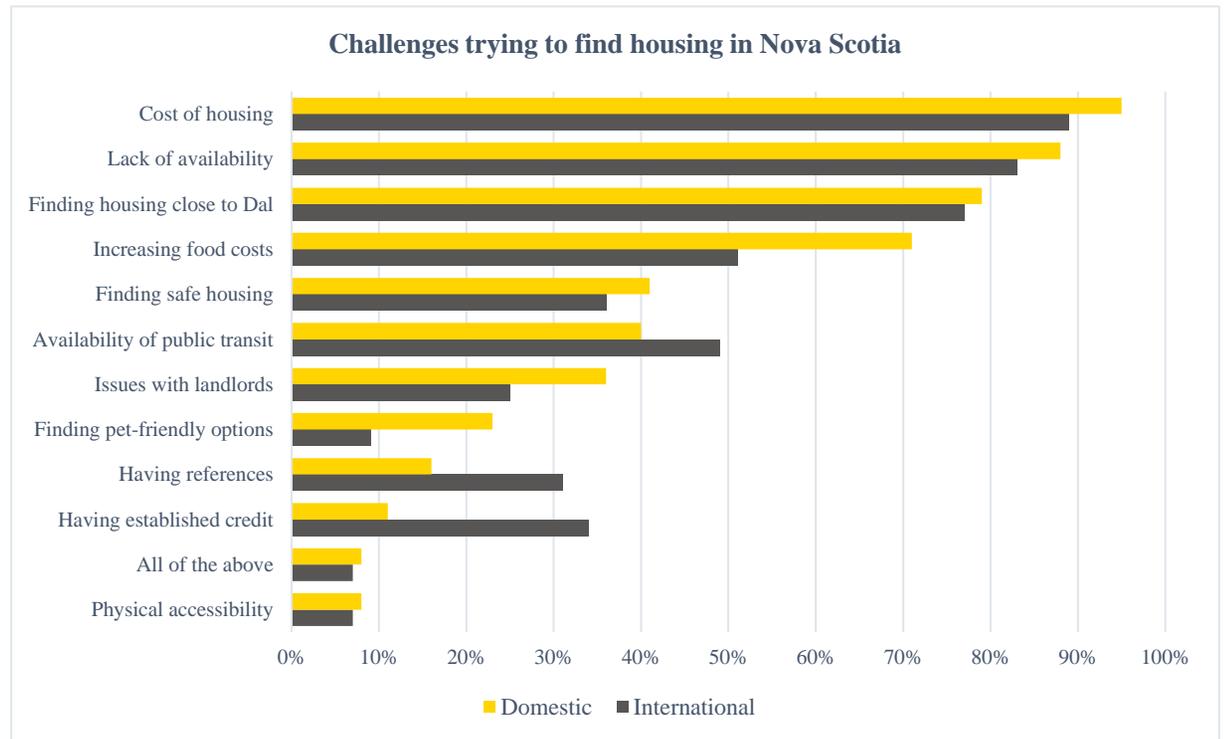


New Residence Build Assessment Project Report November / December 2023

Executive Summary:

Currently, approximately 12% of Dalhousie’s students, on average, can be housed in on-campus residences (number varies greatly depending on the campus), leaving 18,527 or 87.6% of students during 2023 to find accommodation off campus. This has presented difficulties for students as accommodation vacancies in Halifax in recent years are unexpectedly at a record low and amongst the lowest in Canada at 1%. Due to increased demand to live in Halifax, rentals have become much more expensive over the last few years with an increase of 9.3% in rental costs between 2021-2022, a Canadian record. With the average rent higher, Halifax has had the highest year-over-year spike in the country for residential rental costs, making few affordable units available. Especially impacted by these record accommodation demands are international students who find it difficult to acquire accommodation from abroad. With most students unable to find affordable accommodations, it presents a significant threat and barrier to future enrollment growth and outstanding student experience, which is a key pillar of the Third Century Promise. According to students in the Housing survey, most indicated cost of housing and availability as two challenges to securing housing in Nova Scotia. International students have the added barrier of having references and established credit. If vacancies are not increased, or more residences added, this substantial increase in costs may push students to live further away from campus or make them choose another post-secondary option all together.



This briefing note outlines the results obtained from comprehensive student engagement activities related to proposed new residence builds at Dalhousie. The engagement process involved a combination of a survey, focus groups, and dotmocracy, aimed at soliciting valuable insights and preferences from students regarding the design and features of new residence buildings. Over 2000 students were consulted as part of this process.

Key Engagement Process Findings:

The consultation process commenced in November 2023, employing a comprehensive strategy to gather student input. This involved conducting a survey, organizing three focus groups, and hosting eight pop-up sessions across Carleton, Sexton, and Studley campuses. The focus of these consultations centered around student preferences regarding residential accommodation types and associated amenities. The focus groups delved into nuanced aspects of residential environments, addressing considerations such as safety, Equity, Diversity, Inclusion, and Accessibility (EDIA), technological provisions, and sustainability.

