UMD University for Seniors
Residential Community Phase 1:
Overview of Possible Models for UMD

March 2007
Brownlee
Advisory Board
Table of Contents

Executive Summary ......................................................................................................................... iv
Project Description .......................................................................................................................... 1
  Goals and Objectives ................................................................................................................... 2
  Deliverables ................................................................................................................................. 2
Methodology ..................................................................................................................................... 3
  Development of the Database ................................................................................................. 3
Findings ............................................................................................................................................ 4
  Description of the Data .............................................................................................................. 4
    Geographic Cohorts Including Minnesota.............................................................................. 5
    Upper Mid-west, and Sun-Belt Communities......................................................................... 6
Community Profiles and Stakeholder Groups ................................................................................ 9
  Academic ................................................................................................................................... 9
  Healthcare ................................................................................................................................. 15
  Real Estate ................................................................................................................................. 16
Conclusions .................................................................................................................................... 21
  Stakeholder Risks and Opportunities ...................................................................................... 21
Recommendations ......................................................................................................................... 23
Bibliography ................................................................................................................................... 25

APPENDIX
  1) Supporting Data Tables to the Report .............................................................................. A-1
  2) Secondary Data about the Possible Participants ............................................................. A-8
  3) Interviews: Including a Collegeville Developer, an Example of Phase II Survey of
     Demand and an Interview with a College-Linked Community Seniors Advocate........ A-11
  4) Paper Archive File ............................................................................................................. A-18
  5) Selected slides from Brownlee presentation 1/23/2007 ................................................ A-19
  6) Westwood, Benedictine Health Center, Saint Scholastica Duluth Case Study........... A-21

Table of Tables

| Table 1:         | College Linked Retirement Communities in the U.S. 2006,                     |
|                 | by Geography (with Academic Emphasis noted) ........................................ | 5 |
| Table 1a:       | College-Linked Retirement Communities with an                              |
|                 | Academic Emphasis, Regular Courses and                                      |
|                 | Continuing Education Enrollments ............................................................ | 12 |
| Table 1b:       | College-Linked Retirement Communities with an                              |
|                 | Academic Emphasis, Continuing Care Options ............................................. | 13 |
| Table 1c:       | College-Linked Retirement Communities with                                  |
|                 | Academic Emphasis Distance from Campus ................................................ | 14 |
| Table 2:        | College-Linked Retirement Communities with a                               |
|                 | Healthcare Emphasis, by State ..................................................................... | 16 |
| Table 3a:       | College-Linked Retirement Communities with a                               |
|                 | Real Estate Developer Emphasis by Developer by Profit/Not for Profit ....... | 18 |
| Table 3b:       | College-Linked Retirement Communities with a                               |
|                 | Real Estate Developer Emphasis by Developer Showing                        |
|                 | Built or Remodeled ...................................................................................... | 19 |
| Table 3c:       | College-Linked Retirement Communities with a                               |

UMD Bureau of Business and Economic Research /  
Labovitz School of Business and Economics
Real Estate Developer Emphasis by Cost to Build (where data available) .......................................................... 20

Table of Figures

Figure 1: Attributes of College-Linked Retirement Communities with Academic Emphasis ........................................................................ v
Figure 2: US Map Showing Distribution of College-Linked Retirement Communities ......................................................................................... 7
Figure 3: Data Variables for College-Linked Retirement Communities in the US ................................................................................................. 8
Figure 4: US Map Showing Distribution of College-Linked Retirement Communities with an Academic Emphasis .................................................. 11
Figure 5: College-Linked Retirement Communities with Academic Emphasis, Distance from Campus .............................................................. 15

Tables in Appendix:

Table A-1: College-Linked Retirement Communities Associated with Public/Private College or University .......................................................... A-1
Table A-2: College-Linked Retirement Communities Initiated or Operated by Colleges or Universities ................................................................ A-3
Table A-3: College-Linked Retirement Communities as Profit or Not for Profit Entities, by Developer ................................................................. A-3
Table A-4: College-Linked Retirement Communities in Built or Remodeled Facilities with Cost of Construction Sorted by Cost to Build (where data were available) ........................................................................ A-5
Table A-5: College-Linked Retirement Communities Initiated by Developers................................ A-6
Table A-6: Projected % Change for Population of St. Louis County, Living Alone, 65+ .......................................................................................... A-11

Figures in Appendix:

Figure A-1: Arrowhead Region of MN, Population 65+ with Incomes of $50,000 or More ................................................................................ A-9
Figure A-2: Projected Population Change 2000 to 2030, Minnesota by County ................................................................................................. A-10
Figure A-3: Minnesota age 65+ Population Projected to Rise Sharply in Coming Decades 2000 to 2030 .............................................................. A-11
Figure A-4: Saint Mary’s University of Minnesota Residential Housing Community Survey SAMPLE from Collegeville Developer ................. A-13
Executive Summary

BBER’s charge
The UMD Labovitz School’s research bureau (BBER) was asked to look at the growing number of college-affiliated retirement communities and present options for a similar development in association with the University for Seniors (US) at the University of Minnesota Duluth. The research team worked closely with the US Brownlee Advisory Board to ensure that the project build on the experience, purpose, and success of the UMD University for Seniors program. The first phase of this project is a review of college-affiliated retirement communities currently operating in the U.S. This phase also develops a comparison of possible configurations of residential facilities and learning environments, and discusses possible options for the UMD University for Seniors to pursue.

Findings
With the help of secondary data sources, BBER created a list of college-linked retirement communities and with the help of the UMD US defined the variables on which to collect data. BBER drafted an informal phone survey to use in capturing data. Research Assistants at the BBER completed the data collection using web sites, literature provided by the retirement communities marketing departments, other secondary data sources, and phone interviews with contacts suggested by the community’s literature. A database and library of supporting materials was organized. These data were used to identify groups of communities focused on specific interests. The groups of communities of most interest to the UMD US project were further studied. Following the descriptive framework of Harrison and Tsao the BBER identified three directions that college-linked communities can pursue: an academic emphasis, a healthcare emphasis, and a real estate development emphasis. The full report contains tables and analysis of these groups. Under the direction of the Brownlee Board, and in the tradition of the UMD US, those communities with an academic emphasis were identified as of most interest for study by UMD US.

Possible Risks and Opportunities for the University of Minnesota Duluth

Given the experience of university-linked retirement communities elsewhere, several requirements for success can be suggested in order for the UMD US community to succeed. The US will need the enthusiastic support of the Chancellor and administration of the university. US will need substantial faculty support. US will need to make understood why this relationship can and does work (recognizing motivations such as the longing to pass value on, the need to (continue) living in a world of ideas, and perhaps the desire to remain in the area (and/or be with family). US will need to get a well-financed physical plant (and financial backing of some kind from university) and to convince the U of MN that the proposed community will not result in loss.

Strategies from other universities have included lease arrangements with a developer, which sends income back to the university. BBER found evidence of recommendations for finding a developer who is also an operator with a good track record. Other universities have been successful with plans that allow residents access to the events and facilities on the campus. In some cases a College of Medicine might provide under contract medical services. The same thing has been proposed for Colleges of Dentistry, Pharmacy, Nursing, and even Rehabilitation facilities within a retirement community Medical Center.

The risks and opportunities for the UMD US, as part of an already successful peer teaching academic program might be summarized as the challenge of how to accomplish a desire for university-linked opportunities with a sound residential real estate investment and perhaps a need for continuum of care associated with the residential community, without sacrificing the success of the current program, and in fact building on that success.
Recommendations
Should UMD US pursue a vision of a retirement community? There appear to be several challenges to the success of college-linked retirement communities. Three thresholds to pass before planning can begin, as identified by the BBER include:
1) Proven demand for participation level
2) University buy-in, including site location
3) Interest expressed by a developer and discussion of median home price calculation

If these thresholds are satisfied, the following recommendations may prove helpful to guide further discussion in the UMD US college-linked retirement community planning process:

- Community should be as close as possible to the university
- Community must have written agreements that detail how residents can take classes, attend events, and use campus service
- Community should support students’ internships or research on senior-related issues
- Community should expect units to be pre-sold before construction begins
- Community planners should anticipate zoning requirements
- Community should have data supporting good estimate of demand
- Community should have University buy-in and will need support of the Chancellor and administration as well as substantial faculty support
- Community must be well funded, (part might be university investment), and have a well-documented financial relationship

What comes next? If the US decides to continue planning activities for a college-linked retirement community at UMD, BBER suggests that Phase II should be a survey to measure demand and commitment for space in such a community. BBER suggests that the UMD US deliberate at this point about whether their vision for a college-linked retirement community can address the recommendations and requirements listed above.
PROJECT DESCRIPTION

The UMD Labovitz School’s research bureau was asked to look at the growing number of college-affiliated retirement communities and present options for a similar development in association with the University for Seniors at the University of Minnesota Duluth. The research team worked closely with the Brownlee Advisory Board to ensure that the project built on the experience, purpose, and success of the UMD University for Seniors program. The first phase of this project is a review of college-affiliated retirement communities currently operating in the U.S., a comparison of possible configurations of residential facilities and learning environments, and a discussion of possible options for the UMD University for Seniors to pursue.

Currently, UMD’s University for Seniors (US) begins its eighteenth year of providing lifelong learning for individuals age 50 and older. US co-ordinates with the Elderhostel Network Institute and is recognized as one of their Lifelong Learning Institutes. Since 1997 US has been awarded grants from the Minnesota Humanities Commission. US is actively involved in the Sharing Across GenErations (SAGE) program, and offers UMD faculty an opportunity to incorporate intergenerational interactions into their curriculum.

The literature on retirement communities presents many demographic, economic, health, social and university benefits associated with college-affiliated retirement communities. In preparing its proposal to US BBER noted:

1. By 2050, the population of older people in the world will have doubled when compared to 1995 (increase from 10 to 20%). According to MN Dept of Health, “From now to the year 2030, Minnesotans will be aging like never before…while 30% of the state’s total population lives in rural Minnesota, 41% of those 65 and older currently live there. All counties where more than 20% of people are 65 or older are in rural Minnesota.” Also of note: Linda Norlander, RN, a planning supervisor with MN Dept of Health says that “people who are retiring now are pretty healthy.”

2. Financial conditions of older people have improved dramatically. The proportion of people 65 and over in poverty decreased from 35% in 1999 to 10% in 2003. Learning brings health benefits. It has a positive effect on people’s ability to cope.

3. Communities at large recognize the new social challenges from increased longevity.

4. Developers realize that universities are well regarded by adults and seniors because of what they have to offer. Developers therefore see an association with a university as profitable.

Case studies and the literature have suggested other possible benefits to the university:

1. Expanding the work experience for students of departments such as gerontology,
nutrition, pharmacy, communication sciences and disorders.

2. Volunteer instructors and faculty members at retirement communities have enjoyed their experience teaching history and social sciences to seniors who are able to recall detail from their individual past.

3. A residential university community would be a part of many cultural, social and educational programs and events (tickets for senior citizens are often discounted).

4. The North Carolina Center for Creative Retirement known as The Reuter Center (NCCCR) experience, for instance, shows active retirees in the region have made the arts more inviting in North Carolina with their dollars and talents.

5. Senior residential communities are proving an excellent way for the university to develop its property and expand it; retirement facilities could add significant land value.

6. Potential for income from membership fees, gifts, and donations.

Goals and objectives:

With this report, BBER presents information in response to US questions raised in preliminary discussion of the project which include: how have other places started college-affiliated residential communities; does Duluth fit the start up picture; what consideration of the “peer” driven model as currently used by the UMD US is represented in other communities, including volunteer teaching; how many residential communities have started from established programs; would US expect competition from a more traditional development model, for instance high profile teaching names; how to present the issue of classroom space, cost and location to the UMD administration and community. To answer these questions, BBER presents an overview of current practice.

Deliverables from BBER:

1. A bound report including narrative discussion of the review of appropriate communities and a comparison of variables.
2. Slide presentation to the Brownlee Advisory Board, and subsequent presentation to the full University for Seniors Council.

The material in this report and in the accompanying paper archive file of supporting documents, should assist The Board to evaluate alternatives and refine possible UMD options. It has been suggested that selected options can be used to determine potential demand in phase two. A successful phase one of this project will enable the Brownlee Board and the US Council to proceed with strategic planning for focusing on appropriate community options in the feasibility study, and preparation for the involvement of the University Administration and infrastructure developers.

