

OVERCOMING

[AN ARCHITECTURAL RESPONSE]

CLEANING FAMILIARITY INDIVIDUALITY BETWIXT RESPONSIBILITY MATURITY  THRESHOLD CHOICES CONTROL
SHOPPING SECURITY PRESSURE IMPULSE LOVE FEAR INDEPENDENCE
PASSAGE SECURITY PRESSURE IMPULSE
EMERGING
HEALTH ADULTHOOD
TIME MARRIAGE CAREER TRANSITION MONEY  CHOICES CONTROL
COLLEGE MARRIAGE CAREER HOUSING EMPLOYMENT TRANSITION
UNCOMFORTABLE EMPLOYMENT IDENTITY
LIMINAL RELIGION FINANCIAL
EMPATHY  ROUTINE SOCIAL NETWORK

STUDY OF ARCHITECTURAL SETTINGS THAT
TRANSITION INDIVIDUALS TO ADULTHOOD

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ABOUT THE REPORT

The Abstract.

What role do architectural programs and architectural elements play in helping individuals overcome liminal conditions on the pathway to adulthood? This research report will frame student learning in a college environment on the basis of overcoming liminal conditions associated with becoming an adult. Research involves recognizing and analyzing spaces and architectural elements that can help individuals gain the needed and important skills necessary to moving into the next stage of their lives with ease. The results will be helpful in developing spaces for higher education while supporting higher education's main objective of being a transitional period to produce individuals ready to be productive members of their professions and communities. Designing to overcome liminal conditions focuses on a building's ability to impact the development of an individual's identity, understand their newly appointed responsibilities, and overcome psychological loss often found when moving from one period of your life to another. As designers we should always take into account the impact that our design decisions can have on the lives of occupants and users of a building.

EMERGING ADULTHOOD

It is a proposed life stage between the ages of 18-25 approximately. Coined by Jeffrey Arnett, the stage consists of 5 main features that will be explained in detail later on the report.

IDENTITY

The qualities that make up an individual's or group's looks, personality, beliefs, culture, religion, sex, gender, economic status, and expressions.

LIMINAL

An adjective that describes something relating to a threshold in ones life. Often linked with ambiguity in ones life.

RITE OF PASSAGE

A ritual, experience, or event that separates a life milestone or change in a individuals life.

IMPORTANT DEFINITIONS

What is that?

THE INTRODUCTION

The why?

With every major life milestone, the built environment is present. This should be seen as a given since people spend around ninety percent of their lives indoors (Klepeis 2001). Time and time again people find themselves moving from one period in their lives to another and yet architecture exists within that timeline. Buildings, streets, landscapes, and artwork that people have interacted with in the past have a very important role on creating a conducive environment for people to live and learn. When people spend so much time in architectural settings that made them who they were, they begin to develop and maintain an emotional connection to buildings and structures that are associated with the rites of passage in their lives. The liminal conditions or learning moments that are experienced within the walls of buildings during these important, yet ambiguous, stages of internal growth are vital to the development of moving from one stage of an individual's life to another.

This study will focus on the first-hand experiences and liminal conditions that someone moving from a comfortable adolescence to a disorientated adulthood would encounter. This period of someone's life is often spent in a college environment since approximately 69.7 percent of 2019 US high school graduates enroll in higher education upon graduation high school (U.S. Bureau of Labor Statistics 2017). Throughout the article the term Emerging Adulthood will be used to refer to this time period since Jeffrey Arnett, a renowned author and figure in human development research, has coined the term in his research and writing as the period in an individual's life between adolescence and adulthood (Arnett 2004). This period is most often thought of as the years of someone's life between the ages of eighteen and twenty-eight but varies depending on personal experiences (Arnett 2004). Through a qualitative system of inquiry, this study will define and focus on the period of our lives typically found when moving from the comfort of our parents' home, to the working world in a college environment.

This report is examining and analyzing familiar places of uncertainty. It will analyze and interpret the settings in which these experiences are occurring. Using firsthand responses, publications, books, articles, and on-line media, the study will evaluate these conditions and provide a response to how architecture and the built environment could help someone overcome these stages of uncertainty. Imagine if architecture could give its inhabitants the ability to overcome the liminal conditions associated with the college environment? Imagine if architecture could mold individuals into the next stage of their lives with ease?

