

UBC Social Ecological Economic Development Studies (SEEDS) Sustainability Program

Student Research Report

The Art of Engagement – Morris and Helen Belkin Art Gallery

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THE ART OF ENGAGEMENT

MORRIS AND HELEN
BELKIN ART GALLERY

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EXECUTIVE SUMMARY

On June 14th 1995, the Fine Arts Gallery at UBC was rededicated into the Morris and Helen Belkin Art Gallery and opened its new premise at 1825 Main Mall. Since its inception, the Gallery has aimed to provide a place where students can engage with art, ideas and strengthen the campus's sense of community. The problem we are facing today, is attributed to the growing gap between expected and actual student engagement. While the Gallery's value proposition is firmly rooted, it faces poor attendance and engagement – largely due to students' lack of awareness. As part of the Community Business Project, our team aims to revitalize and enhance student engagement at the Belkin by compiling an extensive report complimented by marketing strategy tools. The project, entitled The Art of Engagement, is sponsored and facilitated – in conjunction with the Belkin itself – by UBC SEEDS Sustainability and the UBC Arts & Culture District.

The following report outlines extensive research and analysis of UBC students' perceptions of engagement in general, as well as their perceptions of what engagement does and should look like within arts and culture sphere. Research consists of primary and secondary investigations: primary research includes focus groups, in-depth interviews, and a thorough online survey, while secondary research consists of interviews and online research of other universities who act as exemplars in the realm of student engagement. These investigations have been used to answer the project's two main research questions:

1. What does “engagement” mean to UBC students?
2. How can the Belkin drive attendance and enhance engagement?

Seeking answers to these questions has led to various recommendations as well as a marketing strategy for the Gallery. Recommendations have been arrived at through team ideation, but also from specific ideas shared with us from interviewees and focus group participants. These recommendations are to be used in aiding the Gallery in increasing engagement over the next twelve months.

As mentioned, deliverables included recommendations and a marketing strategy. Both of these key deliverables have been completed; however, the team was also commissioned to write a formal investigative report for UBC SEEDS Sustainability, which is to be published in 2018. The final report has not yet been completed, but will be delivered to the client - in its final form - by December 4, 2017. Preliminary findings of research, and subsequent recommendations were presented to all stakeholders on November 15, 2017.

All key deliverables - according to the project's initial scope and project plan - have been addressed. Time and monetary budgets were, for all intents and purposes, adhered to - funding for research was donated, while time budgeted for specific activities remained fluid as the team reacted to externalities and needed to make adjustments.

The following report illustrates and explains the project's successes, its key findings, and recommendations. To summarize the recommendations provided are as follows:

- The Belkin Blueprint Project
- Form a Student Engagement Council (SEC)
- Form alliances with student organizations
- Focus on Facebook engagement
- Host a student night
- Build a referral program
- Get Involved with Jump Start!
- Make the Gallery more interactive
- Add some 'oomph' to the outside, and make use of outdoor space
- Make the space student friendly
- Collect more visitor information

A NOTE TO THE READER

This study and report has been completed as part of UBC Sauder School of Business’s Community Business Project initiative. This is a for-credit project undertaken by Master of Management students in addition to their regular course work. As such, this study acts as a site of practical application for students to practice business skills learned in the classroom. This report is investigative in nature and students do not claim to be area experts, as information was gathered over a 5-month period of time. All recommendations should be subject to further scrutiny by Gallery or industry/area professionals.

MEET THE TEAM

Madi Wood Project Manager	“I completed my B.A in Human Geography at UBC in May, 2017. Though I have always been interested in studying business and marketing, I am happy to have completed an undergraduate degree that developed my critical thinking and academic writing skills. I loved that Human Geography acted as an intersection of sociology, economics, and place-making. My appreciation for place-making as a process greatly informed my work on The Art of Engagement. Trying to understand the motivations and barriers surrounding student attendance and engagement at the Belkin Art Gallery was fascinating throughout. This project has helped further develop my project management skills, while allowing me to explore areas of market research - an area I’ve always been interested in! I have enjoyed getting to know my teammates better, learning more about the Belkin as well as the Arts & Culture District, and ideating on ways to increase arts-related engagement in UBC’s community. I am excited to see where our recommendations take the Gallery!”
Ibrahim Husain Client Liaison	“I graduated with a B.A. in Political Science from UBC in May, and am currently completing the Master of Management program with the UBC Sauder School of Business. I have studied and lived in 4 different countries, including France, Canada and the UK. I am passionate about understanding how people, systems and the world work. I love to work and lead teams, perform complex tasks that have the end goal of bettering the community, challenging the status-quo and strengthening the prospects of stakeholders and shareholders alike. I loved working with the Belkin because I want students to appreciate the arts more than they are currently doing, especially at UBC. Arts has been a major part of my professional and personal development, and I want this great field to be sustained and appreciated overtime. Also, I eventually want to move into a more commercial banking/finance/consultant based role that focuses in on building long-term relationships and providing strategic advice, hence I feel that the client- facing experience with the Belkin has greatly exposed me to potential challenges that will help prepare me for what is to come ahead in life.”
Bryan Yan Faculty Liaison	“I graduated with my Economics and Mathematics Degree and I’m now in the Master of Management Program. I’m passionate about finance and data analysis and having my own venture capital to practice “impact investing” is my career goal. I’m a person with diverse background and always want to equip

	<p>myself with new skills. I experienced lots of new challenges from this project. The problems I've dealt with were no longer just about number and data. Instead, I needed to talk to real people to gain insight, I also needed to create a survey with almost nothing to refer to. This kind of experience really helped me to become an explorer, instead of just an analyst."</p>
<p>Jenifer Wong Communications Lead</p>	<p>"I completed my B.A. in English Literature at UBC in 2017. Not only do I enjoy studying stories and literature, I am also a visual, artistic individual who appreciates art and is passionate about creating art and design. I have worked and volunteered in jobs related to communication, marketing, art & design, which I think makes me an ideal Communication Lead for the project, especially for the Belkin Art Gallery. As an art and design enthusiast, this project has been exciting experience for me to learn how art is viewed and appreciated by others, especially those who are not affiliated with the arts. Our work and research, especially the interviews I conducted with students on campus, has opened my eyes to the diversity of perspectives out there and what art and engagement means to different people. I believe in the Belkin's goal to make art enjoyable and educational for everyone and I hope this report has provided new insights to help make that happen."</p>

METHODOLOGY

The Art of Engagement used qualitative and quantitative data collection. This included conducting one on one in-depth interviews, focus groups, and online surveys in the following amounts:

- 1 online survey (221 participants)
- 4 in-depth interviews with UBC students
- 4 interviews with representatives other academic galleries
- 1 meeting/interview with Jana Tyner (Communications & Publications, Assistant to the Director)
- Various secondary research from online sources

Qualitative research included an interview with Jana Tyner from the Belkin, interviews with UBC students who had attended the Belkin, and focus groups. Though the data gathered in these sessions was lengthy and, in many cases, contained great detail, research would have been more thorough with an increased number of participants. Interviewing more staff from the Belkin would have been useful in better understanding the capacities and limitations of the Gallery.

Quantitative research included the online survey. The sampling method we went about for our survey, after consulting with Marketing Research Professor and UBC Sauder Ph.D. candidate Cluny South, was non-probabilistic sampling. This was an appropriate method based on our target population and limited time frame. Non-probabilistic sampling allowed us to maintain a high degree of representativeness when cleaning our data and ensured that the chance of sampling error is reduced.

In addition to these formal efforts, our team attempted to make use of UBC's publish chalkboard to pose an open-ended question: How do you want to experience art? This was intended to be a process in which students responded to our question by writing answers with chalk. This, unfortunately, did not go as planned due to weather. Our lovely chalkboard illustration was washed away by the rain prior to collecting and subsequently reporting any responses. Please see Appendix 6.0 to see photos of the original illustration.

