



**Beyond the Classroom:
UW Living-Learning Project Report
April 2005**



Executive Summary

The University of Waterloo seeks to graduate highly educated, civically minded, and well-rounded individuals. With our reputation for producing the “leaders of tomorrow,” we strive to provide the richest possible undergraduate experience for our students.

Underlying this goal is the University’s desire to help students achieve competencies in four key areas: scholarly / intellectual, career / professional, social / cultural / civic, and health / wellness.

The richest undergraduate experiences result from learning that takes place not only inside the classroom and laboratory but outside as well. Thus, a “living-learning” model for residence life emerges — where a residence unit actively seeks to integrate students’ academic experience with the living environment — and contributes to students’ achievement of competencies.

The UW Living-Learning Project examined student housing, academic learning and co-operative work-study environments to assess approaches that best align or integrate the in-class and out-of-class learning experiences. Key recommendations from the Project’s work include:

- adopting a set of key competencies for UW students;
- creating a Living-Learning Council to identify learning opportunities throughout the undergraduate experience, and provide advice to the Department of Housing and Residences on an integrated living-learning strategy;
- allocating resources to support an integrated living-learning strategy; and
- launching an integrated living-learning strategy on campus, which includes major initiatives like a residential thinktank, and a global arts community.

A living-learning environment integrates learning where it happens — in the classroom, in the residences, in the workplace, online, with friends, with peers, with faculty and with staff. By fostering key competencies in UW students, a living-learning strategy will enhance the student experience and develop well-rounded graduates.

1.0 Introduction

Providing the richest possible undergraduate educational experience is an objective of all universities. The nature of that experience and how it is supported depends on the culture of the institution, its views on what is most important in that experience, and the funds available to support the experience. It is clear that the richest experience results not only from the learning that occurs in the classroom and the lab, but also from the extension of learning, both formally and informally, into all reaches of undergraduate life. Thus, the “living-learning” model for residence life emerges — “where a residence unit actively seeks to integrate students’ academic experience with the living / community environment. The goals of affective, cognitive, and physical growth and development of the resident are pursued through intentional provision of formal and / or informal learning experiences” (American College Personnel Association, 1979 in Rowe, 1981).

2.0 Mandate

The mandate of the UW Living-Learning Project was to examine student housing, academic learning and co-operative work-study environments to assess approaches that best align or integrate these three elements into the highest quality educational experience for UW students. A strong base of residence life programming already exists for the various student populations living on campus (e.g. first-year undergraduate). This project sought to build on that base and focused mainly on developing and enhancing the undergraduate experience, first through an integrated living-learning strategy and second through advanced living-learning initiatives. At maturity, this strategy will seed expansion into other student communities, on or off campus. Although not articulated in our mandate, informing our recommendations are two basic assumptions:

1. that opportunities to develop undergraduate competencies should be generally accessible to and inclusive of all UW students, to the extent that is reasonably possible; and
2. that any new student accommodation for UW students may be created in partnership with the private sector.

The Project Team consisted of: Pam Charbonneau, Leanne O’Donnell, Lois Claxton, and Bud Walker, who met with a representative review group to consult and update on progress (see Appendix A for Project Charter).

The project team conducted a literature search and identified, contacted and conferred with institutions nationally and internationally to establish best practices for residence life programming. The team also conducted a SWOT analysis of UW’s programs, and made recommendations. Appendices B, C, D and E document the scope of this work.

3.0 Context

There are many exemplary models that deliver superlative undergraduate experiences. The Oxbridge model offers probably the most intensively integrated experiential model, where teaching, learning, socializing and living occur, for the most part, “under the same college roof” and with and among the same group of students, graduate students and faculty throughout the whole of the undergraduate years. Other models, adapting to the circumstances of their institutions, have often taken what is at the core of the Oxbridge system, namely the community of peers, graduate students and faculty that can provide an enriching and supportive experience, and ensured that this community is accessible to undergraduates through close integration with undergraduate residential life.