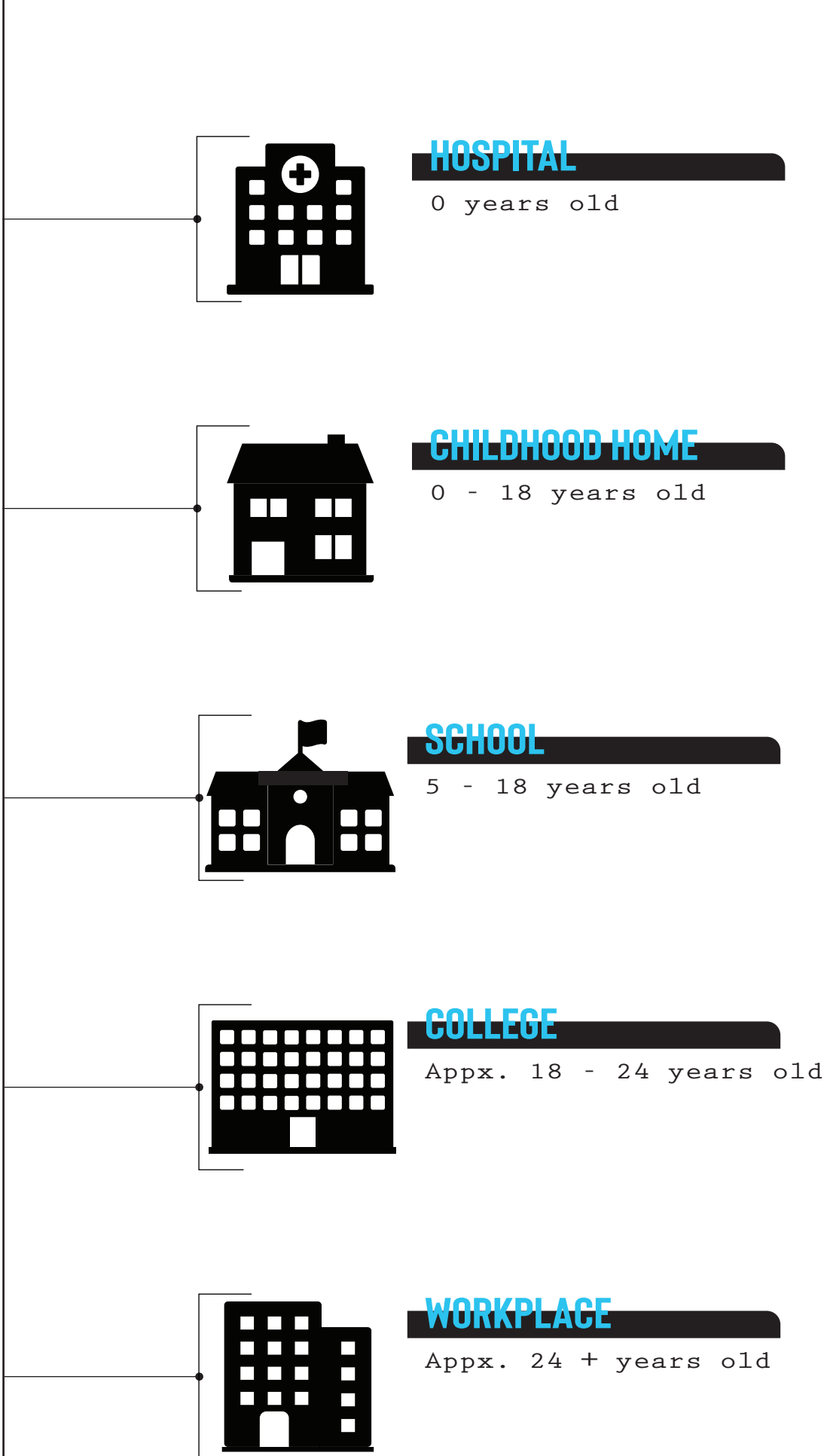


Fig. 1 | Timeline

THE METHODOLOGY

The how.

Research has been conducted through the use of many diverse mediums and methods. A qualitative study of firsthand and personal experiences from individuals themselves about the adjustment took place. Liminal conditions that are important to the definition of adulthood are drawn from personal reflection as well as analyzing and breaking down various sources of literature, on-line media, and personal observation.

A list of liminal conditions experienced in this time period were drawn using ethnographer Arnold Van Gennep's definition of liminality found in his book translated in 1960, *The Rites of Passage*. While the concept of liminality will be introduced in more detail later in the article, it is important to define that Gennep defines liminality as an arrangement of rites of passage consisting of, rites of separation (pre-liminal rites), rites of transition (liminal rites), and rites of incorporation (post liminal rites) (Gennep 1960). For example, a student attending college can be seen as living in a liminal condition because they no longer identify as a high school student (pre-liminal rites), and do not identify as an adult because they haven't been reincorporated into society through their career (post-liminal rites). Therefore, they are living in a liminal stage of their life because of being between these two major milestones. So, for the sake of this article, liminal conditions were defined as being between a rite of separation, and a rite of incorporation.

Once a list of liminal conditions was laid out, analyzing which architectural settings could help individuals overcome these conditions was created using the aforementioned list as a guide. The list of settings includes the conditions present in that setting, as well as a list of liminal conditions that can be found being overcome in those settings. This was done by analyzing both printed and on-line media and articles, printed books, as well as a reflective memory of past experiences. These settings focus mainly around architectural elements that address liminality in personal identity, academics, career development, relationships, psychological loss, responsibility, and independence. These categories are helpful in understanding the type of liminal conditions being overcome with the aid of those elements.



RESEARCH LIMINALITY

Understanding the concept of liminality is crucial to defining liminal conditions experienced in this time period.



RESEARCH EMERGING ADULTHOOD

Analyze all that the college experience and the transition from a comfortable adolescence to adulthood entails for modern-aged emerging adults.



DEFINE LIMINAL CONDITIONS

Define the liminal conditions experienced in emerging adulthood in tables based on the five categories.



DEFINE ARCHITECTURAL SETTINGS

Analyze the tables of liminal conditions and come up with architectural programs/settings that address the liminal conditions in the aforementioned list.

LIMINAL CONDITIONS

A Definitive Framework.

The word “Liminal” is derived from the Latin word *limens* which in turn means threshold (Barron 2013). Theologian Richard Rohr defines being in a liminal state as “being betwixt and between the familiar and the completely unknown” (Barron 2013). In order to define liminal conditions in a college environment it’s important to further define what it means to be in a liminal state. As mentioned earlier, being in a liminal state is being betwixt and between two very separate stages of your life. It’s a threshold that needs to be crossed between two phenomena. These stages often come at times of tremendous change which is often the result of hardship enacted upon an individual for whatever reason. While this thesis focuses on liminality in a college environment, any person at any age can experience it, whether that’s through the loss of a job, loss of a loved one, or other major life change.

Liminal conditions however are conditions that are a result of being in a liminal state. In a college environment, these conditions will be everything from finding one’s identity, to finding security within your new surroundings. All or most of these conditions are experienced in college depending on the environment in which students were raised. While some students may have experienced or overcame these liminal conditions early on in their lives, its safe to say that some have not due to the fluid and diverse amounts of students and backgrounds we have in our college system.

