UNRAVELLING THE STUDENTIFICATION PROCESS: A CASE STUDY OF
İŞÇİ BLOKLARI NEIGHBORHOOD

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ABSTRACT

UNRAVELLING THE STUDENTIFICATION PROCESS: A CASE STUDY OF İŞÇİ BLOKLARI NEIGHBORHOOD

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Gentrification can be defined as the transformation of a neighborhood, where an influx of affluent residents and businesses reshapes the social and economic fabric of an area. Gentrification embodies both promise and concern, as it can rejuvenate communities while also raising issues of displacement and erasure of long-term local identities. While gentrification discussions continued rapidly after the millennium, studentification was articulated in these discussions as a new concept.

This master's thesis examines how the studentification process in İşçi Blokları Neighborhood began and its multiple sequential processes of change. Studentification is a multifaceted phenomenon that includes the transformation of residential areas in a particular area depending on the influx of students. This research aims to reveal the underlying reasons, key actors, results and future expectations of studentification in the selected neighborhood.

Higher education institutions have had many social, economic and physical impacts on the city. One result of these effects is studentification processes, which is explored in this thesis. Various research methodologies have been used to reach a comprehensive understanding. These include a questionnaire targeting students and

semi-structured interviews with various stakeholders such as long-term residents, real estate agents and local businesses. Additionally, in-depth interviews with the local authority (mukhtar) provided insights into the historical context and dynamics of the neighborhood. In this research, qualitative methods such as snowball effect and descriptive research analysis were applied. Observations and first-hand experiences were also integrated into the research. Quantitative contribution was provided by the analysis of the survey results and the creation of the relevant tables.

In accordance with the dynamics acquired from most prior studies conducted in plethora of cities across the world, the compatibility with the current findings of the neighborhood was examined and the existence of the studentification process in the neighborhood was confirmed. However, this research makes a unique contribution to the literature by emphasizing the important roles of the mukhtar, the historical structure of the neighborhood, the contributions of the university, the effects of real estate agents and landlords on the studentification process. This study provides information that can inform future urban development strategies and promote sustainable coexistence between students and long-term residents in İşçi Blokları Neighborhood.

Keywords: Gentrification, universities, studentification, İşçi Blokları Neighborhood.

ÖZ

ÖĞRENCİLEŞTİRME SÜRECİNİ DEŞİFRE ETMEK: İŞÇİ BLOKLARI MAHALLESİ ÖRNEĞİ

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Eylül 2023, 152 sayfa

Seçkinleştirme, bir mahallenin ya da bölgenin daha varlıklı sakinlerin ve işletmelerin akınının bir bölgenin sosyal ve ekonomik dokusunu yeniden şekillendirmesi olarak tanımlanmaktadır. Gerçekleştiği yeri yenileme ve canlandırma gibi etkisi olmasına karşın, aynı zamanda yerinden edilme ve uzun vadeli yerel kimliklerin silinmesi sorunlarını da gündeme getirebilir. Milenyumdan sonra seçkinleştirme tartışmaları hızla devam ederken, öğrencileştirme yeni bir kavram olarak bu tartışmalara eklemlenmiştir.
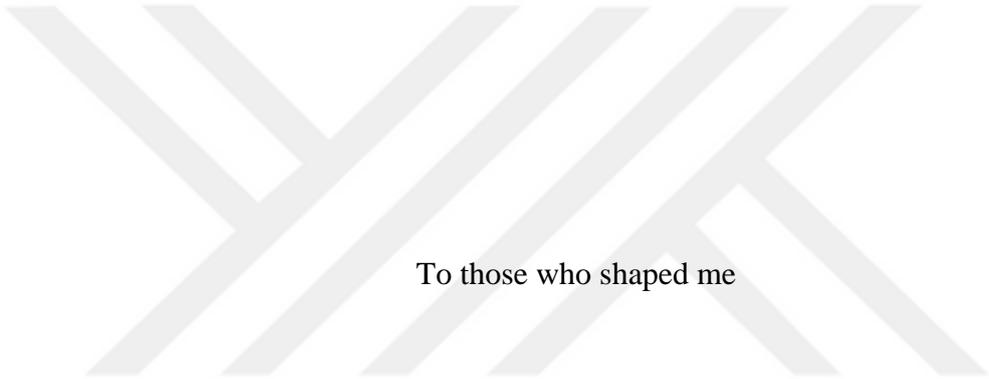
Bu yüksek lisans tezi, İşçi Blokları Mahallesi'ndeki öğrencileştirme sürecinin nasıl başladığını ve birbirini takip eden çeşitli değişim süreçlerini incelemektedir. Öğrencileştirme, öğrenci akınına bağlı olarak belirli bir bölgedeki yerleşim alanlarının dönüşümünü içeren çok yönlü bir olgudur. Bu araştırma, seçilen mahallede öğrencileştirmenin altında yatan nedenleri, kilit aktörleri, sonuçları ve gelecekteki beklentileri ortaya çıkarmayı amaçlamaktadır.

Bu çalışma, yükseköğretim kurumlarının bölgenin sosyal, ekonomik ve mekânsal dokusu üzerindeki etkisini araştırmaktadır. Kapsamlı bir anlayışa ulaşmak için çeşitli araştırma yöntemleri kullanılmıştır. Bunlar arasında öğrencilerle yapılanbir anket ve

mahallede uzun süredir yaşayanlar, emlak acenteleri ve yerel işletmeler gibi çeşitli paydaşlarla yapılan yarı-yapılandırılmış görüşmeler yer almaktadır. Ek olarak, yerel otoriteyle (muhtar) yapılan derinlemesine görüşme, tarihsel bağlamı ve mahallenin dinamiklerine dair içgörüler sağlanmıştır.

Dünya'nın pek çok şehrinde yapılmış, önceki çoğu çalışmadan elde edilen dinamikler doğrultusunda, mahallenin mevcut bulgularıyla olan uyum incelenmiş ve mahallede gerçekleşen öğrencileştirme sürecinin varlığı doğrulanmıştır. Ancak bu araştırma, muhtarın önemli rollerini, mahallenin tarihi yapısını, üniversitenin katkılarını, emlakçıların ve ev sahiplerinin öğrencileştirme sürecindeki etkilerini vurgulayarak literatüre özgün katkılar sağlamaktadır. Bu çalışma, İşçi Blokları Mahallesi'nde gelecekteki kentsel gelişim stratejilerine bilgi verebilecek ve öğrenciler ile uzun süreli sakinler arasında sürdürülebilir bir arada yaşamayı teşvik edebilecek bilgiler sunmaktadır.

Anahtar Kelimeler: Seçkinleştirme, üniversiteler, öğrencileştirme, İşçi Blokları Mahallesi.

To those who shaped me

ACKNOWLEDGEMENTS

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ABBREVIATIONS

CBD: Central Business District

CoHE: Council of Higher Education

HE: Higher Education

HEIs: Higher Education Institutions

HHs: Households

HMO: Houses in Multiple Occupation

METU: Middle East Technical University

PBSA: Purpose-Built Student Accommodation

PRS: Private Rented Sector

UN: United Nations

UPH: University Provided Housing

CHAPTER 1

INTRODUCTION

1.1   The Context and Aim of the Study

The concept of gentrification is generally defined as the transformation and revitalization of neighborhoods where low-income residents live (Smith, 1982). While it often leads to increased property values, improved amenities, and changes in the socioeconomic composition of the area, this process results in the displacement of long-term residents and changes the character of the neighborhood, especially due to rising housing costs.

Studentification, on the other hand, is defined as a subset of gentrification characterized by the influx of students into a particular neighborhood, often near university campuses (Smith, 2005). It contributes to gentrification by increasing the demand for rental properties; It may also lead to landlords' converting housing units into student accommodation, thus displacing non-student residents. It brings many social, economic, spatial and cultural changes in the neighborhood where it takes place. Fundamentally, studentification is interpreted as a contributing factor to the broader process of gentrification in areas where higher education institutions are located.

Studentification has been one of the phenomena that has emerged as a common pattern of contemporary city development during the last decade (Allinson, 2006; Munro et al., 2009; Sage et al., 2013; Smith, 2005).

From the time the concept of studentification was introduced (Smith, 2005), UK cases provided both a starting point and served almost the most extensive literature

on the subject. For these reasons, the best known examples were always discussed over the UK examples (Allison, 2006; Brookfield, 2018; Chatterton, 2010; Christie et al., 2002; Holdsworth, 2009; Holton, 2014; Hubbard, 2008; Kinton et al., 2018; Munro et al., 2009; Russo & Tatjer, 2007; Sage et al., 2012,2013; Smith, 2008).

However, subsequent studies also revealed that there may be more interesting results in different contexts. For example, when the studentification processes taking place in Canada (Revington, 2020) are examined, although the Purpose Built Student Accommodation (PBSA) designed to accommodate students initially seems to solve the housing problem for students, over time these structures have become a zone where only students live, causing problems in students' communication with other groups or citizens, so segregation occurs. In the case of Hungary (Fabula et al., 2017), the double impact of studentification processes and different gentrification processes on an area was examined and revealed that the same area can be exposed to many dynamics causing change. As the increasing number of students in a neighborhood, such as the case of Chile (Prada, 2019), creates its own 'cultural ghetto', causing the relations with other actors in the neighborhood to weaken. In particular, relationships between students and long-term residents may become increasingly weak.

Cities in Turkey have been affected by the presence of universities. In addition to being science producing institutions, universities in Turkey have been seen as a development tool in most of the periods, and in this context, policies have been developed regarding the opening of universities in Anatolian cities (Tuncer & İslam, 2017). Within the scope of this thesis, the Middle East Technical University (METU) campus in Ankara, the capital of Turkey, and İşçi Blokları Neighborhood surrounding it were selected. There are three main reasons for this. First of all, the fact that the author of the thesis is also a METU student and has been living in this neighborhood for 5 years has led her to make the several observations. Secondly, METU is one of the most prestigious schools in Turkey and its history dates back to the 1960s. For this reason, it has been operating for a long time for any kind of urban change that will take place around it. Third, the fact that it is a university where many

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young people want to study with its national and international achievements makes METU attractive and a new home for many students, researchers, academic staff and more. In addition to all these facts, İşçi Blokları Neighborhood was chosen as the case study area for this thesis due to its proximity to the university, various accommodation options, and many social and spatial opportunities for students to spend time with their peers.

In the study, the studentification dynamics of İşçi Blokları Neighborhood was researched and conveyed. How the studentification processes emerged in this neighborhood was first analyzed with the history of METU and then with the historical context of the neighborhood. Along with all the historical information, the current social, economic and spatial dynamics of the neighborhood have been researched.

In order to understand the neighborhood dynamics, 5 different actor categories (students, long-term residents, small local businesses, real estate offices, local government unit (mukhtar)) were determined and various information was collected with these actors by both qualitative (in-depth interviews) and quantitative (a questionnaire survey) methods. Trips were made in the neighborhood on certain days and information about its general physical character was noted. After these observations, land use of the neighborhood was mapped and detailed information about its content was given. Two different methods were preferred for data collection from actors. A questionnaire, was applied to the students. The questionnaire was sent to the students electronically and 213 students answered. It was also applied face to face during trips in the neighborhood. In the limited number of such questionnaires it was revealed more clearly how the internal dynamics of the neighborhood were observed by the students. In-depth interviews were conducted with the Mukhtar and other actors at various times. In-depth interview with the Mukhtar shed light on the history of the neighborhood and at the same time, detailed information was obtained to understand the relationship dynamics between the actors involved in the studentification process. Semi-structured interviews with long-term residents, small local businesses and real estate agencies were deemed appropriate. With this method,

information was obtained about the characteristic features of the neighborhood and the studentification processes.

In short, this thesis study aims to understand and interpret the social, economic and spatial outputs of studentification processes in a neighborhood- İşçi Blokları- located adjacent to a university-METU. In order to do this, information and data obtained from various actors, institutions and organizations were used. Finally, the existence of the processes in the neighborhood was discussed.

1.2   Research Questions

The general aim of this research is to reveal the studentification process in İşçi Blokları Neighborhood and to examine the actors and their relations that led to the transformation of the neighborhood. This study aims to answer key questions surrounding studentification:

(1) What are the effects of higher education institutions on the cities they are located in and on studentification?

(2) How does the studentification process begin in a city and what are its main dynamics?

(3) How is the studentification process received by students and other groups in İşçi Blokları Neighborhood?

(4) How are the various actors (students, long-term residents, small local business owners and real estate office owners) affected by this process in İşçi Blokları Neighborhood?

In addition to all these, this study aims to provide insight into potential future scenarios and challenges that the neighborhood may face as a result of continued studentification.

1.3   Outline of the Study

This thesis is divided into six main chapters. In the first chapter, the aim of this thesis and research questions are given in general. In the second one, a summary of the gentrification processes is made in order to identify the concept of studentification and its category in the global context. In this way, it is aimed to make a short introduction to the studentification process. Chapter three deals with the various relationships between the university and the city. Universities and higher education institutions have multifaceted effects on the cities where they are established. Studentification processes, one of these effects, become more meaningful with these versatile effects. This section also discusses the relationships that the university has established not only physically but also economically and socially. In chapter fourstudentification process is discussed with all aspects. An extensive literature study has been presented. In particular, its effects, which are crucial for the case, have been studied in detail. In the fifth chapter, the methodology and case of the thesis are discussed. The study presents several research phases (observations, survey of students, interviews, formal source analysis and mappings). In the conclusion section, a general and brief summary of this thesis is mentioned. Based on this, the key aspects presented by this thesis are summarized. Additionally, limitations of the thesis is explained. Finally, the study ended with suggestions for possible future studies.

CHAPTER 2

GENTRIFICATION

2.1   Introduction

In one of his articles Clark (2005, p.265) mentioned gentrification as "sugar-coated with images of revitalization, regeneration, renewal, reinvestment, and redevelopment…"). This sentence is a brief explanation of the process experienced with gentrification.

Since the beginning of coined the term, the process, and the description have always changed. Many researchers and urban thinkers come up with new definitions or diagnoses. In different geographies, its definition has changed and evolved (August, 2017). As the most general version of all the definitions put forward, it can be said that gentrification appears as a spatial, economic, and social phenomenon in terms of its results, and various actors are involved in the process (Hamnett, 1984). The most controversial of these actors are the newcomers and those who were displaced voluntarily or involuntarily. The reason for this is that the concept of gentrification is mostly mentioned in studies with its social consequences: displacement (Bierbaum et al., 2015). Direct displacement refers to the immediate physical removal of existing residents from their homes and neighborhoods due to factors related to gentrification. Directly displaced residents may be forced to leave their homes and communities, often due to rising housing costs that they can no longer afford. Indirect displacement, also known as "displacement pressure" or "secondary displacement," results in the gradual displacement of long-term residents who find it increasingly difficult to accommodate a changing neighborhood environment, and even if those residents are not directly forced to move, gentrification processes make

that neighborhood less accessible to existing residents (Boddy, 2007; Davidson & Lees, 2010).

In the first periods of industrialization in American and European cities, together with the fordism movement of the production workshops built in the city center and the use of motor vehicles, the settlement of high-income people towards the city's periphery -in other words, suburbanization- started. In this process, while people from the lower-income group stayed in the city centers, people from the upper-income group spread out of the city (Çeker & Belge, 2015). The gentrification process, which started in the 1950s in American and European cities, has been systematically examined in three different periods (Hackworth & Smith, 2000). In the first wave of gentrification, a sporadic and state-led approach was observed. Initially, gentrifiers upgraded disinvested properties. In the final form of this period, high rental rates, displacement, and high-income groups as new landlords emerged. In its second wave, new actors got involved except the state during the 1970s to 1980s -right after the 1973 economic recession. Especially developers and investors started to buy and evaluate certain properties. In this way, land speculation increased. In the 1990s, the third period was started. Moreover, this period is characterized as the gentrification of new areas like postwar public housing project areas. During this period, actors also entered areas that were thought to be untransformed, resulting in greater displacement. According to Atkinson and Bridge (2005), this process is the state's way of legitimizing gentrification with a regeneration strategy. After the 2000s, the way the term is coined has changed with neoliberal urbanism. Lees et al. (2008) mention about a fourth wave in their book *Gentrification*. This wave developed with the financialization of housing experienced after the third wave, and a continuity of the third wave (Lees et al., 2008).

Gentrification, which has been enacted as an urban strategy since the first day it was coined and generally supported by a state mechanism, has always emerged in one way or another in big cities. Especially as an urban entrepreneurial strategy and with the aim of influencing affluent residents, old industrial zones have undergone kind of a mixture of regeneration and transformation (Doucet et al., 2011).

In this part of the thesis information about the literature on gentrification is given. First, the concept is briefly defined, and then the knowledge about its historical development is conveyed. While its historical development is mentioned, in which cities it was first experienced and what kind of problems were encountered are explained. In particular, gentrification, which appears as an Anglo-Saxon term, is mentioned in the example of England, where it was first coined, and America, where the largest and most comprehensive examples are found. Along with its historical development, types of gentrification and studentification as one of the types are also revealed in this chapter. The similarities and differences between gentrification and studentification are also discussed.

2.2   Definition of Gentrification

In 1964, Ruth Glass mentioned a change in one of her articles. She classified this change as gentrification. According to Glass (1964), the working-class quarters have undergone a shift in favor of the middle and upper classes. Also, the original occupiers of the neighborhood have been displaced, and as a result, the neighborhood's social structure has changed. Glass was the first to coin the term. Thus, gentrification was simply defined as the invasion of low-income households' neighborhoods by middle or higher-income groups and the resulting displacement of previous owners. Admittedly, Smith (1982) also had a similar description: the revitalization of the core and the inner city. The gentrification processes that started in London in the 1960s gradually began to be seen in other developed parts of the world. Especially in the US, many transformation processes took place at the same time by the 1970s. As manufacturing lost its popularity in the advanced capitalist world and was replaced by different types of employment, transformation processes were taking place in cities as aspatial reflection (Smith, 1996). There are similarities between the processes of gentrification and suburbanization in the US case. At the same time, gentrification processes in the urban center have also led to a

transformation in the suburbs. It has created more functionally integrated suburban centers.

In addition, Smith referred to this process as a *back-to-the-city* movement the capital, but not the people (Smith, 1982). One of the main reasons for this is the economic conditions that enable capital to reevaluate, that is, the rent gap, as defined by Smith (1979a). The rent gap is the difference between the potential ground rent level and the actual ground rent capitalized under existing land use. According to him, if the rent gap is wide enough, gentrification can occur in a given neighborhood by several different actors in the land and housing market. This is why the rent gap occurred by capital devaluation. (Smith, 1996, p. 65).   Taking into account Hoyt's (1939) observations of land values on American cities, Smith argued that this greatly improved the rent gap. Hoyt defended the rent created by the structures located in the center or Central Business District (CBD) of an urban area and the meaningfulness of the coming together of certain "sectors". In addition to the presence of commercial activities in the CBD, he explained the existence of single-family houses and industrial activity in the vicinity based on his observations.

The processes of gentrification, which emerged simultaneously but independently of each other around the world, have made a huge impact especially towards the end of the 20th century and have been studied by many academics. After the 1980s, two distinct distinctions emerged. Gentrification processes were either supply-side or demand-side. According to Smith (1979b), "demand" side was just a word used to capture the appearance. When the word "demand" was used, it was more about the economic consequences of the process itself, appearance, and, naturally, physical characteristics rather than the actors involved in the process and. What Smith generally focuses on and explains, is based on the rent gap theory. He emphasized that not only consumers but also numerous agents, landlords and developers should be taken into account. Moreover, he explained the tight relationship between the rent gap theory with land value and property value, and also revealed the connection between these with capitalized ground renting. However, although Smith's explanations dealt with the built environment from specific perspectives, and it

basically could not capture a broad perspective of gentrification because the definitions neglected the proper gentrifier profile and focused more on the spatial and economic side of the process (Beauregard, 1986; Hamnett, 1991).

The consumption or demand side, which is especially mentioned by David Ley, actually creates a user-oriented type of definition. Furthermore, it is focused on gentrifiers, who are usually referred to as urban professionals, creating a structural change in housing demands. Thus, he started to see new patterns in the urban landscape and associated this with the elite's culture of consumption. In other words, he stated that there is a market at the request of the consumers (Ley, 1981).

Demand side explainers has introduced a new explanation for users. Thus, the rise of a group called the "new middle-class" was mentioned. This group consists of young urban professionals – known as yuppies or educated labor force – who live or want to live in inner cities, because they desire to stay close the working area (Mullins, 1982). They stand out with their different lifestyles, especially with consumption and reproduction. This group can be defined as containing various sub-branches such as administrative, executive, professional, managerial and some service activities (Smith, 1987a). Art community usually was the focus of gentrification and served to flow of capital into neighborhoods like SoHo, TriBeCa and the Lower East Side, NY (Hackworth & Smith, 2001). Those kinds of groups' preferences usually had an effect on neighborhood transformation process, because they classify themselves from the elites above and the working-class below (Smith, 1987a).

It is possible to say that gentrification is a physical, social, economic, and cultural phenomenon. Observations generally show that there is a dislacement, and this is the influx of the middle-class or higher classes in the working-class neighborhoods. Certain physical renovations or rehabilitations are done to make it more attractive and interesting for these newcomers. Various requirements for price appreciation are completed and significant changes are made. As a result, the tenure status evolves from being a tenant to a homeowner. (Hamnett, 1984, p. 284). On the other hand,

when the neighborhood scale is examined, it is necessary to mention a change in the land and housing market economically as well as the physical changes in the housing stock. Gentrification would be defined in some ways by the mix of all of these social, physical, and economic developments. When all these aspects are considered, the gentrification processes become easier to understand. (Smith, 1987b, p.463).

The process has become easier to understand with the timeline framed by Hackworth & Smith (2001) which was mostly inspired by the gentrification processes that took place in New York City. They predicted that New York would be more inclusive compared to other cities where gentrification took place (Hackworth & Smith, 2001). When gentrification is examined periodically (Kennedy & Leonard, 2001), it is divided into three basic periods (Hackworth & Smith, 2001). The "first wave" or "classical" gentrification (1950s–early 1970s), is sporadic and state-led (August, 2017). The process, which takes place mostly locally, is funded by the public sector (Hamnett, 1973; Smith, 1979). Economic recession between 1973 and 1977 which was triggered by oil embargo, caused an increase in global competition. Thus, cheap labor and financial sector in the newly industrialized areas caused a crisis (Hackworth & Smith, 2001). However, this situation had encouraged the larger shift of capital, in other words, it has caused capital to shift from industry related production to more creative industries.

In the gentrification processes seen in Western European and North American cities, risk-oblivious homebuyers—mostly artists and new middle-income class—have changed the characteristics of the area by buying houses very cheaply (sweat equity) from areas where no investment had been made (August, 2017). After this point, the displacement of the working class and the transformation of these areas had been inevitable as a result of successive new purchases (Moore, 2015). A cultural displacement that came with the economic shift was observed among the general characteristics of the areas that underwent gentrification in these periods. New economic tools created new life trends and different types of relationships in society (Hackworth & Smith, 2001).

In the second wave, which started from the late 1970s and lasted till the end of the 1980s, gentrification began to spread more and show its effects not only economically but also culturally, both at the global and national levels. At the end of the 1980s, gentrification became a common urban phenomenon even in smaller and non-global cities (Hackworth & Smith, 2001). Generally big cities underwent such changes in the early 1970s whereas it expanded to different cities in the late 1980s such as non-global ones. The global economic recession of 1973 affected the housing market as well. Moreover, developers bought devalued properties for revitalization; thus, this act lead to the spread of gentrification (August, 2017). New buyers of these properties were often members of art communities that helped the smoothness of capital flow (Hackworth & Smith, 2001).

Smith & Hackworth (2001) described a third period that was defined as a recessional pause with the stock market crash in 1987. With this crash in the early 1990s, the gentrification processes either completely stopped or came to a standstill. The most prominent feature of this period is the expansion towards the inner-city parcels, i.e., 'un-gentrifiable' areas that have never been intervened before. Furthermore, all these interventions were both state-driven and corporate-led but also the profit made by private developers was boosted (Aalbers, 2019; August, 2017; Hackworth & Smith, 2001).

In the 2000s, it is possible to talk about the existence of the fourth wave of gentrification with the rising of neoliberalism. According to Lees et al. (2008), this period was marked by financialization of housing, and previous gentrification discussions came together and started a new era. In other words, this period was simply defined as a combination of the third wave period with the financialization of home. Also, Aalbers (2019) defined the fifth wave as "a continuation of the third and fourth waves is that in the fifth wave the state plays a leading role in sponsoring gentrification" (Aalbers, 2008; Aalbers, 2019).

2.3   Types of Gentrification

Besides the classic process of gentrification as an influx of higher- and middle-income residents into low-income neighborhoods, often spurred by attractive amenities, improved infrastructure, and cultural appeal, the processes have diversified over time. Various types of gentrification have emerged, each characterized by different triggers and processes. Within the scope of this thesis, eight types of gentrification are mentioned. Studentification process is among these types.
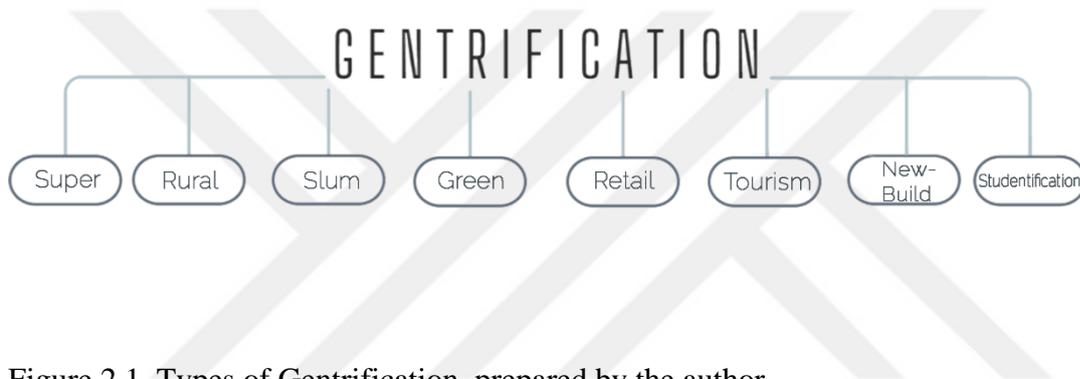
Figure 2.1. Types of Gentrification, prepared by the author

2.3.1   Super Gentrification

Super gentrification refers to an extreme kind of gentrification in which an area undergoes quick and extensive reconstruction, frequently displacing existing lower-income inhabitants and small businesses. Large-scale real estate development projects, high-end home complexes, and other investments that appeal to wealthier inhabitants and visitors often fuel this process. Moreover, the results are usually described as the displacement of long-term inhabitants, the loss of inexpensive housing, the replacement of local businesses with high-end stores and restaurants, and a general change in the neighborhood's identity (Butler & Lees, 2006). One of the most important aspects of super gentrification is that this process occurs in an area that has undergone gentrification before (Lees, 2003). According to Lees' (2003) research results on super gentrification, the expansion of high-paying

employment in the financial industry on Wall Street, as well as the existance of massive global financial capital, have had a crucial impact on Brooklyn Heights' super gentrification. When evaluated from an economic point of view, the rent prices that suddenly increase excessively stand out, and this situation creates pressure on the neighborhood from a social aspect. The reason for this is that the group (yuppies), who flocked to the neighborhood as a result of increasing job opportunities targeting a certain sector, have daily habits that are not common with the former residents. Morris (2019) similarly conducted a research on super gentrification in Sydney. He stated that government policies played an important role in the development and growth of this phenomenon. He also pointed out that in some urban spacesthat have not been exposed to gentrification processes before due to the commercialization of urban management may be involved in this process.

2.3.2 Rural Gentrification

The process of urban or suburban inhabitants relocating into rural areas and changing the character and economy of those places are referred to as rural gentrification (Lorenzen, 2021). This can result in changes to the rural community's land use patterns, local culture, and social dynamics, as well as the relocation of long-term inhabitants and the loss of affordable housing (Smith & Phillips, 2001). Rural gentrification can take various forms such as second-home ownership, lifestyle migration, or rural development. Second-home ownership is a very common concept in America and Western Europe. This opportunity, which a certain number of people can have, is the situation where the person owns two or more houses (Paris, 2006, 2009). The first house is usually close to the economically bonded area, that is, it is located in the area from which the person earns the income. In contrast, secondary homes are generally for recreational or retirement purposes and are located in a rural part of a city (Gallent, 2014; Rantanen & Czarnecki, 2023). Wealthy city and suburban residents may purchase second homes for recreation or retirement in rural areas, increasing property values and making it harder for local residents to buy or

rent housing. According to the research conducted by Carrosio, Magnani and Osti (2019) on Italian cities, the common change in rural areas is shaped by house prices. This research, which took place in various areas, revealed that while the influx of new residents as a result of regeneration caused an increase in house prices in Ostana, on the other hand, in Castelfalfi, the old residents remained in the area, but the new workforce created due to the increase in the number of incoming tourists, and because jobs were created that did not require accommodation for these people, the number of inhabitants remained the same.