*“The student’s peer group is the single most potent source of influence on growth and development during the undergraduate years. The second most potent source is the relationship that exists between students and faculty. Having a faculty that is highly student-oriented contributes significantly to student success and retention.”
(Zeller, 1994).*

In our readings and consultations it became apparent that institutions across North America, Australia and Europe are grappling with how to best integrate academic and residential programming to give their students the fullest, richest experience possible. To give focus to this integration, many are working to identify and develop a core set of competencies for their graduates; competencies that would draw on and be informed by the breadth of the university community and the scope of experience that community could provide. To that end, the

recommendations of the Project Team are informed by the proposed competencies of a UW undergraduate.

4.0 Creating undergraduate competencies

One of the three main goals set out in *Building on Accomplishment: A Plan for the University of Waterloo's Fifth Decade* is to “provide an enabling and supportive work / study environment” thereby encouraging creative intellectual enterprise and high academic achievement by students.

The environment intends to provide students with:

- a thorough and comprehensive understanding of their chosen discipline;
- an appreciation of the interdisciplinary context of their studies;
- an awareness of, and appreciation for, a diversity of viewpoints;
- critical thinking skills;
- the ability to assess, evaluate and use electronic information;
- strong interpersonal and communication skills; and
- well-honed problem-solving skills.

This list of competencies is generally congruent with those of other premier academic institutions. We suggest augmenting it slightly as follows:

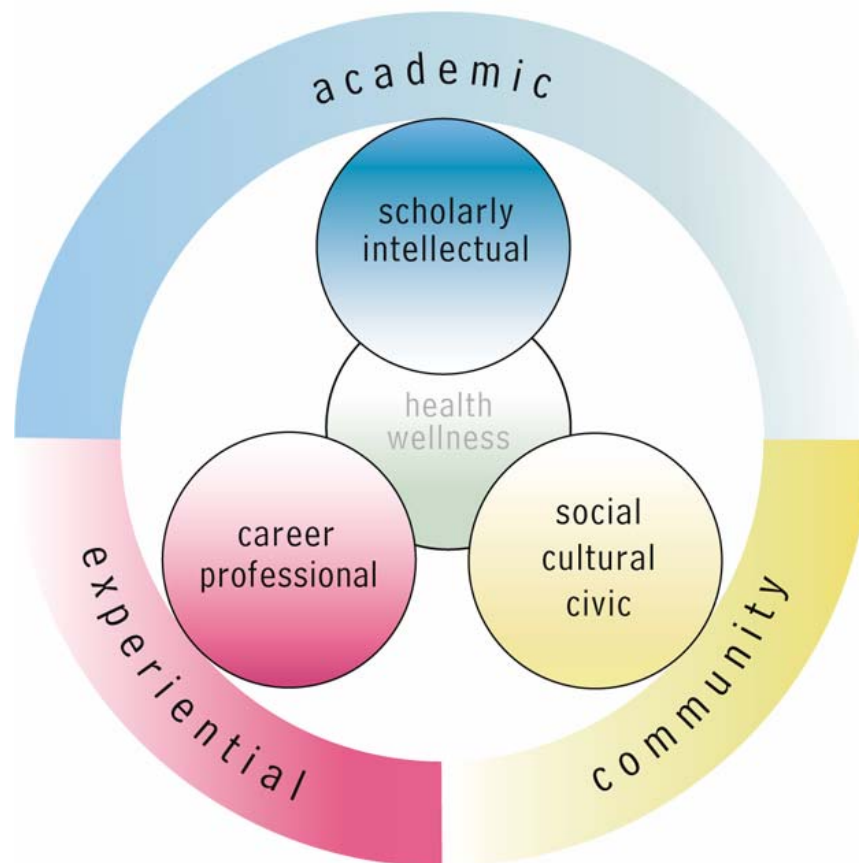
- a thorough and comprehensive understanding of their chosen discipline;
- an appreciation of the interdisciplinary context of their studies;
- an appreciation for intellectual, social, cultural and political diversity;
- critical thinking skills;
- effectiveness in using information and communications technology;
- strong interpersonal and communication skills;
- well-honed problem-solving skills; and
- an understanding of the importance of and commitment to civic stewardship, civility in discourse, and ethical conduct.