PRIMARY RESEARCH

A) FOCUS GROUPS

This project consisted of 2 focus groups, both of which will be summarized and explored below. Please see Appendix 2.0 to see the full discussion guide, which was used to shape conversations had with both of these groups.

Focus Group 1 (Trial)

- Tuesday, September 5
- UBC Sauder School of Business, Robert H. Lee Graduate School (Room 122F)
- Moderator: Madi Wood
- Hand recorded notes
- Designed to test flow and thoroughness of discussion guide
- All participants were (at the time) enrolled in the Master of Management Dual Degree program at UBC's Sauder School of Business
- Participants (Gender, Undergraduate Faculty)
 - Male, Kinesiology
 - Male, Arts (Political Science/International Relations)
 - Female, Arts (English Literature)
 - Female, Arts (Psychology)
 - Female, Arts (Anthropology)

Summary

This focus group was intended to be a trial wherein we tested the discussion guide and allowed the moderator (Madi Wood) to practice. This focus group was not intended be part of our primary research, though there were some key insights that prompted changes to the discussion guide and some good ideas and suggestions for research were generated as a result of this focus group.

Focus Group 2

- Thursday, September 14
- UBC Sauder School of Business, Robert H. Lee Graduate School (Room 122A)
- Moderator: Madi Wood
- Recorded using GarageBand (no written transcripts, focus group has been summarized based on audio recording)
- All participants required to sign waiver (see waiver, Appendix 1.0)
- All participants identified themselves in the pre-screening as having not attended the Morris and Helen Belkin Art Gallery in the past
- All participants were awarded with a \$10 gift card to either AMS Services or the UBC Bookstore upon completion of the focus group
- Participants (Gender, Faculty):
 - Male, Forestry
 - Female, Science (Integrated Sciences)
 - Male, Commerce

- Male, Engineering (Geological)
- Female, Arts (Math and Economics)

Key Takeaways

- Participants did not know about the Belkin
- Social media (specifically Facebook) plays an important role in influencing one's decision to visit galleries
- Participants identified hosting events as being an important draw of arts and culture venues
- Barriers to engaging with arts and culture included time, money, and convenience
- The most important message to communicate to students is the fact that the Belkin is FREE and right in a student's backyard

Summary

The conversation began, asking students about their prior engagement with organizations. This includes any club or group they felt they participated in, engaged with, or associated with. Responses included the Arts Undergraduate Society, UBC Sororities, Ski and Board Club, AMS Council, UBC Change of Mind Project, UBC Fashion Club, UBC Dance Club, Robotics Club, Volleyball, Basketball, Engineering Student Council, Department Club (Geo Rocks).

People indicated their engagement varied from day to day, but engaged in a formal capacity 2-3 times per week. People indicated they are friends outside of formal capacities due to common interests. Other indicated 4-5 informal engagements with those clubs, which included Facebook conversations as necessary. Those who held official positions within these organizations indicated a higher level of formal engagement – more formal in-person meetings.

Participants indicated that Facebook was the most popular medium for all engagement – formal or informal. This is where documents get shared (within groups), and plans get made. All participants indicated that their engagement included following the official page of these organizations, which is where they learned about formal events (outside of their internal knowledge, provided they held a role within the organization). Participants indicated that sometimes they followed organizations for promotional reasons; the example given is that one participant followed the AMS on Snapchat because they were – for one day – broadcasting where they were giving away free food, exclusively on Snapchat. This participant explained that they usually continue following pages they follow for promotional reasons, just because they couldn't be bothered to unfollow – or they forget to unfollow.

Other methods of finding information about other organizations (other meaning groups the participants were not a part of) included referrals from friends, and from leaders of orientation leaders and things like Jump Start.

In speaking about what makes an ideal experience, the main thoughts expressed included: creativity, calmness, "people walking around in admiration", spacious, "where you can spend a lot of time", "something you don't see every day", unusual, immersive. All participants echoed the importance of a gallery being immersive.

In exploring the motivations about why people were prompted to visit a specific gallery or places of art/culture, the main reason was having heard about it from a friend, or having seen a photo of it – especially on social media. All participants agreed that having a visual idea of something is important in visualizing plans to go

there, so that they have an idea of what the experience may look or feel like. One participant explained that they enjoyed “stumbling” upon art; having expectations about an experience decreased their enjoyment, and encountering art when least expected was ideal. All in all, the group explained that they would be heavily influenced to go somewhere – art gallery or otherwise (many examples included natural settings like Joffrey Lakes, Lynn Canyon, etc.) – if they saw it posted on social media, especially by someone that they knew or admired.

“When you see someone else having fun, or having a good experience somewhere, it makes you think they that looks kind of interesting or you kind of becoming interested... makes me go hey that’s kind of neat. And you have that visual....if you see it and you can read a description... you become more interested and wonder about the rest of it... I wonder what else they have.. you start asking questions and being more involved...”

In exploring potential barriers to engaging with arts and culture, the sentiments in the group were unanimous: limited time, lack of transportation (referring to outdoor attractions, like Joffrey Lakes), and high prices. Participants explained that these barriers don’t necessarily exist when they are traveling; the novelty of being elsewhere means that they will go out of their way, pay more, and ensure they make time to see and arts and culture attraction. All participants agreed that they are more likely to put off going to an arts and culture attraction if it is in their own city or hometown. There is no sense of urgency.

Participants were then asked to explain how they may go about recommending an arts and culture experience to a friend. Participants explained that they would “tag” a friend in a post on Facebook or Instagram, but would be more likely to simply explain their experience (if it was good) to someone. They would likely emphasize things that they recognized as being important to the other – like emphasizing low price or convenience, depending on the individual being referred. In the case of students referring other students, referring friends to activities that were cheap, convenient, and relevant (subject matter that they had in common) was most important.

The last part of our conversation was specific to why these participants had not visited the Morris and Helen Belkin Art Gallery, there was one main sentiment: participants didn’t know about it:

“I don’t even know what the Belkin is...”

“UBC does a bad job of advertising it, I guess.... Why hasn’t UBC ever told me about it?”

“Is it by the rose garden... or is that something else?”

Each of the above quotations are from different participants. The following question dealt with why participants had never visited the Gallery. The following responses best capture the sentiments expressed in the focus group:

“There’s no central place where I feel like I can go and learn about EVERYTHING that UBC has to offer... If you want to learn about sports, you have to go here... if you want art you have to go here...It’s all spread out and I don’t know, I don’t have time to go and like search for things all the time...When I have free time, I do – but then I’m only looking for the things that I’m really interested in...more than something that I’m like ‘Oh that would be neat to go to’...”

"I've passed by it a couple times, but...compared to like MOA, it doesn't look very pretty from the outside, so I'd rather just go to MOA... Plus, the MOA always has like new exhibits and I know what they are because I follow them on Facebook...More inclined to go to MOA, which is like super close by... and it has the cool whale"

"Most of my classes are on the other side of campus (Engineering), so I don't walk down there...I've been here for like 3 years now and I've never even heard of it..."

Furthermore, respondents were prompted to explain why they may not have attended as well as some suggestions about how the Gallery may remedy this. One participant explained that they know about and go to UBC's Museum of Anthropology based on their friends' interest or attendance on Facebook for MOA's events, specifically referencing "Night at the Museum". The participant explained that these are well-promoted and that they've always wanted to go. The participant, and others explained that MOA seems to be more attractive because it is an interesting building from the outside – it doesn't look like a classroom. Another participant explains:

"The buildings that I notice are like the Sauder building because it looks different than all the other buildings....all of the buildings look like classrooms... everything looks the same...."

This brought us into a conversation about what the Gallery could do better to capture their attention and potentially get more students to visit in general. Suggestions included making the outside more appealing, but keeping it unassuming. One participant suggested a small sign that said something like "ART INSIDE". Another simply said something "more than the pile of logs". There was a common sentiment explaining that the outside shouldn't matter too much, but the reality is that it impacts how attracted people are to it:

"The inside is what make the Gallery... the outside shouldn't matter so much, but you do need something to attract the eye at least in a place like this so that it stands out..."