Some urban and suburban residents prefer to settle in rural areas in order to enjoy natural beauty, peace, quiet and a simpler lifestyle. Migrations that take place in this way cause some changes in the local population and bring new job opportunities for the newcomers. When analyzed demographically, it has been determined that permanence is generally high by aging gentrifiers (Smith et al., 2019). In addition, there are social and economic reasons why this group is permanent in the area. Providing social support, on the one hand, affects the excess of the fees for moving back from the area (Smith et al., 2021). Kaba (2022), in her study, researched the population that migrated to Muğla for a new style of life, and in her observations, she found that migrant groups fleeing the negative effects of big cities settled in this area. In particular, she stated that selection of Muğla area depends on its mild and livable climate, warm and hospitable people and many historical values it has. Moreover, she describes Muğla as a dream place to live. Finally, when considered in terms of rural developments, governments and corporate developers can invest in rural areas to promote new businesses such as tourism, agriculture, or renewable energy generation, which will attract new inhabitants and boost economic growth. This can lead to the displacement of traditional land uses and practices, as well as the consolidation of economic power in the hands of a few affluent individuals or corporations (Wang et al., 2021).

2.3.3   Slum Gentrification

Slum gentrification can be defined as a result of investments in poor built environments that make these areas more attractive through new consumption habits or *mainstream urban cultures*. Renewal or renovation projects are carried out in the area, displacing partial or resident populations (Ascensão, 2018, p. 225). Slum gentrification is the process of rejuvenating economically disadvantaged urban neighborhoods, which frequently results in increased property prices, improved infrastructure, and changes in the neighborhood's socioeconomic mix by integrating financial, corporate and state interests. Through the intervention of the public sector, the land is expropriated and this increases private economic interests (Ascensão, 2015a, p. 51-52).

The characteristics of slum gentrification develop and change depending on the context. It has general characteristics that overlap with the known concept of gentrification, but it also has its own specificities. For example, gentrification processes often lead to a rise in property values in previously deprived areas. Thus, making it more expensive for existing residents to afford housing after the process. The same conditions have been observed in areas that have undergone slum gentrification. Similarly, there are changes in the physical characteristics of the area. These changes are achieved through renovation and revitalization. All these processes may bring about the addition of new amenities and public services. However, the most important and controversial feature is that it brings about changes in the socio-economic and economic structure of the area (Lees, 2012). Long-term residents are also reluctantly displaced by rising rental prices and changing neighborhood characteristics. This leads to social and economic disruptions for the affected communities. Slum gentrification can be generalized as slum clearance (Lees et al., 2016, p. 146). In short, it can be summarized simply as the demolition of slums alongside all the dynamics mentioned above. However, it is the actors involved in this process that make the real difference (Lees et al., 2016, p. 147). The interventions in the *favelas* of Rio de Janeiro (Cummings, 2015), the processes of

gentrification in Lisbon (Ascensão, 2015b) or the *villas* of Buenos Aires (Di Virgilio, 2020) have shown that slum gentrification is particularly controversial in the Global South. To reinforce this situation with an example that has made resonant around the world, the City of Rio de Janeiro is a unique case. In short, while mega-event activities have increased, the city's silhouette creates a question mark about the impression of the Rio because of the larger numbers of favelas. As a result, planners and policymakers need to address the internationally spread 'favela issue' as urgent (Steinbrink, 2013). With the negative effect of the media, they put forward different forms of intervention in this situation. For example, they came up with more effective methods such as painting buildings to make them look more attractive or favela tourism. However, the state's taking control of that area paved the way for private investment. As a negative result, households began to be displaced due to rising prices. At the same time, big restaurants and retail chains started to open in the area and increase their number (Gaffney, 2016; Janoschka et al., 2014). Thus, it has become possible to talk about a gentrification process in the area.

2.3.4   Green Gentrification

Green gentrification is the process by which ecologically friendly efforts and projects cause the displacement of low-income people and the transition of low-income communities into more affluent and environmentally conscious places. It is a type of gentrification that happens when the implementation of environmentally friendly and sustainable activities, such as renewable energy installations, urban gardens, and green spaces, attracts wealthy individuals and companies to a certain neighborhood (García-Lamarca, 2017; Goossens et al., 2020). Green gentrification has often been studied as a race-related topic, especially in cities in the United States (Anguelovski et al., 2018; Quinton et al., 2022). Several studies have identified inequalities by race and class in the Global North when it comes to the area of accessible parks, quality, maintenance and safety of these parks. There is also a need to look at race/ethnicity parameters in areas subject to gentrification processes, as these neighborhoods are

more likely to experience gentrification. According to Gould & Lewis (2012), the Prospect Park case in Brooklyn started as a restoration project and turned into green gentrification. Due to the interventions, residents near the park have limited access, although there were no previous restrictions on access. After the restoration of urban environmental amenities, the area became open to private investment and the urban poor, working-class, and communities of color were negatively affected as the state had no restrictions against it.

2.3.5   Retail Gentrification

Retail gentrification, although one of the least examined topics in urban studies (Hubbard, 2018, p. 295), is simply defined as the transformation of 'local' shopping, including the transformation of streets into middle-class consumption spaces. As expected in any gentrification process, there is an influx of a new socio-cultural group that is more affluent than the previous occupants, resulting in drastic changes in the physical environment of the area (Gonzalez & Waley, 2013). Various government regulations and related urban planning choices can contribute to retail gentrification. Local governments can take initiatives that encourage private investment in gentrifying areas, such as tax rebates or zoning changes. Furthermore, improvements such as the development of new transportation networks or the restoration of public spaces can make an area more attractive to developers and merchants. These policies often result in economic growth and increased real estate prices. This in turn leads to larger problems such as displacement (Schlack & Turnbull, 2015, p.367). Shifting consumer preferences and popular culture make a major contribution as another driver of retail gentrification. Wealthier residents are often seeking spaces that can offer unique and customized experiences. This creates a different supply-demand balance in the area and generates a market for premium retail businesses (Bridge & Dowling, 2001). According to a research made in New York City, commercial gentrification in metropolitan areas is complicated by concerns of social class, cultural capital, and race that extend beyond specific cities

and neighborhoods (Zukin et al., 2009). The most striking part of the research is that small and local businesses are quickly being replaced by larger chain restaurants and stores. It shows that in a fast-consuming society, such changes are commonplace. As the area takes on a different physical characteristic, it is inevitable that this change will bring with it increased rents and prices. The paper emphasizes the geographical consequences of the change of urban space not only physically and economically but also socially. Especially in a country as ethnically diverse as the U.S., they argue that this can bring about different identity problems.

2.3.6　　　Tourism Gentrification

The tourism industry is one of the largest in the world, although it is still developing and growing (Hollands & Chatterton, 2003). Changes in the real estate market combined with the shift to tourism industry reveal a different process of gentrification. The main reason for this is that consumers' behavior and expectations have a different and unique tendency. This tendency may have an impact on local culture and history, and over time, traces of this locality may be lost. The area that has lost its identity has been subjected to gentrification processes.area In particular, the various beauties of an area increase the attractiveness of the place, which is reflected both economically and spatially (Gotham, 2005).　In addition to all these, another aspect of tourism gentrification is that it does not only have a demand-side or supply-side orientation like the usual gentrification processes, but also includes both (Gotham, 2005). Governments and businesses have often viewed investment in tourism as a positive indicator, especially as it is one of the drivers of economic development. At the same time, increasing tourist demand also has a major impact. These demands are changing the identity of an area, as unique and authentic experiences always bring an influx of tourists. This makes businesses more tourist-oriented and triggers a process that displaces local small businesses (Cócola Gant, 2015). Moreover, such gentrification processes attract a lot of infrastructural investments.　Accommodation,　transportation　and　other　tourism-related

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infrastructural investments cause changes in the identity of the area. These changes are often shaped according to the demands of tourists, not to local communities when considered in their socio-economic dimensions. As the focus of investments changes, local communities are negatively affected by these processes. Moreover, the lack of regulation and supervision can lead to other insurmountable problems. In particular, radical changes, such as uncontrolled growth, that alter the entire balance of an area can lead to permanent problems in the future (Soares et al., 2019).

2.3.7   New-Build Gentrification

The classic definition of gentrification includes "physical and social changes in an existing neighborhood". New-build gentrification processes are similar to the classical definition of the gentrification, but there is an expansion in the results , emphasizing that the newly created area is a higher-status area (Davidson & Lees, 2010). Developers and investors aim to start new construction projects in existing areas where they see the potential for growth, especially in the center of the city. These projects are often targeted at higher-income individuals and bring luxury amenities (Davidson, 2018). In particular, the building structure of the area changes after the process, with new and modern-looking high-rise architecture replacing small and old buildings. These new constructions often increase property values in the immediate neighborhood, thus creating an economic shift. As the area becomes more attractive, demand for housing directly increases and real estate prices continue to rise. This displaces low-income residents who previously occupied the neighborhood, as housing prices become unaffordable (Lützeler, 2008). This can lead to a loss of community cohesion and a sense of belonging. In an area undergoing a demographic shift as more affluent residents move in, there may be changes in local culture, amenities, and available services, which may cater more to the preferences and interests of new residents. New-build gentrification is likely to be accompanied by infrastructural improvements and public investment in the area, such as better transportation access, improved parks, and recreational spaces, and

upgraded public facilities, in direct proportion to the increasing number of affluent residents in the area. While these developments can be beneficial for the community, they can also be less inclusive as they increase the cost of living. New-build gentrification may be inevitable, especially with projects that allow high-density developments or support luxury housing. Such zoning regulations make the area more attractive for developers (Lees et al., 2016).

2.3.8   Studentification

In simple terms, studentification can be defined as the influx of students into the neighborhoods near university campuses and how this demographic change alters different dynamics in the area (Smith, 2005). Accordingly, universities are in fact the main trigger for the concept of studentification.

Various actors are involved in studentification. First and foremost are students looking for accommodation close to their educational institutions (Hubbard, 2008). Additionally, long-term neighborhood residents who are in constant communication with students and share the same neighborhood emerge as another actor (Sage et al., 2012). Landlords and property owners, another actor of the process, prefer to rent housing units to students (Miessner, 2020). Finally, small local businesses that cater to the student lifestyle also prefer to be located in student neighborhoods (Ackermann & Visser, 2016). The consequences of studentification can be both positive and negative. On the positive side, there may be a boost to the local economy through increased consumer spending at nearby businesses such as restaurants, bars, and grocery stores (Gregory, 2019). However, negative aspects such as rising rent prices, noise complaints, and conflicts between long-term residents and students also emerge (Chatterton, 1999). Additionally, the transformation of a neighborhood into a student enclave can lead to a loss of community identity and diversity due to displaced groups (He, 2014).

Regarding to the research questions of the thesis studentification will be explored in detail in Chapter 4.

2.4   Relationship Between Gentrification and Studentification

According to various scientific discussions (Atkinson & Bridge, 2004; Lees & Shin, 2015; Smith, 2005), studentification is analyzed under the concept of gentrification. The concept of gentrification is considered as an umbrella term, and studentification is considered as a separate type under this umbrella with many similar aspects but also with its unique methods.

Studentification and gentrification are closely related phenomena affecting certain areas of cities (Smith, 2005). In addition to being independent processes, they have several features that overlap and conflict with each other. While studentification consists of the economic, physical, and social changes brought about by the increasing student population of a neighborhood, gentrification consists of new economic, social, and spatial features that are brought to that area by the displacement of the people in a particular area (Smith, 2002; 2005 and Smith & Holt, 2007). When viewed from this broad spectrum, it can be observed that the social aspect of both concepts has created a change in the demographic structure of the neighborhood population. In gentrification, the income level difference of the newcomers to the area can be observed very quickly (Butler 2007; Clark, 2005). In studentification students are directly accepted as a different demographic group. The reason for this is that they have different production and consumption habits (Munro & Livingston, 2012).

On the other hand, gentrifiers are considered as permanent residents in the area due to their age and economic status. Whereas, students are considered temporary residents because after completing their education, they usually leave their neighborhoods for new job opportunities or to live in more prestigious neighborhoods. Moreover, they are considered to be in the range of a certain age

group -18 to 30 years old (Chatterton, 1999). Young people who are counted as university students in this age range are no longer counted as students after they graduate and have a job (Gregory, 2019).

Ggentrification and studentification have several differences and similarities. For example, they both lead to an increase in property values and the creation of additional facilities such as restaurants, cafes, and bars. Furthermore, these processes can lead to the displacement and exclusion of existing residents who may be excluded from the community as rents and property values rise (Moos et al., 2018). However, both studentification and gentrification can have a significant impact on the social, economic, and cultural fabric of a neighborhood (Boersma, 2013; Fabula et al., 2017).

The alteration of a neighborhood's physical environment is a feature shared by both studentification and gentrification (Jolivet et al., 2022). These procedures frequently result in rehabilitating and upgrading existing housing stock, enhancing public areas, and developing new facilities. Studentification, for example, can result in the creation of purpose-built student housing –known as PBSA (Hubbard, 2009)-, whereas gentrification might result in the conversion of industrial buildings into loft apartments or else (Mills, 1988). The influence on the local economy is another aspect shared by studentification and gentrification (Ley, 2003). These processes might result in the establishment of new companies, such as bars, restaurants, and cafés, catering to the requirements of the new residents (Chatterton, 2010). Furthermore, both processes have the potential to create jobs, mainly in the service sector. Studentification and gentrification, on the other hand, might have a detrimental influence on the local economy (Zasina, 2021). For example, the influx of students may result in a seasonal economy, with enterprises functioning only during the school year. Students have the capacity to be employees as well as consumers. They can work throughout their student life and save their own pocket money. Gentrification, on the other hand, can result in the displacement of established companies and the commercialization of local culture continuously (Jennings, 2016). In studentification processes, small local businesses can be actors

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working together with students. However, during gentrification processes, businesses that appeal to the consumption habits of the new residents are becoming popular.

Studentification and gentrification have a broad and diversified influence on local communities. On the one hand, both processes can result in the formation of varied and thriving communities comprised of people of all ages, ethnicities, and origins (Macintyre, 2003). On the other hand, they may result in the displacement and exclusion of current inhabitants, who may be priced out of the community as rents and property prices rise. Moreover, studentification and gentrification might have differing effects on a neighborhood's social fabric. While studentification can result in the formation of ephemeral communities, with students only staying for a short amount of time, gentrification can result in the development of long-term inhabitants who are more involved in the neighborhood. Moreover, studentification can result in "*student ghettos*" (Hubbard, 2008), where students live in isolated areas with few contacts with the larger community. Similarly, private enclaves, in which middle-class residents reside in isolated estates with little interaction with their working-class neighbors, can also be the result of gentrification. (Benett, 2003; Gumprecht, 2006).

When homes are converted to student residences and the temporary nature of the student population destabilizes the community, studentification can contribute to the degradation of local character. This can lead to environmental degradation due to increased noise, garbage, and other issues, as well as conflicts between students and long-term residents (Gregory & Rogerson, 2019; Munro et al., 2009).

2.5   Conclusion

This chapter concentrates on the concept of gentrification touchingon how the gentrification processes started and continued in a particular area, and what outputs were observed as a result. As explained throughout this chapter, gentrification often

leads to the displacement of long-standing low-income communities, characterized by the conversion of once neglected or worker-occupied neighborhoods into vibrant, desirable spaces for middle- and high-income people through an influx of high-income residents. It is a multifaceted urban phenomenon. The process includes economic, social and physical changes that reshape the urban landscape, the skyline and the lives of its inhabitants (Mullins, 1982).

The effects of gentrification are multifaceted and complex. Gentrification processes, which can stimulate economic growth and improve the overall quality of life of some residents by leading to urban revitalization, improvement of infrastructure and increased property values, on the one hand, lead to problems of social exclusion and cultural homogenization, on the other hand, often resulting in the displacement of low-income residents and the erosion of neighborhood character (Atkinson & Bridge, 2004). There are also many types of gentrification processes. Within the scope of this thesis, 8 different types of gentrification one of which is studentification are mentioned and the results of these processes are explained..

In this chapter the link between gentrification and studentification is also explored. Both processes are similar in that they involve the influx of newcomers from different socio-economic backgrounds and lead to changes in neighborhood dynamics. Studentification driven by the presence of Higher Education Institutions (HEIs) can contribute to the gentrification of neighborhoods as students seek affordable housing options in suitable neighborhoods close to campuses. This can speed up gentrification processes and affect housing availability and affordability for both students and long-term residents. In summary, this chapter interprets gentrification not only as an isolated process of urban transformation, but also as a broader urbanization phenomenon that includes studentification. As universities are the main triggers for studentification in the following chapter universities and their impacts on cities will be explored.

CHAPTER 3

UNIVERSITY AND THE CITY

3.1   Introduction

In this part of the thesis, the relationship between the university and the city will be examined. In an age defined by rapid urbanization and the ever-evolving landscape of higher education, universities have become institutions that drive change in cities in various fields (Goddard & Vallance, 2013, p.11). These changes mostly provided positive returns on cities, and they brought enough success to allow a city to be recognized nationally or internationally. Higher education institutions, which brought these positive outputs, were able to make their names more known and to achieve different successes in various arenas as a result of the relationships they established with different actors during the processes they participated (Etzkowitz & Leydesdorff, 1995).

As centers of knowledge and innovation, universities have become important actors in urban development, contributing not only to the intellectual and cultural vitality of the cities in which they are located, but also to the physical and socioeconomic fabric of the surrounding areas. One of the most important aspects of this effect is the accommodation opportunities offered by universities to their students which also reflects the changing dynamics in cities (Hubbard, 2009). The choices students make about housing play an important role in influencing housing markets and the overall urban experience (Garmendia et al., 2011).

This chapter aims to provide a comprehensive understanding of how higher education institutions and their students shape the evolving landscape of cities by

examining the multifaceted effects of universities on their urban environment and examining students' housing preferences.

3.2   A Close Relationship

Higher Education Institutions (HEIs) are seen as a factor that changes the cities in which they are founded (Allison, 2006; Russo et al., 2007). Research and development performed by HEIs contribute to the urban economy, as well as attract investment in the areas of research and development. Increasingly, universities contribute to knowledge economies by attracting private investment aimed at research and development, leading to local economic growth (Kenna, 2011; Moos et al., 2018). The economic contribution of any university student -regardless of the capacity of the university- to its environment is undeniable (Steinacker, 2005).

HEIs play an essential role in shaping the dynamics of the cities in which they are located (Goddard & Vallance, 2013, p.10). Universities attract students from around the world, which brings diversity and different perspectives to the local community. Additionally, universities are often involved in research and innovation, which can contribute to the economic growth of the surrounding area. Universities also often provide cultural and social events, which can further enhance the city's atmosphere (Gumprecht, 2007). However, the impact that universities have on city dynamics can vary depending on the size of the university, location, culture, and other factors (Gumprecht, 2003).

Universities have many other bilateral and even triple relations that they have established together with various dynamics in their cities. This conceptual framework is formed by academia, industry and government and is called *'The Triple Helix'* (Etzkowitz & Leydesdorff, 1995). In essence, this model explains innovation and social development as well as the co-operation and coordination of these three actors, each with their own specific roles and contributions.

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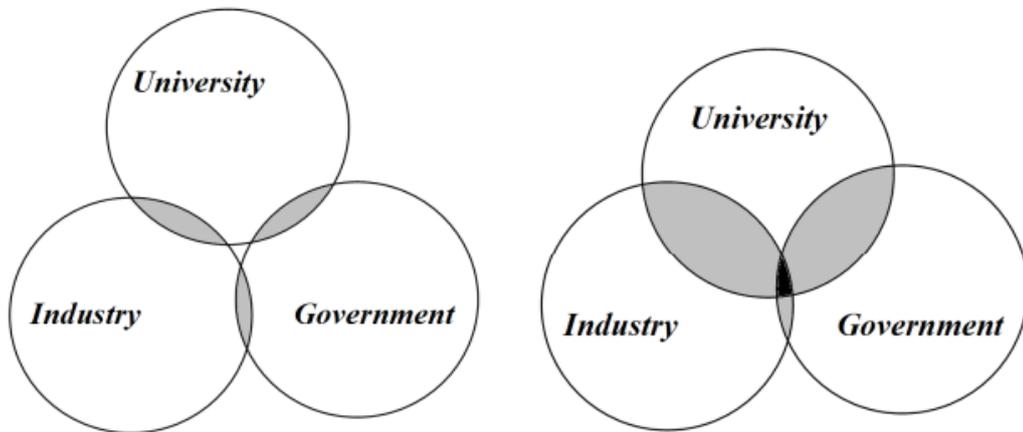
Figure 3.1. The Triple Helix Configuration, this figure was taken from (H. L. Smith & Leydesdorff, 2014, p.3)

The relations between these three actors are in transition because each actor has its own agenda and therefore its own mission. Acting together, they generate a variety of synergies and potential scenarios. Along with these probabilities, it is possible to observe many trade-offs between them (Figure 3.1).

The industry is responsible for turning ideas into practical applications and products at this point. Its bilateral relationship with the Academy includes taking innovative ideas from it and turning them into marketable products. Industries provide the funds, resources and expertise needed to develop all these products (Etzkowitz, 2003). On the other hand, the government assumed the role of regulator of the innovation system. With the policies it produces, it is responsible for the legal and economic frameworks of the way universities and industries interact. By understanding societal goals, it can provide funding and policies to promote research (Leydesdorff, 2013). The Triple Helix model covers all the conditions required for a common development vision. Moreover, it can be observed that universities have a fundamental place in the information flow to be produced by these relations.

Local policies will increase the attractiveness of universities and ensure the establishment of living spaces that can accommodate innovative companies.

Stronger ties will be established between the academy and the local community. Due to all these dynamics, the university is seen as a very important asset that fixes the image of the area/city it is located in scientific and technological knowledge.

3.3   Impacts of Universities on the City

The university and the city have a strong bond between them. Universities have a more visible physical impact on the cities where they are located (Harris, 1997). The physical impact depends on the location and size of the campus. Universities, especially those recognized by communities, have a reputation for their campuses. In addition, universities also make functional contributions to cities. The various infrastructure, urban services, transportation opportunities, and accommodation that cities provide to universities further strengthen the bond between them (Mohammed & Ukai, 2021; Mohammed et al., 2022).

The campus is defined by those who use it as a gathering space where many activities can take place, but for those who observe it from the outside, it is seen as a closed and isolated area (Mohammed & Ukai, 2021). This implies that the social and spatial impacts of the campus are defined by two types of users: those who are authorized to use the campus, i.e. students, faculty members, and staff; and those who do not have access to the campus for various reasons, i.e. communities near the campus or outsiders.

Universities make various contributions to their areas. It contributes in a wider scale with its well-known traditional education and public service, locally, and with its collaborations. As information production centers, they also undertake the task of being a center for processing and distributing information from there. This situation creates a kind of human-capital situation. The more informational science is produced, the more people are needed to process it, and universities act as hubs that create this employment (Drucker & Goldstein, 2007).

This increase in intellectual capital to universities creates a job description and increases employment opportunities for local residents, not only in academia but also in various sectors such as accommodation, housing and healthcare (Goldstein & Renault, 2004). Universities contribute to a range of transformative effects. Moreover, they also have a profound impact on the economic dynamics of the areas around them. One of the most important contributions of campuses is their contribution to job creation, as universities employ a large workforce of faculty, researchers, administrative staff, and diverse support staff. This influx of professionals creates job opportunities in a variety of industries, increasing demand for services such as housing, transportation and entertainment (Kempton et al., 2021). Various active cultural events, conferences, and sports events hosted by universities contribute to the local economy and stimulate domestic tourism and therefore the accommodation sector. Therefore, economic development increases both nationally and internationally in the areas where university campuses are located (Goddard et al., 2012, p.68; Siegfried et al., 2007). Universities become internationally known both for their various productions on campus and for accepting many foreign students from various countries. Universities receive a return on investment in many arenas they participate in with the projects they produce. In this way, it not only attracts foreign students and academics but also contributes to its social diversity (Benneworth et al., 2010; Van Raan, 2022). For example, cities of Italy such as Pisa, Siena and Naples are known for their universities that have existed since the middle ages. In addition to all these, universities established in the last 50 years have had many positive effects on the image of this city as well as their contribution to the economy of the cities they are located in (Huggins & Cooke, 1997). Even if the main element that makes the city a city is not the university, its presence and recognition of its achievements will bring all kinds of social, economic, and socio-economic dynamics to that city (Ave, 2016, p. 75).

Another factor that universities have an impact on in their area is the real estate market. The real estate sector is experiencing growth due to the influx of students and faculty, resulting in property development and increased real estate values

(Cortes, 2004). Moreover, this symbiotic relationship between universities and cities affects the built environment as well. The demand for housing in neighborhoods located close to campuses encourages real estate development, increases property values and at the same time stimulates the construction industry (Allinson, 2006). This expansion requires careful consideration of housing affordability and gentrification potential while ensuring that the benefits are inclusive and sustainable. The quality and number of housing stock are also of different importance. It is necessary for the residences in the area to have certain standards. The housing stock in the area will generally form a market for use by local residents, students, academics, and all groups working on campus. This situation will bring about various local dynamics.

3.4   Student Accommodations

Accommodation is one of the most vital needss for a student. The vast majority of students who study in a city other than their home town or who study abroad want to continue their university adventure, which started with the dormitory or university-provided housing (UPH) (Ike et al., 2016), with the house they rent. This situation creates the need for students to stay in a house in neighborhoods close to the university campuses (Sotomayor et al., 2022).

Dormitories or UPHs are good alternatives for accommodation for many freshman students. Being located inside the university campus, these allow students to adapt more easily to the campus they have just arrived at, while at the same time, it does not create a financial burden for the students, and these students allocate their time to their classes and social lives effortlessly (Schudde, 2011). However, towards their mid-twenties, young people tend to leave university accommodation and go to an off-campus accommodation with their friends or other students. This is a normal situation and it also contributes to students in terms of personality development as young people who rent a house together increase their sense of responsibility. In this way, students learn from everyday life experiences such as dividing household

chores, taking care of household expenses, learning about rent and money control for simple household expenses (Holton, 2015). Shared households (HHs) is often preferred by students because it is economically advantageous. The higher the number, the lower the rent and bills at the end of the month. Such home lifestyles are of great importance for students in transition into adulthood. They take this step voluntarily in order to improve their identity (Kenyon & Heath, 2001).

Houses in Multiple Occupation (HMOs) in the UK can be given as an example. According to National HMO Lobby (n.d.), "the concept of HMO was introduced by the Housing Act 1985, where Section 345 identifies HMO as a house occupied by persons who do not form a single household". In 2004, with the Housing Act, licensing was provided for the HMO and a more in-depth definition was made. According to this definition, three or more people who are not from the same family live in a house or more than two people pay joint rent for the same house. Student houses are also included in this definition. This law became effective in England and Wales on 6 April 2006.

By living together, students can jointly pay a higher rent than a single household can afford (Rugg et al., 2002). Student HMOs are mostly formed by the conversion of family dwellings over time (Kinton et al., 2018; Sage et al., 2012). HMOs have significant effects on property prices. It can be observed that the price increase in a area is parallel with the increasing student population (Smith & Hubbard, 2014). When landlords buy more in such highly preferred areas, real estate prices increase due to increased demand. With the density of students, other residents in the area begin to agree to sell their houses (Kinton et al., 2018).

With the increasing supply of HMOs, a private rented sector has emerged (Smith & Hubbard, 2014). The student housing market, which is part of the private rented sector (PRS), also implies a "niche market" (Rugg et al., 2002). Typically, a niche market is a strategy to promote a needed product or service to a specific and well-defined audience that is considered a potential customer. Prices are expected to be higher as it caters to a more specific audience. Moreover, the deregulated private

HMO landlords became the element that provides student accommodation in areas close to university campuses (Hubbard, 2008).

Accordin to Hubbard's (2009, p.1919) study in Loughborough, students find shared rental housing more attractive after their first year at university, despite the higher prices. Many students in Loughborough view these areas as isolated because HMOs are not located in the 'studenty' part of the city. He emphasized that the HMOs in the area -defined as the Golden Triangle- have a high cost of housing economically and create segregation socially. Socially, the students stated that since most of the houses are used by the students, the streets have a different aura; in other words, they reflect their own culture. However, in general, students emphasized that there is almost no security in these houses. There have even been reports of burglaries in some homes. On the other hand, it was noted that they had problems with parking.

Student accommodation morphology in the UK is mostly provided by HMOs. These houses are usually near the campus, traditional single-family houses with gardens. Students live in different rooms in these houses, but they share common areas such as the same kitchen and bathroom (Garmendia et al., 2011). However, there are different reflections in different parts of the world.

In both examples here, it was emphasized that in order to reduce the concentration of HMOs, purpose-built student accommodation (PBSA) began to be built outside the campus in the UK examples. In fact, PBSAs have been introduced to reduce the segregation that started with HMOs. That's because policymakers envisioned the potential for PBSA to distract students from areas of 'over-concentration' (Hubbard, 2009; Sage et al., 2013; Smith & Hubbard, 2014).