Recommendation 1: that Executive Council validate these competencies and confirm they should be achieved by UW graduates.

These competencies can be the product of an enabling and supportive educational experience, honed not only in the classroom and the lab, but also in work, living and social environments. These competencies can be grouped into three categories of educational experience: scholarly / intellectual, career / professional, and social / cultural / civic. Underlying successful acquisition of all these competencies is a fourth competency: health / wellness (see Figure 1).

Figure 1

Model of educational experience informed by an integrated living-learning strategy



Once a set of competencies is adopted, UW will need to establish an organizational structure to support and foster them within the student living environment.

UW's residence life program currently focuses on creating and sustaining an atmosphere conducive to academic success, on facilitating student involvement in university life, and on fostering wellness, personal development, peer interaction and leadership opportunities for students. While the current program has engaged many students in residence, the program would be more clearly focused if UW Housing and Residences were to establish an integrated strategy addressing competencies of UW graduates. This strategy, comprised of policies, programs, services and activities, would integrate student learning both within and outside the classroom to create a student experience that culminates in a UW graduate who is academically superior, well-rounded and highly skilled in workplace and community competencies.

UW already fosters academic learning in the classroom (the scholarly / intellectual competencies), and experiential learning through co-operative education (the career / professional competencies), but has few resources dedicated to community learning and leadership development (the social / cultural / civic competencies). The residence environment is where much of this learning takes place, yet there is no mechanism in residence to encourage and support an integrated learning strategy combining all four areas of competency development.

To create an integrated living-learning strategy as a fundamental part of the residence experience, existing resources will need to be redeployed, and some new resources will need to be added.

Recommendation 2: that the Director of University Business Operations create a Living-Learning Council to identify learning opportunities throughout the undergraduate experience, and provide advice to the Department of Housing and Residences on an integrated living-learning strategy. Membership on this Living-Learning Council should include faculty / staff representatives for each area of competency, and student representatives as follows:

- **Director, University Business Operations as Chair (Bud Walker)**
- **health / wellness (Tom Ruttan)**
- **scholarly / intellectual (Gail Cuthbert Brandt, 2 senior faculty members)**
- **social / cultural (Catharine Scott)**
- **civic (Lois Claxton)**
- **career / professional (Bruce Mitchell)**
- **teaching / learning (Tom Carey)**
- **student representatives**

Recommendation 3: that the Director of University Business Operations undertake a restructuring and expansion of the Department of Housing and Residences to implement a living-learning strategy for UW. The new structure would add two new positions, requiring a net new annual investment of \$255,000 in ongoing costs (see Appendix F).

5.0 Achieving the Competencies in Residence

A multitude of activities are currently available in residence at UW, which speak to the objective of “an enabling and supportive work / study environment” where students can develop competencies “beyond the classroom” (see Appendix D). These programs engage peers, staff and faculty in the students’ learning process. To implement an integrated living-learning strategy accessible to all students living in residence, there are three requirements: infrastructure, programs / services, and accountability.

5.1 Infrastructure

Under the proposed structure in Appendix F, personnel will be available to fully develop and implement the living-learning program. Space for living, dining, studying, peer interaction and leisure are essential for student interaction, engagement, learning and development. In recent years, extensive renovations and new construction have created the required space and services to support residence life programs and student success (e.g. workshops, seminars, study groups, social space, Tutoring Centres) in most residential communities. Comparable facilities should, however, be available to each residential community on campus so that all students have equitable access to services, programming and resources.

Recommendation 4: that the University of Waterloo build community, study, social, and dining space at UW Place so that facilities and programs available to other residence communities are accessible to residents of the UW Place community.

Recommendation 5: that the Director of University Business Operations undertake a facilities and services audit of the Department of Housing and Residence to:

- **identify suitable locations for delivery of living-learning programs and services; and**
- **identify opportunities for additional online services.**

Technology and connectivity have become fundamental components of the living-learning environment — just as technology impacts the workplace and the classroom, it also impacts the living environment. Students work where they live and live where they work.