FOCUS OF REPORT

PRE-LIMINAL RITES	LIMINAL RITES	POST-LIMINAL RITES
Rites of Separation	Rites of Transition	Rites of Incorporation

Fig. 2 | Rites Table



Fig. 3 | Tightrope

LIMINAL CONDITIONS

Newly Found Independence



Fig. 4 | Check | LifeLock

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Liminal conditions presented in this category focus on liminal conditions that deal with the idea of independence. Emerging adults themselves place a lot of focus on independence. In fact, a study found that emerging adults are more likely to define adulthood with independence conditions rather than classic role transitions like getting married or having children (Arnett, 2001). Another key factor to emerging adults in emerging adulthood is the importance of being financially independent from their parents. This can be achieved multiple ways but continuously kept coming up as a key component to attaining adulthood (Arnett 2004). This shows the massive change that our population has been going through in terms of college aged youth. In the early 1900s college aged men went to college to essentially network with other like-minded men. These men in turn had sisters that would be possible suitors for them (Yanni 2019). This is a very outdated concept, but clearly shows that the reasons people went to college have drastically changed over the last century and therefore the conditions experienced would also change with the culture of the students.



INDEPENDENCE LIMINAL CONDITIONS

<i>Pre-liminal Condition (Seperation)</i>	<i>Current Liminal Condition (Transition)</i>	<i>Post-Liminal Condition (Incorporation)</i>
High school peer pressures are dealt and experienced with under the constant surveillance of parents and guardians.	New college peer pressures are dealt with and experienced under the surveillance of yourself with an increased distance between you and your parents.	Adult peer pressures while existing are few and far between and are easily overcome.
Impulse control is in dealt with by the parents or guardians mostly when it comes to finances, time management, and partaking in social situations.	Developing a sense of impulse control by yourself with no connection to parents or guardians.	Clearly define and understand when impulse control is needed to be enacted and no longer giving in to impulse.
Housing is provided by your parents or guardians.	Housing is needed to be found by yourself.	Housing has been secured and no is no longer changing frequently.
Parents and guardians often made the choice of what to eat and when.	The choice of what and when to eat is entirely up to you and is probably unsteady and fluid.	Food choices become a second nature and the unsteady nature of what to eat and when has been solidified.
Personal finances rely mainly on parental or guardian support.	Gaining financial independence is almost entirely independent of parents and guardians and the process in which you gain independence is fluid.	Financial Independence has been reached in full and you are entirely supporting your personal finances in a steady manner.

Fig. 5 | Independence Conditions

LIMINAL CONDITIONS

Newly Found Responsibility



Fig. 6 | Cooking | Builder

Liminal conditions presented in this category revolve around task and responsibility items. These are liminal conditions that may have been overcome earlier in someone's life or can come later as well depending on the way they were raised. These liminal conditions however can be seen as essential to adult-like tasks that should be developed and maintained to be a productive member of society.



RESPONSIBILITY AND TASK LIMINAL CONDITIONS

<i>Pre-liminal Condition (Separation)</i>	<i>Current Liminal Condition (Transition)</i>	<i>Post-Liminal Condition (Incorporation)</i>
Parents and guardians prepare meals for their dependents.	The process of making a meal is now the responsibility of the dependents.	Meals can be made with ease and dependents move into a period of providing for others.
Parents and guardians shop for groceries and living necessities for dependents.	Shopping for groceries is now the responsibility of the dependent.	Shopping for groceries and living necessities are second nature.
Parents and guardians do your laundry. This can be further broken down into folding, ironing, washing and drying laundry.	Doing laundry is now the responsibility of the dependent. This can be further broken down into folding, ironing, washing and drying laundry.	Laundry can be done with ease. This can be further broken down into folding, ironing, washing and drying laundry.
Adults managed your time. They told you when to set alarms, when to arrive at events, when to go to bed, when to eat, and when to brush your teeth and bathe.	Learning how to manage time by balancing everything that takes time to do in order to live.	Time management is second nature and a routine is developed.
Parents and guardians planned healthy meals, bought personal care items, and managed your medical appointments.	Learning self-care by having to eat and choose healthier lifestyle choices, buy personal care items, and manage medical appointments.	Self-care is second nature and is easily worked into the routine of your daily life.
Parents and guardians often clean up after their children. This includes cleaning up their room, doing their dishes and cleaning the bathroom.	Learning how to clean and when to clean is necessary so that a good living environment is formed for the developing individual.	Cleaning is something that is done frequently and easily.

Fig. 7 | Responsibility Conditions

LIMINAL CONDITIONS

Psychological Loss



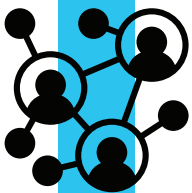
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Liminal conditions presented in this category are psychological responses to change or loss in an individual's life. The loss associated with the college environment is the loss of the support and security they were relying on in their adolescence. Now that incoming students are no longer able to rely on that support, they have to come up with other ways to overcome the loss. Often, these types of liminal conditions have a large impact on whether a student succeeds or struggles to adapt to their new environment. Colleges recognize the need for this type of support and often implement resident assistants, sometimes called community advisors, in their residence halls (Blimling, 2015). These students are often living in the residence halls to help advise and guide students through these types of liminal conditions by providing students who are struggling to find the necessary support that's needed.

PSYCHOLOGICAL LOSS LIMINAL CONDITIONS

<i>Pre-liminal Condition (Separation)</i>	<i>Current Liminal Condition (Transition)</i>	<i>Post-Liminal Condition (Incorporation)</i>
People find security in homelife due to familiarity with their physical and social environments.	Now that their physical and social environments have changed drastically over a short period of time, individuals experience a loss of security.	Security is regained through familiarizing themselves with their physical and social environments.
Physical Environment of home is familiar to individuals as it doesn't change frequently.	New physical environment is unfamiliar and therefore causes individuals to feel not at home.	Familiarity in physical environment has been found due to stability of physical environment.
Mental obligation in high school is familiar and often unchallenging for most students.	Mental obligation in college is unfamiliar and different and causes a need to develop new study skills.	Adulthood mental obligation is clearly understood, and they can easily deal with its constraints.
Social situations are stable, and you are relatively surrounded by the same people every day.	Learning to accept fluid social situations by voluntarily or involuntarily participating in them.	Accepts fluid social situations and their awkwardness.
Social network is often consistent and unchanging to high school students.	Social network of friends has been shattered and individuals must develop a new definition of friendship and make new connections.	An individual's social network has been restructured and is stable.
Privacy is very apparent in the home for individuals. This is because an increased number of children have their own bedroom and are not sharing it with other siblings. (Rosenblum, 2016).	Privacy is hard to come by when you have to be sharing a room with someone. An individual will have to develop a new mental definition of privacy.	Privacy has been restored.