As various actors and investors see the policymakers' growing demand for student accommodation, they too have become involved in this and have made PBSAs an increasing focus for college students. This has also triggered the institutionalization of student accommodation as an alternative real estate sector in many countries (Newell & Marzuki, 2018). For many investors, the need for student accommodation has made it an income-driven investment. With a continuous student circulation,

areas where investments will always yield a lot of return have begun to be seen as investment tools for various investors. This situation has brought with it many landlords from different investment areas.

Another issue related to student accommodation is landlords and their impact on the student housing market. According to Rugg et al. (2002), there are two different types of student market landlords in the UK case, one of which is called the 'traditional' landlord and the other is called the 'entrepreneur' landlord.

Traditional landlords have generally been in the industry for some time and operate on a smaller scale. In contrast, entrepreneur landlords have more property. Such landlords have a large number of properties leased to students. Entrepreneur landlords can own a shop-front letting agency. These shops, on the other hand, can be strategically located in student neighborhoods so that they facilitate communication with students.

Because high student demand for rental properties yielded high rates of return, landlords aimed to rent many of their properties to students, thus making the buy-to-let market an attractive option (Hubbard, 2009). A buy-to-let system is a program that offers mortgage-type loans to homeowners. The purpose of this system is to make it easier for landlordsto enter the market. Some landlords have acquired property using this method specifically to rent to students. Some of them have become student market landlord by default because they buy houses from these areas where students are concentrated (Rugg et al, 2002).

Problems and solutions related to student accommodation are mostly explained through UK examples. The main reason for this is that the concept was first introduced in England through studentization processes, and therefore the first examples have always been discussed within this framework. However, different student accommodation decisions are also observed in other countries. For example, in the case of Poland, due to the increasing university student enrollment since the 1990s, it was decided to build PBSAs and these new residences were allocated to the students. On the other hand, pre-existing buildings around these PBSAs have begun

to be rented to students. Therefore, there are sufficient number of buildings for student accommodation in the areas close to the university. In another example, during the studentization processes in Africa, various accommodation options were offered to the increasing number of university students. One of these accommodation options is the conversion of old industries that have begun to decay into buildings suitable for student accommodation. In particular, it is aimed to place students from low-income families in the buildings obtained through such transformations, thus solving the accommodation problem for them.

3.5   Conclusion

Research conducted within the scope of this chapter has shown that there is a dynamic interaction between universities and cities. Higher education institutions are not only educational centers but also transformative catalysts for the cities in which they live. They provide income to the city in many areas with the various actors they provide and connect with. When industry and government cooperation work, they reach an effective point and raise their city to the status of a world city.

The creation of policies that promote sustainable, inclusive and vibrant urban environments may become increasingly vital in an era where the role of higher education institutions in shaping cities is constantly expanding. Universities also have the power to change the dynamics in the society, with many students they accept both nationally and internationally, and exhibit a positive social and economic output. These students, who come from all over the world, volunteer to serve both the society and the world with the wide opportunities provided by the university. On the other hand, students have the power to change the place they are in.

As a result, the effects of university students on parts of the cities where they choose to accommosate, may result in certain changes. These changes have taken their place in the literature under the name of studentification. The details of this phenomenon will be discussed in the next section.

CHAPTER 4

STUDENTIFICATION

4.1   Introduction

In recent decades, urban landscapes around the world have witnessed a profound transformation driven by the dynamic interaction between higher education institutions and their surrounding communities. This process, which encompasses a range of social, economic and spatial changes in urban environments and has complex dynamics, has been termed 'studentification' (Smith, 2005). As the interest in HEIs increased, an influx of students began to flow into cities. This influx has had multiple impacts on various neighborhoods, from changing housing dynamics and neighborhood identities to restructured local economies and social interactions (Chatterton, 2010; Hubbard, 2008; Kinton et al., 2018; Nakazawa; 2017; Sage et al., 2011, 2012; Smith, 2008; Smith & Hubbard; 2014).

The trade-off between the benefits and drawbacks of student culture and lifestyle to a neighborhood has been evaluated differently from various perspectives. Long-term residents have been at the center of this change, becoming the most observant group (Ackermann & Visser, 2016). On the other hand, landlords, neighborhood residents, real estate agents, and investors have always welcomed the presence of students with a positive attitude (Smith & Hubbard, 2014; Munro et al., 2009). For local governments, students are seen as a group that needed to be served, and in many cases they continued to work together with different actors.

Studentification processes have been discussed by various researchers as a continuation of gentrification processes (Fabula et al., 2017; Hubbard, 2008; Smith, 2005; Smith & Holt, 2007; Miessner, 2020). Social, economic and spatial aspects similar to gentrification processes created separate discussion environments. Its potential to displace long-term residents (Allison, 2006) such as gentrification was

seen as one of its most noticeable effects (August, 2017). In addition, it has been observed that economically, a speculative rent is created in the area in both processes. In terms of shaping the space, it has definitely been seen that it has a great impact on both processes (Beauregard, 1986; Smith & Holt, 2007). Finally, the characteristics of the groups (gentrifiers and studentifiers) participating in this process were compared and it was observed that different dynamics emerged.

In this part of the thesis, it is aimed to shed light on a comprehensive research for both the academic field and the urban landscape by going down to the multifaceted dimensions of the studentification processes. For a nuanced understanding of the underlying mechanisms driving studentification, this study examines the interplay between students and long-term residents, institutional strategies and community responses, and policy frameworks and their practical implications. In addition, the research aims to provide information on how studentification affects not only the physical and social fabric of cities, but also the lived experiences of various neighborhood residents. Ultimately, this chapter aims to enrich and explain how the complex relationship between education, urbanization and social change is comprehended.

4.2 Definition of Studentification

Studentification is a neologism, which refers to the social, economic, physical and cultural impacts on specific neighborhoods (Smith, 2005). It generates noticeable changes and transformations within university towns.

Smith (2005) points out that the term studentification has many parallel dimensions with gentrification processes. Like gentrification, it can be observed in different forms in different variations depending on the dynamics of the area. It can be said that studentification has four specific dimensions (Figure 4.1):

Economic dimension: According to Smith (2005), students' high demands for housing in an area increase real estate values. These conversions in the housing

stock change the tenure status of the area and reveal a dominant tenant profile, while also reducing the rate of resident homeownership in the area.

Social dimension: Hubbard (2008) stated that studentification covers the displacement of the residents who have been residing in these places for a long time as a result of the student groups' preferring some parts of the cities to live during their university education. This demographic change has arisen a new type of social concentration, stratification, and segregation, and a new lifestyle that has become dominant.

Cultural dimension: Smith (2005) pointed out that young individuals who have a common culture, lifestyle, and consumption habits concentrate on a certain area. The gathering of young people who share a common culture and lifestyle necessitates changes in the pre-existing retail and service patterns in the area to adapt to this new shared culture and lifestyle (Chatterton, 1999).

Physical dimension: Both Smith (2005) and Hubbard (2008) argue that with the start of making the residences available to students, physical improvements were observed at first as a result of the investments made by the real estate owners, local authorities, and other actors in these places, but later on, due to the local context, the quality of the physical environment begins to deteriorate over time in the area.
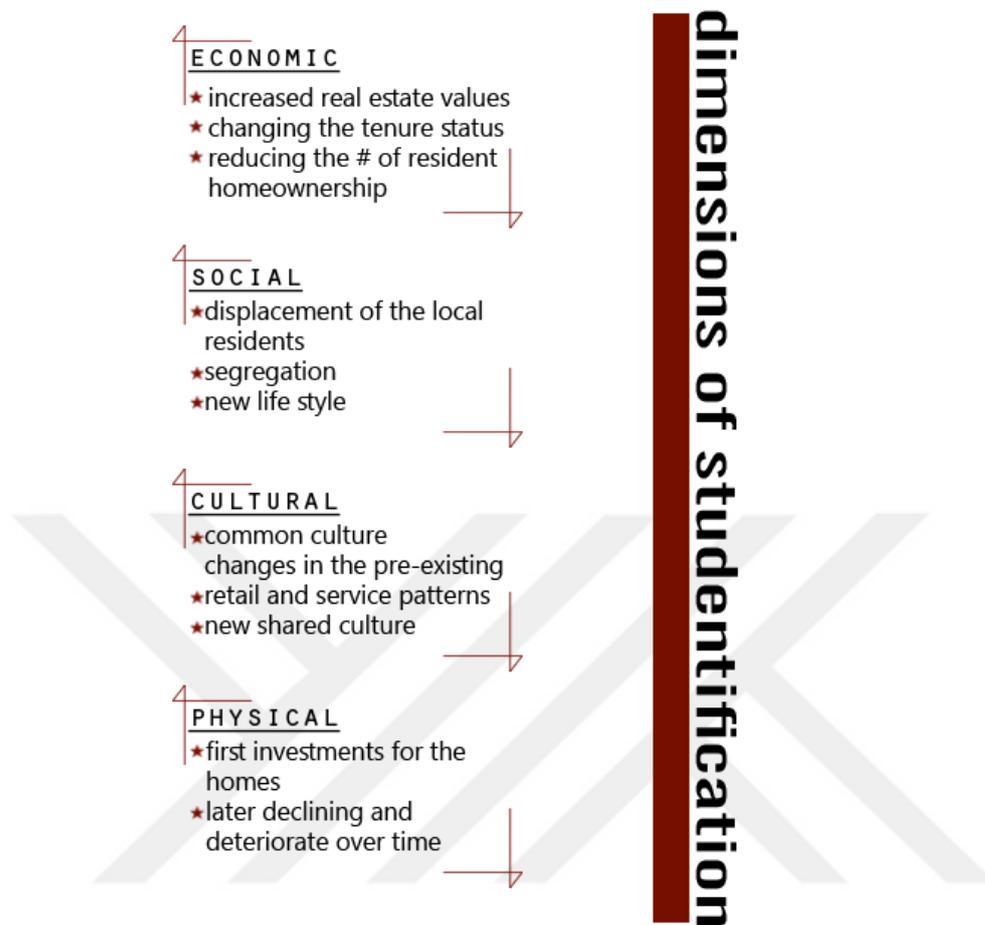
Figure 4.1. Dimensions of Studentification, prepared by the author (based on Smith, 2005)

As Hamnett (1984, p. 284) states, there is a physical renovation and rehabilitation of the existing housing stock in studentification. At the same time, the original occupants are displaced, so a new demographic group has come to dominate the area. There is a change in the price of the renovated houses because both inflation and the process increases the real estate prices in the area. However, there are some points that gentrification and studentification differ slightly from one another. In both cases, tenure transformation is expected, but studentification increases tenancy (Smith, 2005), and gentrification increases ownership (Hamnett, 1984). Moreover, as a community, students count as permanent neighbors, but individually they are transient (Munro & Livingston, 2012). On the other hand, gentrifiers are usually

permanent residents in the area. When the changes in the characteristics of the area are examined, it is seen that the students bring a certain lifestyle to the area, just like gentrification transformations. Students blend this culture of their own and turn the neighborhood into a kind of "student ghetto" (Prada, 2019; Smith, 2005).

Students are not permanent neighbors, they migrate annually to certain areas of the off-campus and generally to areas where they live with other students (Gu & Smith, 2019; Smith, 2008). However, in their freshman year on campus, students generally aim to stay in the dormitories assigned to them and to get to know the university and its environment better, to explore student societies, to socialize with their peers and to make friends (Chatterton 1999). In the following years, they prefer to live in an off-campus area (Smith, 2008). In the areas where students are concentrated, changes are observed in the urban space depending on the supply-demand relationship. As they create similar cultural styles and consumption patterns, they reveal different lifestyles in the space (Smith & Holt, 2007). This means that nearby campus areas are affected by them in a way that creates town and gown relationship. Universities are seen as driven force of development (Addie et al., 2014). Hence, the engagement between university students and the community is matter (Addie et al.2014; Bruning et al., 2006). Various attempts have been made to ensure this interaction. One of them is to provide universities with access to community resources to students. Thus, students have experienced community service and gained real-world experience. Another positive side is that they have a double benefit as they communicate directly with the community, which increases socialization and communication skills (Bonsall, Harris, & Marczak, 2002). According to research findings of Bruning, Harris and Marczak (2006), universities preferred to isolate their campuses because the town-gown relationship was tense in the traditional mindset. Instead of managing and using this negative thought around them, they have shown a kind of reaction, preferring to be protected. However, the results of their experiments show that universities can take very simple steps to improve the town-gown relationship. For example, the community participating in any on-campus event may be informed that they can benefit from the university's facilities. Moreover, participants have a more positive impression of the university as a result.

The importance of establishing this relationship in a good way is that the number of students living off campus increases every year, and this starts to become a concern of certain communities (Hubbard, 2008). The connection between town (resident community) and gown (university community) is essential. In any city with campuses, there is often a relationship between the two that almost always fluctuates (Addie, 2019). Local authorities often view universities as positive entities because they contribute to areal competitiveness. However, the relationship between local residents and students is more complex. The main reason for this is that the student lifestyle does not fit the lifestyle of the local residents. Therefore, there is a tension between the local residents and the students. For this reason, local residents may seek assistance from local authorities. In particular, new policies can be demanded for all kinds of social and spatial changes in the neighborhood that are compatible with the student lifestyle (Avni & Alfasi, 2018; Sage et al., 2012). Local residents have a desire to use their neighborhood in a calm and quiet way. Demographically, the majority of local residents are working adults and retirees. It has been observed that after returning from work on weekdays, they retreat to their homes and seek a peaceful rest. The paradox is that students have a more flexible time due to their curriculum at the university and it is usual for them to spend this time socializing with their friends in the neighborhood, because most of the time they have more free time than class time (Chatterton, 2010). This socialization situation, which continues until the night hours, is interpreted by the local residents as a noise and security threat. Therefore, the residents of the neighborhood acquire a prejudiced attitude towards the students and tension begins between them (Powell, 2013).

There are many main reasons for existence of off-campus living. One of them is the increasing housing need due to the increase in the number of students enrolled in higher education (HE). This situation has created a need for supply of student housing and therefore there has been a shift between supply-demand in the housing market (Gregory, 2019). Also, since the apartments close to the campus are preferred more by the students, the demographic change in these areas is immediately noticeable. Later, a homogeneous population distribution, mostly students, is observed in the area (Miessner, 2020).

Students in Spain, for instance, study very close to their hometown; thus, studentification occurs part-time, because even though students are on campus during the week, they return to their hometowns on weekends. Moreover, they share flats instead of HMOs because there are more high-rise buildings in Spain. Thus, studentification will not take place on the streets, it will become more visible in the common areas of the building such as stairs, elevators, and halls. Garmendia et al. (2011) describe this type of studentification as "vertical studentification".

Some homes are converted into HMOs in the process of horizontal studentification. Vertical studentification occurs when some units have student occupants while others do not. Student HMOs cluster in streets in the first scenario, while student apartments cluster in buildings in the second (Garmendia et al., 2011). With this method, it aims to solve the student and community imbalance experienced in horizontal studentification, even if students are partially segregated. To resolve the imbalance at the apartment level, common living spaces such as the kitchen and living room should be designed furthest from the sleeping rooms. Thus, it will provide the least effect from the noise generated. This will ensure better harmony between residents and students.

There is a close connection between the increase in the number of students enrolled in HE over time and the fact that an area is a student neighborhood. Especially the reason for choosing the neighborhoods close to the campus is the transportation problems for the students and thus its contribution to the student's pocket is undeniable. The fact that they prefer an off-campus life rather than in-university accommodation. Thus, one of the most important impacts of off-campus living is studentification. Series of changes that the neighborhood has undergone over time will be discussed in detail in the next section.

4.3   Studentification Process

In this section, how the studentification processes began to occur, what kind of changes it created in the place where they took place, and how the area was designated as a student neighborhood will be explained step by step. Within the scope of this thesis, the studentification process was defined in 6 different stages. Each stage explains how different actors are involved in this process and what kind of contribution they make. Each stage is defined by a different name according to its content. For example, the definition of pre-studentification was used for the first stage because this stage reveals the situation of the neighborhood before the beginning of studentification. Case studies of studentification in different countries (Appendix A) were examined and the commonalities that overlapped in these examples formed a basis for each stage.

For example, in stage 2, it is mentioned that if the number of students enrolled at the university increases, students will seek housing in the neighborhoods close to the university. Similarly, in Canada (Revington, 2020), in the UK (Kinton et al., 2018, and in Poland (Murzyn-Kupisz & Szmytkowska, 2015), increasing student enrollments in all these countries have necessitated a solution for student accommodation. As a solution, students started to prefer neighborhoods close to the campus as new accommodation areas. Thus, the process of studentification has become inevitable for these neighborhoods.

 The first stage of the studentification process, named as "Pre-Studentification" (Smith, 2005, p.79), forms the basis for subsequent changes.. At this stage, a neighborhood or area is located in a relatively balanced state, with a mix of various residential properties and various demographic compositions. At this stage, the neighborhood may have a mixed housing layout, including detached houses, apartments, and possibly some commercial areas. Moreover, the neighborhood may have houses to a wide range of residents, including families, retirees, and potentially some students. Some of those living in the area may have various lifestyles, some

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focusing on their careers, some on family upbringing, and others on education (Trigo et al., 2020).

At this early stage, the presence of students may not be pronounced yet, as universities may not have experienced significant enrollment increases (Visser & Kisting, 2019). The neighborhood is generally not defined by its connection with nearby educational institutions. Housing demand and supply are relatively stable and reflect a mix of factors such as property values, location, facilities, and the overall appeal of the neighborhood for various residents. In this framework, schools, parks, and small local businesses can easily meet the needs of the population living in the neighborhood (Smith et al., 2014).

In summary, the "Pre-Studentification" stage represents a relative balance period in the neighborhood. A period when the area's demographic structure varies, and the presence of students is not yet a dominant factor. The continuation of the studentification process will be associated with the influx of students and how they affect the development of the neighborhood in line with their different needs.

Stage 2 appears as a period that can be defined as "Initial Student Influx". At this stage, the reason for the start of various important changes in the neighborhood is the increase in the number of students enrolled in a HEI close to the neighborhood (Ackermann & Visser, 2016; Kenna, 2011; Sage et al., 2012). As the university's reputation and number of enrollments increase, more students are drawn to the areaarea, causing increased demand for housing. This demand is due to the proximity to campus facilities, the shortening of commuting to work, and the desire to focus more on university life's academic and social aspects.

At this stage, landlords and property owners in the neighborhood realize the lucrative opportunity offered by the growing student population and may start renting out their properties specifically for students (Hubbard, 2008). Some property owners may begin to convert existing houses or apartments into student-friendly living spaces designed to meet the needs and preferences of students. In addition, the construction of new purpose-built student housing complexes (e.g. PBSAs) that are particularly

suited to students' lifestyles and can also be observed at this stage (Nakazawa, 2017; Revington & August, 2019).

An increased student presence can lead to a slight transformation in the character of the neighborhood (Chatterton, 2010). There is an increase in businesses that cater to students, such as bookstores, cafes, restaurants and shops offering student discounts (Collins, 2010). These businesses may have concepts that cater to the needs and aspirations of the growing student population (Ackermann & Visser, 2016). Cafés and restaurants are quite common, often located side by side in a cluster. These businesses are frequently used by students on a daily basis. However, not only students but also neighborhood residents want to benefit from these businesses. Moreover, as in the case of Lodz, Poland, (Zasina, 2021) students want to be not only users but also employees of these businesses. The flexibility to work at any time creates the biggest advantage to students for being employees.. On the other hand, the advantage for employers is that this flexible time concept and part-time work at an hourly wage provide low-paid workers (Zasina, 2021).

In short, this phase marks the neighborhood's early transition towards becoming more student-centric. Higher enrollment at nearby educational institutions triggers a growing demand for student housing, spurring property conversions and new development to cater to this populationThe character of the neighborhood begins to change and more businesses begin to adapt to the changing needs of the growing student population.

The third stage of the studentification process, which can be codified as "Concentration of the Student Population", is marked by a significant increase in the number of students residing in the neighborhood. At this stage, not only the density of students in the neighborhood but also the student population spreading to certain parts of the city (relatively close to the campus) becomes more prominent (Holton & Mouat, 2020). Purpose-built student housing complexes and converted properties designed specifically for student living continue to attract increasing numbers of students. There is also an increase in the number of these residences designed specifically for students. For example, in the UK, PBSAs are designed by the local

authority to accommodate a certain number of students and provide quality accommodation. This has led to positive feedback from students in some cases (Reynold, 2019; Sage et al., 2013; Smith & Hubbard, 2014) but has also created *de-studentification*[1] (Kinton et al., 2018) processes in others. The reasons for de-studentification are various. It is a process that often begins with the loss of the student population. In the continuation of this process, local businesses in the neighborhood leave the neighborhood and landlords do not make the necessary investments in their homes. Even if the probability of students leaving a neighborhood is not very high, the increase in accommodation fees is seen as a trigger for this (Kinton et al., 2018). As a result of these processes, some residences in previously student-dominated areas have become vacant, rental rates have decreased, landlord withdrawal has occurred, and various student-serving businesses have closed.

In addition to this change in the residential area, long-time residents begin to notice changes in the neighborhood more acutely. There may be an increase in noise levels in the neighborhood due to student social activities and a decrease in parking as students bring their cars. or commute to work using different modes of transportation (Chatterton, 2010, 1999). These changes often begin to create tensions between residents and the growing student population (Hubbard, 2008; Sage et al., 2012, 2013).

In summary, the third stage represents the maturation phase of studentification, characterized by a more pronounced student presence and its impact on housing.

The fourth phase of the studentification process, defined as "Changes in Neighborhood Dynamics", and the neighborhood experiences further changes in all aspects as it adapts to the continued presence of a dense student population. This phase involves deeper changes in the social, economic and cultural dynamics of the

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[1] De-studentification: unintentional consequence of the studentification process, which is defined as reduction of a student population in a neighborhood which leads to social cultural, economic physical decline (Smith, 2008).

community (Murzyn-Kupisz & Szmytkowska, 2015). As the neighborhood continues to be affected by significant student population growth, its identity as a student area/neighborhood is solidly altered. What was once a diverse population has shifted towards a predominantly student population (Smith, 2008), shaping the social interactions, cultural activities and overall lifestyle of the area (Revington, 2021). Some processes of displacement can also be observed at this stage. Those who cannot adopt the lifestyle of the student population may reluctantly leave their neighborhood. In addition, according to some studies conducted in the UK and the US (Kinton et al., 2018; Woldoff & Weiss, 2018), even if residents want to move out from these student neighborhoods, they may be forced to stay in their neighborhood because they cannot find another neighborhood in the city where they feel they belong or another place where they can be economically comfortable. In fact, in both cases, residents of the neighborhood are described this situation as 'being trapped'.

While local businesses and services continue to cater to the student population by offering convenience and special offers, there are now demands from students themselves. There is often a vibrant social scene with various events, parties, and cultural activities organized by students (Avni & Alfasi, 2018; Kenna, 2011; Visser & Kisting, 2019). This can lead to the spread of new businesses, services, and entertainment venues in the neighborhood that cater specifically to the needs and preferences of students (Grabkowska & Frankowski, 2016). The neighborhood can experience economic growth due to the local economy, the demand created by the student population, creating job opportunities and encouraging entrepreneurship. In addition, increased entertainment businesses in the neighborhood may create an energetic and vibrant atmosphere for students, but may also create challenges, especially for residents, such as noise complaints and public safety concerns (Donaldson et al., 2014; Gregory, 2021).

Another important characteristic of this phase can be described as the transient nature of the student population, which means that students have little or no attachment to the community in which they are found. (Fabula et al., 2017; Sage et al., 2011;

Smith, 2005). Students often reside in the area for the duration of their academic studies, resulting in higher rental rates in rental properties. The academic year for students is generally 4 years for undergraduate students, and once a student moves out of the house that sh/he has stayed in for those 4 years, and this house is replaced with new student tenants. These new students face increased rent prices. In addition, the rent change rate between this move out and the new tenant is quite high. This transience affects the sense of community cohesion that may have been present in previous phases. However, it also contributes to a dynamic and ever-changing social landscape.

In short, this phase represents a period of adaptation, in which the neighborhood fully embraces its identity as a student area. The impact of the student population on the local economy, social interactions and cultural activities becomes more pronounced. This phase also presents challenges and adjustments for both students and long-time residents as they coexist and shape the evolving landscape of the neighborhood.

The fifth stage of the studentification process, identified as "Impacts on Existing Residents", is a phase that emphasizes the effects of the established student presence on long-time residents and overall neighborhood dynamics. It emphasizes the coexistence of different demographic groups and the challenges that may arise due to evolving environmental conditions (Zomerdijk, 2020). As the student population continues to play an important role in shaping the neighborhood, there are new impacts on long-time residents. The once diverse and balanced community (Smith, 2005) now feels more and more dominated by the student culture and lifestyle. This transformation occurs with a series of disagreements at first, but over time and as the two groups adapt to each other, they come to embrace each other (Situmorang et al., 2020). Even if this is not the case in all circumstances (Sage et al., 2012), since the neighborhood is shaped strictly according to the wishes of the student population, it is a stage in which all segments accept it, even if they do not adapt to it. In fact, it has been observed that in the long run, it usually results in a positive way that all actors adapt each others lifestyle (Abegunde et al., 2022).

With the increase in real estate values due to the influx of students in the area, some residents may consider buying a house for investment purposes (Pickren, 2012). As a result, the tenure status of the house may change from owner-occupation to private renting (Kinton et al., 2018). For this reason, some building blocks may become a complex where mostly, if not entirely, students are housed. While this means an increase in the number of housing units for students, it also means a new investment opportunity for the buyer who will rent the house.

In summary, the "Impacts on Existing Residents" phase highlights the complex interaction between student presence and the existing community. Long-time residents experience changes in the character of the neighborhood, noise levels, parking options, and property values. As the neighborhood continues to evolve in response to the student population, it becomes easier to build understanding and cooperation between different demographic groups.

The sixth and final phase, the "Resident Student Area", represents the culmination of the transformation of the neighborhood into a well-defined student-centered environment. At this stage, the area takes on the identity of being a hub for students, with a distinct character and lifestyle revolving around the nearby educational institution (Barbor, 2014). Henceforth, the neighborhood becomes a landmark with the nearby HEI (Prada, 2019).

Cultural events, festivals, student-led events and many activities organized for students become an integral part of the neighborhood fabric. The neighborhood can host events that attract both students and visitors (Kenna, 2011). These activities, in turn, contribute to the vibrancy of the community and enhance the attractiveness of the neighborhood as a vibrant and engaging place to live and visit (Lager & Van Hoven, 2019).

The *coda²* to this section of the thesis is that the process of studentification consists of different stages. Figure 4.2 summarizes these stages, which were established through various observations and research. It starts with a diverse community in the "Pre-Studentification" phase where housing options change and student availability is limited or scarce. As enrollment increases at nearby universities, demand for student housing gradually begins to increase. This signals the construction of small-scale purpose-built accommodation, the opening of local businesses catering to students, and the existence of a neighborhood characterized by a vibrant atmosphere. As students become more visible in the neighborhood, there is a change in noise levels and interactions between residents and students. Along with this, changes in property values begin and continue as long-term residents gradually embrace the students. Eventually, the neighborhood evolves into a place where a strong student identity, businesses and cultural activities develop and where the challenges of coexistence can be managed. This journey is simply defined as studentification.

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² Coda: A section of an arrangement that follows the last performance of the head and serves to conclude the musical piece.

How does the studentification process occur?

Stage 1: Pre-Studentification

In this stage, a neighborhood or area may be characterized by a mix of residential properties, including single-family homes, apartments, and other types of housing. The area may have a balanced mix of residents, including families, young professionals, and possibly some students.

Stage 2: Initial Student Influx

In this stage, a nearby university or educational institution may experience an increase in student enrollment.

Students may start looking for affordable housing options close to their campus, resulting in an influx of students into the neighborhood. Landlords may start converting existing properties into student accommodations or building new purpose-built student housing.

Stage 3: Concentration of Student Population

As more students move into the neighborhood, the concentration of student population increases. The demand for student housing may lead to further conversions of properties into student accommodations or the construction of more purpose-built student housing. Amenities and services catering to students, such as convenience stores, cafes, and entertainment venues, may start to emerge in the area.

Stage 4: Changes in Neighborhood Dynamics

The increasing concentration of students in the neighborhood may result in changes in the overall dynamics of the area.

The neighborhood may become more transient, with a higher turnover of residents as students move in and out of the area for each academic year. There may be changes in the local economy, with businesses and services adapting to cater to the student population.

Stage 5: Effects on Existing Residents

Existing residents who are not students may experience changes in their living environment, including increased noise levels, parking challenges, and changes in property values. Some existing residents may choose to move out of the neighborhood due to these changes, while others may adapt to the new dynamics.

Stage 6: Established Student Area

The neighborhood becomes an established student area with a high concentration of student population and purpose-built student housing.

Local businesses and services may continue to cater to the student population, and the area may become synonymous with the university or educational institution located nearby. The area may develop a unique character, with a vibrant student culture and a distinct identity.