Recommendation 6: that the Department of Housing and Residences integrate information and communications technology into its living-learning strategy to:

- **complement living-learning initiatives through online discussion forums, access to online resources, and provision of technical support;**
- **facilitate community development through virtual communities; and**
- **develop user-friendly web processes and communications.**

*“Millennials will gravitate easily toward – even insist upon – information technologies that simplify and streamline their educational experience. ... Because Millennials like to work in teams, a college should pay attention to technologies that allow students to collaborate on group projects and to create different kinds of ‘virtual communities’ for the purpose of research, experimentation, model-building, essay review ... Millennials take technology for granted.”
(Howe and Strauss, 2002)*

5.2 Programs and Services

5.2.1 To achieve scholarly / intellectual competencies

Terenzini and Pascarella (1994) have found that faculty members contribute to undergraduate education as significantly through out-of-class contact with students as with in-class contact.

There are several living-learning models with varying levels of faculty involvement (see Appendix B). We have found that institutions with programs that bring faculty members into the residence environment report satisfaction from both students and faculty. Students suggest that this type of interaction breaks down barriers and allows them to feel more comfortable in the classroom and around professors generally. Feedback from students who visited the Math Tutoring Centre in Mackenzie King Village in fall 2003 suggests that some students are much more comfortable approaching a teaching assistant or faculty member in residence, where they are at ease, rather than in a classroom or office setting.

Recommendation 7: that the Department of Housing and Residences encourage student-faculty interaction beyond the classroom by:

- **matching dons academically with targeted student populations;**
- **establishing a “faculty in residence” program to pair dons with faculty members from the same department to involve the faculty member in activities of the residence community;**
- **facilitating communication between Residence Life Staff and faculty members to assist students who may be experiencing academic difficulty; and**
- **expanding tutoring centres to liaise with Faculties and departments and extending this programming into UW Place.**

“Further, faculty members’ educational influence appears to be significantly enhanced when their contacts with students extend beyond the formal classroom to informal non-classroom settings The extent of this influence appears broad, encompassing intellectual growth, increases in intellectual orientation and curiosity, liberalization of social and political values, growth in autonomy, independence, maturity, educational aspirations, persistence, etc.” (Terenzini and Pascarella, 1994)

Recommendation 8: that the Living-Learning Council expand students’ opportunities to achieve a range of competencies by creating:

- **the Waterloo Policy Institute – a thinktank-style residence community for upper-year undergraduates in the Minota Hagey Residence (see Appendix G); and**
- **a residential global arts community to foster internationalization where cohorts of UW students would live in residence with cohorts of foreign students, and at two foreign institutions over a two-year period (see Appendix H).**

5.2.2 To achieve social / cultural competencies

Social interaction, for the most part, takes place in the “community” setting — where students go through the daily routine of living and socializing. For Residence Life to fulfill its mission, all residents must experience growth and change by living in residence. This often comes from exposure to socio-cultural diversity through experiences such as having a roommate or suitemate, making new friends, discovering new cuisines and dietary practices, attending programs, and learning to respect others’ lifestyles and values.

Recommendation 9: that the Department of Housing and Residences broaden social / cultural development opportunities in all UW Residences by:

- **enhancing programming partnerships with other departments with specific expertise in social / cultural development, like the Student Life Office, Health Services, Counselling Services, Federation of Students, Graduate Student Association, Food Services, International Students' Office, International Programs Office; and**
- **continuing to create targeted residence communities with programming specific to the needs of a particular residence population (e.g. first-year students, co-op students, graduate students, students with families).**

5.2.3 Developing civic competencies

The opportunity for service-learning through involvement in community and volunteer activities is a common interest among many undergraduates. Programs catering to community activity should be a priority for the Living-Learning Council and Residence Life staff.