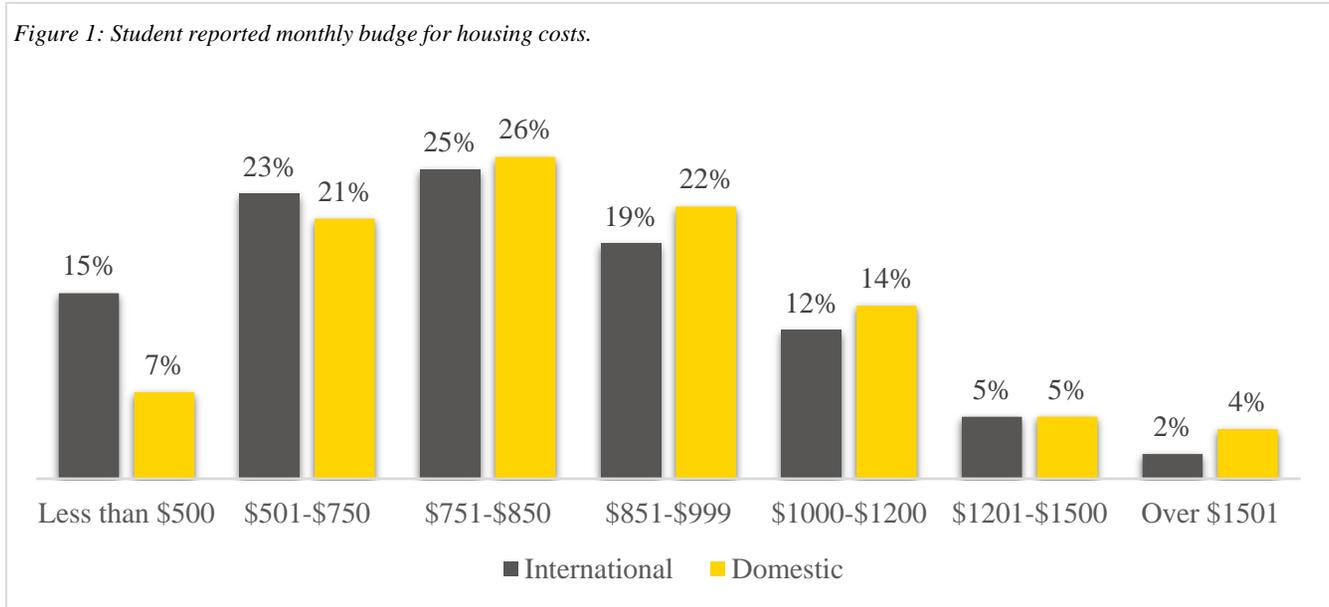
Through these consultations, discernible themes emerged, reflecting students' desires for future on-campus housing. Students expressed the necessity for increased accommodations for mature and graduate students, as well as students with families. Personalized and well-designed living spaces, along with community kitchens, were emphasized to foster socialization and a sense of community—an observation corroborated by existing literature. However, during the pop-up sessions, there was a clear preference for in-unit kitchens, rather than community, pointing to the distinct needs of different types of student groups. In the focus group sessions, we saw more mature students, students with families and students who never lived in residence. Whereas during the pop-ups, we saw more “traditional age” students and those who lived in residence currently.

The findings underscored the significance of proximity to campus and logistical convenience in residential preferences. Affordability played a pivotal role, with financial viability recognized as crucial in meeting students' housing needs. There was a notable demand for flexible living arrangements as well as a wide variety of living options to cater to the needs of different student types. Moreover, students expressed a preference for non-compulsory meal plans. While the survey indicated a preference for semi-suites, the pop-up sessions highlighted a clear preference for private one-bedrooms and 1-bedroom nano suites. This trend aligns with a 5-year analysis of room preferences at Dal, where "traditional" singles consistently emerged as the preferred option, irrespective of student type.

In the focus groups and pop-up sessions, students also discussed the desire for commercial spaces, such as grocery stores and cafes, within the buildings. However, the perceived need for amenities like a gym was less pronounced, as students felt that this was adequately addressed through the Dalplex. A consistent refrain evident in all consultations, however, was that cost played a crucial role as a deciding factor in choosing to reside on campus and made the biggest difference. When asked about monthly housing costs in the survey, student responses ranged from \$751-\$999 as being the most popular (see Figure 1). During the focus groups, however, responses ranged from \$500 to \$2000. What was clear, however, was that students wanted the option to be able to split “rent” with roommates and/or family members, rather than pay by room such is the current model.

When reviewing student monthly budget costs, we also see that international students tend to have a lower monthly budget than domestic students, with 15% of international students indicating their monthly budget is less than \$500 versus 7% of domestic students. Truro campus students also had a lower budget than Halifax students (\$501-\$750), while Carleton students had the highest (\$851-\$999). For reference, monthly “rent” for LeMarchant (over 8 months), with the lowest meal plan available is approximately \$2,000/month. This points to the importance of providing a variety of price points for students, as well as opportunities for housing bursaries and scholarships.

Figure 1: Student reported monthly budget for housing costs.



Insights from Research

Numerous scholarly articles and research studies have been dedicated to addressing concerns pertaining to student housing and housing insecurity in Canada. This academic discourse encompasses topics, including "Privacy Territories in Student University Housing Design," "New Student Residence Unit Typologies," "Affordability is King: Exploring the Mismatch of Student Preferences in Constrained Housing Markets," "Safe, Warm, Quiet: What Makes for Satisfactory Housing?," "A Room of One's Own: Searching for Student Housing in 2023," "Student Housing Crisis," "Not Your Parent's Dorm Room," "Why Old, Shared Dorms Are Better than New, Private Student Residences."

This research collectively underscores a substantial shift in on-campus student housing design within North America over the preceding two decades. Notably, there has been a discernible transition towards privatized spaces, particularly in apartment-style residences, at the expense of community-focused living arrangements. This departure from communal living has been associated with heightened feelings of isolation among university students, impacting social interactions and potentially influencing academic performance. A recurring theme in the literature underscores the positive correlation between architectural designs conducive to socialization and various academic benefits for students, including higher grade point averages. Residing on campus is identified as a pivotal element contributing to a positive university experience, and positively impacting areas such as learning, cognition, attitudes, psychosocial development, and educational outcomes. Architectural design elements, including building layouts and landscapes, are acknowledged as influential factors shaping how students come together and interact. Open spaces are identified as facilitators of socialization, while enclosed spaces strengthen in-group formation. The imperative of considering diverse residence unit designs to cater to the varied preferences of students is highlighted. Overall, the literature underscores the intricate relationship between architecture, social interaction, privacy, and student well-being in the realm of university housing design.

A prevailing theme in the literature centers on the increasing demand for diverse forms of student housing, with a specific focus on residences oriented toward privacy on university campuses. While these housing arrangements align with student preferences, the potential for isolation and its ramifications on academic performance and well-being are duly acknowledged. To address these dynamics, the Housing Unit Classification (HUC) is introduced as a pivotal instrument for fostering discourse among interested parties, including students, administrators, architects, and social scientists. The HUC categorizes privacy levels within built spaces, taking into consideration dimensions such as density and territoriality. It facilitates the systematic analysis and visualization of socialization in university housing, with the overarching goal of optimizing built environments to promote academic success and student well-being. This tool grapples with the challenges associated with researching the privacy-isolation contradiction, focusing on privacy regulation and territoriality as fundamental components of student interaction. The tool aids in measuring levels of human interaction and informs decisions on group sizes and types of social interactions encouraged in different spaces. By visualizing instances where students need to employ non-environmental mechanisms to negotiate within a space, the HUC supports positive student development and increased maturity in social interactions, correlating with grade point averages and overall well-being. It establishes a common language to address issues related to student well-being and provides a robust framework for studying university housing design across disciplines.

