. Star Bike rack



Figure 29. Bicycle rack.

Food Options

Students can enjoy food from their houses and from local restaurants in the shared space. Several restaurants are on Boston Ave, located close to the Coho outdoor shared space.



Figure 30. Danish Pastry House, Medford MA.



Figure 31. Tamper, Medford MA.

Lighting

Outdoor lighting outside houses and along paths throughout CoHo is required by the Medford Community Conditions. Further, comfortable lighting in the CoHo outdoor shared space will allow students to use the space into the evening.



Figure 32. Pedestrian, park and bench lighting



Figure 33. Pedestrian, park and bench lighting

Sports Facilities & Shared Sports Equipment

Sports facilities were popular in the student survey. Volleyball, baseball, basketball and other sports equipment can be stored near to CoHo for student use.



Figure 34. Can-Jam



Figure 35. Park Volleyball

Community Gardens

A community garden, popular in the student survey, could be used by any Tufts students, faculty or staff and maintained by a farm or food special interest house during the school year.



Figure 36. Raised planting beds



Figure 37. Community Garden

Pavilion

A pavilion in the shared outdoor space will offer opportunity for concerts, outdoor movies, gatherings, and presentations. The space could also be used for studying and socializing in a shaded and protected space. This space could also include an outdoor piano or ping pong tables.

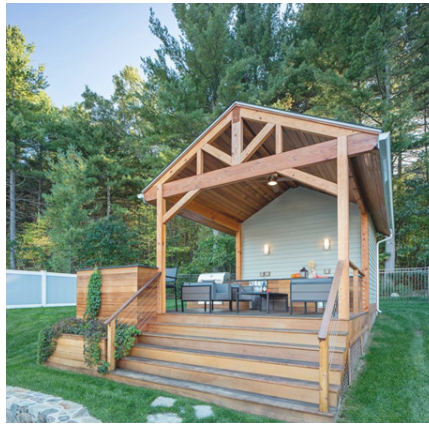


Figure 38. Raised Pavilion



Figure 39. Pavilion

Shared Library Book Shelves

Outdoor shared library bookshelves are friendly and are suitable to the academic and communal nature of CoHo.



Figure 40. NYC phone booth bookcase



Figure 41. Community Book Shelf

Outdoor Art

Student ownership over art creations can help form CoHo as a unique community and the act of coming together to create a piece of art helps strengthen communal connections both amongst CoHo residents and with the host community.



Figure 42. Community art festival



Figure 43. Sidewalk arts festival

Branding CoHo's Physical Space

Naming the Shared Outdoor Space

The shared backyard space is an integral part of the new community, as it is a place CoHo residents and other Tufts students can come to spend time with each other. Naming this space will allow for the space to have a unique identity. "The Grove" was the fourth most popular naming option for CoHo. This name will not be used as the name of CoHo but instead, could be applied to the shared outdoor space. The Grove makes student think of "chilling," "mellow," "nature." "community," "Bohemian" and "Los Angeles." The connotations of the name reflect the purpose of the park, as a place for students to come to spend time with friends, relax and study outdoors.

"What do you think of when you hear the Grove?"



Integrating Unique Physical Elements

The physical space throughout CoHo can be designed to form a unique CoHo identity. Physical features, like a CoHo flower or bush, fun bike racks, consistent design in lighting, lanterns and benches, and standardized door colors can create community cohesion throughout the CoHo houses, even those not next to each other. Opportunities for student/resident-led outdoor art projects that reimagine the CoHo public spaces through sculptures, murals or other student-led ideas can also form identity and community. Further, the shared backyard space in CoHo can be identified through similar entrances. For example, each entrance could have stone plaque reading "Welcome to the Grove", the same type of bushes or trees and standardized pavement markings. The shared backyard space could also have a public piano, shared bookshelves, or other park amenities unique to CoHo.

Los Angeles was a popular response because the grove is a mixed retail center in LA.

