Designing an On-Campus Student Housing as a Support for Cultural Adaptation

By

Sara Hosseini

A practicum submitted to the Faculty of Graduate and Postdoctoral Studies

The University of Manitoba

In partial fulfillment of the requirements of the degree

MASTER OF INTERIOR DESIGN

Department of Interior Design

Faculty of Architecture

University of Manitoba

Winnipeg

Acknowledgement

I would like to thank Dr. Cynthia Karpan for her patient guidance and ongoing support throughout my practicum. Her approach and feedback helped me learn a great deal during this process and supported my growth beyond the academic work.

I am also very grateful to my husband for his constant support, patience, and encouragement during this journey. His understanding helped me stay focused and motivated, especially during challenging moments.

Finally, I would like to thank my family for supporting me from a distance. Even though we were far apart, their care and encouragement meant a great deal to me.

Abstract

This practicum looks at how on-campus housing can better support the cultural adaptation of international students, especially as Canadian universities continue to welcome a growing and diverse student population. University College Residence at the University of Manitoba, built in 1964, serves as the focus of this study.

Using a combination of literature review, precedent studies, site analysis, and programming, the practicum explores how the design of shared spaces and private living areas can influence students' sense of belonging and well-being. The research shows that small design decisions, like the placement of social spaces, the flexibility of room layouts, or the availability of culturally responsive amenities, can significantly affect the student experience and ease the adaptation process.

The final proposal brings these insights together in a retrofit design of University College Residence. The goal is to create an environment that feels welcoming, inclusive, and supportive of different cultural lifestyles, while still encouraging meaningful interactions between students. By rethinking how shared and private spaces work together, this practicum shows how interior design can contribute to a more student-centred and culturally responsive housing model on campus.

.

Table of Contents

List of Figures

List of Tables

1 Introduction

Background and Context

Problem Statement

Objectives and Research Questions

Significance of the Study

Methodology Overview

Limitations

Key Terms

Next Steps

1.1 Background and Context

Over the last thirty years, there has been a consistent rise in the number of university students around the world who have pursued part of their education abroad (Granato et al. 2024). In Canada, this trend is clearly evident. International student enrolment in Canada rose by 61.2% between 2016 and 2022 (Global Affairs Canada, 2023). At the University of Manitoba, international students represent 21.3% of the total student population, 6,675 students from 122 countries (University of Manitoba, 2024). The significant rise in international students suggests that increased on-campus housing may be needed.

The choice to study abroad presents several challenges for international students, including limited English language proficiency, difficulties adapting to a new education system and its academic expectations, cultural adjustment, limited access to support services, and the influence of their home culture and value systems. A supportive home environment can potentially support students facing these challenges in their journey abroad.

The University College Residence (UCR) has been selected as the site for this practicum. Built in 1964, UCR is one of the oldest on-campus housing facilities at the University of Manitoba. The residence accommodates about 246 students and reflects a mid-century modern design, with shared bathrooms, communal kitchens, and corridor-style layouts (Winnipeg Architecture Foundation, n.d.; UM Housing, 2024). While UCR is still actively housing students, it could be improved in many ways. The goal of this practicum is to retrofit the building so it can better serve international students, supporting their transition into a new environment and creating a more welcoming, comfortable, and student-friendly place to call home during their studies.

1.2 Problem Statement

The existing on-campus housing at the University of Manitoba, is typically designed for a generalized population of students, without the specific consideration and focus on cultural diversity and international student needs. This unfamiliarity, like differences in some behavioral settings, privacy choices, cooking habits, social spaces, etc., can be an obstacle in the process of gradual adaptation of international students in the new culture. The lack of culturally responsive spaces in the design of student housing may fail to address the needs of students from diverse backgrounds and limit their ability to adapt to a new cultural environment, which not only fails to

help them adapt in the new community, but also leads to isolation and lower satisfaction with on-campus living.

For instance, the University College Residence still operates largely within its original 1960s structure. Students share corridor-style rooms, communal washrooms, and community kitchens, and live in basic units that lack en-suite bathrooms or private cooking areas (UM Housing 2024). While these conditions may be manageable for some, others, particularly international students, may struggle to adapt to an environment that is not culturally responsive. Supportive housing is one of the many needs of international students, and it is an area where interior design can play a meaningful role.

1.3 **Objectives and Research Questions**

The aim of this interior design practicum is to develop design strategies for an on-campus student residence that facilitates cultural adaptation and well-being of international students at the University of Manitoba.

As an international student, I have experienced many of the challenges that arise for international students with searching for decent housing just one of them. To achieve the aim of this practicum, I will address the following questions:

- How can the design of an on-campus living space support cultural adaptation for students from different backgrounds?
- What aspects of international students' lifestyles influence their experiences of shared living spaces on campus?
- What essential spaces and amenities should a student-friendly residential complex include to support international students' diverse lifestyles?

1.4 **Significance of the Study**

Design is like a bridge reflecting the needs and qualities of a physical space that can affect mental and physical well-being of the occupants. In the context of student residences, design can improve international students' sense of belonging, reduce stress, and elevate their overall campus

experience, which may potentially contribute to better academic and social outcomes. On a larger scale, having a welcoming on-campus accommodation for international students can lead to a reputation as a globally engaged campus across Canada, which can eventually attract more talented students to this growing and developing city. Finally, the proposed student housing design for international students, could potentially inform architects and designers about ways to create a more inclusive, user-centered residential environment.

1.5 **Methodology Overview**

The methodology for this interior design practicum includes:

- **Literature Review:** Studying existing research on international student housing, cultural adaptation, cross-cultural design strategies, and best practices in student residence design, with the focus on how housing environments can support adaptation process, student integration and well-being.
- **Precedent Studies:** Analyzing student housing precedents selected for their relevance to this practicum. Several of these examples were designed with international students in mind and offer useful insights into how space can support cultural adaptation and community building.
- **Site and Building Analysis:** Examining the physical and environmental context of the selected site, including climate, building conditions, access routes, and nearby services, to support context-sensitive and responsive design strategies.
- **Programming:** Translating insights from the literature review and precedent studies into the specific context of University College Residence (UCR), considering demographic characteristics, building constraints, and environmental factors unique to the site.

1.6 **Limitations**

Given the scope of this study, findings will be most applicable to the University of Manitoba context. Generalization to other universities may be limited due to the specific context, goals, and

demographics of student housing at the university of Manitoba. Also, since I am working on an existing building that was built in 1960s, and the scope of design is interior design, there will be some limitations related to structural elements, layout, placement of exterior windows and openings, and the lack of balconies, which can affect the design decisions.

This research relies mainly on literature review, precedent studies, and observation, rather than large-scale surveys or interviews. This may limit the depth of first-hand student perspectives. The project is also limited by the short timeline of the practicum, which makes it difficult to carry out extended design testing, prototyping, or post-occupancy evaluation. Finally, since this is an academic exercise, it does not deal with real construction processes or budgets. As result, the proposals are put forth at a conceptual level and may not fully capture what is financially realistic in practice.

1.7 **Key Terms**

1.7.1 **International Students**

R. Michael Paige (1990) defines international students as those who travel to another country primarily for education, (usually at a post-secondary level), and are not citizens or permanent residents of the host country. However, Paige also mentions that this definition is limited, as it focuses only on visa status and study goals and doesn't fully reflect the students' complex personal, social, and cultural experiences. He recognizes that these students face much more, like cultural stress, academic demands, and personal identity challenges, as they adjust to different values and communication styles. Despite these challenges, Paige notes that such experiences contribute to intercultural learning and personal growth, helping students link their home cultures with the host country.

1.7.2 **Student Housing**

Student housing refers to dedicated living spaces provided for students during their studies, often on or near university campuses (Ghani and Suleiman 2016). Student housing supports not only students' need for shelter but also plays an important role in their academic achievement, personal growth, and social development. These spaces often involve shared living areas and are usually managed by specific rules.

Kuleshova (2018) adds that new models of student housing are being developed to support interaction, cultural exchange, and help students feel more at home, going beyond just providing a room to sleep in. These environments blend accommodation with learning, services, and social life, all of which can take place in settings such as co-living spaces, community hubs, and flexible housing options designed to meet students' diverse needs and support their transition into adult life, and adaptation to a new environment.

1.7.3 **On-Campus Student Housing**

On-campus student housing refers to residential accommodations located within or directly managed by a higher education institution (HEI). According to Ghani and Suleiman (2016), this type of housing is usually built and managed by the university, and students living on campus can benefit from close access to academic facilities such as classrooms, libraries, and laboratories. It often includes shared spaces like bathrooms, kitchens, and lounges, and is managed under institutional rules and codes of conduct. Students living on campus typically benefit from increased security, easier access to academic resources, and more opportunities to engage in social life and campus activities.

Kuleshova (2018) adds that on-campus housing is often the first choice for international students. It helps them feel connected to others and is seen as a "ready-made" option when moving abroad, especially for those who prioritize safety, access to support services, and the convenience of booking directly through the university.

1.7.4 **Cultural Adaptation**

Cultural adaptation refers to the process of individuals adjusting to life in a new cultural environment. For international students, this often is considered very important as it helps them to adjust to new social norms, adapt their communication styles, and manage the emotional challenges of being away from familiar surroundings. Researchers have explained this process in different ways. Oberg (1960) introduced the idea of "culture shock," showing the stages people go through when they enter a new culture. Later, Kim (2001) suggested the stress–adaptation–growth model, where adaptation is seen as a continuous cycle of challenge and personal growth. Ward,

Furnham, and Bochner (2001) describe cultural adaptation through the ABC model, which introduces three key areas: emotional responses (affective), social skills and behaviour (behavioural), and understanding or knowledge (cognitive).

This practicum focuses on the supportive role of interior design in cultural adaptation by creating spaces that help students feel emotionally well, socially connected, and included. To strengthen this approach, the concept of acculturation is also introduced as a complementary framework.

1.7.5 **Acculturation**

Acculturation describes the broader changes that take place when people are in ongoing contact with a different culture. John W. Berry (2005) explains that this process involves both psychological and social adjustments. His model outlines four strategies people may adopt: integration (keeping one's original culture while engaging with the new one), assimilation, separation, and marginalization. Among these, integration is seen as the most positive, as it supports both individual well-being and social belonging.

This practicum focuses on cultural adaptation in daily student life, with Berry's (1997) model providing an additional lens for understanding how international students move between cultural identities. Together, these two concepts (cultural adaptation and acculturation) provide a more complete understanding of students' experiences and offer insight to how residential design can support them more effectively.

1.8 **Next Steps**

In this review, I have tried to follow a journey of understanding. I first looked at the cultural differences that shape how students live together in housing, how they act differently in various aspects of daily life, and then asked how design can help by creating supportive spaces for adaptation, spaces that not only allow students to feel comfortable with their own lifestyle but also encourage them to meet others and explore the new environment they are now part of. Looking at different layouts and precedents, gave me a clearer view of how interior layout, configuration, shared spaces, and room types can make a difference in practice. The next step is to explore how

these ideas and research, together with the existing condition of the site and the building, can shape a more supportive and student-centred housing design at University College Residence.

2 Literature Review

Introduction

Role of Housing in Cultural Adaptation

Acculturation Concept

Designing for Acculturation: Responding to International Students' Challenges

Evolving Typologies in International Student Housing

Conclusion

Introduction

International students living in shared housing at the University of Manitoba come from diverse cultural backgrounds across South Asia, East Asia, Southeast Asia, the Middle East, Africa, Latin America, and Europe. Each group brings its own customs and daily routines, which can differ significantly from those of others in the same living environment. Along with adjusting to a new education system and overcoming language barriers, students must also navigate cultural differences in everyday habits (Abu Rabia 2017; He et al. 2024; Alreshidi 2021; Worae 2021). What feels normal or respectful in one culture might seem unusual or uncomfortable in another. Such differences are often connected to acculturative stress, the psychological strain of adapting to a new culture (Smith and Khawaja 2011; Spurlock et al. 2023). At the same time, because student housing is one of the main social systems that supports students, its design and management play an important role in easing this acculturation process. The main challenges, as well as the role that student housing design can play in addressing them, will be discussed in more detail in this literature review.

2.1 Role of Housing in Cultural Adaptation

For many international students, housing is one of the first and most important places where they experience the local culture. Living in a shared space means being exposed to new routines, social behaviours, and sometimes even conflicts. These daily experiences can strongly affect how students adjust to life in a new country. When housing is supportive, it can help international students feel safer, more connected, and better able to adapt. But if the housing situation is stressful or isolating, it can increase what researchers call acculturative stress, the pressure that comes from trying to fit into a new culture.

In Canada, many international students face challenges in finding affordable and suitable housing. A study by Calder and colleagues (2017) found that international students at Canadian universities often struggle with housing, finances, and lack of social support when they first arrive. These challenges can make the adjustment period more difficult, especially when students are also dealing with language differences, academic pressure, and homesickness. Housing is more than just a place to sleep; it can either support or harm students' mental and emotional well-being.

Some universities have tried to create housing systems that support cultural adaptation. Programs that connect international and domestic students as roommates have shown positive results. For example, Tolman (2017) studied a roommate pairing program that helped international students feel more included and do better academically. In dormitories where students had access to shared spaces and cross-cultural activities, students reported feeling less lonely and more engaged. Tong and Kim (2025) also found that the design of student residences can influence how well students interact with each other. Spaces that are flexible and welcoming to different lifestyles encouraged more communication and comfort between students from different cultures.

However, when housing is not planned with cultural diversity in mind, problems may arise. Some students experience discrimination or misunderstandings about their traditions or ways of living. Stick et al. (2024) pointed out that many international students in Canada face difficulty finding housing that meets their needs, which adds to their stress. This stress can increase when students do not feel respected or understood in their homes.

Good housing does not only mean a clean room or affordable rent. It includes emotional safety, respect, and the chance to build social connections. Research by Kristiana et al. (2022) shows that strong social support is one of the best ways to reduce acculturative stress, and much of that support starts in everyday spaces like kitchens, lounges, or shared rooms. Universities that invest in intercultural training for residence staff, create shared spaces for community events, or offer culturally sensitive housing options can help international students adapt more easily and feel like they belong.

In short, housing is a key part of international students' cultural adjustment. A well-designed living environment that supports inclusion and community can make a big difference in students' ability to adapt and succeed in their new setting.

Considering how student housing can affect cultural adaptation, I have explored the main challenges international students often experience in shared environments in the following. Understanding these issues is an important step toward creating a housing design that helps international students feel more comfortable and supported.

2.2 **Acculturation Concept**

Acculturation is a complex process that happens when individuals or groups come into contact with a new culture. It includes different aspects of life and involves changes in both thinking and behaviour. Over the years, researchers have developed different models to explain what shapes this process, and one of the most widely used models is Berry's (2005) bidimensional model of acculturation.

Berry was among the first researchers to look at acculturation through the lens of stress and coping, drawing on ideas from general stress research such as Lazarus and Folkman's (1984) model. He used this approach to explore what causes acculturative stress and how people manage it (Smith & Khawaja 2011). In his view, acculturation involves both psychological and social changes, as individuals try to find a balance between their own culture and the culture of the new setting.

Berry's model describes four main strategies: integration, assimilation, separation, and marginalization, representing different ways people respond to cultural expectations. Among these, integration is often seen as the most helpful, as it allows individuals to keep important parts of their own culture while also embracing aspects of the new one. This combination can improve mental health and make it easier for people to settle into their new surroundings. (Berry 2005).

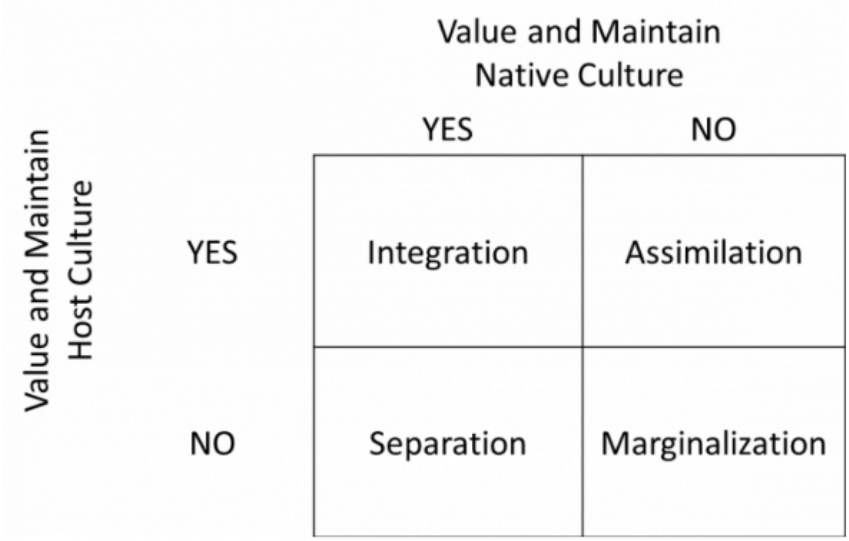


Fig 1. Berry's Model of Acculturation, illustrating the four strategies of adaptation. Source: Culture and Psychology (Maricopa Open Digital Press, 2020).

In my practicum, the concept of integration from Berry's acculturation model is especially relevant. Since integration is considered the most supportive strategy for achieving balanced cultural adjustment, it influences how I approach the design of student housing.

A successful and well-designed residence not only respects students' need for privacy and their freedom to choose how much they socialize, but also gently encourages interaction and supports their adaptation process by offering opportunities to connect. Through a supportive physical environment, student housing can create chances for students to naturally include social interaction in their daily lives, without forcing it. These small, everyday moments of connection can make students feel more comfortable and less alone as they adjust to their new environment. The layout and atmosphere of shared spaces play a key role in encouraging this kind of engagement.

2.3 **Designing for Acculturation: Responding to International Students' Challenges**

Berry (2005) found that successful integration happens when both the host society and international students are open to learning from one another. A supportive environment encourages cross-cultural engagement, giving students better chances to participate in academic and social life.

Extending this idea, the design of student housing can shape how students connect. When housing brings people physically closer and supports common daily routines, it helps students feel less isolated and more at home. This reflects Giddens' (1984) idea of social integration, which shows how everyday face-to-face contact builds a social connection.

Building on this, the following section explores key cultural challenges that international students often face in shared living environments, such as food practices, privacy, or gender norms. These issues not only shape students' daily experiences but also influence how well they adjust. Each challenge is examined alongside spatial design strategies that can help reduce stress and support the process of acculturation.

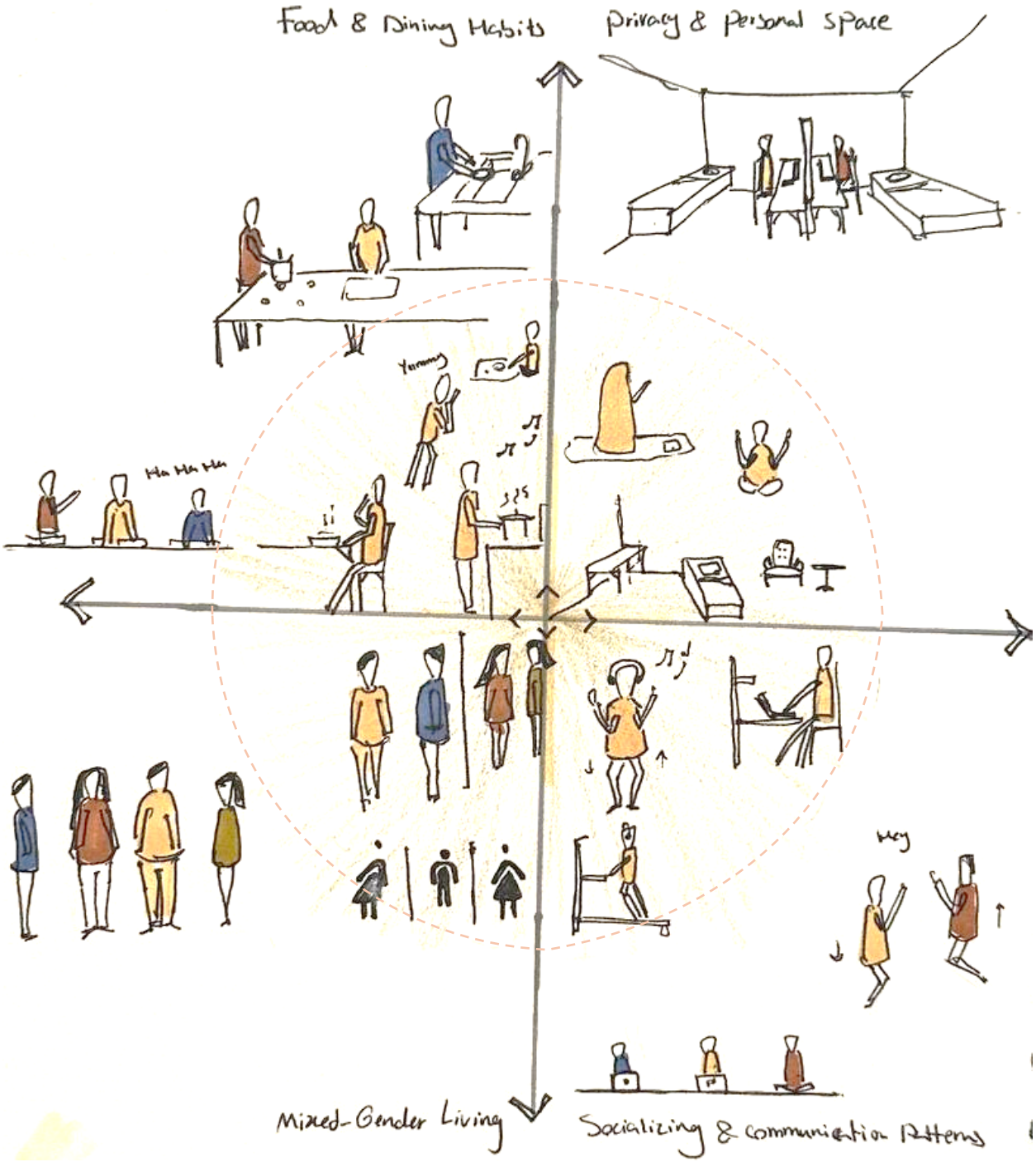


Fig 2, Different scales of students' activities in student housing. Illustration by the author.

2.4 **Food and Dining Habits**

For many international students, cooking traditional meals is not just about food, it's a way to feel at home. But these habits can sometimes lead to friction with roommates. Cooking styles are different, and some students, may spend lots of time preparing fresh meals daily (He et al. 2024). Others might prefer something quick or often eat out. Strong smells from certain dishes, like curries, fermented sauces, or fried fish, can be comforting to those who grew up with them, but they might seem strange or overwhelming for students who aren't used to them.

In these situations, the design of kitchens and dining areas can make a difference. Strong ventilation is one example; it helps manage smells and lets students cook without worrying as much about bothering other students. Another factor can be the layout of kitchens and food preparation areas; when the space has clear prep areas and enough room for more than one person to cook, it becomes easier to share without conflict.

Food-related habits go beyond cooking, it can also be seen in eating customs. In many Middle Eastern, African, or South Asian cultures, people often eat together, some sit on the floor and use their hands (Ishige 2008). These traditions may feel unfamiliar, or even uncomfortable to students raised with different expectations. On the other hand, students used to formal dining may be surprised to see others eating alone or on the go. Flexible dining areas with different types of seating, long tables for groups, smaller ones for solo meals, can make these spaces more welcoming for everyone.

Religious and dietary restrictions can also cause challenges. Some students don't eat beef or pork, Muslim students may need halal meals, and others may have food allergies. Shared kitchens can become a source of stress when roommates use the same utensils for foods that others must avoid from. For students who prefer to eat in private, because of fasting, shyness, or comfort, having access to a microwave or small fridge in their rooms gives them more flexibility and control.

2.5 **Privacy and Personal Space in Student Housing**

International students often come with different ideas about privacy and how social life works. Many come from collectivist cultures where frequent social interactions are common, while some cultures, like Canadian culture typically values independence and personal space (Macionis and Gerber 2010). This mismatch may lead to misunderstandings in shared housing.

Some students need private moments for religious practices like prayer or meditation, which can be difficult in shared rooms without quiet spaces. A study of Muslim students found that when prayer spaces were not available, they often used stairwells or hallways, which lead to stress and a lower sense of belonging (Ali & Bagheri 2017). To support these needs, some Canadian universities have created multi-faith or Muslim prayer rooms on campus. For example, the University of Manitoba recently opened a dedicated prayer room on its Bannatyne campus, which helped students feel more focused and comfortable (University of Manitoba 2022).

To respect different needs and give students choice, housing should offer a range of private and shared settings. Many students prefer single rooms with private or semi-private bathrooms, as they allow for personal comfort and fewer conflicts (Amasyali et al. 2022). However, too much privacy can also lead to isolation. Designers recommend combining private units with communal lounges, kitchens, or shared study areas to help students build community (Sakip, Badarulzaman, and Basri 2012).

To better support the needs of international students, residences like University College Residence can be designed using strategies such as:

• Creating quiet retreat spaces, such as small study pods or sound-insulated “Zoom rooms,” for moments of solitude (Worsley, Harrison, and Corcoran 2021).

• Improving acoustic comfort with sound-absorbing panels, thicker doors, or white noise features to reduce noise from shared areas.

• Designing clustered layouts instead of long corridors to form smaller communities within the residence and reduce foot traffic near bedrooms (McCartney and Rosenvasser 2022).

• Using clear visual boundaries, for example, glass partitions, signage, or rugs, to show when a space is “quiet” or “in use” (McCartney and Rosenvasser 2022).

• Including designated prayer or meditation rooms with sound insulation and clear signage.

• Adding movable partitions or curtains in shared rooms to give students the option of creating private corners for general privacy or for religious practices like prayer (McCartney and Rosenvasser 2022; Worsley, Harrison, and Corcoran 2021).

• Providing gender-specific zones or units to support religious and cultural modesty expectations.

• Adding visual and spatial cues, such as personal lockers, access codes for quiet zones, or semi-enclosed lounge spaces to support different privacy needs (McCartney and Rosenvasser 2022).

2.6 **Gender Norms and Mixed-Gender Living**

International students from cultures where men and women usually live separately can feel uneasy in co-ed housing. Sharing facilities or living in the same building with the opposite gender can be stressful, especially for students from more conservative backgrounds (Nadal-Vicens & Beresin 2018). To support these students, universities can combine thoughtful design with supportive housing policies. Examples include:

- Offering gender-specific housing, like women-only or men-only floors or suites, gives students the choice to live in a way that respects their culture and helps them feel more comfortable (Bibby 2024; Washington College 2023).
- Suite-style units with private bedrooms and bathrooms let students have more control over their privacy and daily habits. Many international students like these layouts better than shared bathrooms because they support modesty and personal space (Bibby 2024; Smith 2021).
- Good security features, such as keycard access to gendered areas, lockable single bathrooms, and clear guest rules, can make students feel safer and avoid uncomfortable situations (University of Bridgeport 2023).