Insights from Residence Application Preference Data

An analysis of preference statistics for various room types across different application types over the past five years for university residences at Dalhousie (see Appendix A) include fluctuations in preferences for specific room types across different years and application types. Room types such as "Traditional Single" consistently exhibit high preferences (as high as 71% of preferences in 2021/22), while others, like "Non-Traditional Single," show varying percentages over the years (as low as 1.1% in 2020/21). Although there are some differences by student type (exception, new and returning), the traditional single remains as the top preference for all students. However, returning students are much more likely to prefer LeMarchant Single or Suite over new students, consistently over the past five years.

Housing Matrix for new Builds

Based on the results of the consultation process, and the survey data, the following matrix is recommended for new builds. In terms of affordability, the 4BR units will keep cost lower than a 1BR.

Housing Style	Priority Assignment for New Builds	Ideal Volume Proportion in Overall Housing Make-up
Traditional Singles	Low	0%
Private one-bedrooms	Medium	25%
One-bedroom nano suites	High	25%
2-4 bedrooms suites	High	50%

1. Full Report on Results

SURVEY

A comprehensive online survey was distributed to students, community members, alumni and faculty and staff on September 20, 2023, covering various aspects of residential living, including room layout preferences, desired amenities, and communal spaces. The survey aimed to gather quantitative data to identify overarching trends and preferences among students. There were 1976 responses to this survey, with 79% (1563) of those responses being students. Of the student responses, 63% (989) were undergraduate, 25% (388) were graduate students, 8% (117) were professional students, 2% (26) were transfer students, 1% (21) were mature students and 20% (313) were international students.

KEY SURVEY FINDINGS

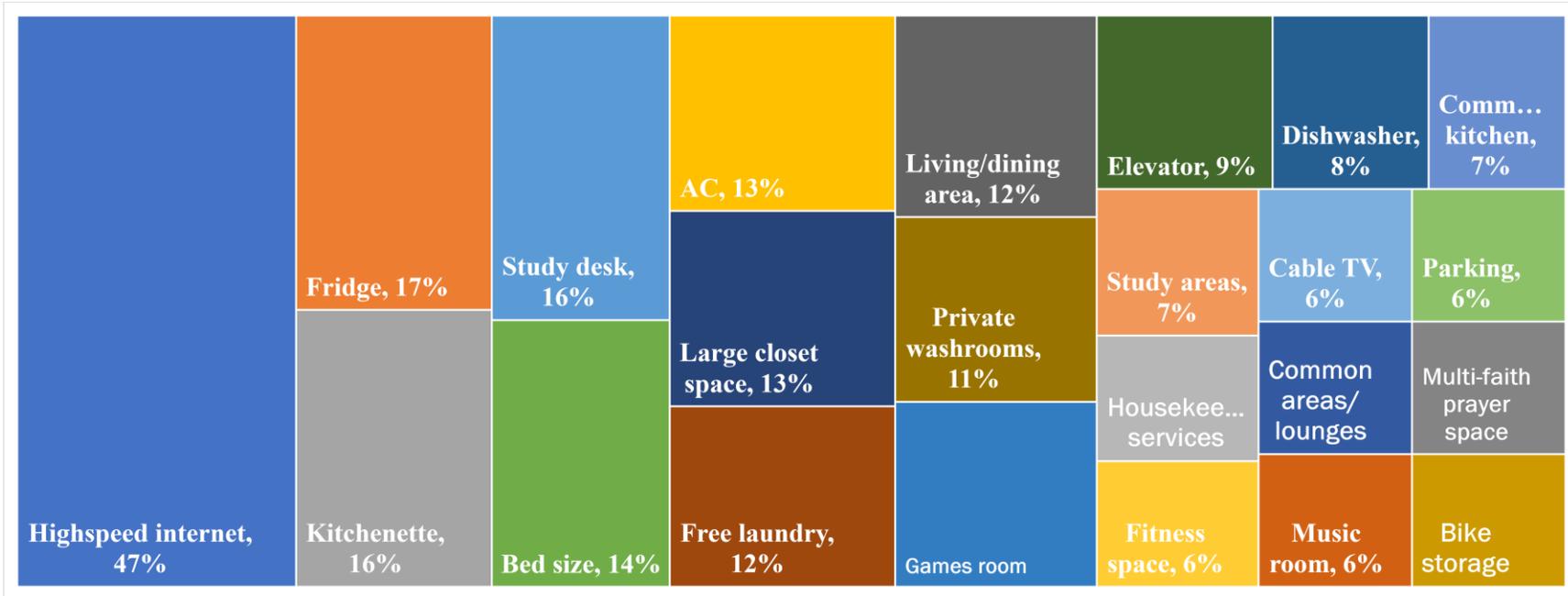
1. Room Preferences:

When asked about their preferred room type format, students were presented with seven options and tasked with assigning preferences from highest to lowest. The semi-suite emerged as the top choice, as 29% of students designated it as their most preferred, whereas cooperative housing garnered the least favour, with 55% of students ranking it at the bottom.