Figure 44. Word cloud associated with "The Grove"

CoHo Site Plan Proposal

The site plan of the CoHo shared outdoor space integrates the recommended amenities and suggests a diverse, accessible, flexible outdoor space where students can come to study, socialize, participate in community activities, relax and enjoy fresh air. The site plan includes a pavilion (creating seating not

only with benches and chairs but also with steps), a flexible grassy area, a toilet facility, a shared sports equipment closet, outdoor electrical outlets, scattered benches and picnic tables, bike racks, lighting, trash bins, a shared use path with several entrances, and areas for plantings (Figure 49).



Figure 45. Site Plan for CoHo



11

CONCLUSION



Given the lack of on-campus housing for juniors and seniors, a student social life that was lacking in diverse outlets and integration between class years and interests, and the inaccessibly rising prices of rent in the surrounding neighborhoods, CoHo aims to address these challenges through an innovative and community-building approach to residential life.

While the initial construction plans, and Medford Zoning Board of Appeals process were completed before the “Imagining CoHo” study began, the programmatic aspects and shared backyard space design were yet to be addressed. This study has continued the CoHo development process by presenting recommendations for what and for whom CoHo should be designed. The study was driven by three main goals: 1) introducing inclusive programming, 2) building community relationships, and 3) branding the apartments with a distinctive identity. A broad range of students, Medford community members, and ResLife staff were invited to share their thoughts on the opportunities and challenges of building an inclusive, vibrant, and connected living community within CoHo that contributes positively to both the Tufts and host Medford community. An examination of numerous university case studies provided a comprehensive landscape to learn best practices, as well as pitfalls to avoid, in building similar living communities. Finally, the development of the name “CoHo” is the first step in the important process of branding the houses as part of a student-driven “community housing” collective where resources, spaces,

and events are shared and curated together.

As seen by the name selection process, focus groups, and survey responses, students are drawn to the concept of and values inherent in community housing. CoHo will be a unique addition to current residential housing so long as it fully commits to the purpose of building shared community through shared creation. The site plan and recommendations in this study provide a basic road map for how programming, marketing, and accountability structures should be established to reinforce this purpose.

These recommendations are also not limited to CoHo. To effectively address the issues of student safety, isolation and disconnection, and lack of equitable inclusion cited in the Student Life Review Committee Report, other social living spaces, such as the Special Interest Theme Houses, Greek Life, and identity-based housing, should also consider implementing some of these recommendations in their own governance and programmatic structures where applicable. CoHo serves as a pilot opportunity for envisioning a new way to meaningfully connect across difference, but the full implementation of this vision need not be contained between Winthrop Street and University Avenue. CoHo is a piece of a larger process to develop inclusive and student-driven social spaces, but the vision which guides it holds the potential to transform how students to connect with one another, with the greater campus, and with their host community well beyond their time at Tufts.



Students Walking on Campus (Source: Tufts Office of Advancement)



APPENDICES

Appendix A: 20 Conditions

Rocco DiRico, Director of Government & Community Relations of Tufts University provided us with a list of twenty conditions drafted by the Zoning Board of Appeals and agreed upon by Tufts University and the Medford residents. Tufts University commits to following the policies for the proposed Apartments for Juniors and Seniors:

