Life in residence:

How architectural design impacts community.

Julia-Anne Morris, MACD candidate

School of Public Administration

University of Victoria

July 2017

Client:	Dr. Kathryn MacLeod, Director of Residence Services University of Victoria
Supervisor:	Dr. Jim MacGregor School of Public Administration, University of Victoria
Second Reader:	Dr. Lynne Siemens School of Public Administration, University of Victoria
Chair:	Dr. Budd Hall School of Public Administration, University of Victoria

Acknowledgements

This project was made possible by the support of several people.

I would like to thank the Residence Services for welcoming this project into the planning of and discussions about how to best serve the residence student population. I am extremely grateful to the management team, in particular Dr. Kathryn MacLeod, Chad Dalrymple, and Chelsey Evans for offering resources, energy, and space for dialogue about this project. The dynamic role Residence Services plays in our institution is a very important one and a privilege to be involved with.

I would also like to thank Dr. Jim MacGregor for his wisdom and encouragement. The 2015 MACD cohort also played a significant role in encouraging, inspiring, and supporting the completion of this project.

Endless gratitude to my Maman for constantly providing me with love, pep-talks, and resources to reach my goals. Finally, to my incredible husband who exudes compassion and keeps our home filled with laughter and espresso.

Executive Summary

Introduction

The University of Victoria attracts students to its campus each year for post-secondary ventures. Beyond the classrooms and academics, students have the opportunity to engage in the wider campus community. Residence Services, a division of Student Affairs, offers on-campus accommodation for students attending the University. More than a housing option, Residence Services provides students living on-campus a unique transition into independent living, adulthood, and the world of higher education. Residence Services is the primary client for this project.

Residence Services has been approved to begin the initial planning stages of a proposed new residence building. This building will see an increase in on-campus housing capacity. Further to quantity, Residence Services is striving to develop a building that meets the diverse needs of residence cohorts. In particular, the styling and features of shared spaces in a new building were of interest to the client. This research project aims to identify how students interact with shared spaces in residence and what types of spaces are most needed.

Research Questions

Information collected in this project provides the client and client's partners with current data on shared spaces in residence for planning and building. This research project collected and analyzed data on both the preferred style and influence of shared spaces in residence buildings. The primary research question was:

What built architectural construct is paramount for positively engaging students in post-secondary residence buildings?

Second to the core question this project sought to answer the question:

How do shared spaces facilitate connectedness and social engagement in residence?

The tertiary research question was:

What spatial qualities benefit intentional programming by paraprofessional staff for residence students?

This project had two primary purposes. The first was to gather and analyze evidence from current residence students and paraprofessional staff to highlight how connectedness and community can be best facilitated by shared spaces in a new residence building. The second was to compare literature with evidence gathered from research participants. Together, these informed a detailed report for the client and academic community on students' preferences and uses of shared spaces in residences.

Literature Review

A literature review of scholarly articles and studies, primarily from North America, was conducted. This exercise explored the importance of student interaction with the physical university campus, how spaces impact facets of student life, and what types of spaces were most beneficial to the student. There is limited literature on recommendations of current designs residence buildings should incorporate in their styling to maximize student satisfaction and success. Therefore, the review presented an evidence-based foundation to the rationale behind student satisfaction and success and how residence buildings influence the student experience. Concepts of student engagement and belonging were probed. The literature review uncovered a gap in academic literature regarding current student preferences in shared or common spaces within residence buildings.

Methodology and Methods

A mixed-methods approach was taken in order to produce data most useful to the client. Beyond the literature review focus groups with two participant groups were conducted. Identified participant groups were current residence students and active Residence Services student-staff. Seven focus group sessions were hosted in total: three student-staff with a cumulative total of fifteen participants and four student with a cumulative total of 10 participants. Focus group questions were created for each participant demographic. Questions and dialogue were facilitated to elicit honest input about shared spaces and how participants choose to, or avoid, investing in the space.

Key Findings

A number of key themes emerged during a thematic analysis of data. These include:

- What spaces participants identify as being most beneficial and most used in residence for socializing and programming;
- What spaces are least accessed and missing in residence for socializing and programming;
- Style and features of shared spaces students would like to see in a new residence building;
- How programming can be impacted by shared spaces;
- Participant perspectives on the value of shared spaces and community rooms in residence;
- The benefit of larger mixed-use spaces in residence;
- Input into how spaces can benefit the academic integrity of student life in residence.

Discussion

A discussion is presented based comparing findings in the literature review with the data uncovered in the research project. The key areas of discussion are: the residence experience; community in residence; considerations for community spaces; how to incorporate the University of Victoria campus plan into the findings.

Options to Consider

From the information gathered in the research and provoked by the discussion, options to consider are presented with recommendations on how to implement detailed below. The six options to consider are:

1. Continue the culture of student-focused praxis.
2. Increase quantity and diversify styling of multi-dimensional shared living spaces for residence students.
3. Develop an assessment tool for measuring success of and changing demands in shared spaces within residence.
4. Enhance student-staff awareness of community and student engagement.
5. Increase welcoming features of current shared spaces.
6. Strengthen relationships with campus partners for community spaces.

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1.0 Introduction

Each year, 2,300 University of Victoria (UVic) students live on-campus in residence buildings. These geographically bound communities are more than an academic environment; they are concurrently a home, a gathering place, a learning environment, and a lifestyle. UVic has approved the preliminary development of a new student residence building. The proposed new build will aid in combatting rising requests for on-campus living and provide students with additional housing options during a time of low vacancy rate in the Capital Regional District. This proposed new build affords Residence Services (RESS) the opportunity to work with campus partners, community experts, and the targeted residence student demographic to identify how the building can be more than simply a place to live – a collaboration that has not taken place in other UVic residence builds. RESS wants to know how this new building can become a home and facilitate community through the best use of shared and communal spaces built into its physical structure. In order to maximize student engagement and connectedness to the residence experience and reduce student isolation, RESS is striving to create a residence building that is a place of engagement, offers students the types of spaces that will support their academic and personal success, and enhances the residence student experience. In order to identify how the physical construct of shared and communal spaces can enhance opportunities for connectedness and socialization, evidence is required.

Research probing residence building construct and student wants and needs flowed in the 1970s, but has since ebbed (Devlin, Donovan, Nicolov, Nold & Zandan, 2008, p. 487). This aligns with the financial boost of the 1970s that gave universities and colleges in North America the opportunity to assess needs and build or renovate to address the needs. Of this research, much of it focused on the accommodation style or room type, and building layout (Devlin et al., 2008, p. 488). More current data on the type, style, and function of shared spaces is extremely limited. This research project will provide the client with current data with a specific focus on shared and communal spaces within the residence community.

1.1 Defining the Problem

On-campus housing is sought after by students in introductory and upper academic years. In order to meet the need for on-campus housing RESS is developing plans for a new structure to be erected on campus. Currently, RESS does not have information from students or student-staff about their experience in, or preference of, shared spaces in residence buildings. This research project will gather data from active residence students and current RESS paraprofessional staff about the impact of shared spaces and in what style of shared spaces these two demographics see academic and personal growth being best fostered. Without this data from these two target populations, the new building construct would be less likely to meet the demands and desires of future students living in residence.

1.2 Project Client

UVic is a top-ranked university in Canada that combines a diverse natural environment, academic integrity, and community involvement (University of Victoria, 2017a). Within UVic, the Division of Student Affairs (STUA) is comprised of six departments, one of which is student services (STSV) (University of Victoria, 2017b). STSV is composed of academic advising, counselling services, health services, international student services, multifaith services, residence services, the resource center for students with a disability, food services, and the office of student life (University of Victoria, 2017c). STSV strives to foster student development both inside and outside the classroom, and provides programs and services to support the multidimensional nature of the student experience.

Under the direction of unit Director Dr. Kathryn MacLeod, RESS is an ancillary unit of UVic that supports all aspects of students' lives while they reside in on-campus housing (K. MacLeod, personal communication, November 2, 2015). RESS provides on-campus accommodation that includes traditional single and double bed dormitory units, apartments, shared 4-bedroom apartment and townhouse cluster units, family housing, and visitor accommodation in the summer months (University of Victoria, 2017d). The customer scope in RESS is broad and ranges from first-year to upper year and graduate students, campus staff and faculty, as well as members of the general public. The primary residence student community is composed of first-year students during the academic year of September to April (University of Victoria, 2017d). Students both elect and are selected to live in residence. Successfully roomed students are able to access far more than housing - they are able to build community, be supported in their transition to post-secondary, and participate in programs and events catered to residence cohorts. RESS employs a large staff team in the departments of residence facilities, residence life and education (RLE), admissions, student case management and support, and administrative and clerical roles. Each staff in these departments seeks to provide a safe and comfortable living experience for students while also facilitating transformative experiences for students. RESS is a thriving unit that leverages many aspects of both student life and the residence experience to contribute to learning, development, and community for students.

Despite RESS providing contractual housing, the British Columbia provincial legislation on tenants and renters does not apply to post-secondary residence accommodation. Students are required to sign the Residence Contract for the duration of their term(s) in residence housing. Students must also abide by the Community Living Standards, outlined in the Residence Contract, and all other university policies and procedures related to academic and non-academic misconduct, academic integrity, and health and safety. All new builds must set students up for success in complying with regulations and contracts they must sign.

This research is important to both the client and the field of housing in post-secondary education. The approved new residence building plan represents the first time a broad range of RESS staff have been directly involved in the preparation and architectural programming stages of a residence

building's construction; previous buildings were primarily designed by UVic's Facilities Management team with some input from limited RESS management staff. This build also veers from precedent in a positive way as student input will be incorporated into the design and development of the space. An architectural firm, Perkins and Will (P&W), have been awarded the request for proposal to begin site and construct planning. Both RESS and P&W will incorporate the findings into the plans for the new build. Obtaining feedback and ideas directly from the student population is critical to ensure the client, via the architects, are offering spaces and places for students.

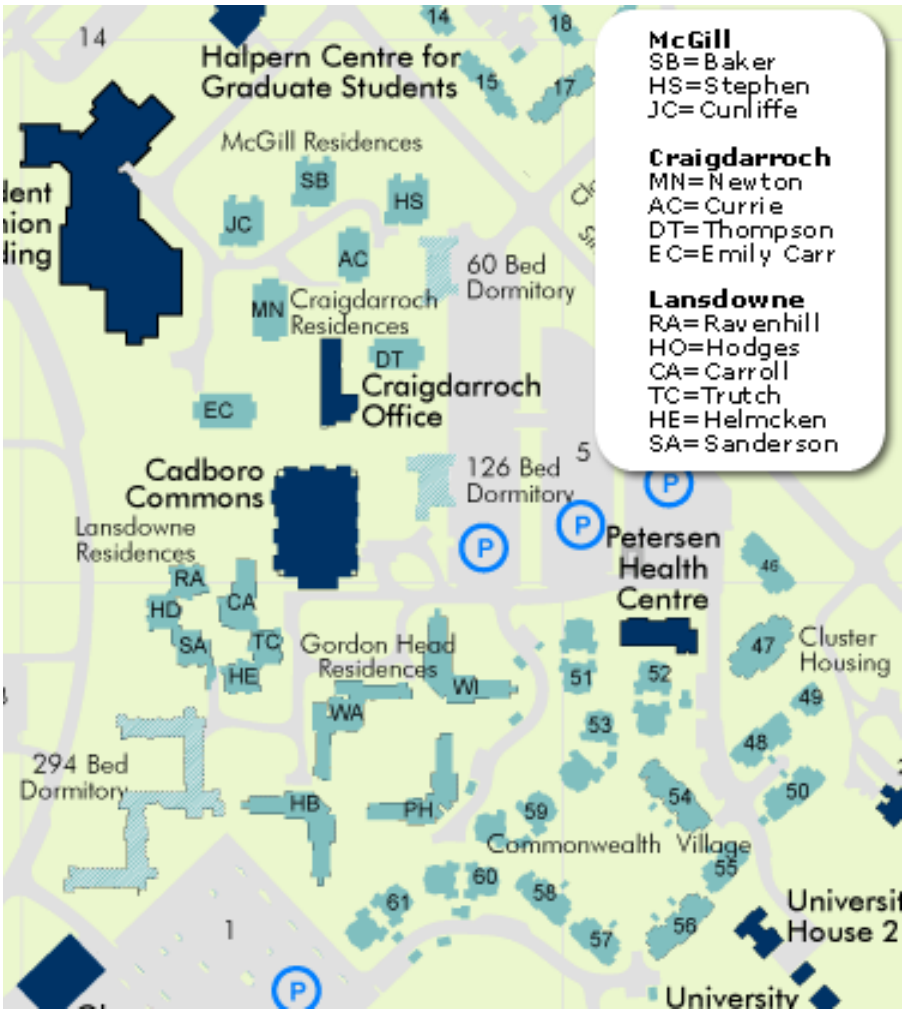
1.3 Client Services

RESS has been providing on-campus housing accommodation and support for residence students for dozens of years. At the present time, RESS offers multiple services to the demographics they support. The primary demographic served is students in first year living on campus, as they compose the largest percentage of students living in residence. One of the main causes for this is the first-year guarantee that UVic offers. The first-year guarantee allows incoming students who are transitioning directly from high school to be held a place in residence. Students transferring to their first year of university from other circumstances including a year abroad, college-transfer, or after working are not guaranteed the same position. Students who do not meet the first-year guarantee criteria may still apply for residence and enter a lottery system to be offered residence accommodation. In addition to single-student accommodation, RESS hosts couples and families in the Family Housing accommodation area. This area is slightly removed from the primary UVic campus and offers one, two and three bedroom townhouses and apartments to 181 students who move to campus with their families. Family Housing tenants are not a part of this research study.

The secondary demographic RESS serves are members of the academic community and general public who use the hotel-style accommodation hosted during the summer months. With significantly fewer students living in residence, RESS takes advantage of the beds and buildings for a hospitality-focused service that positively impacts revenue. While this demographic plays a positive role in the financial operations for RESS, they are not participants in this research study.

Twenty residence buildings and 181 Family Housing units make up the geographic area controlled primarily by RESS, not including the Craigdarroch Administration Building. The twenty residence buildings are divided into seven neighbourhoods: McGill/Park, Towers, Ring Road, Lansdowne, Gordon Head, Cluster, and Craigdarroch. These neighbourhoods are allocated by relative geographic placement of building. Figure 1 illustrates where the residence buildings and neighbourhoods are.

Figure 1: Map of UVic Residence Services



(University of Victoria, 2017e).

RESS is heavily involved in both serving the entire residence population and also working with students in a one-on-one capacity as unique circumstances or concerns arise. RESS has a number of professional staff working systematically to support the student body in the departments listed above. Many departments work for the student body without individual connections. In contrast, the RLE department has a paraprofessional student-staff team who both live and work in the residence communities. These roles include Community Leader (CL), Residence Education Community Leader (RECL), Senior Community Leader (SCL), and Program Resource Centre Advisor (PRCA). Each of the CL, RECL, and SCL live amongst the residence student population in a ratio of approximately 1 student staff to every 40 students. The role of these positions is to be the front-line support for all residence students. This is accomplished by the student-staff hosting programming for their buildings and neighbourhoods, conducting 'rounds' during the evening and late-night hours to ensure community standards are being adhered to, building one-on-one peer-

style relationships, and reporting trends or themes of both individual students and groups of students to their professional staff supervisor.

Professional staff work very closely with the student-staff to ensure programs, policies, and procedures are interpreted and followed in accordance with the priorities, values, and goals of RESS. The RESS management team gathers information from the front-line staff in each department as well as from STSV and STUA to meet the needs of the student population in residence support the goals of the larger institution.

1.4 Project Objectives and Research Questions

Information collected in this project provides the client and client's partners with current data on shared spaces in residence for planning and building. This research project collected and analyzed data on both the preferred style and influence of shared spaces in residence buildings. The primary research question was:

What build architectural construct is paramount for positively engaging students in post-secondary residence buildings?

Second to the core question this project sought to answer the question:

How do shared spaces facilitate connectedness and social engagement in residence?

The tertiary research question was:

What spatial qualities benefit intentional programming by paraprofessional staff for residence students?