Besides using design strategies, some supportive policies can also help students feel more comfortable in co-ed housing. Roommate agreements are useful because they give students a chance to talk about their personal preferences and set rules about things like cleaning or having guests. This is especially helpful when roommates come from different cultural or gender backgrounds (Rutgers University 2023). Orientation sessions and cultural training at the beginning of the term can also explain how co-ed housing works and what is expected. When staff are trained and peer mentors are available, students feel more supported and confident (Washington College 2023).

2.7 **Socializing and Communication Patterns**

International students often face challenges adjusting to social life in Canadian student residences because the social norms can be quite different from what they are used to. In Canada, it is common for students to greet each other casually, leave their doors open to invite conversation, or attend loud social events. However, students from cultures that value more formal or close-knit interactions may find this behaviour confusing or even superficial. In addition, informal English and local slang can be hard to understand, which makes it more difficult to join conversations. Because of this, international students might appear shy or distant, which local students can misinterpret as disinterest. This misunderstanding can lead to social isolation and increase "acculturative stress," (Sherry, Thomas, & Chui 2010; Smith & Khawaja 2011; Yeh & Inose 2003).

To feel more comfortable, many international students prefer to spend time with friends from their home country or with other international students. While these connections offer important emotional support, they may also delay students' ability to build relationships with local peers.

Research shows that friendships with host country students are important for improving language skills, cultural understanding, and emotional well-being (Gareis 2012). In one study, Tolman (2017) found that international students who were intentionally paired with domestic roommates felt more satisfied with their housing, less isolated, and more comfortable using campus services. The program also helped first-year students build confidence in English and benefit from everyday learning through peer support.

To help international students build these important connections, student housing can be designed to bring people together by offering programs and activities like the ones described in the table below:

Table 1, these design strategies are informed by various precedents, including UBC Orchard Commons ((Perkins & Will 2019), University of Calgary residences (University of Calgary 2023), and orientation/mentorship programming (Knutson, Glenn, and Montgomery 2022; Hakey 2018).

Activity	Common Space Type	Design Strategy
Casual socializing and Daily encounters and shared routines	Open lounges, shared kitchens, Dining halls, laundry rooms	Placing transparent and central lounges to encourage visibility and drop-in interaction, Providing central facilities that create daily contact and natural conversation points
Group cooking and shared meals	Communal kitchens and dining areas	Designing shared kitchens and casual eating areas that support cooking together
Studying together	Study lounges, group study rooms	Creating flexible study spaces that can be reserved or shared among small groups
Small-group bonding	Suite-style housing or small clusters	Using suite-style layouts to form micro-communities
Multicultural Events, Celebrating Eid, Nowruz, Diwali, or Lunar New Year	Multi-purpose rooms	Offering structured programs like orientation tours and peer mentorship - Inclusive programming such as potlucks and international movie nights, and casual English classes to help international students adapt to their new environment and feel more connected

Figs. 3 a-f. Examples of effective residential common spaces. Source: Nugent 41, no. 1.

Fig 3a. Axonometric view

Fig 3b. Kitchen

Fig 3c, Mail Room

Fig 3d, Collaboration Hub

Fig 3e, Laundry Area

Fig 3f, Lounge

2.8 **Evolving Typologies in International Student Housing**

Over the past few decades, student housing design has changed a lot to meet students' new expectations, especially for those coming from other countries. Traditional dorms with shared bathrooms and long hallways used to be the norm, but now many students prefer housing that gives them more privacy, personal space, and respect for their cultural needs. This change isn't just about architecture; it also reflects how student life has become more diverse and global. (McCartney and Rosenvasser 2022)

McCartney and Rosenvasser (2022) describe three main types of student housing that have been common in the past: traditional dorms, suites, and apartments. Traditional dorms had shared bathrooms and common spaces on each floor, which made it easier for students to meet each other, but also led to crowding and cultural misunderstandings. In contrast, apartment-style units gave students more privacy but fewer chances to connect with others. This clear split between privacy and community doesn't fully meet the needs of today's more diverse student population.

To better respond to these challenges, McCartney and Rosenvasser (2022) introduced the Housing Unit Classification (HUC), a system that looks beyond just the layout of a space. It also considers how many people use it and how much control students have over their surroundings. Their approach, which includes a tool called HIPAT (Hierarchy of Isolation and Privacy in Architecture Tool), helps designers better understand how living spaces affect students' sense of privacy, independence, and connection to others. This is especially important for international students, who often deal with more stress when adjusting to a new culture and need housing that feels both comfortable and supportive.

The HUC has influenced how student housing is laid out, which has become an important part of meeting students' needs. Newer designs often use small clusters, where a few students share things like a bathroom or lounge. This setup helps students have some social contact without feeling overwhelmed. It also gives them more privacy compared to older styles with shared spaces for everyone. How the space is managed, like how many people use one kitchen or who can go in and out, also plays a big role in how comfortable and supported students feel (McCartney and Rosenvasser 2022).

These diagrams (Figs 9-10) from McCartney and Rosenvasser help show how different housing types, like traditional, suite, and apartment units, offer different levels of privacy and shared space. The HUC model, supported by the HIPAT tool, makes it easier to see how design choices shape students' daily experience and comfort.

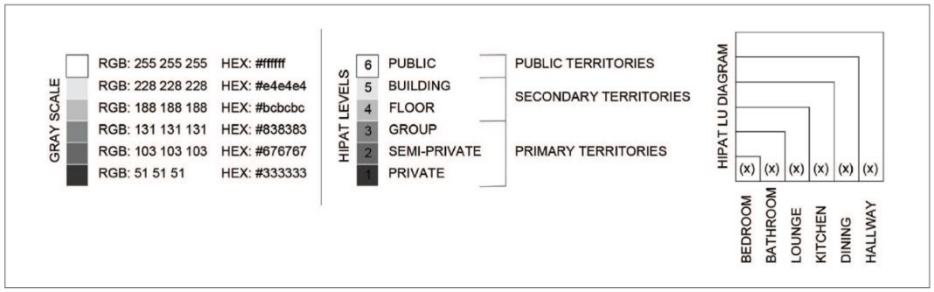


Fig 4. Hierarchy of isolation and privacy in architecture tool (HIPAT) graphic tool. Source: McCartney and Rosenvasser 2022.
Note: Gradient grayscale with color designation (left), HIPAT privacy levels (middle), and HIPAT living unit diagram (right).

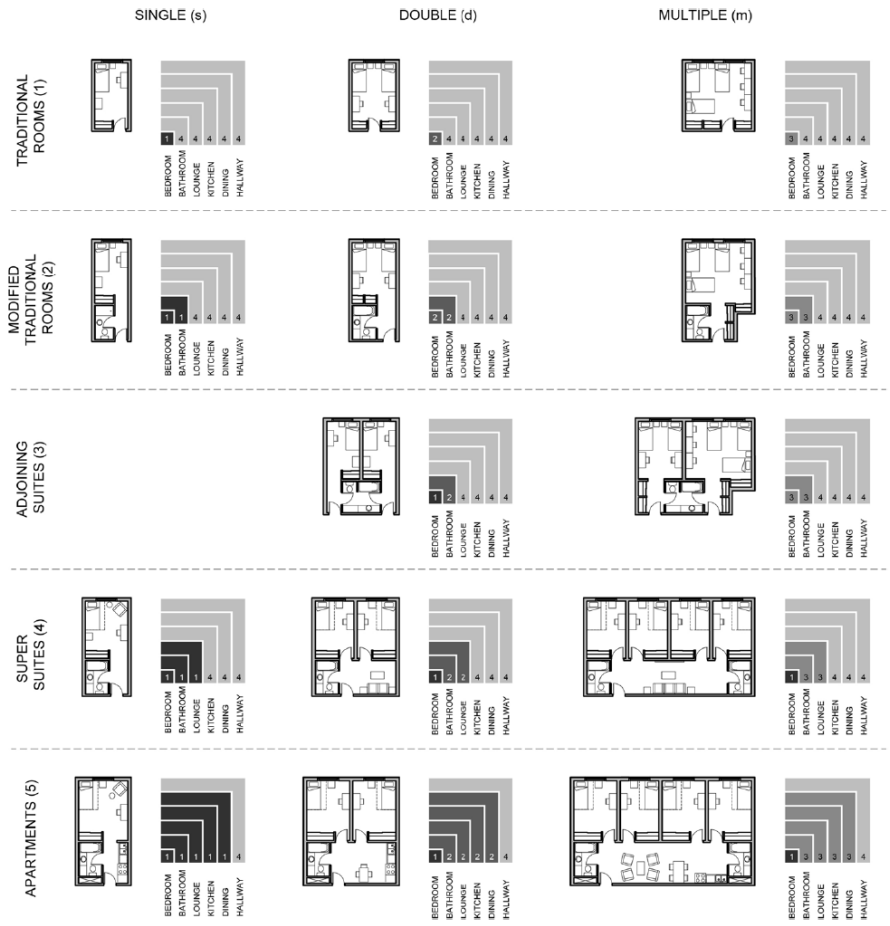


Fig 5. Housing Unit Classification (HUC) typical typology living unit architectural plans with HIPAT diagram analysis. Source: McCartney and Rosenvasser 2022.

Fig 6. Floor plans of traditional (single and double). Suite residence, and apartment unit typologies. Source: McCartney and Rosenvasser 2022.

In a different context, Amole's (2008) study on residence halls in Nigeria looked at how the layout of student housing affects students' daily experience. She found that the way spaces are organized, like where service areas are placed and how long the corridors are, can make a big difference in how students feel about where they live. Residences with shorter hallways, more than one service core, and smaller groups of students on each floor were usually seen as more comfortable. For example, Type B and Type D, (Fig. 13) shown in Figure 14, had more spread-out layouts with enclosed common areas and were rated more positively than Type A, which had long hallways and big shared spaces. Amole concluded that when student housing has a clear layout, less crowded hallways, and smaller social groups, it can help students feel more comfortable and better connected with others.

This idea is supported by a broader analysis by Krasić et al. (2017), who examined 42 dormitories around the world. They identified six types of common space layouts, (Fig. 12) and found that designs which include shared spaces for small groups on each floor (Type 6) are most effective in supporting student social life. These layouts help residents interact naturally in daily routines, instead of having to rely on large, central facilities. Although this layout was the least common in the study, it was seen as most supportive from a sociological perspective. In contrast, the most common design (Type 3) placed all common areas near the entrance, which limited everyday interaction across the floors. (Krasić et al. 2017).

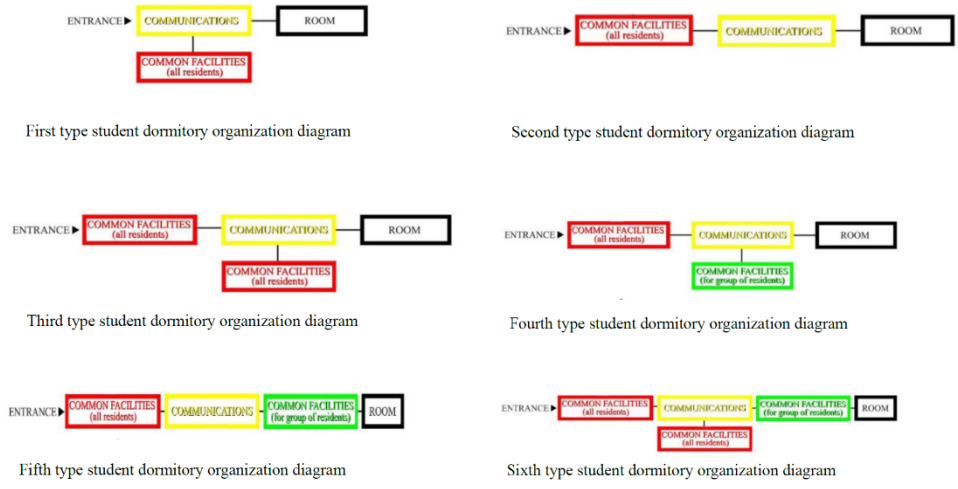
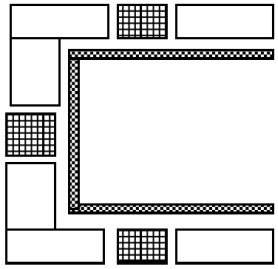


Fig. 7. Common space layouts in contemporary dormitories. Source: Krasić et al. 2017.

Type A.

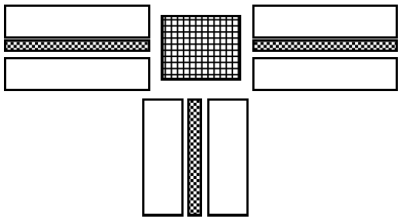
- long horizontal access
- end located service core
- single loading on corridor
- hall comprises a series of separate linear structures linked at ground level onlyone averaged sized social unit per floor

Type B.



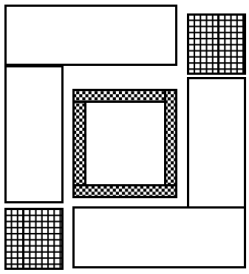
- short horizontal access
- three decentralized service cores
- single loading on horizontal access
- hall comprises linear structures linked together at all levels to form a single and partially enclosed structure
- three small sized social units per floor

Type C.



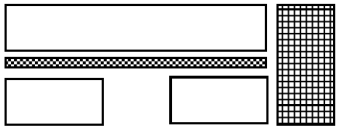
- short horizontal access
- centrally located service core
- double loading on horizontal access
- hall comprises separate linear structures linked at ground level only
- one large sized social unit per floor

Type D.



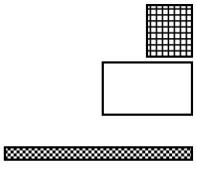
- short horizontal corridor
- double end located service cores
- single loading on horizontal access
- hall comprises a series of fully enclosed courtyard structures linked at ground level only
- two averaged sized social units per floor

Type E.



- long horizontal access
- single end located service core
- partial double loading on horizontal access
- one averaged sized social unit per floor

Type F.



- Service core
- Bedrooms
- Corridor Access

Fig. 8. Different layouts of student housing. Source: Amole 2009.

Alongside housing provided by universities, new types of student accommodation have appeared to meet the different needs of international and mobile students. Kuleshova (2018) points to hybrid options like student hotels and city hubs, places that mix living space with co-working areas, cultural events, and public access, as good ways to help students feel more connected, both on campus and in the city. These models show that housing isn't just about having a place to sleep, but also about helping students become part of the larger community, especially when they're new to a country or city.

As student mobility keeps growing around the world, the need for flexible and culturally sensitive housing will stay important. Good designs make it easier for students to have their own space but still feel part of a community.

2.9 **Conclusion**

The studies reviewed in this literature review, show that student housing strongly affects how international students adjust to life in a new country. How student residences are designed and connected, and balanced across private rooms, shared facilities, and common areas, can affect students' routines, relationships, and sense of comfort. At the same time, culturally sensitive features, such as spaces for different food practices, quiet study areas, or gender-specific options, make it easier for students to feel respected and included.

Research also shows that housing typologies matter. Corridor-style dorms can create casual social contact but often lack comfort, while suites and apartments provide privacy but can limit wider community building. More recent models, like clustered layouts and living-learning communities, suggest ways to combine these strengths by supporting both independence and connection.

Overall, these insights point to the need for flexible and inclusive design strategies. Retrofitting older residences such as University College will mean not only improving physical spaces but also making the spaces more responsive to the cultural and social needs of today's diverse student population.

3 Precedent Studies

Thurston Hall Renovation, George Washington University

Campus Hall, University of Southern Denmark

Campus Perth (Perth, Australia); Adaptive Reuse Student Housing

Introduction

When choosing my case studies, I looked for student housing projects that were inclusive environment for both local and international students. When international students live in a place where they can naturally interact with the local culture every day, it helps them adapt more easily. Based on what I found in my literature review, I focused on examples that show design qualities which bring people together and give them choice, encourage cultural exchange, and balance privacy with a sense of community. I looked for designs that respect differences and provide opportunities to integrate while preserving identity, designs that serve as physical spaces to support integration as a strategy of acculturation, as introduced by Berry (2005). These precedents gave me ideas and inspiration for creating spaces where students can feel at home while building connections in a new environment.

At the end of this chapter, is a summary of key points and what these case studies have taught me. Also, additional precedents reviewed during this study are provided in Appendix A.

- Thurston Hall Renovation, George Washington University
- Campus Hall, University of Southern Denmark
- Tietgen Dormitory
- Campus Perth (Perth, Australia); Adaptive Reuse Student Housing
- Orchard Commons, University of British Columbia

3.1 Thurston Hall Renovation, George Washington University

Introduction

Hurston Hall is a recently renovated student residence at George Washington University (GWU) in Washington, D.C. Originally built in the 1920s, it was fully renovated in 2022 by VMDO Architects. The redesign of Hurston Hall shows how older buildings can be turned into welcoming and community-focused living spaces through thoughtful design and interior planning; spaces that support cultural inclusion and helps international students adapt more easily

"*With the intent to draw students out of their rooms and into opportunities to live, learn, and develop as a community, the renovation of Thurston Hall integrates academic and social experiences around central community spaces with views, clear orientation, and destinations for collaboration."* (VMDO Architects, 2022).

Fig 9. Thurston Hall. Source: VMDO Architects

Project Overview

- **Location:** George Washington University, Washington, D.C., USA
- **Architect:** VMDO Architects
- **Renovation Completed:** 2022
- **Building Type:** University-owned student residence
- **Original Construction:** 1929
- **Capacity:** Around 825 students
- **Room Types:** Mix of single, double, triple rooms with shared and semi-private bathrooms
- **Special Features:** Central courtyard, communal kitchens and lounges, flexible furniture, gender-inclusive amenities

Renovating for a Welcoming, Supportive Community

Thurston Hall at George Washington University was recently renovated with the aim of creating a place where students feel welcome and supported. The building now mixes older, traditional elements with newer housing layouts. There is a variety of room types, singles, doubles, triples, and some semi-suites, so students can choose the level of privacy and social contact they want. Lounges and kitchens are located on different floors, and some corridors are integrated with seating, turning circulation spaces into places for interaction. This approach makes it easier for students, especially international and first-year residents to connect without leaving their floor.

Furniture in many rooms can be moved or rearranged, and gives students a chance to set up their space in a way that reflects their own routines and cultural background. The renovation also included gender-inclusive features: bathrooms and showers are designed for privacy and safety, which benefits everyone. There are also spaces for prayer or meditation, kitchens that allow for different cooking traditions, and small touches, like student artwork, cultural displays, and multilingual signs, that help residents feel represented.

To make the building brighter and more comfortable, part of the old structure was removed so more daylight could enter. Larger windows now light up both common and private areas, and upgrades to climate control and sound insulation improve daily life inside. The overall result is a residence that does more than look updated, it actively supports the well-being and inclusion of a diverse student community (VMDO Architects, 2022).

Fig 10. Carving away five storeys on the south side during the renovation, allows the courtyard to bring daylight deeper into the building. Source: VMDO Architects, 2022.

Window Reading Nook

11 a

Student Double Suite

11 b

Fig 11 a-b. Level 1 and 5 floor plans. Source: VMDO Architects, 2022.

12 a

12b

12 c

12 d

12 e

12 f

Figs 12 a–f, Common areas with different levels of interaction, allowing time alone in shared spaces or socializing in small or large groups. Source: VMDO Architects, 2022.

3.2 **Campus Hall, University of Southern Denmark**

Introduction

Campus Hall at the University of Southern Denmark was designed by C.F. Møller Architects to create a living environment that supports both social interaction and personal comfort for a diverse student population. The residence accommodates approximately 250 students and was developed as part of the university's vision to build an inclusive and active campus community (C.F. Møller Architects 2015).

"*It is a beautiful building with lots of daylight and none of the dark long corridors known from other dorms. Instead, there are thought-through living environments, kitchen environments, lounges and informal furniture to contrast with the private, well-appointed rooms."*

(C.F. Møller Architects 2015).

Figs. 13. Campus Hall, University of Southern Denmark, Source: C.F. Møller Architects.

Project Overview:

Client: A.P. Møller og Hustru Chastine Mc-Kinney Møllers Fond til almene Formaal

Address: Odense, Denmark

Size: 15,900 m², 250 student housing units + 20,000 m² landscape

Year: 2012-2015

Engineering: Niras

Architect: C.F. Møller Architects

Landscape: C.F. Møller Architects

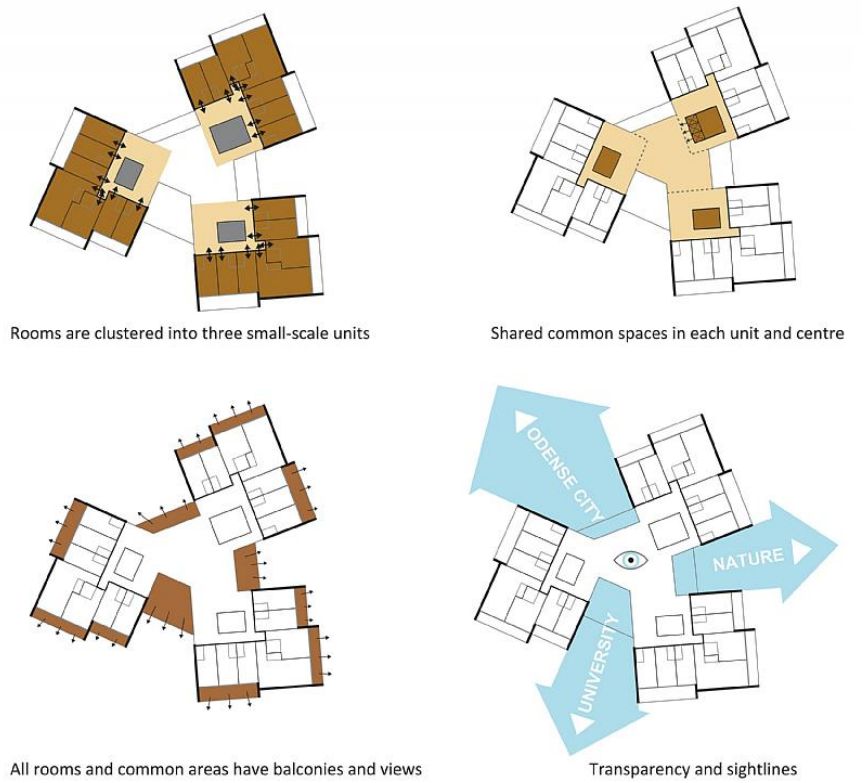
Designing for Layers of Living in Student Housing

The building consists of three interconnected towers arranged in a “pinwheel” form, which gives each room access to daylight, views, and a private balcony. This layout reduces overlooking between units and helps maintain a sense of privacy while keeping residents visually connected to the surrounding campus and city (C.F. Møller Architects 2015).

A defining feature of the design is its gradual transition from private to social spaces. Rooms are located along the exterior facades, with each small cluster of about seven students sharing a living room. From there, circulation leads toward a glazed communal kitchen at the core of each floor. These kitchens have separated workstations, which offer the opportunity to cook together while still giving students the freedom to prepare different cuisines and dishes. This arrangement makes it easy for students to see activity in shared areas and join in and have informal encounters without forcing interaction (Furuto 2012).

The organization of common spaces reflects what Krasić et al. (2017) identify as the sixth type of dormitory layout, which has been discussed in the literature review, where two groups of communal facilities are provided: large, building-wide spaces on the ground and top floors, and smaller, floor-level facilities for each cluster of residents. In Campus Hall, these include a café and multipurpose spaces at ground level, rooftop event areas, and floor-specific kitchens and lounges. This arrangement makes it possible for students to connect closely within small groups while also meeting others from across the building, which, as Krasić et al. (2017) note, can strengthen social interaction and help students get to know more people in the residence.

The variety of social spaces, distributed vertically from quiet study areas to open rooftop terraces, offers residents multiple ways to engage with others. These environments make it easier for students from different cultural backgrounds to share daily life, whether cooking together, meeting for study sessions, or taking part in campus events. The balance between privacy and shared spaces for socializing opportunities in this dormitory helps international students settle into a new environment (Furuto 2012).

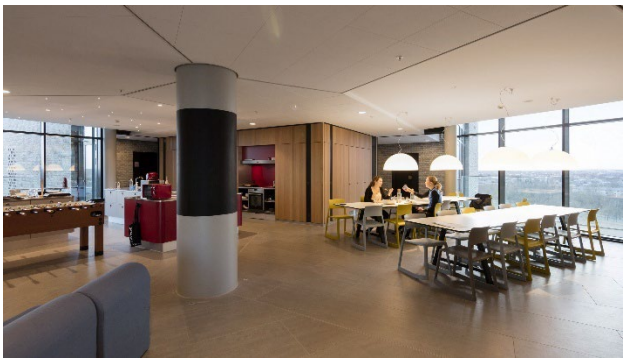


Figs. 14. Form, shaping, and layout of the building to provide each room with access to daylight, views, and a private balcony. Source: C.F. Møller Architects.

15a 15b

Figs. 15 a-b, Gradual transition from private to social spaces. Source: C.F. Møller Architects

16 a



16 b

16 c

16 d

Figs. 16 a-d, floor-specific kitchens and lounges, Source: C.F. Møller Architects.

17 a

17 b

17 c

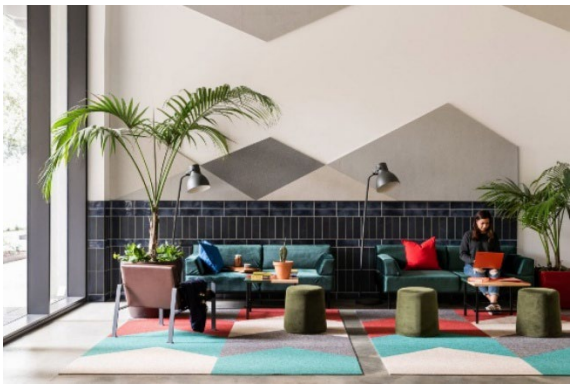
Figs. 17 a-c, Campus Hall offers three types of rooms: single rooms, double rooms, and ease-of-access rooms suitable for students with physical disabilities. Source: University of Southern Denmark. ArchDaily; still from video "Tietgen Dormitory.

17 b

3.3 Campus Perth (Perth, Australia); Adaptive Reuse Student Housing

Introduction

Campus Perth is a student housing project in the heart of Perth, Australia, created through the adaptive reuse of a 1970s office building for both domestic and international students. Designed by Woods Bagot in partnership with GCP Hospitality, it was completed in 2019 and now houses more than 700 students. The project shows how smart interior design and flexible planning can turn a rigid, outdated structure into a lively and inclusive living space, making it a useful example for creating comfortable environments that help international students feel at home (Woods Bagot, 2019).



"*The ability to evolve from the typical is a hallmark of adaptive reuse."* (Woods Bagot, 2019).

Fig. 18, Campus Perth, Seating area. Source: C.F. Møller Architects, Source: Woods Bagot.