Figure 4.2. Stages of the Studentification Process, prepared by the author, using the sources: (He, 2014; Kinton et al., 2018; Murzyn-Kupisz & Szmytkowska, 2015; Nakazawa, 2017; Sage et al., 2012; Smith, 2005)

4.4   Studentifiers vs Gentrifiers

"Studenthood itself is now being gentrified" as Hubbard (2009, p.1904) pointed out how students are observed by institutional investors. Student groups are often likened to gentrifying groups (Moos et al., 2018). This is based on the fact that students and gentrifiers are usually in the middle-income group. At the same time, the social and economic dichotomy between new-comers and long-term residents in gentrification processes is similarly highlighted as students and long-term residents in studentification processes (Nakazawa, 2017).

The profile of a studentifier in terms of production-consumption perspective is similar to the later wave of the gentrifiers (Hackworth & Smith, 2001). Gentrifiers generally consume readymade commodities. Even if students differ in terms of purchasing power, they too are more inclined to consume goods that are readily available (Chatterton, 1999). However, due to their economic activity level, studentifiers have identical characteristic features to pioneer gentrifiers (Prada, 2019; Smith, 2005; Smith & Holt, 2007). Because of the consumption patterns, students are similar to artists and other creative workers (Smith, 2005).

Table 1. Studentifier vs. Gentrifier

STUDENTIFIER	GENTRIFIER
those observed and involved in studentification processes	a group of communities involved in gentrification processes
the main focus is on university students	usually with people from the middle- or higher-income group
single or co-living, no children	mostly families with children, or yuppies
the previous inhabitants become less active in the area with the influx of student groups or completely voluntarily relocate	property acquired as a result of the displacement of previous inhabitants
often tenants but there are cases of home ownership	home ownership is commonly seen
inhabitants just for the academic year duration	stay as mid- to long-term residents
have a limited level of economic income, usually dependent on family or cheap labor	they usually generate higher level of income so they have a definite place in the labor market
from an economic point of view studentifiers are similar to pioneer gentrifiers (lower level of income)	the quality has changed as the waves have changed in the process (early phase as pioneers, later waves have multiple gentrifiers)
limited rental housing market due to student turnover	Changing housing conditions according to the character of the region (for sale, for rent, etc.)
social isolation side effect (stuck in a region)	consequences that negatively affect large masses such as displacement and segregation
student ghettos	luxury, quasi-gated housing with valuable location

Adapted by the author (from Lin & Ma, 2020, p.33)

Moreover, since they are seen as a 'mini society' (Chatterton,1999), their daily habits are also expected to be unique. Furthermore, students do not contribute to the economies of cities as a labor force (Revington et al., 2018). Both for this reason and because of their university curriculums, they perceive time and space differently (Chatterton, 1999; Pötschulat et al., 2020). Therefore, students change the spatial characteristics of the areaarea they are residing to a certain extent (Chatterton and Hollands, 2003).

As well as these, gentrifiers settle in an area as permanent or long-term residents (Smith, 2005). However, students are in the neighborhood as temporary residents (Revington et al., 2018) depending on their academic calendar. Since the variable academic calendar is also affected by holidays, the neighborhood can be a "ghost town" in some periods (Kinton et al., 2016). Nevertheless, even if the identity of the student in the neighborhood changes, the presence of the student does not change, i.e. there is a continuity of student tenants. This is welcomed by the landlords renting their dwelling, developers, and owners and provides a stable economic situation for these groups (Pickren, 2012).

As summarized in Table 1, gentrifiers and studentifiers have similar yet distinct characteristics. It is possible to see that the involvement of these "-fiers" defines a part of the process. Even though students are defined as a different social group due to their lifestyle (Smith, 2005), from a tenant perspective, just like in gentrification processes, groups from middle-income backgrounds as young urban professionals are involved in the processes and share a residencewith one or more people. HE students are more preferred by the landlords because students can come together as two or three people and cover the rent price, which is much more than a family can afford (Rugg et al., 2002). Usually students come from a variety of income groups, but the majority of them are in the lower- or middle- income groups (Sage et al., 2012).

One of the social problems of these two processes is segregation. An upgrading takes place in the area where the gentrification processes take place. With this upgrading, the pre-existing housing structure changes and evolves (Kennedy & Leonard, 2001).

Closed luxury sites and more modern housing types come to the fore. On the other hand, studentification process take place in already existing housing stocks or privately developed accommodation for students (Smith & Hubbard, 2014). As a result of all these events, they experience segregation as they create a human concentration in a particular area and become a closed society (Freeman, 2009; Munro et al., 2009; Smith & Holt, 2007; Wyly & Hammel, 2004).

4.5 Positive and Negative Impacts of Studentification

Studentification has social, economic and spatial dynamics. Both positive and negative effects of these dynamics have changing effects on the structure of the neighborhood (Abegunde et al., 2022).

POSITIVE IMPACTS		
	ECONOMIC BENEFITS	Studentification processes provide economic support to the region. The presence of students benefits housing, grocery shopping, entertainment, and a variety of local businesses, as well as contributing to job creation and stimulating the local economy.
	CULTURAL DIVERSITY	Students from different backgrounds and cultures bring different perspectives and experiences to the community. Studentization promotes diversity and living in harmony.
	INVESTMENTS	The influx of students into the area encourages homeowners, property owners and various investors to invest. It can provide many infrastructural services, refurbished buildings and enhanced public space uses that can benefit both students and long-term residents.
	EDUCATION	The existence of various educational institutions in the neighborhood provides residents with opportunities to access resources such as lifelong learning and participation in various educational and cultural activities.
	LOCAL SERVICES	Providing or improving public transport opportunities by the local authority in line with the demands of the presence of students provides an improvement in local services.
	COMMUNITY	The coexistence of students from various backgrounds and other non-student residents hold out the promise of mixed-income communities.
	NBHD CHARACTER	After students stay in their neighborhoods during their education period, they move and a student tenant replaces them again. This prevents the area from stagnating or shrinking and helps preserve the liveliness of the neighborhood character.

Figure 4.3. Positive Impacts of the Studentification Process, prepared by the author, using the sources: (Allison, 2006; Moos et al., 2008; Munro et al., 2009; Pickren, 2012)

Although studentification processes occur as a series of changes stemming from students, there are many actors that are directly affected (Pickren, 2012). Residents, businesses, real estate agents, investors, property owners and local authority are all involved in and are directly or indirectly affected by the process of studentification. For these reasons, examining the positive (Figure 4.3) and negative effects (Figure 4.4) of studentification provides a versatile approach to the process.

Studentification, as a positive effect, provides economic revival in areas where it takes place. The existence of a significant student population reveals the neighborhood structure shaped according to their needs. However, within the neighborhood structure reshaped according to student preferences, it encourages the growth of various cafe-like local businesses that cater to these preferences, such as cafes, bars, pubs, restaurants, bookstores, entertainment venues and opportunities for students to sit and/or study individually or alone. These businesses appeal to the student population as well as attract a wider customer base to the neighborhood. As a result, regeneration may occur in underdeveloped urban areas. This revival results in a more dynamic local business market.

Student neighborhoods also contribute to the non-student community in the neighborhood in terms of various cultural activities due to their close relationship with nearby academic institutions. This interaction increases and improves the communication between students and residents and encourages a symbiotic relationship. These relationships between students and various groups benefit diversity and create a mixed-income community (Moos et al., 2018).

From a positive perspective, studentification processes ultimately have dynamics that support the urban environment and positive communications). Where it happens, it promotes economic growth and cultural diversity. It significantly increases the vitality and durability of urban areas. By using these positive effects, policy makers can create thriving and inclusive urban environments.

NEGATIVE IMPACTS	HOUSING AFFORD.	The housing need of students causes an increase in the real estate market in the region. Low-income families may have to leave the area due to high rental prices.
	DISTURBANCE	The entertainment venues, which vary depending on the student population, cause various noises and disturbances, especially at night. This creates an unwelcome situation for long-term residents.
	CHANGES IN CHARACTER	The arrival of a large student population changes the character of the neighborhood. This situation can be perceived as an attitude that disrupts the family structure from the perspective of other residents in the neighborhood and may create a 'moral panic'.
	MAINTENANCE	Physical downgrading can be seen in student quarters in some cases. This is due to students as well as homeowners not investing in their properties.
	PARKING	Increasing student residents can lead to greater demand for parking spaces, potentially causing congestion and parking-related conflicts with long-term residents.
	SEASONAL FLUCTUATION	Student neighborhoods experience fluctuations in population at certain times of the year due to the academic calendar. This causes seasonal changes in the dynamics of the neighborhood, affecting the economic situation of local businesses.
	SAFETY	In neighborhoods with a high student density, residents and students are concerned about safety due to higher rates of certain types of incidents, such as vandalism or complaints of fighting.

Figure 4.4. Negative Impacts of the Studentification Process, prepared by the author, using the sources: (Ackermann & Visser, 2016; Lager & Van Hoven, 2019; Sage et al., 2012, 2013; Woldoff & Weiss, 2018)

One of the most important negative effects of studentification processes discussed in the literature is the housing market speculation created in the area where it takes place (Hubbard, 2008; Revington & August, 2019; Revington et al., 2018; Siegfried

et al., 2007). While these processes reduce housing affordability due to high prices, they also immediately reduce housing stock availability because the number of vacant housing is generally low due to student presence and circulation (Pickren, 2012). The growing student population raises rentsand hurts the chances of long-term residents and low-income families to find affordable housing. Because of this, displacement begins. According to a study by Ackermann and Visser, (2016, p.11), "some owners prefer to keep the rent they can afford with densely populated student accommodation rather than a family unit."

Property owners or landlords are not the only groups that are economically affected by the studentification processes (Ackermann & Visser, 2016). At the same time, local businesses that provide products and services to students and rental offices that sell/rent the residences also have an economic gain over the student. The increasing number of local businesses in the areas where the student population is concentrated has been the subject of many studies. However, it should not be overlooked that the effect of rental offices on increasing rents is undeniable (Sage et al., 2012; Smith, 2005; Kinton et al., 2016).

High student population causes increased noise levels and some disruption in the area (Ackermann & Visser, 2016). Student lifestyle has a more flexible concept of time as it develops depending on the academic program (Smith, 2005). This situation causes inconveniences that negatively affect the quality of life for the other residents of the neighborhood who live for a long time. Noise pollution, various garbage and waste accumulating around, different understanding of entertainment and parking problems make the relationship between students and residents tense, thus causing deterioration of social cohesion (Allison, 2006; Chatterton, 1999; Harris, 1997; Russo et al., 2007). Thus, the well-being of long-term residents and the overall satisfaction they receive from their living environment may be impaired. On the other hand, as a result of this undeveloped communication with the residents of the neighborhood, an increase in the segregation of students in the neighborhood is expected (Smith, 2008).

As a result, studentification has many positive (Figure 4.4) and negative (Figure 4.5) consequences. As discussed above, the negative aspects clearly outweigh the positive aspects. Studentification processes change the character of the neighborhood and contain its own characteristics (Smith, 2005). This situation has both positive and negative aspects for students. Students who find an environment where they can express themselves more comfortably must stay in contact with all other non-student groups in the neighborhood. These groups have internal dynamics that feed each other. Without a student, a student neighborhood cannot take place, and without a student neighborhood, other economic and social activities that feed on this situation cannot take place.

4.6   Conclusion

In conclusion, this chapter delves into the multifaceted phenomenon of studentification, exploring the processes, its positive and negative effects, how it emerges in a neighborhood, and its wider significance. First, studentification is a process driven by a variety of factors, such as campus growth in higher education institutes, increasing student enrollments, and housing market dynamics. It is interpreted as a succession of processes that emerge as the transformation of neighbourhoods, often characterized by an influx of students (Smith, 2005) and changes in the housing stock (Smith & Hubbard, 2014). Second, the positive effects of studentification include economic benefits to the local community, revitalizing infrastructure and services, and increasing cultural diversity. On the other hand, negative impacts include housing affordability problems, noise and disruption, and tensions between students and other residents (Kinton et al., 2018). Therefore, it is understood that the process has many positive and negative effects. In summary, studentification is a complex and multifaceted process with both positive and negative consequences. Its occurrence in particular neighborhoods is shaped by a variety of factors, and its importance extends to broader societal trends.

CHAPTER 5

CASE STUDY AND METHOD

5.1   Introduction

This chapter deals with the studentification process in İşçi Blokları Neighborhood. In order to understand the dynamics of a area, it is important to examine all kinds of changes from the past until today. In order to catch the starting point of the studentification processes claimed to have taken place in İşçi Blokları Neighborhood, first the establishment of METU and its effects on the city, and then the historical development of the accommodation opportunities it offers for its students are necessary to understand. At the same time, in order to catch up with the current dynamics of İşçi Blokları Neighborhood, all kinds of experiences in the past have the potential to give clues about the studentification processes.

Moreover, in the continuation of this section, the historical outputs are examined, the conclusions made are combined with today's outputs in the method section, and finally, the chapter ends with the findings from the case. Here, why İşçi Blokları Neighborhood was chosen and why it is an ideal field for studentification processes was discussed in a multi-faceted manner and the results were shared.

5.2 Establishment of METU and the University Accommodation Opportunities

5.2.1 The Foundation Story of the University

In line with the agreement signed with the United Nations (UN) on September 5, 1951, an expert is requested to be sent to Turkey in order to provide technical assistance. Charles Abraham came to Turkey in 1954 for the UN to carry out a study on this issue. After a two-month study, he proposed the establishment of an Architecture and Urbanism school in Ankara and this was accepted by the government (Figure 5.1). After Abraham returned to the UN, a delegation from the UN under the presidency of Holmes Perkins prepared a "Report on the School to be Established to Provide Architecture and Settlement Planning Education in Turkey" in 1955 and an agreement was made with the UN for the opening of this school in 1955 (Çalışkan, 2015, p.10).

On November 1, 1956, with 36 students, an institution providing education on architecture and urbanism was opened under the name of "Middle East High Technology Institute".

On January 23, 1957, the Law No. 6887[3] "On the Establishment and Preparations of METU" was accepted by the Turkish Grand National Assembly and published in the Official Gazette on the 29th of the same

NEW MIDDLE EAST UNIVERSITY

MR. STASSEN AS ADVISER

FROM OUR CORRESPONDENT

ANKARA, Oct. 20

The appointment by Unesco of Mr. Harold Stassen as adviser to the Middle East Technical University, now being set up in Ankara, has caused considerable satisfaction in Turkey. Mr. Stassen is expected to visit the Turkish capital early next month and again at the beginning of 1959 to advise the Turkish Government on the development of the university.

The Middle East Technical University is a project which took shape in 1953. The original idea was to establish a school of architecture in Ankara, but Turkish enthusiasm was such that the project blossomed out into a plan to set up one of the greatest educational establishments in the world—intended to train up to 15,000 students, mainly from Middle Eastern countries, in modern technology.

Britain announced recently that she would contribute £25,000 for setting up a physics and electrical engineering department in the new university.

Figure 5.1. Newspaper Article for the Establishing of the University
Source: The Times archive, October 1958

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[3] https://www.resmigazete.gov.tr/arsiv/9521.pdf

month. Although it started its first years in a small building on Milli Müdafaa Street in Kızılay, it moved to its current location, the first campus of the country, in 1963 (Middle East Technical University, 2013).

5.2.2 The Brief History of METU Dormitories

On April 26, 1961, the Board of Trustees decided on construction of the campus and a national competition was organized with an international jury. Among the 25 participating projects, the project of Behruz and Altuğ Çinici won the competition, the results of which were announced in September 1961. Kemal Kurdaş, who came to the rectorate on November 22, 1961, quickly started working for the campus with the architects Behruz and Altuğ Çinici. In the first stage, the plans of the Faculty of Architecture, the laboratories of the Faculty of Arts and Sciences, the rectorate building and the first section of the cafeteria and two dormitory buildings were prepared (Tuncer & Özdem, 2015). These dormitories are the first actions for the student accommodation (Figure 5.2).

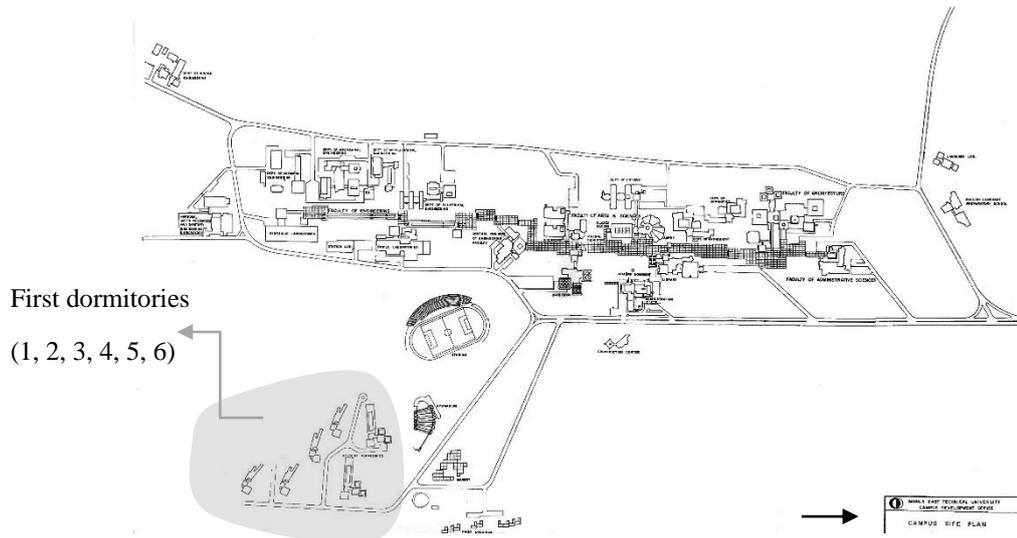First dormitories

(1, 2, 3, 4, 5, 6)

Figure 5.2. 1972 METU Campus Site Map, METU, Department of City and Regional Planning, Ankara Maps and Plans Archive, n.d.

The construction of the dormitory buildings in the university campus started in 1962. At the end of 1962, the construction of dormitories 1 and 2 was started within the campus of the university. The firm that undertook the construction of the dormitories went bankrupt in 1963; For this reason, the opening of these dormitories became possible in 1965. Previously, male and female students who studying at METU stayed in the buildings rented by the university in the city center. With the opening of dormitories 1 and 2 in 1965, male students were placed in these dormitories. In the beginning, students stayed in rooms for 12 people in both dormitories, and later, with a renovation made in 1973, the rooms were divided into 6-person rooms (Middle East Technical University, 2022).

The construction of dormitories 3 and 4 started in 1966. It took two years to complete and put into service. Dormitory number 3 was built by Vehbi Koç. Male students were placed in this dormitory. In the 4th dormitory, male students were placed on the 1st and 2nd floors, and female students were placed on the upper floors. In 1970, dormitory number 5 was opened for female students and dormitory number 6 was opened for male students. With the opening of dormitory number 5, female students in dormitory 4 were transferred to this dormitory, so dormitory number 4 became a completely male dormitory. Dormitory 7 was opened in 1976 and female students staying in the city[4] were placed in this dormitory. Dormitory 8 in 1980 and dormitory 9 in 1989 were put into service as male student dormitory (Figure 5.3). At the same time, with the opening of the 8th dormitory, the male students staying in the 6th dormitory were taken to the 8th dormitory and the 6th dormitory was used as a dormitory for female students for a while (Middle East Technical University, 2022).

In 1994, the construction of three different dormitories was completed. These are generally dormitories built by foundations. Girls' Guesthouse, Hızıroğlu Guesthouse (for male students) and EBİ 1 Guesthouse (mixed); these three dormitories, Osman

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[4] Today, Cin Ali Museum, located in Kavaklıdere, Bülten Street, was used as a METU boys' dormitory in 1963 and then as a girls' dormitory.

Yazıcı Women's Guesthouse, whose construction was completed in 1996, and Sami Kırdar Block in 1999 in addition to the Girls' Guesthouse and EBİ 2 Guesthouse (mixed); These are the dormitories built in the status of guesthouses with different management and different room types. Considering all these different accommodation options, different prices were applied to subsidize the low wages received from normal dormitories (Middle East Technical University, 2022).

Figure 5.3. 1982 METU Campus Site Map, METU, Department of City and Regional Planning, Ankara Maps and Plans Archive, n.d.

Between 2001 and 2004, the two former graduates of the university, built Isa Demiray Dormitory for 604 people (male students), Faika Demiray Dormitory for 628 people (female students) and Refika Aksoy Dormitory for 640 people (mixed) including all the furnishings, and donated to the university. Unlike other dormitories, these dormitories are located in the west of the university campus. With the construction of these dormitories, the number of people in the rooms of dormitories 1, 2, 8 and 9, which is one of the eastern dormitories with a 6-person room capacity, was reduced by making some renovations to improve the other dormitories, since the facilities provided to students both increased their quality and increased their

capacity. Dormitory 19, with a total capacity of 694 people, 311 female students and 383 male students, was built by the university in 2014. This dormitory was also built on the west side of the campus (Middle East Technical University, 2022).
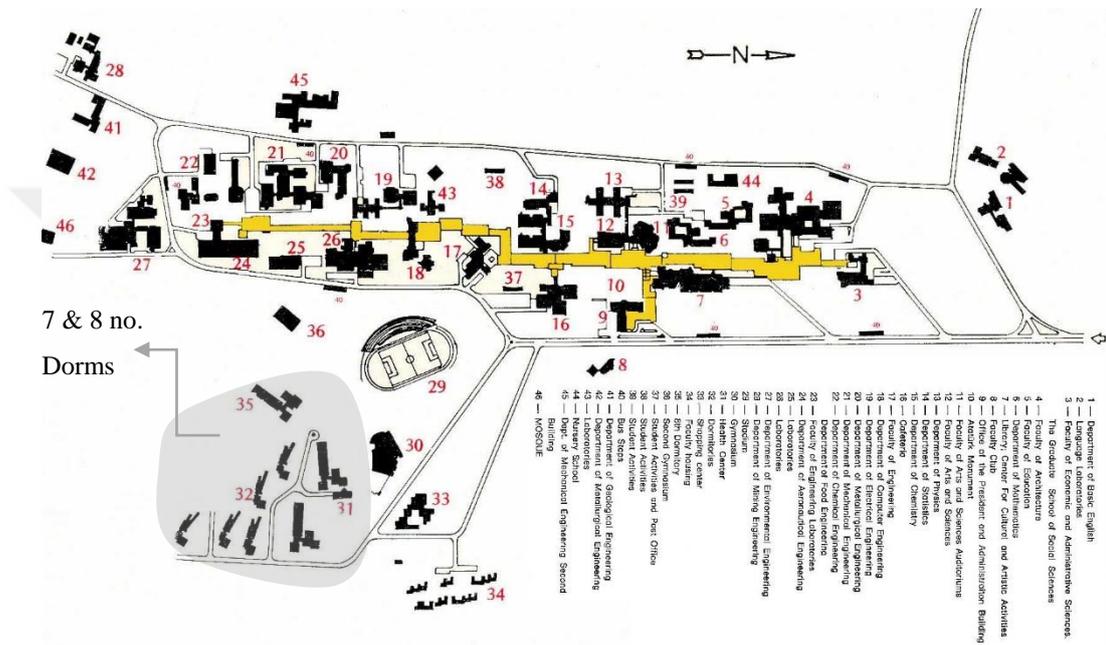

Figure 5.4. 2000s METU Campus Site Map, METU, Department of City and Regional Planning, Ankara Maps and Plans Archive, n.d.

Although there are 19 student dormitories with a capacity of approximately 8000 students on METU Ankara Campus (Middle East Technical University, 2022), the increasing student numbers every year has brought along housing problems. İşçi Blokları Neighborhood located in the east of METU campus is a very popular rental-housing area among students, and over the years it has become an area where both students with housing problems and students who want to have a home experience come together in groups of two or three to rent a house.

5.3   The Brief Story of İşçi Blokları Neighborhood

In Turkey, in the 1950s the worker families had to get help from the state to meet their housing needs. Just for this purpose, The Social Insurance Institution (SSK) provided housing loans to workers and their families between 1952-1980. To have the housing loans, the workers had to come together and establish a housing cooperative s (Keleş, 1983, p.149-150).

Similarly, İşçi Blokları Neighborhood was selected in the 1960s to produce housing for the working class through a cooperative organization. It was established by the Türk-İş Trade Union with the aim of making its members homeowners. The first foundations of these cooperative houses were laid in Aydınlıkevler in Ankara, a neighborhood far from İşçi Blokları Neighborhood, but due to the increasing number of members in the union and demand for housing, the cooperative continued to build these houses another locations (Karaağaç, 2015, p.111).

The residences to be built in İşçi Blokları Neighborhood were designed as five-storey standard blocks. However, as the number of members gradually increased and workers from abroad were registered as members, it was decided to build multi-storey blocks in a limited area in addition to these planned five-storey buildings. The foundations of the project were started in 1973 with loans taken from SSK and Emlak Bank. Apart from this, financing was continued with the dues received from the members. The projects of the houses to be produced were inspired by the workers'

houses produced in France by Intur INC. -which is a company with a Franco-German partnership. However, due to the time issue between the construction company and the cooperative management, the company and the cooperative had to separate their ways. The construction was completed quickly by local andsubcontractor companies, preserving some of the design, but compromising the standards (Karaağaç, 2015, p.112).

Figure 5.5. Housing Area Development of İşçi Blokları Neighborhood over the Years, (adapted by Karaağaç, 2015, p. 113)

In order to provide resources for the cooperative, two large parcels in the middle of the area were given to local contractors by the build and sell method, and the construction of the five-storey building was started with the first income from it. Between 1976 and 1980 the first five-storey apartment buildings were started to be built and continued until 1986 (Figure 5.5). The construction company started the construction of multi-storey apartments after 1986, but only completed A and B blocks after disagreements and then left the process.

Although the first two blocks built by Intur INC. are exemplary, unlike the other blocks, these two blocks have a gallery system that provides connection between all floors throughout the 15 floors in its middle space (see the yellow colored shape on the Figure 5.5), but this system was not used in the other blocks (Karaağaç, 2015, p. 113). The most striking and unique feature of these multi-storey buildings is that they are star-shaped when viewed from above. That's why these blocks are called "star blocks" and there is such a usage in location descriptions among the people. On the other hand, although 15 blocks are named in this way, 12 of them are star-shaped and 3 of them are single apartment blocks. After the interviews with the long-term residents and the mukhtar of the neighborhood, it was understood that the contractors built all the blocks after these 12 blocks to fill the vacant land and make a profit from it.

At the end of the 1970s, due to the demand in the neighborhood, many social facilities and common-use buildings were designed. The most important of these is the Heating Center Building, because it was the heating system that served the largest area at the time it was built. In the center of the neighborhood, there were the market building and the central building of the cooperative, which were jointly owned by the cooperative. The cooperative was generating income from the rents coming from the market building, which included small local businesses such as the bank, post office (PTT) and shop. At the same time, the neighborhood is the first example of social housing in Turkey with social facilities, green areas, and central heating (Karaağaç, 2015, p. 114).

In 2007, the Heating Center Building was closed by the decision of the general assembly of the cooperative. When the central building was closed, people came up with individual solutions to heat their homes (such as using stoves). All the rent-bearing buildings of the cooperative were sold, and the money from this was distributed among the right holders of the cooperative members. Eventually, the cooperative was liquidated (Karaağaç, 2015, p. 115).

5.4   Dynamics of İşçi Blokları Neighborhood

It is also important to understand the dynamics of the neighborhood after its history. Looking at its history, it is understood that the foundations of the neighborhood
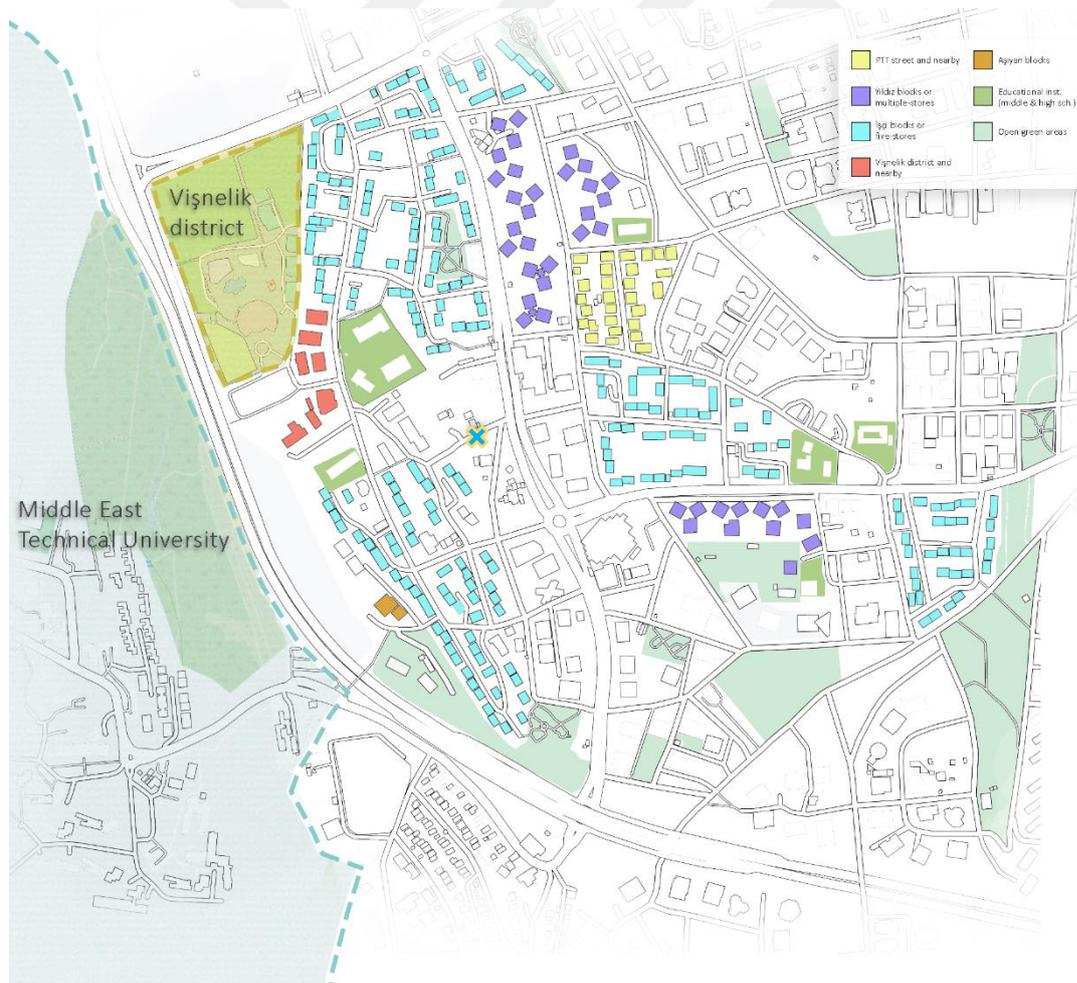

Figure 5.6. Housing Typologies and the Other Landmarks (prepared by the author)

started in 1971. Likewise, in 1961, the METU campus began to settle in its current location, and in 1965 it gained its first accommodation options.