This project had two primary purposes. The first was to gather and analyze evidence from current residence students and paraprofessional staff to highlight how connectedness and community can be best facilitated by shared spaces in a new residence building. The second was to compare literature with evidence gathered from research participants. Together, these informed a detailed report for the client on students' preferences and uses of shared spaces in residences.

1.5 Architectural Firm's Involvement

As mentioned previously, P&W architectural firm is the successful winner of the new UVic residence build. Acknowledging both the client and firm's role in this project is important context for this project. RESS and P&W must follow building codes and bylaws. This includes municipal bylaws for the District of Saanich and/or the Municipality of Oak Bay. UVic sits within both regions' boundaries and depending on the build site, one or both regulations will need to be respected. Beyond the municipal requirements, the build will need to abide by the Province of British Columbia's *Building Act* that includes accessible and adaptable housing mandates (Province of British Columbia, 2017). Further to legislative mandates, P&W will need to follow

university standards and address RESS priorities and needs. These include all-gender facilities, accommodation for students with live-in care workers, and a potential food service outlet.

Lack of student satisfaction in housing may be attributed to the low levels of information architectural firms have on student needs and wants (Amole, 2009, p. 14). Without accurate and current information from housing professionals and the resident student population, housing options are not being built for optimal success. This project provides current data to the client and the identified architectural firm. Transparent communication and a strong relationship between the client and firm are instrumental to effectively use this data to cater to residence students.

1.6 Student Housing Market Analysis

RESS is in the process of collecting data on housing demand from a separate quantitative research project. Facilitated by a consultant Customer Relationship Index (CRI) on assignment from RESS, a demand study was completed in 2013 *Student Housing Market Analysis* was initially completed in February 2015. This was recently updates to reflect the current housing market needs. This survey provides valuable information about student housing demands and unit type preferences. This survey also probes into student satisfaction, on- and off-campus and what students are comfortable paying for varying accommodation options (CRI, 2015).

1.7 Organization of Report

This report is organized into the following components: literature review, methodology, findings, discussion and analysis, options to consider, and conclusion. Each section provides relevant information to support the overall research questions and objectives.

The literature review summarizes recent academic and grey literature as it relates to the impacts of on-campus housing for students. The section offers a brief history of housing on academic institutions' campuses, and provides context on enrollment and funding in recent history. The literature review explores why communal spaces in on-campus housing are important to student development and the residence experience. The methodology section outlines what research tactics were used to collect data from two target participant demographics: residence students and RLE paraprofessional staff. In this section, the researcher identifies how data was analyzed and what project limitations existed.

The findings portion of this report outlines, per participant group, the findings and summarizes the data collected. The discussion section of this report analyzes the research findings. Themes and trends from the data collection will be critiqued in detail and in the context of the new build.

In options to consider and recommendations, the researcher provides practical ideas for the client to apply in the proposed new residence build. Alternative uses for the data are also suggested, including incorporating findings into renovations and deferred maintenance and sharing this project with partner institutions. The final chapter is a conclusion of the report.

2.0 Literature Review

2.1.1 Introduction

A literature search was conducted to explore the importance of student interaction with the physical university campus. There is limited literature on recommendations of current designs residence buildings should incorporate in their styling to maximize student satisfaction and success. Therefore, this review will lay an evidence-based foundation for the rationale behind student satisfaction and success and how residence buildings influence the student experience. The aim of this literature review is to offer a broad summary of academic and grey literature on the topic. Findings are reported from primary sources from Canada and the United States of America (USA). Canadian and American academic literature was most relevant to this study as academic housing accommodation and student demographics operate within similar institutional and social parameters. This approach was taken to avoid blending different residence experiences or housing styles found in institutions worldwide.

Scholarly and peer-reviewed journals, books, unpublished master's theses, and reports from North American housing associations were reviewed to provide a thorough examination. For the purpose of this literature review, the descriptors of college and university were used interchangeably. Internet and library searches identified resources on housing, residence halls, residence buildings, residence design, architecture, residence students, university, college, student engagement, isolation, involvement, and housing professionals. There was ample literature found on predicting student engagement and academic achievement based on campus involvement. Only information that included residence or on-campus living was incorporated, as other evidence was outside the scope of this study.

As previously mentioned, the literature review uncovered a gap in academic literature regarding current student preferences in shared or common spaces within residence buildings. Identifying this gap further increased the importance of this research project to the field of housing in higher education. The researcher acknowledges that the literature explored below does not inform the research question directly, but rather provides background for the data collected in the study.

This literature review aims to create a foundation of current, relevant knowledge about the academic housing profession. Included is an outline of the importance of physical building in a residence student's life as well as key considerations to engage the student population. The foundation laid will provide a context for the active research conducted for this project. Current research, both academic and non-peer reviewed, of residence buildings is minimal. Studies that have been conducted tend to focus on housing professionals' management and socialization, not the built construct (Amole, 2009). There have been minimal publications regarding physical and spatial components of buildings (Galster, 1987, Kahana et al., 2003, Peck & Stewart, 1985; Torkoglu, 1997 in Amole, 2009). The project fills a gap in academic literature and utilizes a literature review to establish a knowledge base for drawing conclusions found later in the report.

This literature review provides a brief chronological history of residence housing to date, explores the importance of communal spaces, highlights how involvement, belonging, and academic outcomes are impacted by residence living, and discusses the housing professional's role in a student's residence experience.

2.2 Academic Residence Living

The joining of academia and housing dates back to far before modern literatures study of its existence and interactions. In Hsia's (1968) study in residence hall environments, he outlines key historical moments on the topic. Ancient philosophers such as Confucius, 500 years before the current era, recorded having students living with him during their studies. This notion of living where you learn carried forward. Notable variations of scholastic-based housing include Plato's Academy in Athens, in 387 B.C. Communal living and learning is documented without mention of concern until the start of European institutions, circa 1100-1200s. During this time, students were self-sufficient in securing student housing – instructors did not engage in housing, and housing professionals were not yet recognized. Residence style and oversight took a dramatic shift towards a framework more recognizable in the modern residence system by the mid-1200s. When the USA began constructing colleges and universities, residential housing was governed and policed by the academic institution.

One of the first published works on the current format of student living and success in North America, explored by Walker (1935), identified that students who live in residence held higher grade point averages (GPAs) and experienced more socialization than those who lived off-campus (in Rodger, Johnson & Wakabayashi, 2005). Similarly, a study conducted in 1989 by Blimling found that higher student success was found in students who lived on-campus (in Rodger, Johnson & Wakabayashi, 2005). While these studies may be considered outdated or categorized as historical, their findings have been upheld by more recent research, indicating their relevance to this review. The following gives a further historical summary of residences in higher education. The purpose is to frame not only what led to today's residence culture, but also to give insight into the rationale behind residence architecture from previous eras.

In the 1960s, post-secondary institutions and residences saw very high enrollment. In the United States, this was due to two primary factors: (1) the generation of Baby Boomers coming of age to attend university and college; and, (2) the passing of two American acts: The Higher Education Facilities Act of 1963 and the Higher Education Act of 1965. This may have also effected the higher education environment in Canada. This trifecta resulted in an additional one billion dollars being allocated to construction (Blattner, Cawthon, & Baumann, 2013, in Shushok, Farquhar-Caddell, & Krimowski, 2014). Research in the 1970s began on the *campus ecology model.* This theory, in its first forms, was rooted in the idea that the student and institution have a transactional relationship (Strange & Banning, 2015). Literature from the 1980s was written in an era when the post-secondary sector had experienced an incredibly high volume of growth (Shushok, Farquhar-Caddell, & Krimowski, 2014). Growth of this substantial size resulted in increased dollars and

enrollment in higher education. To meet demands institutions would have been pressured to document their practices and write policies. Widespread shifts in paradigms or processes have not occurred since the economic boost in the 1980s. As such, many housing staff and programs are bound by policies and practices developed during that era (Shushok, Farquhar-Caddell, & Krimowski, 2014). The current challenge is to adapt within the existing construct. It is noted by Astin (1985) that post-secondary curriculum is driven foremost by economic constraints rather than educational opportunities - countering the student-centered focus residences strive to have.

Despite a plateau in residence funding and therefore upgrades and new builds, the residence experience is an important aspect of the student lifecycle. Notwithstanding these policy and funding barriers, residence programs have been advancing faster than other campus areas, both academic and non-academic (LaNasa, Olson, & Alleman, 2007). Research by the Canadian Association of Business Officers (CAUBO, Ernst & Young, 2012) states that a student's decision-making of post-secondary institutions increasingly considers campus life. The residence experience is documented as an integral part of the overall student experience, which includes scholastic achievement and community connection (Grube, 2010). So much so that in recent years, institutions have seen an increase in students' expectation of the residence living environment. Increased programming, advanced facilities and technology, and a tailored experience are stipulations incoming residence cohorts are making (LaNasa, Olson, & Alleman, 2007). Supporting student satisfaction, student success, and meeting an institution's qualitative and quantitative goals is a challenging feat.

Furthermore, enrollment changes in the last decade have forced institutions to shift how they view recruitment, enrollment, and retention. In 2007, approximately 80% of students completed first-year, and 55% of students received a degree within six years (Brandon, Hirt & Cameron, 2008). Creating spaces students enjoy is not just important for the student demographic – it is necessary for the institution. New or renovated facilities provide institutions with a marketing tool both for prospective students and their parents/guardians (Grube, 2010). Beyond recruitment, new facilities benefit student learning (Strange & Banning, 2001, in LaNasa, Olson, & Alleman, 2007). If students and their guardians do not see themselves within the institution, both as a student and as a resident, enrollment is unlikely. In order to maximize the opportunities for successful student enrollment, retention, and satisfaction, applying a critical lens to the environment students are moving into is a key consideration.

2.3 Current Canadian Context

Under the direction of CAUBO, consultant group Ernst and Young (2012) undertook research on the current climate of campus housing in Canada. This report comments on many factors that contribute to housing being an increasingly valued aspect of the student experience. The Ernst and Young (2012) report that demand is changing not only to reflect the rise in expectations of a quality student experience, but also because academic local markets for post-secondary are expected to

lessen in coming years. The softening of national markets and increase in experience demands means that competition for institutions to recruit and retain students will become paramount.

Beyond the new format of institutional competition, Canadian universities are faced with budgetary funding restraints. The provincial government in British Columbia has made it difficult, if not impossible, for colleges and university to incur debt. Lack of large-scale loans impacts all capital projects, new builds and renovations alike. Beyond Government funding, universities are hesitant to borrow for housing projects as it impacts the overall debt capacity of the institution. Approximately half of campus housing accommodations in Canada were assembled prior to 1970, meaning they require immediate or near-future maintenance. To combat government funding reductions some institutions have explored new avenues for financial support. Private and partnerships with private-sector funding models are arising beyond the traditional classic public model. The strain of financial pressures and funding boundaries result in a limited landscape for capital projects across campuses, in particular self-funded ancillary agencies like housing units. For example, private public partnerships (3P) have arisen because of this need.

2.4 Communal Spaces

Shared spaces within residence communities, neighbourhoods, and buildings provide students additional places to use in their daily lives. Residence rooms, regardless of style, rarely provide ample surface area for students to live and study. shared spaces provide supplementary rooms for students to use for personal or academic activities.

Shared spaces must be recognizable to members of the residence community. Oxford University's dining halls, for example, stand out as being the "nerve centers" of the community. The space serves not only as a visually and architecturally appealing space, it has become a part of student routine to spend time in this space. One student leader stated that, "the cafeteria is so central…that if we ever lost that…it would just be really devastating…it's just so important for community" (Kranzow, Hinkle, Muthiah, & Davis, 2015, p. 19). A multi-institutional study of students in 2003 revealed an overwhelming importance in interaction within shared spaces – 91% noted "interact[ing] with others on the hall" as a top predictor of residence program worth (Davis, 2010, p. 41).

Unfortunately, both the cost of building and the lack of space may impact the decisions to construct communal spaces. Therefore, it is important to create spaces that can adapt to the vast array of activities students use communal areas for, such as Oxford's dining hall being used as both a social hub and a study area. A challenge in residence design is building spaces that can meet constantly changing demographics and generations. Housing professionals must adapt to both present and future cohorts of students by seeking out new knowledge and practices for themselves and the field (Shushok, Farquhar-Caddell, & Krimowski, 2014). Incorporating malleable design elements and furnishings can aid in withstanding many cohorts of students (Deninger & Swift, 2009). Referred

to as "flexible design" by Denigner and Swift (2009), creating capacity to adapt to changing needs does not just benefit current students but also recruitment and retention.

Environments on a campus, as illustrated, are important to students. Beyond shared spaces providing gathering and socialization opportunities, the campus environment is a critical component of student success. Research on the Input-Environment-Outcome (IEO) model categorizes the campus atmosphere as one in a triad of success predictors (Astin, 1991; Upcraft & Schuh, 1996, in Zheng, Saunders, Shelley, & Whalen, 2002). Aspects of the environment, like socialization and the opportunity to converse with peers outside the classroom, increase student confidence academically and socially (Zheng, Saunders, Shelley, & Whalen, 2002). Communities of learning are a rich space for students to interact with one another (Zheng, Saunders, Shelley, & Whalen, 2002). The IEO indicates that students engage well in an environment like the one indicated above and that engagement fosters successful students. (Zheng, Saunders, Shelley, & Whalen, 2002). In order to encourage engagement in the academic setting students must be drawn to multiple aspects of the lifestyle. When students allocate time and resources to outside events, like family, friends, and a job, energy is taken away from development in the academic setting (Astin, 1985). To attract students for an involved experience in higher education, there needs to be amplified opportunities for students to immerse in alongside a productive academic environment. Opportunities offered by non-academic units, like housing offices, provide increased platforms for input.

Strange and Banning (2015) suggest that the crux where students meet design is the ecology of learning. This occurs when the features and functions of an institution's design parallel the needs of students to create safe and welcoming spaces for community to develop and learning to occur (Strange & Banning, 2015). The *campus ecology model* (CEM), explored by Banning, posits there is a relationship between each student and the campus they attend (Kinzie & Mulholland, 2008). This theory encourages campuses to design and construct spaces to fit student needs, and not to build spaces and hope that students will adapt to them (Kinzie & Mulholland, 2008).

2.5 Engagement and Involvement

For this project engagement is defined as a combination of two meanings that cover both academic and social engagement. Residence is a social setting, and therefore both meanings are provided here:

Engagement:
"the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress…" (Hidden Curriculum, 2014).

Social:
"of or relating to human society, the interaction of the individual and the group…" (Merriam-Webster, 2017a).

Involvement:
students being willing to engage as participants (a contextual adjustment of the Merriam Webster, 2017b, definition).

Campus space, including physical and social locations, impacts a student's experience, behavior, and success (Zheng, Saunders, Shelley, & Whalen, 2002; Kuh, Kinzie, Schuh, Whitt & Associates, 2005; Rodger, Johnson, & Wakabayashi, 2005; LaNasa, Olson, & Alleman, 2007; Kinzie & Mulholland, 2008; Krause & Coates, 2008; Palmer, Briodo, & Campbell, 2008; Strange & Banning, 2015). Acknowledgment of the residence community's place in student learning is rapidly rising (LaNasa, Olson, & Alleman, 2007). As mentioned earlier, the demands and expectations potential students have been increasing in number and complexity. While residence halls could be considered simply a temporary housing accommodation, it is critical to student engagement that residence style is intentionally designed. Kinzie and Mulholland (2008) state that, "as innocuous as these environmental features may seem, they influence student learning and personal development" (p. 104). Recognizing the role the campus environment plays in the student life cycle is paramount to building spaces for optimal involvement.

Further to behavior and growth, students are actively searching for residences with more than just a space to sleep (Deninger & Swift, 2009). To best meet the needs of the residence experience, a holistic view of the student lifecycle and residence lifestyle must be adopted. One of the most highlighted components of current literature is the creation of inclusive spaces. Creating inclusive spaces is a trend appearing in current literature. The University of Nebraska (2017) offers a clear definition of inclusive spaces that defines them as, "

- One in which everyone feels safe, supported, included, and encouraged to be themselves;
- Where each person is recognized as a diverse individual connected to a community;
- Where diversity is recognized and accepted between and among individuals and groups; and
- Where equitable access, dignity and safety for all individuals and groups is normative."