At least one interim project meeting with the Brownlee Board is proposed to collect feedback mid-way and to adjust research work plan as necessary.
METHODOLOGY

There were two meetings with the UMD University for Seniors and Brownlee Board with the BBER. Bureau Acting Director Jim Skurla shared some of the preliminary research with US and asked that they consider additional variables that US would like included. BBER identified a comprehensive list of college-linked retirement communities with the help of such sources as real estate interests such as “Retirement Living,” public agencies such AARP, and other secondary data sources. A preliminary list with representative demographics was presented to the Board and UMD/US. Modifications to the list and the possible variables were discussed. BBER chose to eliminate some communities for study by defining the size of the school to 20,000 and the size of the community to 250,000. Because UMD’s directive is to remain at 11,000, US asked to modify the campus size to 12-15,000 to include the presence of other college students in the area. US asked that BBER also include these additional variables: who initiated the project—campus or developer; who currently operates the project; how is the project remaining financially viable; which campuses have active intergenerational programs such as our SAGE program that interact with academic departments such as nursing, social work, dentistry, medicine, pharmacy; which have a continuum of care option; can we identify any that have failed and why did that happen; which are located on campus property and which are located off, but near the campus. US also indicated an interest in adding variables for cost; garden or common area; contact information; number of rooms.

Development of the database: BBER narrowed this list of possible variables on which to collect data according to availability and usefulness of data. BBER drafted an informal phone survey to use in capturing data. Research Assistants at the BBER completed the data collection using web sites, literature provided by the retirement communities marketing departments, and phone interviews with contacts suggested by the community’s literature. Analysis of the data included estimating and aligning data, ranking quantitative information, and further refining variables for comparison.

For use by the BBER and US, a library of supporting materials was collected and organized, including: brochures and marketing materials provided by the community, background articles describing the development, history, and experience of the community, including controversies and press releases. A Fact Sheet was prepared for each of seventy-four communities satisfying the criteria of “college-linked” retirement community. Fact sheets covering all data variables were assembled from the data collected and included in the paper archive folder for each community.

An MS Access database was created from the data collected for the seventy-four college linked communities, including variables for Demographics, Affiliation, (Size, location, private or
public, recruiting alumni); Curriculum (regular university courses, seniors’ classes, cont ed. or non degree); Healthcare (continuum of care options); Finances and Development (new facility, on campus property, community long standing, developer, operator, costs). These data were queried for examples of college/university linked communities similar to UMD US for study. These data were used to identify groups of communities focused on specific interests. The group of communities of most interest to the UMD US project were further studied.

FINDINGS

BBER began its listing of college linked retirement communities with a subscription to an award winning web site which offered a view of a proprietary database “great places to retire” including a list of the names of (so-called) great college towns and college-linked retirement communities.3

Description of the data: The Retirement Living Information Center, Inc., “. . . was established to assist seniors in living out their retirement years. Part of that process involves finding housing that matches their lifestyle or needs.” Through their web site they offer access to an array of senior publications, including books and online resources, information on taxes by state, a directory of state aging agencies, an online newsletter, senior lifestyle issues, shopping for special assistive products and services, information on new retirement communities, useful resources, and links to online stores.

At the time BBER made its list (Summer 2006), publications from such sources such as the AARP and CBS Market Watch concurred that there were around seventy college-linked retirement communities in the U.S. (Communities planned subsequent to the listing made in 2006 are not included in this study.)

The following table and map show the extent and distribution of the college-linked communities identified in the BBER’s list. Note that the communities cluster in the Northeast and coincide with the location of higher education institutions. The concept of linking colleges and universities to retirement communities started in the East coast and that market is therefore much more developed. Some development is occurring in the Mid-west and on West coast, as well as across the Southeast, but not much is observable in the Rocky Mountains and Great Plains.

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3 Retirement Living Information Center, Inc.,19 Ledgewood Road, Redding, CT 06896, Tel: (203) 938-0417, Fax: (203) 761-8634, E-mail: info@retirementliving.com
Following this table, note the map that identifies the name and location of the college-linked retirement communities in this study.

### Table 1: College-Linked Retirement Communities 2006 by Geography, Located in MN, the Upper-Midwest, the Sun-Belt, Rural, and Other Areas
(Note: Bold names below are also part of the “Academic Emphasis” Cohort)

<table>
<thead>
<tr>
<th>Community</th>
<th>University</th>
<th>MN</th>
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<th>Sun-Belt</th>
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Table 1: College-Linked Retirement Communities 2006 by Geography, Located in MN, the Upper-Midwest, the Sun-Belt, Rural, and Other Areas
(Note: Bold names below are also part of the “Academic Emphasis” Cohort)

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<tr>
<td>CCRC In Planning Stage</td>
<td>Purchase College</td>
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<td>Cascade Manor</td>
<td>University of Oregon</td>
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<td>OR</td>
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<td></td>
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<tr>
<td>Mary's Woods At Marylhurst</td>
<td>Marylhurst University</td>
<td></td>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Quadrangle</td>
<td>Haverford College</td>
<td></td>
<td>PA</td>
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</tr>
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<tr>
<td>Westminster-Canterbury Blue Ridge</td>
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<td></td>
<td>VA</td>
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</tr>
<tr>
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<tr>
<td>(not specified)</td>
<td>University of Washington</td>
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</tr>
</tbody>
</table>

Upper Midwest: The Library of Congress defines the Upper Midwest area as a region of the United States that comprised the old Northwestern Territory which includes the states of Ohio, Indiana, Illinois, Michigan, Wisconsin, and Minnesota.

Sun-Belt: The encyclopedia Wikipedia defines the Sun Belt as the South and Southwest region of the United States that includes states of Arizona, California, Florida, Georgia, Louisiana, Nevada, New Mexico, Texas, South Carolina, Louisiana, Mississippi, Arkansas, Alabama, and North Carolina.

Rural: The Bureau of the Census defines rural as an area with a population of less than 2,500 and a population density of less than 1,000 persons per square mile. A rural area does not have central city or surrounding population density of 50,000 or more. [See Galloway Ridge at Fearrington, NC above]

Other: This category encompasses other national locations other than MN, Upper Midwest, and Sun-Belt.
Figure 2. US Map Showing Distribution of College-Linked Retirement Communities

Geographic data source: ESRI Streetmap 2006
Map prepared by Geographic Information Sciences Laboratory, UMD
After reviewing the list and consulting with the UMD US on variables of interest for which to gather data, the following survey criteria were established.

### Data Variables for College-Linked Retirement Communities in the U.S.

*Source: UMD BBER; community contacts, phone interviews, and community web sites*

<table>
<thead>
<tr>
<th>Demographics, Affiliation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of local city or location</td>
<td></td>
</tr>
<tr>
<td>Is size of local city or location 250k or smaller (Dul-Sup MSA)?</td>
<td></td>
</tr>
<tr>
<td>Campus size</td>
<td></td>
</tr>
<tr>
<td>Is campus size 15k/20k or smaller (UMD)?</td>
<td></td>
</tr>
<tr>
<td>Is the campus private or public?</td>
<td></td>
</tr>
<tr>
<td>Is the residence community profit or non profit?</td>
<td></td>
</tr>
<tr>
<td>Program demographics: age/ male: female</td>
<td></td>
</tr>
<tr>
<td>Does the program focus on recruiting alumni participation?</td>
<td></td>
</tr>
</tbody>
</table>

| Curriculum                                                                               |       |
| Do participants enroll in regular university courses?                                     |       |
| If yes, explain                                                                          |       |
| Do participants enroll in seniors’ classes: cont ed. or non degree?                       |       |
| If yes, explain                                                                          |       |

| Healthcare                                                                               |       |
| Does the community have a continuum of care option?                                      |       |
| If yes, explain                                                                          |       |
| Independent: 55+ Active Adult Community?                                                 |       |
| Continuing Care: Assisted Living                                                        |       |
| Continuing Care: Nursing Home 24-Hour Medical Care)                                      |       |
| Dementia and/or Hospice Care?                                                            |       |

| Finances and Development                                                                  |       |
| Was a new facility built (vs. remodeled)?                                                |       |
| Is community residence located on campus property?                                       |       |
| Is the residence community long standing?                                                |       |
| Name of the developer                                                                    |       |
| Did the developer initiate the project?                                                  |       |
| Does the developer currently operate/ manage the project?                                |       |
| If off campus, how far is it?                                                           |       |
| Did the campus initiate the project?                                                     |       |
| Does the college currently operate/manage the project?                                   |       |
| Cost associated with building the facility                                               |       |
| Cost to participate                                                                      |       |
| Can residents purchase a lot?                                                            |       |
| Is the residence community growing?                                                      |       |
| Did we find data for this community?                                                     |       |

Data collected for these variables were reported in the Fact Sheet format and filed in the Paper Archive. As the data tables were completed data were imported into MS Access and queries were...
written to analyze the attributes of the data that would allow BBER to profile and study specific communities in depth which would provide examples and similarities for the UMD US project planning.

Several groupings of communities were attempted to reveal the organizing features of the various communities, including an academic continuum, a healthcare continuum, and a real estate development continuum. Given that the UMD US program is distinct in its commitment to its academic involvement, BBER created Access queries to reveal which communities were organized with similar commitment. Communities where participants enrolled in regular university classes, and communities where participants enrolled in continuing education courses were considered part of the academically oriented cohort.

Other queries were also written to show grouping where quantitative information was available for rankings of the communities, including descriptive variables such as communities in populations the size of Duluth-Superior or smaller; communities with continuum of care options; private communities; and not for profit communities; and etc. Data for quantitative rankings were not plentiful and in some cases unavailable. Rankings in the following tables are intended to show comparisons among those communities for which data were available.

Features related to the planning, development, and operation of communities were queried: such as, were the communities built as new developments or were they using remodeled facilities; were the communities initiated by the campus or by a developer; were the communities operated by the campus or operated by developer.

Stakeholder groups were listed by query: communities typical of academic emphasis; communities typical of a healthcare emphasis; and communities typical of a real estate developer emphasis.

Finally geographic cohorts were listed, including those communities located under the descriptions of Minnesota communities, Upper Mid-west, Sun-belt, metropolitan and rural communities.

Community profiles and stakeholder groups

1) Academic emphasis

This cohort is defined by communities that offer regular course enrollment and/or continuing education courses.

Given that the academic emphasis cohort is defined by the type of academic experience available
to the retirement community participants, the following details from the data are of interest. Most communities suggest they offer some “educational” opportunities. It is also reported that most often seniors who return to campus can generally audit some classes for free. Fewer retirement communities identified as “college-linked” offer unique relationships with colleges/universities. In some cases seniors enroll in regular classes but with some class size restrictions and prioritizing of class membership toward undergraduate or graduate students.

In this study, “continuing education” is a self-defined term used by colleges for courses designed for adult learners where students already have an education but elect to participate in college/university credit-granting and non-credit courses. These courses are often offered through the university extension. Continued education can also mean courses taken for personal, non-vocational enrichment (although many non-credit courses can also have a vocational function). Finally, this definition does not exclude update courses which fulfill requirements on people who hold licenses to practice a particular profession. However, in the context of seniors, more typically these courses are a combination of traditional, distance, and conference-type study. We used what continuing education data we could find to make the academic link, but were not able to include a determination of exactly what type of course offering might drive the association. Our data show for the college-linked retirement communities in the study (and where data were available) the following:

Are participants enrolled in regular college courses? 28 of 74 answered yes
Are participants enrolled in senior program courses only? 13 of 74 answered yes

There are several caveats to these data. The administration of curriculum offerings varied greatly across institutions making comparisons difficult. Most residents of retirement communities find “educational” amenities offered near-by. Only a handful of senior programs identified themselves as peer teaching structures. Most retirement communities are not directly linked to the academic structures of degree-program universities or colleges.

Of the many possible structures for curriculum programs represented in database, some of the more notable include the Osher Lifelong Learning Institute (OLLI) which affords the opportunity to join a collegial learning community of peers and is a financially self-sustaining institute within a university setting; Elder Hostel; various institution-specific continuing education programs; Lifelong learning senior and peer teaching programs; and extension programs.

The following map shows that college-linked communities which fulfill the BBER criteria for academic emphasis (enrollment in regular and/or continuing education courses) are distributed in two general clusters: the Northeast cluster and a Mid-west cluster. Note that the defining criteria for these communities does not include communities that are strongly alumni-based, or are derived from college-linked activities that are less academic such as sports, cultural activities, and residential developments.
Figure 4. US Map Showing Distribution of College-Linked Retirement Communities with Academic Emphasis

Geographic data source: ESRI Streetmap 2006
Map prepared by Geographic Information Sciences Laboratory, UMD
The following tables show details about the college-linked communities with an academic emphasis. In table 1a, we show the kinds of courses offered at these communities (regular courses and/or continuing education). In table 1b, we show the level of healthcare associated with these communities. In table 1c, we show the distance between these communities and their respective universities.