Room Type	1 (most preferred)	2	3	4	5	6	7 (least preferred)
Semi-suite: two single or double occupancy with shared bathroom.	29%	13%	19%	21%	12%	5%	1%
Full Suite: four single bedrooms with shared bathroom and living room.	8%	36%	17%	19%	13%	5%	2%
Traditional dorm style: single or double occupancy with common bathroom facilities.	8%	5%	26%	9%	13%	18%	23%
Traditional/pod bath: single or double occupancy bedrooms with common bathroom.	3%	7%	8%	31%	18%	25%	8%
Studio/Efficiency/Micro-apartments: single occupancy bedrooms with bathroom and kitchenette.	20%	15%	11%	9%	30%	9%	9%
Apartment: one, two of four single occupancy bedrooms with shared bathrooms, living room and kitchen	25%	20%	11%	7%	5%	29%	3%
Co-operative housing: co-ops are unique, collaborative communities governed by residents.	7%	5%	8%	6%	10%	10%	55%

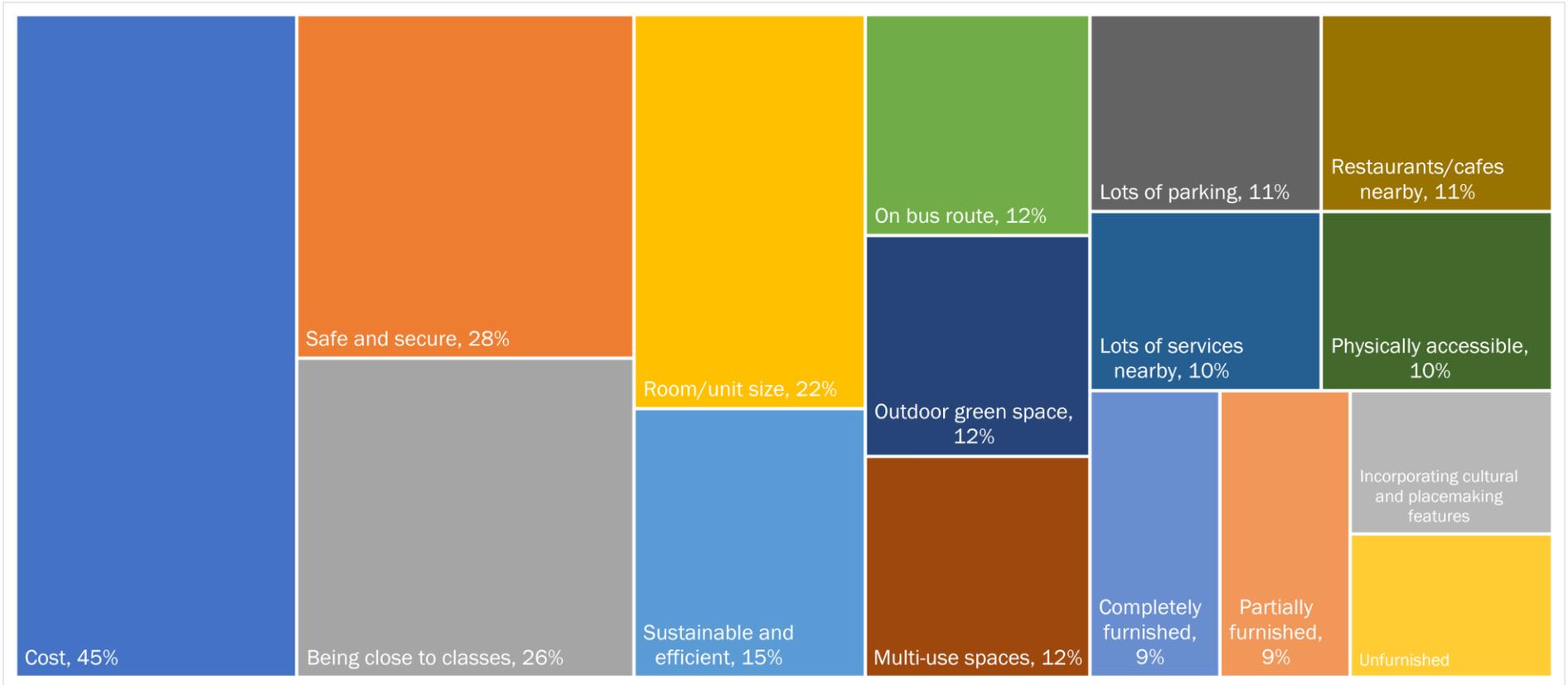
2. Amenities:

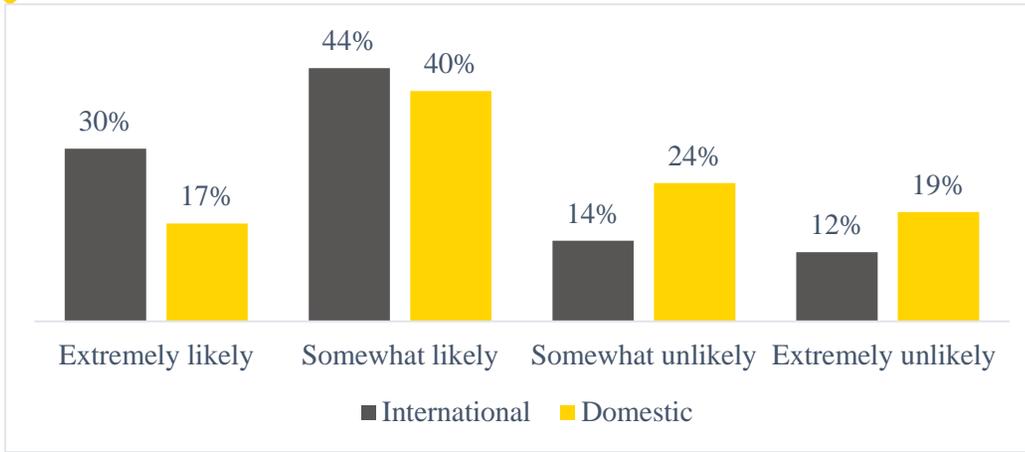
Students were asked to rank what amenities and furnishings they considered essential to their living space, based on several options provided. Having highspeed internet, fridge and kitchenette and study desk were among the top choices. Bed size was also indicated as a priority. As we didn't have the opportunity to find out what type of bed size students wanted, this also became part of the dotmocracy process, referenced later.



3. Level of importance:

We also asked students to rank what was most important to them in a new residence building. Cost was frequently cited as the most important issue when it comes to living in residence. Having safe and secure buildings and proximity to campus were also highlighted.





When asked how likely students would be to live in residence if there were more/different options for upper year students, we see that international students are more likely to live in residence than domestic students (see Figure 2).