Recommendation 10: that the Department of Housing and Residences broaden civic development opportunities in all UW Residences by:

- **continuing to develop leadership and community outreach opportunities for students living in residence including: part-time jobs, boards, councils, charity initiatives, community volunteerism, and mentoring roles for upper-year undergraduate and graduate students;**
- **partnering with Faculties, departments and the Department of Co-operative Education and Career Services to develop service-learning opportunities; and**
- **enhancing leadership training opportunities for dons and other students.**

5.2.4 Developing career / professional competencies

Waterloo co-op students alternate academic and work terms, and although these work experiences provide for the development of professional skills and academic enrichment, communities of students are disrupted by the requirement to relocate to a new community, often every four months. In addition, the stress and time demands for students seeking co-op work placements or experiential learning opportunities can deter them from engaging in extra-curricular activities on campus. What makes UW a leader in academic and experiential competencies diminishes its ability to create strong civic competencies in students.

Recommendation 11: that the Department of Housing and Residences reduce the disruptive effects of the four-month relocation cycle and broaden career / professional development opportunities in all UW Residences by:

- **placing students in residence based on their academic stream (e.g. co-op: stream 4 or stream 8; regular) to maintain a residence community; and**
- **offering opportunities for upper-year students to return to a residence community familiar to them.**

Recommendation 12: that the Department of Housing and Residences support experiential learning initiatives for regular students and ease accommodation disruption through partnership with the Department of Co-operative Education and Career Services, academic departments and the UW-Undergraduate Research Internship program.

5.2.5 Developing health / wellness competencies

Gaining independence, dealing with a variety of people and personalities and becoming self-aware are all part of maturation and development in the university years. The demands of university combined with residents' levels of maturity create variant stresses requiring variant levels of support. Under increasing pressure to excel academically, many students experience increased health and personal challenges, all of which can negatively affect their success at UW. Residence staff can provide support, and can assist residents in accessing other UW and community resources. Addressing issues of physical, mental, and emotional health and wellness is increasingly an integral part of helping students succeed.

Recommendation 13: that the Department of Housing and Residences broaden health / wellness development opportunities in all UW Residences by:

- **expanding resources currently available in some residences to all residences (e.g. Counsellor in Residence, Food Services Health Challenge, physical fitness equipment and / or activities); and**
- **enhancing programming partnerships with services on and off campus (e.g. Health Services, Counselling Services, Chaplaincy, Food Services, Athletics and Campus Recreation, local health practitioners and health educators).**

5.3 Providing accountability through assessment and evaluation

Providing adequate and appropriate facilities, programming and services to students is complicated by competing demands. Financial pressures, for example, may necessitate students having part-time jobs, with the result they often choose not to get involved in university life or to access supports and services available to them. UW needs an evaluation structure that accurately assesses how students' needs and interests are to be met to ensure development of the competencies and help students meet their goals.

Recommendation 14: that the Department of Housing and Residences develop expertise in assessment and evaluation to accurately identify students' needs by:

- **cooperating with other research initiatives on and off campus to collect relevant data;**
- **measuring the success of programs, policies, and processes implemented as part of the UW living-learning strategy; and**
- **pin-pointing areas for further program development.**

6.0 Achieving the Competencies Beyond Residence

Two critical housing factors for students are that nearly 80 percent of first-year students want to live in UW and University College residences, and that virtually all undergraduates want to live close to campus – either in UW or University College residences, or in privately-operated housing.

First-year students want to live in residence to benefit from the enrichment of that experience. Upper-year students share the desire to be close to campus and benefit from the residential experience. Though thousands of upper-year students apply, UW's first-year residence guarantee leaves only 30 percent of fall term residence spaces available to senior undergraduates. Accordingly, 85 percent of upper-year students live in privately operated housing, mainly in the neighbourhoods east of campus.

UW and the City of Waterloo are currently discussing the recognized need to accommodate more students close to campus in privately operated high-density housing. This initiative, when executed, will give UW an opportunity to address the two guiding assumptions of this report:

1. that opportunities to develop undergraduate competencies should be generally accessible to and inclusive of all UW students, to the extent that is reasonably possible; and
2. that any new student accommodation for UW students may be created in partnership with the private sector.

Through partnerships with developer-operated, high-density student housing close to campus, UW can extend its integrated strategy for student engagement to a broader undergraduate population. UW's partnership with Reid's Heritage Homes on the family housing community in Columbia Lake Village is an example of a successful privately-operated venture.