Project Overview

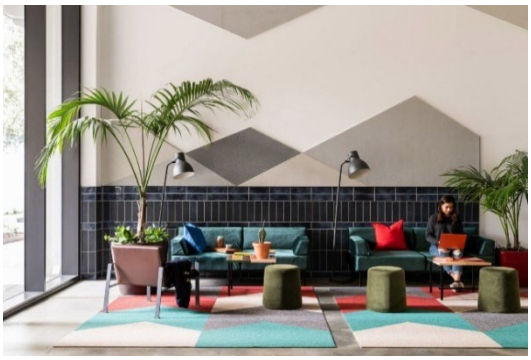
- **Location:** 80 Stirling Street, Perth, Australia
- **Architect:** Woods Bagot with GCP Hospitality
- **Renovation Completed:** 2019
- **Original Use:** 1970s office tower
- **Capacity:** Approximately 726–917 students
- **Room Types:** Private studios, two-bedroom 'Twodios,' four-bedroom 'Campus 4,' and six-bedroom 'Cluster 6' suites
- **Special Features:** Double-height atrium, communal kitchens and lounges, flexible modular furniture, co-working spaces, study areas, rooftop garden, gender-sensitive layouts

Inclusive Design for an Inclusive Community

The renovation of Campus Perth focused strongly on building a sense of community and making the space flexible, and achieved this through a central double-height social hub and the smart reuse of deep office floors. (Woods Bagot, 2019). At the centre of the building there is a bright atrium called the Commons, which works like a shared living room and meeting place for students. It's surrounded by open-plan kitchens, study lounges, and informal hangouts that fit different group sizes and activities throughout the day. Whether students are studying or relaxing after class, the design supports social interaction without taking away their privacy.

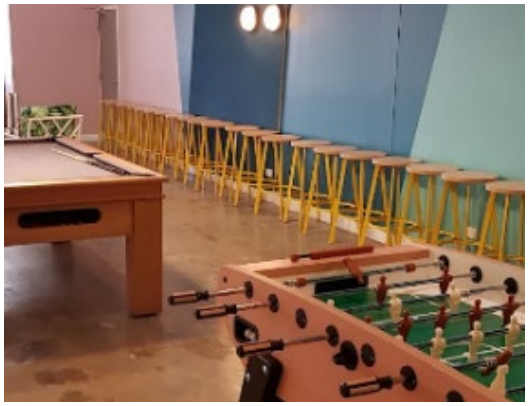
Student rooms in this student housing are made with modular furniture systems that can be arranged in different ways. There are several suite options, from private studios with their own bathrooms to shared flats where students have private bedrooms, but share the kitchen and living room (Amber Student, 2023). Each room is designed to work for different daily habits and cultural needs, by having flexible desks, lockable storage, and neutral colours that students can personalise. Some clusters have four to six bedrooms that open into a shared living area, and offer a mix of private and social spaces. This is especially helpful when students have cultural or gender-based preferences. Movable furniture lets students change the layout to fit their lifestyle; study desks can be pushed together for group work or separated for quiet study (Woods Bagot, 2019).

The shared kitchens are placed to encourage communal cooking and eating, while supporting cultural diversity by respecting dietary and cultural needs, something that has cultural significance for many students. These kitchens are large enough for different cooking styles, and nearby dining spaces make it easy for students to chat and connect informally (Amber Student, 2023). Other shared facilities include a rooftop terrace, gaming lounge, gym, and quiet study rooms, so students can choose spaces that fit their mood and needs, whether they want time alone or to be with others. Staff are prepared to support international students, and things like cultural festivals and shared activities help students build a sense of community.



19 a

19 b



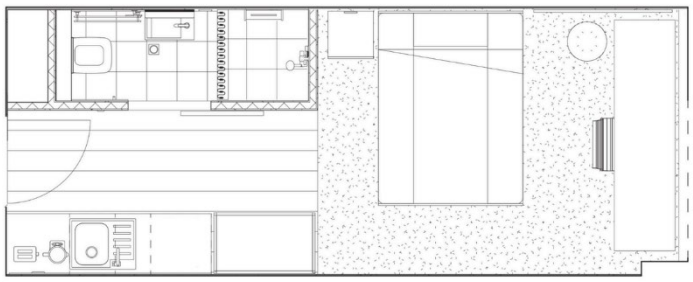
19 c

19 d

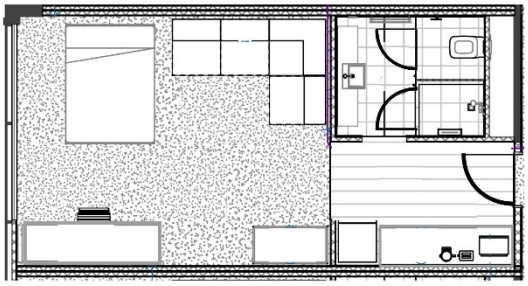
Figs. 19 a-d, Different settings at Campus Perth that allow students to choose between private or social interaction. Sources: Woods Bagot; Andrés Moulins/Google Maps.

Figs. 20 a-g, Campus Perth offers a variety of room types, from private studios for individuals or couples to shared apartments, so residents can choose between complete privacy and a more social, community-oriented living arrangement. Some rooms come with flexible furniture, so students can arrange things the way they like and make the space work for their needs. Source: Campus Perth, “Campus Perth Rooms.”

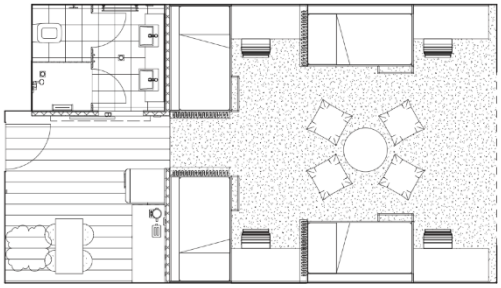
22 a



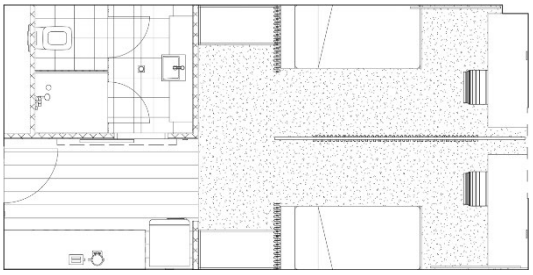
22 b, “Studio” Rooms



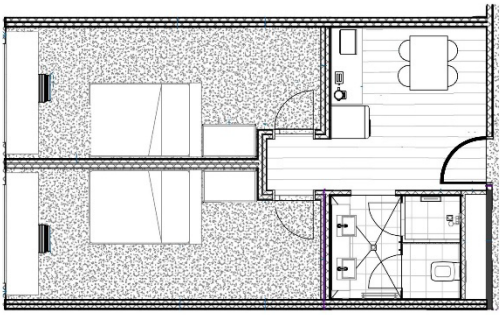
22 c, “Studio Large” Rooms



22 d, “CAMPUS 4”Rooms



22 e, “TWODIO” Rooms



22 f, “Cluster 2” Rooms

22 g, “Cluster 6” Rooms

3.4 **Conclusion and Lessons Learned**

The precedent projects I studied, show that successful student housing design is about more than providing accommodation, it is about creating places that support community, inclusion, and personal comfort. These examples show several key strategies that can help students, especially international ones, adapt and do well in their new environment:

- Offering a mix of room types and layouts so students can choose the level of privacy and social contact they prefer. Flexible or movable furniture also lets residents adapt spaces to their habits and culture.
- Using gradual transitions from private to shared areas to make social spaces feel welcoming without overwhelming students, especially those new to the culture.
- Spreading smaller communal spaces across each floor and integrating them into places where students naturally pass or spend time, such as circulation areas, kitchens, resting spots, and study corners, while also providing larger central and visible gathering spaces such as courtyards, atriums, or large lounges to encourage casual meetings and community building.
- Designing for clusters of rooms and shared facilities so that smaller groups of students naturally meet and form connections and feel part of a community while still having access to the larger building-wide network.
- Including culturally responsive amenities like shared kitchens for different cooking traditions, prayer or meditation rooms, and gender-inclusive bathrooms.
- Linking living spaces with academic and support areas to make it easier for students to study, rest, and connect in the same environment.
- Maximising daylight, access to nature, and use of natural materials to improve comfort and well-being.
- Ensuring accessibility for all students so everyone can fully participate in community life.
- Incorporating culturally sensitive elements such as halal and vegetarian dining options, or culturally familiar features, to respect diverse backgrounds while introducing local traditions.
- Including on-site Resident Assistants to coordinate activities, offer guidance, and help students integrate socially and culturally.

4 Site and Building Analysis

Introduction

Site Context and Surroundings

Demographic Context and Cultural Diversity

Building Overview and Existing Conditions

Understanding the Potential and Challenges of University College Residence for International Students

Turning Findings into Design Priorities

Introduction

As of Fall 2024, international students made up over 21.3% of the University of Manitoba's total enrolment, with 6,675 students from 122 countries (University of Manitoba 2024). Many of these students come from places with very different climates, cultures, and housing traditions (University of Manitoba 2024). While the university does not share detailed information about who lives in each residence, the housing system overall includes students from many different backgrounds. University College Residence has a high number of first-year students, most of whom are in their late teens or early twenties. For international students, this means that adjusting to a new culture often happens at the same time as starting university and becoming more independent, and because of these overlapping challenges, it's especially important for on-campus housing to offer a living environment that is inclusive, flexible, and supportive.

In this chapter, I provide a detailed analysis of the University College Residence at the University of Manitoba. The aim is to understand the building's current physical conditions, and the surrounding campus context. I will also explore what the site does well, what needs improvement, and what changes could help international students feel more at home.

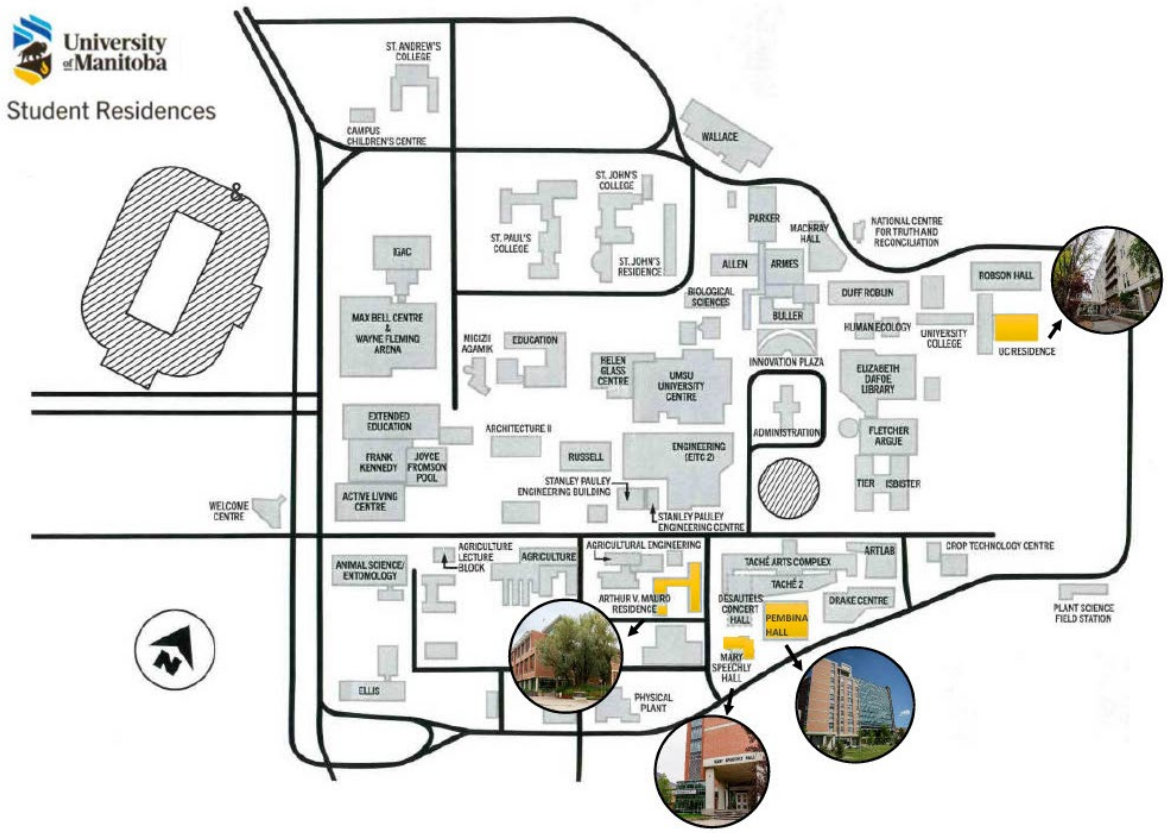
4.1 Site Context and Surroundings

University College Residence is situated on the east side of the University of Manitoba's Fort Garry campus (Fig. x), in a quiet area surrounded by academic buildings and green space. Built as part of a larger complex in the 1960s, the residence was originally designed to bring together housing, classrooms, and dining facilities in one place, with the goal of creating a well-connected student community with a shared identity (Winnipeg Architecture Foundation n.d.). The site includes a landscaped courtyard, a sculpture garden, and pedestrian paths that connect the building to other parts of the campus.

Although Fort Garry is a walkable campus, its large size, (more than 280 hectares) means that some important services are not close to University College (University of Manitoba 2024). For example, the International Centre, health services, and many student clubs are located in University Centre, which is more central. While the distance is manageable in good weather, it can feel far for new or international students, especially during winter. With average January

temperatures around −20°C and frequent windchills below −30°C, being outdoors can become uncomfortable or even unsafe (Environment Canada 2023). To deal with these conditions, the University of Manitoba has built an underground tunnel system that connects major campus buildings. University College Residence is connected to this network, which allows students to reach classrooms, the library, and dining areas without going outside (University of Manitoba 2024). Still, international students in Canada have said they often feel isolated at first, especially when their residence is in a quieter area and they are adjusting to the cold and unfamiliar campus layout (Calder et al. 2016).

Fig. 21, Site of University College Residence, and other main dormitories on campus. Source: University of Manitoba.



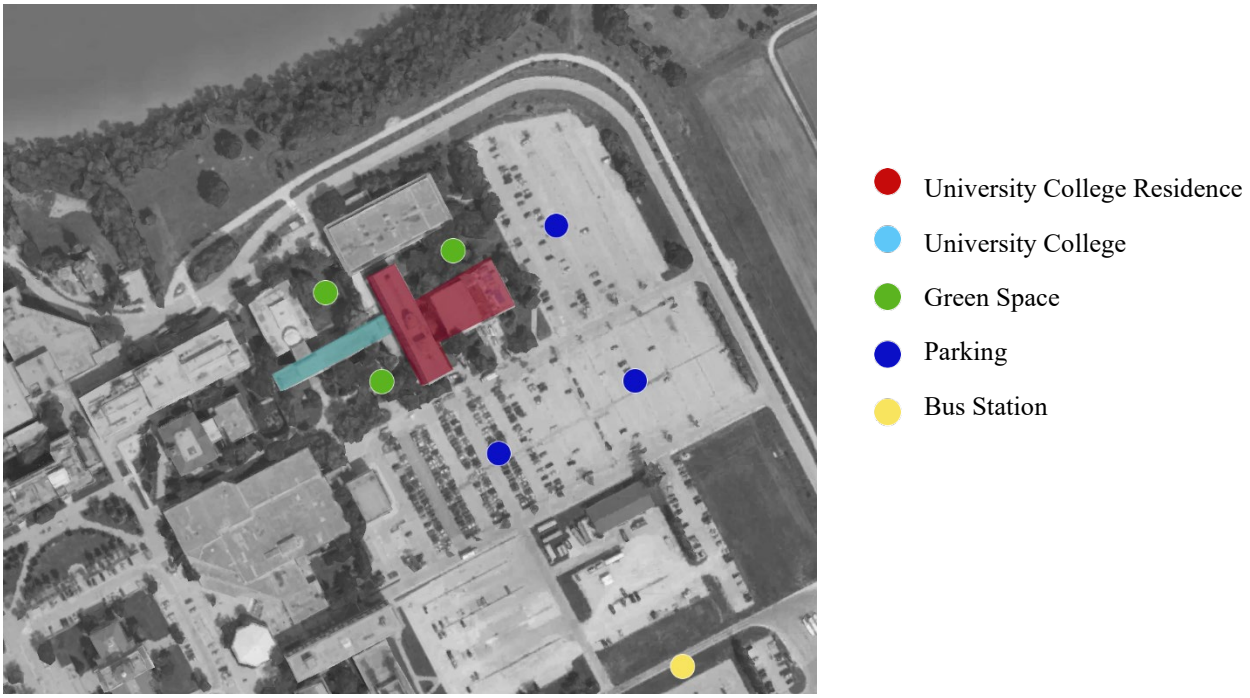


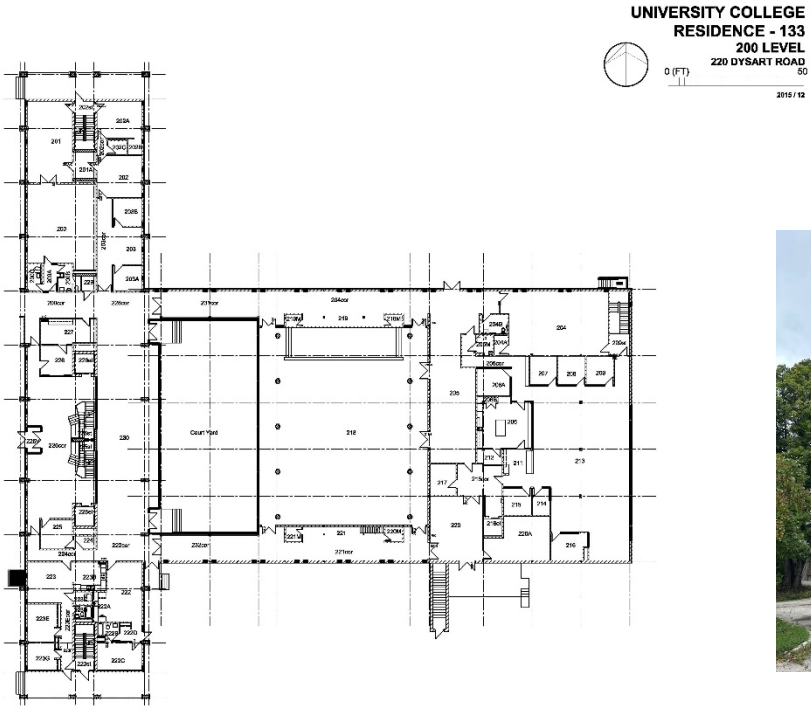
Fig. 22, Site of University College Residence, Map of Nearby Amenities

4.2 **Building Overview and Existing Conditions**

University College Residence, built in 1964, is one of the oldest residence buildings on the University of Manitoba's Fort Garry campus. It was designed in the mid-century modern style and planned as part of a larger complex that combines student living, learning, and dining spaces to help create a strong student community (Winnipeg Architecture Foundation n.d.).

The building has three connected parts: a seven-storey residence tower, a west wing with classrooms and offices, and an east wing that includes the dining hall and Great Hall. These sections form a courtyard with a sculpture garden in the middle, and the glass walkways link the different wings, and invite in lots of natural light (Winnipeg Architecture Foundation n.d.). The structure is made of steel and concrete, and its exterior showcases Tyndall stone and exposed concrete, with the residence tower known for its checkerboard-style windows.

Fig. 23 a-b, University College Residence: Existing Main Floor Plan and the Building's Overall Shape



23 a, Main Floor Existing Plan

23 b, Exterior view of the UCR

Fig. 24, University College Residence, Views to and From the Building.

Views to and from site:

Figs 25 a-f, Views from/To Point 1

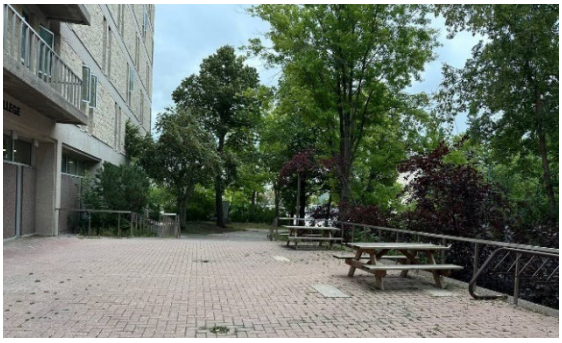
25 a

25 b

25 c

25 d

25 e



25 f

Fig 26 a-d, Views from/To Point 2

26 a

26 b

26 c

26 d

Fig 27 a-d, Views from/To Point 3

27 a

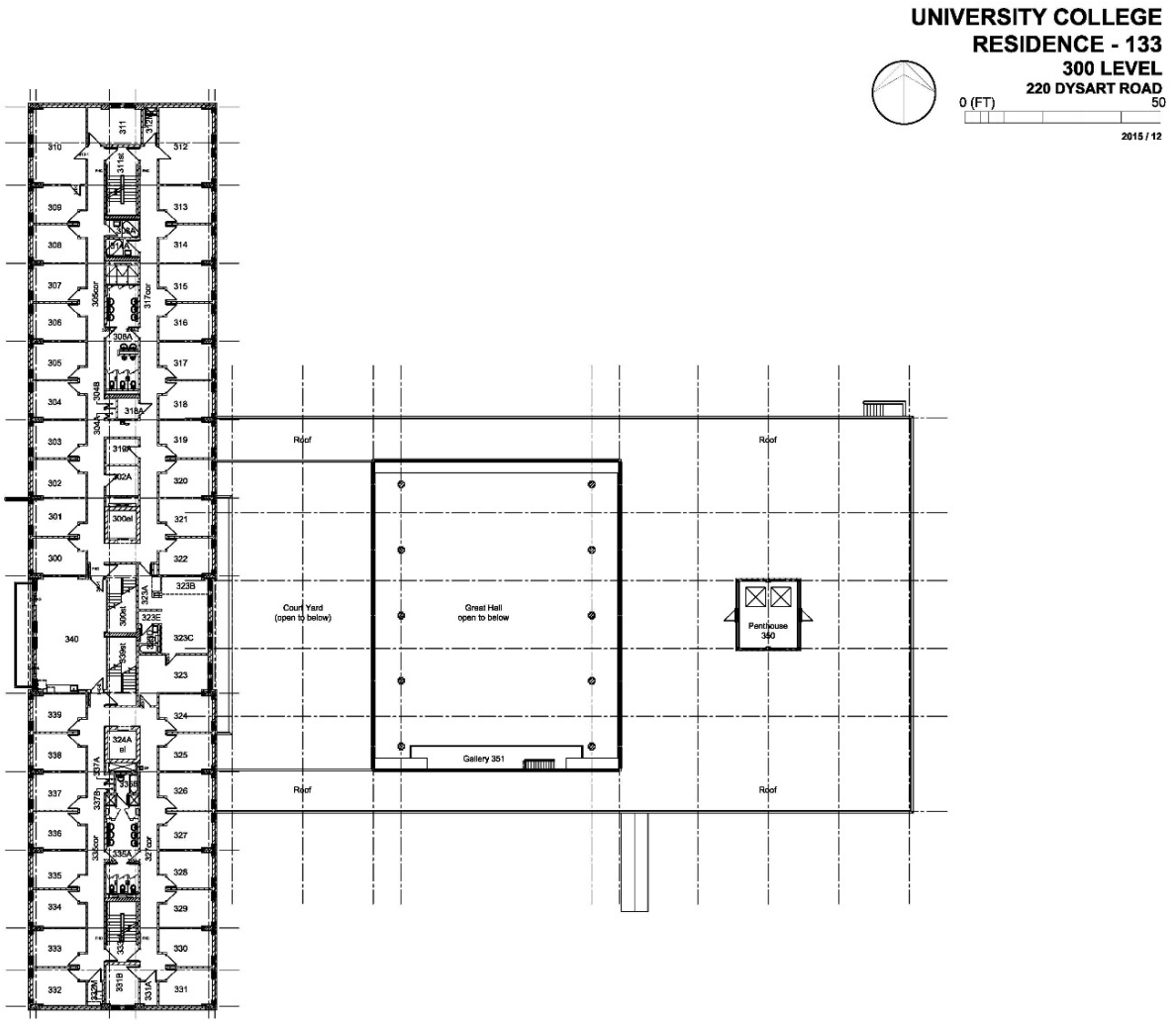
27 b

27 c

27 d

Inside, there are 236 single rooms and 10 double rooms, with about 40 students on each floor. Each floor has shared bathrooms, a furnished lounge with cable TV, and high-speed internet. Students also have access to a games room, study areas, a community kitchen, and laundry facilities that are open 24/7 (University of Manitoba Housing 2024).

Fig. 28, University College Residence: Existing Residential Floor Plan

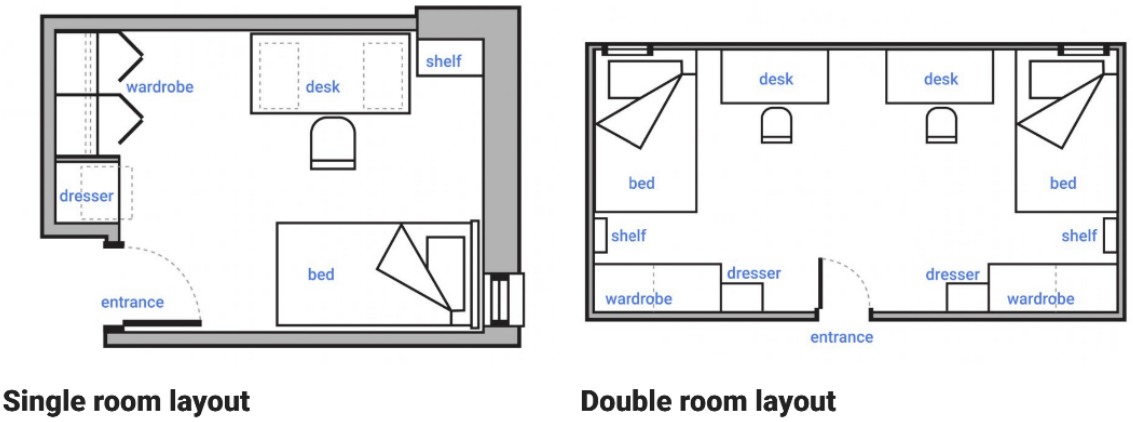


4.3 **Current performance and conditions of this residence**

Table 2, Comparison of literature-based housing features and existing conditions at University College Residence

Feature (from literature/case studies)	**Condition at University College Residence**
Variety of room layouts (privacy, couples, cultural needs)	Only singles and doubles; limited choice; privacy issues
Private bathrooms or ensuite options	Shared bathrooms on each floor
Smooth transition between private and social spaces	Long corridors with separate common areas; weak casual encounters
Natural light and personal space quality	Narrow windows, no balconies
Connection between building and outdoor spaces	Courtyard façade closed off by seminar room
Modern infrastructure & climate control	Built 1964, outdated ventilation, no A/C
Adequate maintenance and upgrades	Deferred maintenance; window replacement still ongoing
Strong amenities (lounges, kitchens, food access)	Limited basement kitchen and lounges; distant dining hall

Fig. 29, University College Residence: Existing Room Types



4.4 Turning Findings into Design Priorities

The earlier analysis shows that while University College Residence has some positive features, it doesn't fully support the needs of international students. Based on my research, this section introduces five design changes that could help make the residence more welcoming, comfortable, and supportive for international students.

4.4.1 Designing for Cultural Acculturation

International students come from different backgrounds and often have unique needs when it comes to privacy, cooking, or personal routines. The residence could offer more private or gender-neutral bathrooms, kitchens that work for different cooking styles, and quiet rooms for prayer or reflection. Signs in multiple languages and art that reflects student cultures could also help students feel more at home.