We see other differences with domestic and international students when it comes to the type of residence agreements that students prefer. Over half (51%) of domestic students indicated that they preferred an 8-month residence agreement, whereas 55% of international students indicated that a 12-month residence agreement would be preferable. This likely is a result of the fact that international students are less prone to travel home during winter break and the summer months. Additionally, international students were less likely than domestic students to feel that proximity of residences to class was extremely important (see Figure 3). Sexton, Truro

Figure 2: How likely would you be to live in residence if there were more/different options?

and Studley campus students were more likely than Carleton campus students to think that location was extremely/very important and undergrad students more likely than grad students. The results of the survey were used to design the questions for the focus groups.

FOCUS GROUPS INSIGHTS

Multiple focus group sessions were conducted to delve deeper into qualitative aspects of student preferences. These sessions provided a platform for students to express nuanced opinions and elaborate on their needs and expectations regarding the new residences. In the focus groups, students stressed the importance of cost as well as flexibility in the type of housing. Most students who participated in the focus groups indicated that cost was the most significant factor, and they wanted to see more variability in the types of rooms offered. Many of the students indicated that they had not lived in residence, the biggest barriers being cost, inability to have pets, needing space for a family/child as well as not wanting to have a meal plan.

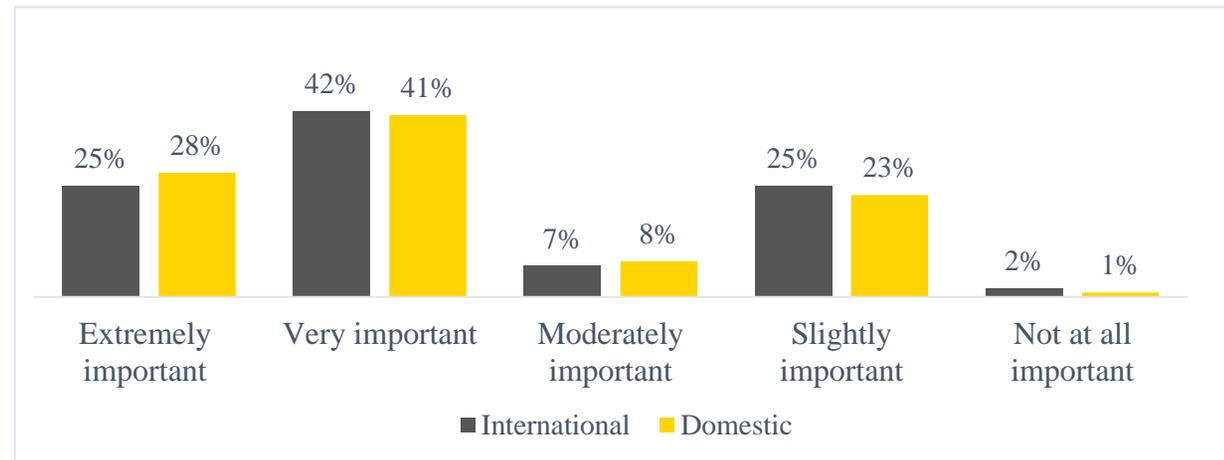


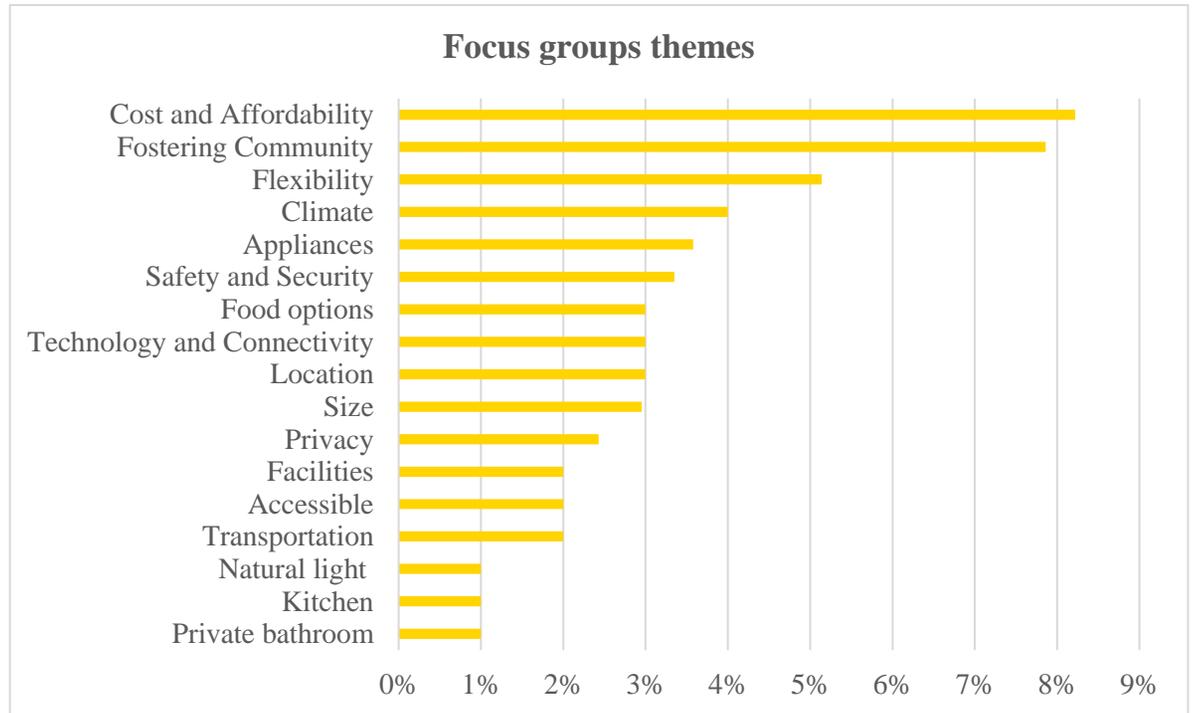
Figure 3: Importance of Location

The following insights, organized into ten key themes, reflect the diverse and comprehensive nature of student preferences and expectations for the new residences.

1. Overall Preferences

In terms of overall preferences, affordability and flexibility stand out as paramount considerations for students when it comes to housing. Cost is a significant factor, with a strong emphasis on ensuring that living arrangements are affordable for all. Flexibility is also crucial, particularly for international students and families, and non-compulsory meal plans are preferred to accommodate diverse needs. Financial concerns, especially among international students, play a pivotal role in shaping housing decisions.