Fig. 9 | Responsibility Conditions



LIMINAL CONDITIONS

Age of exploration.



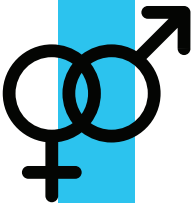
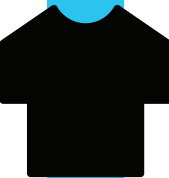
Fig. 10 | Identity Line | Creative Commons

The liminal conditions presented in this category are a result of being in the age of identity exploration. Emerging adults are no longer under the supervision and constant eye of their guardians. This allows them to start exploring who they are and who they want to be as an individual. While these types of liminal conditions may start to be overcome in childhood or adolescence the formation of identity is exponential in emerging adulthood (Arnett, 2004). These types of liminal conditions are very important to the social, physical, psychological and professional development of college aged individuals.

IDENTITY AND AGE EXPLORATION LIMINAL CONDITIONS

<i>Pre-liminal Condition (Separation)</i>	<i>Current Liminal Condition (Transition)</i>	<i>Post-Liminal Condition (Incorporation)</i>
Parents and guardians often influence an individual's identity when they are around them often.	No longer being around certain figures in their lives, individuals can explore their identities on their own without influence from outside forces.	Exploring who they are as a person has exponentially decreased as they are now comfortable with their own identity.
Parents and guardians often speak for their children when it comes to what they believe.	No longer having their parents and guardians speaking for themselves, they can learn how to voice their opinions themselves.	Individuals voice opinions based on their own values.
Parents and guardians often create rules for their children to live by.	Individuals are now in charge of creating their own rules to live by.	Individuals live by their own rules in which they themselves have created.
Parents and guardians often control which identities their children can interact with.	Individuals can learn and interact with whichever identities they want to learn more about.	Individuals can interact with a multitude of identities.
Specific identities are forced upon children while in the custody of parents and guardians. These identities include gender, sexual, spiritual, social class, national, racial, and personal identities.	Individuals can explore, take on, and accept whichever identities they seem fitting for themselves. These can be fluid and will likely change multiple times.	Specific identities have been explored and individuals are more stable in their identity conformance.

Fig. 11 | Identity Conditions



LIMINAL CONDITIONS

Setting their path.



Fig. 12 | Academics | Smith

The liminal conditions presented in this category revolve around an individual's professional development. Emerging adults attend college to gain skills and experience related to their profession of choice. Emerging adults will frequently change their professional direction or need to develop a direction while they are attending college (Arnett, 2004). Academic and career liminal conditions were grouped together due to their ability to affect one another and be indirectly related. For example, if a student doesn't develop productive study habits in college, attaining their professional goal will be increasingly difficult.



CAREER AND ACADEMIC LIMINAL CONDITIONS

<i>Pre-liminal Condition (Separation)</i>	<i>Current Liminal Condition (Transition)</i>	<i>Post-Liminal Condition (Incorporation)</i>
No future career path is chosen.	Career paths are in the workings of being chosen.	Career path is chosen, and individuals are on path to their professional goals.
Work was not meaningful as work seems like a chore to adolescents.	Individuals are trying to find work that is meaningful.	Individuals have found meaning in the work that they do.
Individuals have little to no public speaking and presentation skills.	Individuals need to acquire public speaking and presentation skills.	Individuals express public speaking and presentation skills.
Individuals hardly partake in risky actions due to fear of parental repercussions.	Individuals start taking more risks as they deem necessary to their development.	Risks are only taken after a lot of thought has been given to the potential benefits of doing so.
Study habits in high school exist but were not developed fully.	Study habits in college differ than those in high school. New study habits need to be formed.	Study habits have been formed and students know what conditions work best for them and what doesn't.
Often times it is the case that parents and guardians are doing so much for their child that the child has zero need to develop multi-tasking skills.	Now that the students are on their own they must develop the ability to multi-task.	Individuals are able to multi-task and succeed while doing so.

Fig. 13 | Career Conditions

PERFORMANCE SPACES

The where.

THE SETTING



Fig. 14 | 'Stage 1' | Buckley

Theatre and performance spaces are an excellent example of architectural settings that allow for individuals to overcome liminal conditions associated with the college environment and therefore transitioning individuals into becoming an adult. Theatre students are known to be boisterous and having a knack for vocal presence. The stage creates an environment that allows individuals the ability to creatively express themselves and gain self-confidence. While being in theatre is not for everybody there is a lot to be learned from having to be up in front of an audience and performing. Specific design of such places should consider the acoustics of materiality and architectural form of the space and its effect on the audience's experience.

ARCHITECTURAL ELEMENTS



Fig. 15 | Stage 2 | Kenel

- 1 Stage or platform for performance
- 2 Centralized seating arrangement focused towards stage
- 3 Dimmed lighting on audience
- 4 Spotlights focusing on the performer
- 5 Comfortable seating for audience
- 6 Stage sets (changing)
- 7 Speakers playing music or sound relating to performance
- 8 Projector screen for specific presentations
- 9 Dark material pallet to focus attention towards stage
- 10 No outward views through window openings to distract audience members.
- 11 Billboards or cork boards to post upcoming performances

LIMINAL CONDITIONS CHECKLIST

The how.