In the interviews held with the neighborhood mukhtar, who has also been a resident of the neighborhood for a long time, it is not a new scenario for students to come to the neighborhood and live in rented housing. She underlined that even in the 1980s there were small groups of students in the neighborhood.

Some of the housing typologies shown in Figure 5.6 are structures that have existed since the first establishment of the neighborhood and actually give the neighborhood its name –işçi in Turkish means worker. These buildings, which were first the homes of the workers, later became the houses where the students live.

As mentioned in the previous section, first of all, workers' blocks called "5-storey Buildings" were built in the neighborhood. The five-storey buildings are the buildings represented in light blue in Figure 5.6 and constitute 4906 residences in the neighborhood, which is clearly seen to cover most of the neighborhood. They have apartments with a size of 90 square meters, consisting of two rooms and one L-shaped living room/room. They are designed as 10- storey buildings, generally in row housing typology and in some places detached. These residences are well-known among the students, primarily because of their large number, and as a positive aspect, a part of the L-shaped room is divided by a door and turned into another room, allowing a third person to stay, thus allowing 3 students to stay and split the rent and expenses if they wish. For these reasons, most students prefer these houses more. This will be explained in more detail in the next section.

The other type of housing built together with "Five-storey Buildings" is known as Yıldız Blocks or, more preferably, "Multi-storey Buildings". Although the first two blocks built with French-German cooperation were named "Block A and B", Turkish contractors continued the construction as C-D-E-F-G-H, but later switched to numerical naming as 9-10-11-12-13-14-15. It takes its name from the fact that it looks like a star (Yıldız in Turkish) when viewed from a bird's eye view and is the first high-rise building (Multi-storey Building) in the area. Each dwelling unit is 90

square meters. There are 4 separated units on each floor. With 3 interconnected buildings coming together, approximately 600 people live in a block in total. Compared to rural-side of the Turkey, it is almost equal to a population similar to that of a village (Karaağaç, 2015, p.115). Moreover, blocks A-B-C-D-E-F-G-H-9 have 15 floors, while blocks 10-11-12-13-14-15 have 14 floors.

The buildings represented in yellow in Figure 5.6 are small and detached apartments with three floors. The street in the middle of the two plots is a street frequently used by students and is named as PTT street, originating from the state-owned cargo company in it. In this street, there are fast eating places suitable for the student lifestyle, as well as small local shops. These shops are usually shops that sell small parts for repairs (for example, shops where you can find any small item needed for the plumbing system of the house).

In the last decade new types of residences have been built. In particular, the buildings around the social facility belonging to METU Alumni Association, are designed as very luxurious gated community sites and therefore their prices are higher. The area is known as Vişnelik District, the building of the alimuni association was founded in 1999 with the in-kind and financial contributions of nearly 5000 METU alumni members. It is a place that is liked and preferred by students. It is a place where various activities can take place. It is an area where many cultural events are usually held throughout the year, and it also hosts various entertainment organizations. At the same time, its doors are open not only to METU members, but also to anyone coming from outside. This shows how lively the social life of the neighborhood is for students.

In addition, the Heat Center Building, which was mentioned in the previous sections, was demolished and in the current situation there is a gas stationin its place. It is located in the area indicated by the blue X in Figure 5.6. According to Mukhtar and some long-term residents, there are still warehouses and tunnels connected to this old heat center under the five storey buildings. These warehouses used to serve as boiler rooms for the heating system at the time it was used.

There are many supermarkets and small markets selling alcohol (in total twenty markets) in the neighborhood. Especially chain supermarkets are concentrated in one area, so access to all of them has become easier. Small markets selling alcohol are more dispersed in the neighborhood, but there are enough for students to quickly supply them within walking distance There are 8 bars/pubs in the neighborhood. One of them is located in a different spot of the neighborhood, while the others are in an old office building, that   is, they share the same large building.

Figure 5.7. An Old Plan of İşçi Blokları Neighborhood, the photo taken by the author during the interview with a real estate agent, scale not given, 2002

As can be seen from the plan prepared in 2002 (Figure 5.7), the neighborhood has continued to exist in a similar way as similar social and economic facilities and housing typologies for a very long time. The Heat Center Building is more clearly seen in this plan. Two important points stand out in this plan. First, the title section

of the plan says "100.Yıl" (100th Anniversary). The reason for this is that, with the decision taken by the labor federation in 1981, the name of the neighborhood was changed to İşçi Blokları Neighborhood on the 100th anniversary of Atatürk's birth. Therefore, when describing the area, the name 100. Yıl is used more frequently among both students and local residents. In this thesis, the selected neighborhood is referred to as İşçi Blokları Neighborhood. There is another location within the borders of Ankara called 100. Yıl Neighborhood and to avoid confusion İşçi Blokları was chosen.
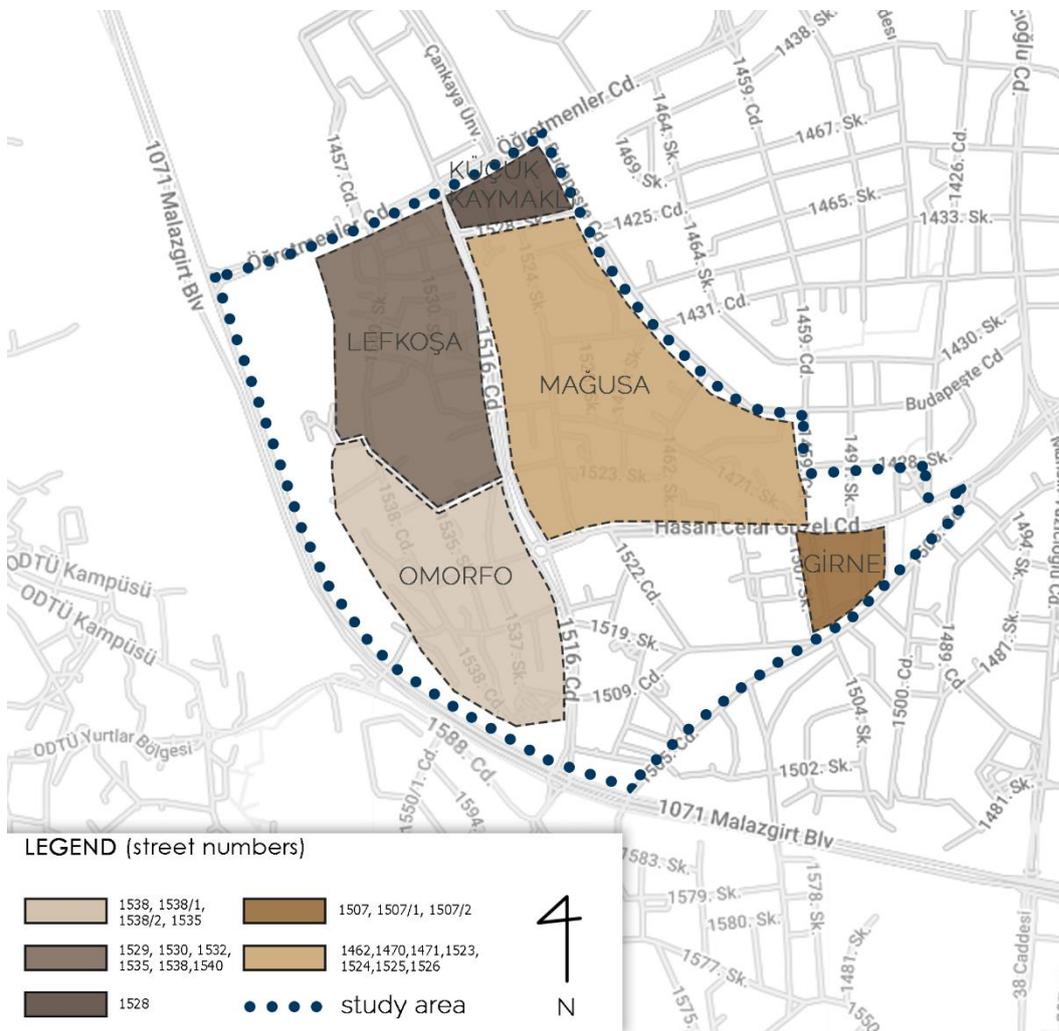

Figure 5.8. Map of District Names Inspired by Cyprus Cities, prepared by the author based on the information given by the Mukhtar, not scaled

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The second important point is that city names such as Girne and Famagusta from Cyprus are written in boxes in some places in the plan (Figure 5.7). In the meetings held with the Mukhtar, she stated that the reason for this was a reference to the Turkish invasion of Cyprus in 1974 and also the local residents still gave directions with these names (Figure 5.8).

Considering the changes discussed above, the similarities of the changes that took place in the İşçi BloklarıNeighborhood with the studentification processes will be discussed in detail in the next chapter. In this chapter, the history of both the university and the neighborhood is mentioned. At the same time, the current situation of the neighborhood was also discussed. When all these are briefly summarized, the İşçi Blokları Neighborhood emerges as a neighborhood that has the potential to be involved in studentization processes, both with its history of establishment and its proximity to the campus. Over time, students settled in this neighborhood while searching for off-campus housing options, which began to transform this neighborhood.

5.5   Analysis of İşçi Blokları Neighborhood and Research Method

Numerous studies have examined studentification processes in multiple dimensions, which included social, economic, and spatial aspects (Hubbard, 2009; Kinton et al., 2018; Miessner, 2020; Revington, 2019; Smith, 2005). Thanks to these various dynamics, these processes have found a more specific meaning.

The process of studentification in different cities across the world, which has similar processes on the one hand and varying effects on the other, reveals a different experience for İşçi Blokları Neighborhood as well. As discussed in the previous chapters, the founding of the university and the neighborhood occurred completely coincidentally, but their relationship with each other began in the early decades. All actors who participated in the research within the scope of this thesis agreed that this neighborhood was defined as a student neighborhood. As for the reason, they

summarized how certain parameters reflect this under a few subheadings. To put it bluntly, socially, the impact of the presence of students on the population; economically, the rent changes because of the studentification and its market conditions in the area, also its employment contribution to businesses and its spatial adaptation to a different way of life make this neighborhood defined as a student neighborhood in one way or another. For all these considerations, İşçi Blokları Neighborhood is considered a candidate to be examined as a case study within the scope of this thesis.

In order to make this diagnosis and reach a comprehensive understanding, various research methods have been chosen in this thesis. These include a questionnaire targeting students and semi-structured interviews with various stakeholders such as long-term residents, real estate agents and local businesses. Additionally, in-depth interviews with the local authority (mukhtar) provided insights into the historical context and dynamics of the neighborhood. In addition to data collection methods in different ways, descriptive research analysis method was preferred to analyze the data. In this way, it is aimed to capture a more descriptive and fluent narrative. While qualitative methods such as observations and semi-structured interviews were applied, snowball sampling analysis was also used for the interviews. In this way, the desired groups were reached more quickly and safely. Quantitative contribution was provided by the analysis of the survey results and the creation of the relevant tables.

All research methods were determined by examining various studies conducted to understand and reinforce the concept of studentification within the scope of the thesis. Out of nearly 60 studies, 12 of them showed strong similarities with the area studied in the thesis, and an adaptation of the research methods of these studies was made. Further details of these 12 selected studies can be viewed in Appendix-A.

Most studies distinguish the effects of students on the neighborhood from the communication between long-term residents and students in the area they study, and from the way of life that the student lifestyle has changed in the area (Erl, 2016;

Fabula et al., 2017; Kinton et al., 2018). Even Fabula et al. (2017) specifically revealed the value of long-term residents to the neighborhood and examined the polarization that occurs with students. On the other hand, Sage (2010) revealed in his thesis that there is an impact of students' quality of life on long-term residents. In this two-way effect, some residents state that they feel trapped in the neighborhood, while for others, the presence of students has a positive effect on the liveliness of the neighborhood.

In most of these selected studies, it was shown that the subject of proximity to a campus was frequently mentioned (Garmendia et al., 2012; Murzyn-Kupisz & Szmytkowska, 2015; Mzileni, 2021; Prada, 2019; Tuncer & İslam, 2017). In these examples, almost all of the students make it clear that they want to be close to campus, within walking distance if possible. And in fact, most students also stated that they want to live off-campus in the same way (Murzyn-Kupisz & Szmytkowska, 2015). Many of the young people, who use their first time to get to know the university and to adapt to the new area, definitely think of moving to a house during their next student period. The proximity of this house to the campus is very important, and the idea of not spending time and money on transportation seems to attract students in general.

All this influx of students creates an economic change in the neighborhood where a market called the student housing occurs. In these neighborhoods where studentification has taken place, the value of the house has almost never decreased and is constantly increasing. This situation presents an opportunity to both outside investors and landlordsin the area, where people want to buy housing for investment purposes (Gu, 2015; Miessner,2020; Mzileni,2021; Prada, 2019).

In order to measure all these variables mentioned above, data were collected with similar methods in 12 selected studies. Interviewi, was preferred in 9 of them, but depending on the situation, semi-structured interviews were made in 6 of them and in-depth interviews were preferred in 4 of them. In this way, it is easier to be more flexible about questions and to reach the data needed. In addition, the questionnaire,

, is frequently preferred. It is a preferred method both because it is a faster data collection method and because it can reach more participants.

Table 2 lists the parameters of the 12 selected cases and the methods used to collect data and for analysis. In line with this information listed, which ones are applicable for İşçi Blokları Neighborhood case and the reason is stated.

With the selected parameters, it is measured how the studentification processtaking place in the neighborhood is perceived by various actors. Information such as how the structure of the neighborhood is perceived by the students, how the presence of the students in the neighborhood is welcomed by long-term residents, the communication of real estate offices with the students and their impact on the neighborhood was collected. In the light of all this information, the data of the thesis was collected and analyzed in details. Apart from the data collection methods made with the actors of the process, the results of the observations by the author made to analyze the neighborhood were mapped. These maps include parameters such as the location of the campus and the area where the houses are located. This way was used to show the proximity of the campus to the neighborhood. All of the maps have been collected or prepared by the author to provide information about the past and current situation. Various institutional information was researched and information about the elements that make up the content of the neighborhood (old plan, old categorization of the streets and house typologies). In addition, information on the population of the university and the demographic structure of the neighborhood were collected from many official websites (such as the university's own website, TURKSTAT's website).

Table 2. Selective Methodologies and The Reasons

PARAMETERS	METHODOLOGY	İŞÇİ BLOKLARI NEIGHBORHOOD	EVALUATION METHOD(S)
student population changes over time	• institutional documentation (government reports, municipal briefs, public statements) • collection of official statistics about population changes in the HE system	this thesis scope covers this parameter due to the change in the student population reflecting the studentification process stages	the data collected from governmental websites including the Turkish Statistical Institute (TURKSTAT) and the Council of Higher Education (YOK)
the capacity of the university dorms (or different types of accommodation forms)	• collection of official statistics about population changes in the HE system	this thesis scope covers this parameter due to the limited capacity shows the possible cause of the studentification	the data collected from the website of the METU directorate of dormitories (http://yurtlar.metu.edu.tr/en)
the active student housing market prices and changes over time	• content analysis of media sources (changes in housing prices information provide secondary data) • real estate portals and websites	this thesis scope covers this parameter due to economic challenges related to the studentification process	local real estate portals and websites
numbers of fast-food restaurants and bars/pubs (Student consumer-oriented)	• first-hand lived experiences • mapping the location of the campus and housing area and nearby	this thesis scope covers this parameter due to students' consumption choices affect the neighborhood dynamics	mapping the location of the campus and housing area(s)
the social impacts of students' lifestyle on residents' quality of life	• doorstep questionnaires • semi-structured interviews • snowball method with an in-depth interview	this thesis scope covers this parameter due to local residents' opinions are also related with the process	semi-structured interviews (the snowball method)
stated length of residence for formal residents	• doorstep questionnaires • semi-structured interviews • snowball method with an in-depth interview	this thesis scope covers this parameter due to the number of years spent at home is directly proportional to the experience gained	semi-structured interviews (the snowball method)
residents' life course stage	• content analysis of media sources (statistics of the demography of the neighborhood) • doorstep questionnaires	this parameter is not covered in this thesis because it is not relevant to the subject of the thesis	NI
household composition	• content analysis of media sources (statistics of the demography of the neighborhood) • doorstep questionnaires	this parameter is not covered in this thesis because it is not relevant to the subject of the thesis	NI
education level of local residents	• content analysis of media sources (statistics of the demography of the neighborhood) • doorstep questionnaires	this parameter is not covered in this thesis because it is not relevant to the subject of the thesis	NI
spatial dynamics of the neighborhood (land use)	• real estate portals and websites • institutional documentation (government reports, municipal briefs, public statements)	this thesis scope covers this parameter due to be able to understand more clearly the spatial differences brought about by studentification	real estate portals and official websites (https://www.endeksa.com/tr/)
students accommodation preferences (staying on campus or off-campus or at home)	• semi-structured interviews with students	this thesis scope covers this parameter due to the reason behind their willingness to stay in the region and their not leaving is important	semi-structured interviews with students
repairment of the housing stock (modernization and basic repairments)	• in-depth interviews with landlords, real estate agents, investors, real estate departments of local credit banks, city building authority bodies	this parameter will not be examined within the scope of this thesis as sufficient data cannot be provided	NI
the distance of the place of residence from the campus	• mapping the location of the campus and housing area(s) • first-hand lived experiences	this thesis scope covers this parameter due to the fact that this criterion affects students' decision-making	mapping the location of the campus and housing area(s)
characteristics of the buildings (age, number of floors, size, thermal insulation, etc.)	• institutional documentation (government reports, municipal briefs, public statements)	this thesis scope covers this parameter due to the building's tag has different values for the region	institutional documentation and second data method
landlord's purpose for owning this flat (forward investment, self-income)	• in-depth interviews with landlords, real estate agents, investors, real estate departments of local credit banks, city building authority bodies • doorstep questionnaires	this thesis scope covers this parameter due to from the importance of homeowners' role in the region	semi-structured interviews with landlords and real estate agents
rent rate and housing market conditions	• real estate portals and websites	this thesis scope covers this parameter due to the fact that this parameter is the main trigger for landlords to own student housing	real estate portals and websites (https://www.endeksa.com/tr/)
planning implications (policies about the student housing and its market)	• institutional documentation (government reports, municipal briefs, public statements)	this parameter will not be considered within the scope of this thesis because there is not enough data and information on this subject in the study area	NI

*NI: Not Included (mentioned in previous studies but not within the scope of this thesis)

Table 3. Number of Participants in the Questionnaire and Interviews

	# of participants	brief info(s)
Students	213	online + face-to-face questionnaire
Real Estate Agencies	4	(8 rea in total) %50 were interviewed
Long-Term Residents	17	snowball sampling method
Small Business Owners	7	2 bars, 2 cafes, a tobacco shop, two restaurants
Local Authority (Mukhtar)	1	history of the neighborhood and current situations

An active study has been carried out in the field since August and June 2023. With the field research, a clearer depiction of the area is provided. The researcher made various observations on certain days and times in the neighborhood she lived in and noted them down. In the process that followed, an in-depth interview was made with the local authority actor Mukhtar to have information about historical development of the neighborhood and have an insight into the dynamics of the neighborhood. This interview provided valuable information about the establishment of the neighborhood, its historical development and the shaping of the neighborhood's identity. Mukhtar had the opportunity to observe all the dynamics, improvements and processes taking place in the area, during her 10-year of duty period and as one of the oldest residents of the neighborhood. The details of the information she conveyed are mentioned under the next heading.

The questionnaires were given to the students living in the neighborhood and the semi-structured interviews with long-term residents were made simultaneously. In order to reach more students, the questionnaire was conducted online and over 100 participants were reached in a short time through the social networks of students. While the questionnaire was ongoing, interviews with long-term residents of the neighborhood were started. After the interviews were completed with one resident, another resident was reached with the reference of the previous person and the process continued in this way in general. As can be understood, snowball sampling

method was used to reach a sufficient number of participants. In this way, residents living in different parts of the neighborhood were reached and interviews were conducted. In the interviews conducted with 17 participants in total, residents living in different locations of the neighborhood were preferred in order to measure some specific parameters such as noise problem or parking issue. For example, the opinions of those living close to the bars/pubs area on noise and safety made a different contribution.

Moreover, semi-structured interviews were conducted with other actors such as real estate offices and owners of small businesses. There are many types of small businesses in the neighborhood, but as per the thesis, student-oriented businesses such as cafes, restaurants, bars and businesses that cater to all kinds of student requests and needs are selected. In total, the owners of 7 businesses were interviewed. Among these businesses, there are two bars, two cafes, a tobacco shop, and two restaurants. There are also chain stores of certain brands in the neighborhood, but for the sake of the thesis content, local businesses are chosen. In this regard, businesses that appeal to students for a long time were selected and the changing dynamics of the neighborhood were better portrayed. Real estate offices were visited after all these meetings. There are 9 real estate offices in total in the neighborhood. In this research, interviews with 4 randomly selected real estate offices are made.

5.6   Findings of the Field Research

In this part of the study, the findings of the research are given. The findings were analyzed under two sub-titles. In the first of these, the internal dynamics of METU and the current dynamics of the neighborhood are mentioned. Under this title, the changes in the university and the change in the number of students over time are shown. The physical effects of this change on the neighborhood are also discussed with this information. In section 5.6.2, the results of the field survey and interviews are discussed.

5.6.1   Findings from METU and İşçi Blokları Neighborhood

Founded in the 1960s, METU is a university that has been on the national agenda since its establishment. It is a university that is appreciated for the quality education it provides, the valuable academic staff it has, the many services it offers to students and its unique campus. METU, which started accepting students within 5 years of its establishment in 1957, has had a growing student body over the years. There are many reasons for the increase in enrollment at this university. Although the increase in student numbers is not always dependent on the university itself, it generally has an increasing trend every year (Figure 5.9).
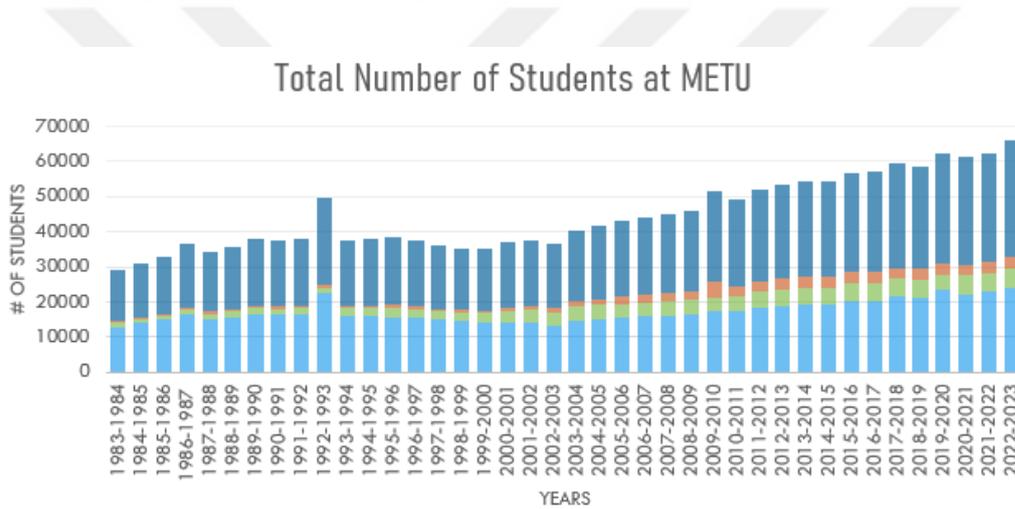
Figure 5.9. Total Number of Students at METU, prepared by the author using the data of the Council of Higher Education (CoHE)

This increase in student numbers brought along the problem of accommodation for students. As discussed in the previous section, the total capacity of METU dormitories is 7288 undergraduate students and 372 graduate and doctoral students, i.e., 7660 people in total. According to the annual figures of the Council of Higher Education (CoHE), an average of 1,500 people enrolls in METU every year. Accommodation need is a priority for newly arrived students than any other needs. Roughly speaking, increasing enrollments and insufficient dormitory capacities are

pushing students towards off-campus accommodation options. In fact, even this situation appears to be an impetus for studentification.

On the other hand, based on the interviews with the Mukhtar and long-term residents of the neighborhood, it has been understood that the process of students choosing to settle in the neighborhood took place almost at the same time as the establishment of İşçi Blokları Neighborhood. It has been observed by former residents that students, albeit sporadically, stay here as tenants in a house. According to Mukhtar, there was a lot of conflict at first between students and long-term residents of the neighborhood. She states that the contradiction between the student lifestyle and the conservative lifestyle of the residents created a noticeable tension in the neighborhood. She stated that it takes a long time for the residents of the neighborhood to get used to the students. However, she also said that even during her 10-year of duty period, she listened to minor problems between students and long-term residents.

She pointed out that a neighborhood resident was uncomfortable with students hanging their underwear on their balconies and she had encountered situations such as asking them to warn the same students about this. She added that this is a very extreme example, but a dynamic that changes depending on age. She stated that since students started to make up the majority of the population of the neighborhood, the contradictions have decreased and the long-term residents of the neighborhood have also willingly adapted to student life. A long-term resident (L12), who has been living in the same neighborhood for 32 years, stated that she was afraid to go out in the evenings if there were no students in the neighborhood, but because of the constant activity in the neighborhood due to the presence of students, she could walk around comfortably.

Small local businesses in the neighborhood and the location choices of these businesses have actually created separate clusters all over the neighborhood. As shown in Figure 5.10, small businesses where alcohol can be consumed in the neighborhood are clustered in the more central parts of the neighborhood, while

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coffee shops and restaurants are clustered in the eastern part of the neighborhood. In addition, when looking from the middle of the neighborhood to the north, it is seen that commercial uses are concentrated in the remaining area, that is, where the three-storey apartments are concentrated. The lower part of these apartments entirely consists of small shops. It consists of small coffee shops as well as shops in various areas related to home repairs.

According to one of the long-term residents of the neighborhood (L1 has been in the neighborhood for 30 years), the first bar that opened in the neighborhood, called Tools Bar, was opened towards the 2000s and only served METU students. The bar, opened on the top floor of the central market place building shown in Figure 5.10, was a frequent destination for students every day. The reason why the bar, which is allowed to enter by showing the METU ID at the entrance, did this to reduce the threats from the outside and create a space for students. Today, it is no longer in

Figure 5.10. General Land-Use Map and Landmarks, (prepared by the author)

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service due to owner dispute and security related incidents that happened towards the end of 2019.

The neighborhood has all kinds of social facilities and commercial uses for both students and residents. It has an infrastructure with kindergarten, primary schools, secondary schools, high school and a private school. It has several local and chain markets to shop on its main boulevard. At the same time, various cultural events are organized in small businesses that increase with the presence of students. Therefore, the neighborhood has many functions within walking distance.

5.6.2 Students' Profile

In order to better understand the impact of the student's presence on the neighborhood, first of all, it is necessary to examine the demographic structure of the students.