(para. 2)

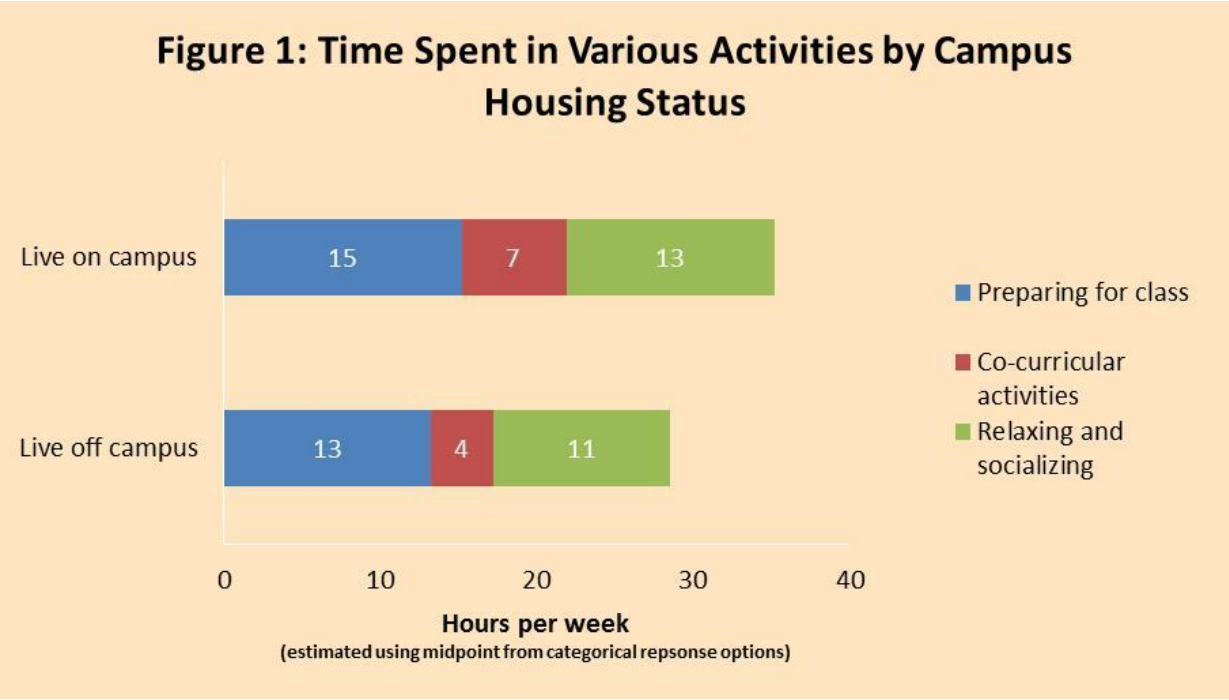
This definition is useful for framing what an inclusive space looks and feels like in residence accommodation. Higher-education is experiencing increasing diversity in its enrollment and therefore is tasked with supporting a wider range of students (Minorities in Higher Education, 2002; Smith, 1997, in Kinzie & Mulholland, 2008; Kinzie & Mulholland, 2008). Residence spaces must reflect this support for diversity.

There is a strong correlation between physical environment and student behavior. A student does not stop learning once they leave the academic classroom; residence provides a semi-structured learning environment. The entirety of a student's academic and non-academic experience offers learning opportunities (Palmer, Broido, & Campbell, 2008). According to Moos (1976), "…one of the most powerful ways to influence human behavior is through the arrangement of the environment" (in Kinzie & Mulholland, 2008, p. 108). A physical residence community intersects with a student at multiple junctions to impact their level of achievement (Rodger, Johnson, &

Wakabayashi, 2005). In the RLE department of RESS, residences are referred to as "Uvic's biggest classroom" (C. Evans, personal communication, July 2015). Residence offers students a rich opportunity to learn beyond the walls of the academic classroom. The environments constructed within residence create the foundation of students' personal growth and academic development.

According to a National Survey of Student Engagement 2014 study (NSSE, 2017), students who reside on-campus allocate more of their time to both social and academic engagement than those who live off-campus. In the figure below, NSSE has recorded hours spent by students in three activity categories: class preparation, co-curricular activities, and relaxing and socializing.

Figure 2: On-campus and off-campus activity allocation: Hour comparison



(NSSE, 2017)

The figure highlights that students who live in residence reported spending more time, and being more engaged, in multiple domains of student life.

Engagement does not just take place between students, or students and a facility – it includes connection with university staff. Identifying opportunities for relationships to be fostered between students and staff is necessary. Kuh and colleagues note that student and staff relationships are a sign of a supportive campus environment (2005). Students also reported that having relationships with staff was a primary reason for their engagement (LaNasa, Olson, & Alleman, 2007). Porter (2006) reports that smaller schools with lower student-professional ratios report greater engagement levels. Applying this logic, any proposed new residence building will require additional personnel to be effective.

2.6 Community and Belonging

Sarason (1974) was the first researcher to explore a student's sense of belonging and community in residence. Included in the description of having a sense of community is having a feeling of "belongingness" (in Rodger, Johnson & Wakabayashi, 2005, p. 88). Krause and Coates (2008) note that a sense of belonging is a significant component of student engagement. In a study conducted by LaNasa, Olson, and Alleman, on-campus students reported having higher participation in activities than those living off-campus (2007). Residences provide students the opportunity to immerse themselves in an environment of peers, programming, and community.

Students may not always be able or willing to take advantage of the opportunities to connect with the community around them. Students living in residence may not be considered a likely population for loneliness; however, seclusion and isolation occurs regularly just like in other environments (Esbaugh, 2008). Loneliness, lack of and/or change in friendships, uncertainty in how to connect with campus resources, and the innate pressures of higher academics play key roles in students experiencing disconnectedness (Pittman & Richmond, 2010; Barreau, 2008; Andreatta, 2011; Marder, 2009). A student's sense of belonging is directly linked to self-efficacy, social networking, and scholastic achievement (Pittman & Richmond, 2010; Read, Archer, & Leathwood, 2003). The notion of friend-sickness (Paul & Brier, 2001 in Buote et al., 2007 & in Marder, 2009) is a recurring theme in academic research, describing where first year university students find themselves without friends or social networks; they are lacking a community (Marder, 2009).

While a student's personal characteristics may play a part in loneliness, socialization and living spaces are factors that contribute heavily to student isolation (Esbaugh, 2008). Intentionally designed communal spaces, in concert with programming by staff, can help combat loneliness. In order to meet the current student demographics' interest in campus community engagement, constructing environments that promote social interaction and facilitate connection is crucial (Brazzell, 2001, in Kinzie & Mulholland, 2008). When spaces are designed to promote socialization, the institution provides a format for peer engagement. This style of interaction is not to be ignored. Hu and Kuh (2003) state that, "peer interaction has both direct and indirect effects on how much students learn" (p. 321). Peers and friends are a crucial part of student success and the residence experience. Healthy iterations of both peer and friend relationships provide students with support, guidance, and connection to additional communities to belong to (Kuh et al., 2005).

Engaging students goes beyond the experience of belonging or the opportunities to build community. The key ingredient to a positive and successful learning experience is involvement (Astin, 1985). Astin's (1985) extensive research on the student involvement theory contains many facets, the first and foremost simply being that "students learn by becoming involved" (p. 36). Indicators of an involved student include living on-campus and being provided opportunities to engage with other students regularly (Astin, 1985). As per studies and theories highlighted above, the residence experience offers students a plethora of opportunities for both.

Residence buildings and floors are inhabited by unique individuals who arrive with their own identity, preferences, and experiences. Students living on-campus tend to be involved in higher instances of interactions with people unlike themselves (LaNasa, Olson, & Alleman, 2007). Regardless of room placement formula, it is realistic that students will exist in a space filled with diversity. There are two key messages in residence culture that are necessary to consider in residence building design. The first is how individual culture is welcomed, and the second is how multiple groups collaborate to develop their own sense of culture. These themes parallel two of the three diversity levels Hu and Kuh (2003) identify: diversity in student demographic, interactions between students, and how diversity is presented in academic curriculums. This review explores only the first two levels as diversity in academic curriculum does not specifically pertain to this project.

Students' diverse cultures may affect their sense of territoriality. Territoriality is an ecology-based concept that refers to the power dynamics and perceived ownership of a physical space (Strange & Banning, 2001, in Kinzie & Mulholland, 2008). The concept of territory is not new to literature on student housing. McMillan and Chavis (1986) identified a residence's designed space to as one of three primary factors in developing a sense of community. The descriptor the authors use to define ownership of space and community building is "territorial" (in Rodger, Johnson & Wakabayashi, 2005, p. 88). This highlights the importance of providing students a physical area for them to take ownership of. Definitions of residence communities, whether by floor, building, or neighbourhood, can lead to students electing to or avoiding taking ownership of the space. In a shared setting, creating spaces that encourage multiple individuals to become territorial can be a challenge, however, it is an important component to building design. Architecture itself provides a wealth of opportunity to ensure territoriality can occur. Awareness of accessibility structures, symbols, and privacy are aspects of architectural design that influence how culture is both welcomed and created (Kinzie & Mulholland, 2008). The layout of spaces influences how and when students casually interact with one another. Housing professionals are actors in creating and promoting diverse interactions and varied student connection (Shushok, Farquhar-Caddell, & Krimowski, 2014).

The student population and student diversity are continuously increasing. In 2001, more than half a million international students were attending post-secondary institutions in the United States (Hu & Kuh, 2003). Encouraging multiple groups to take ownership of shared spaces is important for embracing the multicultural diversity of the student population (Kinzie & Mulholland, 2008). As the increase in student diversity continues, attention to the flexibility of residence spaces to accommodate and support such diversity must be attended to.

Further to architectural design, culture is established by the artifacts, symbols, and artwork found throughout the community. Possible examples of cultural artifacts may include internationally-represented flags or a statue of a well-recognized human rights activist (Kinzie & Mulholland, 2008). In addition, smaller scale intentional details can increase a student's connection with the environment. Personalized additions and décor, such as photographs, presented in buildings allow

students to see themselves in the space. Embracing the individual and collaborative identity of a space must be mutual and consensual. The more transparent the process, the more opportunity for engagement and positive inquiry (Wenger, 2011). This largely inexpensive option may result in students feeling more engaged with space as their own and increased respect for the environment, as they played a role in creating it (Kranzow, Hinkle, Muthiah, & Davis, 2015).

A further aspect of culture mentioned in the literature is sustainability. The UVic campus prides itself on being a 'green' campus, and has LEED Gold Standard residence buildings (University of Victoria, 2017e). Advancing the sustainable agenda not only contributes to culture, it promotes an institutional value that students are passionate about (Deninger & Swift, 2009; Palmer, Broido & Campbell, 2008). Some students are not interested in simply living in an environmentally mindful residence, they want to actively contribute to the environmentally-conscious lifestyle. (Pamler, Broido, & Campbell, 2008).

Gathering spaces for food making and sharing is a thread in literature and active practice. UVic's RESS is currently wrapping up production of a communal cooking facility (K. MacLeod, personal communication, March 2017). A kitchen enables additional styles and types of programming. IN a recent study, in-building kitchens were found to be one of the two leading reasons for student satisfaction (Amole, 2009). Referring back to the significance of Oxford's dining hall, a conclusion can justly be made that food-friendly spaces are areas for community building.

2.7 Academic Achievement

Student engagement impacts both building community, and academic success (Kuh, Cruce, Shoup, Kinzie & Gonyea, 2008). There is strong evidence that scholastic achievement is influenced by a student's environment. Student interpretation of how welcoming a campus environment is impacts their conduct and their academic performance (Kinzie & Mulholland, 2008). Krause and Coates (2008) state that students are not just adjusting to a new living style when they enter post-secondary, they are also adapting to a new style of learning. Students shift from a more passive style of education in secondary school to a more involved, active way of learning. Making this adjustment requires students to adopt self-management habits to become more independent in their learning.

Developing shared spaces that meet the needs of current and future cohorts of students in residence has a larger purpose than creating a comfortable environment and enjoyable housing experience – spaces can impact student academic success. In a study by McCluskey-Titus and Oliver (2001) the parallel between residence environment and academic outcome is demonstrated by a student's sense of belonging correlating to the cohort's overall grade point average (GPA) (in Long, 2014). It is interesting to note a separate study found that residence students identified the inability to study within residence halls was a primary stressor (Dusselier et. Al, 2005, in Long, 2014). It can be interpreted that if the opportunity and space to both socialize and study are available for students, engagement and academic achievement are attainable.

2.8 Housing Professional's Role

The residence experience exists in the realm of higher education and learning. Being mindful of this context, it is important to position residence community building practice as an educational deliverable - a task that belongs with housing professionals (Palmer, 1987, in Strange & Banning, 2015). Defining who is ultimately responsible for student engagement and connectedness is beyond the scope of this literature review and research project. While students have a part to play in defining their experience, leaders in the housing profession serve to create community (Wells, 1996 in Strange & Banning, 2015). Housing professionals have a wealth of opportunity to influence each individual student as well as the overall residence community. Developing and offering programs is a role of many housing professionals. However, Kuh et al. (2005) argue that simply designing and hosting programs is not sufficient – housing professionals have the duty to make students want to invest in themselves by attending programs. Kuh and colleagues (2005) use the example of purchasing a gym membership versus regularly attending a fitness facility to highlight the difference between creating programs versus engaging students. It is not enough to just buy the gym membership to become fit, one must attend the gym. Similarly, it is not enough to just design and staff residence spaces and programs; students must visit the spaces and attend the programs to gain their benefits.

Spitzberg and Thorndike (1992) view the intersectionality of housing construct and holistic, inclusive program design to be increasingly difficult. This is derived from the layered challenge institutions and housing professionals' have in celebrating increased student diversity and acknowledging broadening student needs while also maintaining equitable opportunities for students (in Strange & Banning, 2015). The importance of housing professionals and paraprofessionals, and their influence on the residence experience for students, is critical. Authors Murphy and Purkey (1981) argue that housing professionals contribute to "invitational engineering". This is defined as the core of where social interaction and a sense of belonging are intentionally created for students (in Shushok, Farquhar-Caddell, & Krimowski, 2014). Investing in invitational engineering requires housing professionals to assume the role of a social engineer. A social engineer takes leadership on community facilitation, supports students to act as agents in their learning, and provides ample opportunity for students to be active in their student journey (Shushok, Farquhar-Caddell, & Krimowski, 2014). This notion has been adapted over time by housing professionals. It often takes form of staff creating opportunities for holistic student learning that goes beyond the walls of academia. In order to achieve invitational engineering, one of the opportunities cited, beyond programming, is the design and use of shared spaces for residence students within their accommodation communities (Shushok, Farquhar-Caddell, & Krimowski, 2014).

Housing professionals have a challenging task. A new cohort of residence students is created each academic year. Each of these cohorts differs in preferences, interests, behaviours, and investment. Investing in rapidly changing cohorts of students while meeting long-term strategic deliverables is a dynamic task. The balance of pursuing long-term tasks while in a constant state of change is

delicate. Beyond interest types, financial and operational boundaries are additional ingredients to balance while also focusing programs around students (Shushok, Farquhar-Caddell, & Krimowski, 2014; Strange & Banning, 2015). A solution is to capitalize on student input. Listening and incorporating feedback from the target population, residence students, has become more than an expectation, it has become a need. Without this feedback loop, housing administrators may not be making decisions that best fit their population.

2.9 Conflicting Evidence

This project assumes the proposed new UVic build will incorporate shared spaces in some form. While there is overwhelming evidence to support community spaces in residence and their positive impact on a student's holistic experience, there are studies that have found contradicting data. One study found that while kitchenettes were a primary indicator of student satisfaction, other common spaces did not impact a student's satisfaction (Amole, 2009). Another study found residence students preferred to create their own social circles and spend time with them in their room accommodation, not communal spaces (Davis, 2010). A third study identified forced social interactions led to stress amongst residence students, however this was attributed to overcrowding and extremely high-density on-campus living arrangements (Rodger, Johnson, & Wakabayashi, 2005).