- ✓ Individuals gain self-confidence in public speaking and are able to communicate clearly and thoughtfully under pressure.
- ✓ Students develop confidence in themselves by creatively expressing themselves through the arts.
- ✓ Identity exploration is present for both the audience member and the actor as now students can observe and take on different identities.
- ✓ Acting allows individuals to place value in their lives by seeing recognition for their actions firsthand.
- ✓ Students develop creative problem-solving skills necessary for the workforce.
- ✓ Develop the ability to work in groups to attain a defined goal.
- ✓ Allows individuals the ability to take risks and reap the rewards of putting themselves under the eye of the audience.
- ✓ Allows individuals to accept uncomfortable experiences while performing in front of others therefore increasing their presentation skills.
- ✓ Teaches students to be able to effectively time-manage and multi-task



LAUNDRY ROOMS - SOCIAL

The where.

THE SETTING



Fig. 16 | Laundry 1 | NDSU Residence Life

Laundry facilities teach emerging adults needed skills that focus on task and responsibility related liminal conditions. These skills may be developed earlier in adolescence however the responsibility of doing laundry is almost entirely shifted to the individual in emerging adulthood. While a laundry room in homes or apartments may offer similar abilities to overcome liminal conditions, making the space more social would allow for an increased amount of conditions to be present. An example of a social laundry room would be a laundromat or laundry room in a university residence hall that offers its users more than just washers and dryers to clean their clothes. This can be done by increasing the comfortability of such a space by including seating for social interaction between space users and therefore increasing the amount of time spent in such a space.

ARCHITECTURAL ELEMENTS



Fig. 17 | Laundry 2 | Creative MOVE

- 1 Appliances like washers and dryers.
- 2 Comfortable color palette to attract users to spend time in the space.
- 3 Well lit space; this includes both natural and artificial lighting solutions.
- 4 Standing-height tables or counter-tops to allow individuals to complete tasks like ironing and folding.
- 5 Comfortable seating for students to socialize and study while waiting for laundry to be done.
- 6 Technology plug-in outlets to allow individuals to plug in their devices.
- 7 A video screen could be helpful in increasing time spent by residents in the space.
- 8 Posting materials referencing laundry room rules and tips.
- 9 Views to the outside.

LIMINAL CONDITIONS CHECKLIST

The how.

- ✓ Giving users the ability to accept responsibility for washing, drying, folding, and ironing clothes.
- ✓ Creating a sense of self-confidence, self-worth, and self-care, when the individual completes above tasks.
- ✓ Gives individuals the ability to meet new people and build their social circle while accepting fluid social situations.
- ✓ Individuals will develop multi-tasking and time-management skills due to the need to schedule time to do laundry.



FOOD PREPARATION SPACES — SOCIAL

The where.

THE SETTING



Fig. 18 | Kitchen 1 | CreativeMOVE

Spaces that allow people to prepare food such as a kitchen or self-service grills in a university dining center helps individuals overcome liminal conditions that also mainly focus on task and responsibility liminal conditions. These spaces should also be created in such a way that they can become social spaces. Architectural elements that would be present in such a space would include, kitchen appliances, cabinets, and food preparation surfaces, as well as seats or islands that allow for other individuals to partake in the process of making a meal. The inclusion of technology such as televisions and speakers for music could be helpful in retaining individuals to spend time in the space. Many students move off campus and live in houses and apartments while in school because they want to be able to make their own meals and not depend on the university dining center.

ARCHITECTURAL ELEMENTS



Fig. 19 | Kitchen 2 | VMDO

- 1 Kitchen appliances like cook-tops, fridges, dishwashers and microwaves
- 2 Comfortable color and material palette to attract users to spend time in the space.
- 3 Well light space this includes both natural and artificial lighting solutions.
- 4 Standing height tables or counter tops to allow individuals to prepare food facing outward.
- 5 Comfortable seating for students to socialize and study while cooking.
- 6 Technology plug-in outlets to allow individuals to plug in their devices.
- 7 A video screen could be helpful in increasing time spent by residents in the space.
- 8 Posting materials referencing kitchen rules and events happening in the building.
- 9 Views to the outside and to other within the space.

LIMINAL CONDITIONS CHECKLIST

The how.

- ✓ Gives users the ability to accept responsibility for making their own meals. This includes all necessary steps for making a meal including but not limited to: following a recipe, proper appliance use, grocery shopping and ingredient selection, food preparation techniques, etc.
- ✓ Gives users the ability to independently make decisions on what to eat and when.
- ✓ Develops an individual's sense of self-care as they will need to be choosing healthier options over non-healthy options.
- ✓ Grows an individual's ability to care for others as they will need to make sure they are cleaning up after themselves to allow others to use the kitchen.
- ✓ Allows individuals to create rules to live by and develop conflict resolution skills as they try to develop a level of cleanliness between occupants.
- ✓ Individuals will develop multi-tasking and time-management skills due to the need to schedule time to make meals.
- ✓ Food is known to bring people together and a social kitchen may attract other individuals to it which in turn will help users accept fluid social situations.
- ✓ Develops users' social circles by providing spaces for people to gather.
- ✓ Allows users the ability to explore their own and others cultural identities through food.



CREATIVE AND CAREER FOCUSED SPACES

The where.

THE SETTING



Fig. 20 | Maker Space 1 | BHDP

Spaces that focus on creativity such as maker-spaces, woodshops, artist studios, music studios, engineering labs, etc. are very helpful tools when it comes to emerging adults overcoming career and professional liminal conditions. They can also be very influential in developing emerging adults' identities and career aspirations. These spaces are where students gain hands-on experience in their desired profession and can help them decide if that profession is correct for them or not. They also allow individuals to experience and observe others doing work that may interest them. Architectural elements vary depending on the exact creative outlet that is chosen. These spaces should be catered to the needs of the population in that area.

ARCHITECTURAL ELEMENTS



Fig. 21 | Maker Space 2 - Fessenden.