<table>
<thead>
<tr>
<th>Community</th>
<th>State</th>
<th>Regular Courses</th>
<th>Continuing Education Courses</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Villa St. Benedict</td>
<td>IL</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Holy Cross Village</td>
<td>IN</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Lasell Village</td>
<td>MA</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Village on the Cannon</td>
<td>MN</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Kendal at Hanover</td>
<td>NH</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Longview Retirement Community</td>
<td>NY</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Westminster-Canterbury of the Blue Ridge</td>
<td>VA</td>
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<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Capstone Village</td>
<td>AL</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Square</td>
<td>AR</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Butterfield Trail Village</td>
<td>AR</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The McAuley</td>
<td>CT</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dirigo Pines</td>
<td>ME</td>
<td>●</td>
<td></td>
<td></td>
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<tr>
<td>University Village of Winona</td>
<td>MN</td>
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<td></td>
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<tr>
<td>Rivers Run</td>
<td>NY</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The Pines at Davidson</td>
<td>NC</td>
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</tr>
<tr>
<td>Austin Manor</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
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<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary's Woods /at Marylhurst</td>
<td>OR</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Place</td>
<td>TX</td>
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<td></td>
<td></td>
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<tr>
<td>Timber Springs</td>
<td>TX</td>
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<tr>
<td>Eastview at Middlebury</td>
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<td>Community</td>
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<td>Assisted Care</td>
<td>24/7 Care</td>
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<tr>
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<td>●</td>
<td>●</td>
</tr>
<tr>
<td>The McAuley</td>
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<td>●</td>
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<td>●</td>
<td>●</td>
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<td>●</td>
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<td>The Knolls of Oxford</td>
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<td>University Place</td>
<td>TX</td>
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<td>●</td>
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<td>●</td>
</tr>
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<td>●</td>
<td>●</td>
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<td>●</td>
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<td>n/a</td>
<td>n/a</td>
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<td>n/a</td>
</tr>
<tr>
<td>Holy Cross Village</td>
<td>IN</td>
<td>●</td>
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<td>n/a</td>
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<td>NY</td>
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<td>University Village of Winona</td>
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</table>

[Note: data for these variables were not found.]
Table 1c: College-Linked Retirement Communities with Academic Emphasis, Distance from Campus

<table>
<thead>
<tr>
<th>Location</th>
<th>Zip Code</th>
<th>State</th>
<th>Loc On Campus</th>
<th>Dist From Campus (Miles)</th>
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<tbody>
<tr>
<td>Fayetteville</td>
<td>72703</td>
<td>AK</td>
<td>No</td>
<td>5.84</td>
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<td>Charlottesville</td>
<td>22911</td>
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<td>Orono</td>
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<td>Hanover</td>
<td>03755</td>
<td>NH</td>
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<td>2</td>
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<tr>
<td>Ithaca</td>
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<td>NY</td>
<td>No</td>
<td>2</td>
</tr>
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<td>Davidson</td>
<td>28036</td>
<td>NC</td>
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<td>2</td>
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<td>Henrietta</td>
<td>14467</td>
<td>NY</td>
<td>No</td>
<td>2</td>
</tr>
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<td>Oxford</td>
<td>45056</td>
<td>OH</td>
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<tr>
<td>Nacogdoches</td>
<td>75961</td>
<td>TX</td>
<td>No</td>
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<td>Middlebury</td>
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<td>VT</td>
<td>No</td>
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<tr>
<td>Lexington</td>
<td>24450</td>
<td>VA</td>
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<td>60532</td>
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<td>No</td>
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<td>55057</td>
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<td>0.5</td>
</tr>
<tr>
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<td>OR</td>
<td>No</td>
<td>0.1</td>
</tr>
<tr>
<td>Tuscaloosa</td>
<td>35401</td>
<td>AL</td>
<td>yes</td>
<td>These communities are zero distance from campus which is to say they are located on campus.</td>
</tr>
<tr>
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<td>72034</td>
<td>AZ</td>
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<tr>
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<td>CT</td>
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<td></td>
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<tr>
<td>South Bend</td>
<td>46556</td>
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<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Newton</td>
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<tr>
<td>Delaware</td>
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<tr>
<td>Houston</td>
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<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
2) Healthcare

This cohort is defined by communities that provide all levels of continuing care.

Most communities offer something between independent living (robust seniors options for participation in university offerings) and complete care (with a unique relationship with university healthcare, fitness centers, medical centers staff and physicians, gerontology programs, including Nursing and hospice care).

Healthcare programs represented in the database show the following detail on various levels of care:

- Continuum of Care: 53 out of 74 said yes
- Independent living: 62 out of 74 said yes
- Assisted living: 44 out of 74 said yes
- Nursing care: 62 out of 74 said yes
- Dementia and hospice: 28 out of 74 said yes

As has been observed, from the university’s point of view the retirement community should include all levels of care. From seniors’ point of view there is a recognition that needs will change over time, requiring continuum of care. From the developer’s point of view it may be easier and less expensive to develop a community specifically geared toward independent living, in age-restricted community, and to refer medical care to other suppliers.
Of the seventy-four communities studied, the following 26 fulfilled the criteria for “healthcare emphasis” by offering all five healthcare possibilities. Communities marketed as having a complete continuum of care include: Cont Care, 55+ Act Comm, Asst Care, 24/7 Care, and Dementia/Hospice Care. These are:

<table>
<thead>
<tr>
<th>Community</th>
<th>State</th>
<th>Community</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone Village</td>
<td>AL</td>
<td>The Inn at Sprucewood</td>
<td>NH</td>
</tr>
<tr>
<td>University Retirement</td>
<td>CA</td>
<td>Kendal at Hanover</td>
<td>NH</td>
</tr>
<tr>
<td>Classic Residence by Hyatt</td>
<td>CA</td>
<td>Galloway Ridge at Fearrington</td>
<td>NC</td>
</tr>
<tr>
<td>University Village/Thousand Oaks</td>
<td>CA</td>
<td>Kendal at Oberlin</td>
<td>OH</td>
</tr>
<tr>
<td>The McAuley</td>
<td>CT</td>
<td>The Knolls of Oxford</td>
<td>OH</td>
</tr>
<tr>
<td>Oak Hammock</td>
<td>FL</td>
<td>Mary's Woods /at Maryhurst</td>
<td>OR</td>
</tr>
<tr>
<td>Westcott Lakes at SouthWood</td>
<td>FL</td>
<td>The Quadrangle</td>
<td>PA</td>
</tr>
<tr>
<td>The Clare at Water Tower</td>
<td>IL</td>
<td>Barclay Friends</td>
<td>PA</td>
</tr>
<tr>
<td>University Place</td>
<td>IN</td>
<td>University Place</td>
<td>TX</td>
</tr>
<tr>
<td>University Pointe</td>
<td>LA</td>
<td>Timber Springs</td>
<td>TX</td>
</tr>
<tr>
<td>Dingo Pines</td>
<td>ME</td>
<td>Eastview at Middlebury</td>
<td>VT</td>
</tr>
<tr>
<td>Reeds Landing</td>
<td>MA</td>
<td>Westminster-Canterbury Blue Ridge</td>
<td>VA</td>
</tr>
<tr>
<td>Independence Grove</td>
<td>MI</td>
<td>The Colonnades</td>
<td>VA</td>
</tr>
</tbody>
</table>

Note that the data show many levels of care in combination with many other options, for instance real estate developments often market their communities as having a “continuum of care” option, but this can mean different things in different situations. BBER notes in the summary and conclusion that most successful developments of any kind have some or all five of the healthcare options noted above.

3) Real Estate

This cohort is described by communities that have both been initiated and operated by developers.

Communities marketed as being initiated and operated by a private developer are listed here as college-linked retirement communities with a real estate emphasis. Note that there are sub-groups of significant developers working in this field, for instance Kendal, Del Webb, Praexis and others. Also successful in developing college-linked retirement communities have been religious organizations who have histories related to education and healthcare facilities. The education mission of college-linked communities can often be viewed as secondary to a large private developer’s plans for luxury residential communities. Another important development aspect has been that a community very often exhibits phases of building and expansion. The trial community’s success can inspire confidence for further development and investment in an
almost open-ended strategy. BBER has found evidence of consultants suggesting that the challenges of building and then operating the proposed community is best taken up by an experienced large developer. There are various configurations of profit/not for profit, new construction/remodeled and other attributes for various levels of investment. The following tables (Tables 3a, 3b and 3c) show the findings from this study group for these variables.

Note there are many more not for profit than for profit developments. At the business planning stage, consideration of tax status is important.

4 Note U of Kentucky Board notes from Sept 21, 2001, re Preliminary Study – Establishment of a Continuous Care Retirement Facility at Coldstream Farm “. . . He [Blanton] then mentioned a significant point on which the University has been advised by other universities that have developed retirement communities, to engage a developer who is also an operator with a good track record. If you get one developer who builds a facility and then another operator that comes in, then you are headed for trouble; therefore, when the University goes out to find someone who is willing to do this, this will be a consideration.” http://www.uky.edu/Trustees/minutes/exec/min062403.pdf; and also remarks from an interview with developer Petters from Collegeville to BBER’s Skurla, January 2006. (See appendix notes on this conversation.)
Table 3a. College-Linked Retirement Communities with a Real Estate Developer Emphasis by Developer, Profit/Not for Profit

<table>
<thead>
<tr>
<th>Developer</th>
<th>Community</th>
<th>Profit/Not for Profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Era Care</td>
<td>University House at Issaquah</td>
<td>●</td>
</tr>
<tr>
<td>Kendal Corporation</td>
<td>Kendal at Hanover</td>
<td>●</td>
</tr>
<tr>
<td>Kendal Corporation</td>
<td>The Kendal at Ithaca</td>
<td>●</td>
</tr>
<tr>
<td>Rivers Run: Living Communities</td>
<td>Rivers Run</td>
<td>●</td>
</tr>
<tr>
<td>5 Churches in Arkansas</td>
<td>Butterfield Trail Village</td>
<td>●</td>
</tr>
<tr>
<td>Adult Communities Total Services, Inc.</td>
<td>Azalea Trace</td>
<td>●</td>
</tr>
<tr>
<td>Blue Hill Development</td>
<td>University Commons</td>
<td>●</td>
</tr>
<tr>
<td>CNL Retirement Properties</td>
<td>Somerby at University Park</td>
<td>●</td>
</tr>
<tr>
<td>Collegeville Development Group</td>
<td>Village on the Cannon at Carlton</td>
<td>●</td>
</tr>
<tr>
<td>Collegeville Development Group</td>
<td>Village on the Cannon at Saint Olaf</td>
<td>●</td>
</tr>
<tr>
<td>Collegeville Development Group</td>
<td>University Village of Winona</td>
<td>●</td>
</tr>
<tr>
<td>Cooperative Retirement Services of America Inc. (CRSA)</td>
<td>The Village at Penn State</td>
<td>●</td>
</tr>
<tr>
<td>Cooperative Retirement Services of America Inc. (CRSA)</td>
<td>Longhorn Village</td>
<td>●</td>
</tr>
<tr>
<td>Davidson Retirement Community Inc.</td>
<td>The Pines at Davidson</td>
<td>●</td>
</tr>
<tr>
<td>Franciscan Sisters of Chicago Service Corporation (FSCSC)</td>
<td>The Clare at Water Tower</td>
<td>●</td>
</tr>
<tr>
<td>Kendal Corporation</td>
<td>Kendal at Oberlin</td>
<td>●</td>
</tr>
<tr>
<td>Kendal Corporation</td>
<td>Barclay Friends</td>
<td>●</td>
</tr>
<tr>
<td>Kendal Corporation</td>
<td>Kendal at Lexington</td>
<td>●</td>
</tr>
<tr>
<td>LifeSphere</td>
<td>The Knolls of Oxford</td>
<td>●</td>
</tr>
<tr>
<td>Loomis Communities</td>
<td>Applewood at Amherst</td>
<td>●</td>
</tr>
<tr>
<td>Loomis Communities</td>
<td>Applewood at University of MA</td>
<td>●</td>
</tr>
<tr>
<td>Madeline Hill and Larry Medinger</td>
<td>Mountain Meadows</td>
<td>●</td>
</tr>
<tr>
<td>Matthews Development Company LLC</td>
<td>Westminster-Canterbury of the Blue Ridge</td>
<td>●</td>
</tr>
<tr>
<td>Memorial Hermann Hospitals</td>
<td>University Place</td>
<td>●</td>
</tr>
<tr>
<td>Meriter Health Services</td>
<td>Meriter Retirement</td>
<td>●</td>
</tr>
<tr>
<td>Rob Alberts/DEW</td>
<td>Eastview at Middlebury</td>
<td>●</td>
</tr>
<tr>
<td>Sunrise Senior living</td>
<td>The Colonnades</td>
<td>●</td>
</tr>
<tr>
<td>The Arizona Senior Academy</td>
<td>Academy Village</td>
<td>●</td>
</tr>
<tr>
<td>The Chapel Hill Residential Retirement Center</td>
<td>Carol Woods/Croasdaile Village/Forest Duke</td>
<td>●</td>
</tr>
<tr>
<td>Western Massachusetts Lifecare Corp.</td>
<td>Reeds Landing</td>
<td>●</td>
</tr>
<tr>
<td>Windriver Companies</td>
<td>Timber Springs</td>
<td>●</td>
</tr>
<tr>
<td>Allegro AKA The Allegro Senior Lifestyle</td>
<td>College Harbor</td>
<td></td>
</tr>
<tr>
<td>Brothers of Holy Cross; Franciscan Sisters of Chicago</td>
<td>Holy Cross Village</td>
<td></td>
</tr>
<tr>
<td>Continuing Life Communities</td>
<td>University Village/Thousand Oaks</td>
<td></td>
</tr>
<tr>
<td>Del Webb</td>
<td>Del Webb's Sun City Texas</td>
<td></td>
</tr>
<tr>
<td>Del Webb, Pulte Homes, Inc.</td>
<td>Spruce Creek</td>
<td></td>
</tr>
<tr>
<td>Eastern Maine Healthcare Systems</td>
<td>Dirigo Pines</td>
<td></td>
</tr>
<tr>
<td>Era Care</td>
<td>University House at Wallingford</td>
<td></td>
</tr>
<tr>
<td>Fitch Creations (R.B. Fitch)</td>
<td>Galloway Ridge at Fearrington</td>
<td></td>
</tr>
<tr>
<td>Franciscan Sisters of Chicago Service Corporation (FSCSC)</td>
<td>University Place</td>
<td>●</td>
</tr>
<tr>
<td>Hyatt; Hyatt Corp.</td>
<td>Classic Residence by Hyatt</td>
<td></td>
</tr>
<tr>
<td>Life Care Services LLC (LCS)</td>
<td>Green Hills Retirement Community</td>
<td></td>
</tr>
<tr>
<td>Melrose Company</td>
<td>Georgia Tech Club</td>
<td></td>
</tr>
<tr>
<td>Melrose Company</td>
<td>Georgia Club</td>
<td></td>
</tr>
<tr>
<td>Melrose Company</td>
<td>Traditions Club</td>
<td></td>
</tr>
<tr>
<td>Mercy Community Health (MCH)</td>
<td>The McAuley</td>
<td></td>
</tr>
<tr>
<td>Retirement Services, LLC (RSLLC)</td>
<td>Cascade Manor</td>
<td></td>
</tr>
<tr>
<td>Sisters of the Holy Names of Jesus and Mary</td>
<td>Mary's Woods /at Marylhurst</td>
<td></td>
</tr>
<tr>
<td>Sunrise Senior Living</td>
<td>The Quadrangle</td>
<td>●</td>
</tr>
<tr>
<td>Traditions of America</td>
<td>Haverford &amp; Swarthmore - The Quadrangle</td>
<td></td>
</tr>
</tbody>
</table>