Beyond making small changes to the outside of the Gallery, other suggestions included increasing the Gallery's online presence. Participants agreed that the Gallery should work to invite students and prevent the Gallery from being intimidated. One participant asked:

"Are they being low-key on purpose? They don't seem focused on attracting people there? Are they?"

Attracting more students, according to participants would be best done on Facebook and Instagram through promotions, having content that they could "tag someone in", focus on volume, and target student groups like the "Class of 2021".

Another suggestion that the group discussed was putting the Gallery in more UBC-wide promotional materials. They explained that the Gallery seems like it would be an attraction of UBC, but that they had not seen it on the website, brochures, or any other UBC marketing assets. Furthermore, one participant suggested capitalizing on the free time of Jump Start students:

"It would probably be good as a Jump Start event...we talked about barriers preventing us from going.... those barriers were time and money, but during Jump Start I remember I had so much free time and was doing nothing – just hanging out with people the entire day... so if there was something offered with like a student rate that was sent to everyone during Jump Start, that would be good too."

Of all the recommendations, the group emphasized that communicating that the Gallery was free of charge for students was most important. In fact, when asked if communicating the price was important, one participated said “YES, YES, 100% YES that is the most important thing”. The group discussed that student weigh their options heavily when deciding how to spend their money:

“Spend \$20 at this art museum that I may or may not like...or I could spend \$20 on alcohol, which I know I’m going to like....”

“I could go a museum or feed myself for at least 1 or 2 days...”

It was clear throughout this conversation that price was the biggest barrier and as such, the most important thing to de-mystify about the Gallery. “If it wasn’t free, I wouldn’t go”, said one participant.

Other suggestions included making the space more student friendly, by included tables, chairs or benches where students could be while surrounded by art. Hosting events was also recommended, though no specific suggestions of event-types were given.

The focus group lasted 42 minutes, during which time all questions in the discussion guide were asked either directly or indirectly. The conversation was light-hearted, and all left the group feeling intrigued about the Morris and Helen Belkin Art Gallery – a few of them expressed interest in visiting the Gallery soon.

B) INTERVIEWS

In-depth interviews were conducted with 4 individuals. All individuals were students currently enrolled at UBC, and have all visited the Belkin Art Gallery. These interviews were conducted using a universal discussion guide, as seen in Appendix 3.0.

JODY

Jody is a third year female student in the Bachelor of Applied Science, majoring in Nursing (2017). Jody has known about the Belkin for four years; she knew about the Belkin when she first entered UBC and searched up ‘museums at UBC’ on an internet search engine. When asked to describe in one word how she would describe her ideal gallery experience, Jody replied:

“Engaging’. I expect artists to allow people to participate in their exhibitions or contribute to the artwork, or interact with the artwork.”

The last piece of art and culture she engaged with was over the summer of 2017 at the Seattle Art Museum. She had hear about it online because of an “online hype” about the exhibition happening at the time. She liked the museum and the experience, saying, “there was an exhibit that was interactive where you could put stickers onto the walls. Contributing to the art was fun.” The exhibitions were the most memorable part of her experience because “they were in room settings where you go into the room and they shut the door so you interact with it for a couple seconds and then they let you out.”

When asked what part or aspect of her most recent gallery visit she is most likely to share with others (online or in-person), she says:

"I usually just tell my friends in person because they ask me what I did for my summer vacation so I will just mention it. They would ask me 'was it worth it?' or 'what did I like about it?' and I would just say it's less paper and paint and more like installation and technology so the art was very modern. Instagram is my online way of sharing."

Jody stated that she prefers to engage with art that is "relatable" and not necessarily modern; "art that people can understand and relate to and learn from quickly." She explains:

"Some art can be unapproachable and are made to be really hard to understand...it's as if they're saying 'you don't know anything about art' and you will never understand this and they set this barrier. But I like art that let's people understand the meaning of the art with quick engagement."

Another deterrent she experiences is art that is "too expensive," with tape lines surrounding it, security guards watching her, and glass casings. "It's too unapproachable, you can't go near it or touch it and can't really look at it closely." Jody's favourite galleries are the Broad in Los Angeles, the Museum of Modern Art in New York City, and the Museum of Anthropology (MOA) on campus. She comments that the MOA is engaging, saying "you can sit on stuff and move stuff around."

Jody goes on to say that:

"I feel like the art and culture on campus is lacking. My engagement with it is a lot weaker than I would like it to be. I do go to exhibitions at the Belkin once in awhile but they're quite small, I can finish in like 10-30 mins, and then I'm bored."

Interestingly, Jody defines engagement as follows:

"Engagement is approachability, if you set up art in a way that makes it hard for people to approach it, they won't even come. But if you have some art exhibitions that promote a lot of participation, and sparks interest in students of all ages, then they will come more."

She adds that art should be easy to understand and fun, not too serious.

Social media plays a highly important role in her engagement with arts and culture. She states that is how finds out information like exhibition dates, times, locations, and ads, "That's where I get most of my info like what's happening in the future and what's happening now." An art gallery's space, building, or setting is very important to her as well. She comments that, "If the space is aesthetically pleasing or cool on the outside it sparks interest for people to go in more. If there were more outdoor spaces in addition to the Gallery then more people will wanna go visit it." The most memorable piece Jody remembers at the Belkin are the logs outside the entrance.

Jody's opinion on the Belkin is that she feels like the Gallery leaves too much of the artwork up to the viewer, "I'm not sure what to do with it, or if I can touch it. I didn't feel engaged, I felt like I had to keep my distance." On the other hand, she likes the location of the Belkin because it is close by classes and she can easily go with her friends. Jody points out that it can be hard to tell the Belkin is an art gallery from the outside for

those who don't know about it and are walking by. Interestingly, she also adds that she doesn't feel the presence of the staff there, "I just feel like I'm intruding into someone's house or home."

When asked about what she would like to see more of, she made the following several suggestions: increase outdoor and interactive space that is aesthetically pleasing and attracts visitors to enter, improve the appearance of the building outside that also indicates that the Belkin is an art gallery more clearly, showcase artists that students are interested seeing (not necessarily famous ones but more "relevant" ones), get feedback more frequently on what students would like to see more of, have more "stimulating exhibits and engaging pieces for audiences to interact and play with or contribute to," advertise better and make events more well-known across campus and build a stronger online presence.

BETH

This interviewee is a fourth year Fine Arts student at UBC. She describes herself as being avidly engaged in the UBC community, participating in multiple organizations. She references specifically working with the Alma Mater Society (AMS) to facilitate First Week events for students, as well as being part of a sorority on campus. Each of these organizations demand for formal and informal engagement many times per week – usually daily. Most of her engagement is on Facebook, through groups and individual message threads with others in the organizations. She explained that she follows these organization's official Facebook pages, largely due to guilt and a sense of obligation.

Her ideal gallery experience is best described as interactive and modern. She explains that while she loves traditional galleries, she is most attracted by exhibitions or galleries that are very contemporary and have a lot of interactive components. Throughout her interview, she emphasizes that interactivity is her favourite part of art. She even drove to Washington to visit an interactive art piece she had studied in one of her courses. Her favourite part about this was the ability to climb on, touch, and take pictures with the exhibition.

Most often she goes to galleries with friends or with a course and instructor. There are no specific circumstances wherein she would or would not attend a gallery – she could be feeling anywhere from bored to inspired. She is most likely to attend for interesting events, explaining one event (her favourite) at a small "hole in the wall" gallery that featured different rooms with everything from performance art to photography. This gallery later turned into more of a "club", with alcohol and food served. She is likely to recommend a gallery or experience like this, but is also likely to share on social media, and in-person, anything about an installation of someone very well-known. She explains that she would be most likely to post on Instagram, a well-known artist like Warhol: "people share what other people care about," she says.