Recommendation 15: that the Department of Housing and Residences partner with large-scale landlords and / or developers of high-density student housing to extend residence-based living-learning programs to members of the off-campus student population.

7.0 Conclusion

A living-learning environment is free-flowing and integrates learning where it happens — in the classroom, in the residences, in the workplace, online, with friends, with peers, with faculty and with staff. By fostering key competencies in UW students, this living-learning project will enhance the student experience and develop well-rounded graduates. While this report recommends a beginning in the residence environment and a focus on undergraduate students, there will be later opportunities to expand living-learning initiatives to other arenas and student populations. Creating the Living-Learning Council and putting in place key resources are fundamental to launching this initiative and sustaining and growing its role on campus. If every Waterloo student graduates with scholarly / intellectual, career / professional, social / cultural / civic, and health / wellness competencies, UW will succeed in developing well-rounded alumni and providing the basis for lifelong learning. This experience will positively affect all areas of graduates' lives — professionally, socially, civically and personally.

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APPENDIX G

The Waterloo Policy Institute – The Concept

A residential thinktank for undergraduate students at the University of Waterloo

Of the options for a theme living-learning environment at UW the idea of a residential thinktank has the broadest appeal and most potential as our first formal foray into the living-learning centre concept. The mission of the Waterloo Policy Institute (WPI) will be patterned along a student-oriented subset of the approaches used by selected thinktanks like the Conference Board of Canada, the CD Howe Institute, the Institute for the Future (Silicon Valley) and the Science and Technology Policy Research Centre (Sussex, UK). Though thinktanks are large independent research enterprises, the major non-partisan institutes have very open approaches to issuing working papers, position papers and policy statements. They are equally as inclusive in gathering points of view and conducting dialogue. It is from this collegial discourse that WPI will, in part, derive its content and involvement. For WPI to be a full independent research centre is simply too large an endeavour for the skill level of undergraduates and for what we wish to attempt in this living-learning environment. However, affiliations with selected thinktanks are to be part of the template for WPI.

WPI plans to partner or affiliate with one or more Canadian research centres or thinktanks, key on contemporary topics of these organizations and augment these connections with the breadth of activity available from other institutes on the world stage. WPI may also derive project opportunities from the many federal, provincial and municipal commissions researching various issues of the day. Students will be able to review in-progress policy papers, respond to calls for opinion, submit position papers, and participate in seminars, fora, and summits on a wide range of contemporary topics.

We propose dedicating the Minota Hagey residence (70 students) to WPI. Each term, students in WPI will be divided into three research teams, each with a leader appointed through a job application process. From the roster of active topics associated with the many thinktanks or commissions, each team will choose a current policy topic that can be dealt with by the end of term. Typical topics will be:

Entrepreneurship and Innovation	Communications
Science and Technology	Leadership and Governance
Education and Learning	Health and Wellness
Economics and Business	The Environment

Teams will map out research plans, discussion sessions, and content strategies leading to tri-weekly, in-residence summits (four per term) where policy will be finalized, described, documented, presented to WPI and submitted to the target recipient. UW faculty members will co-conduct initial meetings, monitor key discussion sessions, facilitate the summit sessions and generally guide students. The Manager, Academic Programming and Development, and team leaders will assemble the teams, co-conduct the initial team meeting and attend key discussion sessions and the summits. Team leaders will be the “go-to” people for all on-going activities,

organization and supervision of members of the team. There will be no dons in the residence. A one-term project will constitute a full academic credit. The faculty member, team leader, and Manager, Academic Programming and Development, working in concert, will determine marks.

Students will be admitted to the program based on academic merit, leadership skills, and their broader societal, community and career activities. Facilities in the residence will be upgraded to provide a *bona fide* thinktank environment with appropriate discussion space, workspace, equipment and summit meeting facilities. The term will end with an Institute dinner with a guest faculty member giving a keynote lecture, drawing on their experience.