Data were not found for these developers
Note: there are very few remodeled facilities.

<table>
<thead>
<tr>
<th>Developer</th>
<th>Community</th>
<th>Built</th>
<th>Remodeled</th>
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<td>CNL Retirement Properties</td>
<td>Somerby at University Park</td>
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<tr>
<td>Meriter Health Services</td>
<td>Meriter Retirement</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Rivers Run; Living Communities/Christa Co.</td>
<td>Rivers Run</td>
<td></td>
<td></td>
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<tr>
<td>Adult Communities Total Services, Inc.</td>
<td>Azalea Trace</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Allegro AKA The Allegro Senior Lifestyle</td>
<td>College Harbor</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Brothers of Holy Cross; Franciscan Sisters of</td>
<td>Holy Cross Village</td>
<td></td>
<td>●</td>
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<tr>
<td>Chicago</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collegeville Development Group</td>
<td>Village on the Cannon</td>
<td></td>
<td>●</td>
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<td>Collegeville Development Group</td>
<td>University Village of Winona</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Continuing Life Communities</td>
<td>University Village/Thousand Oaks</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Cooperative Retirement Services of America /</td>
<td>The Village at Penn State</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Pinnacle</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Del Webb</td>
<td>Del Webb's Sun City Texas</td>
<td></td>
<td>●</td>
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<tr>
<td>Eastern Maine Healthcare Systems</td>
<td>Dirigo Pines</td>
<td></td>
<td>●</td>
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<tr>
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<td>University House at Issaquah</td>
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<td>●</td>
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<tr>
<td>Era Care</td>
<td>University House at Wallingford</td>
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<td>Fitch Creations (R.B. Fitch)</td>
<td>Galloway Ridge at Issaquah</td>
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<td>●</td>
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<tr>
<td>Franciscan Sisters of Chicago Service Corporation</td>
<td>The Clare at Water Tower</td>
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<td>●</td>
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<td>Franciscan Sisters of Chicago Service Corporation</td>
<td>University Place</td>
<td></td>
<td>●</td>
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<td>Kendall Corporation</td>
<td>Kendal at Hanover</td>
<td></td>
<td>●</td>
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<td>Kendall Corporation</td>
<td>Kendal at Ithaca</td>
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<tr>
<td>Kendall Corporation</td>
<td>Kendal at Oberlin</td>
<td></td>
<td>●</td>
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<tr>
<td>Kendall Corporation</td>
<td>Kendal at Lexington</td>
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<td>●</td>
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<td>Kendall Corporation</td>
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<td>Life Care Services LLC (LCS)</td>
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<td>●</td>
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<tr>
<td>LifeSphere</td>
<td>The Knolls of Oxford</td>
<td></td>
<td>●</td>
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<td>Loomis Communities</td>
<td>Applewood at Amherst</td>
<td></td>
<td>●</td>
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<td>Madeline Hill and Larry Medinger</td>
<td>Mountain Meadows</td>
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<td>●</td>
</tr>
<tr>
<td>Matthews Development Company LLC</td>
<td>Westminster-Canterbury/Blue Ridge</td>
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<td>●</td>
</tr>
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<td>Melrose Company</td>
<td>Georgia Tech Club</td>
<td></td>
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<tr>
<td>Melrose Company</td>
<td>Georgia Club</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Melrose Company</td>
<td>Traditions Club</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Memorial Hermann Hospitals</td>
<td>University Place</td>
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<td>●</td>
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<tr>
<td>Retirement Services/Pacific Retirement</td>
<td>Cascade Manor</td>
<td></td>
<td>●</td>
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<tr>
<td>Sisters of the Holy Names of Jesus and Mary</td>
<td>Mary's Woods at Marylhurst</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Sunrise Senior living</td>
<td>The Colonnades</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Sunrise Senior Living</td>
<td>The Quadrangle</td>
<td></td>
<td>●</td>
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<td>Sunrise Senior Living</td>
<td>Haverford &amp; Swarthmore Quadrangle</td>
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<td>●</td>
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<tr>
<td>The Arizona Senior Academy</td>
<td>Academy Village</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Traditions of America</td>
<td>The Liberty Hill</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Western Massachusetts Lifecare Corp.</td>
<td>Reeds Landing</td>
<td></td>
<td>●</td>
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<tr>
<td>5 Churches in Arkansas</td>
<td>Butterfield Trail Village</td>
<td></td>
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<td>Blue Hill Development</td>
<td>University Commons</td>
<td></td>
<td></td>
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<tr>
<td>Cooperative Retirement Services of America Inc.</td>
<td>Longhorn Village</td>
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<td>Davidson Retirement Community Inc., The Pines</td>
<td>The Pines at Davidson</td>
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<td>Del Webb; Pulte Homes, Inc.</td>
<td>Spruce Creek</td>
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<tr>
<td>Mercy Community Health et al.</td>
<td>The McAuley</td>
<td></td>
<td></td>
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<tr>
<td>Rob Alberts/DEW</td>
<td>Eastview at Middlebury</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Chapel Hill Residential , Inc./Presbyterian Housing</td>
<td>Carol Woods/Croasdaile Village etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Windriver Companies</td>
<td>Timber Springs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data were not found for these communities.
Most communities are built as new constructions, and have the aforementioned strategy of open-ended further planning. In many situations, new construction is in fact less expensive than remodeling existing buildings.

Note that the cost comparisons are based on incomplete data: in many cases the cost stated has been for the first stage of the project, or in several cases no cost-to-build data was available.

<table>
<thead>
<tr>
<th>Community</th>
<th>State</th>
<th>Cost to Build $ millions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classic Residence by Hyatt</td>
<td>CA</td>
<td>425</td>
</tr>
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<td>The Clare at Water Tower</td>
<td>IL</td>
<td>229</td>
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<tr>
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<td>CA</td>
<td>170</td>
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<tr>
<td>Azalea Trace</td>
<td>FL</td>
<td>150</td>
</tr>
<tr>
<td>Kendal at Hanover</td>
<td>NH</td>
<td>150</td>
</tr>
<tr>
<td>The Kendal at Ithaca</td>
<td>NY</td>
<td>150</td>
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<tr>
<td>Kendal at Oberlin</td>
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<tr>
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<td>PA</td>
<td>150</td>
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<tr>
<td>The Village at Penn State</td>
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<td>125</td>
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<tr>
<td>Westcott Lakes at SouthWood</td>
<td>FL</td>
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<td>Galloway Ridge at Fearrington</td>
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</tr>
<tr>
<td>Villa St. Benedict</td>
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<td>83</td>
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<td>Georgia Tech Club</td>
<td>GA</td>
<td>66</td>
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<tr>
<td>The Liberty Hill</td>
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<td>56</td>
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<td>Capstone Village</td>
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</tr>
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<tr>
<td>University Place</td>
<td>IN</td>
<td>43</td>
</tr>
<tr>
<td>The Knolls of Oxford</td>
<td>OH</td>
<td>30</td>
</tr>
<tr>
<td>University House at Issaquah</td>
<td>WA</td>
<td>30</td>
</tr>
<tr>
<td>College Harbor</td>
<td>FL</td>
<td>21</td>
</tr>
<tr>
<td>University House at Wallingford</td>
<td>WA</td>
<td>19</td>
</tr>
<tr>
<td>Cascade Manor</td>
<td>OR</td>
<td>14</td>
</tr>
<tr>
<td>Meadowood Retirement Community</td>
<td>IN</td>
<td>13</td>
</tr>
<tr>
<td>Kendal at Lexington</td>
<td>VA</td>
<td>3</td>
</tr>
</tbody>
</table>

It proved difficult to determine total cost of development for each retirement community for a number of reasons: Many projects are private developments and do not make financial information available. Also, typically these developments are completed in phases which are based on when enough units are pre-sold and construction can begin on any particular initiation.
or expansion. This type of funding and construction can occur over years, and is difficult to track. We were able to find financial data on 29 developments in the database. This is a large enough sample to draw some insight (if not conclusion) about the size of typical developments. For instance, from data for these 29 developments, project size ranged from a low of $3 million to a high of $425 million. The median development cost was $56 million. The data also appear to show that three project sizes are most common: projects that were $18 million, $30 million and $150 million. These might be considered the small, medium and large size development.

CONCLUSIONS

Stakeholder Risks and Opportunities

1) Risks and Opportunities for Developers
Most developers require that before construction begins most or all units must be pre-sold. From the point of view of real estate investment for the participating community member making a commitment to the college-linked retirement community, there is growing awareness that often the owner/developer captures the appreciation value of the property involved. Developers have faced daunting challenges regarding the zoning issues associated with the installation of a retirement community in the vicinity of a campus that may not have experienced this kind of “mix.” Communities identified as part of the healthcare emphasis variety have encountered stiff resistance to the perception that a “nursing home” in the neighborhood is undesirable to some factions. Related to the zoning issue is the decision about “best land use” for property that may be publicly held. Also related to land use and part of the business planning phase for the development is the important issue of determining tax status. Can the educational affiliation include non-profit status, and will there be the possibility of the educational tax break?

Developers are dependent to a significant degree on gathering good data for the estimate of demand. Much also depends on a good market study and sound, fiscally conservative financial planning. The possibility of University support, whether direct support, buy-in, the use of university land, faculty support, and/or administrative leadership are of great interest to developers calculating the viability of a college-linked retirement community.

The data BBER looked at for this study showed several groupings of major developers. Some entities packaged a consultant function with the traditional real estate developer’s purview. Some developers were also organized to act as project and operations managers. Developers represented in BBER database cluster as the following groups: 1) large real estate developers, 2) local and regional non-profit consortiums, 3) local and regional private companies, 4) religious affiliated developments, and 5) national retirement community developers.

The most significant challenges for developers, as articulated from a developer’s point of view
(Collegeville Communities) stressed the following important factors for development:
1) quality of site, and 2) market size (related to the assumption that units must be pre-sold).
This developer also noted that if median home price is low the project is not viable. For example: in Northfield MN the average median home price is $295,000. Forty-six units were planned by Collegeville, with 26 units sold. About 25% were sold to alumni. The price range established was $140,000 - $500,000 for condos; $180,000 - $400,000 for cottages. This scenario has been true for the Collegeville Communities associated with St. Olaf and Carlton Colleges. At Winona MN, the retirement community is about one-half the value of Northfield. This development is expected to be a mixed use (low and high value).