Having been to the Morris and Helen Belkin Art Gallery, she explains that she likes the space, though has only attended as necessary – like for courses. She suggests partnering with other on-campus organizations or even finding a way to engage students. She explains that students like to engage with organizations where they can develop professionally and build their resumes, which is why she is involved with the AMS and with UBC Sororities. She indicated that she liked the space based on what she could recall, but would make the outside more attractive and have some more welcoming seating – "benches or something" – inside the Gallery. She suggests bringing in more Vancouver-based or local artists, and increasing the Gallery's online presence. She admits the following:

"Even I am not aware of when a show changes, unless someone tells me in a class...I feel so bad as a visual arts student who doesn't know that much about it."

KATJA

Katja is a 3rd year student in the Faculty of Liberal Arts at UBC. In terms of organizational involvement, she is part of the Liberal Arts Student Association and has engaged with the Hatch Gallery, worked with kids at the student nest and was one of the executives of the B+MM student association on a weekly basis. She would recommend to join the B+MM association, alongside the Hatch Gallery at the Nest. She would recommend joining student associations in general in order to meet great people and have great experiences. Organizational involvement also allows one to re-organize their thoughts on a busy day by giving them a sense of clarity and purpose. She felt she could have joined more organization, but due to lack of time she was unable to join the UBC Ski and Board Club.

Katja engaged with art in a number of ways. This included but was not limited to, a gallery crawl event in downtown, local artist exhibitions in gastown, Artspeak where she highlighted how an artist created a story and a virtual experience. The artist created a natural bedroom with an ambiguous and intriguing lure to it. Experience was immersive and made her forget the real world. She was therefore, encapsulated by the experience that allowed her to fully immerse herself in the space of the Gallery.

Katja mentioned that she would usually take someone with her to the exhibits she went. This would include her roommate, and/or a small group of friends from her arts classes. She found it fascinating to see other people's reactions to the art, and found it added to the depth of her experience and understanding of the art/exhibition.

In terms of understanding the idea art gallery and engagement, Katja described her ideal gallery visit as somewhere where all pieces of art are coming together to create one great show. She would encourage to look at the Vancouver Art Gallery for inspiration on this. In terms of defining engagement, Katja highlighted that it is a gallery's job to create the right atmosphere and vibe, examples include dimming the lights, having a smoke machine, smells, sounds etc. This will help engage the audience, but it is important to be student friendly and receptive, especially if the gallery is on a university campus.

In terms of the role the media plays, hearing about the gallery helps for sure. It is important to engage in dialogue whilst using social media platforms to allow students to be attracted to what is going on/being exhibited. Katja specifically mentioned the importance of space here, a gallery should not feel cold from the outside and should mirror the people they are trying to engage on the inside.

She visited the Belkin once, would go again but feels there is no motivational factor attached that would pull her compared to other galleries such as the VAG. Remembers a specific exhibit that excited her – The Dream Exhibit, which was interactive. People would write out their dreams/nightmares and it would be displayed on a screen for public viewing. This was what Katja described as being an idea five sense experience.

In terms of advantages, Katja felt that the closed warehouse feeling of the Gallery from the outside was intriguing and can be used to effectively attract people in the future. In terms of disadvantages, there is a lack of space to appeal to students and faculty. There should be a place to hang out/ do work. Currently, the Gallery provides no trigger or sense of urgency for students to go visit it. A gallery should be an area of escape where people can come and unwind, and the Belkin seems that it doesn't provide students with that comfort.

In terms of social media, Katja mentioned that she is likely to share her experiences to her friends but not share as a status on Facebook. She mentioned that exhibits are important, but there needs to be a supporting environment that enables students to feel comfortable to come, learn and experience the work.

Lastly, she suggested that use of space, interactivity with exhibits and partnerships with faculties to bring academic projects in are key to increasing student engagement on campus.

MICHAEL

Michael was someone who has been to the Belkin. He was passionate about arts and he engaged with arts by volunteering at galleries and meeting with managers. He was a big believer of social power, that's why he told his friends and others who were interested in arts to go visit the Gallery.

As for his expectations about an ideal art gallery experience, he wanted something informative since he wanted to get information out of this. He engaged with Hatch Gallery on Imagine Day. Hatch Gallery, where he volunteered, did a good job of helping people find it, while they put posters everywhere on campus. What left him most memories was the curation and all the information hidden behind it. That's why he decided to share the underlying goal as well as those clear goals with his friends, as well as the importance of mental health and issues in the community. The channel he would choose was face to face since he wasn't a big fan of social network. He didn't show a very strong preference of any particular form of arts by saying he enjoyed all of them.

As for Belkin-specific questions, he stated that the main reason he went there was because of his Art History studies and he usually went there with classmates. How he found out about Belkin was quite similar to other students: they just walked by. The most important thing that will bring him back is the new shows. He felt his biggest takeaway was the proper curation. He also felt engaged with Belkin by being in the space and being educated.

He thought that the advantages of Belkin were its heritage and its connection with the community. He would share the importance of being educated in many areas of arts and diverse in promotion with peers. His suggestion for Belkin was that having a program or tour so that it can make people feel less intimidating.

C) ONLINE SURVEY

This project's main form of data collection was done via an online survey. The survey was hosted by Qualtrics and consisted of 61 questions, though not all respondents were subject to the same - or total amount - of questions. Between September 25, 2017 and November 6, 2017, the survey received 221 entries. Please see the survey in its entirety in Appendix 5.0.

For a full list of survey responses/raw data, please see Appendix 7.0 The data to follow acts as a summary of key insights, and has been included selectively. The statistics and data included here will be used to inform and support the project's ultimate recommendations and marketing strategy.

SECONDARY RESEARCH

Secondary research has been included to ensure our primary research is not clouded by preconceived notions, and that our insights are not derived within a vacuum. Each team member explored one of the following universities and associated university art galleries as a case study to further understand their student engagement strengths and weaknesses.

A) UNIVERSITY OF MICHIGAN

Background on University of Michigan & University of Michigan Museum of Art

The University of Michigan has a student population of just over 46,000 as of fall 2017 (Office of the Registrar, University of Michigan, 2017). While not quite as large as the University of British Columbia's (UBC) student population of just over 54,000 (UBC Overview and Facts, 2017), the University of Michigan (UMich) was chosen as a site to examine student engagement in arts and culture. UMich was chosen as a site of comparison based not only on comparable student population, but because both UBC and UMich are research-based universities that host an academic art gallery. The following research on UMich's gallery, the University of Michigan Museum of Art (UMMA), consists of an exploration of their current student engagement strategies, including and inventory of online communication strategies, and an interview with Lisa Borgsdorf, Manager of Public Programs at UMMA.

Interview Summary

Lisa spoke about the gallery's student engagement efforts. Lisa explains that UMMA's main avenue of student engagement stems from one initial project, which was the reopening of the gallery after an extensive renovation, which was completed in 2009. UMMA has what is called a Student Engagement Council (SEC), which was formed in January 2008 to help drive student attendance for the gallery's re-opening. The gallery relied on the relationships students had with peers, classmates, faculty and staff. UMMA had two different events to celebrate the reopening of the gallery – one for the greater community with more of a “come one, come all” spirit, and one for just students. At the time of the SEC's forming, there was another student group, the Student Docents.