Table 4. Participants' University Names

University	# of participants
METU	203
Hacettepe University	7
Çankaya University	2
Bilkent University	1
213	Total

According to the results of the questionnaire, the following graphs (Figure 5.11 to 5.16) and table 4 were created. In the graphs, the educational status of the students, their age range, reasons for choosing the neighborhood, tenure status, how many years they have been in this neighborhood and how many people live in the household are mentioned. In the table, the universities in which the students who

participated in this questionnaire studied are given (Table 4). As can be seen, not only METU students but also students from various universities preferred this neighborhood. The reason for this can be interpreted as the students seeing the neighborhood as more livable and students in their social environmentalso choose to accommodate in this area.
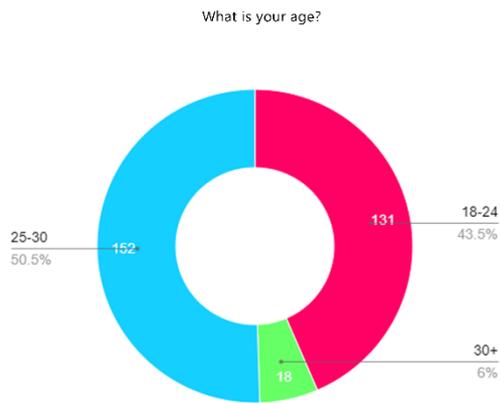
Figure 5.11. Age Distribution of Students
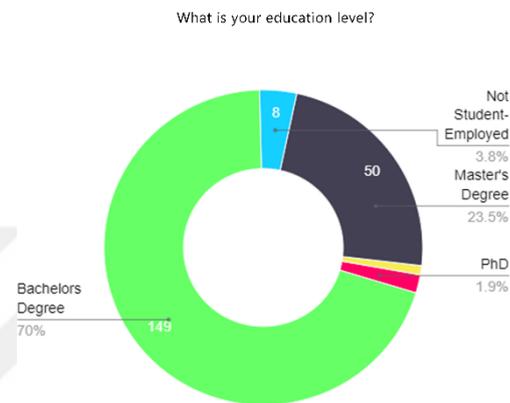
Figure 5.12. Education Level of Students
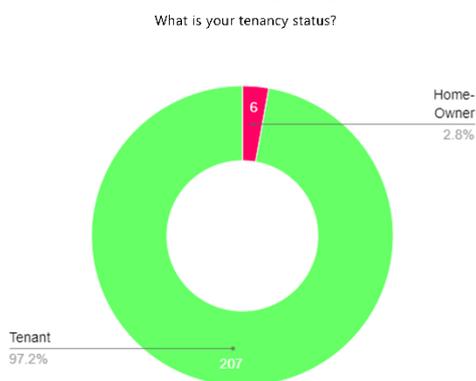
Figure 5.13. Tenure Status of Students
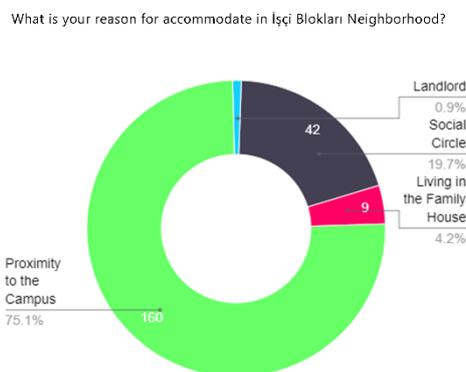
Figure 5.14. Reasons for Living in İşçi Blokları Neighborhood

How many people live in your household?

How long have you been staying in İşçi Blokları Neighborhood?
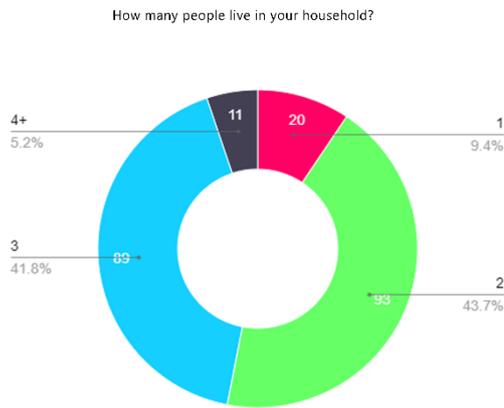
Figure 5.15. Households Size
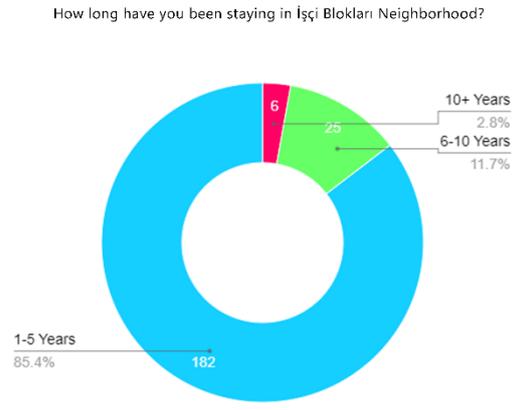
Figure 5.16. Duration of the Students in the Neighborhood

It is seen that the majority of the students in the neighborhood are between the ages of 25 and 30. Despite this majority, the number of undergraduate students, who completed 70% of their education status, comes to the fore. This is because the undergraduate life, which normally lasts between the ages of 18 and 24, may extend in certain cases. As expected, almost all of the students in the neighborhood are tenants, but it is interesting that there are also students who own houses. While conducting a questionnaire with one of these students, it was discussed about this subject and it was revealed that his family bought the flat they lived in for investment purposes.

When the preferences of the students for choosing an off-campus accommodation are examined, the most popular answer is accommodation in an area close to the campus, with a rate of 75%. Additionally, the second most popular answer, with 19.7%, is that their social environment generally prefers to reside in this area. Since students prefer to spend time in their social environment, they find it important to spend time in areas where their peers are present. It is seen that students prefer to reach the areas close to their campuses, preferably without using public transportation, if possible. It is also understood that they prefer to be in the neighborhood to spend time with their peers.

The fact that the aforementioned students have been living in the neighborhood for 1-5 years with a rate of 85% shows that they are willing to stay in this neighborhood. The years they stay in the neighborhood generally match the students' academic timetable. It is seen that students who continue their graduate education also prefer to stay in the neighborhood. Even if they are graduated, it is seen that there are those who prefer to live in the neighborhood for many years in order not to leave their social environment and not to change the routines they are accustomed to. In the questionnaire results, among the answers given to the household size question, 2 people (43.7%) and 3 people (41.8%) are the most popular answers. These answers seem consistent because the buildings in the neighborhood have house types such as 2+1 or 3+1. However, it is believed that students who prefer to live with 4 people (5.2%) prefer to stay this way due to high rental prices. In this neighborhood, where each student has their own room, students who choose to stay with 4 people must reside in a 4+1 house typology. However, there is no housing designed in this way in the İşçi Blokları Neighborhood.

After transferring the general information of the students, the effects created by the student in the neighborhood, that is, studentification, are better understood. In İşçi Blokları Neighborhood which marches with many studentification practices, this situation is seen as normal and becomes a phenomenon that most actors other than students benefit from.

It can be interpreted as a phenomenon with positive economic and social aspects for small businesses, social and spatial for long-term residents, and economic and spatial for real estate offices. During the interviews, all 4 real estate offices stated that they could not do their own business without the presence of students and the neighborhood would be incomplete without them. Small businesses and long-term residents share the same opinion on this matter. The positive outcomes of the student's presence are much more meaningful than the emptiness they will create if they disappear one day.

5.6.3   Findings of the Questionnaire and Interviews

In order to explain the information gathered as a result of the researches from the perspective of all actors, this section will be examined under 4 sub-headings. In this way, it is aimed to provide a more fluent information transfer by blending the ideas and information of all actors on a single subject. The subheadings discussed here were examined in line with the parameters obtained from the 12 selected case studies mentioned previously. The discussions under each heading are arranged in line with the cases presented in Appendix A and according to the information obtained from field studies.

5.6.3.1   Safety and Noise Problems

The problem of security and noise has always been considered as one of the main problems in neighborhoods where students are concentrated (Chatterton, 1999; Smith, 2005). The student lifestyle often offers a life accustomed to night time entertainment. However, this situation is not welcomed by all actors.

As shown in Figure 5.11, students have a more neutral attitude towards the noise level in the neighborhood. This situation has to do with the lifestyle of the students. If the cause of the noise is the sounds coming from the cultural events near the houses, they do not interpret it as noise, but describe the sounds that will cause unrest in the neighborhood, such as the sounds of fighting, the exhaust sounds of the cars.
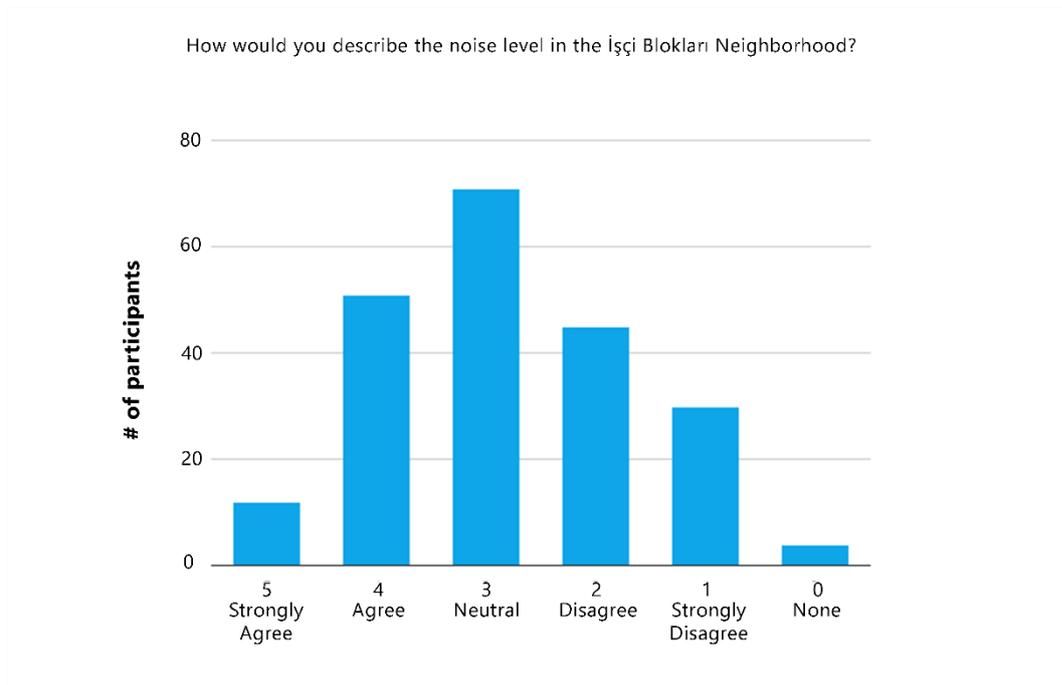
Figure 5.17. Noise Level Measurement by Students

On this issue, they have similar views with long-term residents of the neighborhood. They also stated that they were disturbed by the fight in the neighborhood or the exhaust sound of various vehicles. Although long-term residents of the neighborhood stated that they were also disturbed by student-induced conversations at night, they stated that there was no direct student-induced noise in the neighborhood, and that outsiders from other neighborhoods made this noise. Long-term residents attribute the reason why these outsiders come to this area to the fact that they can behave more comfortably in areas where students are concentrated.

According to the following question asked to small local businesses: *"Do you receive complaints about noise from the student population in the neighborhood? Also, have you encountered any safety issues? Can you explain?"* , both bar owners stated that they generally do not receive any complaints about noise and that they do not carry out any activities related to sound after 1 am ss an answer. A bar owner (B1) also stated that the residents of the neighborhood whose houses are in the bar area

occasionally complain. However, he added, it is not uncommon. Similarly, a resident (L9) stated that he lives close to bars and is sometimes uncomfortable with it because he wants to come home after work and rest, but this is not always possible due to the noise.

If you were going out for a night (for example, to the Central Market or a local cafe), what would be your time to get home?
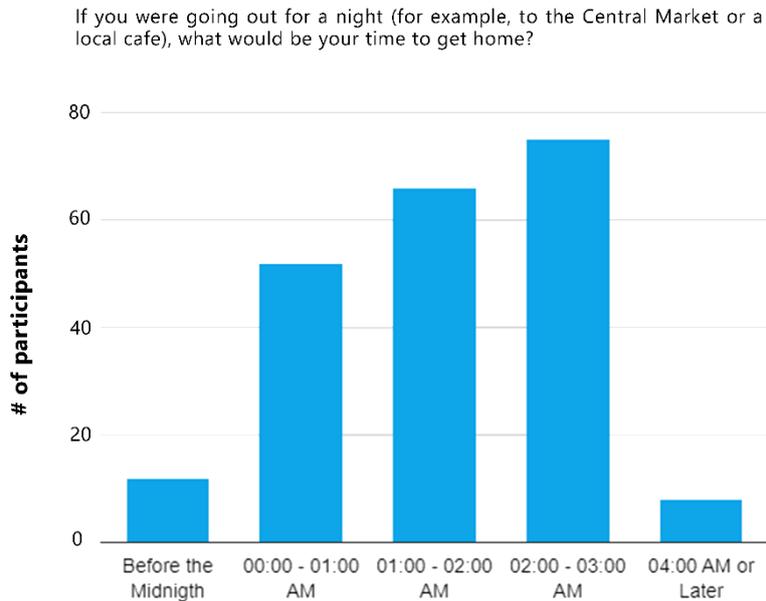
Figure 5.18. The Preferred Hours for Students to Return Home

All the actors in the neighborhood almost agreed on security. When the students were asked about the time they chose to return home, it was understood that they preferred to return home late at night. In this case, it is concluded that the neighborhood is seen as a safe place until late at night. Neighborhood residents, on the other hand, stated that they felt safe because of the students as they thought that if there was a problem, the students would intervene. At the same time, they added that the students who are outside at night also bring vitality to the neighborhood and they do not complain about this situation too much. The situation that the residents and students find the most problematic in terms of security is the people who come from outside and seem ready to fight. Small businesses also point to the same point, stating that they do not have a student-related security problem and that they even ask for student ID at the entrance to block the entrance of the outsiders for their safety. An owner of a cafe

(B3) said that he had no doubts about the safety of students or anyone in the neighborhood. He added that students often forget their personal belongings in their businesses, that these items are found by others and that stored in lost and found lockers. Considering all these, it is understood that there may be noise in the neighborhood up to a certain point, but it does not always have an effect and there are no major problems in terms of security.

5.6.3.2   Actors' Perceptions about Interaction with Each Other

It is to ensure that the actors sharing the neighborhood environment communicate with each other and use the physical environment more efficiently. Communication between 4 different groups of actors (students, long-term residents, small businesses and real estate offices) defined in İşçi Blokları Neighborhood is important in every dynamic of the neighborhood.
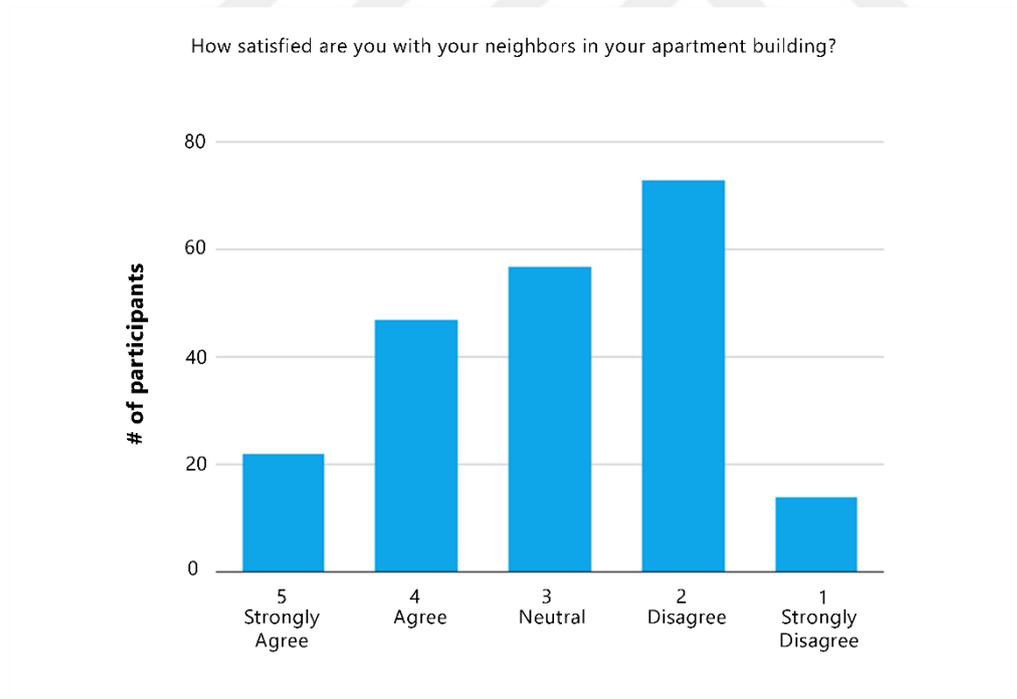
Figure 5.19. Satisfaction Level of Students About Their Neighbors

How satisfied are you with the communication between you and your home-owner?
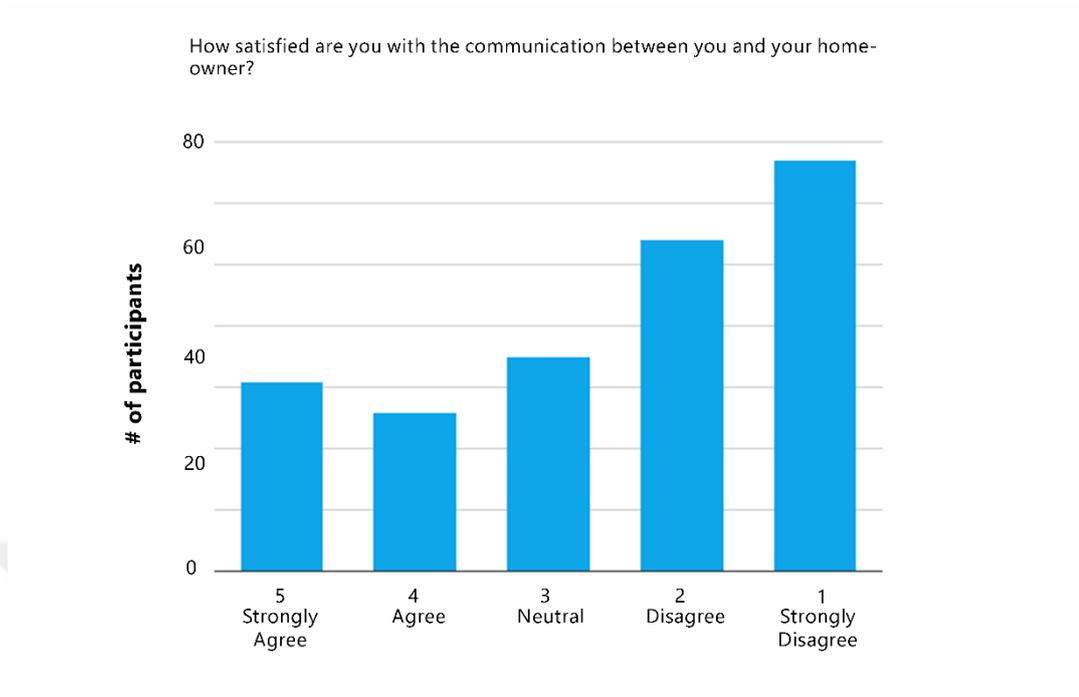
Figure 5.20. Communication Satisfaction of Students with Homeowners

It is observed that students do not have strong communication with their neighbors (Figure 5.13). In the face-to-face questionnaireconducted with the students, the answer to this question revealed that even though they share the same building, they do not meet their neighbors because they are at home at different times. The students stated that they do not always come across long-term neighborhood residents because they leave home at different times due to their university course schedules, and even if they do, they do not have long conversations. Long-term residents of the neighborhood emphasized that they liked chatting with the students because it was nice to spend time with them. It is clear from this that the initial tension between them has been replaced by understanding and tolerance over time. Both sides consider sharing the same neighborhood together positively.

The increasing level of tension with landlordsis also reflected in the questionnaire survey (Figure 5.14). It is observed that this is mostly due to economic reasons. Mukhtar attributes this disagreement to the fact that landlordsare raising rents on their investment properties much higher than they should do. Likewise, the owners

of real estate offices felt that without students there would not be a housing market and that these landlordswould not be so reluctant to communicate. Although real estate offices reported that students do not have any problems in communicating with landlords and themselves as long as they pay their rent regularly, it was noted that most real estate office owners mediate between the homeowner and the student.

In interviews with local business owners, the most common response to any questions about changes they have made to their business was "catering to students". Almost all of them mentioned that they are in the neighborhood because of the presence of students and that if all the students leave one day, they might have to leave too. At the same time, they underlined that they follow trends that fit the student lifestyle and organize events accordingly. They added that they organize new activities and entertainment to attract students to their businesses.

Given all this information, the ways in which actors define each other are clear. It is revealed that all actors are in daily contact. Therefore, it is emphasized that the degree of communication between them is important. It is an expected result that students experience communication problems with the landlords, not with the other 3 actors. On the other hand, their opinions about real estate offices are between negative and neutral. Problems may arise both due to their mediation and the way they treat students. Small local businesses are seen as the actors with the strongest communication with students.

5.6.3.3   To Stay or to Leave

Although this section mostly concerns students, as mentioned in the subheading above, the intervention of real estate offices and landlords in this issue is also undeniable. Questionnaires and interviews show that students may be forced to leave the neighborhood after the recent economic changes. The influx of students brings economically high rents to the neighborhood, but if this exceeds an affordable level, then students consider moving to other parts of the city.
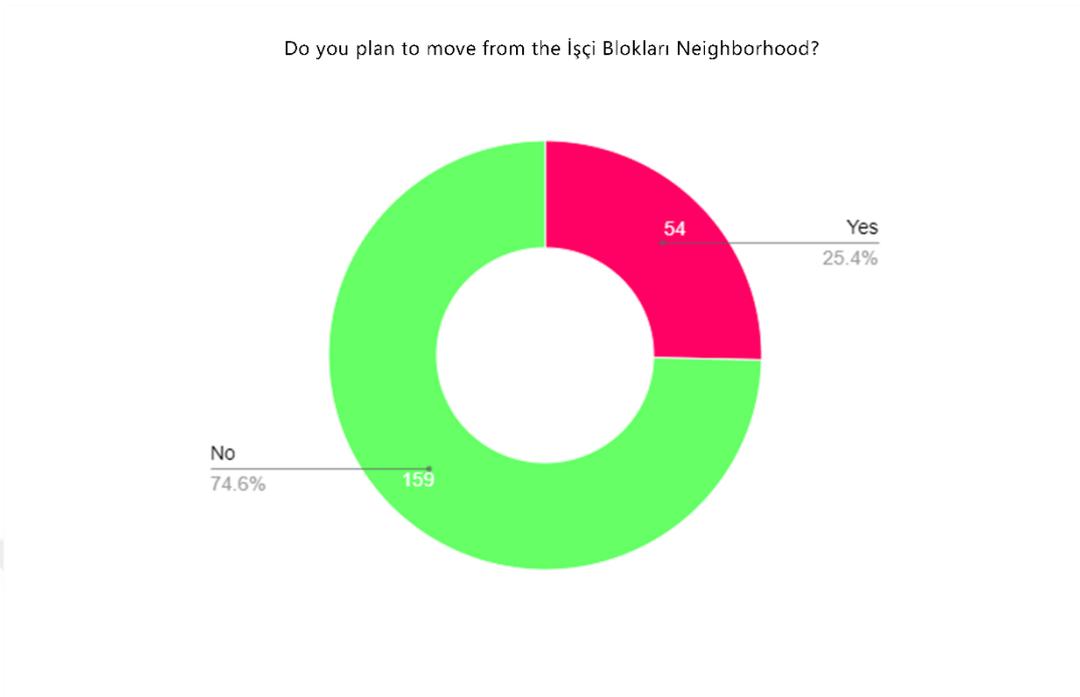
Figure 5.21. Students' Consideration About Removing
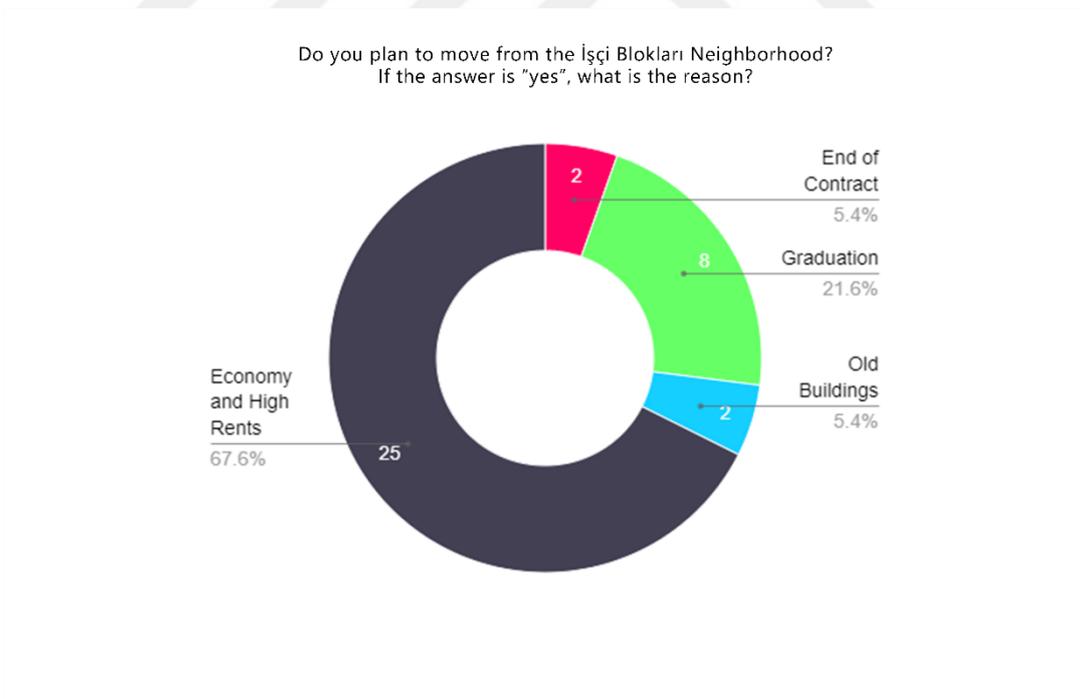
Figure 5.22. Reasons to Consider Removing

As it can be understood from Figure 5.15, almost one fourth of the students are considering moving out from the neighborhood. Even if this seems like a small denominator, when the reasons are examined in Figure 5.16, it has been revealed that more than half of them are considering moving out for economic reasons. After the pandemic, the cost of being in the neighborhood is increasing due to the increasing rents depending on the political conditions of the country. It is predicted that more students will leave this neighborhood in the coming months.

In the scenario where students leave this neighborhood, small businesses and real estate offices that develop and continue depending on the student may also leave the area. Since the majority of long-term residents own their own homes, leaving the neighborhood may have negative social and physical consequences for them.

5.6.3.4   Entertainment Opportunities

The entertainment industry is an indispensable subject for student life, as it was frequently discussed in the previous sections. At the same time, there is an increase
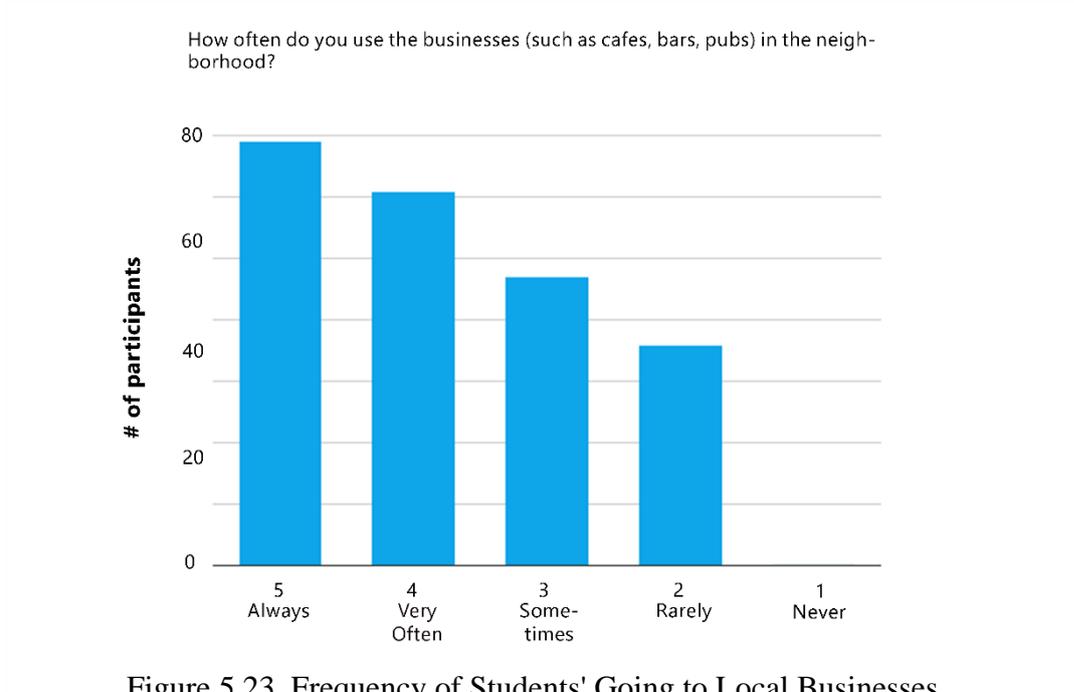
Figure 5.23. Frequency of Students' Going to Local Businesses

in the number of small businesses (such as bars / pubs, cafes and especially the entertainment sector) in the areas where students influx is present.