While the information these studies provided may be accurate within their own contexts, the consensus of research results suggests that shared spaces in student residences are associated with generally positive outcomes. Kuh and colleagues (2005) recommended that educational bodies consider residence communities filled with academic and social support to be among the top practices to follow. This project was conducted under the assumption that shared spaces are integral and meaningful in the residence construct and experience.

2.10 Conclusion

Once a space is built and welcomes students to make it their own, the work is not done. Wenger (2011) proposes that we should think of spaces for peer learning as *social learning spaces*. The spaces focus on the relationships and community that can be built within the physical construct – be it via remote community of practice or in-person classroom (Wenger, 2011). The concept of social learning spaces is used broadly by the author and is relevant to this project. The notion discusses how accountability and expressibility play a role in developing trust and opportunities for socialization and growth (Wenger, 2011). These themes were raised in the current literature explored above. A transferable statement from Wenger's (2011) work is that the idea behind combining socialization and learning in one is not a novel concept, it has been occurring for quite some time. Whether formal or informal spaces, learning and community co-exist. The innovative component is intentionally creating safe spaces and welcoming places for people to participate in dynamic interactions (Wenger, 2011). Community building, formal programming, and casual interactions exist in residence communities on a regular basis. A gap in the current building design

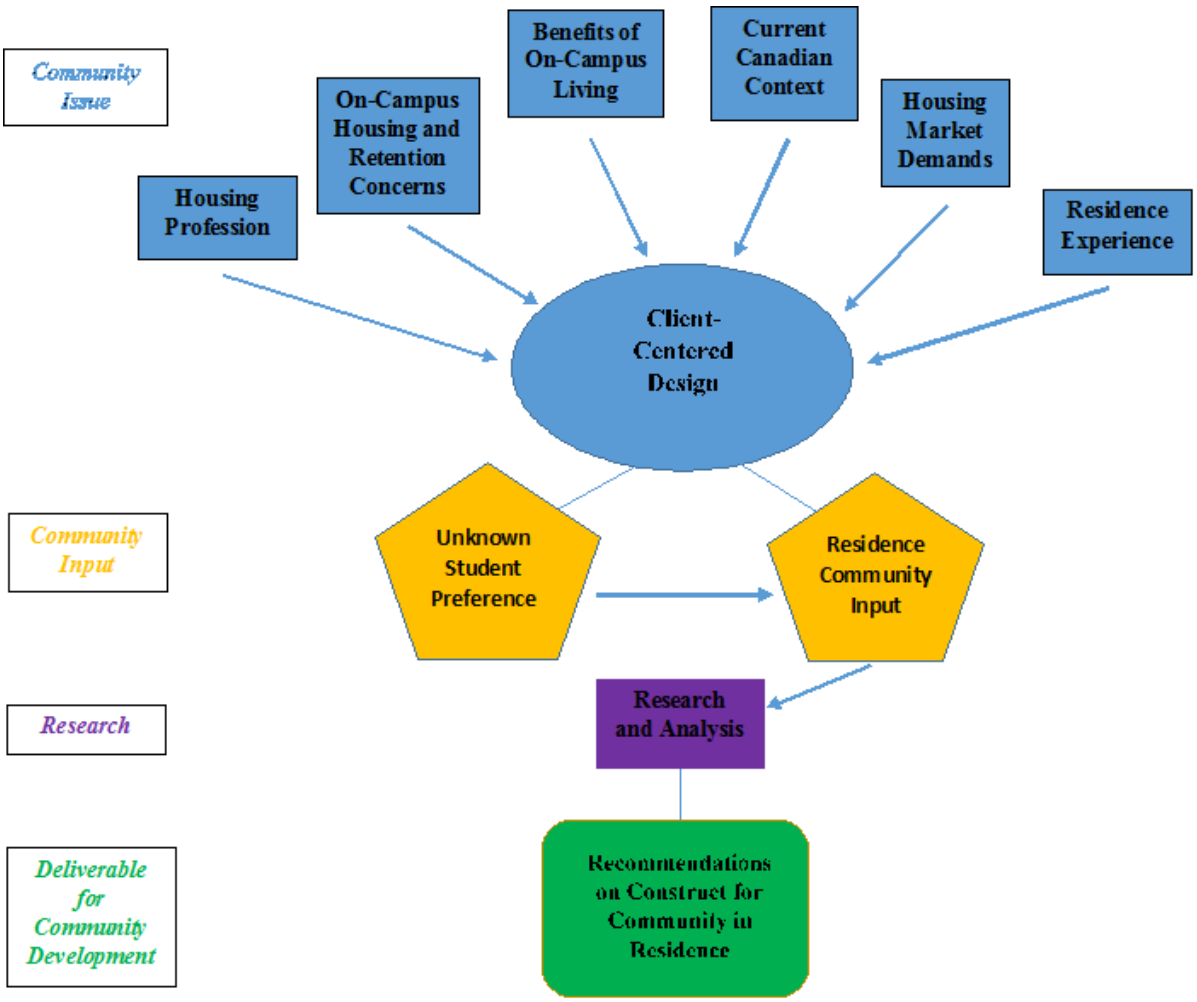
practice is the consideration of intention and diversified stakeholder input into the design of physical areas. The active research discussed below seeks to fill a void in current literature. Applying the findings from the above literature review into shared residence spaces gives students the best opportunity to thrive in a social learning space.

2.11 Conceptual Framework

The conceptual framework for this project is rooted in the current state of residence housing, as identified in the background, client information, and literature review. The information collected guided the creation of questions to respond to the client's inquiry of how to build shared spaces in residence buildings for future cohorts of residence students that both meet their needs and set them up for academic and personal success. The conceptual framework acknowledges the role and responsibilities of housing professionals, policy, and programing while eliciting content from current students and student-staff on how to improve current and create new community spaces within the geographically bound residence community to maximize benefits to student life in residence.

Drawing data directly from the community the client's project impacts is a core component of this framework. The client and researcher acknowledge replicating the residence experience with students who have not lived on campus in current buildings or students from other universities would not yield adequate results. Gathering input from current student and student-staff experiences, interests, and preferences advantages both the target community and client. The residence community-driven focus of this project is a foundational element.

Figure 3: Conceptual framework



3.0 Method and Methodology

This research project focused on two specific methods. First, a literature review was completed to provide a broad overview of topics relevant to this research. The intention was to create a foundation of knowledge for the findings of this research to be built upon. The second component involved conducting focus groups to collect information from two key demographics: residence students and RLE student-staff. The target participants represent the two stakeholders who will live and work most regularly in the residence building once completed. The objective of the focus groups was to identify current uses of shared spaces in residence, style preferences of communal places, and amenities or features students identify will set them up for personal, social, and academic success. Using a focus group method is beneficial when detailed information is not known about the topic (Liamputtong, 2011). This approach complemented one of the rationales for this study, which was to fill a gap in current academic research and literature.

The project client and researcher identified three potential participant groups: residence students, residence paraprofessional staff, and a professional team of Residence Life Coordinators (RLCs) – the RLE professional staff who supervise the paraprofessional staff. To best meet the objectives of this study residence students and paraprofessional staff were identified to give the best information on the topic from two different perspectives. The RLC demographic did not have the current live-in experience of using and programming in shared spaces and therefore was not selected to participate.

The methodology for utilizing focus groups was to collect information about shared spaces without leading the participants to answers. Focus groups were ideal for this research study. According to Liamputtong (2011), this methodology provides a platform to assess what the target demographics' experiences and opinions were without asking them to reach a final decision or consensus on questions. In addition, casual forms of conversation that occur in focus groups may reveal more material about their experience than alternative methods (Kitzinger, 2005, in Liamputtong, 2011). A less-structured approach was used for these focus groups. Asking open-ended questions and loosely facilitating dialogue enabled participants to freely share answers to the posed questions and converse with one another. This style of focus group situates the researcher as a dialogue facilitator to encourage dialogue amongst participants and prevents participants from simply answering the posed questions (Liamputtong, 2011).

Focus groups were facilitated in March, 2017. There were four sessions hosted for residence students, comprising a total of 15 participants and three sessions for student-staff with a total of 10 participants. Focus group sessions lasted between 70-90 minutes. The residence students and student-staff had unique questions posed during the focus groups. Participants were instructed that the final component of the session was an activity where they had the opportunity to illustrate what they would like shared spaces to look like. After the verbal engagement had concluded, the artistically creative component of the focus group commenced. During the drawing period participants were able to continue un-facilitated conversation.

3.1 Participants

This project used purposive sampling to recruit participants. Purposive sampling is used to collect a representation of a population that share particular demographic traits (Battaglia, 2008). There were two separate participant groups identified:

Group one: current UVic residence students

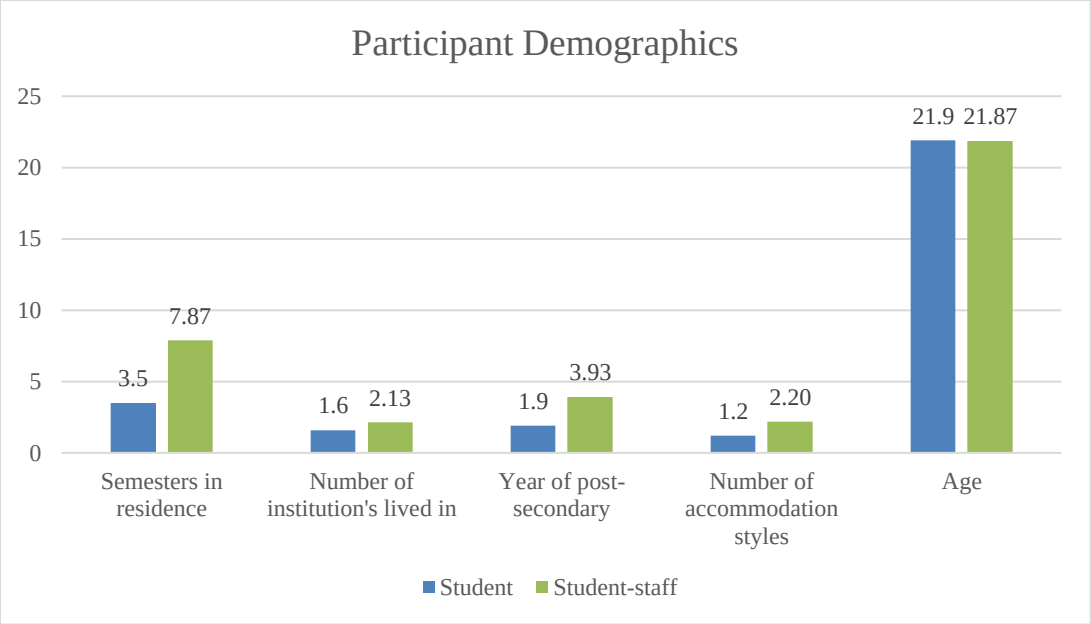
Group two: current UVic RLE student-staff

The primary shared demographic for each of the two participant groups was to be actively involved in UVic residence and live on-campus. The differentiating factor between the two participant groups is group one lives in on-campus accommodation solely, while group two both lives and works in the residence communities. Students who live in residence were selected to provide information as users of shared spaces in residence. This demographic has daily interaction within the spaces for a variety of reasons including academic, personal, and social activities. Residence students were invited to offer insight into their experience of using shared spaces for any and all reasons, styling and feature preferences, accessibility for building relationships with peers, and what spaces they did not favor. Student-staff, also identified as paraprofessional staff, were identified to share their experience living in residence and also using the space as a resource for their staff deliverables. This includes programming for the residence community, facilitating relationship building amongst residence students, and hosting welcoming spaces for students to gather.

Recruitment practices were similar for both participant groups. RESS provided administrative staff to act as a liaison between the researcher and the participant populations. Resident information was separated by those who fit the criteria of group one and group two. Posters and written information describing the research project were sent via email to potential participants with proposed focus group schedules from RESS administrative assistants under the direction of the RESS Director. Individuals who elected to take part in the study contacted the researcher via email or phone, who subsequently provided them with the consent and participant information form for their review. If comfortable moving forward, the participant selected the scheduled focus group time that worked best for their schedule. If no times worked and the participant was still interested, they had the opportunity to be contacted directly in the case of additional focus groups being scheduled. Two sets of communication were sent to each participant group. Participation for both group participants was voluntary.

Seven focus groups were hosted in March of 2017. Three sessions were catered to student-staff for a total of 15 participants. Four sessions were catered to students for a total of 10 participants.

Figure 4: Focus group participant demographics: Average quantities



It is of interest that although the average age for student participants was high, the mode was 18 years. The age range for student participants was 18-46 years. In contrast, student staff presented with a mode of age 21 years and a range of 20-24 years.

3.2 Data Analysis

The researcher analyzed focus group notes, transcripts, and illustrations. A content analysis was used to identify major themes and trends in data from both participant groups separately and jointly. Specifically, a conventional content analysis was used. This qualitative analysis tool is generally used without preconceived language or ideas of emerging research trends (Kondracki & Wellman, 2002, in Hsieh & Shannon, 2005). In its place, the researcher for this project occupied herself with the data collected to identify trends, as recommended by Kondracki and Wellman (2002, in Hsieh & Shannon, 2005). The thematic analysis conducted identified key focus areas from each participant group. These were examined separately and then together to identify bridges and gaps between the two.

3.3 Project Limitations

There were two primary limitations for this research project. The first was that participants in both groups self-selected to participate in the study. This led to focus groups having smaller participant numbers than originally planned for. In order to ensure quality data was collected, the researcher focused on reaching data saturation. While there is no minimum number of sessions or participants in qualitative focus groups (Fusch & Ness, 2015), reaching data saturation is critical. Data saturation occurs when three criteria have been met: “there is enough information to replicate the study (O’Reilly & Parker, 2012; Walker, 2012), when the ability to obtain additional new

information is not likely (Guest et al., 2006), and when further coding is no longer feasible (Guest et al., 2006)" (Fusch & Ness, 2015, p. 1408). These criteria were met in this study.

The second project limitation was the sense of ownership participants have over the proposed new build. Developing a building is extremely exciting, however students who will only live on-campus for one or two semesters may not identify with the project. There is no obvious gain to individuals in that they are unlikely to benefit from the new build and not directly improving their own residence experience. This was a difficult limitation to overcome. In order to provide participants with a benefit, RESS provided ease of access to the focus groups and complimentary food for participants.

4.0 Findings

4.1 Introduction

This section introduces the research findings from the study. The chapter is presented by category of key themes identified in the focus groups. A thematic analysis was conducted to distinguish key pieces of data in each of the two respondent groups. This process identified many parallel and complementary findings between the two groups. With this discovery, the themes were collated and presented by overall themes. It is noted when a theme is only relevant to one participant group. This is in part due to different questions being asked each participant group as well as their experiences in residence as staff and student versus only student.

In addition to responding to questions, both participant groups were given the opportunity to visually illustrate the type and styling of shared spaces they would like to have in a new residence building. A summary of the main themes identified from the illustrations is presented below.

4.2 Preferential Places

Students and student-staff were asked to identify areas within residence, on the UVic campus, and in the wider community that they considered preferential for use during their unscheduled time. Both groups were asked to identify characteristics and features of the spaces they considered to be ideal. Student-staff were asked this question through the lens of creating programs for residence students: what spaces did they consider best for programming? Each focus group session in both participant groups reported that remaining within residence was ideal for their personal time – whether for casual, independent activities or for intentional program hosting. The most popular area to spend time socially and to host programs were the building lounges.

4.2.1 Socializing

All groups reported, without prompt, that they elect to spend the majority of their unscheduled time on campus and in residence. The spaces that host most of their activities are their own rooms, rooms of their friends, and building lounges. It was reported that these spaces are the most "homey" and are identified as being within their comfort zone; students were familiar with the space, the people using it, and they had shared or personal items stored in the spaces.