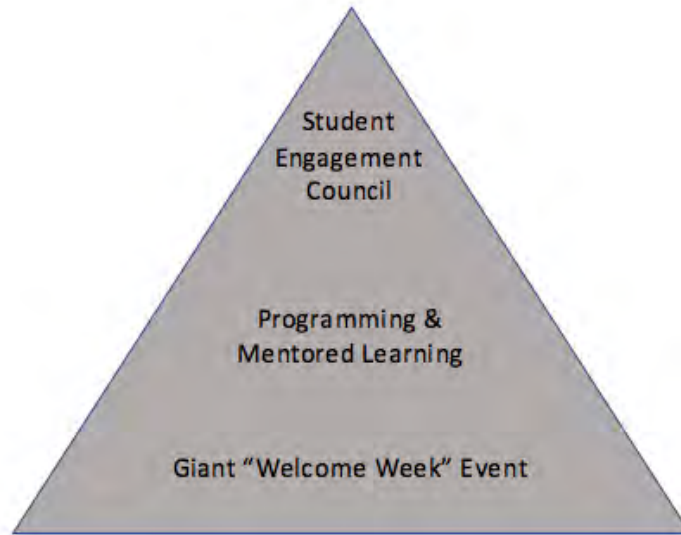
After the re-opening, the SEC's mission became much broader. This included eventually merging with the Student Docents, who were originally responsible for providing tours of the gallery and managing a handful of programs. Today, that SEC of now about 30 students, is responsible for managing programs, helping bolster student outreach, and building partnerships with other student organizations. Furthermore, SEC members are provided with ample opportunities for professional development. The SEC was described by Lisa as “a big commitment” on the student's behalf, as there is a once a week meeting as well as various tasks to carry out. These include, but are not limited to:

- Assisting the communications department with social media planning;
- Running social media engagements and promotions;
- Running the SEC blog, The Annex;
- Live tweeting/photographing events;
- Giving tours of the gallery;
- Helping plan and run programming for other students;
- Reaching out to other student groups to coordinate co-hosting events or collaborations;

- Plan exhibition openings and other events;
- Curating a SEC-created exhibit; and
- Working alongside a mentor (in some cases).

While this is not an exhaustive list, Lisa explained that the students on the council are very much engaged with the gallery. Many students on the council are part of the UMich’s Art History or Museum Studies program; however, many are part of a wide range of other faculties who are simply looking to get their “arts fix”. Students are known by gallery staff, and cultivate mentor-mentee relationships that often result in reference letters, or career guidance. Internal events hosted by gallery staff like career nights explaining how they came to be where they are today (working full-time in a gallery), have shown to be helpful to the SEC.

Lisa explains that UMMA’s approach to student engagements uses a pyramid model.



The above pyramid model is designed to start out by “casting a wide net”. Lisa explains this giant welcome week event as the launch point for student engagement. Each year, the gallery hosts an event for all freshman, where there are games, activities, obstacle courses, and more. This means that “no matter what, we know students have had at least one positive experience at the gallery,” Lisa explained. From there, the gallery’s audience narrows, as people sign up for workshops or other programming, and the most engaged group is the SEC. Parting advice from Lisa included, “[Starting an SEC] is not a process that happens overnight, but makes sense to phase in.”

Beyond the SEC, Lisa spoke about some other initiatives that UMMA employs that are related to engagement. For example, Lisa explained that,

“[for example], the Graduate school always has networking events and social mixers... those are not art-based, but part of what an art gallery and a museum can be is a social space... our building is much nicer than the average classroom or school building... we have to think more broadly about what we have to offer.”

The UMMA hosts a number of other student activities, including concerts, poetry slams, open mic nights, and even weddings.

The largest takeaway from the interview with Lisa Borgsdorf was the need to practice both student and community outreach, which can, in turn, transform into engagement. Lisa emphasized the potential of the space itself to be more than just a gallery, and the importance of having a team of students who can connect with other students. The gallery does not deploy “glossy marketing campaigns”, but relies heavily on word of mouth through the organizations and students they have built long-lasting relationships with.

B) STANFORD UNIVERSITY

Interview Summary

The Cantor Arts Center at Stanford University is a vital and dynamic institution with a venerable history. Founded in 1891 with the university, the historic museum was expanded and renamed in 1999 for lead donors Iris and B. Gerald Cantor. The Cantor’s encyclopedic collection spans 5,000 years, includes more than 44,000 artworks and beckons visitors to travel around the world and through time: from Africa to the Americas to Asia, from classical to contemporary. With 24 galleries presenting selections from the collection and more than 20 special exhibitions each year, the Cantor serves Stanford’s academic community, draws art lovers from the San Francisco Bay Area and beyond and attracts campus visitors from around the world (Google Arts & Culture, 2017)

A phone conversation was conducted with Kim Mansfield, the manager of student engagement at the Cantor Arts Center. Kim touched on a multitude of ideas surrounding engagement and how best to engage students towards art and the gallery.

Kim mentioned the idea of academics being heavily involved in the success of engagement. The Cantor Arts Center is known for reaching out to faculties and programs to bring discussions to the Arts Center (Cantor Arts Center, Stanford University, 2017). This includes holding classes of their own with the help of faculty partnerships. This extends to student tour guide programs and a variety of social student organized events that attract 2-3 thousand students each year for smaller events (Cantor Arts Center, Stanford University, 2017).

Kim mentioned how in terms of interactivity and the gallery, the Arts Center describes interactivity as more of a conversation between visitors and tour guides. The Arts Center strives to make the experience very relatable and unpretentious through their student staff and guide tours. In terms of interactive art itself, the Arts Center has an area where a table rotates and visitors can try to make their own art. Hence, Kim describes the gallery as a living learning gallery.

In addition, Kim also mentions how important it is to give students incentives that would make them return to the gallery. These incentives are established through their academic programs, scholarship opportunities and unique ladder programs (freshman and sophomore) that take the form of internships, jobs, research programs, etc. (Mansfield, 2017). The Arts center is fully focused on student engagement; alumni engagement has a separate membership department and program. In terms of recommendations for the Belkin, Kim highlighted that it is very important for a gallery to mirror the persona of students (make gallery student friendly).

In terms of recommendations, Kim suggested to have events, especially with food present, have a designated space for learning alongside a greater number of seating if possible. Work with social media by first assessing the popularity of platforms used by students and which platforms they would prefer (Mansfield, 2017).

C) UNIVERSITY OF WASHINGTON

An interview was conducted with a representative from the Henry Art Gallery located on campus at the University of Washington (UW) in Seattle. The interviewee, Michelle Hagewood, is the Associate Curator of Public and Youth Programs (2017).

About the Henry

At least 3 different types of exhibition are on view at the same time, 2 bigger and 1 smaller show, and there are 2 to 3 exhibition rotations in a year. The Henry has a study centre that drives participation at UW, and they have a 50-50 focus, one half on supporting UW and community, and the other half focusing on the public and Seattle in general, and bringing in international artists. Admission is free for all students (including grades K-12 and any other university), UW faculty and staff, and Henry members. Otherwise there is a \$10 general admission fee. The Henry has staff size of about 30 to 40, and at least 10 work-study positions for students as well (Hagewood, 2017).

Interview Summary

Hagewood explains that evaluation work done on the Henry was conducted by a UW campus partner called the Museology Graduate Program. The evaluation was more about understanding how people in general are aware of the Henry's programs, why they visited, and their relationship to the gallery than it was about specifically on student engagement. Measurement was done in two ways: surveys that were handed out after programs, and questionnaires facilitated by volunteers who interviewed visitors randomly and focused on evaluation approaches. Questions asked resembled something like how many times the respondent visited, what the respondent's lives outside the museum looked like, how often they go to other art museums, and what they valued about those experiences. It is assumed that most of the respondents were university students because around 60% indicated their age to be in the range of 18-24. Informal evaluations were also done such as paper slips asking about a person's affiliation with the gallery.