- 1 Tools and technology relating to the intended use of the space
- 2 Comfortable color and material palette to attract users to spend time in the space.
- 3 Well lit space; this includes both natural and artificial lighting solutions.
- 4 Standing-height tables or counter-tops to allow individuals to work on their creations.
- 5 Comfortable inward facing seating for students to collaborate and work together to solve a problem.
- 6 Technology plug-in outlets to allow individuals to plug in their devices.
- 7 Computers stations for individuals to use
- 8 Display space for objects made in the space like art and furniture.
- 9 Views to other spaces within the maker-space for people watching.

LIMINAL CONDITIONS CHECKLIST

The how.

- ✓ Allows individuals to become financially independent both through obtaining skills needed to obtain a job but also by providing the opportunity to produce goods or services for the public while in school.
- ✓ Allows individuals the opportunity to manage their own money when it comes to buying supplies if making goods for public purchase.
- ✓ Allows individuals to obtain and test new skills necessary to obtain a job in their selected career field.
- ✓ Individuals in the space can observe and explore professional and career driven identities as well as academic identities.
- ✓ While working in the space individuals may discover a hobby or passion for their work which can help with their self-care tendencies.
- ✓ Individuals will gain a new view of self-worth and self-confidence through presenting their work.
- ✓ Allows individuals to expand their social circle by finding those who think similarly to them or have similar interests.
- ✓ Allows individuals to develop creative problem solving skills.



FLEXIBLE & SHARED RESIDENT ROOMS

The where.

THE SETTING



Fig. 22 | Bedroom 1 | Templatedb

The ability for spaces to have agency, otherwise known as the ability for individuals to craft their own environment, is very important to emerging adults (Arnett 2004). One way this can be expressed is through their own rooms and living spaces. One harsh critique of university residence halls is that residents are not allowed to express themselves freely through their living arrangements. The rooms are often only able to be set up one way and offer very little ability for customization due to furniture already being in the space or fixed to one specific location. Off campus rooms allow more privacy for the students as well as more of an ability for residents to express themselves freely through room layout, furniture selection, and decor. Sharing a room with another individual is also a transformative learning experience and has a lot to offer students in terms of social development.

ARCHITECTURAL ELEMENTS

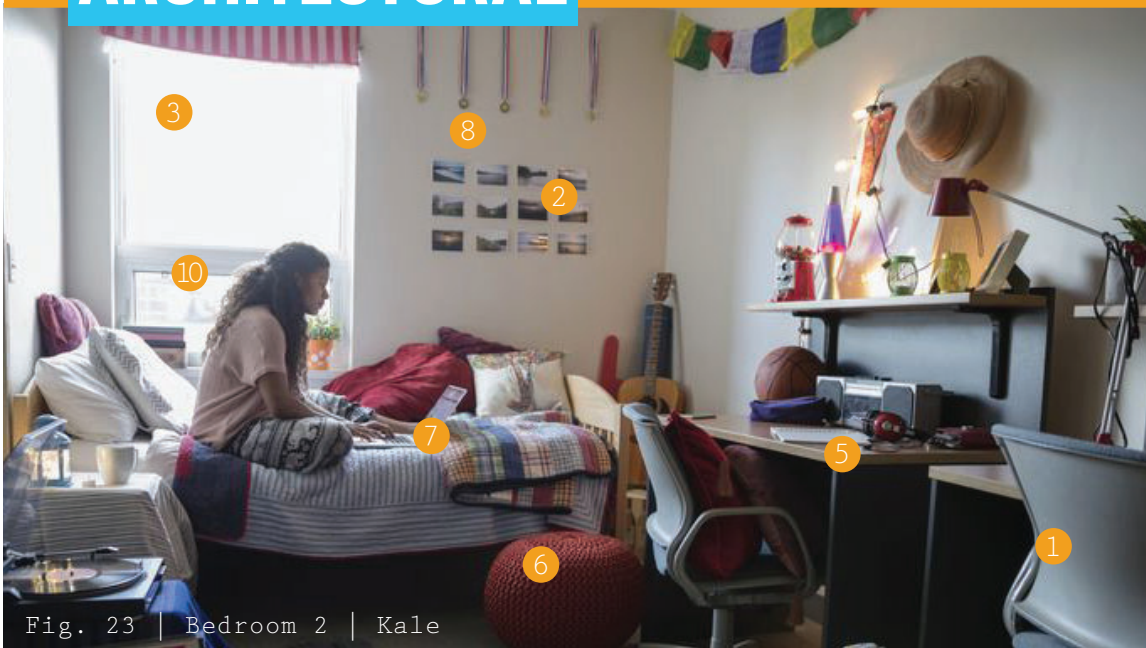


Fig. 23 | Bedroom 2 | Kale

- 1 Flexible furniture arrangements that residents can control themselves
- 2 Comfortable and home-like color and material palette to help with the transition to college.
- 3 Well lit space; this includes both natural and artificial lighting solutions.
- 4 Dimmers allow a variety of lighting options.
- 5 Surfaces for residents to study.
- 6 Seating for residents to have people over.
- 7 Technology plug-in outlets to allow individuals to plug in their devices.
- 8 Personal Decor and artwork.
- 9 Closet and storage space for belongings
- 10 Views to the outside.
- 11 Private spaces within the shared space.

LIMINAL CONDITIONS CHECKLIST

The how.

- ✓ Allows individuals to redefine their definition of privacy.
- ✓ Individual customization of the space will allow for students to regain familiarity in their living environments.
- ✓ Allows students to furnish or come up with arrangements for their own living situations therefore exploring and expressing their identities.
- ✓ Allows students to create rules to live by and to build communication and conflict resolution skills.
- ✓ Allows individuals to develop a sense of empathy towards others by understanding the results of their actions on their roommate.
- ✓ Allows individuals to accept and deal with uncomfortable experiences related to living with others.



BARS, CAFES, AND COFFEE SHOPS

The where.