As can be seen from Figure 5.17, students use small businesses in the neighborhood quite frequently. Based on this, the fact that there is not even one participant who answered 'never' indicates that businesses are important for students. Entertainment is not limited to night activities only. At the same time, student groups that come together at several hours of the day share together and volunteer to participate in more collective activities such as eating together.

Are you satisfied with the number of businesses in the neighborhood?
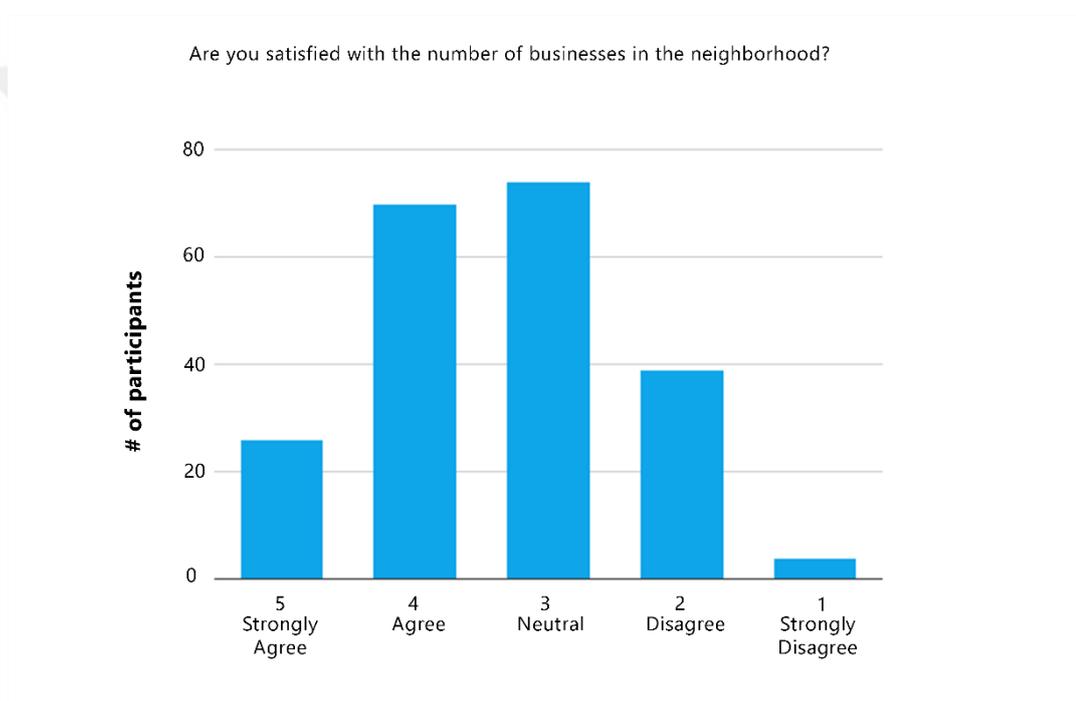
Figure 5.24. Number of Small Businesses in the Neighborhood

It is seen that the students are generally happy with the number of small businesses in the neighborhood. However, it is predicted that the existence of new spaces with different concepts may change this thought of the students. In particular, due to the changing student profile over time, it is expected that small businesses with different concepts will be opened or the existing ones will make a style change in accordance with this profile. During the interviews, a bar owner (B2) and a cafe owner (B3)

stated that they were constantly looking for different entertainment concepts for students and they do not come up with new ideas without asking them. Moreover, the residents of the neighborhood stated that they use these businesses frequently with their families or friends because they are not very costly and they can try new ideas by addressing students. It has been observed that there is a kind of reciprocal relationship.

5.7   Conclusion

In this chapter of the thesis, case study and method of research are discussed. The information collected in the historical context was examined. All the researches and data collection techniques were reviewed, and finally, the findings of this study area were conveyed in detail. In the next chapter, the thesis will once again refer to the results of the studentification processes in the selected neighborhood, discuss the limitations, and evaluate possible future scenarios for closure.

CHAPTER 6

CONCLUSION

6.1   Introduction

> ...any given parcel of land represents an interest, and that any given locality
> is thus an aggregate of land-based interests. That is, each landowner has in
> mind a certain future for that parcel, which is linked somehow with his or her
> own well-being. (Molotch, 1976, p. 310)

Cities have always been a focus of attention since the first day they emerged. This interest has gradually increased due to reasons such as owning land and showing power with it. The city has added a new one to the various parts of the city from which it was formed: higher education institutes. For education purpose, space has been allocated in most cities of almost every country (Hall, 1997).

The relationship between the university and the city can be defined as an interdependent and mutual relationship (Russo et al., 2007). There is a close relationship and interest between the various infrastructure and social services provided by the city and the economic power brought by the universities. It also brings a number of national competencies to the city by working with the university, industry and government, as discussed in chapter 3.2. The relationship between these three actors has been briefly described as *'The Triple Helix'* (Etzkowitz & Leydesdorff, 1995). The transitivity between all the actors, in other words, the bilateral relations they establish among each other, helps the city to establish a network not only nationally but also internationally. Cities continue to develop in better conditions with the knowledge of the university, the production power of the industry and the various supports of the government.

Indeed, universities bring with them the student population. With this influx of students, some changes can be observed in the neighborhoods of the city, especially in the ones surrounding the university. If these changes match certain parameters, existence of studentification processes in that areaneighborhood may be observed. (Chatterton, 1999; Smith, 2005).

These processes may enable a neighborhood to be referred to as a 'student cultural ghetto'[5] (Prada, 2019). In particular, due to sudden social, economic and spatial changes, tensions may arise between certain groups (students and long-term residents) (Murzyn-Kupisz & Szmytkowska, 2015) as well as the interests of other groups (real estate agents and small business owners). When examined socially, one of the most expected outcomes is that long-term residents are reluctantly displaced as a result of the discomfort with the lifestyle of the new student group (Kinton et al., 2018). On the other hand, especially low-income HHs may feel trapped in this neighborhood when they do not have the opportunity to live in another part of the city (Sage, 2010). When examined from an economic perspective, a very clear increase in rent is observed in the neighborhood. However, it becomes possible to talk about a 'student housing market' (Gu, 2015). Depending on the geography, different outputs may also occur. For example, PBSAs have been built in Canada (Revington, 2020) for student accommodation. However, as a negative result, segregation occurred with a homogeneously distributed demographic. Since there was no other group in contact with the students, it was observed that the students were somewhat disconnected from real life. In many UK cases (Kinton et al., 2018; Rugg et al., 2002; Sage et al., 2012), however, HMOs have been brought up quite a lot. Although students alone are not very wealthy, together they can pay more rent than a family can (Rugg et al., 2002). In addition, it is a profitable accommodation for students in order to reduce the cost of their expenses.

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[5] The *student cultural ghetto* expression is implied by Prada (2019) to express the idea that student population concentration causes the weakening of neighborhood relations.

Finally, in spatial terms, there may be small businesses that are newly opened in the neighborhood due to the student lifestyle (Revington, 2020). These businesses generally prefer to appeal to their taste in order to serve students (Gu, 2015). Since students do not allocate a lot of budget for food and transportation during their university life, these small businesses are usually fast-food restaurants that do not cost much. In addition, many bars/pubs and cafes selling coffee are also indispensable for student culture (Chatterton, 2010).

This study was conducted to explain all kinds of structural effects of universities on cities and to understand the various social, economic and spatial changes made by university students to their neighborhoods. Another ultimate aim of the study was to examine the social relations that may exist between different institutions and actors in the neighborhoods surrounded by universities in order to benefit from the socio-economic transformation opportunities in the space.

6.2   Key Findings of the Study

The main aim of the thesis was to identify the importance of studentification, a British-origin concept, for understanding urban and local change in the Turkish context, fostered by the emergence of an increasing concentration of university students. The thesis aims to convey the enlargement of studentification processes in İşçi Blokları Neighborhood, under the leadership of METU, a higher education institution in the case of Turkey. İşçi Blokları Neighborhood, which has similar aspects with some cases of studentification, is also home to many points that differ socially, economically and spatially.

İşçi Blokları Neighborhood is not just one of the student-dominated areas like the PBSAs that emerged in the UK examples. In the case examined in this thesis, the houses were standard houses that were previously used by other people and were not produced as an accommodation option for students. Over time, with the influx of student population, these houses have turned into student houses. The study shows

that 2, 3 and sometimes more than 4 students were accommodated in these houses. Depending on the conditions of the house, each student gets one room and the rest of the house is considered as a common area.

Accommodation options and preferences of students vary. While especially preparatory students prefer to stay in dormitories, students want to stay in a house in their future semesters. The survey conducted with the students revealed that the students mostly stay by renting. The reason for the majority of the students to choose İşçi Blokları Neighborhood is its proximity to the university, and the second most important factor is that their social environments actively use this neighborhood to spend time with peers or tostay here for accommodation purposes. In this sense, the neighborhood has a certain housing stock. At this point, the thesis has shown that both students and long-term residents of the neighborhood have adopted the houses in different ways. While a distinction in the form of *five-storey*[6] apartments and *multi-storey*[7] buildings may represent many buildings in other contexts, these words are used specifically to describe 2 different apartments in İşçi Blokları Neighborhood. Moreover, the story of the construction of these 2 types of buildings is that they were built for the purpose of allocating houses to the workers who were members of the former Türk-İş Union. In other words, these buildings, which are the product of cooperatives, also distinguish them from many UK and even European examples.

The fact that the establishment of the neighborhood and the establishment of the university coincided with similar periods (see discussion on sections 5.2 and 5.3) also marked the beginning of the studentification processes. So much so that the existence of a neighborhood that grows and develops right next to the university is a great opportunity in terms of accommodation for the following years, if not for the first years.

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[6] TR. Beş katlılar
[7] TR. Çok katlılar

From the time of its establishment until 1965, approximately 2000 students were studying at METU. During this period, there were two dormitories and their total capacity was 752 people. With the increasing number of university students towards the 70s, the need for dormitories increased. Accordingly, there are currently 19 student dormitories in METU, one of which is Graduate Dormitory, and the rest are dormitories for undergraduate students. Today, it houses around 7660 students in total. On the other hand, according to the information obtained from TURKSTAT, the current total number of students in METU for 2021-2022 academic year is calculated as 31217 students. Even though some of these students live with their families in the city of Ankara, where METU is located, the number of students coming from abroad is just as high. Furthermore, in accordance with the rules of the dormitory directorate of the school, accommodation can be made in the dormitory for the period of study plus one year. In other words, it is not possible to stay in the dormitory after the end of 6th year (see the Rules and Regulations Governing the Dormitories of METU, Article number 11/b, https://yurtlar.metu.edu.tr/tr/yurtlar-yonetmeligi). In line with all this information, the students' requests for accommodation in İşçi Blokları Neighborhood can be understood more clearly.

From an economic perspective, it is possible to see that there is definitely a student housing in the neighborhood. Based on the interviews with real estate agents (R1, R2, R3 and R4), it was concluded that especially the homeowners demand increasing the prices in the areaneighborhood day by day, and as a result, the neighborhood is perceived as a guaranteed investment area. Similarly, as Sage (2010) has discussed, in the case of England, landlords see student neighborhoods as a guaranteed market and therefore there is a constant increase in rents. Likewise, as in the case of Spain (Garmendia et al., 2012), landlords are eager to give their homes to student tenants to enjoy various economic benefits. For this reason, letting and selling of the flats in the neighborhood area is frequently happened. In addition to the fact that there is a similar market in İşçi Blokları Neighborhood, as long-term residents (L1, L5, L6) of the neighborhood stated, landlords and real estate agents are the main factors that ensure the continuity of this market. They stated that as long as the METU campus

and therefore the students exist, there will be a real estate market here and that these two actors will manage this market. On the one hand, they added that they were uncomfortable with this situation. However, over time, long-term residents of the neighborhood embrace the students and are satisfied with their presence in the neighborhood.

Socially and culturally, although most studies pointed out the tensions between segregation and bilateral relations (Chatterton, 2010; Fabula et al., 2017; Hubbard, 2008; Miessner, 2020; Smith, 2005; Tuncer & İslam, 2017), some studies have also observed that students and neighborhood residents get used to each other over time (Ackermann & Visser, 2016; Bruning et al., 2006; Nakazawa, 2017; Prada, 2019). When the student population started to form a certain percentage of the population in the area where they flocked, that is, when it became dominant, long-term residents of the neighborhood stated that although they were against the change at first, they got used to it over time and got used to loving students and being neighbors to them. During the field studies of the thesis, it is remarkable that the long-term residents (L2, L5, L8, L9, L10) of the neighborhood used adoptive words such as "our own daughter" and "our own son" among the answers given to the questions asked to learn about their attitudes towards students. They (L2, L5, L8, L9) also added that the presence of students brought liveliness and color to the neighborhood, resulting in statements such as "it makes you feel younger".

Spatially, the student lifestyle brings with it an active social life (Smith, 2005). Various types of small businesses can easily do business in student neighborhoods. Since most students have a notable free time and purchasing power (Munro et al., 2009), more types of small businesses are seen in neighborhoods where students are more concentrated when compared with other neighborhoods. The entertainment industry, such as bars and pubs, and the night-time economy (Mzileni, 2021), organize a variety of events and campaigns to appeal to the student, such as happy hour. Many businesses that prioritize addressing student habits are concentrated in neighborhoods that have undergone studentification (Hubbard, 2008; Sage et al., 2013). As stated by the cafe and bar owners (B1, B2, B3 and B4) interviewed, these

owners stated that they cooperated with various student societies in METU and supported these teams to organize events in their venues in order to serve students and reach more student customers. In addition, one of the bar owner (B3) stated that a student ID is required in order to enter the place. As the reason, he stated that there are many people coming from outside who are likely to make people uncomfortable.

Stages of Studentification in İşçi Blokları Neighborhood

Stage 1: Pre-Studentification

When the neighborhood was first established, its purpose was to supply houses to workers and their families who were members of a cooperative. In similar years, the construction of the METU campus started very close by. Until the METU students' education semester started in this newly established campus, İşçi Blokları Neighborhood was a neighborhood that reflected the neighborhood culture that appealed to families.

Stage 2: Student Influx Begins

In 1963, METU started education in its new campus. However, since there were not yet sufficient accommodation options in the new campus and the number of students was increasing, students had to stay in different parts of the city.
One of the option was the İşçi Blokları Neighborhood. Very few students were able to find housing to continue their lives in this neighborhood.

Stage 3: Students Becoming the Majority

The number of students enrolled is increasing rapidly over time. This situation causes the concentration of students in the neighborhood . There is a rise in the number of houses rented to students in the neighborhood. At the same time, new businesses are starting to open to serve students. For example, the neighborhood's first bar was opened in the 1980s and became a place frequently visited by METU students.

Stage 4: Noticeable Changes in the Neighborhood

The neighborhood has a more transitional structure. The number of students shows a noticeable majority. Interaction between other residents and students in the neighborhood begins to increase. There is an increase in the number of local small businesses that will especially cater to the consumption habits of students.
The cultural identity in the neighborhood changes. For example, a more lively neighborhood at night time.

Stage 5: Impacts on Existing Residents

There was tension between students and long-term residents. Long-term residents found the students' daily lifestyle unattractive and too liberal. According to them, the neighborhood, which was more conservative and introverted, began to deteriorate with the change in the student population. However, with the increase in the number of students over time, long-term residents have also adapted to the dominant lifestyle of students in the neighborhood. Currently there is no tension between students and long-term residents.

Stage 6: İşçi Blokları Neighborhood

The area is defined as a student neighborhood. All actors sharing this neighborhood have adapted to each other's lifestyle. In particular, there has been an adaptation towards the student lifestyle and all neighborhood actors are happy with this situation. The neighborhood is now more lively and has its own character.

Figure 6.1. Stages of Studentification in İşçi Blokları Neighborhood (prepared by the author)

In the Section 4.3, it was discussed how studentification occurs in 6 different stages. These stages were produced within the scope of this thesis, based on studentification case studies in various countries. When the studentification processes taking place in İşçi Blokları Neighborhood are compared with this 6-stage scheme, various similarities emerge. In the first stage, before the studentification processes, during the formation and development of the neighborhood, the presence of students was either non-existent or almost non-existent. In İşçi Blokları Neighborhood, workers and their families were accommodated before students. In the first stage, a balanced population distribution is observed in the neighborhood, and people from various groups such as single people, families, and retirees usually live together. A similar situation occurred in İşçi Blokları Neighborhood. When it was first established, it was used by singlesand families.

In the second stage, the establishment of a HEI in the area generated the first physical transformation of the neighborhood. With the establishment of METU campus near İşçi Blokları Neighborhood, the first studentification process began. Various solutions have been produced for the accommodation of students until the dormitories are built on the new campus. However, due to increasing student enrollment, students begun to look for accommodation options they could afford in İşçi Blokları Neighborhood.

In the third stage, the neighborhood becomes more popular as an accommodation option among students. Thus, student concentration in the neighborhood increases. This increase creates a demand for student housing. As a result of this demand, various investors and landlords turn their properties into student houses. With the increasing student population in İşçi Blokları Neighborhood, a student market has been formed. This has become an investment tool for landlords who make money from houses rented to students. In addition, this economic change in the neighborhood has brought with a vibrant real estate sector. Thus, real estate offices began to spring up in the region. Students have come up with solutions to cover the cost of high rents. For example, in the UK case, HMOs have become quite common. Similarly, in İşçi Blokları Neighborhood, students prefer to stay in multiple

occupancy, in houses large enough to accommodate a family. Moreover, at this stage, due to the increasing student population, businesses that appeal to the student lifestyle begin to open in the neighborhood. The first bar was opened in İşçi Blokları Neighborhood in the 1980s. In this bar, which caters entirely to students, it is mandatory to show a student ID at the entrance.

The fourth phase is distinguished by the most visible physical, social, and economic changes in the area. The neighborhood has become more transit between the student population and long-term residents. Socially, it combines the old and the new culture. Students create a new culture with their own lifestyles and, due to their increasing numbers, they bring with them a more dominant identity. At this stage, businesses that cater to students increased in number. A similar transformation took place in İşçi Blokları Neighborhood. A large building formerly used as a business center is now occupied by bars, cafes and a market catering to the student culture. There are cafes under most buildings to appeal to student consumption habits. These cafes also provide study areas for students. Thus, they are frequently preferred by students.

Various actors are involved in studentification processes. In the fifth stage, long-term residents who experienced tension with students were involved. Long-term neighborhood residents experience a number of changes taking place in their environment. In particular, problems such as noise complaints, security issues, and parking problems may increase. Thus, long-term residents may consider leaving the area. However, those who do not have the option of leaving the neighborhood may choose to adapt to the student lifestyle. In İşçi Blokları Neighborhood, long-term residents did not get along with the students who settled in this neighborhood and did not welcome them. Tensions have occurred between long-term residents and students in the neighborhood, because long-time residents have preferred a modest and conservative neighborhood life. However, with the neighborhood culture changing as the student population became dominant, long-term residents preferred to adapt to the situation. In the current situation, communication between long-term residents and students is quite strong. Long-term residents state that they have a more comfortable and vivid neighborhood thanks to the students. They also state that they

like to participate in events held in the neighborhood to appeal to students and that they also benefit from the campaigns prepared by local businesses in the neighborhood for students.

The last stage, in short, is the declaration of the area as a student neighborhood. İşçi Blokları Neighborhood is defined as a student neighborhood with its unique structure. With its student housing market, a university with a large campus nearby, and many businesses appealing to students, it has become a candidate neighborhood for studentification processes. The neighborhood has become an area known for its nearby university. It has become both an accommodation area for students and a place where they can spend time with their peers and socialize.

In addition to all of these stages, another actor involved in the processes of studentification in İşçi Blokları Neighborhood is the mukhtar. One of the unique contributions of the thesis is the interview with the mukhtar because it is specific to this region, so are not mentioned in other country examples. Although Mukhtar took part as an actor representing the local government in the studentification processes, also she shared valuable information about the contributions of the students to the neighborhood and their relations with other actors as a one of the long-term residents of the neighborhood. She stated that she encountered many student-related situations during the 10-year duty period, but the residents of the neighborhood became more and more moderate. She also talked about the infrastructure services provided for students in the neighborhood and the need to increase this. Interviews with Mukhtar are important for the local part of the studentification concept, because there is such a local government in only a few countries outside of Turkey. The experience she has accumulated during her duty period is valuable in this respect (see Chapter 5.6 for the detail of the interview).

6.3   Limitations of the Study

There were some limitations in this study. Two different situations were encountered especially during data collection processes. First, unfortunately, it can be difficult to find records of certain years in Turkey. Although I have obtained the establishment of the university and the process of building the dormitories from the university's website, perhaps the existence of a more detailed and numerical source will make a part of the thesis more meaningful. Similarly, it has not been easy to reach the number of students who have studied at METU and the numerical data of the dormitories as a whole. In order to overcome these, it may be meaningful to hold meetings with university officials at different times and to sift through the data in a longer time.

Secondly, although the interviews were entirely voluntary, there were cases where the real estate agents remained timid and refused, while the Mukhtar, long-term residents and many of the small businesses approached the research in a more welcoming manner. For this reason, semi-structured interviews, which were planned to be carried out completely, continued with volunteers. This may have caused data to be limited.

On the one hand, it should be noted that, contextually, studentification processes were first introduced in the UK. Hence, it has an Anglo-Saxon background. However, in the Turkey case, a small-scale neighborhood was studied within the scope of this thesis. Therefore, the dynamics and student structure of this neighborhood also depend on the cultural structure of the country. Different outcomes may arise for other areas in Turkey. Research on student enrollment processes in the country is very fresh. Therefore, there is not much data set.

6.4   Possibilities for Future Research

This thesis focuses on a series of questions regarding studentification processes in a neighborhood in a city in Turkey, İşçi Blokları Neighborhood surrounding METU,

and aims to provide a starting point for further studies on studentification in these areas. When the accommodation options of the students are evaluated, it is predicted that different results may arise due to the increasing rental prices of the neighborhood. First of all, a research on students who are close to this neighborhood or who want to reach the university by a single public transport may be useful. Students leaving the neighborhood due to increasing prices have been discussed in the previous chapter. Accordingly, students want to stay in the neighborhood, but there is a tense period due to the exaggerated increase in rents. At this point, it may be meaningful to examine the periodic student movements by comparing the data from the past to the present and in the future. However, one of the definite observations is that the students are thinking of giving up the neighborhood gradually. Rental prices have reached levels that even three people cannot afford. These findings bring to mind de-studentification.

Adding METU students staying in KYK dormitories to future studies can enrich the discussion. The reasons for choosing this type of dormitories from their perspective can also contribute to the literature. In addition, maybe the possibilities and history of private dormitories in Ankara can be investigated and whether they have a connection with METU can be added to the research.

The field research part of the thesis was completed in a limited time due to the difficult time of the country as of the period. Keeping the time long and meeting with more long-term residents of the neighborhood will make a good contribution to the thesis. In the field research, different stories about the students can be found, and interviews with the families of the previous residents can contribute to a better understanding of the past dynamics of the neighborhood.

6.5   Concluding Remarks

In conclusion, this thesis provides empirical evidence for the emergence of studentification processes in Turkey and in the selected İşçi Blokları Neighborhood.

To understand the concept of studentification, the concept of gentrification and its dynamics are explored within the scope of this thesis. Various comparisons have been made for studentification processes, which are seen as a sub-title of gentrification. For example, self-definitions of a student or studentifier and a gentrifier were compared and similarities and divergences were determined. Accordingly, it has been revealed that studentification processes have some effects just like gentrification processes. In order to consolidate this better, the areas close to the university, where the studentification processes take place, have been examined. In this context, the university's relations with the city were analyzed and interpreted. Then, policies regarding student accommodation in various contexts are examined.

This study, which revealed the studentification process in İşçi Blokları Neighborhood, shed light on the complex interaction of factors that contributed to the transformation of residential areas into student-dominated environments. In the research, it was tried to understand why and how this process took place, the relevant actors, and the various results of the process. A comprehensive dataset was collected to examine the effects of studentification, through a multifaceted research design that included questionnaires, semi-structured interviews, in-depth discussions with local authority, observations and descriptive research analysis. The findings obtained from the research confirmed the existence of the studentification process in İşçi Blokları Neighborhood and its compatibility with the existing literature on this phenomenon. In addition, the study contributes to the field by revealing many different elements that enrich the understanding of studentification dynamics. These include the role of the Mukhtar that reflects the identity of the neighborhood, the historical structure of the area, the important contributions of the university, and the effects of real estate agents and landlords.

With the insights gained about the studentification process and its effects on housing, social dynamics and local businesses, the transformative aspects of the process in the neighborhood are discussed in depth. Addressing the challenges posed by studentification sets up parameters that can help with balancing the needs and

concerns of both student and non-student residents. It emphasized the importance of taking historical, social and economic factors into account in understanding urban transformations by presenting a holistic view of the studentification process in İşçi Blokları Neighborhood. The findings demonstrate the need for practical implications for urban planners, policy makers, and community stakeholders seeking to create inclusive and sustainable neighborhoods in the face of changing urban demographics. The perspectives gained through the research aim to provide a foundation on which future strategies can be built to ensure the well-being of all residents in İşçi Blokları Neighborhood and similar urban settings.