2) Risks and Opportunities for The University

Risks for a university or college include the possibility that the school’s reputation is on the line: failures of a project that carries university name can have important public relations ramifications. There is a wide variety of direct financial costs for the university, and it varies depending on the details of specific arrangements (loan guarantees, planning costs, etc.) Many universities perceive the retirement community issue a distraction from their core market, and are reluctant to pursue an activity they perceive will make the institution’s financial performance suffer.

Financial opportunities for universities can include revenue or profit sharing with developer, proceeds of sale of land, greater revenue-generating use of facilities, and for instance increased summer use of facilities. Universities can also perceive this growing population of older students as the development of a new market. One aspect of the older market that most universities recognize relates to institutional fundraising. The launch of a college-linked retirement community can be a compelling reason to reconnect with alumni, and thereby to cultivate new donors in what has been described as the prime “giving” stage of their lives.5

Universities report that what works for institutions of higher education launching a retirement community with an affiliation to the institution includes: 1) consideration of the need for the community to be a mile or less from the core of the campus, 2) to include all levels of care (independent living, assisted living, skilled nursing, and dementia care, with the observation that colleges that don’t build the full spectrum of senior housing may put some philanthropic pursuits in jeopardy), 3) should have well spelled out financial relationship to education institution, 4) should have at least 10 percent of residents connected to the institution in some way (retired employees or alumni), and 5) have written agreements that detail how residents can take classes.

Also important is to make sure that colleges support students’ internships at communities, or

5 “Retirement Communities Present Opportunities and Risks for Universities Credit Impact Determined by Strategic & Financial Link to Project,” Moody’s Investment Service, April 2006,
research on senior-related issues, and have an enabling culture that will sustain and nurture older adults on campus and integrate them into all facets of campus life.\(^6\)

3) Possible Risks and Opportunities for the University of Minnesota Duluth

Given the experience of university-linked retirement communities elsewhere, several requirements for success (without which the University will incur unnecessary risk) can be suggested in order for the UMD US community to succeed: the US will need the enthusiastic support of the Chancellor and Administration of the university. US will need substantial faculty support. US will need to make understood why this relationship can and does work (recognizing motivations such as the longing to pass value on, the need to (continue) living in a world of ideas, and perhaps the desire to remain in area (and/or be with family). US will need to get a well financed facility (and financial backing of some kind from university) and to convince U of MN that the proposed community will not result in loss.

Strategies from other universities have included lease arrangement with a developer, which sends income back to the university. BBER found evidence of recommendations for finding a developer who is also an operator with a good track record. Other universities have been successful with plans that allow residents access to the events and facilities on the campus and would be an integral part of the University community. In some cases a College of Medicine might provide under contract medical services. The same thing has been proposed for Colleges of Dentistry, Pharmacy, Nursing, and even Rehabilitation facilities within a retirement community Medical Center.

The risks and opportunities for the UMD US, as part of an already successful peer teaching academic program might be summarized as the challenge of how to accomplish a desire for university-linked opportunities with a need sound residential real estate investment and perhaps a need for continuum of care associated with the residential community, without sacrificing the success of the current program, and in fact building on that success.

Recommendations

There appear to be several challenges to the success of college-linked retirement communities. Three thresholds to pass before planning can begin, as identified by the BBER include:

1) Proven demand for participation level

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\(^6\) “New College-Affiliated Retirement Communities Are Learning From Their Forebears,” Audrey Williams June, *Chronicle Of Higher Ed.*; “Program In Senior Housing Creates Criteria For University Retirement Communities,” George Carle, *George Mason University*; Presentation by Dr. Blanton. on Coldstream Project, *University of Kentucky Board of Directors.*
2) University buy-in, including site location
3) Interest expressed by a developer and discussion of median home price calculation

If these thresholds are satisfied, the following recommendations may prove helpful to guide further discussion in the UMD US college-linked retirement community planning process:

• Community should be as close as possible to the university
• Community must have written agreements that detail how residents can take classes, attend events, and use campus service
• Community should support students’ internships or research on senior-related issues
• Community should expect units to be pre-sold before construction begins
• Community planners should anticipate zoning requirements
• Community should have data supporting good estimate of demand
• Community should have University buy-in and will need support of the Chancellor and Administration as well as substantial faculty support.
• Community must be well funded, (part might be university investment), and have a well-documented financial relationship

What comes next?

If the US decides to continue planning activities for a college-linked retirement community at UMD, BBER suggests that Phase II should be a survey to measure demand and commitment for space in such a community. The appendix material to this report includes an example of a survey used to determine demand for planning a college-linked retirement community as used by Collegeville Communities, the developer most active in Minnesota at present. The survey sample of possible residents and interested parties should include UMD University for Seniors’ members; employees, staff and faculty of UMD; local and regional residents (for instance Twin Cities’ residents).

An investment of this scale requires excellent data collection, including high rate of response, a survey instrument sensitive to bias, and a sample size with a low margin of error. Primary data collection of this kind is expensive. It is suggested that the UMD US deliberate at this point about whether their vision for a college-linked retirement community can address the recommendations and requirements above.
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“Program In Senior Housing Creates Criteria For University Retirement Communities,” Andrew Carle, George Mason University, http://chhs.gmu.edu/hap/assisted-living-press/012006-UniversityRetirementCommunities.pdf.

“Proposal to Develop a University Based Retirement Community at George Mason University” Fairfax, Virginia by Sunrise Senior Living, Inc. January 18, 2006 http://fiscal.gmu.edu/Resources/PPEA/UBRC.pdf

“Retirement Communities Present Opportunities and Risks for Universities Credit Impact Determined by Strategic & Financial Link to Project,” Moody’s Investment Service, April 2006


Peterson Interview. Art Peterson, formerly of the Leadership Institute at Eckerd College interviewed on the telephone by Jean Jacobson of the BBER, 1/19/2007 noon.


Web-site sources for data and contact include:
Academy Village, http://www.theacademyvillage.com/
Austin Manor, http://admission.owu.edu/austin.html
Capstone Village, http://www.capstonevillage.com/
Carol Woods, http://www.carolwoods.org/
Carolina Meadows , http://www.carolinameadows.org/
College Square, http://www.collegesquareretirement.com/
Croasdaile Village, http://www.croasdailevillage.com/
Eastview at Middlebury, http://www.eastviewatmiddlebury.com/
Georgia Club, http://www.thegeorgiaclub.com/
Kendal at Hanover, http://kah.kendal.org/
Kendal at Oberlin, http://www.kao.kendal.org/
Lasell Village, http://www.lasellvillage.com/
Longhorn Village, http://www.longhornvillage.com/
Longview Retirement, http://www.ithaca.edu/longview/
Oak Hammock, http://www.oakhammock.org/
h=1&commid=243
The Inn at Sprucewood, http://www.theinnatsprucewood.com/
The Kendal at Ithaca, http://www.kai.kendal.org/
The McAuley, http://www.themcauleyct.com/
The Pines at Davidson, http://www.thepinesatdavidson.org/enter2.htm
The Quadrangle,
    http://www.sunriseseiorliving.com/community/CommunityHome.do?from_search=1&commid=205
The Village at Penn State, http://www.villageatpennstate.com/
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University Place, http://www.memorialhermann.org/locations/UP.html
University Pointe, http://universitypointe.com/
University Retirement, http://www.retirement.org/davis/
University Village, http://www.uvto.com/
University Village Condominium,
    http://www.anderson.edu/develop/programs/realest.html#condo
SUPPORTING DATA

1) Supporting data tables to the report

Note: for the following tables projects in planning stages only were dropped from the data.

Table A-1: College-Linked Retirement Communities Associated with Public/Private College or University
Table A-2: College-Linked Retirement Communities Initiated or Operated by Colleges or Universities
Table A-3: College-Linked Retirement Communities as Profit or Not for Profit Entities, by Developer
Table A-4: College-Linked Retirement Communities in Built or Remodeled Facilities with cost of construction sorted by cost to build (where data were available)
Table A-5: College-Linked Retirement Communities Initiated by Developers

Sources: Retirement Living, BBER, web sites, phone interviews, marketing materials

The following table is sorted by community to show communities according to their public or private status.

<table>
<thead>
<tr>
<th>Community</th>
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### Table A-1. College-Linked Retirement Communities Associated with Public/Private College or University, by Community

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Table A-1. College-Linked Retirement Communities
Associated with Public/Private College or University, by Community

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The following table is sorted by community to show communities according to whether they are college operated and/or college initiated.

Table A-2. College-Linked Retirement Communities
Initiated or Operated by Colleges or Universities, by Community

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<td>Austin Manor</td>
<td>Ohio Wesleyan University</td>
<td>OH</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>

The following table is sorted by developer to show communities according to their profit or not-for-profit status, and grouped by individual developer.

Table A-3. College-Linked Retirement Communities
as Profit or Not for Profit Entities, by Developer

<table>
<thead>
<tr>
<th>Developer</th>
<th>Community</th>
<th>State</th>
<th>Profit</th>
<th>Not for Profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don Beaver</td>
<td>Appalachian/Brian Estates</td>
<td>NC</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Era Care</td>
<td>University House at Issaquah</td>
<td>WA</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Kendal Corporation</td>
<td>Kendal at Hanover</td>
<td>NH</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Kendall Corporation</td>
<td>The Kendall at Ithaca</td>
<td>NY</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Rivers Run; Living Communities, LLC, an affiliate of The Christa Companies</td>
<td>Rivers Run</td>
<td>NY</td>
<td>●</td>
<td></td>
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<tr>
<td>Windriver Companies</td>
<td>Timber Springs</td>
<td>TX</td>
<td>●</td>
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<tr>
<td>Western Massachusetts Lifecare Corp.</td>
<td>Reeds Landing</td>
<td>MA</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Developer</td>
<td>Community</td>
<td>State</td>
<td>Profit</td>
<td>Not for Profit</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>----------------</td>
</tr>
<tr>
<td>The Chapel Hill Residential Retirement Center, Inc./Presbyterian Housing Program</td>
<td>Carol Woods/Croasdaile/The Forest</td>
<td>NC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Arizona Senior Academy</td>
<td>Academy Village</td>
<td>AZ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunrise Senior living</td>
<td>The Colonndades</td>
<td>VA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rob Alberts/DEW</td>
<td>Eastview at Middlebury</td>
<td>VT</td>
<td></td>
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<tr>
<td>Pacific Retirement Services, Inc.</td>
<td>University Retirement</td>
<td>CA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northern Berkshire Community Services</td>
<td>Sweetwood</td>
<td>MA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Independence Grove</td>
<td>MI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meriter Health Services</td>
<td>Meriter Retirement</td>
<td>WI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memorial Hermann Hospitals</td>
<td>University Place</td>
<td>TX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matthews Developmnt Company LLC</td>
<td>Westminster-Canterbury Blue Ridge</td>
<td>VA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Madeline Hill and Larry Medinger</td>
<td>Mountain Meadows</td>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loomis Communities</td>
<td>Applewood at Amherst</td>
<td>MA</td>
<td></td>
<td></td>
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<tr>
<td>LifeSphere</td>
<td>The Knolls of Oxford</td>
<td>OH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lasell Village Inc.</td>
<td>Lasell Village</td>
<td>MA</td>
<td></td>
<td></td>
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<tr>
<td>Kendal Corporation</td>
<td>Kendal at Oberlin</td>
<td>OH</td>
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<tr>
<td>Kendal Corporation</td>
<td>Barclay Friends</td>
<td>PA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kendal Corporation</td>
<td>Kendal at Lexington</td>
<td>VA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Franciscan Sisters of Chicago Service Corporation (FSCSC)</td>
<td>The Clare at Water Tower</td>
<td>IL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Davidson Retirement Community Inc.,The Pines at Davidson, Inc.</td>
<td>The Pines at Davidson</td>
<td>NC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative Retirement Services of America Inc. (CRSA), Pinnacle Development, LLC</td>
<td>The Village at Penn State</td>
<td>PA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative Retirement Services of America Inc. (CRSA)</td>
<td>Capstone Village</td>
<td>AL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperative Retirement Services of America Inc. (CRSA)</td>
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<td>TX</td>
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<td></td>
</tr>
<tr>
<td>Collegeville Development Group</td>
<td>Village on the Cannon</td>
<td>MN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collegeville Development Group</td>
<td>Village on the Cannon</td>
<td>MN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collegeville Development Group</td>
<td>University Village of Winona</td>
<td>MN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNL Retirement Properties</td>
<td>Somerby at University Park</td>
<td>AL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charles River Senior Living, LLC</td>
<td>The Inn at Sprucewood</td>
<td>NH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bob Woodruff</td>
<td>Cedars of Chapel Hill / Carol Woods/ Carolina Meadows</td>
<td>NC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blue Hill Development</td>
<td>University Commons</td>
<td>MI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Communities Total Services, Inc.</td>
<td>Azalea Trace</td>
<td>FL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Churches in Arkansas</td>
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<td>AK</td>
<td></td>
<td></td>
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<tr>
<td>Remaining were n/f</td>
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The following table is sorted by cost to show communities according to their cost to build (where data were available).