4.4.2 Making Shared Spaces More Inviting

Some lounges and kitchens aren't used much, possibly because they don't feel inviting. With thoughtful changes, these spaces could offer more opportunities for students to relax, socialize, and join group activities like cooking nights or casual hangouts.

4.4.3 Improving Comfort Through the Seasons

Many students have mentioned that rooms are too hot in summer or too cold in winter. Better insulation, energy-efficient windows, or ceiling fans could help improve temperature control. Using thermal curtains made from sustainable materials is another simple option.

4.4.4 Helping Students Feel Oriented

For someone new to campus, it's easy to feel lost. Clearer signs (especially in different languages), colour-coded floors, or even small artwork landmarks could help. A welcome screen or board near the entrance could show events and useful info to make students feel more connected.

4.4.5 Bringing Support into the Space

Some supports that exist on campus could be brought closer to where students live. For example, a small lounge could be used as a drop-in spot for peer mentors or international student leaders.

5 Programming Framework

Introduction

Programming Objectives

Translating Research into Spatial Requirements

Demographics and Floor Distribution

Room Type Preferences

User Breakdown

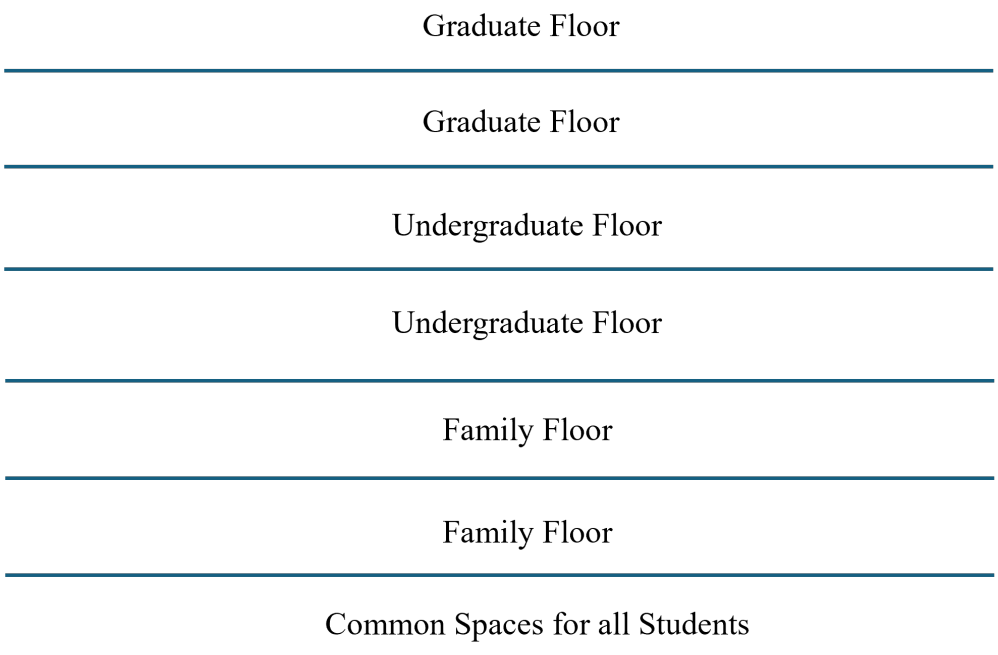
Programmatic Breakdown by Floor

Introduction

In this chapter, I outline the full programming framework for the retrofit of University College Residence on the University of Manitoba campus. It is based on research into international student adaptation, user needs, and space typologies. The building is planned to accommodate undergraduate and graduate students as well as student families. Although the residence includes seven floors and a basement, this practicum focuses on the design of three areas: the main floor, a typical residence floor for undergraduate and graduate students, and a typical residence floor where the family units are located.

- Basement: 1,628 m² (not part of the design; reserved for services)
- Main floor: 2,225.5 m² (communal spaces and support areas)
- Residence floors: 6 floors × 976.5 m² = 5,859 m² (housing and floor-specific lounges)

Fig. 36, Floor Allocation Diagram



5.1 **Programming Objectives**

- Support international and diverse student groups in their transition to life in Canada.
- Create welcoming and inclusive shared spaces that reflect cultural diversity and help students feel at home.
- Design flexible spaces that respect diverse lifestyles and privacy while still encouraging community and social interaction.
- Accommodate the needs of all user groups, including undergraduate and graduate students, families, and individuals.
- Respect diverse lifestyles and privacy needs through flexible design solutions.

5.2 **Translating Research into Spatial Requirements**

The literature shows that the physical layout of student housing significantly affects social integration, academic success, and well-being, especially for international students (Amole 2007; Khajehzadeh, Vale, and Vallance 2015). Spaces that encourage casual encounters, such as shared kitchens and lounges, contribute to cultural adaptation and reduce feelings of isolation. For instance, communal living areas like shared kitchens and lounges are essential in supporting a sense of community among students. These spaces allow for social interaction and mutual support, which is particularly important for students who are away from family and close friends. As an example, cooking meals together can serve as a bonding experience, and food often acts as a social connector among students from diverse cultural backgrounds (Ted Trout Architects 2023). Families and graduate students, however, benefit more from quiet, semi-private areas and targeted support facilities (Behari and Yunitsyna 2021).

Based on these insights, the program includes a balance of collective and semi-private areas:

- Communal zones (e.g., multipurpose rooms, workshops, lounges) to encourage socialization.
- Quiet study spaces for focused academic work, especially for graduate students.
- Family-specific zones (e.g., play areas, childcare) to support daily routines and cultural practices.

These decisions support my practicum's aim of supporting inclusive, user-centred student housing that responds to cultural diversity.

5.3 **Demographics and Floor Distribution**

Programming decisions can be shaped to respond to the composition of the University of Manitoba's student population. In Fall 2024, there were 31,334 students enrolled, including 26,651 undergraduates and 3,910 graduate students (University of Manitoba 2024). International students made up 21.3% of the total, coming from more than 120 countries. The proportion of international students differs by academic level: in Fall 2023, 20.8% of undergraduates and 38.2% of graduate students were international (University of Manitoba 2023).

Graduate international students are more likely to have families or partners. National studies show that 31% of master's students and 48% of PhD students in Canada live with a partner or children, compared to only 9% of undergraduates (Centre for Innovation in Campus Mental Health 2021). Despite this, family housing is still uncommon on Canadian campuses. Research from Waterloo confirms that many international student families face barriers to finding affordable housing (Zhou 2024). At U of Manitoba, there is currently no dedicated on-campus family housing, unlike nearby universities such as the University of Winnipeg (University of Winnipeg 2024).

According to this data, I have decided to assign three residential floors to undergraduates, two to graduates, and one to families. This distribution reflects the proportions of each group and responds to the specific housing needs of international families and graduate students.

5.4 **Room Type Preferences**

Student housing design today often tries to balance the benefits of private rooms with the social value of shared spaces. Many students prefer private rooms for comfort, quiet, and control over their space, especially those with mental health needs (AHEAD 2021). Recent trends show that most new student housing includes private bedrooms and even private bathrooms (AppFolio 2024). Surveys confirm this shift: nearly all respondents consider a private bedroom very important (American Campus Communities 2023), and about half say that sharing a bedroom is a "deal breaker" (ACUHO-I 2021).

Shared rooms, on the other hand, can help students feel more connected and build peer relationships. Roommates may offer emotional and academic support, especially for those new to campus life. Some studies show that communal living arrangements support stronger social networks and even slightly better academic outcomes (Worsley et al. 2021). Still, shared rooms can also bring challenges such as noise, conflict, or a lack of personal space. To address this, flexible designs that combine private bedrooms with shared kitchens or lounges are increasingly common (HKS Architects 2023). These allow students to choose the level of interaction they are comfortable with and helps to support both individual needs and a sense of community within the residence.

Based on the research and student housing trends, my design proposal for undergraduates and graduates (5 residential floors) includes a mix of unit types to support different preferences and lifestyles. All suites include private sleeping areas and bathrooms to provide students with personal comfort and privacy. Many of these suites are grouped into small clusters that share a kitchenette and lounge, which encourages residents to interact within a manageable group. In addition, a few fully private units, with individual kitchens, are available for students who prefer complete independence. Each floor also features one larger common area to support broader social engagement among all residents of each floor.

For families, who are accommodated on a separate floor, the design focuses on private suite-style units to provide a quiet and comfortable environment for them. At the same time, child- and parent-friendly communal spaces, like small lounges or play areas, are included on the same floor to support informal interaction and support a sense of community among families.

5.5 **User Breakdown**

Understanding the diverse user groups of the residence is a key to programming. Users are divided into three groups: primary, secondary, and tertiary.

5.5.1 **Primary Users: Student Residents**

These include full-time residents, undergraduate students (~60), graduate students (~40), and families (~20 people). Their activities include daily living, study, cooking, and socialization. Each

floor is dedicated to one user group (3 floors undergraduates, 2 graduates, 1 families). All floors have their own lounge.

Table 3. Primary Users of UCR in the Proposed Program

User Group	Est. Number	Activities	Frequency
Undergraduate Students	~44	Studying, socializing, living, dining	Daily
Graduate Students	~44	Independent study, quiet work, occasional socializing, living, dining	Daily
Family Residents (Total Number)	~54	Family life, childcare, quiet domestic routines, living, dining	Daily

5.5.2 **Secondary Users: Residence Staff**

Table 4. Secondary Users of UCR in the Proposed Program

Staff Role	Est. Number	Activities	Frequency
Resident Advisors	~6	Mentorship, conflict resolution, organizing events, dining	Daily (live-in)
Coordinators/Admin	1–2	Oversight, student meetings, operations, dining	Daily
Janitorial staff	~2	Cleaning, restocking supplies, reporting issues, dining	Daily
Front Desk/Security	~1/shift	Monitoring access, assisting visitors, emergency support, dining	Daily

5.5.3 **Tertiary Users: Visitors and Service Providers**

Table 5. Tertiary Users of UCR in the Proposed Program

Visitor Type	Est. Number	Activities	Frequency
Resident Guests	Varies	Social visits, overnight stays, dining	Occasionally
Maintenance Workers	1–3 as needed	Repairs, inspections, upgrades	Weekly or on-call
Delivery Personnel	1–2	Delivering packages, food	Daily

5.6 **Programmatic Breakdown by Floor**

5.6.1 **Main Floor Program (2,225.5 m²)**

Based on research about international students and the role of shared spaces, the following areas on the main floor, are planned to support their adaptation and daily life.

Table 6. Main floor program

Space Name	Area (m²)	Description
Welcome Area	100	Reception desk, seating, digital display board
Connection Area	300	Flexible furniture, casual seating, natural light
Study Nook	200	Individual and group tables, semi-quiet environment
Collaboration Space	150	For crafts, residence events, cultural exchange
Food Hub	400	Light food prep, beverage and snack corner, casual seating, Food Service Area
Culture Hub	100	Exhibition Market, Showcase Hall, Cultural Exchange Space
Mail Room	75	Secure lockers, delivery shelf
Family Play Hub / Child Care	150	Semi-private, visible from Family lounge
Discussion Rooms (2)	80	Bookable by students or staff (40 m² each)

Admin Office	100	Coordinator + RA meetings
Washrooms/Service	200	Public toilets, janitor closet
All-purpose Space	300	For events, movie nights, town halls
Storage/Mechanical	250	Equipment and back-of-house functions
Wellness Room	100	Open hours, secure entry, shared use by residents, supports health

5.6.2 **Residential Floors (6 x 976.5 m² = 5,859 m²)**

Each residential floor for undergrads and grads is designed with the following layout:

Table 7. Residential floor program

Space Name	**Area (m²)**	**Description**
20 Private Rooms and shared cluster lounges	Varies	Single or suite rooms
Shared Living Rooms	100	Casual seating and gathering area
Study Nook	25	Quiet corner with desks
RA Room	Varies	One room per floor for live-in staff
Laundry Room	25	Washers, dryers, casual social interaction
Guest Room (2)	Varies	Temporary accommodation

Each residential floor for families is designed with the following layout:

Table 8. Proposed Layout Strategy for Family Residential Floors

Space Name	**Area (m²)**	**Description**
~10 Private Rooms	Varies	suite rooms
Shared Living Rooms	100	Casual seating and gathering area
Kid's Corner	40	Child-friendly area for children
RA Room	Varies	One room per floor for live-in staff

Laundry Room	25	Washers, dryers, casual social interaction
Guest Room	Varies	Temporary accommodation

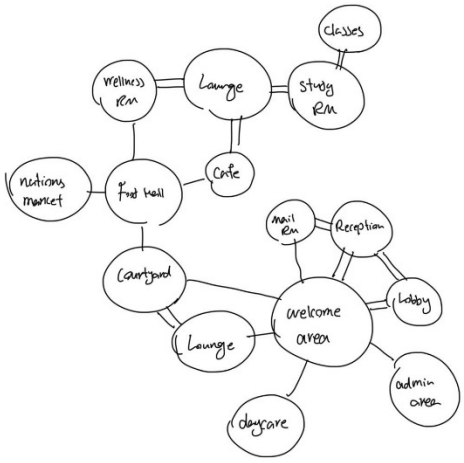


Fig. 30, Bubble Diagram of Main Floor Spaces

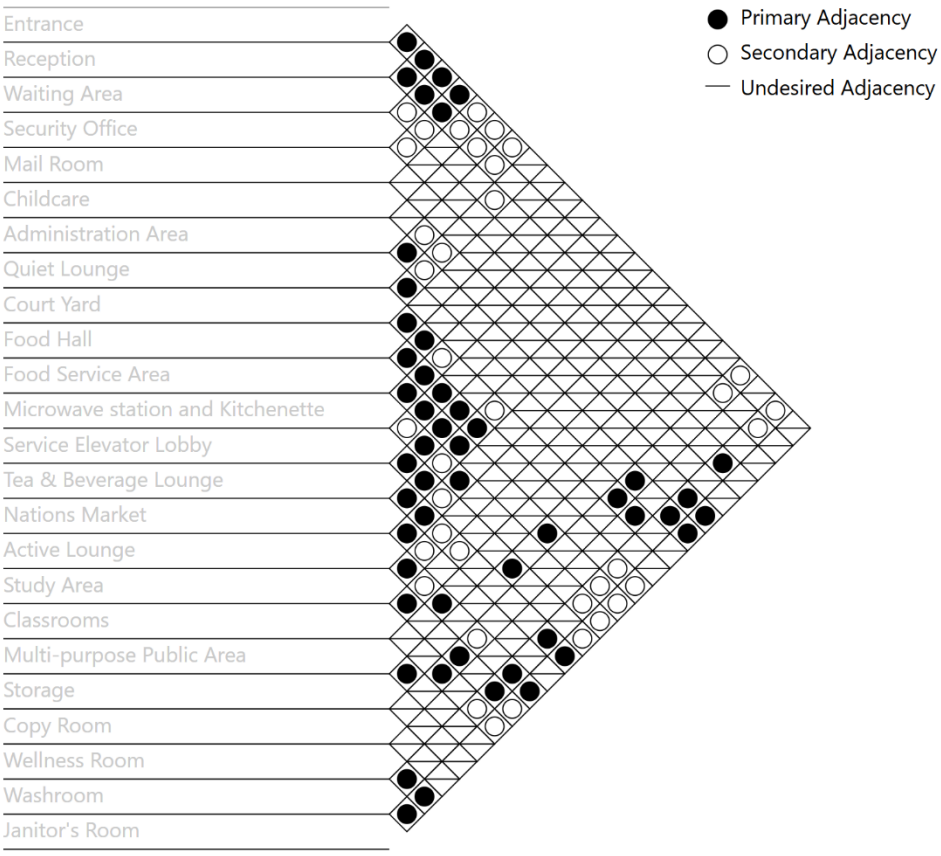


Fig. 31, Adjacency Matrix of Main Floor Spaces

6 Design Proposal

Introduction

Design Strategies

Design Perspectives

Introduction

This chapter presents the design proposal for the retrofit of University College Residence, bringing together the research, site analysis, and programming completed in earlier sections. In order to support the values of more inclusive student housing, like respecting different cultural routines, improving privacy and comfort, and encouraging natural social interaction, I have applied these principles in my design through the following strategies:

• Integrating cultural symbols and patterns, using colours, materials, and furniture inspired by different countries to create a welcoming environment that feels familiar to a diverse student population.

• Responding to cultural differences in daily habits, such as cooking, eating, dining, and privacy, by providing stronger kitchen ventilation, flexible and versatile seating options in lounges and dining areas, and private rooms that support both rest and personal routines.

• Using clustered layouts instead of long corridors to create smaller communities within each floor. This reduces noise, increases comfort, and encourages students to use shared spaces more often, helping them build a stronger sense of belonging.

• Providing quiet rooms for prayer, meditation, and reflection, giving students respectful spaces for spiritual or personal practices.

• Including both public and individual wellness rooms that can be used publicly or booked privately for those who prefer to exercise alone.

• Dedicating floors to specific groups, such as undergraduate students, graduate students, and families, so each group can form a community that matches their lifestyle and needs.

• Offering childcare opportunities and family-friendly areas to better support students living with children.

• Creating a Nations Market, where students can purchase ingredients related to their cultural food practices.

• Introducing a beverage and tea lounge that serves a range of cultural drinks, helping students connect through familiar flavours and casual conversation.

• Adding multipurpose rooms for events and gatherings, supporting celebrations, workshops, and cultural exchange activities.

• Providing an administrative and RA office, located close to living spaces to offer support, guidance, and help with daily concerns.

• Placing related functions next to each other, such as positioning the laundry room beside the floor lounge so students can supervise children or socialize while doing chores.

• Designing shared areas that feel inviting and comfortable, that support students to spend time in common spaces rather staying isolated in their rooms.

• Bringing student support closer to the residence, including small meeting rooms for peer mentoring, intercultural activities, and community programs.

• Including small classroom-style spaces that can be used for learning opportunities, such as English classes or skill-building workshops, to support students' academic and cultural transition.

Fig. 32, Main Floor Plan

Fig. 33, Family Residential Floor Plans

Fig. 34, Undergrads and Grads Residential Floor Plans

Fig. 35, Entrance and Waiting Area

Fig. 36, Mail Room

Fig. 37, Reception

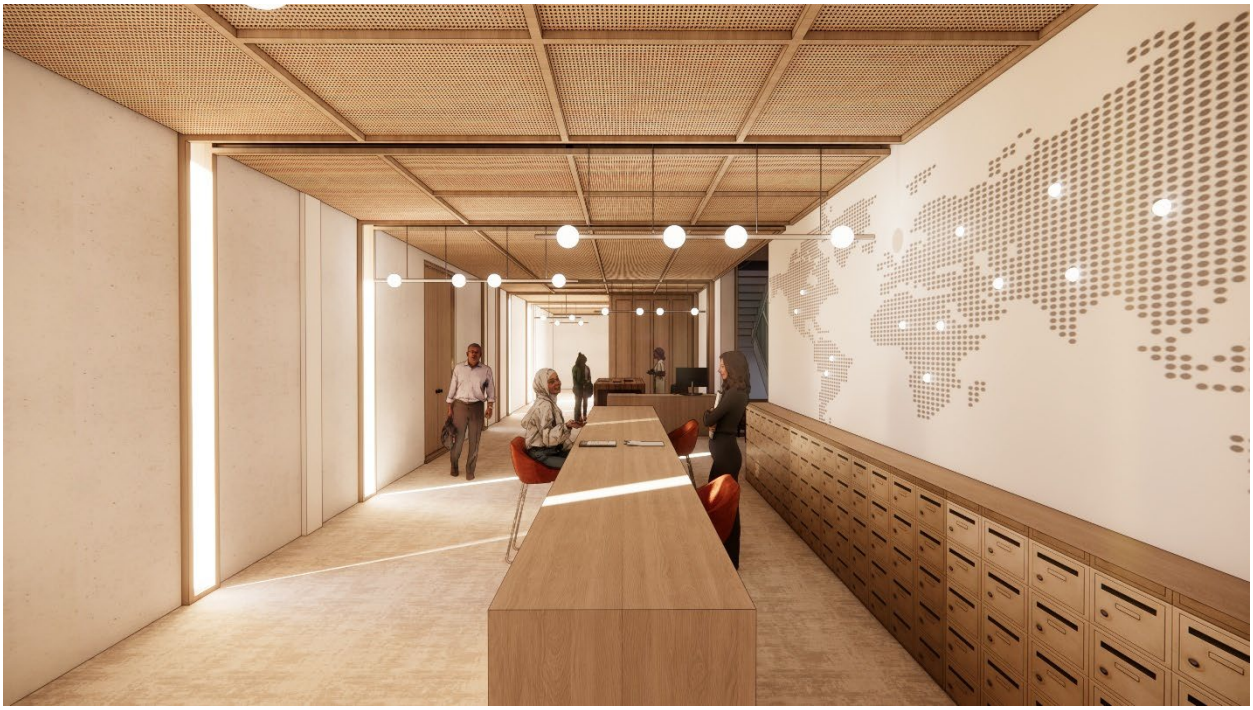


Fig. 38, Mail Room- Journeys & Origins wall

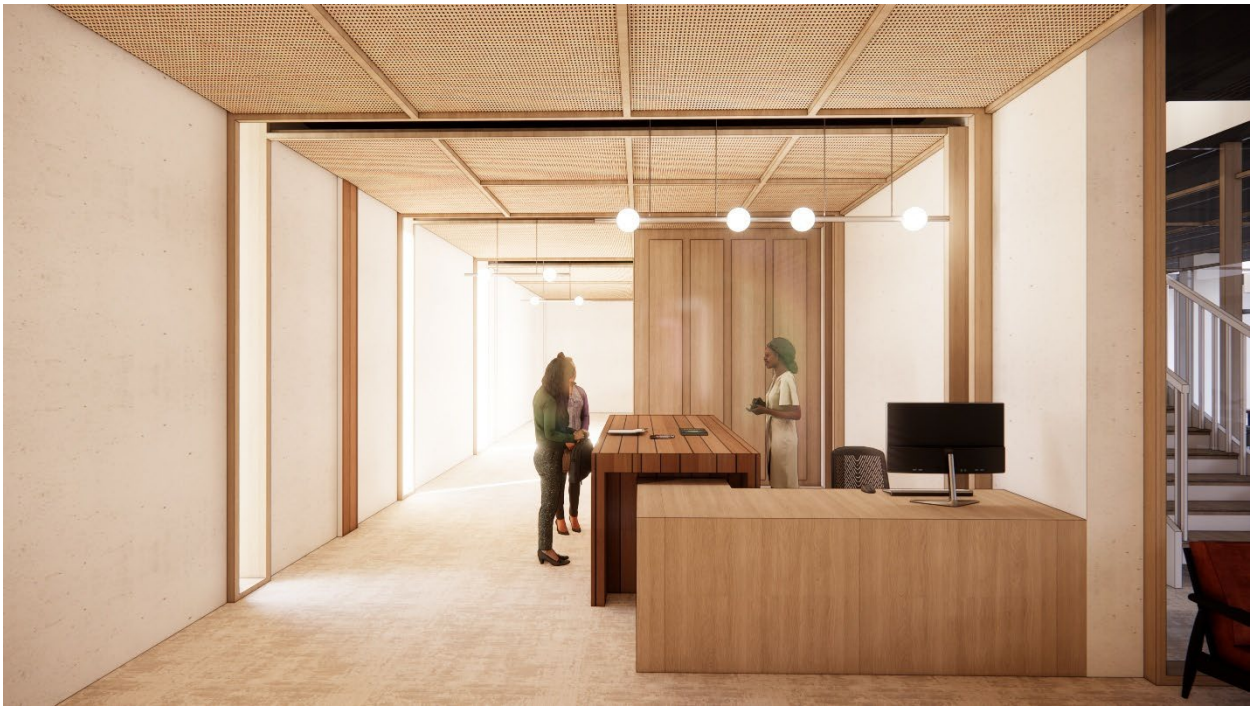


Fig. 39, Reception

Fig. 40, Dining Area, Main Floor

Fig. 41, Dining Area, Main Floor and the View toward the Courtyard

Fig. 42, Courtyard, View 1

Fig. 43, Courtyard, View 2

Fig. 44, Courtyard, View from the Top

Fig. 45, Courtyard, View 4

Fig. 46, Shared Dining Area and Communal Kitchen on the Family Residential Floors.

Fig. 47, Communal Area on the Residential Floors.

Fig. 48, Versatile Shared Dining Area on the Family Residential Floors.

Fig. 49, Communal Kitchen on Residential Floors

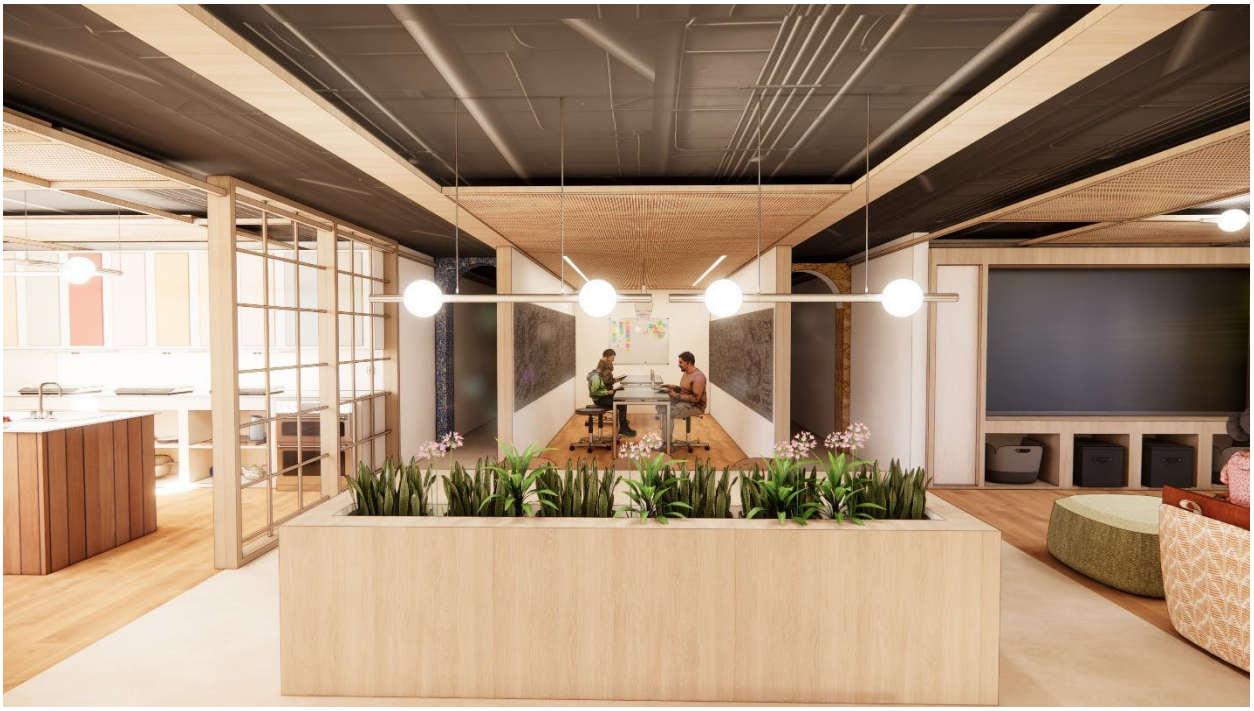


Fig. 50, Elevator Entrance View in the Family Residential Floors.