1. Tufts University will continue to pay real estate taxes on these properties.
2. Tufts will only use properties for student apartments within the boundaries outlined below. Tufts does not own all of these properties and would only consider acquisition in cases where there is mutual agreement between Tufts and property owners interested in selling.
3. Occupancy will be limited to one student per bedroom.
4. Each apartment will have a kitchen and a living room.
5. The properties will not be converted to fraternities or sororities, which are not permitted in Medford.
6. There will be Graduate Residence Directors distributed throughout the properties at the approximate ratio of 1 GRD per 40 students.
7. Fire protection & fire alarm systems will be installed as required by state and city regulations.
8. Accessible apartments and accessible shared amenities will be distributed consistent with Tufts agreement with the Massachusetts Architectural Access Board.
9. Existing driveways will be removed or replaced with 15-minute drop-off spaces. Drop-off spots will be used as HC parking spots if there is a resident with mobility needs. Tufts University Police (TUPD) will enforce drop-off spot parking limits.
10. Tufts will provide the city a list of the addresses being used as undergraduate student apartments annually, so the parking department will know not to issue permits to those houses. Tufts will continue to manage the capacity of on campus parking by requiring students to buy a parking pass to park on campus and ensuring that there is availability on campus for student parking.
11. TUPD will have an increased presence in the neighborhood.
12. New exterior lighting on houses or paths will comply with city light pollution regulations.
13. Bike racks will be distributed throughout.
14. Stormwater systems will be installed to comply with city regulations.
15. Access to parking spaces for 37 Winthrop (not owned by Tufts) will be retained.
16. Annual move in and move out procedures at these houses will be monitored by the university's Office of Residential Life, Residential Facilities Department and TUPD.
17. Tufts will provide trash and recycling bins for each apartment that will be picked-up regularly by the University.
18. Tufts will hold a neighbor meeting prior to construction to discuss construction logistics.
19. Students in these properties will be required to follow the University's existing Social Registration Policy which requires registering with the University to host events.
20. Residents will not be allowed to possess a barbeque grill. A permit is required from the Tufts Fire Marshal office in accordance with local and state Fire Prevention Regulations for any barbeque grilling that uses charcoal, wood or propane/butane fuels. Only organizations sponsoring an event (not residents) are permitted to apply for and obtain a permit.

Appendix B: Survey Questions

Tufts is converting wood-framed houses between Winthrop and Fairmount streets in Medford into housing for juniors and seniors. The houses will be clustered together, sharing backyard space with potential for co-living opportunities – both within and between the houses, and with the greater campus community. Co-living is a form of housing where residents share living space and a set of interests, values, and/or intentions.

The purpose of this survey is to understand how YOU would like to see these houses programmed and what YOU would like to name the cluster of houses!

This survey is being administered by a team of students for a Tufts Urban & Environmental Policy & Planning spring Field Projects course.

You must be 18 or older to take this survey, are you 18 +?

- Yes
- No

Can our field project team use your responses for the purposes of our project and for the purposes of sharing with the Tufts Administration? Please note that no personal identifiers will be used in our report. Emails will only be used to pick winners of the raffle.

- Yes
- No

Provide your email to enter into the raffle for a chance to win one of multiple \$25 JumboCash rewards!
[enter email]

1. Are you interested in living in this new undergraduate co-living development?

Yes No Maybe

2. Which themes would you want to build a co-living community around? (i.e. Film House, Community Service House, Games House, Music House, Innovation House, Outdoors, Healthy living, Farm House, Substance-free etc.)

3. How would you like to see the themes selected?

Student pitch process with Res Life selection,
Community-wide student vote
Random selection via a lottery system
Application reviewed by Res Life
Other: _____

4. Do you want to see the themes change over time?

Yes No Maybe Depends on the success of the theme

5. If so, how often do you want to see the theme change?

Yearly Every 2 years Every 4 years

6. What should the application process to live in the houses look like?

Apply via a random lottery system
Apply as a group for the whole house
Apply as an individual into an established theme house
Other: _____

7. If you were to live in one of the wood-frame houses, how would you feel about having a commitment to hosting events that are open and welcoming for the rest of the undergraduate community, including freshman and sophomores?

Very Disinterested 1 2 3 4 5 Extremely Interested

8. What activities would you be interested in hosting for other undergraduate students in this community? (Check as many as apply to you)

- BBQ
- Book clubs
- Dance party
- Gardening
- Guest lectures
- Movie nights
- Open mic nights
- Student Service Activities,
- Other: _____

9. How would you feel about having a commitment to hosting events open and welcoming for the neighborhood and Medford residences?

Very Disinterested 1 2 3 4 5
Extremely Interested

10. Several Medford residents live close to or within the housing neighborhood. What preferences do you have if any, for including the residents and strengthening student-community relations? (Check as many as apply to you)

- Car washes
- Community BBQ's
- Community potlucks
- Inviting residents to guest lecture events
- Monthly community clean ups
- Outdoor movies
- Other

11. What values and practices are necessary to build a strong co-living environment? (Check as many as apply to you)

- Accountability
- Group dinners
- Openness
- Privacy
- Respect
- Sharing chores
- Weekly meetings
- Other: _____

12. What physical amenities would you like to see in the individual homes and backyard spaces to cultivate the type of community you envision?