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<thead>
<tr>
<th>Community</th>
<th>State</th>
<th>Built</th>
<th>Remodeled</th>
<th>Cost of construction (in mils$)</th>
</tr>
</thead>
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<td>CA</td>
<td>●</td>
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<td>IL</td>
<td>●</td>
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<td>University Village/Thousand Oaks</td>
<td>CA</td>
<td>●</td>
<td></td>
<td>170</td>
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<td>Azalea Trace</td>
<td>FL</td>
<td>●</td>
<td></td>
<td>150</td>
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<tr>
<td>Kendal at Hanover</td>
<td>NH</td>
<td>●</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>The Kendal at Ithaca</td>
<td>NY</td>
<td>●</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>Kendal at Oberlin</td>
<td>OH</td>
<td>●</td>
<td></td>
<td>150</td>
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<td>Barclay Friends</td>
<td>PA</td>
<td>●</td>
<td></td>
<td>150</td>
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<td>GA</td>
<td>●</td>
<td></td>
<td>66</td>
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<td>AZ</td>
<td>●</td>
<td></td>
<td>65</td>
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<tr>
<td>The Liberty Hill</td>
<td>PA</td>
<td>●</td>
<td></td>
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<td>AL</td>
<td>●</td>
<td></td>
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<td>●</td>
<td></td>
<td>45</td>
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<tr>
<td>University Place</td>
<td>IN</td>
<td>●</td>
<td></td>
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<td>●</td>
<td></td>
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<td>University House at Issaquah</td>
<td>WA</td>
<td>●</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>College Harbor</td>
<td>FL</td>
<td>●</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>University House at Wallingford</td>
<td>WA</td>
<td>●</td>
<td></td>
<td>19</td>
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<tr>
<td>Cascade Manor</td>
<td>OR</td>
<td>●</td>
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<td>14</td>
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<tr>
<td>Meadowood Retirement Community</td>
<td>IN</td>
<td>●</td>
<td></td>
<td>13</td>
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<td>Kendal at Lexington</td>
<td>VA</td>
<td>●</td>
<td></td>
<td>3</td>
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<td>Georgia Club</td>
<td>GA</td>
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<td></td>
<td>n/f</td>
</tr>
<tr>
<td>University Village Condominium</td>
<td>IN</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>Solarbron Pointe</td>
<td>IN</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>Holy Cross Village</td>
<td>IN</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>Green Hills Retirement Community</td>
<td>IA</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>University Pointe</td>
<td>LA</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>Dirigo Pines</td>
<td>ME</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>Applewood at Amherst</td>
<td>MA</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>Reeds Landing</td>
<td>MA</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>Independence Grove</td>
<td>MI</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>Village on the Cannon</td>
<td>MN</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>University Village of Winona</td>
<td>MN</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>The Inn at Sprucewood</td>
<td>NH</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>The Cedars of Chapel Hill/Carol Woods/Carolina Meadows</td>
<td>NC</td>
<td>●</td>
<td>n/f</td>
<td></td>
</tr>
<tr>
<td>Mountain Meadows</td>
<td>OR</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>The Quadrangle</td>
<td>PA</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>Haverford &amp; Swarthmore - The Quadrangle</td>
<td>PA</td>
<td>●</td>
<td>n/f</td>
<td></td>
</tr>
<tr>
<td>Traditions Club</td>
<td>TX</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>Del Webb's Sun City Texas</td>
<td>TX</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>University Place</td>
<td>TX</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>Westminster-Canterbury Blue Ridge</td>
<td>VA</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>The Colonnades</td>
<td>VA</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
</tbody>
</table>
Table A-4 College-Linked Retirement Communities
in Built or Remodeled Facilities with cost of construction sorted by cost to build (where data were available), by Cost

<table>
<thead>
<tr>
<th>Community</th>
<th>State</th>
<th>Built</th>
<th>Remodeled</th>
<th>Cost of construction (in mill$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lasell Village</td>
<td>MA</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>Rivers Run</td>
<td>NY</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>Austin Manor</td>
<td>OH</td>
<td>●</td>
<td></td>
<td>n/f</td>
</tr>
<tr>
<td>Meriter Retirement</td>
<td>WI</td>
<td>●</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Somerby at University Park</td>
<td>AL</td>
<td>●</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Communities where only partial data was found:
- Oak Hammock FL n/f 125
- Longhorn Village TX n/f 60
- College Square AZ n/f 40
- Timber Springs TX n/f 30
- Butterfield Trail Village AK n/f 23
- Eastview at Middlebury VT n/f 20
- The McAuley CT n/f 18
- The Pines at Davidson NC n/f 18

Communities where no data was found:
- Spruce Creek FL n/f n/f
- Applewood at Amherst MA n/f n/f
- Sweetwood MA n/f n/f
- University Commons MI n/f n/f
- Longview Retirement Community NY n/f n/f
- Appalachian/Brian Estates NC n/f n/f
- Carol Woods Community/Croasdaile Village/ The Forest NC n/f n/f
- Henton at Elon & Hamlet NC n/f n/f

The following table is sorted by developer to show communities according to whether they were initiated by a particular developer.

Table A-5. College-Linked Retirement Communities Initiated by Developers

<table>
<thead>
<tr>
<th>Developer</th>
<th>State</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Churches in Arkansas</td>
<td>AK</td>
<td>Butterfield Trail Village</td>
</tr>
<tr>
<td>Adult Communities Total Serv., Inc.</td>
<td>FL</td>
<td>Azalea Trace</td>
</tr>
<tr>
<td>Allegro AKA The Allegro Senior Lifestyle</td>
<td>FL</td>
<td>College Harbor</td>
</tr>
<tr>
<td>Blue Hill Development</td>
<td>MI</td>
<td>University Commons</td>
</tr>
<tr>
<td>Bob Woodruff</td>
<td>NC</td>
<td>Cedars of Chapel Hill / Carol Woods / Carolina Meadows</td>
</tr>
<tr>
<td>Brothers of Holy Cross; Franciscan Sisters… Corporation.</td>
<td>IN</td>
<td>Holy Cross Village</td>
</tr>
<tr>
<td>CNL Retirement Properties</td>
<td>AL</td>
<td>Somerby at University Park</td>
</tr>
<tr>
<td>Collegeville Development Group</td>
<td>MN</td>
<td>Village on the Cannon</td>
</tr>
<tr>
<td>Collegeville Development Group</td>
<td>MN</td>
<td>Village on the Cannon</td>
</tr>
<tr>
<td>Collegeville Development Group</td>
<td>MN</td>
<td>University Village of Winona</td>
</tr>
<tr>
<td>Continuing Life Communities</td>
<td>CA</td>
<td>University Village/Thousand Oaks</td>
</tr>
<tr>
<td>Cooperative Retirement Services of America Inc. (CRSA)</td>
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<td>Longhorn Village</td>
</tr>
<tr>
<td>Developer</td>
<td>State</td>
<td>Community</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Cooperative Retirement Services of America Inc. (CRSA), Pinnacle Development, LLC</td>
<td>PA</td>
<td>The Village at Penn State</td>
</tr>
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<td>Davidson Retirement Community Inc., The Pines at Davidson, Inc.</td>
<td>NC</td>
<td>The Pines at Davidson</td>
</tr>
<tr>
<td>Del Webb</td>
<td>TX</td>
<td>Del Webb’s Sun City Texas</td>
</tr>
<tr>
<td>Del Webb; Pulte Homes, Inc.</td>
<td>FL</td>
<td>Spruce Creek</td>
</tr>
<tr>
<td>Don Beaver</td>
<td>NC</td>
<td>Appalachian/Brian Estates</td>
</tr>
<tr>
<td>Eastern Maine Healthcare Systems</td>
<td>ME</td>
<td>Dirigo Pines</td>
</tr>
<tr>
<td>Era Care</td>
<td>WA</td>
<td>University House at Issaquah</td>
</tr>
<tr>
<td>Era Care</td>
<td>WA</td>
<td>University House at Wallingford</td>
</tr>
<tr>
<td>Fitch Creations (R.B. Fitch)</td>
<td>NC</td>
<td>Galloway Ridge at Fearrington</td>
</tr>
<tr>
<td>Franciscan Sisters of Chicago Service Corporation (FSCSC)</td>
<td>IL</td>
<td>The Clare at Water Tower</td>
</tr>
<tr>
<td>Franciscan Sisters of Chicago Service Corporation (FSCSC)</td>
<td>IN</td>
<td>University Place</td>
</tr>
<tr>
<td>Hyatt; Hyatt Corp.</td>
<td>CA</td>
<td>Classic Residence by Hyatt</td>
</tr>
<tr>
<td>Kendal Corporation</td>
<td>NH</td>
<td>Kendal at Hanover</td>
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<tr>
<td>Kendal Corporation</td>
<td>NY</td>
<td>The Kendal at Ithaca</td>
</tr>
<tr>
<td>Kendal Corporation</td>
<td>OH</td>
<td>Kendal at Oberlin</td>
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<tr>
<td>Kendal Corporation</td>
<td>PA</td>
<td>Barclay Friends</td>
</tr>
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<td>Kendal Corporation</td>
<td>VA</td>
<td>Kendal at Lexington</td>
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<td>Georgia Tech Club</td>
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<tr>
<td>Melrose Company</td>
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<tr>
<td>Melrose Company</td>
<td>TX</td>
<td>Traditions Club</td>
</tr>
<tr>
<td>Memorial Hermann Hospitals</td>
<td>TX</td>
<td>University Place</td>
</tr>
<tr>
<td>Mercy Community Health (MCH); Sisters of Mercy of the Americas, Northeast Community; Catholic Health East</td>
<td>CT</td>
<td>The McAuley</td>
</tr>
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<td>Meriter Health Services</td>
<td>WI</td>
<td>Meriter Retirement</td>
</tr>
<tr>
<td>n/a</td>
<td>IN</td>
<td>Solarbron Pointe</td>
</tr>
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<td>Northern Berkshire Community Services</td>
<td>MA</td>
<td>Sweetwood</td>
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<tr>
<td>Retirement Services, LLC (RSLLC), an affiliate of Pacific Retirement Services, Inc. (PRS)</td>
<td>OR</td>
<td>Cascade Manor</td>
</tr>
<tr>
<td>Rivers Run; Living Communities, LLC, an affiliate of The Christa Companies</td>
<td>NY</td>
<td>Rivers Run</td>
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<tr>
<td>Rob Alberts/DEW</td>
<td>VT</td>
<td>Eastview at Middlebury</td>
</tr>
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<td>Sisters of the Holy Names of Jesus and Mary</td>
<td>OR</td>
<td>Mary's Woods /at Marylhurst</td>
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<tr>
<td>Sunrise Senior Living</td>
<td>PA</td>
<td>The Quadrangle</td>
</tr>
<tr>
<td>Sunrise Senior Living</td>
<td>PA</td>
<td>Haverford &amp; Swarthmore - The Quadrangle</td>
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<tr>
<td>Sunrise Senior living</td>
<td>VA</td>
<td>The Colonnades</td>
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<tr>
<td>Developer</td>
<td>State</td>
<td>Community</td>
</tr>
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<td>-----------</td>
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</tr>
<tr>
<td>The Arizona Senior Academy</td>
<td>AZ</td>
<td>Academy Village</td>
</tr>
<tr>
<td>The Chapel Hill Residential Retirement Center, Inc./Presbyterian Housing Program, Inc.</td>
<td>NC</td>
<td>Carol Woods /Croasdaile Village /The Forest</td>
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<tr>
<td>Traditions of America</td>
<td>PA</td>
<td>The Liberty Hill</td>
</tr>
<tr>
<td>Western Massachusetts Lifecare Corp.</td>
<td>MA</td>
<td>Reeds Landing</td>
</tr>
<tr>
<td>Windriver Companies</td>
<td>TX</td>
<td>Timber Springs</td>
</tr>
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</table>
2) Secondary data about the possible participants

Figure A-1: Arrowhead Region of MN, Population 65+ with incomes of $50,000 or more
Source: ESRI Streetmap 2006 and U.S. Census

Figure A-2: Projected population change 2000 to 2030, Minnesota by County

Figure A-3: Minnesota Age 65+ Population Projected to Rise Sharply in Coming Decades 2000 to 2030
Source: Minnesota State Demographic Center

Table A-6: Projected % Change for Population of St. Louis County, Living Alone, 65+
Source: Minnesota State Demographic Center

Figure A-1. Arrowhead Region of MN, Population 65+ with incomes of $50,000 or more

- Age 65 and older will soar after 2015

Source: Minnesota State Demographic Center

The elderly population will rise moderately between 2000 and 2010, with an expected gain of 14 percent. After 2015, growth in this age group will be extremely rapid as baby boomers pass their 65th birthdays. The 65-plus age group is projected to grow by almost 700,000 between 2000 and
In the next 10 years, the senior population is projected to grow by more than 6,000 in each of the largest Twin Cities counties: Hennepin, Dakota, Anoka, Washington and Ramsey. Retirement magnets such as Crow Wing, Cass, Aitkin and Hubbard counties will see rapid growth in this age group.