THE SETTING



Fig. 24 | Bar 1 | Fargo Monthly

Additional spaces for college individuals to spend time in and socialize have a lot to offer in terms of overcoming liminal conditions in a college environment. Bars, cafes, and coffee shops are hot-spots of activity when it comes to college aged adults. While people may attend each of these for different reasons, they are known to offer students experiences that may impact their lives greatly. The local coffee shop offers students a quiet place to study during the day, while the bar allows students to unwind and meet other people at night. Spaces like these have certain architectural characteristics that attract students to spend time in them.

ARCHITECTURAL ELEMENTS



Fig. 25 | Coffee 2 | Pyrne

- 1 Flexible furniture arrangements that individuals can control themselves.
- 2 Comfortable color and material palette that doesn't ostracize groups.
- 3 Well lit space; this includes both natural and artificial lighting solutions.
- 4 Variety of lighting options.
- 5 Variety of elevated surfaces for people to study or gather around.
- 6 Comfortable seating arrangement's set around tables
- 7 Technology plug-in outlets to allow individuals to plug in their devices.
- 8 Relate-able, age appropriate decor and artwork
- 9 Bulletin board for event postings
- 10 Views to the outside and people within
- 11 Speakers for sound.
- 12 Variety of seating areas (private and open)

LIMINAL CONDITIONS CHECKLIST

The how.

- ✓ Allows individuals to manage and cope with new peer pressures.
- ✓ Gives opportunities for individuals to develop new social circles.
- ✓ Develops individual's ability to handle impulse control and safe coping mechanisms.
- ✓ Allows individuals the opportunity to develop skills managing money.
- ✓ Gives opportunities for students to be employed therefore allowing financial independence.
- ✓ Allows individuals to accept and deal with uncomfortable experiences that are present in a fluid social situation.
- ✓ Gives individuals spaces to develop new study habits.
- ✓ Gives individuals opportunities to observe and interact with different identities.
- ✓ Gives individuals places to gather and share and debate their ideas.



RELIGIOUS AND WORSHIP SPACES

The where.

THE SETTING



Fig. 26 | Worship 1 | Jonathan Hillyer

Religious environments and places of worship act as instruments in identity exploration for emerging adults. While some individuals may find themselves exposed to religion early on in their lives due to their upbringing, others may find themselves spending more time in them as they get older, while some individuals may reject organized religion all together. In fact, religion, whether we agree with it or not, is so intertwined with individual's worldview that it is inherently part of being human (Arnett, 2004). Architectural elements that are present in religious spaces are the nave, alter, and narthex. While these elements are broad in scope, they are present in a space where individuals explore their identities and create their worldview.

ARCHITECTURAL ELEMENTS



Fig. 27 | Worship 2 | HGA

- 1 Inward facing seating centralized or facing the alter
- 2 An alter with manipulated in a way to have hierarchy in the space.
- 3 A seating area for individuals - Commonly known as the nave
- 4 A narthex or entry condition for people waiting to enter.
- 5 Well lit space; this includes both natural and artificial lighting solutions that are controllable by users.
- 6 Comfortable yet movable seating for longer periods of sitting.
- 7 Minimal decor and artwork to distract space users.
- 8 Bulletin board for religious event postings
- 9 Views to the outside that are not distracting to the individuals attending service.
- 10 Speakers for sound.
- 11 The ability for the space to take on multiple identities.

LIMINAL CONDITIONS CHECKLIST

The how.

- ✓ Offers students a place to observe and interact with different identities.
- ✓ Gives students the ability to create their own rules to live by whether that's through accepting or rejecting the ideas set forth in the space.
- ✓ Allows individuals to expand their social circle with like minded individuals.
- ✓ Gives students a space to gain mental independence from their parents.
- ✓ Individuals will gain a new view of self-worth and self-confidence through ideas presented in the space.
- ✓ Allows individuals to explore their religious identities



RETAIL AND GROCERY SPACES

The where.

THE SETTING



Fig. 28 | Retail 1 | The Shop

Retail and grocery stores are often overlooked when it comes to how impactful they can be for emerging adults. Before coming to college, students' parents did most of the shopping. While individuals may have been with their parents while they were shopping and giving their opinions, the final say in what to buy for food, clothing, and everyday use was entirely up to the parent. This is because they were the ones who would be purchasing it. Now that students are free from constant parental supervision, they are now the ones entirely responsible for making these decisions. This is a daunting task to those who have never made their own meals before or purchased their own clothing. Common architectural elements that are present in these spaces include, shelves containing goods and products for purchase, aisles for browsing the options, cashier stations, ATM machines, and adequate amounts of lighting to view the products.

ARCHITECTURAL ELEMENTS



Fig. 29 | Retail 2 | Saigoneer

- 1 Variety of displays and shelves containing goods and products for purchase
- 2 Comfortable and color and material palette that doesn't ostracize groups.
- 3 Well lit space; this includes both natural and artificial lighting solutions.
- 4 Comfortable seating for people waiting for others to finish shopping to gather.
- 5 Age appropriate decor and artwork.
- 6 Views to the outside that allow people to also see into the space from the outside.
- 7 Unobstructed views all around store to allow for security and safety.
- 8 Speakers for sound and music.
- 9 ATMs
- 10 Aisles for browsing the products and goods
- 11 Cashier stations for customers.

LIMINAL CONDITIONS CHECKLIST

The how.

- ✓ Gives users the ability to accept responsibility for shopping for themselves.
- ✓ Gives users the ability to independently make decisions on what to eat and when.
- ✓ Develops an individual's sense of self-care as they will need to be choosing healthier options over non-healthy options.
- ✓ Gives individuals a place to purchase items necessary to developing and expressing their identities. I.E. Clothing
- ✓ Individuals will develop multi-tasking and time-management skills as they need to plan time to shop for themselves.
- ✓ Allows users the ability to explore their own and others cultural identities through food and products.
- ✓ Gives users the opportunity to manage money and financial independence.
- ✓ Allows individuals to develop a sense of impulse control.
- ✓ Gives individuals opportunities to observe and interact with different identities.
- ✓ Gives opportunities for students to be employed therefore allowing financial independence.
- ✓ Allows individuals to accept and deal with uncomfortable experiences that are present in a fluid social situation.