- Benches/ Lawn chairs
- Community game room
- Community garden
- Pavilion / Gazebo

- Picnic tables
- Sand volleyball court
- Shared library bookshelves
- Shared sports equipment
- Other: _____

13. What groups on campus do you already participate in? (Check as many as apply to you)

- Art
- Greek Life
- Language & Cultural groups
- Music
- Outdoors
- Political groups
- Pre-professional groups
- Religious groups
- Theater
- Varsity & recreational sports
- Other: _____

14. A new name is being chosen for the new housing. We would like your input. Below are a few names under consideration. Choose the names that you like or write in a suggestion.

- Hillside Commons
- Northern Heights
- North Hill Co-Housing (Co-Ho)
- The Residential Commons
- The Community Commons
- North Heights
- Other: _____

15. What class year are you?

- 2018
- 2019
- 2020
- 2021
- Other

16. What is your gender identity?

- Female
- Male
- Non-binary/gender non-conforming
- Transgender
- Prefer Not to Say
- Other: _____

17. What is your sexual orientation identity?

- Straight/Heterosexual
- Gay or Lesbian
- Queer
- Bisexual



Prefer not to say

Other: _____

18. How do you racially and ethnically identify?
(Check all that apply):

American Indian / Alaska Native

Asian

Black or African American

Hispanic, Latinx, or Spanish origin

Middle Eastern or North African

Mixed Race

Native Hawaiian or Pacific Island

White

Other: _____

19. Do you identify as a first-generation college student?

Yes

No

Prefer not to say

20. Are you a student on financial aid?

Yes, full financial aid

Yes, partial financial aid

No

Prefer not to say

Appendix C: Focus Group - TCU Senate Members Questions:

1. What housing and social space needs do you believe need to be addressed on campus, and how might the JSWFR meet these needs?
2. What opportunities and challenges does the current special interest housing system offer?
3. What programmatic and physical elements should the JSWFR include to be a successful and attractive place for students to live?
4. What do you envision a "mutually beneficial" student-Medford resident relationship looking like?
5. What are you most excited for and concerned about with the JSWFR?

Appendix D: Focus Group - Special Interest House Managers Questions:

1. What made you decide to live in a special interest house?
2. What are the distinct differences of living in a special interest house as compared to a dorm or off-campus house?
3. How does your house build community amongst its residents? How about with the greater Tufts community?
4. What are the biggest challenges to building community within your house?
5. What kind of living community do you think the junior/senior-wood frame houses should aim to promote?
6. What advice would you give to the future residents in these apartments?

Appendix E: UP3 Focus Group Questions:

1. What physical features would you like to see in CoHo that will make it a vibrant and shared communal living space?
2. What is needed in a theme housing system to make it an attractive place of cross-group connection for students?
3. What works well in current residential life systems on campus?
4. What aspects of community building and physical space should be improved in current residential spaces on campus?

Appendix G: Medford Community Interview Questions:

Introduction - We are members of a Tufts graduate urban planning field project team. We are working with Tufts Campus Planning department on building community in and around the new JSWFR. The main goals of our project research are to understand how to (a) create a vibrant and inclusive co-living situation for Tufts University students living in the new residences, (b) integrate the new residences with the rest of the Tufts Campus Community, and (c) ensure programming in the new residences sustains a mutually beneficial relationship with Medford residents.

We would like to talk to you to get an understanding of your opinions and experience with the new project and your recommendations for future programming.

1. How long have you been living in this area?
2. What has been your experience living in the Medford community thus far?
3. How did you find out about the JSWFR?
4. Were you provided information about this project? If so, from who?
5. What type of relationship do you expect to have with the students living in these wood-frame residences?
6. What do you see as opportunities in the programming and administering of these JSWFR? (i.e. Students hosting community barbecues, holding guest lectures in the apartment common rooms, etc.)