The Henry connects with the UW community through a variety of programs, most of which is through the School of Art with whom they have the strongest relationship. Programs include holding graduate thesis shows for a month, partnering with an art history course in contemporary practices that hosts lecture series for eight weeks that are open to the public at the gallery, hosting study centre visits to the gallery's collection that cater to multiple disciplines, and reviewing course catalogues at the beginning of the school year in order to identify which classes might relate to their exhibitions on view and sending out notes to those faculty inviting them to visit. "View Points" is a program that has been effective in engaging other departments by having a small rotating show featuring one artist and faculty from various departments (ranging from the humanities, gender and women's history studies, physics, science, medicine) are invited to reflect on and write about it. One program that is on hiatus for now is the Grad Happy Hour which was very successful in bringing large numbers of people from all over the school to enjoy drink and music at the gallery. The Henry is creative with the spaces outside the gallery, such as the loading dock for parties and other events, the café space inside the gallery, and a small sculpture court.

Hagewood defines engagement at the Henry as having various levels; the Henry's mission statement is the language of ensuring transformative experiences through art, and experience and engagement is interchangeable. The Henry has committed long term relationships with faculties and they are fostering a two-way dialogue, and the gallery is experimenting with visitors offering feedback and sharing thoughts within gallery spaces, providing multiple points of contact and youth programming is part of their lifelong learning too.

The Henry is confident with engaging students in a formal way (through curriculums, academic programs, etc). However, measuring the success of engagement with their students is still a challenge. The Henry feels the need to better assess how students are coming their free time and what engagement looks like because that is still unknown or unclear to the gallery.

The Henry tries to offer programs that are less academic and is trying to increase diversity of its programs, like having some that are more scholarly, some for art lovers, some that are less heavy on the learning side, some that are more like the grad happy hour, or more mindfulness programming that works well with faculty and staff that may appeal to more people.

D) YORK UNIVERSITY

Interview Summary

Philip Monk, director of The Art Gallery of York University, spoke about engagement and what the gallery has done so far to try to increase it. He stated that the gallery was practicing the theme of "Out there." "Out there" means making the gallery jump out of the general routine of exhibition schedules. The gallery has held activities such as performance buses artist residencies, as well as commissioned vitrines and web projects.

The ultimate goal of "Out there", however, is to make the institution more creative and integrative. The gallery lets go of the "artist's ego" and treats every institutional function as equally artistic and pedagogic.

The gallery also focuses on the integration of all activities. The gallery aims at breaking the traditional boundaries and social relations, especially those between artists and their audiences in order to bring them more intimately together. The gallery develops the function of a bridge so that it can learn from artists and teach the public in all it does. In that way, everything the gallery does is pedagogical, advocating for artists and interpreting their work innovatively and freshly. The gallery teaches as it transforms itself. It also performs in the public, but only on the basis of what it learns from the public.

Examples of Engagement Initiatives

The performance bus: Literally a bus departs at a certain time and travels around the city. Audiences are welcome to come aboard and enjoy the performance. It is a great way to build the awareness and lead audience to engage with the performance. The rate of this activity is around 4 different performances each year. The current one has a theme called "suburbs".

Vitrines: Vitrines for artists to create their arts and show them to the public, and it works pretty well because every passer-by can see them.

Off-site activities: Off-site activities are important for increasing engagement as well. Those large-scale activities are held once a year on average. For this year, the gallery held the activity called “suburban hospitality”. The gallery will invite artists and audiences together for a weekend of food, movement and conversations.

RECOMMENDATIONS

1) The Belkin Blueprint

This project has led to the ideation of one major community-based art project that is designed to debunk two main myths about the Belkin: the Gallery’s admission price and location. Many student do not know how much it would cost them to attend, nor do they know where the Gallery is located! We have come up with The Belkin Blueprint to tackle the myth that galleries ought to be expensive, inconvenient, and far away. Better yet, the initiative will bring together students from all faculties to increase campus-wide awareness of the Gallery’s existence.

Many of the recommendations to follow include suggestions designed to increase engagement, but are still contingent on awareness. The Belkin Blueprint is the first step towards increasing awareness.

Picture this: You’re walking along Main Mall. You may be alone, or with a few friends. You look down, and see a trail of painted footsteps. You can see they stretch from a ways behind you to as far as the eye can see ahead of you. You begin to follow them.

Every painted footprint is unique. It has been painted by a student - maybe one from the Faculty of Engineering or Forestry or Fine Arts. Each individual footprint has been painted by a student, and there are thousands of footsteps on Main Mall, West Mall, maybe across the Jack Poole Plaza.

You’ve followed the footsteps. They take you to the Morris and Helen Belkin Art Gallery. These footsteps were painted and pieced together with the intention to map and create a connection from the main arteries on campus to the Gallery.

This project will have thousands of students come together to paint or design a footprint on UBC’s campus. Not only will people be brought together under the pretense of creating art, but will learn about the Belkin by understanding the motivations and justifications for such an art project. Furthermore, it emphasizes that art is not discriminatory in any way - anyone can participate, in the same way that any and all are welcome at the Belkin. By virtue of creating a pathway that leads to the Belkin, students will feel invited, and realize how close the Belkin really is. The assumption that great art and an amazing gallery experience cannot be found in our own backyard, will be challenged. Maybe every twenty-fifth step, there is a more informational step explaining that the Gallery is free for students, includes information about hours - more permanent pieces of information.

This project will help bring awareness to the Gallery itself, and shed light on some of the misunderstandings students have about the art scene on campus and the Belkin gallery itself. Promotion of this project will fuel content for social media and email messaging, which is crucial to maintaining and online presence and engaging with students.

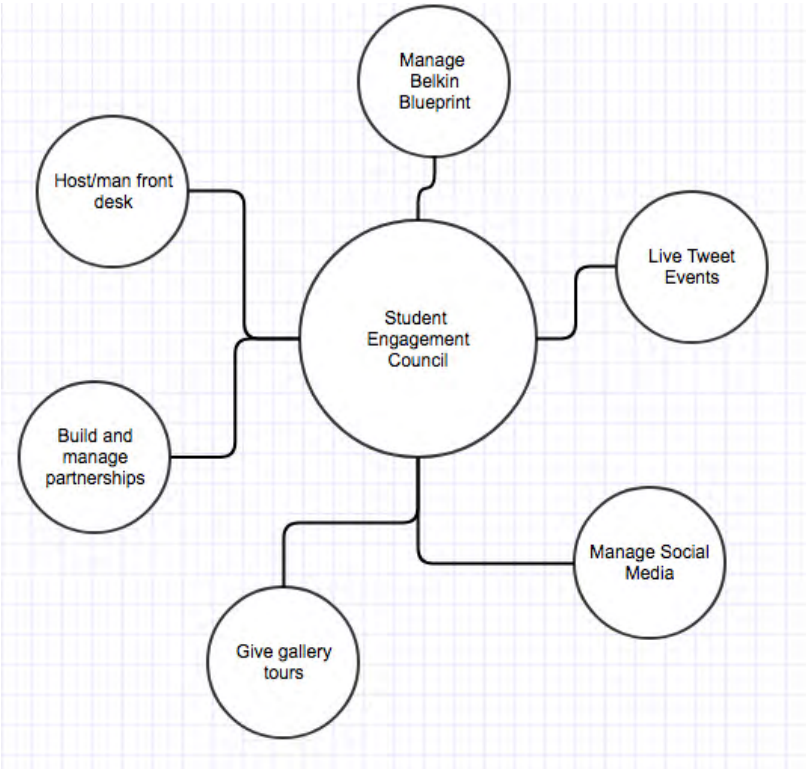
The Belkin Blueprint, and what is essentially a treasure map, that leads to the Belkin is the first proposed stage of this project. In our long-term vision, we see a project of this kind creating winding trails across campus, connecting all of UBC’s art institutions and pieces. This would be similar to the Arts & Culture tour that exists currently, but will be on the ground all the time, driving traffic to UBC’s arts and culture institutions.

Undertaking a project of this nature is certainly not easy. This is why we have suggested that this project be the initial project and reason for forming the Belkin’s Student Engagement Council.

2) Form a Student Engagement Council (SEC)

Other institutions have found success in forming at Student Engagement Council or even a team of student ambassadors (UMMA and Stanford). We recommend that the Belkin create a SEC, originally predicated on executing The Belkin Blueprint campaign as outlined above, but with the long-term goal of becoming integral to the Gallery’s programming, outreach, and internal processes.