Fig. 51, Social Lounge on the Family Residential Floors, View 1.

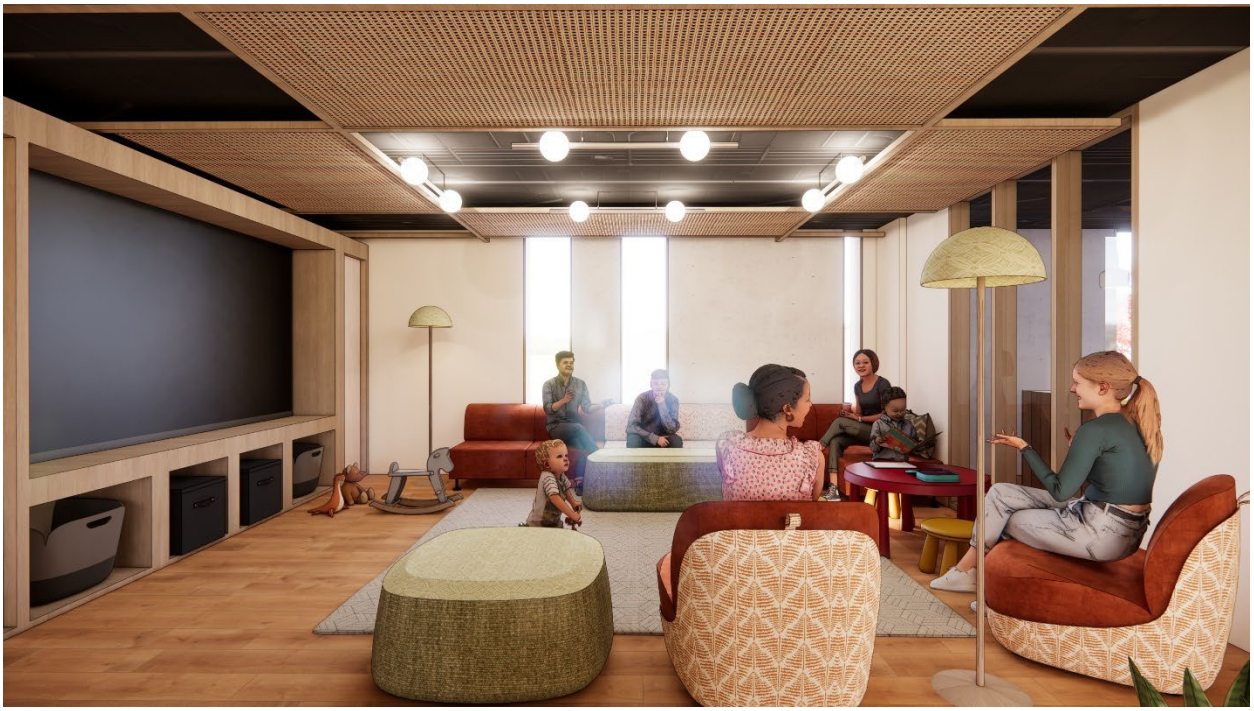


Fig. 52, Social Lounge on the Family Residential Floors, View 2.

Fig. 53, Social Lounge on the Family Residential Floors, View 3.

Fig. 54, Group Study Area on the Residential Floors.

Fig. 55, isometric interior view of a typical Private Rooms on the Undergraduate and Graduate Residential Floors.

Fig. 56, Typical Private Rooms on the Undergraduate and Graduate Residential Floors, View 1.

Fig. 57, Typical Private Rooms on the Undergraduate and Graduate Residential Floors, View 2.

Fig. 58, Typical Private Rooms on the Undergraduate and Graduate Residential Floors, View 3.

7 Conclusion

This chapter brings the study together by returning to the questions I introduced in the Chapter One. My goal throughout this practicum was to understand how an existing on-campus residence could be redesigned to better support international students as they adjust to a new culture. By going back to my original questions, I can show how the final design responds to what I learned and how the project grew from research to design.

1. How can the design of an on-campus living space support cultural adaptation for students from different backgrounds?

Through the research, I realized that cultural adaptation doesn't happen all at once. It happens in small, everyday moments, and student housing is usually where those moments start. For many international students, the residence becomes the first place where they learn how people live in the new culture, how neighbours interact, and what daily life looks like in Canada.

Good design can help with this by making the residence feel comfortable and easy to understand, especially when everything else feels unfamiliar. It can also give students different options for how they want to spend their time, whether they feel ready to meet new people or prefer to stay on their own for a while. When shared spaces feel welcoming and private spaces feel respected, students have room to adjust at their own pace.

2. What aspects of international students' lifestyles influence their experience of shared living spaces?

Working through this practicum helped me understand how much daily routines shape students' experience of the residence. Students come from different backgrounds, and the way they cook, rest, socialize, or interact with gendered spaces can vary a lot. These differences show up quickly in shared areas.

For example, cooking styles can affect how students use kitchens, especially when it comes to strong smells, longer cooking times, or food restrictions. Privacy expectations also differ, some students need more quiet time or personal space, while others are more used to open, social

environments. Cultural norms around gender and communication can also affect how comfortable students feel in co-ed washrooms, lounges, or hallways.

These observations helped me notice the weak points in University College Residence: long corridors that feel impersonal, limited kitchen space, and very few semi-private spots where students can take a break when shared areas feel too intense. These patterns shaped many of the design choices in the design proposal.

3. What essential spaces and amenities should a student-friendly residential complex include to support international students' diverse lifestyles?

The design proposal builds on the needs shown in the research, such as having more privacy, easier access to shared kitchens, and spaces where students can socialize or spend time alone. To support these needs, the proposal includes better kitchens for different cooking styles, smaller clusters of rooms instead of long hallways, and a mix of quiet and social areas so students can choose how much they want to connect with others.

The proposal also includes in-suit bathrooms for students, small group study rooms and laundry rooms close to the living areas, and simple circulation routes that make the building easier to understand when students are still new. All of these features work together to support students' comfort, their personal habits, and the gradual process of adjusting to life in a new country.

7.1 Future Considerations

This practicum offers one step toward understanding what international students may need in on-campus housing, and there is still much more to learn. It would be valuable to build on this work by gathering direct feedback from students currently living in the residence, as their daily experiences would provide deeper insight. Future research could also look more closely at gender-inclusive layouts and how different students respond to them. As student populations continue to grow and change, residences like University College will likely need to adapt over time to remain flexible, supportive, and culturally aware.

References

- Abu Rabia, Hazza M. 2017. "Undergraduate Arab International Students' Adjustment to U.S. Universities." International Journal of Higher Education 6(1): 131–139. doi:10.5430/ijhe.v6n1p131.
- ACUHO-I. 2021. 2021 State of College Housing Report. Association of College and University Housing Officers–International. https://www.acuho-i.org.
- Adenuga, Taiwo. 2022. Exploring Adjustment Challenges of Nigerian International Students in U.S. Higher Education. PhD diss., Morgan State University. ProQuest (ED645416).
- AHEAD. 2021. Student Mental Health and Housing Needs. Association on Higher Education and Disability. https://www.ahead.org.
- Ali, S. R. and E. Bagheri. 2017. "Practical Suggestions to Accommodate the Needs of Muslim Students on Campus." New Directions for Student Services (Winter): 47–54.
- Altomonte, Sergio, and Eleonora Schiavon. "Occupant Satisfaction in LEED and Non-LEED Certified University Buildings." Building and Environment 68 (2013): 65–73.
- Amasyali, Melike, Şebnem Yücel, and Esra Bostancıoğlu. "Post-Occupancy Evaluation of Dormitory Buildings: A Study on Physical Environment Satisfaction and Adaptation." Sustainability 14, no. 4 (2022): 2203. https://doi.org/10.3390/su14042203.
- American Campus Communities. 2023. Student & Parent Survey Results. https://www.americancampus.com.
- American Campus Communities. 2023. Student Housing Trends Report: What Gen Z Wants. Austin, TX: American Campus Communities.
- Amole, Dolapo. "Exploring the Relationship between Typology and Quality in the Context of Students' Residential Facilities." Global Built Environment Review 6, no. 3 (2008): 34–53.
- Amole, Dolapo. 2009. "Residential Satisfaction and Levels of Environment in Students' Residences." Environment and Behavior 41 (6): 866–879. https://doi.org/10.1177/0013916508322175.
- AppFolio. 2024. Student Housing Trends 2024: What Renters Want. https://www.appfolio.com.
- ArchDaily. "Tietgen Dormitory / Lundgaard & Tranberg Architects." ArchDaily. February 11, 2014. Accessed August 10, 2025. https://www.archdaily.com/474237/tietgen-dormitory-lundgaard-and-tranberg-architects.

- AsAmNews. 2015. “Roommate Issues Haunt International Students in U.S.” AsAmNews, July 26, 2015. https://asamnews.com/2015/07/26/roommate-issues-haunt-international-students-in-u-s/.
- Association of College and University Housing Officers - International (ACUHO-I). 2021. 2021 State of College Housing Report. Columbus, OH: ACUHO-I.
- Astin, Alexander W. Achieving Educational Excellence: A Critical Assessment of Priorities and Practices in Higher Education. San Francisco: Jossey-Bass, 1985.
- Beder, Deniz, and Çiğdem İmamoğlu. 2023. “Correlates of Dormitory Satisfaction and Differences Involving Social Density and Room Locations.” Journal of Housing and the Built Environment, May 20, 1–17. https://doi.org/10.1007/s10901-023-10040-2.
- Behri, Dorela, and Anna Yunitsyna. “Adaptable Minimal Living Space for Students.” MTJSEA Journal 3, no. 3 (2021): 1–10.
- Berry, J. W. (2005). Acculturation: Living successfully in two cultures. International Journal of Intercultural Relations, 29(6), 697–712. https://doi.org/10.1016/j.ijintrel.2005.07.013
- Bibby, Douglas M. Impact of International Students on U.S. Campuses: Current Landscape and Market Outlook. NMHC Research Foundation, 2024. https://www.nmhc.org.
- Bohanon, Mariah. 2019. “Dorm Design Affects Student Outcomes, Especially for African Americans.” Insight Into Diversity, July 2, 2019insightintodiversity.com.
- BrckaLorenz, Allison, et al. “Diverse Interactions in Living-Learning Programs.” Journal of Diversity in Higher Education 7, no. 2 (2014): 77–89.
- Brower, Aaron M., and Karen Kurotsuchi Inkelas. “Living–Learning Programs: One High-Impact Educational Practice We Now Know a Lot About.” Liberal Education 96, no. 2 (2010): 36–43.
- C.F. Møller Architects. “Campus Hall, University of Southern Denmark.” C.F. Møller Architects. Accessed August 10, 2025. https://www.cfmoller.com/p/Campus-Hall-University-of-Southern-Denmark-i2971.html.
- C.F. Møller Architects. “Student Housing for the University of Southern Denmark.” Archello. Accessed August 10, 2025. https://archello.com/project/student-housing-for-the-university-of-southern-denmark.
- C.F. Møller Architects. 2015. “Grand Opening of the Campus Hall.” Accessed August 9, 2025. https://www.cfmoller.com/g/Grand-Opening-of-the-Campus-Hall-i15489.html.
- C.F. Møller Architects. Student Housing for the University of Southern Denmark. Archello. Project Year 2015. Odense, Denmark. Photographs by Torben Eskerod. Description: A low-energy, three interconnected 15-storey towers providing 250 student residences, emphasizing community, passive design features, and sustainable landscape design

- Calder, Moira J., Solina Richter, Yuping Mao, Katharina Kovacs Burns, Ramadimetja S. Mogale, and Margaret Danko. “International Students Attending Canadian Universities: Their Experiences with Housing, Finances, and Other Issues.” Canadian Journal of Higher Education 46, no. 2 (2017): 92–110.

- Campus Perth. n.d. “Campus Perth Rooms | Student Rooms in Perth | Campus Room Types.” Campus Perth. Accessed August 9, 2025. https://www.campusperth.com/rooms/en#the-rooms.

- Canada.ca. 2024. Work off campus as an international student. https://www.canada.ca/en/immigration-refugees-citizenship/services/study-canada/work/work-off-campus.html
- Canadian Bureau for International Education (CBIE). 2023. International Students and Housing in Canada: A Survey Report. Ottawa, ON: CBIE.
- Chu, Sam, Albert Chau, Robert Chung, et al. “A Comparison of Residence Hall Experience for Students of Different Backgrounds.” Journal of Student Affairs Research and Practice 56, no. 3 (2019): 326–339. https://doi.org/10.1080/19496591.2019.1582428:

- CMHC (Canada Mortgage and Housing Corporation). 2024. Rental Market Report – Winnipeg.

- Copenhagen Business School. “Tietgenkollegiet.” CBS.dk. Accessed August 10, 2025. https://www.cbs.dk/en/study/internationals/exchange-students/housing/student-residences/tietgenkollegiet.
- Danish Architecture Center (DAC). n.d. “Tietgenkollegiet.” Accessed August 10, 2025.
- Danish Architecture Centre. “Tietgen Dormitory.” YouTube Video. Accessed August 10, 2025. https://www.youtube.com/watch?v=BQofDvpxvUw.
- Dear, K., K. Dutton, and E. Fox. “Do ‘Watching Eyes’ Influence Antisocial Behavior? A Systematic Review & Meta-Analysis.” Evolution and Human Behavior 40, no. 3 (2019): 269–80. https://doi.org/10.1016/j.evolhumbehav.2019.01.006.

- Environment Canada. 2023. “Canadian Climate Normals: Winnipeg, MB.” Accessed May 25, 2025. https://climate.weather.gc.ca.
- Field, Kimberly. “Inclusive Campus Housing: Building Gender-Inclusive Housing Communities.” Journal of College and University Student Housing 45, no. 2 (2018): 50–65.

- Furuto, Allison. 2012. “University of Southern Denmark Student Housing / C.F. Møller Architects.” ArchDaily. December 28, 2012. https://www.archdaily.com/321445/university-of-southern-denmark-student-housing-

winning-proposal-c-f-moller-architects.

- Gebregergis, Werede T. 2018. “Major Causes of Acculturative Stress and Their Relations with Sociodemographic Factors and Depression among International Students.” Open Journal of Social Sciences 6(10): 68–82. doi:10.4236/jss.2018.610006.
- Ghani, Z. A., & Suleiman, N. (2016). Theoretical Underpinning for Understanding Student Housing. Journal of Environment and Earth Science, 6(1), 163–169. • Kuleshova, A. (2018). Student Housing: A New Perspective. Politecnico di Milano, M.Sc. Thesis.
- Giddens, Anthony. 1984. The Constitution of Society: Outline of the Theory of Structuration. Berkeley: University of California Press.
- Giroux, Henry A., and Anthony N. Penna. “Social Education in the Classroom: The Dynamics of the Hidden Curriculum.” Theory & Research in Social Education 7, no. 1 (1979): 21–42.
- Granato, S., Havari, E., Mazzarella, G., & Schnepf, S. V. (2024). Study abroad programmes and student outcomes: Evidence from Erasmus. Economics of Education Review, 98, 102510. https://doi.org/10.1016/j.econedurev.2024.102510
- Guinée et Potin Architects. “Refurbishment of a Student Residence in Nantes.” ArchDaily. February 28, 2024. https://www.archdaily.com/1025393/refurbishment-of-a-student-residence-in-nantes-guinee-et-potin-architects.
- He, Rui, Fiona S. Baker, Chaofang Hu, and Mario Castelnuovo. 2024. “It’s More Than Just Food: The Role of Food among Chinese International Students’ Acculturation Experiences in the UK and USA.” Food, Culture & Society (forthcoming)eprints.gla.ac.ukeprints.gla.ac.uk. doi:10.1080/15528014.2024.2330180.
- Herman Miller, Inc. Room and Board Redefined: Trends in Residence Halls. Zeeland, MI: Herman Miller, Inc., 2007.
- Hines, Mary. 2022. Designing for Demand: Private Bedrooms and Bathrooms in New Residence Halls. Boston, MA: Education Design Collective.
- HKS Architects. 2023. “How Architecture Supports Student Mental Health.” HKS Research. https://www.hksinc.com.
- Housing Europe Observatory. “The State of Housing in the EU 2021.” https://www.housingeurope.eu/resource-1547/the-state-of-housing-in-the-eu-2021.
- ikke Gram-Hansen, Living in Circles: A Study of the Relationship between Architecture and the Social Dynamics in the Tietgen Student Hall (Master’s thesis, 4Cities Erasmus Mundus Programme in Urban Studies, 2016), abstract, https://www.4cities.eu/wp-content/uploads/2016/06/MAthesis_4CITIES_GRAMHANSEN_RIKKE_Cohort3.pdf.

- Ilstedt, Sara, and Martin Sjöman. 2022. "The Value of Being Close: Social and Ecological Sustainability in Co-Living for Students." In DRS2022: Bilbao, 25 June – 3 July, edited by Dan Lockton, Silvia Lenzi, Pieter Hekkert, Anna Oak, José Sádaba, and Peter Lloyd. Bilbao, Spain: Design Research Society. https://doi.org/10.21606/drs.2022.413.
- Ishige, Naomichi. 2008. "The Dietary Culture of Asia." Asia Society, September 3, 2008. https://asiasociety.org/blog/asia/dietary-culture-asia:contentReference[oaicite:26]{index=26}:contentReference[oaicite:27]{index=27}.
- Ishimoto Architectural & Engineering Firm. 2023. Toyo University AI-House Hub-4. ArchDaily. January 15, 2023. https://www.archdaily.com/994471/toyo-university-ai-house-hub-4-ishimoto-architectural.
- Jhangiani, Rajiv, and Hammond Tarry, eds. *Culture and Psychology*. Maricopa Open Digital Press, 2020. https://open.maricopa.edu/culturepsychology/.
- Joshua T. Brown, Fred Volk, and Elisabeth M. Spratto, "The Hidden Structure: The Influence of Residence Hall Design on Academic Outcomes," Journal of Student Affairs Research and Practice 56, no. 3 (2019): 267–283, https://doi.org/10.1080/19496591.2019.1587758.
- Journal of International Students (JIS). 2017. "Peer-Pairing Program Effects on International Student Adjustment." JIS 7(3): 745–754files.eric.ed.gov. (Quintrell & Westwood 1994 study as discussed in JIS article).
- Kelliher, Rebecca. 2021. "As Number of Student Parents Rises, So Does Need for Family Friendly Housing on Campus." Diverse: Issues in Higher Education.
- Khademi, Elahe, and Fatemeh Naserpour. "Cultural Adaptation of International Students in Student Housing Environments." Journal of International Students 11, no. 3 (2021): 624–642. https://doi.org/10.32674/jis.v11i3.2049.
- Khajehzadeh, Iman, Brenda Vale, and Fatemeh Yavari. 2015. "Shared Living Space for Students: The Role of Background and Experience." In Making Built Environments Responsive: Proceedings of FARU 2015, 226–239. University of Moratuwa, Sri Lanka.
- Kim, Young Yun. 2001. Becoming Intercultural: An Integrative Theory of Communication and Cross-Cultural Adaptation. Thousand Oaks, CA: Sage Publications.
- Koutsouris, G., Mountford-Zimdars, A., & Dingwall, K. (2021). The "ideal" higher education student: understanding the hidden curriculum to enable institutional change. Research in Post-Compulsory Education, 26(2), 131–147. https://doi.org/10.1080/13596748.2021.1909921
- Krasić, Sonja, Petar Pejić, Nikola Cekić, and Milica Veljković. 2017. "Architectonic Analysis of Common Space Organization in Contemporary Student Dormitories Around

the World." Facta Universitatis, Series: Architecture and Civil Engineering 15(3): 507–526casopisi.junis.ni.ac.rs.

- Krasić, Sonja, Petar Pejić, Nikola Ćekić, and Milica Veljković. 2017. "Architectonic Analysis of Common Space Organization in Contemporary Student Dormitories around the World." Facta Universitatis, Series: Architecture and Civil Engineering 15 (4): 507–26. https://doi.org/10.2298/FUACE161101039K.

- Kristiana, Indah F., Nugraha A. Karyanta, Ermida Simanjuntak, Unika Prihatsanti, Tri M. Ingarianti, and Muhammad Shohib. "Social Support and Acculturative Stress of International Students." International Journal of Environmental Research and Public Health 19, no. 11 (2022): 6568.

- Kuleshova, Anastasiia. Student Housing: A New Perspective. MSc Thesis, Politecnico di Milano, 2018.
- Liu, Zhuoran (Lily). Social Spaces in Student Housing. Master's report, Peter Guo-hua Fu School of Architecture, McGill University, 2022.
- Lundgaard & Tranberg Architects. 2025. "Tietgen Dormitory." Accessed August 10, 2025.

- Macionis, John J., and Linda M. Gerber. Sociology. 7th Canadian ed. Toronto: Pearson Canada, 2010.
- Manitoba Immigration and Economic Opportunities. 2022. Manitoba Immigration Facts Report 2021. Winnipeg: Government of Manitoba. https://immigratemanitoba.com/data/facts-report-2021/ immigratemanitoba.com.
- Margolis, Eric, ed. The Hidden Curriculum in Higher Education. New York: Routledge, 2001.

- McCartney, Shelagh, and Ximena Rosenvasser. 2022. "Privacy Territories in Student University Housing Design: Introduction of the Hierarchy of Isolation and Privacy in Architecture Tool." SAGE Open 12 (2): 21582440221089953.

- McCartney, Shelagh, and Ximena Rosenvasser. 2023. "New Student Residence Unit Typologies: Introducing Housing Unit Classification (HUC), a Framework for Understanding Student Socialization." Journal of Housing and the Built Environment 38: 443–465. https://doi.org/10.1007/s10901-022-09950-4.

- Nadal-Vicens, Mireya, and Gene Beresin. "International College Students: Challenges and Solutions." The Clay Center for Young Healthy Minds. Massachusetts General Hospital, May 22, 2018. https://www.mghclaycenter.org/parenting-concerns/young-adults/international-college-students/.

- Nugent, Julia. n.d. “Residential Common Spaces That Really Work: A Post-Occupancy Study.” Planning for Higher Education 41 (1): 1–6.

- Nuñez Gamez, Ivan. 2022. “Newly Arrived International Students Need More Support.” The Manitoban, January 19, 2022. https://themanitoban.com/2022/01/newly-arrived-international-students-need-more-support/42117/.

- Oberg, Kalervo. 1960. “Culture Shock: Adjustment to New Cultural Environments.” Practical Anthropology 7: 177–182.

- Owusu, Francisca, and Margaret R. Kahler. 2025. “Sense of Belonging and Students’ Success: International Students in the Residence Halls.” NASPA Blog, February 13, 2025naspa.org.
- Paige, R. M. (1990). International students: Cross-cultural psychological perspectives. In R. W. Brislin (Ed.), Applied Cross-Cultural Psychology (pp. 161–183). Newbury Park, CA: Sage Publications.

- Perkins & Will. University of British Columbia Orchard Commons – Case Study. Vancouver: Perkins & Will, 2019. [Accessed July 27, 2025]. https://vancouver.housing.ubc.ca/wp-content/uploads/2019/02/Orchard-Commons-Design-Case-Study.pdf

- Perkins&Will (Building Design+Construction). 2018. “Social Connection in Academic and Student Housing Environments – Orchard Commons at UBC.” BDC Network (online), November 2018bdcnetwork.combdcnetwork.com.
- Pike, Gary R. 1999. “The Effects of Residential Learning Communities and Traditional Residential Living Arrangements on Educational Gains during the First Year of College.” Journal of College Student Development 40(3): 269–284eric.ed.gov.
- Rahimi, Sohrab. 2015. Social Interaction in Student Residence Halls: An Architectural Perspective. PhD thesis, Pennsylvania State Universitybooks.google.combooks.google.com.
- Reddit. 2023. “How’s Living in UofM’s Dorms/Residence Like?” Reddit. Accessed May 24, 2025. https://www.reddit.com/r/umanitoba/comments/198q7q1/hows_living_in_uofms_dormsresidence_like.

- Retail Council of Canada. 2025. Minimum Wage by Province. https://www.retailcouncil.org/resources/quick-facts/minimum-wage-by-province/
- Rodger, Susan C., Anita M. Johnson, and Patricia Wakabayashi. 2005. “Dormitories versus Suite-Style Residences: The Effects of Residence Type on Physical Cohesion and

University Adjustment of First-Year Students." Canadian Journal of Higher Education 35(3): 83–99files.eric.ed.gov.

- Rutgers University. "Roommate Agreements." Residence Life – Rutgers University. Accessed July 20, 2025. https://ruoncampus.rutgers.edu.
- Sakip, Suzana Rajaee, Nurwati Badarulzaman, and Basri Basri. "Sense of Community in Student Residential Halls." Procedia – Social and Behavioral Sciences 50 (2012): 393–402. https://doi.org/10.1016/j.sbspro.2012.08.041.
- Shattuck, T. 1964. The Adjustment of Foreign Students in the United States. New York: Praeger.
- Sherry, Mark, Thomas H. Thomas, and Wing Hong Chui. "International Students: A Vulnerable Student Population." Higher Education 60, no. 1 (2010): 33–46. https://doi.org/10.1007/s10734-009-9284-z.
- Smith, Rachel A., and Nigar G. Khawaja. 2011. "A Review of the Acculturation Experiences of International Students." International Journal of Intercultural Relations 35 (6): 699–713. https://doi.org/10.1016/j.ijintrel.2011.08.004.
- Smith, Russ. "9 Vital Things to Consider in Designing a Campus Gender-Inclusive Housing Policy." Modern Campus, 2021. https://sapro.moderncampus.com.
- Spaces4Learning. 2025. "2025 Residence Hall Design Trends." Spaces4Learning, March 26, 2025. https://spaces4learning.com/articles/2025/03/26/residence-hall-design.aspx.
- Stick, Max, Feng Hou, and Haozhen Zhang. "Housing International Students: Housing Suitability across Municipalities." Economic and Social Reports 4, no. 5 (2024): 1–6.
- Student Housing Business. 2021. "Making Grad Students Feel at Home." Student Housing Business.
- Study Abroad 101. 2023. "International Student Co-Living: Overcoming Homesickness." StudyAbroad101 Blog, July 7, 2023. https://blog.studyabroad101.com/2023/07/international-student-co-living.
- Ted Trout Architects. 2023. "How Student Housing Architecture Fosters a Sense of Community While Respecting Privacy." https://tedtroutarch.com/how-student-housing-architecture-fosters-a-sense-of-community-while-respecting-privacy/
- Tietgenkollegiet. n.d. "Kitchens and Common Rooms." Accessed August 10, 2025.
- Tinto, Vincent. 1975. "Drop-Outs from Higher Education: A Theoretical Synthesis of Recent Research." Review of Educational Research 45, no. 1: 89–125. https://doi.org/10.2307/1170024.
- Tinto, Vincent. Leaving College: Rethinking the Causes and Cures of Student Attrition. 2nd ed. Chicago: University of Chicago Press, 1993.