Regarding the living environment, there is a preference for more mature residences over traditional residential experiences. Personalized, functional living spaces are desired, and community kitchens are seen as integral to fostering socialization and a sense of community. Proximity to campus and overall convenience are prioritized. When it comes to amenities and facilities, students emphasize the importance of functional appliances, expressing a preference for personalized washers and dishwashers. There are concerns about the condition and functionality of shared facilities, and a strong emphasis on prioritizing affordable and sustainable amenities.



2. Room Configurations

In terms of room configurations, students express a need for varied options to accommodate diverse preferences. There is a particular emphasis on having private or semi-private washrooms, reflecting a desire for personal space within shared living environments. For younger students, micro-apartments are seen as suitable, with a focus on efficient space management to optimize the living experience. Privacy considerations play a significant role, encompassing not only physical privacy but also sensitivity to sounds and smells. Striking a balance between communal and private spaces is essential, as students seek to maintain a sense of community while also respecting individual needs for personal space and solitude. This underscores the importance of creating living arrangements that cater to a spectrum of privacy preferences, contributing to a harmonious and inclusive residential experience.

3. Amenities and Facilities

Amenities and facilities are crucial elements in shaping students' housing preferences. Essential amenities identified include community kitchens, laundry facilities, and commercial properties such as grocery stores and pharmacies, meeting fundamental daily needs. A preference for sustainable design features is evident, aligning with a growing environmental consciousness. Multipurpose rooms catering to various activities and needs are considered essential, highlighting the desire for versatile communal spaces. The importance of natural light and outdoor areas is emphasized, recognizing their impact on overall well-being. Sufficient storage emerges as a recurring theme from focus groups, underlining the practical importance of organized living spaces. When it comes to recreational spaces, students stress that these should not compromise basic necessities. The inclusion of accommodations for guests and daycare facilities is viewed as a desirable addition, contributing to a more inclusive and community-oriented environment. Convenience is key, with an emphasis on furnished spaces designed with simplicity in mind, ensuring a comfortable and accessible living experience for all residents.

4. Technology and Connectivity

In the realm of housing preferences, technology and connectivity play a pivotal role for students. Reliable Wi-Fi is deemed essential, forming the backbone of modern living, while other technological amenities are viewed as luxuries rather than necessities. Affordability takes precedence over advanced features, signaling a practical approach to integrating technology into housing solutions. Accessible information boards and navigation systems are highlighted as crucial, emphasizing the need for transparent and user-friendly communication within residential spaces. Tech-related amenities are centered around practicality, with a focus on features like key fobs and information screens that enhance security and convenience. Accessibility considerations, such as larger doors and personalized fobs, underscore the importance of inclusive design, ensuring that technology is seamlessly integrated to meet the diverse needs of all residents.

5. Sustainability and Green Initiatives

Sustainability and green initiatives emerge as key considerations in students' housing preferences, reflecting a growing environmental consciousness. There is a strong emphasis on adopting environmentally sustainable practices, with priorities placed on utilizing renewable energy sources, reducing overall energy consumption, and implementing effective waste reduction strategies. The integration of green features, such as solar panels, green roofs, and energy-efficient heating systems, is highlighted, showcasing a commitment to minimizing environmental impact. In terms of sustainable transportation, students express a preference for bike-friendly infrastructure and covered bike parking, promoting eco-friendly commuting options. Proximity to public transportation and walkable distances is also prioritized, aligning with the broader goal of creating housing solutions that contribute to a more sustainable and environmentally conscious lifestyle.

LEED frameworks offer promise in continuing to guide environmentally sustainable practices.

6. Community Spaces

The insights from our focus group underscore the pivotal role that community spaces play in cultivating a deep sense of connection and belonging among students. The emphasis lies in intentional design to foster organic connections, shaping inviting and comfortable communal areas where students can freely engage, exchange ideas, and build meaningful relationships.

Furthermore, the discussions highlighted a commitment to diversity and inclusivity in these community spaces. Deliberate efforts are evident in crafting spaces that cater to a diverse range of student types, intentionally designed to be inclusive and welcoming to individuals from various backgrounds, cultures, and interests. This intentional celebration of diversity transforms these spaces into hubs that enrich the student community, fostering an environment where everyone feels valued and included.

The multifunctionality of community spaces was also emphasized, addressing both leisure and study activities. The design concept prioritizes adaptability, creating versatile areas that cater to the diverse needs of students, whether they seek a quiet space for focused study or a vibrant setting for recreational pursuits. This adaptability ensures that these spaces remain dynamic and responsive to the evolving preferences and requirements of the student body.

Additionally, the role of community programs in nurturing a sense of community was highlighted, especially through student-led initiatives. The focus is on empowering student to take the lead in organizing and participating in various community events. This student-driven approach not only enhances leadership skills but also ensures that programs align with the interests and preferences of the student community.

Flexibility emerges as a hallmark of successful community programs, granting students the freedom to organize and engage in events that resonate with their passions and aspirations. This adaptability ensures that the programs stay relevant and captivating, providing opportunities for students to express themselves, share talents, and contribute to the vibrant tapestry of the academic community.

Moreover, the integration of communal spaces within community programs was underscored as a strategy to cater to diverse interests. This deliberate effort to include spaces tailored to specific hobbies, activities, or cultural interests further enhances the overall community experience. The overarching goal is to recognize and embrace the mosaic of varied passions and pursuits within the community, contributing to a more vibrant and inclusive educational environment.

7. Safety and Security

Comments from the focus group discussions underscore the paramount importance of implementing various measures to ensure the safety and security of spaces, creating an environment that prioritizes protection. Central to this objective is the recognition of the significance of employing multiple security features, encompassing robust locking systems, surveillance through security cameras, and well-lit areas. These collective components serve as both deterrents and safeguards against potential security threats, contributing to the cultivation of a secure atmosphere.

Additionally, our discussions highlighted the crucial consideration of accessibility features in enhancing overall safety. Recognizing the diverse abilities of individuals, incorporating features that promote accessibility becomes essential, contributing to the creation of a universally secure environment. This holistic approach underscores the importance of designing spaces that are safe and navigable for everyone, irrespective of their individual needs.