The Belkin as mentioned, should commence the SEC through a short-term, easy to establish program, such as the Belkin Blueprint. The criteria for recruiting students for the SEC can be done via an online application set up by the Belkin. The application can either be mass shared to students in all faculties, or targeted towards specific faculties. The Belkin could also recruit students for the SEC through their own peer network, and this will allow a greater value alignment opportunity to get projects started quickly and more efficiently. After the first year, the recruitment for more members of the SEC to replace spots of graduating students can be done in a more formal application process.



The Belkin can choose the number of students in the SEC and can also allocate a quota system that would ensure a higher degree of academic disciplines are represented on the council in the long haul.

The initiation of the SEC can be commenced by adhering to the following 6 steps:

- 1) Have meeting to bring together all stakeholders that are relevant to the decision-making in this scenario. Discuss plan and idea of the SEC to ensure that a majority of members are on board, or as internal rules guide. Discuss legality of the council and who it will be funded by/ be associated with/work with.
- 2) Inform student staff of the idea to see if informal recruiting can take place for key roles such as President, Vice President, Manager Campus Engagement, Manager Events, Manager Internal etc. For the initiation phase,

members can take on responsibilities rather than roles for the Belkin Blueprint (since this will be the first project), and then have elections once the application process has finished (see below).

- 3) Design a newsletter/social media post and an application document for the council. Share with all UBC students and set criteria as desired. Keep the application open for a period of 30-60 days and set up interviews for selected participants. Choose final participants.
- 4) Let the SEC design its constitution and framework for future elections, work schedule and any other governing bylaws for its members. The council should then begin work planning for the Belkin Blueprint by working closely with the Gallery staff and leadership.
- 5) The SEC should hold bi-weekly status update meetings with Belkin and wider stakeholders as to the progress of the Belkin Blueprint to ensure that the project is initiated by September 2018/2019.
- 6) After the Belkin Blueprint has been initiated, the SEC should focus its priorities to create a spider network of task groups, each responsible for carrying out its own function. Examples would include, managing social media, planning student night, sending representatives to form partnerships with other departments and managing the administrative and front desk functions of the Gallery on certain days.

3) Form alliances with student organizations and societies

Both primary and secondary research provide evidence to suggest that building meaningful partnerships with organizations on campus is important to cultivating student engagement. These alliances may be with groups that the Gallery never may have anticipated, and that the Gallery should be used as a social space, rather than just an art gallery. Partnerships could be academic or nonacademic.

Academic partnerships can include building relationships with different UBC faculties, such as Engineering, Medicine and Science. This includes but is not limited to, establishment of extra credit programs, scholarships and research opportunities.

- In terms of extra credit programs, faculties can add an extra 5-10% mark for extra credit for students if they visit and undergo an assignment bridging exhibitions at the Belkin with their area of study. Some departments can even go further and alter their syllabi to establish a mandatory component requiring students to visit and engage with Belkin exhibitions. Engagement in this form could take the shape of workshops, short writing assignments and research opportunities.
- In terms of scholarships, faculties could incentivize their students to engage in an interdisciplinary research project with the Belkin and win an award with monetary value that can be used for next term's tuition, or can be presented to the student in the form of a cash deposit.
- Research opportunities can include short and long term projects aimed at providing a dynamic edge and understanding of exhibitions. These projects, created at the discretion of the Belkin and the participating faculties/departments would have the effect of bringing students from across campus together and work to ultimately achieve a better understanding of art. This will build awareness for the Belkin and also diminish the lack of relatability students cite when choosing not to visit/explore the Belkin.

Non-academic partnerships could include building a relationship with organizations and by means of hosting/co-hosting events. Below is a preliminary list of potential (but not exhaustive) partnerships and suggested activities:

- The AMS (specifically the events team)
 - Work together to host annual 'Pastels and Pinot' event at the Belkin

- UBC Sauder School of Business
 - Use the Gallery to host any of the business school’s many networking events
- UBC Slam Poetry
 - Use Gallery space to host UBC slam poetry or open mic nights
- UBC Dance Club
 - Use Gallery space to host live dance performances as an added attraction for gallery openings, or other events being hosted
- AMS Wine Association
 - Work together to host a wine-tasting/after-hours gallery tour
- Any UBC Book Clubs
 - Host a book club meeting in a new and exciting space where a lively discussion can be had
- AMS Meditation Club
 - There are few spaces large enough, quiet enough, and beautiful enough to host a group of individuals to meditate - an art gallery is a perfect fit! Use the Gallery space to host one of the club’s meditation meetups

Most of the partnerships suggested above include using the Gallery as a social space in addition to its role as an art gallery. Those this may take some planning, most students are a) more likely to attend a gallery for an event and b) most likely to attend with a friend. It is important to broaden the Gallery’s reach by hosting events for or with what may seem like unlikely candidates.

Furthermore, there may be costs associated with hosting these events. These costs have yet to be explored in detail, but an agreement could be made with each organization to ensure the space is left the way it was found, and that the group promote and/or share their experience at the Belkin on social media. Hosting or co-hosting events will help generate content to be used on social media channels.

4) Focus on Facebook engagement

Based on our conversations in focus groups and in-depth interviews (as well as our experiences as students at UBC), Facebook is an integral part of our daily life and communications. The main recommendation surrounding social media is to focus efforts on Facebook and Instagram specifically. Furthermore, this doesn't just mean posting links, but should include interactive posts where individuals can “tag a friend”, are incentivized to share content, and can relate to the content they see. The frequency at which content should be disseminated should be increased, while also looking at the best times of day. “For Facebook, a post reaches 75 percent of its potential engagement in five hours,” which means that timing when content is published is extremely important (Hootsuite, 2017). The best times of day to post on Facebook can vary, but Hootsuite - a well-known, Vancouver-based social media planning platform - uses the rule of thumb is as follows:

“The best time to post on Facebook is between 12 p.m. and 3 p.m. Monday, Wednesday, Thursday, and Friday. And on Saturday and Sunday between 12 p.m. and 1 p.m.”

(Hootsuite, 2017)

Given that these times fall in middle of the day when most students are in class, and posts can easily take advantage of the crucial five hours after being published, these guidelines align with what we know about student life.

Though our project did not consist of exploring social media strategies in-depth, Lisa Borgsdorf has explained that UMMA has found success in having online contests as well as more informal content where people can tag a friend. This means that content reaches a wider audience, as one can tag a friend, and both parties' friends will then see the content.

One way to increase online engagement, is to publish open questions and ask for responses - similar to the chalkboard initiative where we posed the question: How do you want to experience art? Open questions like these can be thought provoking, though may warrant some monitoring to ensure responses are appropriate.

Another strategy, that has proved successful for UMMA is posting photos of art work currently on display and asking for responses, interpretations, or any feelings that make be evoked. These responses can then be compiled and used for the writing of blog posts (potentially by the SEC), or even in understanding how to better market an exhibition to students.

Both of these specific strategies can be employed on Facebook and Instagram; however, for the purposes of this report, our recommendation is to focus on building a solid base of Facebook engagement. Since our time working with the Belkin, many posts receive only 5-10 likes, with few or no comments. Increasing these numbers by pushing more relevant content out more frequently can have an effect on Facebook engagement.

A few basic guidelines for Facebook posts include:

- Always post content with photos and a relevant caption;
- Captions should not be longer than 1 sentence;
- When sharing content from another organization or person, always include a caption that briefly explains why the information or news is relevant and worth sharing - connections between organizations may be obvious to you, but will not be obvious to followers on Facebook; and
- Use cover photos effectively and make sure that price, opening hours, and location information is immediately visible.