- Tolman, Steven. “The Effects of a Roommate-Pairing Program on International Student Satisfaction and Academic Success.” Journal of International Students 7, no. 3 (2017): 522–541.

- Tolman, Steven. “The Effects of a Roommate-Pairing Program on International Student Satisfaction and Academic Success.” Journal of International Students 7, no. 3 (2017): 522–541. https://doi.org/10.5281/zenodo.570013.

- Tong, Xiao Wen, and Mi Jeong Kim. “A Conceptual Framework to Enhance Students’ Experience in Dormitories through Space Optimization and Cultural Integration.” Journal of Asian Architecture and Building Engineering (2025): forthcoming.

- Toyo University. 2022. “The International Residence AI-House HUB-4.” Toyo University News, January 2022. Accessed August 12, 2025. https://www.toyo.ac.jp/about/gakuhou/backnumber/en/265_03/.
- Toyo University. 2025. “Globalization Progress Report: AI-House Hub-4.” Accessed August 4, 2025. https://www.toyo.ac.jp/about/gakuhou/backnumber/en/265_03/

- UM Housing. (2024). University College Residence. University of Manitoba Housing and Residence Life.

- University of Bridgeport. “Is Living on Campus Safe? A Guide for Students.” Accessed July 20, 2025. https://www.bridgeport.edu.
- University of British Columbia. 2024. “Student Housing and Community Services: Residence Options.” https://vancouver.housing.ubc.ca.
- University of Manitoba Housing and Residence Life. (2024). University College Residence. Retrieved May 12, 2025, from https://umanitoba.ca/housing/university-college-residence

- University of Manitoba. 2022. “Muslim Prayer Room Opens on Bannatyne Campus.” UM Today, March 30.

- University of Manitoba. 2024. “Homestay Accommodations.” English Language Centre. Accessed June 4, 2025. https://umanitoba.ca/english-language-centre/homestay-accommodations
- University of Manitoba. 2024. “Office of Institutional Analysis: Enrollment Reports.” https://umanitoba.ca/admin/oia/
- University of Manitoba. 2024. “University College Residence.” Accessed May 12, 2025. https://umanitoba.ca/housing/university-college-residence.

- University of Manitoba. 2024. International Student Budget Estimates. https://umanitoba.ca/international
- University of Manitoba. 2024a. “Fort Garry Campus.” Accessed May 25, 2025. https://umanitoba.ca/about-um/fort-garry-campus.
- University of Manitoba. 2024b. “University College Residence.” Accessed May 25, 2025. https://umanitoba.ca/housing/university-college-residence.

- University of Manitoba. Move-In & Orientation. Accessed August 17, 2025. https://umanitoba.ca/housing/move-orientation.
- University of Southern Denmark. 2024. “Campuskollegiet – Room Types.” Accessed August 9, 2025. https://mitsdu.dk/en/mit_studie/kandidat/tysk_kandidat/studieliv/odense/campuskollegiet/kollegievaerelse.

- Usul, S. Y. (2017). The Relationship between Students’ Residence Type and Academic Achievement. International Journal of Educational Researchers, 9 - 14.
- Vale, Brenda, and Robert Vale. Time to Eat the Dog? The Real Guide to Sustainable Living. London: Thames & Hudson, 2009.
- VMDO Architects. “Thurston Hall Renovation.” 2022. https://www.vmdo.com/thurston-hall-renovation.html
  American Institute of Architects (AIA). “Thurston Hall Renovation.” 2023. https://www.aia.org/design-excellence/award-winners/thurston-hall-renovation-1

- Ward, Colleen, Adrian Furnham, and Stephen Bochner. 2001. The Psychology of Culture Shock. 2nd ed. Hove, UK: Routledge.
- Washington College. International Student Handbook, 2022–2023. Accessed July 20, 2025. https://www.washcoll.edu.

- Winnipeg Architecture Foundation. (n.d.). University College. Retrieved May 12, 2025, from https://winnipegarchitecture.ca/university-college
- Winnipeg Architecture Foundation. 2024. “University College (210–220 Dysart Road).” Accessed May 12, 2025. https://winnipegarchitecture.ca/university-college.
- Winnipeg Architecture Foundation. n.d. “University College.” Accessed May 25, 2025. https://winnipegarchitecture.ca/university-college.
- Woods Bagot. “Adaptive Reuse – Campus Perth.” 2019. https://www.woodsbagot.com/journal/adaptive-reuse-campus-
  Amber Student. “Campus Perth Student Accommodation.” 2023. https://amberstudent.com/places/campus-perth-1810254687628

- Wooooooow. 2025. “Toyo University AI-House Hub-4, Japan by Ishimoto Architectural.” Accessed August 4, 2025. https://wooooooow.cn/toyo-university-ai-house-hub-4-japan-by-ishimoto-architectural/

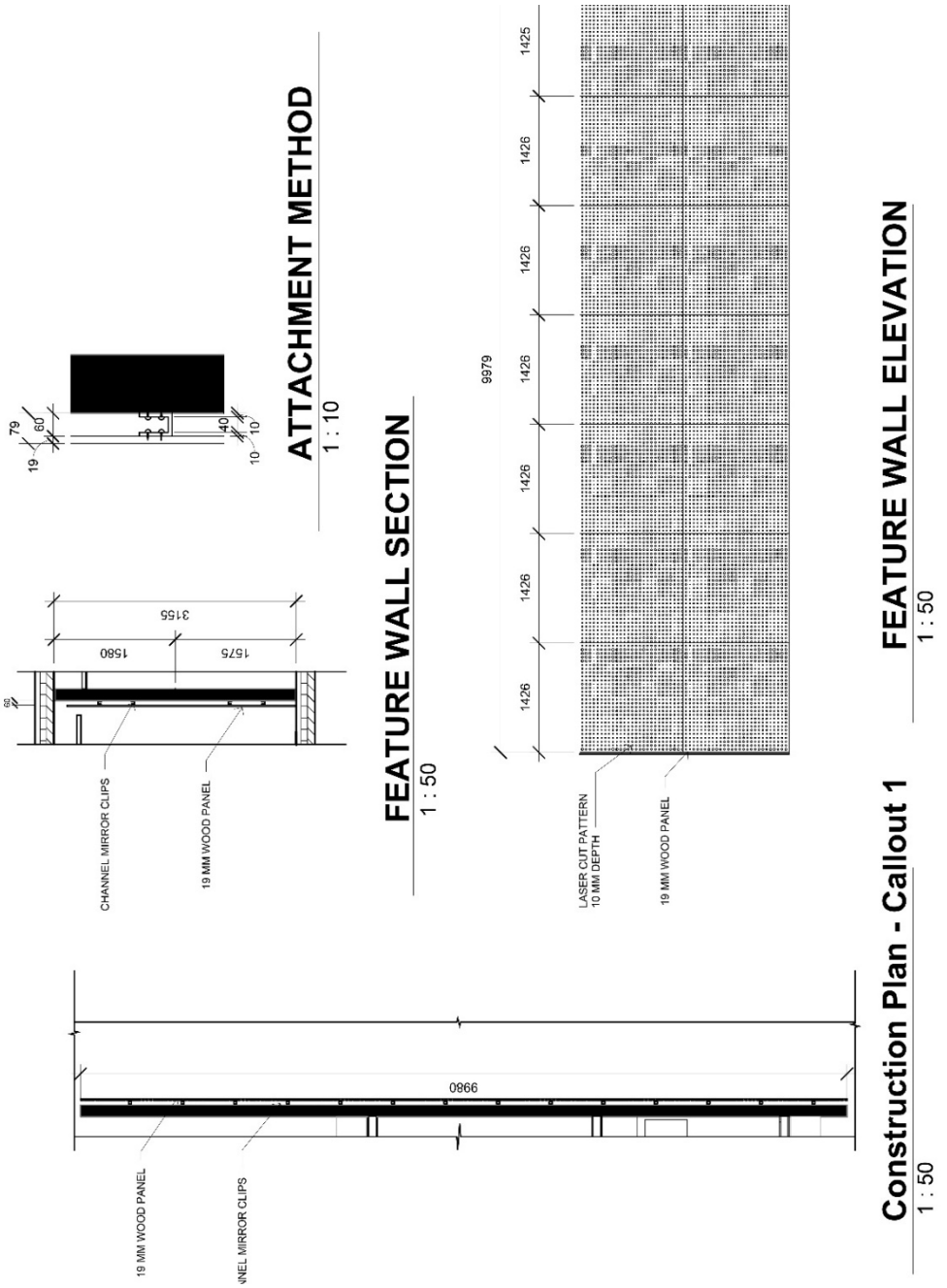
- Worae, Jonathan. 2021. A Descriptive Survey Study of International Students’ Experiences Studying at the University of Manitoba: Motivations, Challenges, Coping Strategies and Supports. M.A. thesis, University of Manitobamspace.lib.umanitoba.camspace.lib.umanitoba.ca.

- Worsley, J. D., P. Harrison, and R. Corcoran. 2021. “Accommodation Environments and Student Mental Health in the UK: The Role of Relational Spaces.” Journal of Mental Health 32, no. 1: 175–182. https://doi.org/10.1080/09638237.2021.1922648.
- Worsley, Joanne D., Paula Harrison, and Rhiannon Corcoran. “The Role of Accommodation Environments in Student Mental Health and Wellbeing.” *BMC Public Health* 21 (2021): 573. https://doi.org/10.1186/s12889-021-10584-3.
- Xulu-Gama, Nomangwane. Living and Learning in a Student Residence: An Ethnographic Study. Johannesburg: University of KwaZulu-Natal, 2019.

- Yeh, Christine J., and Mariko Inose. “International Students’ Reported English Fluency, Social Support Satisfaction, and Social Connectedness as Predictors of Acculturative Stress.” Counselling Psychology Quarterly 16, no. 1 (2003): 15–28. https://doi.org/10.1080/0951507031000114058.

Appendix A: Design Details

The following drawings are millwork details for the Journeys & Origins wall in the welcoming area.



Appendix B, Figure B.1, The Journeys & Origins wall Design Detail

Appendix B: Building Code Review Summary

This appendix provides a general building code review to demonstrate awareness of key life safety, accessibility, and occupancy requirements that inform the proposed interior retrofit of University College Residence (UCR) at the University of Manitoba. The intent of this review is not to provide full technical code compliance, but rather to show how major code considerations were acknowledged and respected during the design process.

Applicable Codes and Regulations

- **Primary Code:** Manitoba Building Code (based on the National Building Code of Canada)
- **Project Location:** University College Residence, University of Manitoba, Winnipeg, Manitoba
- **Building Type:** Existing on-campus student residence
- **Project Scope:** Interior renovation and spatial reconfiguration only
- **No change to:** building footprint, structural system, or building height

Occupancy Classification

- **Major Occupancy Group:** Group C – Residential Occupancy
- **Use:** Student housing accommodating undergraduate, graduate, and family residents
- **Status:** The proposed design maintains the existing Group C residential occupancy classification, while introducing a more diverse mix of residents within the existing residential use.

Key Building Code Considerations

The following table summarizes the primary building code considerations relevant to the practicum proposal and outlines how they were addressed conceptually through design decisions.

Table 9, Key Building Code Considerations

Code Area	General Requirement	Design Response in my Practicum
Occupancy Type	Residential (Group C)	Existing residential use maintained
Means of Egress	Clear exit paths and minimum number of exits	Existing exit locations and corridors retained; layouts avoid obstruction of exit routes
Fire Safety	Fire-rated separations between corridors and dwelling areas	Existing exit stairs and key life-safety elements are assumed to remain in place. Interior wall changes are proposed at a conceptual level and would require further review to confirm fire-rated assemblies during detailed design development.
Travel Distance	Maximum allowable travel distance to exits	Existing circulation patterns respected; no increase in travel distance
Accessibility	Barrier-free access to common spaces	Shared amenities designed to remain accessible within existing constraints
Common Spaces	Safe circulation and visibility	Common areas placed along existing corridors with clear sightlines
Washrooms	Accessible and code-compliant fixtures	Washroom locations are reconfigured at a conceptual level to support universal and gender-inclusive use. Final locations and layouts would require further coordination to confirm code compliance.; design supports universal and gender-inclusive use
Vertical Circulation	Protected stairwells and elevators	Existing stair and elevator cores are largely retained, with minor conceptual adjustments to select stair locations. Final placement would require further coordination and detailed code review.

Code Area	General Requirement	Design Response in Practicum
Occupancy Type	Residential (Group C)	Residential occupancy classification is maintained, while the internal distribution of resident types is reconfigured within the existing use.
Means of Egress	Clear exit paths and minimum number of exits	Existing primary exit routes and corridors inform the proposed layouts, which are organized to maintain clear and unobstructed egress paths.
Fire Safety	Fire-rated separations between corridors and dwelling areas	Existing exit stairs and key life-safety elements are assumed to remain in place. Interior wall changes are explored at a conceptual level and would require further review to confirm fire-rated assemblies during detailed design development.
Travel Distance	Maximum allowable travel distance to exits	Proposed layouts follow existing circulation patterns and are intended to avoid increasing travel distances to exits.
Accessibility	Barrier-free access to common spaces	Shared amenities such as lounges, kitchens, and study areas are designed to align with existing accessible routes and vertical circulation.
Common Spaces	Safe circulation and visibility	Common areas are positioned along primary circulation routes to support visibility, wayfinding, and safe movement.
Washrooms	Accessible and code-compliant fixtures	Washrooms are reconfigured conceptually to support universal and gender-inclusive use. Final locations and layouts would require further coordination to confirm accessibility and code compliance.
Vertical Circulation	Protected stairwells and elevators	Stair and elevator cores are largely retained, with minor conceptual adjustments explored for select stair locations. Final placement would require detailed coordination and code review.

Accessibility Considerations

Accessibility is an important aspect of inclusive student housing design. While the practicum does not propose structural changes, the design emphasizes:

- Barrier-free access to shared lounges, kitchens, and study spaces
- Clear circulation paths with sufficient widths
- Visual clarity and wayfinding support for users
- Consideration of universal and gender-inclusive washroom access within existing locations

These strategies align with the intent of accessibility provisions in the Manitoba Building Code and support inclusive use of the residence by students with diverse needs.

Fire Safety and Life Safety Awareness

Fire safety considerations informed several design decisions, including:

- Retaining existing fire-rated corridors and stair enclosures
- Avoiding new openings through fire separations
- Maintaining clear and unobstructed egress paths
- Locating shared social spaces away from exit discharge points

All fire and life safety strategies are addressed at a conceptual level appropriate to an interior design practicum.

Assumptions and Limitations

This building code review is based on publicly available information and general provisions of the Manitoba Building Code. Detailed life safety analysis, fire-resistance ratings, occupant load calculations, and final code compliance verification would require coordination with a licensed architect, fire protection engineer, and code consultant and are outside the scope of this practicum.

Appendix C: Furniture, Fixtures, and Equipment (FF&E) Schedule

Table 10, Furniture, Fixtures, and Equipment (FF&E) Schedule

CODE	TYPE	MANUFACTURER	COLLECTION / MODEL	MATERIAL	COLOUR(S)
A-1	Seating	Steelcase	Leap Chair	Upholstered fabric seat and back with molded plastic shell and aluminum base	Grey
A-2	Seating	Haworth	Juli09	Fabric upholstery with composite and metal frame	Orange and White
A-3	Seating	Haworth	Newood	Wood	Brown
A-4	Seating	Haworth	Gigill Stool	Upholstered fabric seat and back with molded plastic shell and aluminum base	Patterned fabric
A-5	Seating	Bolia	Kimon	Upholstered fabric seat and back with molded plastic shell and aluminum base	Orange
A-6	Seating	Haworth	Buzzi-Nordic	Fabric upholstery with wood frame	Orange
A-7	Seating	Haworth	Gambetta Bench	Fabric upholstery with wood frame	Orange
A-8	Seating	Haworth	Gambetta Sofas	Fabric upholstery with wood frame	Orange
A-9	Seating	Haworth	Candor Modern	Upholstered fabric seat and back with molded plastic shell and aluminum base	Green
A-10	Seating	Coalesse	Marien	Upholstered fabric seat and back with aluminum base	White
A-11	Seating	Vicarbe	Composition 10	Upholstered fabric seat and back with aluminum base	Patterned fabric

A-12	Seating	Bernhardt	5731	Upholstered fabric seat and back with aluminum base	Patterned fabric and Orange
A-13	Seating	Haworth	Pouf	Upholstered fabric seat with aluminum base	Patterned fabric
A-14	Seating	Haworth	LC3 Three-Seat Sofa	Upholstered fabric seat with aluminum base	Blue
A-15	Seating	Haworth	LC3 Armchair	Upholstered fabric seat with aluminum base	Green
B-1	Single Bed	IKEA	SLÄKT / TRYSIL	Solid pine frame with integrated storage	White stained
B-2	Queen Bed	West Elm	Andes Queen Bed	Upholstered headboard with solid wood frame (acacia)	Charcoal fabric / natural wood
B-3	Baby Bed	Pottery Barn Kids	Kendall Convertible Crib	Solid hardwood with convertible rail system	White finish
T-1	Table	Haworth	Jive Table	Steel frame with wood work surface	
T-1	Table	Haworth	Jive Table	Steel frame with laminate work surface	Brown laminate / graphite base
T-1	Desk	Haworth	Planes Height-Adjustable Desk	Steel frame with laminate work surface	Brown laminate / graphite base
T-2	Conference Table	Haworth	Planes Conference Table	Steel base with laminate top	Neutral laminate / black base
T-3	Office Table	Haworth	Compose Work Table	Metal frame with laminate top	Light grey laminate
T-4	Coffee Table	Haworth	Hush Lounge Table	Powder-coated steel with laminate top	Black base / wood-look laminate
T-5	Classroom Table	Haworth	Planes Training Table	Steel frame with durable laminate top	Brown laminate
T-6	Dining Table	Haworth	Planes Community Table	Steel base with laminate surface	Natural oak laminate

T-7	Tall Table	Haworth	Planes High Table	Steel frame with laminate top	Neutral laminate / black base
T-1	Table	Haworth	Jive Table	Steel frame with laminate work surface	Brown laminate / graphite base
T-1	Desk	Haworth	Planes Height-Adjustable Desk	Steel frame with laminate work surface	Brown laminate / graphite base
L-1	Linear Pendant	Eureka Lighting	74600 – Berri	Aluminum housing with integrated LED	Black
L-2	Linear Pendant	Eureka Lighting	74600 – Berri	Aluminum housing with integrated LED	Black
L-3	Pendant Light	Haworth	Solis Drum Light – Large (HCPL-SDP2-36)	Fabric drum shade with metal frame	Neutral fabric / black trim
L-4	Wall Sconce	Waterworks	Flyte Sconce	Metal body with glass diffuser	Patterned shade with black trim
L-5	Pendant Light	PrentaLux	3DP-309 Pendant	Metal stem with frosted glass shade	Frosted white
L-6	Recessed Downlight	Various / Commercial Grade	LED Pot Light	Aluminum housing with integrated LED	Black trim
L-7	Pendant Light	Custom / Various	Patterned Shade Pendant	Fabric or perforated shade with metal frame	Patterned shade (neutral tones)
C-1	Multifunction Printer / Copier	Canon	imageRUNNER ADVANCE DX C3835i	Molded plastic housing with internal steel frame	White / Light Grey
C-2	Paper Shredder	Fellowes	Powershred 425Ci	Plastic and steel housing	Black
C-3	Filing / Storage Cabinet	HON	Brigade Vertical File	Powder-coated steel	Light Grey
C-4	Countertop for Copy Room	Wilsonart	High Pressure Laminate Countertop	Laminate over plywood substrate	Neutral Grey

Appendix D: Interior Finishes Schedule

Table 11, Interior Finishes Schedule

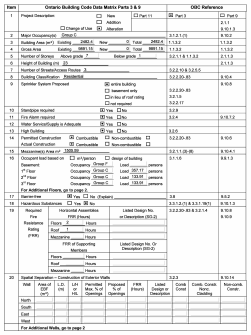
CODE	MATERIAL	COLLECTION	MANUFACTURER	COLOUR(S)
FL-1	Carpet Tile	Change	Interface	Sandstorm (Dark Beige)
FL-2	Luxury Vinyl Plank (LVP)	Amtico Spacia	Amtico	Classic Oak (Brown)
FL-3	Engineered Hardwood	Kensington Collection	Mirage	White Oak – Natural
FL-4	Rubber Flooring	Sport Mat	Tarkett	Medium Grey
FL-5	Porcelain Floor Tile (Laundry)	Concrete Look	Centura Tile	Concrete Grey
WL-1	Interior Paint (Mid Tone)	SuperPaint Interior Acrylic Latex	Sherwin-Williams	Accessible Beige (SW 7036)
WL-5	Interior Paint (Light Tone)	SuperPaint Interior Acrylic Latex	Sherwin-Williams	Creamy (SW 7012)
WL-6	Interior Paint (Dark Tone)	SuperPaint Interior Acrylic Latex	Sherwin-Williams	Balanced Beige (SW 7037)
WL-2	Ceramic Wall Tile (Bathroom)	Forma	Marazzi	Almond Matte
WL-3	Wood Wall Panels	Real Wood Veneer Panels	Muraspec	Natural Oak
WL-4	Exposed Concrete Wall	Architectural Concrete	Lafarge	Natural Grey
CL-1	Painted Gypsum Board Ceiling	Waterborne Ceiling Paint	Benjamin Moore	Chantilly Lace (OC-65)
CL-2	Acoustic Ceiling Tile (ACT)	Fine Fissured	Armstrong Ceiling Solutions	White
CL-3	Acoustic Mesh Ceiling	Expanded Metal Ceiling System	Hunter Douglas	Silver Grey
CL-4	Exposed Ceiling (Painted)	Dryfall Latex Paint	Sherwin-Williams	Tricorn Black (SW 6258)
DR-1	Solid Core Wood Door	Flush Wood Veneer Door	Masonite	Natural Birch
FR-1	Painted Steel Door Frame	Interior Frame System	Steelcraft	Dark Bronze

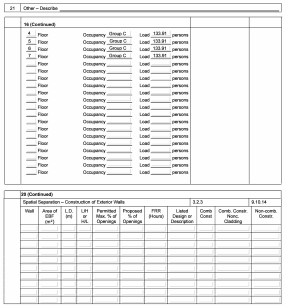
KT-1	Ceramic Wall Tile (Kitchen Backsplash)	Subway Tile	Anatolia Tile	Ivory Gloss

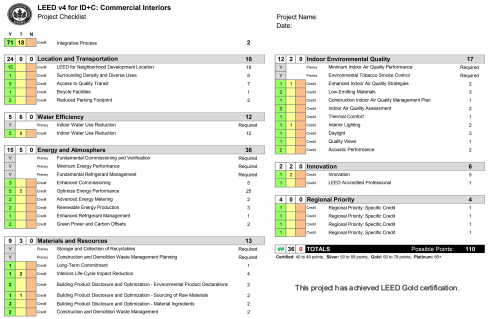
Appendix E: Technical Drawings

UNIVERSITY COLLEGE RESIDENCE, UNIVERSOTY OF MANITOBA CAMPUS, WINNIPEG, MB, CANADA. From the Winnipeg Architecture Foundation. https://winnipegarchitecture.ca/university-college-university-of-manitoba/

Site location image from Google Maps.







This project has achieved LEED Gold certification.

CODE ANALYSIS

THE MAIN ENTRANCE IS BARRIER-FREE AND INCLUDES A RAMP FOR ACCESSIBILITY.

A 1830MM TURNING SPACE IS PROVIDED IN KEY AREAS FOR WHEELCHAIR USERS.

UNIVERSAL WASHROOMS ARE INCLUDED TO SUPPORT ACCESSIBLE USE.

A FULL SPRINKLER SYSTEM IS ADDED FOR FIRE SAFETY.

FIRE ALARMS WITH SOUND AND LIGHT SIGNALS ARE INCLUDED FOR EARLY WARNING.

REVIEWING PRE-REQUISITE REQUIREMENTS OF THE UNIVERSITY COLLEGE RESIDENCE BUILDING

Water Efficiency - Indoor Water Use Reduction:	The building meets the requirement for water-efficient fixtures (water closets, urinals, faucets, and kitchen faucets). These will be maintained and upgraded.
Energy and Atmosphere - Fundamental Commissioning and Verification:	The mechanical, electrical, and plumbing systems in the older sections need to be recommissioned to improve system performance and meet LEED energy standards.
Energy and Atmosphere - Minimum Energy Performance:	The older part of the building does not meet the ASHRAE energy target. Recommissioning, energy audits, and upgrades (Energy Star equipment, LED lights, and window replacements) will be implemented to improve energy performance by 40%.
Energy and Atmosphere - Refrigerant Management:	CFC-based refrigerants will not be used in the HVAC system, which meets the refrigerant management requirement.
Materials and Resources - Storage and Collection of Recyclables:	The building currently lacks a recycling program, but with funding for a recycling and composting program, it can meet this requirement. A safe collection system for batteries and electronic waste will also be needed.
Materials and Resources - Construction and Demolition Waste Management:	A waste management plan will be created to reduce, divert, and recycle at least 50% of the construction and demolition waste.
Indoor Environmental Quality - Indoor Air Quality:	The building's mechanical system does not meet the minimum air quality standards. It will need to be updated to follow ASHRAE Standard 62.1-2016 and include outdoor air monitoring for ventilation.
Indoor Environmental Quality - Tobacco Smoke Control:	The building already complies with this requirement due to the enforced no-smoking policy in the dormitory.

LIST OF DRAWING

ABBREVIATIONS

W(N)	PARTITIN TYPE
PT(N)	PAINT
C(N)	CEILING
C-(N)	CLOSET
D(N)	DESK
B(N)	BED
S(N)	SEATING
AP	ALARM PULL
SD	SMOKE DETECTOR
HD	HEAT DETECTOR
FE	FIRE EXTINGUISHER
FF&E	FIXTURES, FURNISHINGS & EQUIPMENT
S	LIGHT SWITCH
GFCI	GROUND FAULT CIRCUIT INATERRUPT RECEPTACLE
MI-(N)	MIRROR
EQ1	SINK
EQ2	REFRIGERATOR
EQ3	TOWEL RACK
EQ4	LAVATORY
DR	DUPLEX RECEPTACLE
WT	WALL TILE
SC	SLIDING CLOSET DOOR
L-(N)	LIGHTING FIXTURE
GL	GLASS
GB	GLAZING BEADS
SD	SOAP DISPENSER
CH	COAT HOOK
PTD	PAPER TOWEL DISPENSER

GENERAL SYMBOL LEGEND

1 / A1.01 — DRAWING NUMBER / SHEET NUMBER — SECTION CUT

1 / A1.01 — DRAWING NUMBER / SHEET NUMBER — INTERIOR ELEVATION

ROOM # — ROOM TAG

W # — WALL TYPE

LEVEL TAG

N — NORTH ARROW

Project North

CLIENT: UNIVERSITY OF MANITOBA

PROJECT: UNIVERSITY COLLEGE RESIDENCE

GENERAL NOTES:

Dimensions are in millimetres. Do not scale drawings-use written dimensions only.