The lounges were identified by students as the most important place for connecting with other students in the first few weeks of the academic year. Students stated they felt safer and more confident building relationships in a shared space like a lounge. The alternative option, inviting students into their independent rooms, was reported as being less ideal because students felt like they were forced to display and share more of their personal selves with new people. They reported that two factors contributed to this feeling: the smaller size of student rooms and the personalization of the rooms with photos and items that are special to their history and personality. The lack of seating was commented as an additional downside to inviting new friends and peers into their personal rooms as RESS provides only a bed and one desk chair in residence rooms. Students appear to keep these individual spaces private from the students on their floor and in their

building. Students reported that they rarely bring off-campus visitors into their rooms unless they are well-known friends or peers. Students also stated they are not likely to bring off-campus visitors into the lounges.

In addition to lounges, which were unanimously described as the most used spaces in residence buildings, students also reported gathering in hallways and entry ways. These locations were identified as providing two key functions of socialization. Firstly, they are convenient, easy to access, and residents are easily able to see who is gathering together. Secondly, these spaces are generally not used by students to study or to host programs. When people casually gather in these spaces they are not intruding on other events or study spaces. This highlights more than just the benefit of social gathering places; it demonstrates that there is need for additional spaces in residence buildings for students to gather – and for varying reasons. Students identified they socialize less because they do not want to intrude on academic or small-group activities often hosted in lounges. This observation is further explored in later sections.

Students identified that they spent significantly more time on-campus than off-campus. When they did venture into the wider community, they generally left to utilize a space not available on campus, such as a beach, or to enjoy restaurants or cafes. Students reported dissatisfaction with meal options on campus – they opt to venture off campus for additional and varied food options. Students stated they preferred coffee shops and cafes off-campus that had individual personality to them – they enjoyed finding a space their personality was reflected in. Examples of this included cafes with local and rotating art hanging on walls or where the barista took time to learn their names and remember them.

4.2.2 Programming

RESS student-staff host programs on- and off-campus. On campus, paraprofessional staff primarily leverage guest lecturers, athletic facilities and outdoor spaces. In residence, they report using shared multi-purpose rooms or lounges for the majority of their active programming. Preferred multipurpose spaces are those that are visible to students walking by. The inclination of students to witness an activity or event, have their interest piqued, and then enter the environment is a common way student-staff attract participants. An on-campus space where student-staff host programs is the Residence Resource Hub. The Hub is a collection of multi-purpose community spaces located in the basement of adjoining buildings in the Lansdowne residence community. These spaces include academic centers, a soft-seating space for health and wellness programs, and a large gathering space with additional technology amenities. All spaces are bookable, and some are available for drop-in. These spaces are popular for programming as they offer larger spaces and additional features compared to lounges.

Some Hub spaces are located in underground buildings, which is not conducive to visibility or accessibility. A repeated concern with the Hub is the difficulty students have in finding the spaces. Of the Hub spaces, the Residence Underground (RUG) was noted many times as being beneficial with its technological capabilities and collection of games, including a snooker table. The

Academic Resource Center Classroom (ARC/C) was noted as being important for programming as it is organized like a classroom, with a built-in projector, moveable furniture, and wall-mounted whiteboards.

On-campus spaces are preferred to off-campus spaces for programming as they are generally free of charge for booking and are no-cost for students, whereas off-campus options generally involve transportation and activity charges. Student-staff highlighted that they prefer to venture off campus for dining options as there are limited facilities on-campus to meet this programming and social needs. Other programming options met by off-campus sites include museums, outdoor spaces for hiking, and games rooms. They report that these mediums assist the staff in facilitating relationships amongst the residence students. An additional benefit of off-campus trips is that student-staff report students may experience something not otherwise available to them. They report conversations with residence students about off-campus opportunities positively pushing comfort zones. Conversely, off-campus options do not have the safety of students leaving as easily if they are not comfortable with the activity.

Lounges were reported as being the overall most popular space. Student-staff reported that programming in lounges is beneficial for students due to the ease of accessibility, comfort, and ownership of the space. Another benefit of using the lounge is the opportunity for increased participation and student involvement. One student-staff reported that moving programs outside the lounges or building risks lowering participation numbers. Another added that students only able to attend a portion of a program were far less likely to walk to an alternate location alone. The proximity of student rooms to the lounge enables high levels of access and drop-in.

4.3 Areas for Improvement

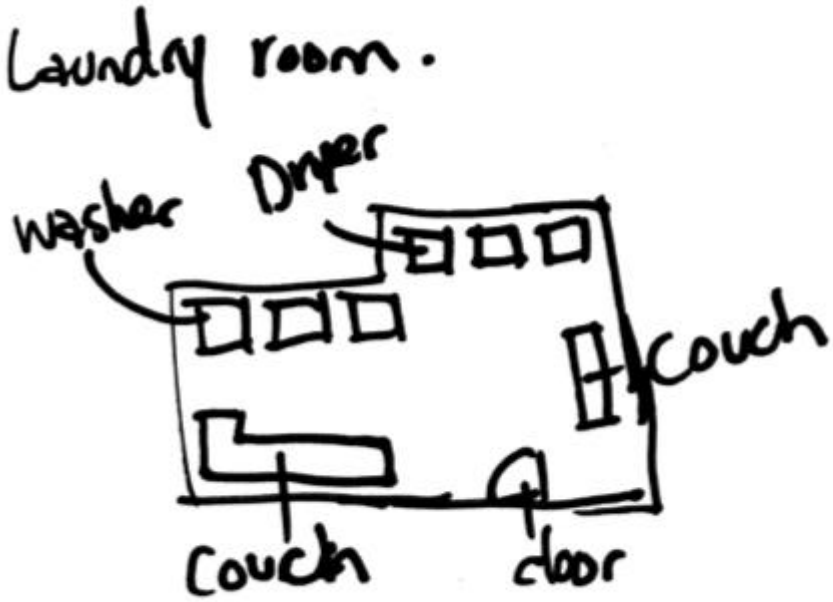
It is clear from the section above that students prefer to spend their time studying, socializing, and relaxing in the residence community rather than in other places on- or off-campus. Shared spaces in particular, predominantly lounges, were identified as the most desirable place to spend time. This section expands on why students and student-staff prefer shared spaces. In addition, a summary of both participant groups' assessment of shared spaces they enjoy and do not enjoy is provided.

An area that both participant groups stated they intentionally avoided was lounges in basements. Some buildings in residence have shared spaces located on the bottom level, or below ground. These spaces were characterized by the participant groups as being cold, industrial, and dark. It was also reported that furniture seemed older and was hypothesized students removed furniture inventory form the lounge into their personal room spaces. Participants believed this lessened the amount of furniture and amenities in shared spaces with lower usage and less traffic.

Another space participant groups commented on disliking were laundry facilities. Participant groups acknowledged the need for shared laundry spaces, and at the same time described displeasure in loading up their laundry, moving it sometimes down many flights of stairs, and

repeating the action until their loads are completed. To combat this, students recommended having soft seating and tables in the space. This would enable them to study, read, or socialize while changing over laundry loads – a much more efficient use of their time. Student-staff suggested that laundry facilities could be incorporated into a larger multipurpose space, separated by a window-filled wall. This would allow residents to conduct their laundering while also socializing, cooking, studying, or conducting any other activities the adjoining room permitted.

Figure 5: Participant representation of suggested laundry space.



Both participant groups reported spaces being undesirable when there were limited opportunities to adjust light, heat, or air flow. It appeared to be especially frustrating for the participants when they reported having locked balcony doors or windows. They reported that this negatively impacted the amount of time they spent in the space – as their discomfort increased, their length of stay decreased. Light was a regular topic of discussion, with many requests being made for increased natural light and windows.

4.4 What Participant Groups Desire

This section outlines the types of spaces, amenities, and features participant groups recommended as key considerations when planning a new building. It surprised the researcher how many similarities each participant group had; the spaces named were very comparable – as were the reasons for their use.

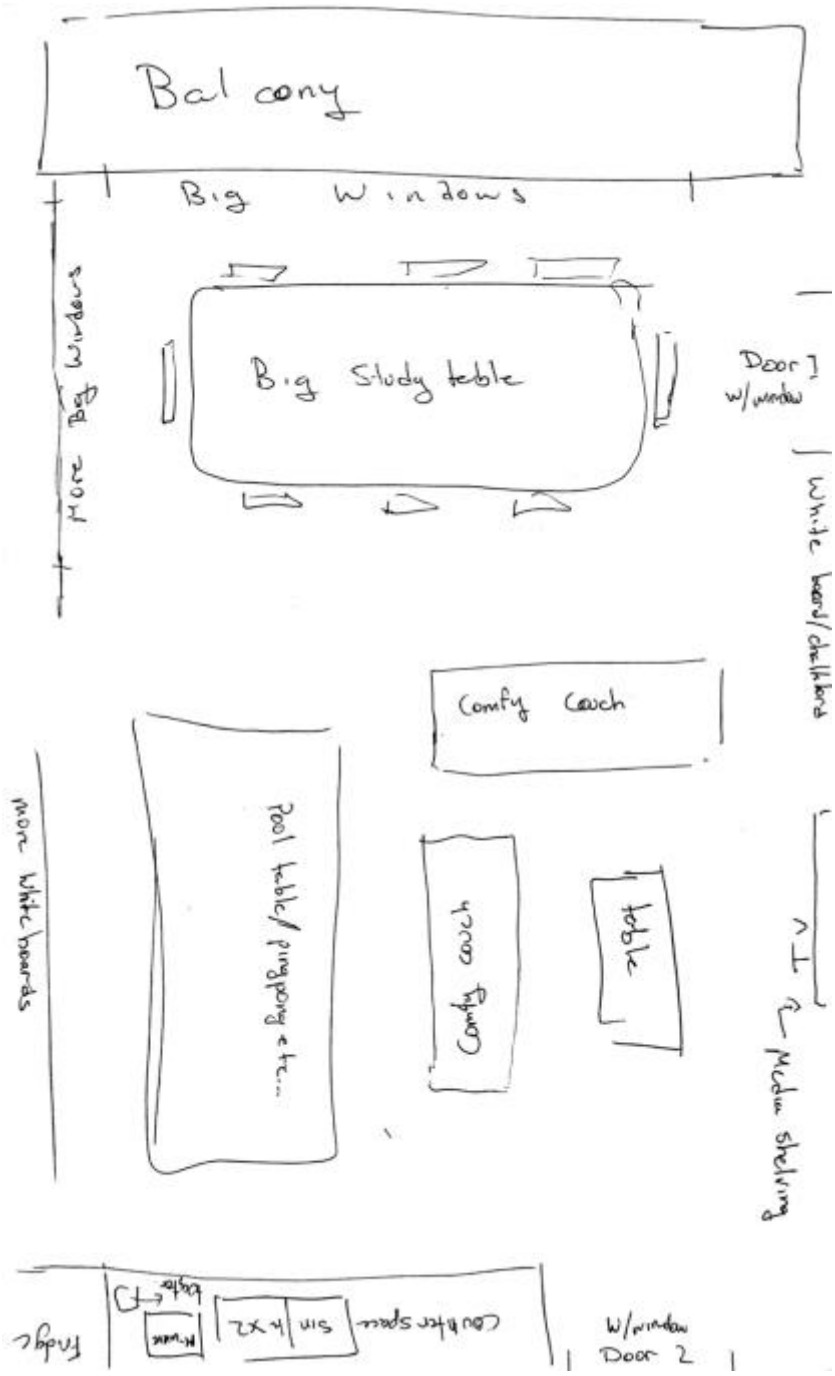
4.4.1 Spatial size and style.

Students and student-staff explained that spaces with designated purposes would be incredibly helpful for them in the proposed new build. The unanimous expression of interest for more varied communal spaces with purposeful uses was a clear and constant message. There was variance in the suggested composition of these spaces – some reported multiple small spaces scattered throughout a building would be better. More than half of the conversations around styling landed on having a primary area that was large and multifunctional with fewer smaller break-out rooms, all with specific purposes. Some participants offered that having a large space with sub-spaces would be best, such as a large space with completely cordoned off cubicles or small rooms on the periphery. Students who recommended this option felt that having everyone in the same physical area while having the option to engage with varying activities was best for building a sense of community. The presented opportunity of taking breaks and having other activities and peers immediately beside them was preferable. Other participants suggested a variant of the designated space idea. The second notion posited was to have separate spaces all together, such as having one room that is a kitchen, one room for television or games, and spaces for individual or group studying. The primary need identified in this option was to separate academic space from social space – the key configuration being separate study areas.

Current lounges that are big seem nice in theory, but student-staff report they would prefer more spaces with targeted purposes that are smaller in size. Many formats of this were proposed. One of these options would be to have more separate spaces. In favour of having larger spaces with multiple functionalities, having half-wall or mobile dividers within the room to separate activities would be preferred. As long as the spaces reasonably meet the needs of the size of the building, both participant groups stated they would be willing and able to adapt their activities to the space as necessary, so long as it was permissible.

The single most desired space by both participant groups, and every focus group participant, was kitchen space. The second most-requested feature was shared spaces with intentional purposes, especially academic areas. Both participant groups recommended this could look like a combination of spaces that students from the entire building, not just floor, could access. The top three requested focuses of the spaces are kitchen, social gathering spaces, and study spaces.

Figure 6: Participant illustration of preferred multi-purpose, adaptable community space.



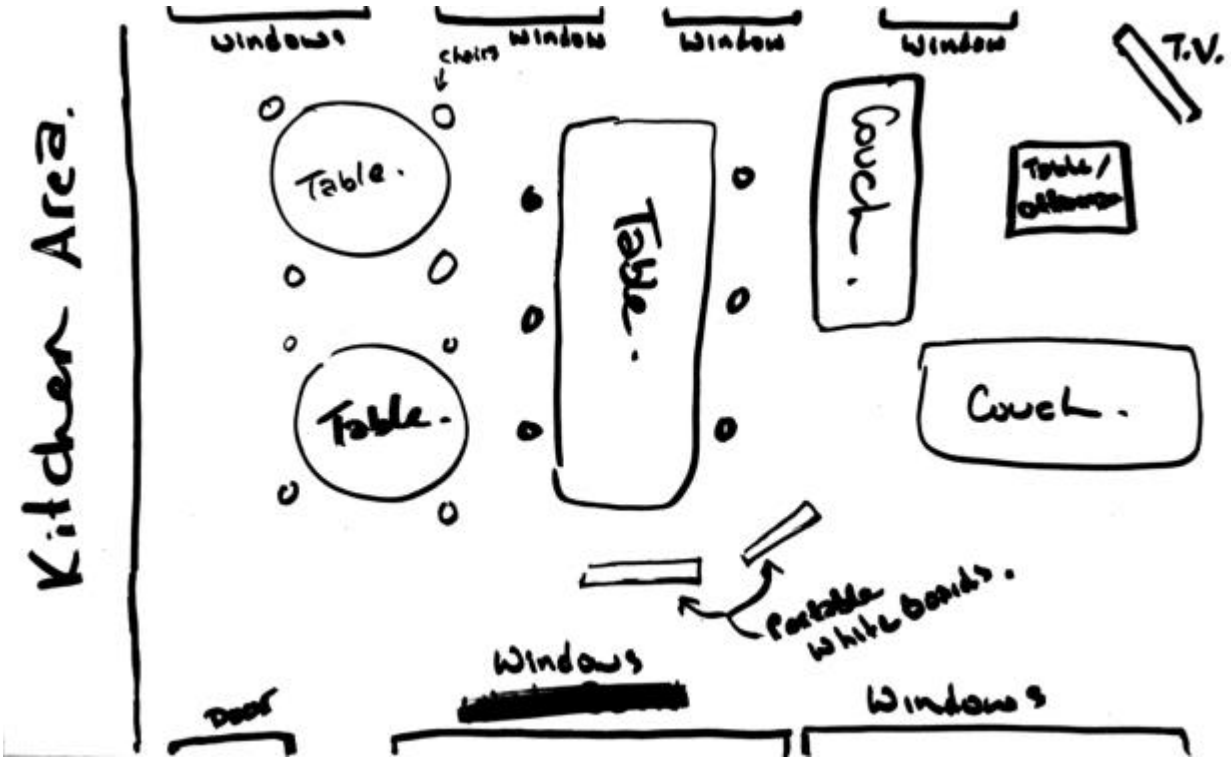
4.4.2 Community of cooking.