The effect of Minnesota’s aging population will be most visible in suburban areas where the middle-aged population is concentrated today. The elderly population will more than triple in most suburban counties between 2000 and 2030.

Increases in the 65-plus population will be more modest in rural areas of western Minnesota. The older population is projected to fall in many of these counties between 2000 and 2010, reflecting the small size of the middle-aged population living there now. After 2015, growth in the older population should resume throughout the state because of the baby boom effect. Gains in western Minnesota will be small compared to gains in other areas of the state, however.

**Figure A-2. Projected Population Change 2000 to 2030, Minnesota by County**

- **Suburban and lakes counties will see big gains in 85+ population**

The 85 and older population is projected to grow 25 percent in this decade and 91 percent between 2000 and 2030. Though the 2000 to 2010 growth is considerable, it is well below the growth in this age group seen in recent decades. Low birthrates in the late 1920s and the 1930s are slowing the rate of growth in the elderly population, and this will affect the number of people moving into extreme old age.

Suburban counties such as Washington, Scott and Anoka and lakes area counties such as Cass and Hubbard are projected to see dramatic growth in the 85 and older population in the next 30 years.
years. The 85-plus population is expected to grow 298 percent in Washington County, 289 percent in Scott County and 270 percent in Anoka County between 2000 and 2030. The aging of current middle-aged and young elderly residents is the major reason for this tremendous rise. In the lakes area, in-migration of retirees who then age in place will also contribute to growth. Increases in the 85 and older group will be far more modest in western Minnesota. In Jackson, Traverse, Kittson, and Lac qui Parle counties, the extremely old population is anticipated to grow less than 5 percent from 2000 to 2030.

Figure A-3. Minnesota Age 65+ Population Projected to Rise Sharply in Coming Decades 2000 to 2030

- One-person households will grow in number and proportion

In 2000, 27 percent of Minnesota households contained only one person. By 2030, 31 percent of all households will be one-person households. The number of one-person households is projected to increase from 509,468 in the 2000 Census to 820,000 in 2030. The number of one-person households with a householder 65 or older will grow from 177,056 in 2000 to 347,000 by 2030. A big surge in elderly one-person households will occur after 2010, when the effect of the baby boom will become very evident.

The above excerpts are gathered from the Minnesota Household Projections 2000-2030 as prepared by Martha McMurry of the State Demographic Center.

Table A-6 Projected % Change for Population of St. Louis County, MN, Living Alone, 65+

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Married-Couple Households</td>
<td>49,706</td>
<td>42,490</td>
<td>44,790</td>
<td>46,280</td>
<td>-4.4%</td>
<td>-13.7%</td>
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<tr>
<td>Married Couples with Children</td>
<td>16,087</td>
<td>14,330</td>
<td>13,520</td>
<td>13,280</td>
<td>-13.9%</td>
<td>-17.5%</td>
</tr>
<tr>
<td>Other-Family Households</td>
<td>19,668</td>
<td>11,340</td>
<td>11,800</td>
<td>12,280</td>
<td>6.3%</td>
<td>13.2%</td>
</tr>
<tr>
<td>Other Families with Children</td>
<td>5,743</td>
<td>7,220</td>
<td>7,670</td>
<td>7,560</td>
<td>7.1%</td>
<td>12.1%</td>
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<tr>
<td>Male Householder</td>
<td>1,640</td>
<td>2,020</td>
<td>2,210</td>
<td>2,240</td>
<td>23.2%</td>
<td>36.5%</td>
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<tr>
<td>Female Householder</td>
<td>5,103</td>
<td>5,190</td>
<td>5,360</td>
<td>5,330</td>
<td>1.7%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Nonfamily Households, Living Alone</td>
<td>25,804</td>
<td>29,120</td>
<td>32,480</td>
<td>35,756</td>
<td>12.9%</td>
<td>38.5%</td>
</tr>
<tr>
<td><strong>Living Alone, 65+</strong></td>
<td><strong>10,719</strong></td>
<td><strong>10,640</strong></td>
<td><strong>13,510</strong></td>
<td><strong>17,230</strong></td>
<td><strong>-0.7%</strong></td>
<td><strong>60.7%</strong></td>
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<tr>
<td>Other Nonfamily Households</td>
<td>5,441</td>
<td>6,230</td>
<td>6,490</td>
<td>6,770</td>
<td>14.5%</td>
<td>24.4%</td>
</tr>
<tr>
<td><strong>TOTAL HOUSEHOLDS</strong></td>
<td><strong>82,619</strong></td>
<td><strong>89,180</strong></td>
<td><strong>95,560</strong></td>
<td><strong>100,880</strong></td>
<td><strong>7.9%</strong></td>
<td><strong>22.1%</strong></td>
</tr>
</tbody>
</table>

Source: Minnesota State Demographic Center. 2000 numbers estimated from 2000 Census data. County projected numbers rounded to nearest 10.
3) Interviews: Including a Collegeville developer, an example of Phase II survey of demand, and an interview with a college-linked community seniors advocate

- Interview with Jon Petters CEO Collegeville Development Group, LLC, 1-18-2007 9:30 AM

The firm has looked at Duluth as a potential market. They talked to CSS, but not UMD. There are three projects the Collegeville Development is working on - St. John’s, St. Benedict’s and WI Stout. These will be independent living cottages and condos. There will be a relationship with medical operation to provide care.

The two most important factors for development are 1) quality site 2) market size (units must be pre-sold). The median home price in the area is a huge factor in determining viability. If this price is low the projects are not viable. The company was approached by U of South Dakota, Southwest MN State (Marshall MN) and the University of North Dakota. All of these projects were deemed not feasible because market size and median home prices were low.

To show some planning options, the developer discussed a range of density examples, comparing a development CollegeVille built for 96 units on 2.5 acres compared to another example with 36 cottages on 10 acres.

Northfield MN average median home price is $295,000. Forty-six units planned with 26 units sold. About 25% sold to alumni. Units will be priced $140,000- $500,000 for condos. Cottage will be between 180,000 - $400,000. Unit size will be about 1300 Sq. ft with 2 bedrooms and 2 bathrooms.

Housing in Winona MN is about one-half the value of Northfield. This will be a mixed use (low value and some higher priced units). The average of all units should be around the median price for the area. Development will be conducted in possibly three phases: Phase 1 will be 15 units (80% pre-sold) Units size will be about 1000 Sq. ft with 2 bedrooms and 2 bathrooms.

Market Research: Survey- alumni, faculty and friends. University Development office has lists to draw samples. Focus Groups should also be done. Winona project had a sample of 1200 with a 35% response rate. Jon will email and mail some of the surveys used.

Northfield project did not have any legal permit issues because it was developed on a vacant grocery store site. However, the Winona project did have problems passing the city council. The issues were resolve and the development moved forward.

Financing: It can be tough to get financing. A 50 unit $15 million development may require as much as 30% cash equity. The timeline depends on community and University support. Winona took 1.5 years and the St. Benedict’s struggled through 6 year (3 different Presidents) process before starting the units.

Planning Higher Education: Developing a university-linked retirement community is not simply a matter of building senior housing on or near a campus. In order to gain maximum benefit, colleges and universities must look at broader issues regarding the institution’s commitment to the community, its policies and programs, and the development of an enabling culture that will sustain and nurture older adults on campus and integrate them into all facets of campus life. A policy that fosters diversity and age integration on the campus, combined with programs that provide residents with opportunities to pursue fulfilling activities, has great potential to create an environment where there are widespread opportunities for learning, work, leisure, and intergenerational interactions.
For example, Holy Cross College at Notre Dame has a long-term commitment to the Holy Cross Village, manifested both in supportive policies such as building an active intergenerational community that integrates senior residents into college and campus life and in the development of programmatic resources such as the “Adult Learners” and “Community and Continued Education” programs.

Adult Learners provides senior residents with learning and working activities, while the Community and Continued Education program serves as an enabling structure, providing information and opportunities for interested individuals and drawing together senior residents from the village, young students from the college, and older adults from the local community. It also serves as a focal point for relationships between the college and the village in terms of newsletters and meetings. Furthermore, it develops courses and community service projects that have the potential not only to integrate the village into the college but also to reach out to the larger community.

Connections between Holy Cross College and Holy Cross Village are therefore actively developed. A market study to determine the feasibility of establishing university-linked retirement communities on or near campuses is one of the most important planning issues for colleges and their consultants to address. The market study should result in data-based guidelines regarding interest in the retirement community concept on the part of alumni, friends, and others; preferred residential types, sizes, features, and costs; types of educational, recreational, and cultural programs; and campus amenities and considerations.

Other critical planning issues such as financial considerations, healthcare issues, and governance and management are important factors in the development of a successful collegiate retirement community and must be given careful consideration.

- An example of Phase II survey of demand:

  **Figure A-4: Saint Mary’s University of Minnesota Residential Housing Community Survey**
  SAMPLE from Collegeville Developer
Saint Mary’s University of Minnesota
Residential Housing Community Survey

INSTRUCTIONS
This survey asks you some questions about the housing community that was mentioned in Brother Louis’ cover letter. Please read each question and the associated instructions carefully.

Complete the survey and return it in the enclosed postage-paid envelope no later than September 7th.
Thank you for your valuable time and opinions.

Section A: Housing Community Concept

Saint Mary’s University of Minnesota is considering the development of a residential housing community for older adults. It is anticipated that most residents would be SMU alumni, current or emeritus SMU faculty and staff, and friends of the University.

This community of single-family and attached homes would be located on a quiet corner of University property. Home design would place a high priority on quality, character, and beauty, as well as functionality. Such design would both recognize and accommodate an individual’s various life stages, thereby allowing residents to live in their homes far longer than would traditionally be possible.

Residents would have easy access to SMU resources, facilities, and services. Examples include classes, libraries, swimming pool and other fitness and recreational facilities, cultural and sporting events, religious services and facilities, and walking and biking trails.

1. How interested would you be in living in a community as described above at the appropriate time in your life? Please check one answer.
   - Very interested (6)
   - Somewhat interested
   - Not interested—please skip to the last page of this booklet, complete Section C of the survey, and return the survey in the enclosed postage-paid envelope

2. What is most appealing to you about the concept or idea of this housing community? Please be as specific as possible.

3. Do you have any concerns about the concept or idea of this housing community? If so, please list them below. Again, be as specific as possible.


Section B: Housing Community Specifics

We are interested in your preferences regarding what a home in this community might be like. First, please review the sheet that has been enclosed with the survey booklet. On that sheet you will find architectural drawings of two different homes, plus a general description of what these homes would be like. Please review this sheet before moving on with this question.

The next page of this survey outlines several options regarding: (1) a more detailed description of each home (number of bedrooms, etc.) (2) how many square feet the home would have, (3) whether you would purchase or rent this property, and (4) what the purchase or rental price would be.

4. Please review each option carefully. Then, indicate your preferences in the shaded box below by:
   - placing the letter of the option (A through N) you like the best next to “Most Preferred Option,”
   - placing the letter of the option you like the second best next to “Second Most Preferred Option,”
   - placing the letter of the option you like the least next to “Least Preferred Option.”

For example, if the option you like the best is “C” – a single-family, one-bedroom, one-bath, 900 square foot home that you would purchase for $149,000 - put the letter “C” in the space marked “Most Preferred Option.”

When answering these questions, assume that you are considering the purchase or rental of a home in the community as described in Section A of this survey.

<table>
<thead>
<tr>
<th>Most Preferred Option</th>
<th>Second Most Preferred Option</th>
<th>Least Preferred Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>(7)</td>
<td>(9)</td>
<td>(9)</td>
</tr>
</tbody>
</table>

5. Why did you choose the home you marked “Most Preferred Option” as the option you like the best?

6. Why did you choose the home you marked “Least Preferred Option” as the option you like the least?

7. Assume that the home you marked as the “Most Preferred Option” would be available at the time you were considering moving from your current home/apartment. How likely is it that you would purchase or rent that home in the Saint Mary’s housing community at that time? Please circle your answer, using a scale of 1 through 10, where 1 = “very unlikely” and 10 = “very likely.”