All work must comply with the Manitoba Building Code and local bylaws.

Accessible design follows barrier-free standards and universal design principles.

Fire safety features include a full sprinkler system and fire alarm with visual and audible devices.

Materials and finishes are to meet current durability and safety standards suitable for student housing.

DRAWING TITLE:

TITLE SHEET

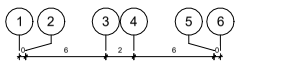
DATE: December 2025

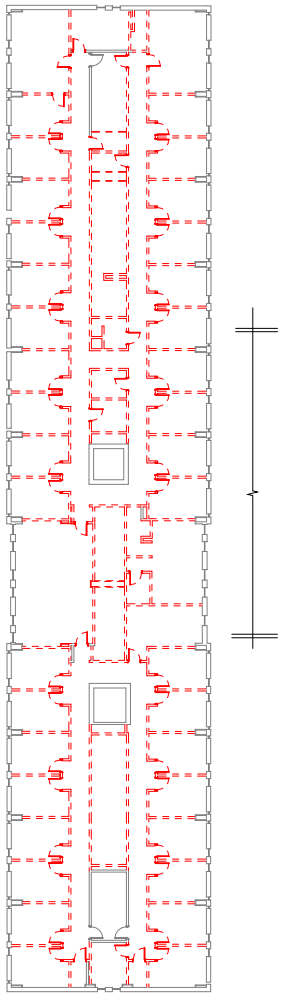
STUDENT: SARA HOSSEINI

DRAWING NO.

ID 0.0

Scale N/A





INTERIOR PARTITION AND DOOR LEGEND
REMAIN DOOR
DEMO DOOR
REMAIN INTERIOR PARTITION / EXTERIOR WALL
DEMO INTERIOR PARTITION

DEMOLISHION LEGEND
TO BE DEMOLISHED
TO REMAIN

1
ID 1.0

SECOND FLOOR DEMOLITION PLAN

SCALE: 1:150

Project North

CLIENT: UNIVERSITY OF MANITOBA

PROJECT: UNIVERSITY COLLEGE RESIDENCE

GENERAL NOTES:

VERIFY EXISTING SITE, BUILDING CONDITIONS AND DIMENSIONS IN FIELD PRIOR TO BIDDING. DO NOT SCALE DRAWINGS. NOTIFY ARCHITECT OF ANY DISCREPANCIES PRIOR TO BIDDING.

SEE ARCHITECTURAL DRAWINGS AND SPECIFICATIONS FOR PHASES OF DEMOLITION AND CONSTRUCTION. COORDINATE WITH GENERAL CONTRACTOR.

CONTRACTOR SHOULD REMOVE ALL DEMOLISHED WALLS, DOORS AND EQUIPMENT FROM THE SITE.

DRAWING TITLE:

DEMOLITION PLAN

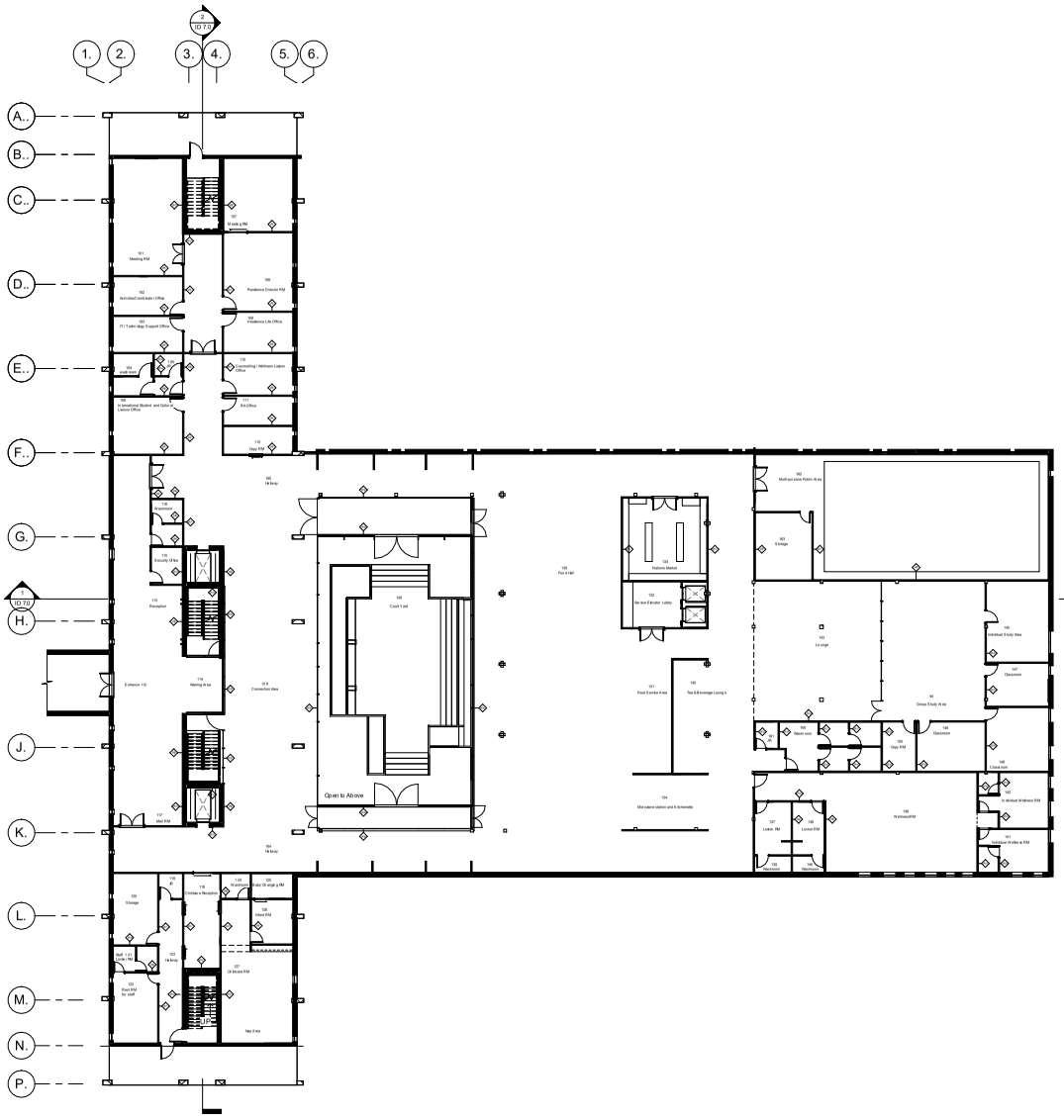
DATE: December 2025

STUDENT: SARA HOSSEINI

DRAWING NO.

ID 1.0

Scale 1:150



1 ID 1.1 PROPOSED FLOOR PLAN- MAIN FLOOR

SCALE: 1:150

INTERIOR PARTITION TYPES

W1 ACOUSTIC WALL – SLAB TO SLAB
2 LAYERS 5/8" TYPE X ECO-CERTIFIED GWB (EACH SIDE)
3 5/8" RECYCLED STEEL STUDS @ 16" O.C.
4" MINERAL WOOL ACOUSTIC INSULATION
ACOUSTIC CAULKING AT TOP/BOTTOM
LOW-VOC BENJAMIN MOORE PAINT FINISH
1-HOUR FIRE RATING

W2 EXIT STAIR WALL – SLAB TO SLAB
2 LAYERS 5/8" TYPE X ECO-CERTIFIED GWB (STAIR SIDE)
6" RECYCLED STEEL STUDS @ 16" O.C.
6" MINERAL WOOL FIRE-RATED INSULATION
2 LAYERS 5/8" TYPE X ECO-CERTIFIED GWB
FIRE-RATED, ACOUSTIC CAULKING AT TOP AND BOTTOM

W3 ELEVATOR SHAFT WALL – SLAB TO SLAB
2 LAYERS 5/8" TYPE X ECO-CERTIFIED GWB (ELEVATOR SIDE)
3 5/8" RECYCLED STEEL STUDS @ 16" O.C.
4" MINERAL WOOL (ROCKWOOL) ACOUSTIC/FIRE BATT INSULATION
2 LAYERS 5/8" TYPE X ECO-CERTIFIED GWB (ROOM/CORRIDOR SIDE)
FIRE-RATED, ACOUSTIC CAULKING AT TOP AND BOTTOM

W4 WASHROOM WALL – SLAB TO SLAB
1 LAYER 5/8" MOISTURE-RESISTANT TYPE X GWB
3 5/8" RECYCLED STEEL STUDS @ 16" O.C.
4" MINERAL WOOL ACOUSTIC INSULATION
ACOUSTIC CAULKING AT TOP AND BOTTOM
LOW-VOC, SCRUBBABLE BENJAMIN MOORE PAINT1-HOUR FIRE RATING

W5 READING ROOM WALL – SLAB TO SLAB
2 LAYERS 5/8" TYPE X ECO-CERTIFIED GWB (EACH SIDE)
3 5/8" RECYCLED STEEL STUDS @ 16" O.C.
4" MINERAL WOOL ACOUSTIC INSULATION
ACOUSTIC CAULKING AT TOP AND BOTTOM
LOW-VOC BENJAMIN MOORE PAINT
1-HOUR FIRE RATING

W6 CURTAIN WALL
ALUMINUM CURTAIN WALL SYSTEM
LAMINATED ACOUSTIC GLAZING
LOW-E INSULATED GLASS UNIT
INTERIOR ROLLER SHADE FOR GLARE AND PRIVACY CONTROL
NON-FIRE-RATED

W7 MULTI-PURPOSE ROOM ACOUSTIC PARTITION – 1 HR
2 LAYERS 5/8" TYPE X GWB EACH SIDE
RESILIENT CHANNELS OR ISOLATION CLIPS (ROOM SIDE)
3⅝" STEEL STUDS @ 16" O.C.
4" MINERAL WOOL ACOUSTIC INSULATION
SLAB-TO-SLAB CONSTRUCTION
CONTINUOUS ACOUSTIC SEALANT AT ALL PERIMETERS
LOW-VOC PAINT FINISH
TARGET STC: 60+

W8 ALUMINUM INTERIOR GLAZING SYSTEM
LAMINATED SAFETY / ACOUSTIC GLAZING
LOW-E INSULATED GLASS UNIT
INTERIOR ROLLER SHADE FOR GLARE AND PRIVACY CONTROL
NON-FIRE-RATED (STAIR NOT PART OF REQUIRED MEANS OF EGRESS)

Project North

CLIENT: UNIVERSITY OF MANITOBA

PROJECT: UNIVERSITY COLLEGE RESIDENCE

GENERAL NOTES:

ALL WORK SHALL COMPLY WITH LOCAL BUILDING CODES AND REGULATIONS.

REPORT ANY DISCREPANCIES TO THE DESIGNER/ARCHITECT BEFORE PROCEEDING.

DIMENSIONS SHOWN ARE TO FACE OF STUD, FACE OF FINISH, OR CENTERLINE AS NOTED.

DRAWING TITLE:

PROPOSED FLOOR PLAN- MAIN FLOOR

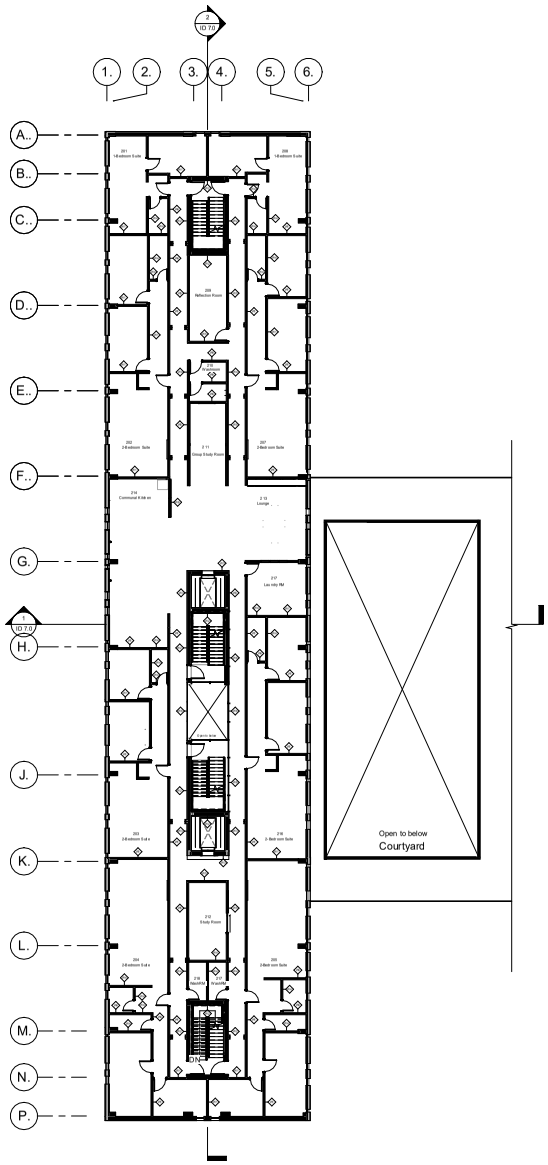
DATE: December 2025

STUDENT: SARA HOSSEINI

DRAWING NO.

ID 1.1

Scale 1:150



1 / ID 1.2 PROPOSED FLOOR PLAN- FAMILY RESIDENTIAL FLOORS

SCALE: 1:150

INTERIOR PARTITION TYPES

W1 ACOUSTIC WALL – SLAB TO SLAB
2 LAYERS 5/8" TYPE X ECO-CERTIFIED GWB (EACH SIDE)
3 5/8" RECYCLED STEEL STUDS @ 16" O.C.
4" MINERAL WOOL ACOUSTIC INSULATION
ACOUSTIC CAULKING AT TOP/BOTTOM
LOW-VOC BENJAMIN MOORE PAINT FINISH
1-HOUR FIRE RATING

W2 EXIT STAIR WALL – SLAB TO SLAB
2 LAYERS 5/8" TYPE X ECO-CERTIFIED GWB (STAIR SIDE)
6" RECYCLED STEEL STUDS @ 16" O.C.
6" MINERAL WOOL FIRE-RATED INSULATION
2 LAYERS 5/8" TYPE X ECO-CERTIFIED GWB
FIRE-RATED, ACOUSTIC CAULKING AT TOP AND BOTTOM

W3 ELEVATOR SHAFT WALL – SLAB TO SLAB
2 LAYERS 5/8" TYPE X ECO-CERTIFIED GWB (ELEVATOR SIDE)
3 5/8" RECYCLED STEEL STUDS @ 16" O.C.
4" MINERAL WOOL (ROCKWOOL) ACOUSTIC/FIRE BATT INSULATION
2 LAYERS 5/8" TYPE X ECO-CERTIFIED GWB (ROOM/CORRIDOR SIDE)
FIRE-RATED, ACOUSTIC CAULKING AT TOP AND BOTTOM

W4 WASHROOM WALL – SLAB TO SLAB
1 LAYER 5/8" MOISTURE-RESISTANT TYPE X GWB
3 5/8" RECYCLED STEEL STUDS @ 16" O.C.
4" MINERAL WOOL ACOUSTIC INSULATION
ACOUSTIC CAULKING AT TOP AND BOTTOM
LOW-VOC, SCRUBBABLE PAINT1-HOUR FIRE RATING

W5 READING ROOM WALL – SLAB TO SLAB
2 LAYERS 5/8" TYPE X ECO-CERTIFIED GWB (EACH SIDE)
3 5/8" RECYCLED STEEL STUDS @ 16" O.C.
4" MINERAL WOOL ACOUSTIC INSULATION
ACOUSTIC CAULKING AT TOP AND BOTTOM
LOW-VOC PAINT
1-HOUR FIRE RATING

W6 CURTAIN WALL
ALUMINUM INTERIOR GLAZING SYSTEM
LAMINATED SAFETY / ACOUSTIC GLAZING
LOW-E INSULATED GLASS UNIT INTERIOR ROLLER SHADE FOR GLARE AND PRIVACY CONTROL
NON-FIRE-RATED (STAIR NOT PART OF REQUIRED MEANS OF EGRESS)

W7 MULTI-PURPOSE ROOM ACOUSTIC PARTITION – 1 HR
2 LAYERS 5/8" TYPE X GWB EACH SIDE
RESILIENT CHANNELS OR ISOLATION CLIPS (ROOM SIDE)
3½" STEEL STUDS @ 16" O.C.
4" MINERAL WOOL ACOUSTIC INSULATION
SLAB-TO-SLAB CONSTRUCTION
CONTINUOUS ACOUSTIC SEALANT AT ALL PERIMETERS
LOW-VOC PAINT FINISH
TARGET STC: 60+

Project North

CLIENT: UNIVERSITY OF MANITOBA

PROJECT: UNIVERSITY COLLEGE RESIDENCE

GENERAL NOTES:

ALL WORK SHALL COMPLY WITH LOCAL BUILDING CODES AND REGULATIONS.

REPORT ANY DISCREPANCIES TO THE DESIGNER/ARCHITECT BEFORE PROCEEDING.

DIMENSIONS SHOWN ARE TO FACE OF STUD, FACE OF FINISH, OR CENTERLINE AS NOTED.

DRAWING TITLE:
proposed Floor plan-
Family Residentail Floors

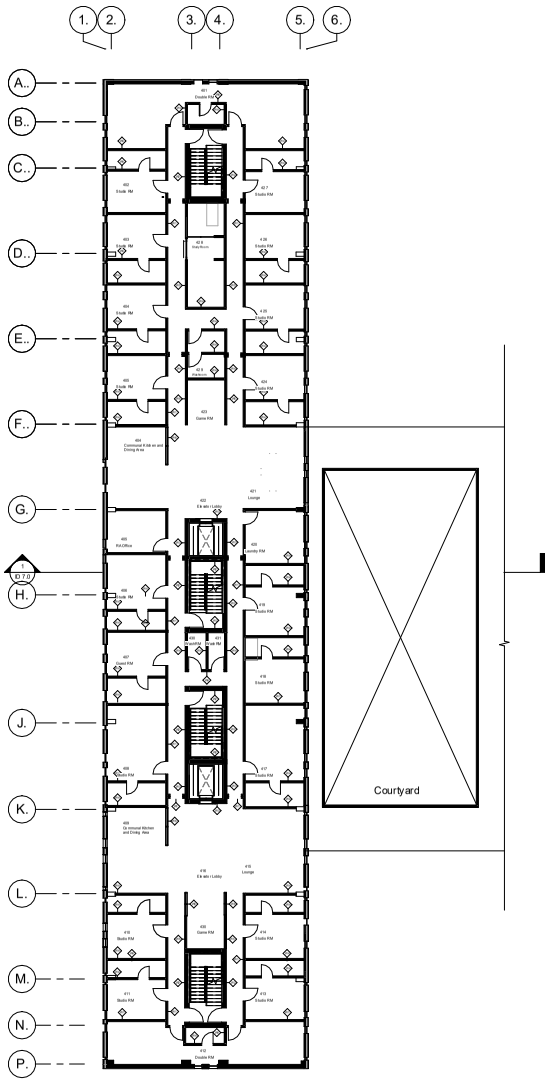
DATE: December 2025

STUDENT: SARA HOSSEINI

DRAWING NO.

ID 1.2

Scale 1:150



1 / ID 1.3 PROPOSED FLOOR PLAN- UNDERGRADS AND GRADS RESIDENTIAL FLOORS

SCALE: 1:150

INTERIOR PARTITION TYPES

W1 ACOUSTIC WALL – SLAB TO SLAB
2 LAYERS 5/8" TYPE X ECO-CERTIFIED GWB (EACH SIDE)
3 5/8" RECYCLED STEEL STUDS @ 16" O.C.
4" MINERAL WOOL ACOUSTIC INSULATION
ACOUSTIC CAULKING AT TOP/BOTTOM
LOW-VOC BENJAMIN MOORE PAINT FINISH
1-HOUR FIRE RATING

W2 EXIT STAIR WALL – SLAB TO SLAB
2 LAYERS 5/8" TYPE X ECO-CERTIFIED GWB (STAIR SIDE)
6" RECYCLED STEEL STUDS @ 16" O.C.
6" MINERAL WOOL FIRE-RATED INSULATION
2 LAYERS 5/8" TYPE X ECO-CERTIFIED GWB
FIRE-RATED, ACOUSTIC CAULKING AT TOP AND BOTTOM

W3 ELEVATOR SHAFT WALL – SLAB TO SLAB
2 LAYERS 5/8" TYPE X ECO-CERTIFIED GWB (ELEVATOR SIDE)
3 5/8" RECYCLED STEEL STUDS @ 16" O.C.
4" MINERAL WOOL (ROCKWOOL) ACOUSTIC/FIRE BATT INSULATION
2 LAYERS 5/8" TYPE X ECO-CERTIFIED GWB (ROOM/CORRIDOR SIDE)
FIRE-RATED, ACOUSTIC CAULKING AT TOP AND BOTTOM

W4 WASHROOM WALL – SLAB TO SLAB
1 LAYER 5/8" MOISTURE-RESISTANT TYPE X GWB
3 5/8" RECYCLED STEEL STUDS @ 16" O.C.
4" MINERAL WOOL ACOUSTIC INSULATION
ACOUSTIC CAULKING AT TOP AND BOTTOM
LOW-VOC, SCRUBBABLE PAINT1-HOUR FIRE RATING

W5 READING ROOM WALL – SLAB TO SLAB
2 LAYERS 5/8" TYPE X ECO-CERTIFIED GWB (EACH SIDE)
3 5/8" RECYCLED STEEL STUDS @ 16" O.C.
4" MINERAL WOOL ACOUSTIC INSULATION
ACOUSTIC CAULKING AT TOP AND BOTTOM
LOW-VOC PAINT
1-HOUR FIRE RATING

W6 CURTAIN WALL
ALUMINUM INTERIOR GLAZING SYSTEM
LAMINATED SAFETY / ACOUSTIC GLAZING
LOW-E INSULATED GLASS UNIT
INTERIOR ROLLER SHADE FOR GLARE AND PRIVACY CONTROL
NON-FIRE-RATED (STAIR NOT PART OF REQUIRED MEANS OF EGRESS)

Project North

CLIENT: UNIVERSITY OF MANITOBA

PROJECT: UNIVERSITY COLLEGE RESIDENCE

GENERAL NOTES:

ALL WORK SHALL COMPLY WITH LOCAL BUILDING CODES AND REGULATIONS.

REPORT ANY DISCREPANCIES TO THE DESIGNER/ARCHITECT BEFORE PROCEEDING.

DIMENSIONS SHOWN ARE TO FACE OF STUD, FACE OF FINISH, OR CENTERLINE AS NOTED.

DRAWING TITLE:
Proposed Floor Plan – Undergrads and Grads ~~Residential Floors~~

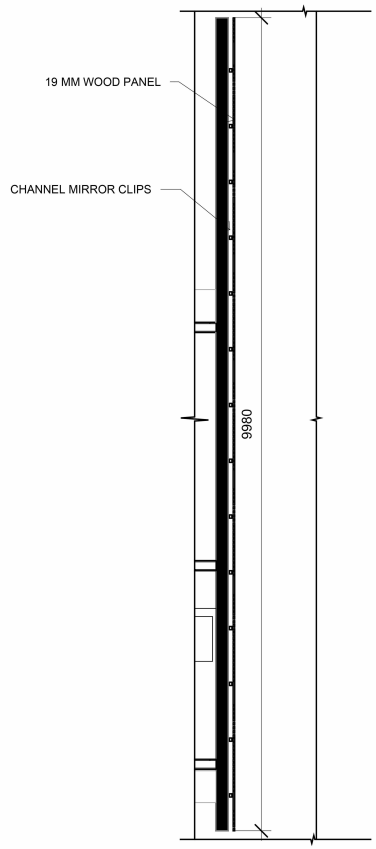
DATE: December 2025

STUDENT: SARA HOSSEINI

DRAWING NO.

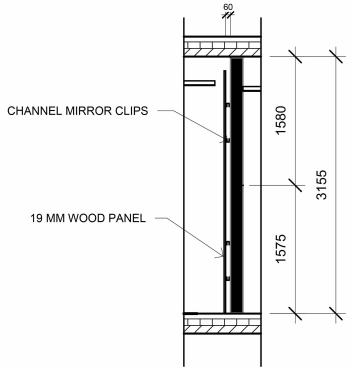
ID 1.3

Scale 1:150



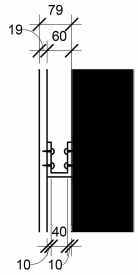
Construction Plan - Callout 1

1 : 50



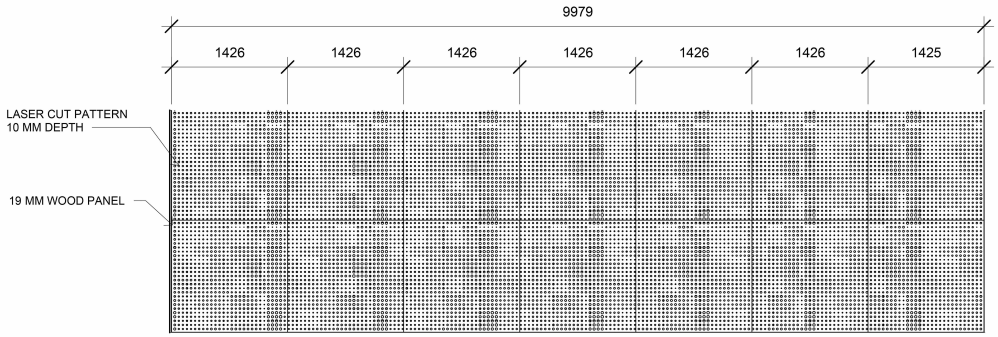
FEATURE WALL SECTION

1 : 50



ATTACHMENT METHOD

1 : 10



FEATURE WALL ELEVATION

1 : 50

Project North

CLIENT: UNIVERSITY OF MANITOBA

PROJECT: UNIVERSITY COLLEGE RESIDENCE

GENERAL NOTES:

All dimensions are in millimeters.

Verify all site dimensions and conditions before installation of finishes.

Refer to the finish schedule for specific materials, colors, patterns, and specifications.

Ensure all surfaces are clean, dry, and properly prepared before applying finishes.

Repair and level surfaces as needed to ensure a smooth and uniform finish application.