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APPENDICES

A. Worldwide Examples of Studentification from Various Countries

Source	Location (Country/Neighborhood)	Which university(s) students or subjects of the research	Years (Conducted years)	Parameters	Methodology	Results & Findings	Starting point of the process	Website to find the source
Gu, H. (2015). *Studentification in China: changing geographies of Haidian district, Beijing* [PhD dissertation]. Loughborough University.	China / Haidian and Wudaokou District	students from PKU (Peking University)	June 2012 - December 2013	* The researcher's experiences of the student lifestyles at UMD on-campus, * changes in the HE system between 1999 and 2012 (from uni website) * the data of university-managed dormitories, on- and off-campus * social media groups among the students (changes of housing prices and rental housing information provide secondary data for research themes) * the active student housing market * rise of street-food/fast-food and development of new businesses for students consumer choices	* collection of official statistics * content analysis of local media sources (such as local newspaper and news website) * Semi-structured interviews (42 interviewees with students, local residents, housing agents, academics, and student-oriental businesses/area) and focus groups (3 focus groups with students (two main research groups: Chinese students and international students group from PKU))	* the influx of the students population has changed the local context of the area * displacement of the local residents * increasing demand for student housing due to high enrollment * residential and social segregation due to lack of social mixing among students	*China's socialist reform in 1990s converted into the concept of work-unit compounds, as work-unit system management used as distribution of housing and jobs. *Chinese university system had been transformed into Soviet Union model *university does not only aim to address the homelessness of students, but also seeks to create a student community for students' social living. *Although PKU continued to develop new student dorms on-campus, the university was unable to meet the increased student demand after the expansion of HE in 1999. * PKU developed three new student housing blocks off-campus: Wanlia Student Apartments; (in 2002) and Changchunxinyuan; (in 2005) and Changchunyuan (in 2005) and Zhonguancunyuan, known as the Global Village-107(in 2008). By 2012, in total, PKU has five main student apartments on and off-campus	https://repository.lboro.ac.uk/articles/the sis/Studentification_in_China_changing_geographies_of_Haidian_district_Beiji ng/9487115
Sage, J. I. (2010). *The micro-geographies of Studentification in Brighton and Hove* [PhD dissertation]. University of Brighton.	England / Brighton ve Hove (Bevendean, Coombe Road, Hartington Road and Triangle and Hanover)	established residents who has lived in the neighbourhood for five or more years	*data collection: January 2007 and August 2008 * 2006 to 2009 (research in total)	* the impacts of students on residents' quality of life * stated length of residence (5- years) * stages of the life-course of the residents * household composition * education level * dynamics of the neighborhood	*Semi-structured interviews with local institutional actors (letting agency, local councilor, focus group meetings) 20 interviews / local institutions/ actors, 8 interviews /local residents, 3 interviews / local councilor * 350 doorstep questionnaires across five case study sites * 2 different local media sources	* some residents have felt trapped due to the economic recession (rising the prices of other housing options) * landlords see the neighborhood as a guaranteed market due to student circulation * Increase in environmental pollution disturbing residents other than students * students being temporary residents * changes in daily habits as a result of the spread of student culture	* The Argus data btw 2001-2009 * Brighton and Hove City Council have announced different local policy developments about housing strategy for students * student housing issues is reported to have increased post-2006 (limitations of the thesis)	https://cris.brighton.ac.uk/ws/portalfiles/portal/4756101/SAGE+thesis+CORRE CTED_static_Redacted.pdf
Murzyn-Kupisz, M., & Szmytkowska, M. (2015). Studentification in the postsocialist context: The case of Cracow and the Tri-City (Gdansk, Gdynia and Sopot). *Geografie. Sbornik CEské Geografické SpoleCnosti*, 120(2), 188–209. https://doi.org/10.37040/geografie2015 20020188	Poland / Cracow and Tri-City	in Cracow (Cracow University of Economics) and in the Tri-City (University of Gdansk).	first quarter of 2012	* Housing preferences (staying on campus or off-campus or at home) * Repairment of the housing stock (modernization and basic repairments) * Differences in the ways of using space * Everyday habits and places (grocery and food consume choice	* Cracow University of Economics (Faculty of Economics and International Relations, Faculty of Management, Faculty of Finances, 215 survey participants) University of Gdansk (Major in Geography and Oceanography, Major in Management, 200 survey participants) * a questionnaire that has 7 pages and comprised 34 structured, close-ended, and open-ended questions	* classic studentification as defined in the Anglo-Saxon context * in Cracow, the majority of the students prefer to stay off-campus, rented apartment in Tri-City 47% at home, and 42% rent an apartment (significant impact on the real estate market, student market) * most students seem happy with the repairs and maintenance. In Cracow, the percentage is higher because they count the apartments as newly built (but they are twenty years old) * for students, the apartment becomes more of a leisure space, while non-student residents often describe their homes as spaces where they have quiet time to themselves * students mostly prefer small shops and local discount stores that are nearby their residents * self-cooked meals at home due to economic limitations or house-cooked meals at family home	* after 1989, as the number of higher education institutes started to increase, so did the number of students. As a result, both PBSAs are being provided to students at universities and private findings are being provided. Thus, students who want to have the chance to rent a house outside * in the mid-1990s, rent a room or an apartment becomes common, due to the lack of accommodation options at the university * later it became a normal and conscious decision of a student to live off-campus	https://geografie.cz/media/pdf/geo_2015 120020188.pdf

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Reference	Country / City	University	Time	Variables	Data / Methods	Findings	URL
Gammanila, M., Cornado, J. M., & De Ureña, J. M. (2012). University Students Sharing Flats: When Studentification Becomes Vertical. *Urban Studies*, 49(12), 2651–2668. https://doi.org/10.1177/0042098011428176	Spain / Ciudad Real	University of Castilla–La Mancha (UCLM)	no certain time (around 2008/09)	* preferred place of accommodation (nearby the campus or city center) * long-term residents' opinions on the behavior of students * characteristics of the buildings * becoming landlord decision (why and when)	* a questionnaire about the place of residence, characteristics of privately rented accommodation, campus accessibility and mobility * 17 apartment blocks were selected (summed to 176 apartments and 119 student apartments), and 22 landlords (with phone call)	* 17 apartment blocks were built in the 1970s and 1980s and at least five to six stories high * the area is usually extremely busy Monday through Friday, but quieter on weekends as students return to their hometowns * most of the students stayed in the city center due to poor conditions around the campus * the owners of the buildings either to let or to sell their apartments due to economic benefits (student market exists) * if a building is occupied by a certain number of students, there has been no conflict between these students and long-term residents	https://journals.sagepub.com/doi/abs/10.1177/0042098011428176?journalCode=usja
Mafuni, P. M. (2021). *Post-apartheid Geographies of Studentification at Nelson Mandela University, Port Elizabeth, South Africa* [PhD dissertation]. Nelson Mandela University.	Africa / Port Elizabeth	Nelson Mandela University	over five months from February to June 2021	* different participants groups (students, business owners, university staff and state authorities) * changes in student population by the year * off-campus student accommodation opportunities * private property market * socio-economic challenges between students and family households	* first-hand lived experiences * conducting semi-structured interviews with different actors involved in the studentification process (33 one-on-one semi-structured interviews) (students, university staff, local governance officials, local business owners, a member of parliament, a journalist, a judge) * Domestic media sources (newspapers, online publications, blogs, social media, pamphlets, photographs, and billboards) * institutional documentation (government reports, municipal briefs, public statements, and statistical data reports)	* purposefully converted tall office buildings create an opportunity for student accommodation (Central CBD) * due to the deindustrialization period, decaying factories were converted into student housing for lower-income students (North End area) * studentification brings various new opportunities to the Zwide area, such as a new economic system, new partnerships, and new local small businesses (Zwide area) * failure of the local municipal government, because of the lack of governance and revenue making projects	http://vital.seals.ac.za:8080/vital/access/manager/Repository/vital:45759?SOURCE1?site_name=GlobalView
Mießner, M. (2020). Studentification in Germany: How investors generate profits from student tenants in Goettingen and the impacts on urban segregation. *European Urban and Regional Studies*, 28(2), 133–154. https://doi.org/10.1177/0969776420934859	Germany / Goettingen	George-August University (The University of Göttingen)	* real estate portals (June and July of the years 2013–2017) * semi-structured guideline (2014 and 2018)	* landlords' preferences over tenants' status * rent rate and housing market conditions	* real estate portals of Immoscout24 (www.immoscout24.de) and Immonet (www.immonet.de) * the statistical information system (Göttinger Statistisches Informationssystem (GOESIS)) * 25 in-depth interviews (landlords, real estate agents, investors, real estate departments of local credit banks, experts from the local Committee on Property Values, representatives of the city building authority and local politicians responsible for real estate development) * 3 interviews with Germany-wide and international student housing investors	* studentification led to high demand pressure, as a result, creates a strong market and a possibility to increase rent: * urban segregation * small-scale and local investors impact on land * displacement of marginalized groups * In 2010, knowledge economy investments in the region led to an expansion in the population. A large part of this is made up of students. As a result of the investments, the workforce in the region is mostly research and teaching.	https://journals.sagepub.com/doi/full/10.1177/0969776420934859

Reference	Country / City	University	Time period	Indicators	Findings	Notes	URL
Prada, J. L. (2019). Understanding studentification dynamics in low-income neighbourhoods. Students as gentrifiers in Concepción (Chile). *Urban Studies*, 56(14), 2863–2879. https://doi.org/10.1177/0042098018807623	Chile / Agunta de la Peréltz	University of Concepcion	NG	* the level of increase in the housing price * proximity to campus * proximity to the city center * neighbourhood characteristic * businesses in the region * cultural dynamics of the region (student life style)	* 135 surveys (total of 440 homes in Agüita) with students, landlords, neighbors, and local shops * snowball method with an in-depth interview (not with students)	* a student 'cultural ghetto' leads to the weakening of neighborhood relations * the increase in the population of students trigger the real estate market in the area * socially homogeneous population consist of students	* "In the 1980s, those who arrived in the neighbourhood were characterized by a more committed student, associated with political movements such as the MIR (Revolutionary Left Movement), and with the idea not only of living in the neighborhood but of contributing to its development, through a kind of social commitment for/with the settlers"	https://journals.sagepub.com/doi/10.1177/0042098018807623
Tuncer, T., & Islam, T. (2017). Studentification as a new form of gentrification: changing neighborhood dynamics in Bosna Hersek Neighborhood (Konya). *Planlama Dergisi*. https://doi.org/10.14744/planlama.2017.77698	Turkey / Konya	Konya Selçuk University	December 2016	* number of enrolled students * proximity to campus * distance to the city center * the duality between the students and former residents	* 24 in-depth interviews and 56 short interviews were conducted (former residents, students, real estate agents, faculty members)	* there are problems between students and residents such as noise and anti-social behavior in communal spaces * the difference between the daily routines of students and the daily routines of residents reduces the tolerance of both sides for each other and creates social problems * even if the students were not wanted at first, over time, as their economic contribution became visible, they started to become the desired neighbor	* with the establishment of the university in 1975, as a result of the increase in the student population in the region, the housing problem started to occur and various housing units started to be built since the 2000s	https://planlamadergisi.org/eng/jvi.aspx?un=PLAN-77698&volume=27&issue=3
Fabula, S., Boros, L., Kovács, Z., Horváth, D., & Pál, V. (2017b). Studentification, diversity and social cohesion in post-socialist Budapest. *Hungarian Geographical Bulletin*, 66(2), 157–173. https://doi.org/10.15201/hungeobull.66.2.5	Hungary / Budapest (JózsefVáros)	11 universities with 18 faculties are located in the area	between October 2013 and January 2016	* values of long-term residents and newcomers * social indicators such as sub-cultures and lifestyles * economic indicator of the area such as new consumption groups * social indicators such as polarisation, identity, networks	* in-depth interviews (policy-makers, residents, and entrepreneurs) * 109 in-depth interviews (19 with policy-makers, 50 with residents, 38 with entrepreneurs, and 2 with other experts) * snowball sampling method to collect data	* with the physical upgrade in the region, the characteristics of the region have undergone a tremendous change * The effects of studentification and gentrification at the local level can be read in the region. The process has made social, economic, and cultural contributions to the region. In addition, as the region is dedicated to higher education institutions, it is expected that the student population will increase in the future and more activities will emerge for them.	* After 2000, the population increased with the increasing housing stock and transformation projects in the region. The region has a higher proportion of young people than the average for Budapest. The area is also planned as a center for higher education, which has led to a direct increase in the student population.	https://epa.oszk.hu/02500/02541/00034/pdf/EPA02541_hungeobull_2017_2.pdf

Reference	Country / City	University	Time period	Variables	Methods	Findings	Context	URL
Ert, C. (2016). *Hiding in the brokers: the social and political dynamics in near-campus communities and the case of student housing in Hamilton, Ontario* [MAP Thesis]. Ryerson University.	Canada / Ontario (Hamilton)	McMaster University	Over the course of 14 months	* proximity to the university * characteristic of the neighborhood * tenure types * hhs income average	* data were collected from the McMaster Off-Campus Resource Centre's online classified site (https://imaoffcampus.mcmaster.ca/classifieds/), the sites of local property management companies, and other rental websites such as Kijiji.ca * properties are listed at varying times of the year, the period between December and February is very busy time * mapping the location of PBSAs and campus	* student accommodation can unbalance communities, especially in unplanned areas * student accommodation is most dense in areas close to the university campus * complaints about neglected properties, noise, or public drunkenness because of the student population * an uneven private market due to lack of regulations about the price	NG	https://rshare.library.torontomu.ca/articles/thesis/Hiding_in_the_brokers_the_social_and_political_dynamics_in_near-campus_communities_and_the_case_of_student_housing_in_Hamilton_Ontario/14668116/1
Kinton, C., Smith, D. P., Harrison, J. & Culora, A. (2018). New frontiers of studentification: The commodification of student housing as a driver of urban change. *The Geographical Journal*, 184(3), 242–254. https://doi.org/10.1111/geoj.12263	UK / Loughborough (Kingfisher)	Loughborough University	January 2017	* displaced population number * socio-spatial structure of the student communities (exclusive student HMOs and lower-cost, downgrading neighborhoods) * geographical expressions of studentification (noise nuisance, car parking, waste/refuse management) * location of the campus	* a face-to-face questionnaire survey (conducted with 269 first-year undergraduates from Loughborough University halls of residence) * semi-structured interviews with institutional actors (estate agents, private landlords, PBSA providers, and Kingfisher Area Residents Group (KARG))	* supply and demand for exclusive HMOs for students triggers a new frontier (de-studentification) * institutional actors' aims are new markets for maximizing the profit * studentification results in the displacement of formal residents * conversion of middle-income/family housing to student accommodation because of the demand * declining in the price of student housing due to high demand * polarisation between students * the challenges that are occurred due to the student life style choices	* Since the 1990s the Storer and Burleigh area has been known as the student area. According to the 2001 UK census data, 17% of the area is populated by students. Studentification with the educational institutions in the area has become inevitable.	https://repository.lboro.ac.uk/articles/journal_contribution/New_frontiers_of_studentification_The_commodification_of_student_housing_as_a_driver_of_urban_change/9485444
Revington, N. (2020). *Town, Gown and Capital: The Student Housing Submarket and the Production of Urban Space* [PhD dissertation]. University of Waterloo.	Canada / Waterloo	all universities in the Waterloo region (mainly WU and WLU)	* interviewing between June and November 2018 with authorities and between September and November 2018 with students * documents and reports about student housing in the City of Waterloo from 1986 to 2016	* roles of actors (developers, investors, landlords, and property management) * housing preferences of students (PBSA, university residents, rented house, basement suites, homestays, parental home, cooperative housing, and homeownership) * planning implications (policies about the student housing and its market)	* document analysis and semi-structured interviews * data from the Canadian census, building permit records, the Town and Gown Committee's student housing survey * data collecting by walking around Waterloo's near-campus neighborhoods * the website of the local newspaper (the Waterloo Region Record) * 40 interviews with developers, landlords, property managers, brokers, post-secondary institutions' housing and real estate administrators, student organizations, neighborhood organizations, planners, and city councillors * 27 interviews with students	* PBSA creates an age-segregated urban space * business services are more concentrated in areas where students are located and concentrated, and these businesses depend on students * young adults depending on family support in terms of their monthly income * high housing prices due to demand * student housing market shaped by the planning decisions	* Waterloo saw a dramatic increase in local university enrollment, from 2000 to 2012 with a rise of 95%, which led to an upturn in privately created off-campus accommodation	https://uwspace.uwaterloo.ca/bitstream/handle/10012/15823/Revington_Nicholas.pdf?sequence=4&isAllowed=y

B. Questionnaire Sample Applied to Students

Tez Anket Formu

Sayın Katılımcı,

Orta Doğu Teknik Üniversitesi'nde Şehir Planlama dalında yaptığım yüksek lisans tezi için bu anketi gerçekleştiriyorum. Bu araştırmanın amacı, öğrencileştirme olgusunun İşçi Blokları mahallesinde yarattığı çeşitli sosyal, ekonomik ve mekansal etkilere dair bir ölçüm yapmak ve buna ilişkin içgörüler elde etmektir. Bu ankete katılımınız, eğitim kurumlarını çevreleyen mahallelerde öğrencileştirmenin çeşitli boyutlarını ve sonuçlarını anlamamıza yardımcı olması açısından önemlidir.

Katılımlarınız tamamen *anonim* olacak olup, hiçbir şekilde şahsi bilgi vermemeniz araştırmanın tarafsızlığı için önem arz etmektedir. Şimdiden katılımınız için teşekkür ederim.

*Bu anket elinize ikince kez ulaştıysa lütfen yanıtlamayınız. Cevaplar tek seferlik değerlendirilecektir. İlginiz için teşekkür ederim.

Çağla Hansu

* Zorunlu soruyu belirtir

1. Lütfen yaş aralığınızı seçiniz *

   Yalnızca bir şıkkı işaretleyin.

   ◯ 18-24

   ◯ 25-30

   ◯ 30+

2.　　Şu anki öğrenim durumunuz nedir? (Devam etmekte　　*
olduğunuz düzey)

Yalnızca bir şıkkı işaretleyin.

◯ Lisans

◯ Yüksek Lisans

◯ Doktora

◯ Öğrenci değilim, çalışıyorum

◯ Diğer: _____

3.　　Hangi üniversitede okuyorsunuz? *

_____

4.　　Ne kadar süredir İşçi Blokları Mahallesinde　　*
oturuyorsunuz? (lütfen aralık seçiniz)

Yalnızca bir şıkkı işaretleyin.

◯ 1-5 yıl

◯ 6-10 yıl

◯ 10+ yıl

5.　　Kiracı mısınız yoksa ev sahibi misiniz? *

Uygun olanların tümünü işaretleyin.

☐ Kiracı

☐ Ev sahibi

6.   Eğer önceki soruya "kiracı" yanıtını verdiyseniz, İşçi   *
Blokları Mahallesini seçme nedeninizi belirtir misiniz?

Yalnızca bir şıkkı işaretleyin.

○ Kampüse yakın olması

○ Ekonomik açıdan uygun olması

○ Sosyal çevrenin bu bölgede ikamet etmesi

○ Aile ile beraber yaşanıyor olması

○ Diğer: _____

7.   Hanede kaç kişi yaşıyorsunuz? *

Yalnızca bir şıkkı işaretleyin.

○ 1

○ 2

○ 3

○ 4 ve daha fazla

8.   Hanedeki bireylerin hepsi öğrenci mi? *

Yalnızca bir şıkkı işaretleyin.

○ Evet

○ Hayır

9. Diğer birey(ler) çalışıyor mu? *

Uygun olanların tümünü işaretleyin.

☐ Evet
☐ Hayır

10. İşçi Blokları mahallesinden taşınmayı düşünüyor *
musunuz? (Eğer yanıtınız "Evet" ise sebebini "Diğer"
seçeneğinde lütfen belirtiniz)

Yalnızca bir şıkkı işaretleyin.

◯ Evet

◯ Hayır

◯ Diğer: _____

11. Üniversite kampüsüne yakın bir mahallede oturmak *
sizin için ne kadar önemli?

Yalnızca bir şıkkı işaretleyin.

1	◯	Hiç önemli değil
2	◯	
3	◯	
4	◯	
5	◯	Çok önemli

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12. Oturduğunuz apartman aşağıdakilerden hangi *
gruptadır? (Listede olmayanlarda ise diğer seçeneğinde
açıkça belirtiniz)

Yalnızca bir şıkkı işaretleyin.

◯ Çok katlılar/ Yıldızlar

◯ 5 katlılar/ İşçi blokları

◯ 3 katlılar (PTT sokak ve yakın çevresi)

◯ Vişnelik çevresi

◯ Diğer: _____

13. Mahalledeki işletmeleri (kafe, bar, pub gibi) ne sıklıkla *
kullanıyorsunuz? (1'den 5'e kadar bir sayı seçiniz)

Yalnızca bir şıkkı işaretleyin.

1 ◯ Hiç kullanmam

2 ◯

3 ◯

4 ◯

5 ◯ Çok sık kullanırım

14. Mahalledeki işletmelerin sayısı sizce yeterli midir? *

Yalnızca bir şıkkı işaretleyin.

1 ◯ Çok yetersiz

2 ◯

3 ◯

4 ◯

5 ◯ Çok yeterli

15. Mahalleden genel olarak ne kadar memnunsun? *

Yalnızca bir şıkkı işaretleyin.

1 ◯ Hiç memnun değilim

2 ◯

3 ◯

4 ◯

5 ◯ Çok memnunum

140

16. Apartmanınızdaki komşularınızdan ne derece memnunsunuz? *

Yalnızca bir şıkkı işaretleyin.

1 ◯ Hiç memnun değilim

2 ◯

3 ◯

4 ◯

17. Ev sahibiniz ile aranızdaki iletişimden ne derece memnunsunuz? *

Yalnızca bir şıkkı işaretleyin.

1 ◯ Hiç memnun değilim

2 ◯

3 ◯

4 ◯

5 ◯ Çok memnunum

141

18.	Mahallede öğrencilerin olmasından ne derece	*
memnunsunuz?

Yalnızca bir şıkkı işaretleyin.

1	◯	Hiç memnun değilim

2	◯

3	◯

4	◯

5	◯	Çok memnunum

19.	Mahallede öğrenciler dışında yaşayanlar olmasından	*
ne derece memnunsunuz?

Yalnızca bir şıkkı işaretleyin.

1	◯	Hiç memnun değilim

2	◯

3	◯

4	◯

5	◯	Çok memnunum

20.   Bir gece dışarı çıkacak olsaydınız (örneğin, Merkez   *
       Çarşı ya da mahalledeki bir kafeye), muhtemelen saat
       kaçta eve dönersiniz?

Yalnızca bir şıkkı işaretleyin.

- ⬭ Gece yarısından önce
- ⬭ 00:00 - 01:00
- ⬭ 01:00 - 02:00
- ⬭ 02:00 - 03:00
- ⬭ 04:00 ya da daha geç bir saat

21.   Gürültü kirliliği, öğrenci yaşamı açısından önemli bir   *
       sorundur. İşçi Blokları mahallesindeki gürültü kirliliğini
       nasıl tanımlarsınız?

Yalnızca bir şıkkı işaretleyin.

0	⬭	Yok denecek kadar az
1	⬭	
2	⬭	
3	⬭	
4	⬭	
5	⬭	Çok fazla

22.   Mali durum genellikle öğrenciler için önemli bir   *
konudur ve bütçeleme oldukça zor olabilir. Kiranızı aileniz
mi karşılıyor yoksa kendiniz mi karşılıyorsunuz?

Yalnızca bir şıkkı işaretleyin.

◯ Kendim

◯ Aile

23.   Kiranızı kendiniz karşılıyorsanız, bunun için bir işte   *
çalışıyor musunuz?

Uygun olanların tümünü işaretleyin.

☐ Evet
☐ Hayır

24.   Günlük giderleriniz için bütçenizi nasıl sağlıyorsunuz? *

Yalnızca bir şıkkı işaretleyin.

◯ Aile destekliyor

◯ KYK kredisi/bursu ile

◯ Bir işte çalışarak

C. The Semi-Structured Interview Questions

C1) Participant Questions – Long-Term Residents

1) Kaç yıldır İşçi Blokları Mahallesinde ikamet ediyorsunuz?

2) Kiracı mısınız yoksa ev sahibi misiniz?

3) Bu mahallede yaşama deneyiminizi ve yıllar içinde nasıl değiştiğini anlatabilir misiniz?

4) Bölgede ikamet eden öğrenci sayısında bir artış fark ettiniz mi? Eğer öyleyse, bu artışın bir sonucu olarak ne gibi değişiklikler gözlemlediniz?

5) Mahallede öğrencilerin varlığı hakkında ne düşünüyorsunuz? Fark ettiğiniz olumlu ya da olumsuz etkiler var mı?

6) Sizce öğrencilerin bu semtte yaşamayı tercih etmelerindeki temel sebepler nelerdir? Onları buraya çeken belirli olanaklar veya ilgi çekici yerler var mı?

7) Bölgeye daha fazla öğrenci taşınmaya başladığından beri konut mevcudiyeti veya kiralama fiyatlarında herhangi bir değişiklik gördünüz mü?

8) Öğrenci nüfusu nedeniyle İşçi Blokları Mahallesi nasıl gelişti? Sonuç olarak ortaya çıkan yeni işler, hizmetler veya etkinlikler var mı?

9) Mahalledeki öğrencileştirme süreciyle ilgili gürültü, güvenlik veya mülk bakımı sorunları gibi endişeleriniz var mı?

10) Öğrencileştirme sürecinin mahallenin genel karakterini ve kimliğini nasıl etkilediğini düşünüyorsunuz?

11) Mahallede öğrencilerin olması mahalleye fayda sağlayabilir mi? Nasıl?

12) Burada uzun süredir yaşayanlar ve öğrenciler arasında herhangi bir sosyal etkileşim veya toplu etkinlik gözlemlediniz mi? Evet ise katıldınız mı ve mahallenin sosyal yapısını etkilediğini düşünüyor musunuz? Nasıl?

13) Yerel işletmelerin öğrenci nüfusundan olumlu ya da olumsuz etkilendiğini düşünüyor musunuz?

14) Öğrencilerin mahallede olması mahalledeki genel atmosferi, gürültü seviyelerini ve genel ortamı nasıl etkiledi?

C2) Participant Questions – Local Businesses

1) İşletmenin türü: …………………

2) Ne kadar süredir bu mahallede faaliyet gösteriyorsunuz?

3) Yıllar içinde öğrenci nüfusunda herhangi bir değişiklik fark ettiniz mi? Evet ise, ne tür değişiklikler gözlemlediniz?

4) Mahalledeki öğrencilerin varlığı işinizi nasıl etkiledi? Yaşadığınız belirli olumlu veya olumsuz etkiler var mı?

5) Öğrenci nüfusuna hitap etmek için ürünlerinizde, hizmetlerinizde veya pazarlama stratejilerinizde herhangi bir değişiklik yaptınız mı? Eğer öyleyse, ne gibi değişiklikler yaptınız?

6) Dönemsel artan ve azalan mahalle yoğunluğu var mı? Ve bu nedeniyle müşteri trafiğinizde önemli bir artış veya azalma gördüğünüz yılın belirli bir zamanı oluyor mu?

7) Mahallede öğrenci sayısının artmasıyla mahalle sakinlerinin genel harcama alışkanlıklarında veya tercihlerinde herhangi bir değişiklik fark ettiniz mi? Nasıl?

8) Öğrencilerin varlığı mahallenin genel atmosferini ve dinamiklerini nasıl etkiledi?

9) Öğrencilerin ve mahalle sakinlerinin bir arada yaşamasından kaynaklanan herhangi bir zorluk ya da fırsat olduğunu düşünüyor musunuz? Nasıl?

10) Öğrenci müşteri çekmek veya öğrenci nüfusunu arttırmak için yakındaki üniversitelerle herhangi bir işbirliği veya ortaklık oldu mu? (Örneğin, üniversite kampüsüne ikinci bir şube açmak gibi)

11) Mahalledeki öğrenci nüfusundan kaynaklı gürültü şikâyeti, güvenlikle ilgili bir herhangi bir sorunla karşılaştınız mı? Açıklayabilir misiniz?

12) Öğrencilerin varlığının bölgedeki küçük işletmeler üzerindeki olası uzun vadeli etkileri nelerdir?

13) Kendi işletmenizde öğrenci istihdam ettirmeyi tercih ediyor musunuz? Eğer yanıtınız evet ise nedenlerini anlatabilir misiniz?

C3) Participant Questions – Real Estate Offices

1) Ne kadar süredir bu bölgede faaliyet gösteriyorsunuz?

2) Şirketinizden ve hizmet verdiğiniz alanlardan bahseder misiniz?

3) Yıllar içinde öğrencilerin bu mahallede ev kiralama alışkanlıklarının nasıl değiştiğini açıklayabilir misiniz?

4) Öğrencilerin bu bölgeyi tercih etmesi ile bölgedeki kiralık mülk talebini nasıl etkilediğini açıklayabilir misiniz?

5) Talep edilen mülk türlerinde bir değişiklik fark ettiniz mi?

6) Bölgedeki mülk türleri öğrenciler için genel olarak işçi blokları ya da 5 katlılar, yıldızlar ya da çok katlılar ve diğer mülk tipleri şeklinde ayrılıyor. Burada bulunduğunuz süre boyunca öğrenciler için sunduğunuz mülk türlerinde farklı tipte evler kiraladığınız/sattığınız oldu mu?

7) Öğrenciler için bu mahallenin çekici olmasını hangi faktörlere bağlıyorsunuz?

8) Öğrencilerin kiracı olmaları ev sahipleri açısından problem yaratıyor mu? Ne tür problemler gözlemliyorsunuz?

9) Yılın belirli dönemlerinde artan müşteri talebi yaşanıyor mu? Eğer evet ise bunlar hangi dönemlerdir?

10) Öğrenci kiracıların kiralama tercihlerinde öğrenci olmayan kiracılara göre herhangi bir farklılık gözlemlediniz mi?

11) Öğrenci kiracı ile ev sahibi arasında nasıl olumlu bir ilişki sağlarsınız?

12) Bölgedeki ev sahiplerinin özellikle bu bölgeyi tercih etmelerinin gerekçeleri nelerdir?

13) Sizce İşçi Blokları Mahallesinde öğrencilerin talebinden kaynaklı bir emlak piyasası mevcut mudur? Öğrencilerin talebi olmasa yine aynı şekilde bir emlak piyasası oluşur muydu?

14) Öğrenci kiracılardan kaynaklanan gürültü şikâyetleri veya mahalle rahatsızlıkları ile ilgili herhangi bir sorun yaşadınız mı? Bu tür durumlarla nasıl başa çıkıyorsunuz?

15) Öğrencilere evini kiralayan ev sahipleri bu mahallede mi oturuyor? Mahalle dışında yaşayıp buradaki evini kiraya veren ev sahipleri var mı?

C4) Participant Questions – Mukhtar[8]

1) Ne kadar süredir İşçi Blokları Mahallesinde muhtarsınız?

2) Bölgedeki öğrenci artışı ne kadar süredir var?

3) Sizce bu artışın üniversite ile bir ilişkisi var mı?

4) Öğrencilerin özellikle İşçi Blokları Mahallesini tercih etmesinin sebepleri hakkında ne düşünüyorsunuz?

5) Görev süreniz boyunca bu alandaki öğrenci nüfusunda herhangi bir değişiklik gözlemlediniz mi? Evet ise, ne gibi değişiklikler fark ettiniz?

6) Sizce bu bölgede öğrencilerin varlığının mahalledeki genel etkileri nelerdir?

7) Öğrenci nüfusu ile ilişkili olarak yaşanan olumsuz sonuçlar veya zorluklar oldu mu?

8) Öğrenci grupları ile mahalle sakinleri arasındaki ilişkiyi nasıl tanımlarsınız?

9) Sizce öğrencilerin varlığı buradaki konut piyasasını nasıl etkiledi ve tüm sakinler için konut stoğunu ve satın alınabilirliği nasıl değiştirdi?

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[8] the head of a village or neighborhood in many Arab countries as well as in Turkey and Cyprus.

10) Artan öğrenci nüfusunun ihtiyaçlarını karşılamak için bir altyapı ve kamu hizmeti düzenlemesi yapılmalı mı? (Örneğin, Çankaya Evi gibi yapıların varlığı yeterli midir?)

11) Sizin bakış açınızdan, mahallede öğrencilerin varlığının bu alana getirebileceği öngörülebilir zorluklar ve fırsatlar nelerdir?