Kitchens were undoubtedly the largest conversation topic across participant groups and within each focus group. Fridges, microwaves, toasters, storage cupboards, and increased counter space were the most coveted items. When prompted for the ideal kitchen set-up, all participants from both groups unanimously agreed that full kitchens would be ideal for their residence experience. If that was not an option for them, complete kitchenettes would be acceptable. The emphasis on the full-kitchen options was elaborated in conversations about building community by sharing in meal preparation and group dining options. Student-staff and students alike raised many examples of how they would use a kitchen for intentional programming and casual, peer-prompted events. These included study brunches, making study snacks, make your own sushi and pizza nights, baking celebration treats, and weekly dinners with friends.

Students reported that having the option to study in a space similar to a kitchen table, near cooking facilities, would be attractive to them while working on low-stakes homework assignments. The ability to access beverages and food was very important. For more serious or critical study tasks that required minimal interruptions, students referred back to having a separate study room.

The kitchen was also a prevalent request because it is viewed as an alternative to eating at the cafeterias on campus. Both participant groups noted undesirable experiences and options at the general food service outlets. While the importance of ease was stated, the notion of cooking some meals on their own was extremely popular. A popular recommendation by students was to offer students a partial meal-plan option. This would allow them to dine on-campus part-time and make their own meals in a kitchen facility part-time. It was shared by both participant groups that they experienced cooking and meal preparing to be a significant component of community building. In addition, it creates a platform for dialogue and invites conversation.

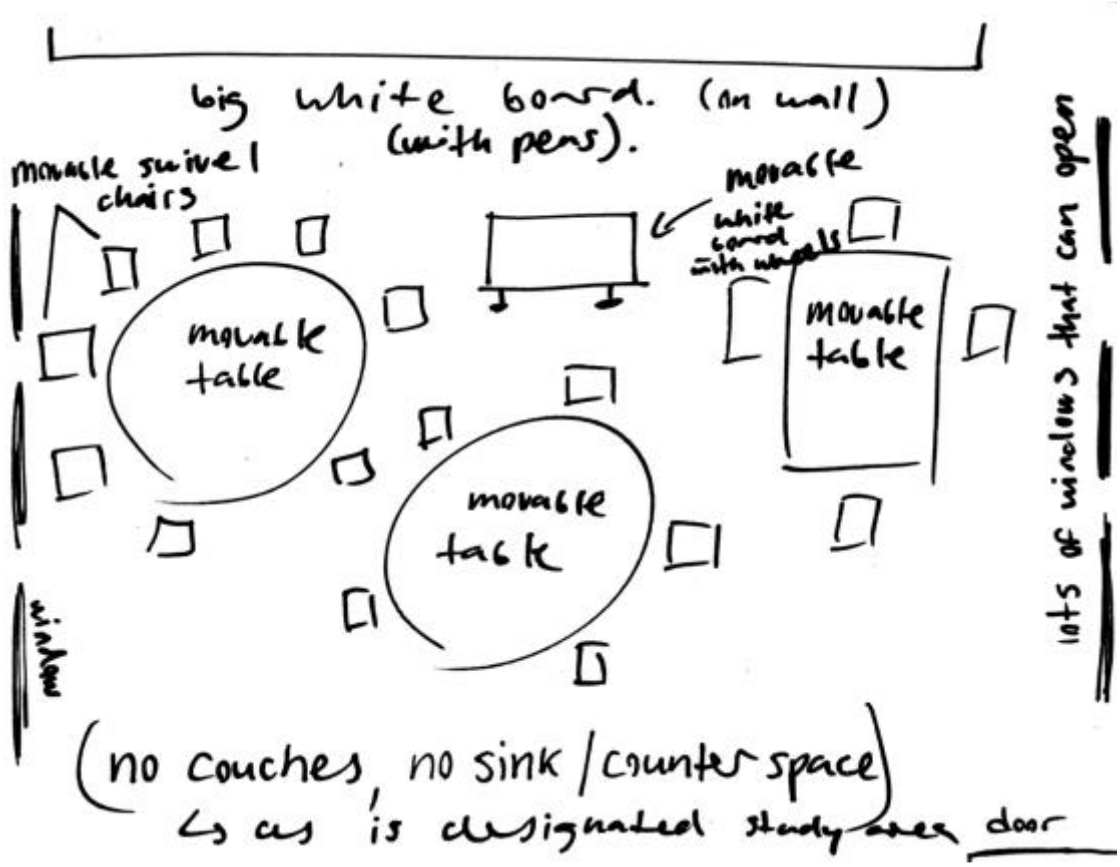
Figure 7: Participant representation of kitchen and community space layout.



4.4.3 Spaces for academic success.

Student-staff commented that providing shared spaces specific to studying would be an important component of building community among residence students. The opportunity to work on projects, create peer support systems, and informally hold one another accountable to academics would be a positive relationship building opportunity. Accountability was reportedly created when students were immersed in a space where peers were studying, encouraging them to focus on their own academics. Some student-staff involved in the current research have worked in Living Learning Communities (LLCs). LLCs are designated areas within residence for students with similar interests or in similar programs. It was reported that students in academic-based LLC communities use lounges almost exclusively for studying. Therefore, having designated study spaces that can meet the needs of academic activities as well as space for students who want to spend time in a lounge without disrupting studying would be beneficial. Beyond group study sessions, paraprofessionals that work in LLC and traditional residence environments agreed a large classroom-style space would be beneficial. There was mixed feedback on whether the space should be set up in a fixed-format or as an adaptable space. Some student-staff stated a fixed lecture hall might limit competition for space-bookings. More student-staff requested an adaptable space for large gatherings, neighbourhood events, or classroom-style presentations.

Figure 8: Participant depiction of favoured academic study area.



Students shared similar ideas about separating social and academic spaces. If there were limited communal spaces, students recommended using the same space for different purposes at varying times of day. For example, a multipurpose room would be allocated for social gathering during meal hours and as a study space outside that time. Student participants often referred to study rooms located in the MacPherson Library as ideal study room layouts. These rooms are reported as being able to seat 6-8 people around tables, with white-boards on the walls, and large windows facing into the main library space. These rooms are bookable through the library and are very popular. Residence students documented they would be very likely to use this type of space if offered in residence. Some examples of use of these spaces would be to construct homework assignments that require a large surface area for an engineering or science class, host group meetings for group projects, gather students in similar classes for study groups, and to work through equations or brainstorm on white boards. Students reported that they would not be likely to invite off-campus students into these rooms, unless for specific group project purposes where a general campus space was not available.

Another suggestion to meet the needs of academic areas in residences was a study room with cubicles for independent study. This idea was less favorable than group study rooms. It was

reported these are used less by participants and their peers when offered in the library, and therefore would be likely be less used in residence buildings.

4.4.4 Natural and outdoor gathering places.

Outdoor spaces were a common theme in both participant groups. There is no currently designated activity space outdoors beyond a field and a few small grassy areas. A communal space outside was suggested to provide opportunity for programming, socializing, and casual activities. Ideas to put this space to use included picnic tables for meal programs, grassy area for sports and lawn games, and opportunities for a residence community garden to be grown and cared for by residence students. Some participants suggested an area for volleyball or beach volleyball – these ideas were prefaced with acknowledgement these were particular requests, and they commented any outdoor area would satisfy the current perceived gap in outdoor options.

An example was raised of a creative outdoor space by a paraprofessional in a focus group about art installations doubling as a communal gathering place at another post-secondary institution they visited. The particular example that resonated well with the group was a creative art piece resembling stairs. The participant commented this became a gathering place outdoor for students to study, eat, and connect with one another. This style of interactive art for seating, studying or socializing could be an innovative use of green or outdoor space.

Both participant groups commented that they felt this was missing in the current residence communities. As well, they agreed that an outdoor option would not be for a single building, but for the entire residence community. The only useful option for outdoor spaces that currently exist do not have walkways not leading to the area, but rather around it. This left participants unsure if they were allowed to use the area. As part of a new build project, creating an outdoor space that invited student use and paraprofessional programming was mentioned at many points during each focus group.

4.4.5 Additional shared spaces.

The feedback above was widespread and conversations were saturated with content about kitchens, academic study areas, multipurpose rooms, lounges, and outdoor areas. There was less dialogue about spaces like lavatory facilities, exercise spaces, laundry facilities, and meeting rooms. Ideas surrounding these features are mentioned below.

A surprise to the researcher was the report of shared washroom preferences. Private shower stalls and bathroom stalls were reported as important features by each focus group. However, shared sinks were a favourable option. Students shared they enjoyed having a similar group to brush teeth with in the morning and in evenings. At the same time, privacy for toilets and showers were appreciated by those who lived in buildings with this style washroom and wished for by those whose buildings did not. A common dialogue thread of positive casual interactions took place while residents were brushing their teeth. Completely private facilities were not undesirable, however if shared washrooms are the path elected for the new design, increased privacy for showers and toilets were advised.

A noted benefit of single stall lavatory, shower, and toilet facilities was that it better suited all-gender living areas. It was noted by both participant groups that participants themselves or their peers felt more comfortable having space to use facilities without needing to identify with a single gender. The integration of individual stalls and communal sinks was raised in many focus groups.

Student participants requested a space that could be used as a small exercise or workout room. Focus groups discussed how a small space to practice yoga or perform body-weight exercises would be an asset in a residence building. Residence rooms often are not large enough for these practices that students refer to as being integral parts of their healthy living in residence. A bookable space to practice mindfulness or perform light exercises was raised.

Small meeting rooms were identified by both participant groups as being a consideration in a new build. Students suggested these rooms would be ideal neutral spaces for discussing concerns with a peer, engaging in distance interviews, and connecting with student-staff. Similarly, paraprofessional staff commented that small meeting rooms to sit down with students and discuss concerns or check-in would be beneficial. It was informed that these meetings currently take place most often in the paraprofessional's independent residence room. This is not always favourable by the staff or student involved. Student-staff reported that it can be uncomfortable to invite someone in to sit on your bed while peer-helping them through a sticky situation.

4.4.6 Place-making features.

Beyond the style of spaces in residence both participant groups were asked about what amenities, features, and accessories would support community and socialization within shared spaces. Both participant groups reported similar items that are explored in this section.

Furnishings.

Table size and furniture was a common topic of discussion and feedback. Students were very grateful for the spaces they were offered, and suggested more intentional furniture be used in spaces – in particular to accommodate studying. One student staff stated the best features for building community in residence was, "big tables and comfortable furniture…again, big tables, and comfortable furniture". An overwhelming agreement followed that statement in the focus group, and analogous comments were made in each session. Reports of round and small tables being less conducive to multiple people studying at a table were common. Student-staff took the dialogue about furniture to a greater depth and recommended modular furniture. Modular furniture to the participant groups was defined as furniture that can stack or stow-away for easy room adaptations. Tables that can join together to increase workspace surface area was a common recommendation. Adaptable spaces and furniture was also suggested as being beneficial to study spaces, as students working on different projects will need varied amounts of work space. Comfortable and soft seating was highlighted as an aspect that was missing from shared spaces. Increased number and comfort of couches in social or media spaces was requested.

Customizable space.

The opportunity to take ownership and individualize a space was a popular theme amongst focus groups. Both acknowledged that residence spaces are used by many different groups in short periods of time – the general stay of a student is a mere eight months in length. A sustainable idea that was offered in each focus group was to provide a platform for evolving creativity. The most common suggestions were a tack board and white board where students could post photos, posters, artwork, messages, and communicate events like movie nights with one another. Student-staff thought these ideas would also be ideal programming platforms for each cohort of students to engage with at the start of their term in residence. In order to maintain a sense of belonging in shared spaces, students recommended storage options. This had a variety of ideas associated with it, including bins for games or blankets, cupboards for tea and mugs, and even cubby holes for students to leave items they generally use in the lounge. One student commented they are often returning to their room for snacks and charging cables, and would appreciate the opportunity to leave it in a designated space within the lounge.

Student-staff reported the strongest communities they have witnessed engaged in customizing shared spaces within the building. Primarily taking place in the lounge, time was spent making the space as home-like and personal as possible. One student-staff referred to this process as *nesting* with the residence community. While there are some opportunities for personalized accents to be added, it is limited. In addition to the white boards and/or cork boards suggested above, shelves were recommended. Shelves could hold photos, books, DVDs, gaming systems, plants, and mugs. Paraprofessional staff report having items from Nintendo systems to VCRs and Disney VHS tapes, tea, and ferns being kept on the floor. Semi-permanent structures to host these items would be well-used. This would be an effective storage solution and also meet the need for personalization in the space. The ownership this would allow each cohort of students would be tremendous, according to paraprofessionals.

Residence student participants said that they have items they would like to share with their peers but do not due to the lack of areas to leave items for shared use. Of interest to the researcher was how quickly students commented they would limit external guests to spaces like lounges if shared items from their peers were present. Many went as far to suggest that the building key be used to open the lounge door. While this is contradictory to the recommendation for open spaces with easy access, the security of one another's items was important to the students. Alternatively, having locked cupboards or cubby storage that was opened by building keys was also recommended to maintain ease of traffic but limit the opportunity for a stranger to remove items.

Lighting and aesthetics.

Natural light, or enhanced lighting, was another common topic of dialogue. When asked about the most important feature for community building, a paraprofessional staff reported, "open spaces, lots of light". This also was a regular point of discussion across all focus group sessions. As

explored above, shared spaces with low light were deemed unwelcoming and industrial. Providing open spaces with ample light sources was highlighted as a key tool for building community. Open spaces were defined by participants as being communal areas that were allocated to specific purposes, like studying, television watching, cooking, gardening, etc. Applying the notion of openness to previous recommendations was the paramount point of these conversations.

A theme of both participant groups was the desire to have more natural surroundings available for viewing from the proposed new build. Lounges that have access to viewing trees, forest, flowers, and plants were desirable. Increasing the aesthetically appealing factor of shared spaces by having direct lines of sight to nature was a conversation point that drew high volumes of nods and agreement.

Students recommended incorporating accent colours into the space. This may increase the feel of shared spaces and would warm the space. In particular, students suggested bright colours. Student-staff, alternatively, did not recommend painting the walls. They preferred to maintain the openness with light and the warm environment with opportunities to personalize the space.

Malleable to diverse activities.

Reports of room features bringing people together were common in the paraprofessional focus groups. A reoccurring example described how one floor's lounge in a building (where each floor had its own lounge) had a ping-pong table in it for one academic year. This floor's lounge became known as the social lounge and students from each floor would use this space for casual socializing. Interactive games like pool, ping-pong, and air hockey were recommended. Paraprofessional staff suggested that some games, like ping-pong, might not be ideal as they are likely to be used for activities like beer-pong, a violation of residence standards. Other floors become spaces for studying. These unwritten space allocations were formed by the presence of a featured ping-pong table. Anecdotally, paraprofessional staff reported this building as having a very strong sense of community and high levels of peer interaction.