DRAWING TITLE:

MILLWORK AND FINISHES PLAN

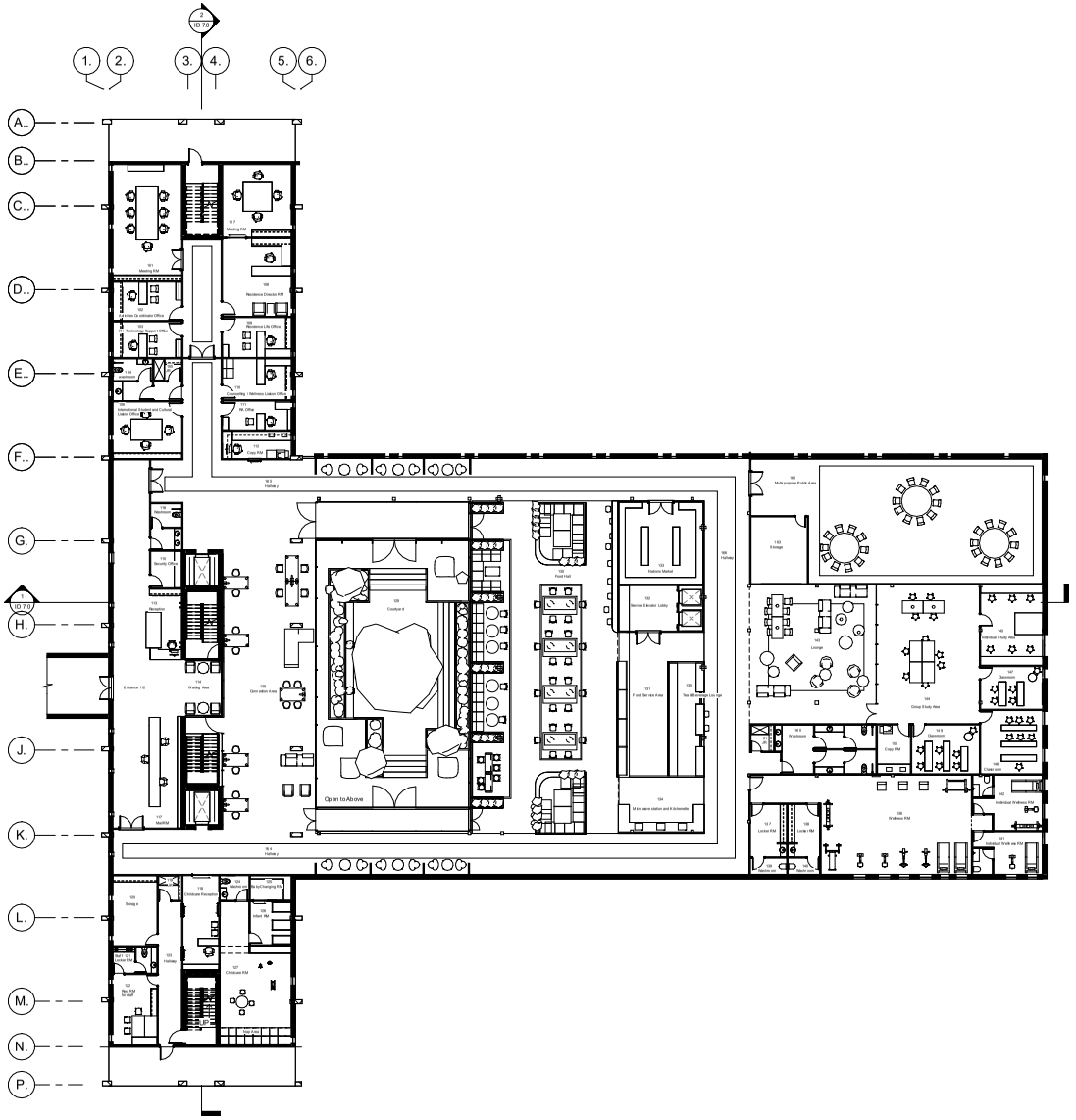
DATE: December 2025

STUDENT: SARA HOSSEINI

DRAWING NO.

ID 2.0

Scale VARIES



1 / ID 3.1 FURNITURE PLAN- MAIN FLOOR

SCALE: 1:150

Project North

CLIENT: UNIVERSITY OF MANITOBA

PROJECT: UNIVERSITY COLLEGE RESIDENCE

GENERAL NOTES:

Final furniture selection to be confirmed during the design development phase.

Clearances around furniture to follow accessibility guidelines.

Layouts are indicative and subject to adjustment based on user needs.

DRAWING TITLE:
Furniture Plan- Main Floor

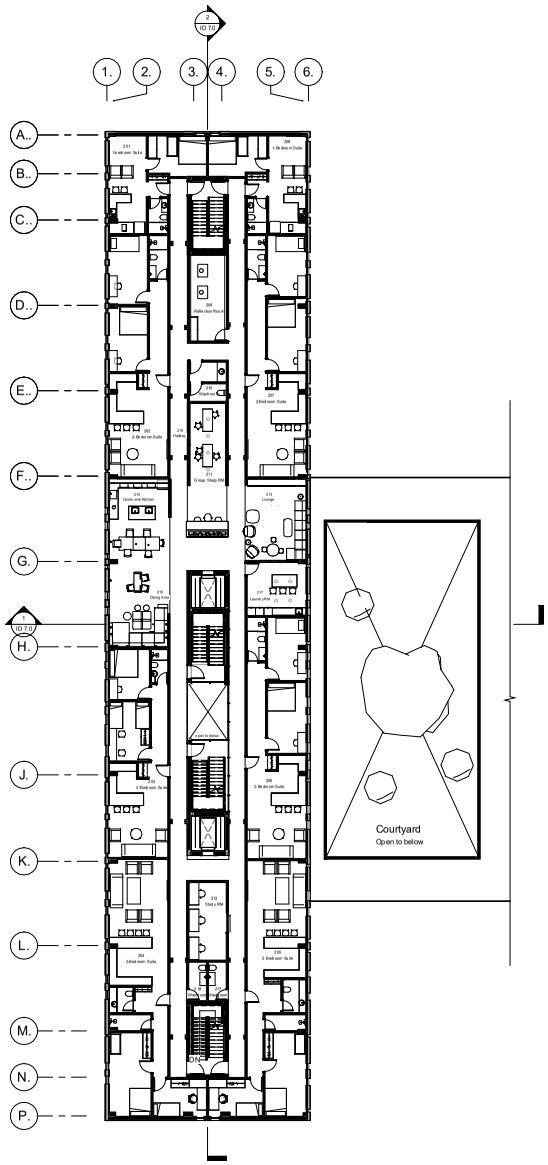
DATE: December 2025

STUDENT: SARA HOSSEINI

DRAWING NO.

ID 3.1.

Scale 1:150



1 / ID 3.2 Furniture Plan – Family Residential Floors (2nd and 3rd Floors)

SCALE: 1:150

Project North

CLIENT: UNIVERSITY OF MANITOBA

PROJECT: UNIVERSITY COLLEGE RESIDENCE

GENERAL NOTES:

Final furniture selection to be confirmed during the design development phase.

Clearances around furniture to follow accessibility guidelines.

Layouts are indicative and subject to adjustment based on user needs.

DRAWING TITLE:
Furniture Plan- Family Residential Floors (2nd and 3rd Floors)

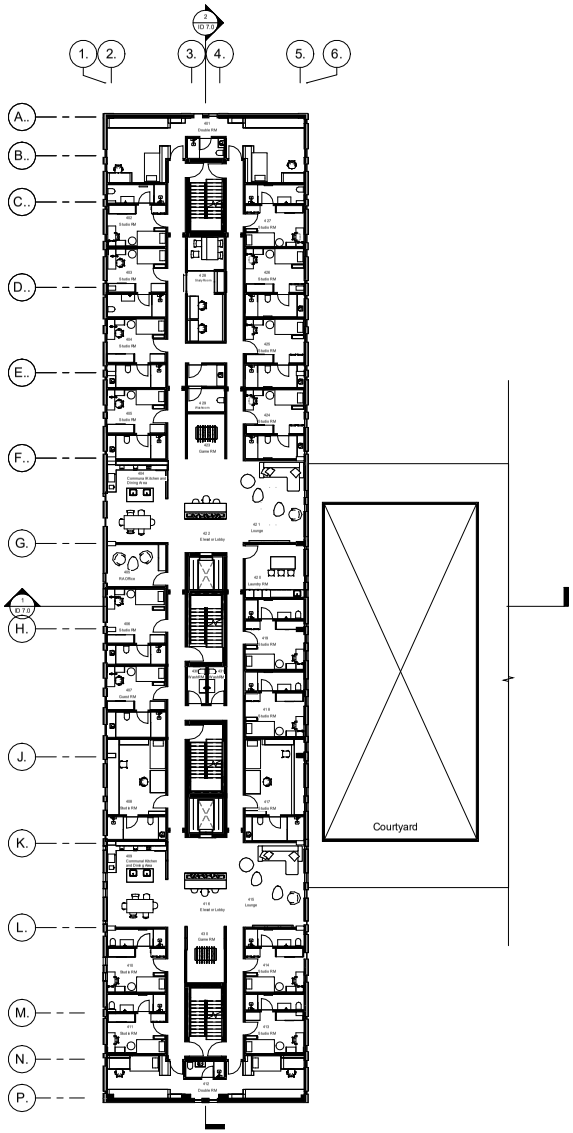
DATE: December 2025

STUDENT: SARA HOSSEINI

DRAWING NO.

ID 3.2

Scale 1:150



1 / ID 3.3 FURNITURE PLAN-UNDERGRADS AND GRADS RESIDENTIAL FLOORS

SCALE: 1:150

Project North

CLIENT: UNIVERSITY OF MANITOBA

PROJECT: UNIVERSITY COLLEGE RESIDENCE

GENERAL NOTES:

Final furniture selection to be confirmed during the design development phase.

Clearances around furniture to follow accessibility guidelines.

Layouts are indicative and subject to adjustment based on user needs.

DRAWING TITLE:
Furniture Plan – 4th to 7th Floors

DATE: December 2025

STUDENT: SARA HOSSEINI

DRAWING NO.

ID 3.3

Scale 1:150

1 / ID 4.1 Reflected Ceiling Plan- Main Floor

SCALE: 1:150

LEGEND

- Type: 5/8" gypsum board ceiling with sound-isolating assembly
  Finish: Level 4 finish, painted
  Color: Beige
- Type: Sound-absorbing ceiling panels with mesh face
  Finish: Acoustic fabric/mesh surface
  Color: Beige
- Type: 5/8" moisture-resistant gypsum board ceiling with sound-isolating assembly
  Finish: Level 4 finish, painted
  Color: White
- Type: Exposed ceiling
  Finish: Painted
  Color: Black

LEGEND

- HVAC Supply
- LED Light
- Pendant Light
- Linear Pendant
- Rectangular Pendant

Project North

CLIENT: UNIVERSITY OF MANITOBA

PROJECT: UNIVERSITY COLLEGE RESIDENCE

GENERAL NOTES:

All ceiling heights are shown as finished heights (AFF).

Lighting layout is indicative and subject to final electrical coordination.

All fixtures must comply with local building and electrical codes.

DRAWING TITLE:
Reflected Ceiling Plan- Main Floor

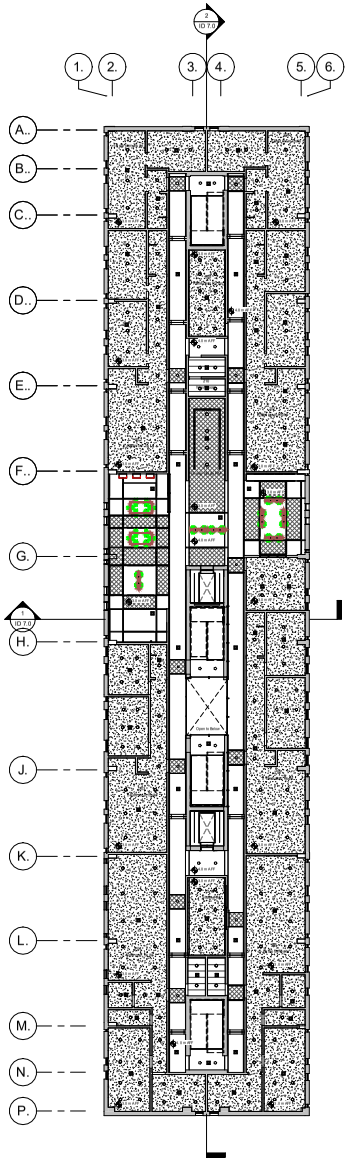
DATE: December 2025

STUDENT: SARA HOSSEINI

DRAWING NO.

ID 4.1

Scale 1:150



1 / ID 4.2 Reflected Ceiling Plan- Residential Floors

SCALE: 1:150

LEGEND

- Type: 5/8" gypsum board ceiling with sound-isolating assembly
  Finish: Level 4 finish, painted
  Color: Beige
- Type: Sound-absorbing ceiling panels with mesh face
  Finish: Acoustic fabric/mesh surface
  Color: Beige
- Type: 5/8" moisture-resistant gypsum board ceiling with sound-isolating assembly
  Finish: Level 4 finish, painted
  Color: White
- Type: Exposed ceiling
  Finish: Painted
  Color: Black

LEGEND

- HVAC Supply
- LED Light
- Pendant Light
- Linear Pendant
- Rectangular Pendant

Project North

CLIENT: UNIVERSITY OF MANITOBA

PROJECT: UNIVERSITY COLLEGE RESIDENCE

GENERAL NOTES:

All ceiling heights are shown as finished heights (AFF).

Lighting layout is indicative and subject to final electrical coordination.

All fixtures must comply with local building and electrical codes.

DRAWING TITLE:
Reflected Ceiling Plan- Residential Floors

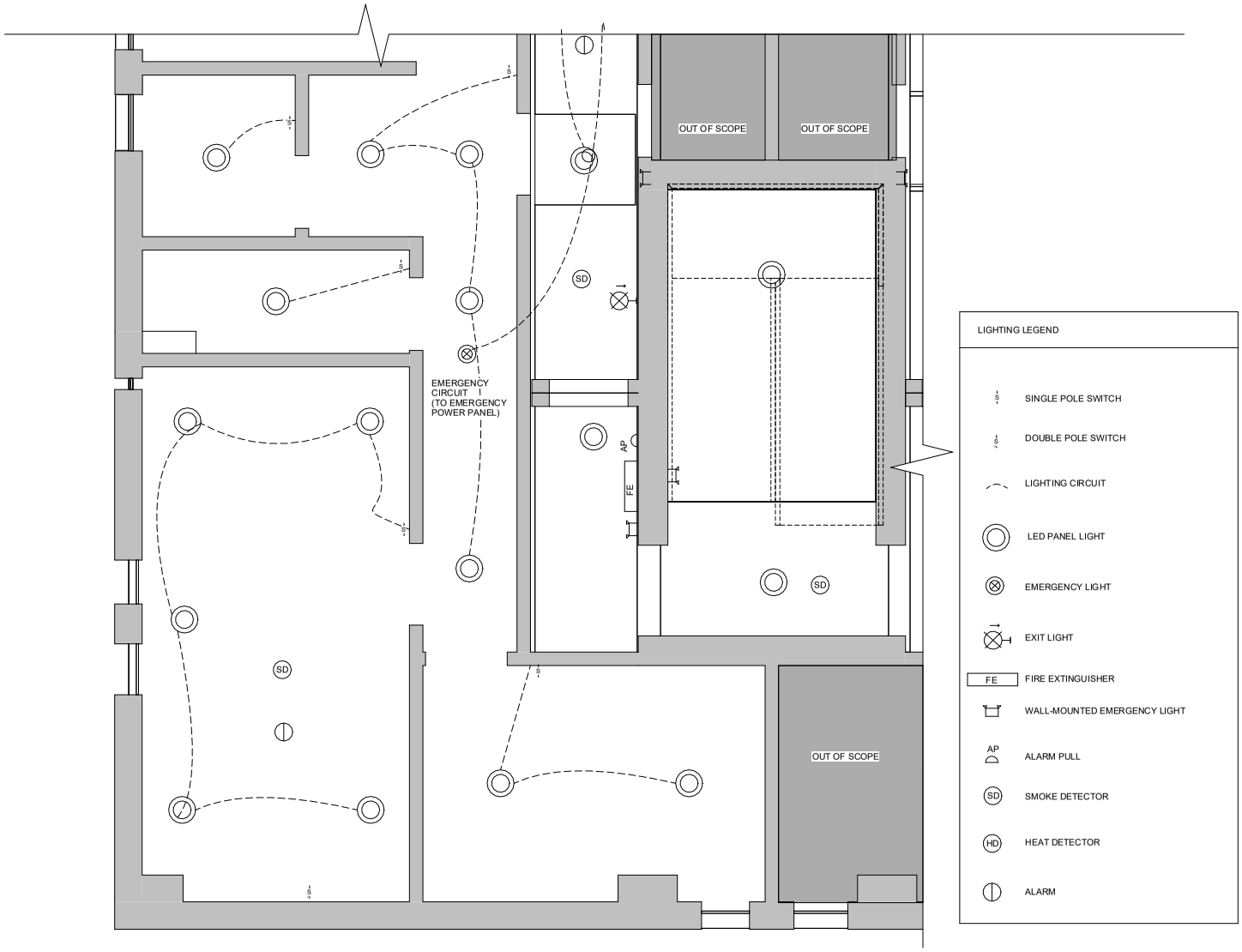
DATE: December 2025

STUDENT: SARA HOSSEINI

DRAWING NO.

ID 4.2

Scale 1:150



LIGHTING AND SWITCHING PLAN

SCALE: 1:20

LIGHTING LEGEND

- SINGLE POLE SWITCH
- DOUBLE POLE SWITCH
- LIGHTING CIRCUIT
- LED PANEL LIGHT
- EMERGENCY LIGHT
- EXIT LIGHT
- FE — FIRE EXTINGUISHER
- WALL-MOUNTED EMERGENCY LIGHT
- AP — ALARM PULL
- SD — SMOKE DETECTOR
- HD — HEAT DETECTOR
- ALARM

Project North

CLIENT: UNIVERSITY OF MANITOBA

PROJECT: UNIVERSITY COLLEGE RESIDENCE

GENERAL NOTES:

Emergency light is connected to an unswitched, always-hot circuit powered by the building's emergency backup system.

All fixtures to be LED with a minimum efficacy of 80 lm/W and colour temperature of 3000K–4000K unless otherwise noted.

All ceiling-mounted LED panel lights are connected to the general lighting circuit and controlled by wall-mounted switches.

DRAWING TITLE:

LIGHTING AND SWITCHING PLAN-Suite N0 4

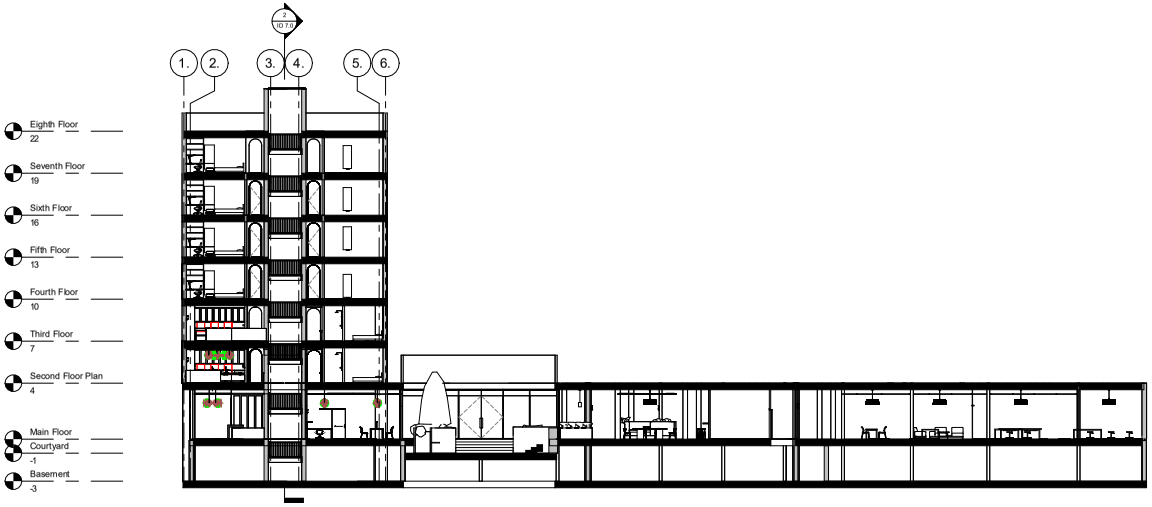
DATE: December 2025

STUDENT: SARA HOSSEINI

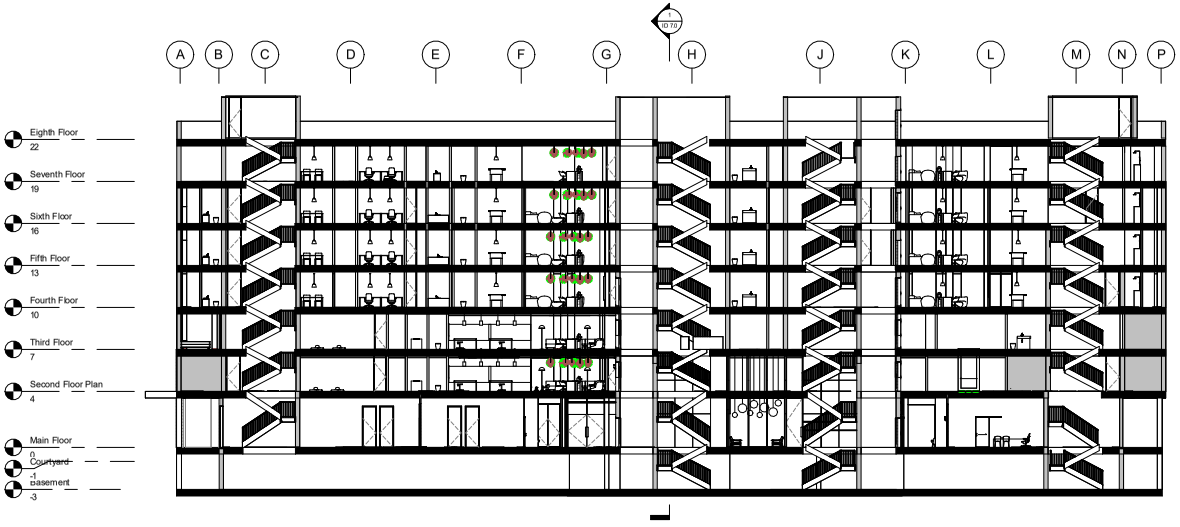
DRAWING NO.

ID 5.0

Scale 1:20



1 Latitudinal Section (W-E)
1 : 150



2 Longitudinal Section (N-S)
1 : 150

Project North

CLIENT: UNIVERSITY OF MANITOBA

PROJECT: UNIVERSITY COLLEGE RESIDENCE

GENERAL NOTES:

Do not scale drawings. Dimensions govern.

All dimensions are in millimetres, unless noted otherwise.

Verify all existing conditions and dimensions on site prior to construction.

Contractor to coordinate all work with architectural, structural, mechanical, and electrical drawings.

Report any discrepancies or conflicts to the designer before proceeding.

DRAWING TITLE:
Longitudinal Section (N-S) and Latitudinal Section (W-E)

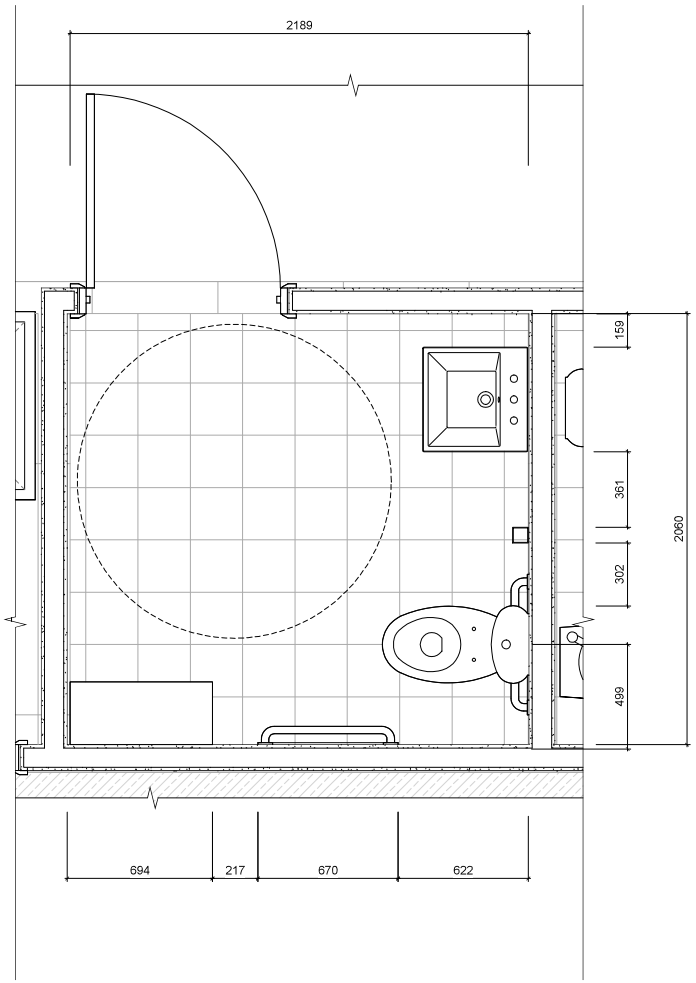
DATE: December 2025

STUDENT: SARA HOSSEINI

DRAWING NO.

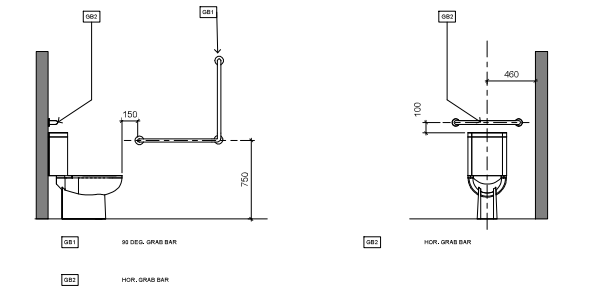
ID 7.0

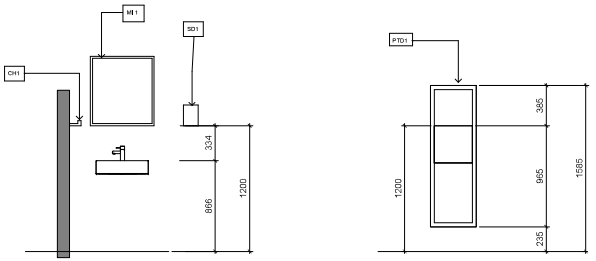
Scale 1:150



1 ID 3.0 LOBBY UNIVERSAL WASHROOM PLAN

SCALE: 1:10





2 ID 3.0 LOBBY UNIVERSAL WASHROOM ELEVATIONS

SCALE: 1:20

LEGEND	
MI1	MIRROR
SD1	SOAP DISPENSER1
CH1	COAT HOOK 1
PTD1	PAPER TOWEL DISPENSER
GB	GRAB BAR

Project North

CLIENT: UNIVERSITY OF MANITOBA

PROJECT: UNIVERSITY COLLEGE RESIDENCE

GENERAL NOTES:

All dimensions are in millimetres unless otherwise noted.

Clear floor space of at least 1500mm turning radius provided within the washroom.

Toilet centreline to be 460mm from the adjacent side wall.

Lavatory to be mounted with knee clearance (min. 735mm wide x 480mm deep x 685mm high).

Mirror to be mounted with bottom edge no higher than 1000mm from the floor.

DRAWING TITLE:

UNIVERSAL WASHROOM PLAN

DATE: DECEMBER 2025

STUDENT: SARA HOSSEINI

DRAWING NO.

ID 3.0

Scale As indicated