<table>
<thead>
<tr>
<th>Very Unlikely</th>
<th>Very Likely</th>
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<tbody>
<tr>
<td>1</td>
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<td>8</td>
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<td>9</td>
<td></td>
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</tbody>
</table>

8. What would have to exist at this housing community in order for you to be interested in living there?


Please Continue on the Back Page of this Survey Booklet

A-15
Section C: Some Information About You

9. Gender:  __ Female  __ Male

10. Did you graduate from Saint Mary's?
    __ Yes (12)
    __ No, did attend Saint Mary's for a period of time (13)
    __ No, never attended Saint Mary's (14 - 15)

11. Age: _______ years old (16 - 17)

12. Place of current residence:
    __ Twin Cities (18 - 19)
    __ Chicago
    __ Winona/Rochester/LaCrosse
    __ Other (please specify: _______)

13. Number of people currently living in your household:
    __ Adults (including yourself) (20 - 21)
    __ Children (22)

14. Please indicate the field in which you are currently employed (e.g., education, health care, financial services). If you are retired, please check the appropriate space below.
    Field of Current Employment: _______ (23 - 24)
    __ Retired (25)

15. Have you made a donation to Saint Mary's within the past five years?
    __ Yes (26)

16. Overall, how strong is your bond/connection with Saint Mary's University? Please circle your answer, using a scale of 1 through 10, where 1 = "not strong at all" and 10 = "very strong."
    Not Strong At All  Very Strong (27 - 28)
    __ 1 2 3 4 5 6 7 8 9 10

17. If you are a faculty or staff member, please answer "A" and "B" below.

A. Which of the following best describes your current status at the University?
    __ Full-time faculty member (29)
    __ Part-time faculty member
    __ Full-time staff member (30)
    __ Part-time staff member

B. Number of years you have worked at Saint Mary's: _______ (31 - 32)
• an interview with a college-linked community seniors advocate:

1/19/2007 noon: Art Peterson, no longer at Eckerd, was instrumental in founding Eckerd’s Leadership Institute and other seniors’ programs.

Note: Art Peterson gave the inaugural keynote speech for the start of the UMD US.

Eckerd College (EC) now needs a new Director for this seniors program and is re-aligning. [Hard going after the first enthusiasm and leadership retired.] Note, since initial organizing of seniors programs, faculty have started to resent the money going to this particular segment. “Discussant Colleagues” is cited by Peterson as the most successful element, bringing the best “retired” minds back into the classroom to contribute.

Eckerd is downsizing now, and suggests that without financial planning the programs don’t (continue) to work. The residential community Allegro is not continuing as well as when initiated. College Harbor residential community is still there (see community featured in James Michner’s novel *Recessional*, written at his College Harbor residence.) See also George McGovern’s book/piece “Council of Elders.”

EC had a very big Elderhostel success. Lots of seniors, lots of courses. However, most of EC seniors/students did not live on campus, or in the residence associated. See also Ohio Wesleyan model where seniors live in multi-generational dorms, old next to young.

Challenges for UMD:
− Need support of the Chancellor
− Need pivotal faculty support. Need to make understood why this works: the longing to pass it on, the need to (continue) living in a world of ideas, be with (your) kids
− Need to get a well financed facility (and $ from university, tentatively) Convince U that residence is not-a-loss.

[Note: “In 2000 trustees learned that a significant portion of the college's endowment funds had been spent without their knowledge to support two business ventures: an assisted living facility and a residential development on college property. In the summer of 2000, President Armacost retired; and Eugene Hotchkiss, President Emeritus of Lake Forest College (IL), was selected to serve one year as interim president. College trustees also pledged to replace the funds that had been spent, and those pledges have all been fulfilled. This commitment by the college's trustees is one of the most honorable acts known today in American higher education.” See http://www.eckerd.edu/about/ . . . history]

4) Paper archive file

The BBER has presented to the UMD US a paper copy file of 74 folders including the descriptions of all college-linked retirement communities from this study as well as all background materials and a fact sheet summarizing the data found for each community.
5) Selected slides from Brownlee presentation 1/23/2007

These following selected slides help summarize some of the preliminary findings from the BBER.

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Challenges for Three Stakeholder Groups

<table>
<thead>
<tr>
<th>The University</th>
<th>The Developer</th>
<th>The Residents</th>
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</thead>
<tbody>
<tr>
<td>- Developers require units to be pre-sold</td>
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<td></td>
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<td>- most or all units must be sold before building</td>
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<td></td>
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<tr>
<td>- Bad investment</td>
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<td></td>
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<tr>
<td>- owner/developer captures the appreciation value</td>
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<tr>
<td>- Zoning</td>
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<td>- opportunity for a &quot;neighborhood fight&quot; about best land use</td>
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<td>- Tax Status</td>
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<tr>
<td>- Profit or non-profit status, educational tax break</td>
<td></td>
<td></td>
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<tr>
<td>- Good estimate of demand</td>
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<td></td>
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<tr>
<td>- Much depends on a good market study and financial planning</td>
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<td></td>
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<tr>
<td>- University buy-in</td>
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<td></td>
</tr>
<tr>
<td>- University land use, faculty support, administrative leadership</td>
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</table>
Stakeholders: The University
Risks and Opportunities

- Risks
  - Reputation: failures of project that carries university name
  - Direct financial: varies depending on details of arrangements (loan guarantees, planning costs, etc.)
  - Distraction: core market and financial performance suffers

- Opportunities
  - Financial: could include revenue or profit sharing with developer, proceeds of sale of land, greater revenue-generating use of facilities—summer and weekends
  - Development of new market: residents take courses, participate in general learning environment of campus
  - Fundraising: reconnect with alumni, cultivate new donors in prime "giving" stages of their lives

University concerns

- What works for universities:
  - Communities should be close to the core of the campus (a mile or less is preferable)
  - Communities should include all levels of senior housing: independent living, assisted living, skilled nursing, and dementia care (colleges that don't build the full spectrum of senior housing may put some philanthropic pursuits in jeopardy)
  - Community should have a well-documented, arm's-length financial relationship to education institution
  - At least 10 percent of residents should be connected to the institution in some way (retired employees or alumni)
  - Community must have formal, written agreements that detail how residents can take classes, attend events, and use campus services
  - Also in addition to support students' internships at communities, or research on senior-related issues
  - Development of an enabling culture that will sustain and nurture older adults on campus and integrate them into all facets of campus life

Challenges for UMD:

- Need support of the Chancellor and administration
- Need substantial faculty support. Need to make understood why this works: such as the longing to pass value on, the need to (continue) living in a world of ideas, desire to remain in area (be with family)
- Need to get a well financed physical plant (and $ from university?) and to convince U of MN that proposed residence is not-a-loss.

For example, other university planning includes

- Probable lease arrangement with developer which sends income back to the university
- A developer who is also an operator with a good track record. If you get one developer who builds a facility and then another operator that comes in, then you are headed for trouble.
- Residents who live there would have access to the events and facilities on the campus and would be a part of the University community.
  College of Medicine could provide under contract medical services there. The same thing could be done with the College of Dentistry, Pharmacy, Nursing, and even Rehabilitation facilities within the Medical Center.
- The primary objective for the University of Florida was for their Development Office to work with people who are in these alumni communities for fundraising purposes.
- Developer will have to have about 50 percent of the spaces sold before breaking ground. That is the tradition that has been followed at other universities, and this will take time.
- Question for the Board is whether it is the highest and best use of the property.
Stakeholders: The Developer
Risks and Opportunities

- Major developers
- Consultants/developers
- Developers/managers

Challenges for Developers

- From a developer's (Collegeville) point of view:
  - The two most important factors for development are
    - 1) quality of site
    - 2) market size (units must be pre-sold)
  - If median home price is low the project is not viable.

- Examples:
  1) Northfield MN average median home price is $295,000. Forty-six units planned with 26 units sold. About 25% sold to alumni, $140,000 - $500,000 for condos, $180,000 - $400,000 for cottages. (St. Olaf and Carleton College)
  2) Winona MN is about one-half the value of Northfield. This will be a mixed use (low and high value).
Developers represented in BBER database

- Large real estate developers
- Local and regional non-profit consortiums
- Local and regional private companies
- Catholic affiliated developments
- National retirement community developers

<table>
<thead>
<tr>
<th>Developer Type</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Local non-profit</td>
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</tr>
<tr>
<td>Local private</td>
<td>7</td>
</tr>
<tr>
<td>Catholic Brothers and Sisters</td>
<td>5</td>
</tr>
<tr>
<td>Kendal</td>
<td>5</td>
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<tr>
<td>Collegioresa</td>
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<td>Sunrise</td>
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<td>Del Webb</td>
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<td>Pacific Retirement</td>
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Stakeholders: The Residents
Risks and Opportunities

- Desire for university-linked opportunities
- Need sound real estate investment
- Need for continuum of care
Healthcare programs represented in the database

Continuum of Care
  53 out of 74 said yes
Independent living
  62 out of 74 said yes
Assisted living
  44 out of 74 said yes
Nursing care
  62 out of 74 said yes
Dementia and hospice
  28 out of 74 said yes

Comments:
  • From the university's point of view: community should include all levels of care (capture bequests) (Carle, CHE)
  • From seniors' pt. of view: needs will change over time, requiring continuum of care
  • From the developer's pt. of view: easier to develop independent living, age-restricted community, referring medical care to other suppliers
6) Westwood, Benedictine Health Center, Saint Scholastica Duluth case study

Although the Westwood retirement community was not listed as a “college-linked retirement community” in the data we captured from the Retirement Living list, the presence of this community in the Duluth City locality, and the fact that the Collegeville developer interviewed referred to the Benedictine Health Center project as test case for market representation indicated that BBER would include this community in our study. BBER suggests that the Westwood model differs from the UMD US project in that the Westwood community is centered on the long-term healthcare facility of the Benedictine Health Center as a continuum of care option rather than on the academic emphasis of offerings of the College of Saint Scholastica. At the same time, Westwood includes a number of the attributes preferred by many stakeholders (including the UMD US) such as an on-campus location, initiated and operated by the same entity, a full spectrum of healthcare options, and access to both college courses and continuing education courses.

St. Scholastica/Westwood Retirement Community/ Benedictine Health Center:
Opened in 1980 by the Benedictine Sisters of St. Scholastica Monastery, the BHC provides long-term care, adult day services, rehabilitation, and early childhood/preschool programs. The addition of Westwood in 2000 added independent and assisted living for seniors. In addition to the College, the St. Scholastica campus is home to about 120 Benedictine Sisters; Westwood, an 80-apartment independent and assisted housing complex for persons age 55 and older; and the Benedictine Health Center, a long-term healthcare facility with 120 residents and 200 employees.

Westwood Summary:
Added in 2000 to the Benedictine Health Center campus. 80-apartments independent and assisted living for residents 55 years and above. Residents have access to a variety of courses, concerts and theater performances on campus at the College of St. Scholastica. Westwood residents have priority access to more comprehensive levels of care in the Benedictine Health Center, including rehabilitation services and 24-hour skilled nursing care.

Benedictine Health Center and Westwood:
Westwood is the newest structure in a continuing care facility and neatly linked to other major buildings on a 160-acre campus that includes a four-year college, a Benedictine monastery and a nursing home. Connecting these structures presented unusual design challenges because of the steeply sloping land and the high ceilings of the nursing home. This connectivity, however, makes the nursing home, monastery, chapel, library, auditorium and college classrooms completely indoor accessible to residents of the new apartments, even in northern Minnesota's frigid, icy winters. The emphasis on accessibility was carefully thought through. Every apartment--not just the 35 designated for assisted living--is compliant with Americans with Disabilities Act (ADA) standards, although care was taken to avoid suggesting a nursing home environment, especially in the independent living areas of the building. In anticipation of elderly visitors, a covered drop-off entrance was provided, carpeting and flooring installed that ensure safe footing, and elevator accessibility provided for every area of the campus complex. The architects ensured privacy for the nursing home residents by permitting direct public access to that building only on the first floor, at a point where the apartment building and the nursing home flow together in a modified "town square" design.

In the College of St. Scholastica, The Center for Studies in Aging under the direction of Dr. Chandra Mehrotra, psychologist and gerontologist, expects to draw on the wisdom and experience of the senior residents in a number of ways. Dr. Mehrotra hopes that the seniors will
be resource persons in college classes, not only in gerontology, but across the curriculum. He views these guest appearances as benefiting both the students and the senior guests, who will be afforded an opportunity to reflect on and organize their life memories. Less formally, Dr. Mehrotra expects to involve individual students and seniors in mentoring relationships. He also sees the assisted living section of Westwood as a clinical training site for students majoring in one of the College's widely recognized health-related specializations: nursing, physical therapy, occupational therapy, clinical laboratory science, exercise physiology, health information management and psychology. For Westwood residents, the College offers continuing education in regular class rooms or in its well-established and highly successful Emeritus College and/or Elderhostel programs.