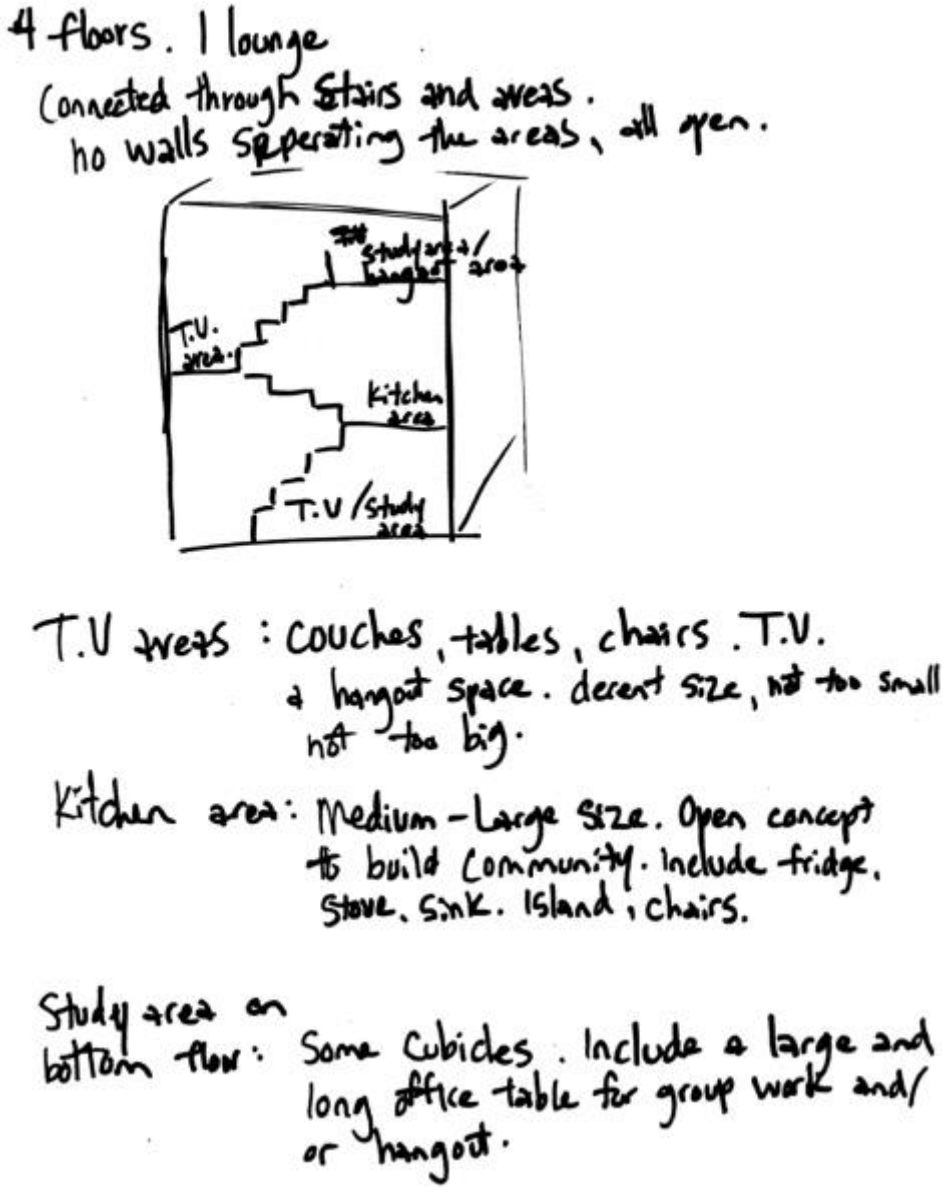
Visibility and access.

Both participant groups reported that they would greatly appreciate more visibility into the spaces. Both groups reported that low visibility into shared spaces, for example no windows on lounge doors, is not welcoming. Students associated the unwelcoming space with low visibility as they are less likely to enter the lounge, and if they enter it and see others, they will quickly remove themselves from the situation instead of advancing into the space. The word 'intimidating' came up frequently when participants described not seeing into or out of a shared space. Student-staff reported that low visibility is also a safety concern during their patrols of buildings. A solution raised by participants was to have multiple entrances into spaces. They identified this as being a component to visibility and access both participant groups identified as being important. Some participants have lived and worked in buildings with more entrances and described these environments as being more open, welcoming, and easier to navigate.

It was suggested by student-staff that lounges be located between floors. Even better, it was reported, would be to have stairwells run into or parallel to shared spaces. Based on ideas seen by paraprofessionals both at UVic and at the University of British Columbia (UBC), connecting floors by staggering shared spaces was a popular idea. It was thought by this participant group that increasing foot traffic through the spaces would increase the number of interactions students would have. It may also reduce any potential cliques that form in lounges, as it inherently becomes a space everyone uses to enter the building. A similar conversation topic took place in student focus groups, and while the majority of participants had similar ideas, some commented that on a bad day they would not want to feel forced to interact with people. The alternatives suggested were to have a less obvious entrance separate to the main thoroughfare for people who wanted space, or to not run stairs into lounges but rather parallel with large windows. The latter option would give the appearance of an open space while maintaining a social barrier.

Accessibility was a frequent caveat both participant groups applied to spaces. While no participant in the groups themselves had experienced difficulty accessing spaces, many had stories of peers who struggled to access or move within shared spaces like lounges and laundry rooms.

Figure 9: Participant representation of multi-level shared space in proposed new residence building.



4.5 Programming

Programming is an intentional active or passive opportunity student-staff create for residence students. This section explores how programming is impacted by shared spaces, from the view exclusively of the paraprofessional participant group. It was reported that shared spaces provide a core function for paraprofessionals when programming. The accessibility, proximity, and comfort of spaces like lounges makes them ideal for gathering for programs. While the current configuration of lounges does not meet all indoor programming needs, RESS has alternative spaces in the Residence Resource Hub. Beyond the information provided above regarding shared spaces and programming, there are components of programming impacted by the physical construct of and amenities within residence buildings.

4.5.1 Community living standards.

Paraprofessional staff regularly referred to the Community Living Standards (CLS) in the focus group conversations. CLS are a collection of regulations students agree to as part of signing the Residence Contract. Student-staff often enforce CLS and they are used to set the tone and pace of residence communities. For example, quiet hours are a CLS students must abide by, and student-staff enforce. When discussing options for shared spaces within residence, the paraprofessionals often drew a parallel from their suggestion to a CLS Standard. A few key considerations raised by the student-staff are mentioned here.

Student-staff commented that there may need to be varied quiet hours based on the style of shared space designed. For example, a games room may be best suited to the regular quiet hours, whereas a study room may be best suited to extended or exam period study hours. If spaces were not isolated from one another, student-staff suggested that it may be more difficult to moderate the level of noise or interruption.

Visibility into shared spaces was raised at multiple points by the student-staff participant group. As explored above, visibility has potential to impact students' engagement in shared spaces. Beyond engagement, student-staff reported feeling apprehensive prior to walking into lounges they could not see into during rounds at night. Student-staff discussed part of their role is to perform walking rounds with colleagues of buildings throughout the evenings. It was not only simpler to assess the status of activity in a lounge they could see directly into, they stated they felt more comfortable. In particular, if there was excessive noise or a reported suspicious activity they felt more confident when they could see into the space prior to entering it.

4.5.2 Building format.

The desire for smaller floors and taller buildings was prominent. Developing floor community was described as important for the student staff to program and facilitate social engagement. With intentional shared space allocation and foot traffic between shared spaces, this participant group believed both floor and building community could be achieved. If a larger building was the chosen design, putting intentional lounges on the ends of floors were reported as ideal. In current residence

buildings, lounges on the ends of floors are not always used. Paraprofessionals believe that with increased intentionality for shared spaces, communities would gather and build in the areas.

An unpopular layout was larger buildings with sectioned off hallways. A current residence building, Ring Road Hall, was reported as having long hallways separated by heavy fire doors that remained closed. This bluntly disrupted community and created silos within the residence populations. Dead-end hallways were also reported as being unfavorable for building community. Limiting the flow of students through hallways can unintentionally remove students from feeling like part of the community. Having hallways that flow, in the shape of a square for example, are conveyed as being more inclusive to all students within the community.

4.6 Why it matters

Shared spaces are reported as being instrumental in developing relationships and building community. People can gather in communal areas for independent reasons and at the same time share the experience using the same facilities. This notion is reported as being a simple and safe-feeling way to initiate dialogue amongst peers. Beyond happenstance social interactions, shared spaces are reported as being the primary place for residence students to build friendships. Friendships were acknowledged as a key component of easing the transition into post-secondary and independent lifestyle. One student-staff reported that lounges in particular are the crux that transform residence buildings from simply being an accommodation to being a home. The ability to have these shared spaces for the duration of a student's residence experience becomes a source of safety and comfort. It was commented that always having a space to congregate was very important to participants. Lounges in particular were reported by participants as being activators for building traditions and creating memories.

Participants reported that in primarily single room buildings, shared spaces give students a space to interact. Neighbourhoods like Cluster, apartment-style accommodations with 4 residents per unit, do not currently have the equivalent of a lounge for large gatherings or programs. Both participant groups report this inhibits socialization and the development of relationships beyond those sharing a unit.

Students reported parallel notions to the importance of shared spaces in residence. They described lounges as vessels to help them network, make new friends, and socialize with wider groups of people. In addition, lounges provide increased exposure to activities and events in residence. The word *belonging* came up multiple times when students were reporting why a lounge was important to them. Shared spaces provide, as students described, an inviting place to build friendships, support, and turn campus into a home. There was also conversation about the ease of settling into a lounge. Residence students share in the experience of residence living, creating a bond and understanding identified by participants.

4.6.1 Experience without lounges.

Students and student-staff have experienced not having a lounge. To meet housing demands, RESS places students in overflow housing. This temporary accommodation is created by transforming lounges into shared bedrooms. For the duration of the need, students do not have access to a lounge on their floor. They do have access to other floor lounges. Due to lounges not being sorted by type of space, like academic or kitchen, ownership of each floor's lounge is important to building community. Both participant groups reported it was difficult to bond without a common area. Students reported it was uncomfortable to not have a neutral space to gather outside their rooms, and there were very few happenstance interactions. Student-staff reported it was hard to facilitate a community feel rather than simply a room for students to occupy. This negatively impacts the residence experience. Students indicated without shared space they would be much more isolated and would have a much less positive residence experience.

4.7 Summary

It is clear from the documented content above shared spaces in residence play a crucial role in the development of both the individual residence student and the overall residence community. Lounges in particular are reported as being the primary space paraprofessionals and students alike elect to spend time in. A brief summary of items requested in varying spaces is listed here.

Table 1: Proposed communal space amenities summary

Space	Suggested Amenities or Features
Kitchen	• Sink (2) • Counter space • Fridge • Microwave • Kettle • Toaster • Oven • Cupboards • Long table(s)
Lounge	• White board(s) • Chalk board(s) • Pin or cork board(s) • Modular and transformable furniture • Soft seating • Television • Cupboards or other storage solution • Cubby holes • HDMI cables and other adaptors
Study Space	• White board(s) • Modular and transformable furniture • Additional table space for studying
Outdoor Area	• Grassy area • Seating area • Garden boxes • Art installment • Outdoor activity area
Lavatory	• Floor-length mirror • Private Showers • Private Toilets • Outlets • Additional hooks • Bench outside shower stall • Shared sink areas
Laundering Facility	• Windows into, or access from, adjoining shared spaces • Soft seating for reading • Table and chairs for studying

5.0 Discussion

This chapter integrates the information collected in the literature review with the content provided by the focus group sessions. This is achieved within the framework of this research topic. The intent of this project was to identify what style and purpose of built construct of shared spaces in residence is best for engaging post-secondary students. Furthermore, the research probed how shared spaces facilitate connectedness and social engagement in residences and what spatial qualities are most valuable to this process. The discussion section will first present an overview of input from participant groups about shared spaces in residence from the lens of both students and student-staff. It will then identify how shared spaces impact student lifestyle and the residence experience. The final component addressed will be how shared spaces correlate with community building amongst residence cohorts.

5.1 The Residence Experience

There is ample evidence from both research methods that clearly highlight the benefits of living in residence. The residence experience offers students increased quality and quantity of social interactions. The importance of this platform runs deeply into the development of residence students as individuals. Successful students are most often engaged students (Zheng, Saunders, Shelley, & Whalen, 2002). Participants identified many times in multiple ways how shared spaces support them in engaging with peers and academics. Encounters ranging from targeted programming by paraprofessional staff to casual interactions while brushing teeth made students feel engaged in residence and with their peers. Spaces for group studying and academic ventures are limited across campus. Appeal for students to access these spaces in their residence building is high, as evidenced in this project's data.

Programming in residence is a key component to the residence experience. Active programming in particular was mentioned multiple times in each focus group session across participant groups. These active programs predominantly occur in shared spaces in residence. The intentionality paraprofessional staff apply to their programs, in benefit of residence students and their overall experience, was exemplified by their ability to identify gaps in current physical constructs of shared spaces. Murphy and Purkey (1981) suggest that housing professionals adopt the mindset of a being a *social engineer* (in Shushok, Farquhar-Caddell, & Krimowski, 2014). This role assumes responsibility for supporting students' collective engagement, belonging, as well as their independent participation. RESS staff accomplish this by programming. Paraprofessional staff have the role of facilitating education and positive lifestyles within residences. Acknowledging that the campus environment goes far beyond academics to influence students' lives is paramount. The residence experience plays a significant part in the development of students who live on-campus.

The decision to live in residence is not always driven exclusively by draw to such a unique communal living experience. Housing market demands and accessibility to campuses across the globe result in students moving away from home to a new town for academia. In the current

climate, the principle driver of new residence facilities is to meet increasing demand (Balogh, Price, Day & Moser, 2010, p. 86). Meeting the significant demand resulting from the current housing market is no longer enough for the on-campus housing experience. Housing officials and post-secondary institutions must look at how to create spaces for students to engage in multiple areas of their life in housing accommodations.

5.2 Community in Residence

Community in residence is a component of the residence experience that draws important attention to the benefit of productive and well-equipped shared spaces in residence. Literature findings described above identify students who live on campus are more connected to the campus community. A very common theme in focus groups was the ability residence afforded students to meet friends and meet people with greater ease and comfort. The ability of residence to combat friend-sickness is remarkable. Without a social network, students lack community (Marder, 2009). UVic RESS offer students the opportunity to both take ownership of making connections as well as facilitates relationship building by way of programming and social events.

Both casual and intentionally planned socializing most often takes place in shared spaces in residence. There is a symbiotic relationship between the physical construct of a shared space and the level of student interaction and engagement with one another. When students feel connected to a community space, like a lounge, they are drawn to spend more time in it. This in turn draws additional building and floor-mates to the room increasing the amount of social interactions each member of the community has. Creating welcoming spaces that promote a variety of activities for students to leverage inherently builds community. Data presented by both participant groups supports this. Requests for transparent views into shared spaces by both participant groups is an acknowledgement of the draw to see activities or peers and join them.

5.3 Communal Space Considerations

There are limitless options when hypothetically designing communal spaces in architecture. Designing spaces on the foundation of a post-secondary residence community adds rules, regulations, and concerns that other styles of accommodation do not require tending to. Buildings and dormitory accommodations go far beyond being four walls. The environment and its features influence multiple spheres of a student's life. An important lens to keep in mind when considering community spaces in residence is that all shared spaces play the role of additional rooms for students to live in. Kitchens, study areas, lounges, multi-purpose rooms, and outdoor spaces allow for breathing room from a generally limited personal living space. The kitchen and eating area becomes the dining room of the residence home, the lounge takes the place of a living room.

Literature reports that whatever the space may be, students must associate with the space and identify with it. As explored in the literature review, the dining arena at Oxford University is a space that students recognize (Kranzow, Hinkle, Muthiah, & Davis, 2015). Based on evidence gathered in focus groups, the current places of primary recognition are the lounges located within

the residence buildings. There is evidence lacking in current literature about what features and even what styles of shared spaces are best for residence buildings. This research fills a gap in providing specific examples of shared spaces and the amenities and features located within the spaces.

Beyond intentional space-making there is relevant information on incorporating purposeful features and amenities. Both the research data and literature align to illustrate the importance of this topic. This notion was framed by Murphy and Purkey (1981) as *invitational engineering*. *Invitational engineering* is the awareness of messages communicated to students to inform them of their value and the institution's trust in their responsibility (Murphy & Purkey, 1981). These messages may be subtle, obvious, written, or a sensation students receive when using spaces (Murphy & Purkey, 1981 in Shushok, Farquhar-Caddell, & Krimowski, 2014). In this research project, students have identified features that will drive their ability to be engaged members of the residence community. These items include storage solutions in shared spaces, resources to focus on academics, and increased furnishings for their comfort and space adaptability.

Students identified collectively that an in-house cooking and dining space was missing. This communal space provides a breadth of formal and informal programming options for student-staff. In addition, access to the space by students would satisfy the identified need for increased meal and food diversity options, as well as peer-initiated meals. Kitchens and sharing meals have been involved in living spaces for generations (Gdula, 2008). These spaces are associated with home and positive feeling, as author Gdula (2008) explores. The fact that residence students identify a kitchen is a missing component of residence buildings can be associated to the feeling of home on-campus accommodation offers.