APPENDIX H

Residential Global Arts Community – The Concept

*Building on Accomplishment*¹ signalled a commitment to enhance international activity and recognized that this activity could be woven through all activities at UW. This commitment was reconfirmed and expanded through implementation of recommendations proposed in *Beyond Borders*². While neither document speaks specifically to how internationalization can be promoted within residences, the campus residential environment provides a crucible in which to forge international activity for both UW students and international students.

While international opportunities are available for all students at UW, they may be more accessible and more easily accessed by those in co-op. A residential program which would provide international experience for Arts students would introduce a niche experience for students where lesser opportunities currently exist and concurrently introduce more international exposure to UW students who prefer to remain in Waterloo.

We propose a pilot plan in “residential internationalization.” Starting with a conservative model, this will require three cohorts of 20 UW students, and 20 from Hong Kong and 20 from Norway. The UW students will be upper-year, regular-stream Arts students who will be accepted on the basis of academic merit. There should also be a suite of courses these students could take at the two participating institutions as full credits to their degree. One faculty member will be available to accompany students for each of the two foreign terms, teaching one credit course to UW students at the foreign institution. UW students would live together in residence at participating universities. The Hong Kong and Norwegian institutions should guarantee their numbers of students attending at UW, living in residence, for one term. UW students will participate in this program for a total of four terms over two years, two terms of which would be spent in UW’s residences. Residence staff who are knowledgeable and experienced in international study will be assigned to these residences.

Logistics: A residence block of 60 beds would be dedicated to this enterprise. The attached model charts the movements of the UW cohorts as well as cohorts from the two participating institutions. The model ensures that UW students as well as the foreign students share accommodation at UW with one another and that foreign students live with UW students especially interested in international residence mates.

Advantages of this model include: concentrated living-learning experience in two other foreign cultures; introduction of two sets of foreign students to enrich and broaden UW’s residential environment; hands-on direction and supervision of UW’s semesters abroad by a UW academic; academic terms congruent with academic term scheduling in Norway and Hong Kong; hiatus over the summer term to allow students opportunity to use the time as they see fit; no protraction of the number of academic terms required to graduate; more students in residence in the winter terms.

¹*Building on Accomplishment: A Plan for the University of Waterloo’s Fifth Decade*

²*Beyond Borders: A Strategy for Enhanced Internationalization at the University of Waterloo*

This model, when ramped up, is based on participation by three new cohorts of 20 students (UW, Norway, Hong Kong) each year and that UW students are guaranteed space in residence for a maximum of two terms over two years.

<p>Fall 06 20 Cohort I UW students in Nor 20 Norwegian students @ UW = 20 students in residence</p> <p>Fall 07 20 Cohort I UW students in HK 20 Cohort II UW students in Nor 20 Norwegian students @ UW = 20 students in residence</p> <p>Fall 08 20 Cohort I UW students @ UW but not in residence 20 Cohort II UW students in HK 20 Cohort III UW students in Nor 20 Norwegian students @ UW = 20 students in residence</p> <p>Fall 09 20 Cohort II UW students @ UW but not in residence 20 Cohort III UW students in HK 20 Cohort IV UW students in Nor 20 Norwegian students @ UW = 20 students in residence</p>	<p>Winter 07 20 Cohort I UW students @ UW 20 HK students @ UW = 40 students in residence</p> <p>Winter 08 20 Cohort I UW students @ UW in residence 20 Cohort II UW students @ UW in residence 20 HK students @ UW = 60 students in residence</p> <p>Winter 09 20 Cohort I students @ UW but not in residence 20 Cohort II students @ UW in residence 20 Cohort III UW students @ UW in residence 20 HK students @ UW = 60 students in residence</p> <p>Winter 10 20 Cohort II UW students @ UW not in residence 20 Cohort III UW students @ UW in residence 20 Cohort IV UW students @ UW in residence 20 HK students @ UW = 60 students in residence</p>	<p>Spring 07</p> <p>Spring 08 Cohort I graduates if in 3 year program</p> <p>Spring 09 Cohort I graduates if in 4 year program Cohort II graduates if in 3 year program</p> <p>Etc.</p>
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