Moreover, the focus group emphasized the integral role of inclusive safety measures in a comprehensive security strategy. Initiatives such as Naloxone training were discussed, aiming to equip individuals with the knowledge and tools to respond effectively to opioid-related emergencies. By embracing inclusive safety practices, institutions demonstrate a profound commitment to the well-being of their community members. This approach fosters a sense of shared responsibility and preparedness, addressing a wide range of potential situations and ensuring the safety of the community as a whole.

Crime Prevention through Environmental Design Principles, alongside WELL design principles, offer promise in proactively building spaces that contemplate these considerations.

8. Cost and Affordability

Affordable housing emerged as a key focus, with a consensus on prioritizing affordability and a preference for offering a diverse range of housing options. Participants emphasized the importance of considering the budget constraints of international students, acknowledging the unique financial challenges they may face. Furthermore, there was a shared desire for housing solutions that are available year-round, aligning with the diverse timelines and needs of the student population.

In the realm of cost-saving measures, the group expressed a need for varied cost options tailored to different room types and features. The consensus favored the availability of affordable basic rooms to accommodate a spectrum of budget needs. This approach was seen as essential in ensuring inclusivity and accessibility, allowing individuals with varying financial considerations to find suitable and cost-effective housing solutions within the institution's offerings.

9. Inclusivity and Diversity

The focus group delved into the importance of inclusive features within housing solutions, identifying several key initiatives. Participants highlighted the need for inclusivity-promoting measures, such as offering diverse room configurations to cater to a variety of preferences and needs. Additionally, there was a consensus on the significance of considering cultural and religious needs in the design of living spaces, ensuring that the housing environment respects and accommodates diverse backgrounds. To enhance inclusivity, the group emphasized the need for accessible application processes tailored to the unique circumstances of international students.

In the discussion on promoting belonging, the group expressed the desire for flexibility in personalizing living spaces within reasonable boundaries. This customization was seen as a means of fostering a sense of ownership and comfort for residents. The importance of cultural experiences and the provision of safe spaces within residences were underscored as essential elements in creating a community that promotes a sense of belonging. Furthermore, there was a collective recognition of the importance of accommodating various disabilities, emphasizing the need for inclusive design that addresses diverse accessibility requirements within the housing framework.

10. Feedback and Improvement

The focus group discussions highlighted the significance of robust feedback mechanisms in the context of construction and ongoing improvements. Participants stressed the importance of transparent and accessible feedback channels, both during and after construction, ensuring that students have a platform to voice their opinions and concerns. There was a specific emphasis on prioritizing the needs of international students and families, acknowledging the unique challenges they may face in the context of housing and construction.

Furthermore, the group emphasized the value of considering student input in the ongoing improvement processes. This collaborative approach aims to ensure that the evolving needs and preferences of the student community are considered, contributing to the creation of spaces that truly align with their expectations. Additionally, the group advocated for regular updates and effective communication throughout the planning and construction phases, fostering a sense of transparency and inclusivity in the decision-making processes related to housing developments.

DOTMOCRACY SESSIONS

Dotmocracy sessions were organized to prioritize and gauge the popularity of specific features and design elements. Students were given dots to allocate based on their preferences, providing a visual representation of collective priorities.

Key Dotmocracy Outcomes:

Eight pop up sessions were held across Carleton, Studley and Sexton campuses during the last week of November/first week of December. In total, 1480 DOTmocracy votes were cast over the 8 sessions. More votes were cast for Residence Amenities Options (1160) than Residence Unit Types (320). Private 1BR or 1BR Nano far outweighed other unit type options capturing 53.4% of the votes for unit types. 2BR and 4BR units received very similar share of voting with 21.6% and 21.9%, respectively. 3BR units should be removed from consideration given the very low voting of 3.1%. Highest ranking amenities include Larger Windows (#1 ranked) and larger bed size (double) at #2 ranked. Communal kitchen is not highly preferred at 1.7% voting versus in unit kitchens 7.7%.

	Nov 27/23	Nov 28/23	Nov 28/23	Nov 29/23	Nov 30/23	Dec 1/23	Dec 5/23				
APARTMENT UNIT TYPES	KILLAM	SUB	HOWE HALL	ALUM LOUNGE	O'BRIEN HALL	RISLEY & SHIRREFF	TUPPER LINK		Total	Ranking	%
1BR	2	15	8	2	5	48	10		90	1	28.1%
1BR Nano	3	14	7	16	6	33	2		81	2	25.3%
2BR	3	12	5	10	0	37	2		69	4	21.6%
3BR	1	1	2	1	1	4	0		10	5	3.1%
4BR	6	8	9	7	4	34	2		70	3	21.9%
RESIDENCE AMENITY OPTIONS											
LARGER WINDOWS	9	28	8	21	7	65	10		148	1	12.8%
BED SIZE (DOUBLE)	8	15	26	8	11	63	5		136	2	11.7%
STORAGE SPACE	3	2	1	8	4	17	4		39	11	3.4%
COMMUNAL KITCHEN	2	2	5	1	1	6	3		20	15	1.7%
IN UNIT KITCHEN	5	13	5	16	3	42	5		89	3	7.7%
NO REQ'D MEAL PLAN	6	20	6	20	5	28	2		87	4	7.5%
OUTDOOR GREEN SPACE	4	11	9	12	5	38	5		84	6	7.2%
LAUNDRY - FLOOR ACCESS	6	6	6	6	5	27	2		58	9	5.0%
LAUNDRY - IN UNIT	2	16	9	14	3	34	7		85	5	7.3%
DISHWASHER	3	5	1	5	4	17	3		38	11	3.3%
TELEVISION	1	3	4	1	3	17	0		29	12	2.5%
MULTI-FAITH PRAYER ROOM	1	6	9	6	2	21	1		46	10	4.0%
MULTI-PURPOSE BOOKABLE SPACE	2	6	0	5	0	6	2		21	14	1.8%
OUTDOOR BICYCLE SHELTER	2	0	0	7	1	9	2		21	14	1.8%
GROCERY / PHARMACY	7	15	6	9	4	43	5		89	3	7.7%
STUDY SPACE - FLOOR ACCESS	1	11	5	9	1	37	6		70	7	6.0%
STUDY SPACE - BUILDING WIDE ACCESS	3	11	5	6	4	32	2		63	8	5.4%
OTHER - FILTERED WATER STATION	2	5	0	1	0	6	0		14	16	1.2%
OTHER - PAY UPFRONT FOR LAUNDRY*						23	0		23	13	2.0%
Vote Totals	82	225	136	191	79	687	80				

NEXT STEPS:

Based on the comprehensive data gathered from the survey, focus groups, and dotmocracy sessions, the following steps are recommended:

1. **Design Integration:** Work with architects and designers to integrate the most popular and prioritized features into the residence design. Incorporate suggestions from existing research, including the Housing Unit Classification (HUC).
2. **Communication & Engagement Strategy:** Develop a communication and engagement strategy to keep students informed about the progress of the new residence builds, with additional engagement during the design phase of the project.