EDUCATIONAL AND STUDY SPACES

The where.

THE SETTING

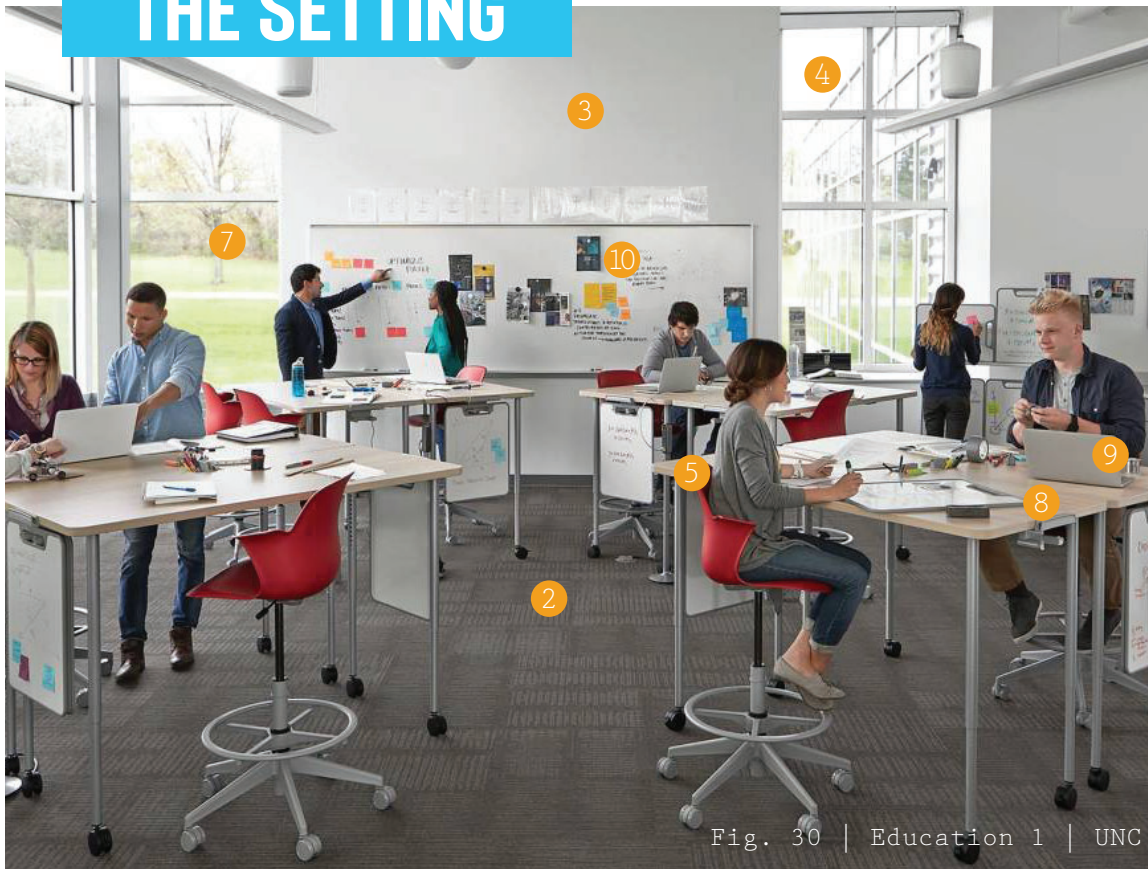


Fig. 30 | Education 1 | UNC

These spaces offer students places to study and work on their academic work. The sizes and options of these spaces need to vary to appeal to a diverse pool of individuals in order to help people overcome liminal conditions associated with the college environment. Students need a variety of study spaces because everyone learns and prefers different environments. Key elements that change in study and educational spaces is the lighting level, the seating comfortability and options, the work surface size and material, the noise level, number of people in the space, and the technology options available in that space. Architectural elements when broken down to their simplest forms that can address liminal conditions in these spaces are centralized seating arrangements in discussion rooms, student lounges, conference rooms and technology huddle rooms. Providing a multitude of seating arrangements for people to talk and gather and share their ideas and experiences, goes a long way in addressing liminal conditions in a college environment.

ARCHITECTURAL ELEMENTS



- 1 Easily self-manipulated seating arrangements of all types to accommodate different types of people and groups.
- 2 Separation in terms of space between working pods for privacy.
- 3 Comfortable color and material palette that doesn't ostracize groups.
- 4 Well lit space; this includes both natural and artificial lighting solutions.
- 5 Comfortable seating for people
- 6 Age appropriate decor and artwork.
- 7 Views to the outside
- 8 Working surfaces of all types, sizes, heights and shapes.
- 9 Technology inclusion whenever possible
- 10 Technology outlets for individuals to plug in their devices.
- 10 Both private study spaces and open study spaces with various heights of enclosure.
- 10 Whiteboards for writing and group work.

LIMINAL CONDITIONS CHECKLIST

The how.

- ✓ Allows individuals to expand their social circle by finding those who think similarly to them or have similar interests.
- ✓ Allows individuals to explore their identities through listening to and observing others.
- ✓ Allows individuals to accept uncomfortable experiences and react with their worldview.
- ✓ Individuals gain confidence in public speaking by debating their ideas and arguing on behalf of their work.
- ✓ Allows students the ability to create rules to live by
- ✓ Gives students opportunities to develop conflict management skills
- ✓ Allows students the ability to develop study skills based on their preferences in learning environments.
- ✓ Spaces could offer students the ability to become financially independent if equipped with the necessary equipment and technology to do job interviews through video messaging.



REPORT APPENDIX

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APPENDIX

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