Recent literature explores the relevance of engagement to student' academic success. It was fitting that study participants divulged their strong interest in RESS investing in academically-focused areas. While students in the focus groups did not reflect research about distractions in residence impacting grades and increasing stress, there was a clear desire for academic study rooms within residence. There is literature on the positive correlation between group study patterns in residence and increased GPA (McCluskey-Titus & Oliver, 2001). Students in particular, even after a few months of living in residence, could see the major benefits of incorporated study spaces.

Additional feedback about spaces from participants strongly suggests that incorporating multiple styles of spaces into larger physical areas was of primary interest. For example, designing a living space with a kitchen and soft-seating that had vantage and access to laundry facilities was mentioned many times. Providing outdoor options for students to connect with nature, themselves, or peers that was alongside the building was popular. The diverse ideas participants offered during focus groups parallels literature findings that residence populations are looking for increased diversity in resources.

5.4 UVic Campus Plan

As mentioned above, building on the UVic campus involves being creative while abiding by many institutional policies and guidelines. One of these documents is the UVic Campus Plan. Revisited in 2016, this plan identified areas of development that aligns with project data. This document has two main places of impact with this project: as a guiding document to campus capital project builds and as a resource to identify priority areas of our collective campus.

One of the areas that aligns between data presented in this report and the Campus Plan is the use of outdoor spaces to stimulate social interaction. This is demonstrated in the principle of *natural areas* and the principle of *open space system* (University of Victoria, 2016). Both have emphasis on natural spaces that leverage the natural environment for multi-use spaces.

Another similarity between this overall project and the Campus Plan is supporting the campus community through places for engagement and learning. This is reflected in the Campus Plan (2016) in both the principle for *academic priorities* and the principle for *campus and broader community engagement*. These principles focus on providing environments for learning in and outside of the classroom. These are relevant as potential shared spaces go beyond the traditional classroom walls and depending on scope and scale may be accessed by members outside the residence community.

5.5 Summary

The research outlined in this project indicates that on-campus accommodation has many benefits to students. Data suggests that shared spaces within on-campus housing provide a great opportunity for increasing student satisfaction in residence and in higher education. Participants from student and student-staff groups identified many areas where deliberate planning of and features in shared spaces can enhance the UVic residence experience. The research emphasized the importance of holistic living in an academic residence community. Specific, current information about shared spaces was provided to the academic and housing professional field. Combined with academic literature and involving the UVic Campus Plan, the information and input provided directly from the student and student-staff experience can be applied to the architectural program design of the proposed new housing build.

6.0 Options to Consider and Recommendations

6.1 Introduction

This section collates data presented in this project and frames it in the current context of RESS's proposed new build. This is done by applying findings and the intentions of a new build and creating considerations and recommendations for the client. As outlined in the introduction and information about the client, this project was undertaken with specific deliverables. Options to consider are primarily kept within the specific scope of the project definition. The options to consider are presented with recommendations in a chronological order below. The recommendations elaborate on the considerations offered to the client. These offerings to the client are created with the acknowledgement there are defined resources available for both the proposed new build and the unit overall.

Tierney (1988) urges campuses to become "anthropologically minded", a perspective rooted in embracing multiculturalism, wherein professionals apply feedback from user groups to transform physical spaces into welcoming and environments (in Kinzie & Mulholland, 2008, p. 112). This research study applies this lens by listening to the needs, input, feedback, and experiences of both current residence students and paraprofessional staff. By supporting this research project, RESS has committed to be anthropologically mindful in upcoming facilities projects. Participants in this research project have clearly identified the communal and shared spaces they believe will best situate them to succeed. Incorporating this diverse and crucial stakeholder in the initial design stages is an action of RESS commitment. The literature review above provides ample insight that while residence impacts the student experience, it is not exclusively responsible. Similar to residence and the student experience, incorporating feedback and meeting every demand are not mutually exclusive. Utilizing the collected data and consideration of options proposed will involve cost, time, supplies, energy, technology, and operations (Palmer, Broido & Campbell, 2008, p. 95). Recommendations have been outlined without budgetary or operational feasibility scans.

6.2 Options to Consider

6.2.1 Continue the culture of the student-focused praxis by incorporating data presented in this study.

RESS has engaged in program and facilities projects that enable students to succeed in multiple facets of life. Continuing to provide programs and spaces for students may benefit from increased resources. As this project outlines, there are multiple ways spatial options and features can enhance the student and residence experience.

Short-term

a. Incorporate feedback and ideas identified in this project's data in the architectural programming of the proposed new residence building.

b. Present findings to campus partners involved with the proposed new build, including P&W planning and architect teams.
c. As new teams become involved the proposed new build planning stages, include this report in the introductory materials.
d. Inform external firms about the importance of student voice in the building design.

Medium-term

a. When drafted, analyze proposed design of new build against data presented in this study.
b. Continue student and student-staff involvement in the planning of the proposed new build.
c. Consider offering small grants for students. The Victoria Foundation (2017) offers *neighbourhood small grants* for community members to strengthen and personalize their geographic area. A similar small grant funded by programming could take form of students working with student-staff to apply for decorations, supplies, or items for a community event to decorate and take ownership of a pre-identified shared space.

Long-term

a. When new communal spaces are established, identify team of professional staff to develop policies and procedures for booking and space use regulations.

6.2.2 Increase quantity and styling of multi-dimensional shared living spaces for residence students.

Short-term

a. Assess how to adapt current shared space uses to meet student needs for intentional spaces. This may take form of designated lounges or multi-purpose spaces for specific purposes, like study groups, and staffing these sessions with paraprofessional staff.
b. Identify what shared space furniture is not meeting student satisfaction and need.

Medium-term

a. Audit current shared spaces to assess where operationally and financially feasible options to be incorporated into existing spaces.
b. Assess where mid-level non-structural changes can be made to shared spaces, as identified in this project.
c. Incorporate what furnishing and feature changes can be incorporated into annual cleaning and inventory of shared spaces.

Long-term

a. Identify how to integrate data presented in this project to current deferred and planned maintenance projects. This may include structural or non-structural changes.

b. Leverage information provided in this project about spaces not used to their full potential, like laundry rooms, to develop more welcoming environments in existing spaces.

6.2.3 Develop an assessment tool for measuring success of and changing demands in shared spaces within residence.

Short-term

a. Develop feedback tools for students and student-staff respectively that measure uses of shared spaces in residence.
b. Consider implementing feedback loops, as an alternative or addition to, feedback tools. This could demonstrate to the student and student-staff populations how their input is being tended to.

6.2.4 Enhance student-staff awareness of community and student engagement.

In a study of first year student engagement and success, LaNasa, Olson, and Alleman (2007) identified that relationships between students and staff were a primary indicator for engagement. Enhancing awareness of this information and how paraprofessional staff can continue to develop their programming and relationships with students may benefit the residence experience.

Short-term

a. Offer increased content to student-staff about the importance and value of their role, skills, programs, and peer-relationships. This may be best suited to annual training of student-staff that occurs prior to each academic year.
b. Maintain strong connection between RESS and student-staff for open communication about trends of needs and wants amongst the residence student body.

Medium-term

a. Consider staffing quantities needing for providing effective support for students and facilities in proposed new building. LaNasa, Olson, and Alleman (2007) recommend that prior to any large-scale project, like the construction of a new residence building, staff allocation be discussed (p. 961).

6.2.5 Increase welcoming features of current shared spaces.

Short-term

a. Identify where, if any, minor non-structural changes can be made to lounges to increase student ownership and sense of belonging in the residence community. This may involve adding or updating lounge white-boards or tack-boards.
b. Display photos or art in shared spaces.

6.2.6 Continue to strengthen relationships with campus partners.

Short-term

a. Liaise with campus partners to identify how to incorporate tributes to the lands on which the university resides. A potential campus partner would be the Office of Indigenous Affairs. Of interest to the researcher was the lack of discussion around how to incorporate high-level diversity into shared spaces in residence. There was ample dialogue around ensuring each cohort member felt a sense of belonging and inclusion, however there was no comment on broadening and premeditating inclusion.

Medium-term

a. Identify campus partners who may use large-scale multi-purpose shared spaces in residence. These may include faculty on-campus for lectures or speaking engagements, International Student Services for programs targeted at the international student population, or University Food Services for collaborative programming using kitchens.
b. Maintain strong relationships between RLE professional staff and campus partners for continued and increased program partnerships.
c. Develop policies and procedures for campus partners to book and use shared spaces.
d. Connect with University Food Services regarding opportunities to offer students partial meal plans.

7.0 Conclusion

This project was undertaken to provide the client, RESS, with current information to benefit the architectural design of the proposed new build. Data was collected by conducting an academic literature review and gathering direct feedback and input from two key stakeholder participant groups: current residence students and student-staff. In particular, RESS was interested in how to design and style shared spaces to best meet the needs of students and student-staff to support many aspects of their personal, academic, and professional lives. Using the method of focus groups, participant groups were offer space and time to share their preferences, experiences, and thoughts on available and gaps in community spaces.

The results of this project align with scholarly literature and the importance of community, engagement, and relationship to the student experience. Significant themes identified in a thematic analysis of data content highlight the relevance of shared space design. This is exemplified by the participant groups clearly pinpointing how spaces and their features must find a balance of being adaptable while also separating spaces for specific purposes. The impact of these spaces on both the residence and student experience is immense. Recommendations provided for the client combine the current climate of RESS, in anticipation of the proposed residence building, with gaps and successes identified by target populations.

RESS is an ancillary member of the UVic campus community that plays a critical role in the lives of students. CAUBO (2012) urges campuses to, "view housing as…core to its academic mission" (p. 16). RESS also provides a service that enhances the attraction and retention of students to the institution. Both participant groups were keen to identify the ways in which RESS and its staff have positively impacted their experience in higher education and transitioning to adulthood. As requirements on and demands by students change, post-secondary institutions must maintain an open communication platform with the population. RESS takes this challenge seriously – supporting this research project is a clear example. RESS is proud to offer students more than a place to sleep; this pillar of the campus community offers residence students an engaging lifestyle and dynamic experience.

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Appendices

Appendix A: Focus Group Consent Form

Life in residence: How architectural design impacts community
A qualitative research project

You are invited to participate in a research project exploring how the architectural construct of buildings influence how residence students build community in shared spaces. My name is Julia-Anne Morris and my credentials with the University of Victoria can be confirmed by contacting the School of Public Administration at the University at 250-721-8055 or macd@uvic.ca. You may contact me at 250-472-5874 or juliaann@uvic.ca. I am a graduate student in the Masters of Arts in Community Development Program at the University of Victoria. This research is being conducted under the supervision of Dr. Jim MacGregor.

Purpose and Importance:

The objective of my research is to understand from the resident student and paraprofessional staff views how a proposed new residence building can best support community building amongst students in shared spaces. The research will seek to collect information on what ideal shared spaces for community building are, and how the built construct of the proposed new building can positively impact creating spaces for community and social activity. Engaging residence students' ideas, experiences, and preferences into the planning stages of a new residence building is instrumental to creating a building that meets the needs of the student demographic living in our residence communities. In addition to submitting my final report to the University of Victoria in partial fulfillment for a Master's of Arts in Community Development, I will be sharing my research with findings with members of Residence Services and Student Services. The research findings will be publicly available through the University of Victoria and could be used in future presentations and may be included in journal articles.

Involvement:

Group interviews will be conducted by me at a time and place that is pre-determined and that best works for your schedule. As a residence student living at the University of Victoria, or as a paraprofessional or professional staff employed by Residence Services at the University of Victoria, you have been randomly selected to receive an invitation. Your insights and advice will provide critical information that will benefit the architectural and spatial construct of a proposed new residence building.

During the interview, information will be recorded in both hand written and audio recorded format and, where appropriate, summarized in anonymous format in the body of the final report. At no time will any specific comments be attributed to a participant unless your specific agreement has been obtained beforehand. All documentation will be kept strictly confidential.

All data that will be collected as part of this research will be retained by the Residence Services office in both handwritten and audio-recorded formats with appropriate security measures to ensure participant confidentiality. All audio recordings will be destroyed immediately upon transcription. If you choose to withdraw during or after the inquiry at any time, it will not be possible to remove your contributions as they are anonymous and specific comments are not attributable to any one participant.

I will be personally conducting the interviews. For the purposes of this project I am a learner and not an employee of the company.

Risks and Benefits:

This research study will require approximately 1.5 hours of your time. This may interfere with your daily agenda. In order to ensure the focus group is compatible with your schedule, qualified participants will be sent a variety of focus group times to choose from.

The benefit of this research is instrumental to gathering information from the student demographic Residence Services houses and supports. By participating, you will be providing valuable information and ideas about what shared spaces in a new-build could be –an important design element in the proposed new building!

You are not compelled to participate in this research project. If you choose to participate you are free to withdraw at any time without repercussion. Similarly, if you choose not to participate in this research project this information will also be kept confidential.

Participation and Withdrawal:

Your participation in this research must be completely voluntary. If you elect to participate, you may withdraw at any point prior to or during participation without consequence. Upon completion of your participation, your contributions will be coded anonymously; it will not be possible to differentiate your specific contributions.

Anonymity and Confidentiality:

In order to protect your anonymity, all data (interview notes, audio recordings, drawings), will be separated from consent forms immediately after the study. All data will be stored without identifying information in a locked filing cabinet in a secure office within the Craigdarroch Office Building at the University of Victoria. All electronic databases will be stored in a restricted computer file on a password-protected computer.

Contact:

Julia-Anne Morris, Principal Investigator

Email: juliaann@uvic.ca

Phone: 250-472-5874

In addition, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of Victoria (250-472-4545 or ethics@uvic.ca).

Your signature below indicated that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researcher.

Name of Participant *Signature* *Date*

A copy of this consent will be left with you, and a copy will be taken by the researcher.

Appendix B: Student Participant Focus Group Questions

Life in residence: How architectural design impacts community
A qualitative research project

1) 1 Where do you prefer to spend socializing with friends in:
   a. the community?
   b. campus?
   c. residence?

2) What makes the above spaces special?

3) Reflect on shared, community spaces in residence. What are the best shared spaces to socialize in your residence building?

4) What do you like about these spaces?

5) What could be done to make these spaces more conducive to engaging with your peers?

6) Think about shared spaces in residence that you avoid. What makes these spaces less desirable to spend time in?

7) What objects, amenities, or features do you think make the best shared spaces to build community in residence?

8) What types of shared spaces would help you build community and engage with your peers and friends?

9) Could you please tell me in what ways you think shared spaces positively contribute to the residence community and experience?

10) You are being given three pieces of equal sized paper. Please use pictures, words, or sketches to design three different shared spaces. Consider what resources, elements, features, objects, amenities, and sizes you recommend for these spaces.

Appendix C: Student-Staff Participant Focus Group Questions

Life in residence: How architectural design impacts community

A qualitative research project

11) Where do you prefer to take residence students on programs:
    a. the community?
    b. campus?
    c. residence?

12) What makes the above spaces ideal for programming or socializing?

13) Reflect on shared, community spaces in residence. What are the best shared spaces to socialize in your residence building?

14) What do you like about these spaces?

15) What could be done to make these spaces more conducive to building community?

16) Think about shared spaces in residence that you avoid. What makes these spaces less desirable to spend time in?

17) What objects, amenities, or features do you think make the best shared spaces to build community in residence?

18) What do you think is the best building layout for engaging community and programming?

19) What types of shared spaces would help you facilitate community building?

20) Could you please tell me in what ways you think shared spaces positively contribute to the residence community and experience?

21) You are being given three pieces of equal sized paper. Please use pictures, words, or sketches to design three different shared spaces. Consider what resources, elements, features, objects, amenities, and sizes you recommend for these spaces.

Appendix D: Demographic Questionnaire

Life in residence: How architectural design impacts community
A qualitative research project

1 How many semesters have you lived in residence at the University of Victoria?

_____ semester(s)

2 How many college or university's residences have you lived in?

1 2 3 4 5+

3 What year of post-secondary schooling are you in?

1 2 3 4 5+

4 What style of residence have you, or are you currently, living in? Circle all applicable.

Single-room Double-room Cluster/Shared Unit Apartment

5 How old are you?

_____ years old