Tell us a little bit about yourself!

1. Size of household?
2. Activities you enjoy?
3. Do you rent or own your home?

Appendix H: University Questions

1. How do other universities attract and include a diverse group of students in their upperclassmen residences?
 - a. How do they select people to live in the housing?
 - b. How do they select potential themes?
2. How do other universities create social programming that is exciting and creates community for residents of upperclassmen university apartments?
 - a. What types of programming do they have for residents (themed or special interest housing, community building activities etc.)?
 - b. How do they administer programming? Is it student led, university led, resident advisor governed?
 - c. How often do events occur? How often do themes change, if they do?
 - d. How do they fund programming?
 - e. What regulations or rules do they have in place for residents and programming? How do they enforce these rules and regulations?
3. What types of social spaces do the upperclassmen residences have? What physical amenities are present?
4. How do they integrate the upperclassmen apartments with the rest of the campus, so they are welcoming to other non-resident undergraduate students?
 - a. What types of programming do they have for other undergraduate students (events, activities etc.)?
 - b. What community spaces of the upperclassmen residences are open to other students?
5. How do other universities sustain a mutually beneficial-relationship with the surrounding neighborhood residents?
 - a. What regulations, rules, enforcement and consequences do they have in place to encourage student's respect of neighboring residents?
 - b. What programming do they have that encourages relationships between students and other community residents (BBQ, Meet and Greets, Community Clean Ups, Block Party etc.)
 - c. Do they do anything else to build relationships with community members other than the above?

Appendix I: Matrix of Researched Universities

	City/Town	Location Type	# of Undergrad Students (2017)	% of undergrads who live on-campus	Housing Concept
Tufts University	Medford, MA	suburban	5,508	62%	CoHo (Wood-Frame Housing)
Wesleyan University	Middletown, CT	urban	2,971	100%	Program Housing (Wood-Frame Housing)
Whitworth University	Spokane, WA	suburban	2,308	54%	Theme House Programs (Apartments)
Drew University	Madison, NJ	suburban	1,521	78%	CLA Theme Houses (Residence Halls)
Lehigh University	Bethlehem, PA	urban	5,080	66%	Upper Class Themed Housing Communities (Residence Halls)
Williams College	Williamstown, MA	rural	2,076	93%	The Neighborhoods (Residence Halls)
Amherst College	Amherst, MA	rural	1,849	98%	Special Interest Housing (Residence Halls and Apartments)
Columbia University	New York, NY	Urban	8,410	93%	Special Interest Communities (Brownstones, Apartments)
Stanford University	Stanford, CA	suburban	7,032	92%	Participating Houses (Houses)
Reed College	Portland, Oregon	suburban	1,411 (2013)	67%	Theme Communities (in Residence Halls)

Appendix J: Original Tables from Malaysian Study

Farahwaheeda Shukur*, Noriah Othman & Abdul Hadi Nawawi, "The Values of Parks to the House Residents" Social and Behavioral Sciences volume 49, 2012, 35-359.

Softcapes	Mean	Rank
Shade tree	4.64	1
Foliage shrub	4.35	2
Grasses or turf	4.35	2
Flowering shrub	4.27	3
Groundcover	3.85	4
Single trunk	3.76	5
Climbers	2.91	6
Aquatic plant	2.88	7
Multiple trunk	2.50	8
Creepers	2.05	9
Annual plant	1.84	10
Fruit tree	1.57	11

Notes: Important rating scale is 1=extremely not important, 2=not important, 3= moderate, 4= important, 5=very important.

Hardscapes	Mean	Rank
Lighting	4.76	1
Dustbin	4.71	2
Children playground	4.70	3
Bench	4.69	4
Jogging path	4.68	5
Exercise station	4.66	6
Gazebo	4.66	6
Entrance signage	4.63	7
Instruction signage	4.58	8
Walkway	4.55	9
Directional signage	4.50	10
Pergola	4.44	11
Retaining wall	4.38	12
Reflexology path	4.33	13
Parking	4.18	14



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