In conclusion, the robust student engagement process has provided invaluable insights into the preferences and priorities of the student body regarding the new residence builds. Implementing the findings will contribute to the creation of a living space that meets the diverse needs of the student community.

Appendix A: Application Preference Data
All Years Combine

Room Type	Exception	New	Returning	Grand Total
LeMarchant Single	9.18%	4.55%	13.27%	7.18%
LeMarchant Suite	13.31%	9.09%	26.68%	13.40%
Non-Traditional apartment	5.06%	0.98%	3.70%	2.31%
Non-Traditional Bachelor	8.56%	0.75%	2.82%	2.68%
Non-Traditional Single	5.21%	0.18%	1.15%	1.35%
Traditional Shared Double	8.19%	13.57%	4.55%	10.74%
Traditional Single	50.50%	70.87%	47.81%	62.35%

2023/24

Room Type	Exception	New	Returning	Grand Total
LeMarchant Single	10.12%	4.96%	14.79%	7.90%
LeMarchant Suite	11.48%	10.14%	26.30%	13.94%
Non-Traditional apartment	5.45%	0.49%	3.54%	1.89%
Non-Traditional Bachelor	13.81%	1.03%	3.67%	3.47%
Non-Traditional Single	6.23%	0.00%	1.52%	1.24%
Traditional Shared Double	12.84%	15.28%	5.31%	12.70%
Traditional Single	40.08%	68.10%	44.88%	58.85%

2022/23

Room Type	Exception	New	Returning	Grand Total
LeMarchant Single	7.59%	5.53%	13.54%	7.05%
LeMarchant Suite	12.44%	9.26%	31.46%	13.00%
Non-Traditional apartment	5.01%	0.92%	4.17%	2.13%
Non-Traditional Bachelor	9.69%	0.97%	4.17%	3.02%
Non-Traditional Single	6.95%	0.18%	1.46%	1.60%

Traditional Shared Double	12.60%	14.27%	2.29%	12.26%
Traditional Single	45.72%	68.88%	42.92%	60.94%

2021/22

Room Type	Exception	New	Returning	Grand Total
LeMarchant Single	9.64%	4.53%	8.70%	6.59%
LeMarchant Suite	16.40%	11.49%	21.74%	13.89%
Non-Traditional apartment	4.65%	1.26%	4.35%	2.65%
Non-Traditional Bachelor	5.24%	0.81%	3.91%	2.56%
Non-Traditional Single	3.72%	0.35%	1.30%	1.59%
Traditional Shared Double	1.44%	2.17%	3.48%	2.00%
Traditional Single	58.92%	79.40%	56.52%	70.72%

2020/21

Room Type	Exception	New	Returning	Grand Total
LeMarchant Single	11.61%	3.39%	12.87%	7.30%
LeMarchant Suite	11.61%	7.27%	27.04%	13.95%
Non-Traditional apartment	7.44%	1.13%	3.93%	2.73%
Non-Traditional Bachelor	11.31%	0.42%	2.07%	2.18%
Non-Traditional Single	5.95%	0.12%	1.31%	1.16%
Traditional Shared Double	5.95%	16.86%	4.47%	11.73%
Traditional Single	46.13%	70.82%	48.31%	60.95%

2019/20

Room Type	Exception	New	Returning	Grand Total
LeMarchant Single	7.69%	3.92%	13.36%	7.02%
LeMarchant Suite	10.49%	6.79%	25.34%	12.25%
Non-Traditional apartment	4.20%	1.20%	3.20%	2.23%
Non-Traditional Bachelor	7.87%	0.42%	1.83%	2.05%

Non-Traditional Single	5.07%	0.26%	0.46%	1.13%
Traditional Shared Double	14.51%	19.70%	5.48%	15.11%
Traditional Single	50.17%	67.71%	50.34%	60.20%

Focus Group Questions:**1. General Preferences:**

- What are the most important factors for you in choosing on-campus housing?
- How do you prioritize factors such as location, amenities, and room size?

2. Room Configurations:

- What types of room configurations do you find most appealing? (e.g., semi-suite, full suite, apartment, studio efficiency/micro, traditional dorm style, traditional/pod bath, co-op housing) – (use virtual reality googles)
- How important is privacy to you in your living arrangements?

3. Amenities and Facilities:

- What amenities do you consider essential in a new residence building?
- Are there specific recreational or communal spaces you would like to see included?

4. Technology and Connectivity:

- How important is technological infrastructure in your housing choice?
- Are there specific tech-related amenities you would like to have in your residence?

5. Sustainability and Green Initiatives:

- How important is environmental sustainability to you in the design and construction of new residence buildings?
- Are there specific green features or initiatives you would like to see implemented?

6. Community Spaces:

- What types of communal spaces do you believe foster a strong sense of community among residents?
- Are there specific events or programs you would like to see organized within the residence community?

7. Safety and Security:

- How important is security in your choice of on-campus housing?
- Are there specific safety measures or features you would like to see in the new residence buildings?

8. Cost and Affordability:

- How much are you willing to pay for on-campus housing, and what amenities or features do you believe justify the cost?

9. Inclusivity and Diversity:

- What initiatives or features would contribute to a more inclusive and diverse residence community?
- How can the design of residence buildings promote a sense of belonging for students from various backgrounds?

10. Feedback and Improvement:

- How would you like to provide feedback on the design and features of the new residence buildings during and after construction?
- In your opinion, what are the most important aspects that the university should consider when planning new residence buildings?