To re-iterate, our main social media recommendation is to focus on building an engaged following on Facebook. That being said, presence on other channels is also important. As such, below is a summary of guidelines about when is best to post on all social media channels - not just Facebook, but Twitter and Instagram (Hootsuite, 2017):

	Facebook	Instagram	Twitter
Monday	12:00pm - 3:00pm	12:00pm - 1:00pm	12:00pm - 3:00pm
Tuesday	Not as effective as other weekdays, but between 12:00pm - 3:00pm if necessary	12:00pm - 1:00pm	12:00pm - 3:00pm

Wednesday	12:00pm - 3:00pm	12:00pm - 1:00pm	12:00pm - 3:00pm
Thursday	12:00pm - 3:00pm	12:00pm - 1:00pm	12:00pm - 3:00pm
Friday	12:00pm - 3:00pm	12:00pm - 1:00pm	12:00pm - 3:00pm
Saturday	12:00pm - 1:00pm	Not ideal	Not ideal
Sunday	12:00pm - 1:00pm	7:00pm - 10:00pm	Not ideal

(Hootsuite, 2017)

5) Host a student night

Though admission to the Belkin is free for students, we recommend hosting a student night or “after hours” night once per month that is designed to rally students together to come check out the Gallery. The event could be simple: simply a night dedicated to students, where conversations can be had about the art, general socializing in the Gallery space could occur, and maybe even have some draws or contests to be entered. There could be a photo booth or photographer to document the event, which would generate content for online channels. This event could be hosted and managed by the SEC from inception to execution.

6) Build a referral program

Looking at our survey data and findings, we found that the peer effect was significant. This means that students are more likely to come to the Gallery with students. Based on this, we would recommend the establishment of a referral program, through which students who bring other students to the Gallery will be entered to win a prize of monetary or non-monetary value.

In order for this recommendation to be successful, it is important for the Belkin to consider the subsequent recommendation on collecting visitor information closely. Better data collection will allow the Belkin to target students better and learn about their preferences and potentially the preferences of those they refer.

Referral programs can implement incentives in the following ways:

- Holding weekly/monthly raffles and draws for free merchandise related to the university or external to the university. The draws can also be expanded to include tickets for events, gift cards and even cash prizes.
- Allowing winners exclusive access to meet Belkin Staff and team members for coffee to learn more about the Belkin and how they can get involved through partnership programs with their faculty or in an independent capacity.
- Sending winners on trips to explore art galleries across British Columbia to gain a better insight about art, social sustainability and culture. This is contingent on the budget of the Belkin, alongside the success of the referral program in the long haul. We would recommend to start off with merchandise and gradually work up towards such expedition incentives.

7) Get Involved with Jump Start!

Our team recommends taking advantage of the Jump Start orientation period. This a multi-day orientation period that occurs prior to Imagine Day at UBC. During this time, students get acquainted with the University, faculty, and friends. It has also been explained by one student in a focus group - who had participated in the program - that there is ample free time:

“It would probably be good as a Jump Start event...we talked about barriers preventing us from going.... those barriers were time and money, but during Jump Start I remember I had so much free time and was doing nothing – just hanging out with people the entire day... so if there was something offered with like a student rate that was sent to everyone during Jump Start, that would be good too.”

Furthermore, Lisa Borgsdorf from UMMA explains that by having a welcome event at the beginning of the year for all freshmen, they ensure that everyone has had at least one positive experience with the Gallery. We recommend that the Gallery act as a site for an event or activity during the Jump Start period to increase exposure to new students and create positive associations.

8) Make the Gallery more interactive

This recommendation was based on the fact that having more interactivity or interactive components in the Gallery has come up frequently across the in-depth interviews. The interviewees mentioned that they would like to see artists allowing audiences to participate in, interact with, and contribute to the art or exhibition in one way or another. The interviewees enjoyed being able to put stickers onto the walls and contributing to the art itself, going into rooms and immersing themselves in it and interacting with it, sitting on and moving things around, touch, climb on, take pictures with and write on. For example, Katja specifically remembers and enjoyed one of the Belkin’s past exhibition, which she referred to as “the dream exhibit” that allowed her to write out her dreams and nightmares and it would be displayed on a screen for public viewing.

9) Add some ‘oomph’ to the outside, and make use of outdoor space

We found that an art Gallery's space, building, or setting is important to most the people as well. The interviewees suggested increasing outdoor and interactive space and making it more aesthetically pleasing to attract more visitors, improving the appearance of the building outside along with clearer indications that the Belkin is an art gallery since some people find it hard to tell this from outside. The Henry Art Gallery at the University of Washington previously used their outdoor space to host Grad Happy Hours which was very successful in bringing large numbers of people from all over the school to enjoy drink and music at the Gallery. The Henry was creative with their outdoor space and they have a loading dock which they use for parties and other events.

10) Make the space student friendly

Mentions of creating more student-friendly spaces was another recurring pattern in the interviews and focus group. The participants mentioned including tables, chairs or benches where students could hang out while being surrounded by art, making the outdoor areas more attractive and providing more welcoming seating like benches inside the Gallery. They mentioned there is a lack of space that appeals to students and faculty and that there should be a place to hang out, do work, escape, and unwind. The UMMA has used their gallery as more than just an art gallery too, they also use it as a social space.

11) Collect more visitor information

Collecting information about visitors will be important in understanding who is attending - and will help you contact them in the future. Rather than sending of email newsletters to simply those whose people who have subscribed to a newsletter via the website, use a sign-in sheet to collect new, relevant email addresses who can then be contacted via email about events.

- In the short term, use a paper sign-in sheet that can then be transferred by those manning the front desk into an online form. This form will then produce an excel spreadsheet to house contact details - similar to the one Jana Tyner uses currently to house email addresses. It is important, however, to ensure that visitors provide consent to be contacted with newsletters/promotional materials, as per the Canadian Anti-Spam Legislation rules.
- In the long term, there could be either an RFID scanner, or an iPad/iPod touch where visitors could submit this information themselves via a Google form.

LIMITATIONS & AREAS FOR IMPROVEMENT

It is important to understand that there are limitations to this report and its findings. There is always room for improvement. The following discussion aims to highlight some of the identified issues and areas for improvement.

Focus Groups

One of this project's biggest setbacks was that one of the two focus groups sessions had to be completely cancelled due to participants withdrawing last minute. There was no problem recruiting students

who had not been to the Belkin before, and who were representative of a variety of faculties. However, it was a challenge to find participants who had been to the Belkin that were outside of the Faculty of Arts. The focus group for those who had not attended the Belkin was successful, but the group of Belkin attendees dissipated - no participants showed up. As a result, we had to host a focus group at another time, which ultimately delayed the project timeline. In the interest of time we decided to conduct individual in-depth, one-on-one interviews for those who have attended in lieu of a focus group.

Secondary Research

The team faced some issues in pursuing secondary research, as some institutions were difficult to reach for an interview. Furthermore, there is no gallery that is exactly the same as the Belkin; a direct comparison cannot be made. Additional secondary research, specifically accessing the College Art Association (CAA) and the Association of Academic Museums and Galleries (AAMG) would have greatly enhanced the outcomes of this report.

Data Collection and Analysis/Results

Questions included in the online survey have room for improvement. Some questions are designed to be multiple choice, where they should have a “check all that apply” option. These kinds of questions can’t eliminate the correlation between choices and it can affect the results. Furthermore, the survey was distributed through the Belkin’s official social media channels and emails. People who have signed up for the email newsletter are generally people who have visited the Gallery and interested in arts. This likely produced bias in the types of survey respondents. Having a broader array of survey participants would enhance the validity of the survey’s results and potential. The original target population of this survey are supposed to be more balanced in age, students or not, years they are in, and passion about arts.

LESSONS LEARNED & ADVICE TO FUTURE RESEARCHERS

Throughout this project, the team has learned many lessons and has had to remain flexible and resilient. The following is a list of things we learned, as well as advice for those who may pursue this research further:

- Facebook groups called “UBC Class of 20xx” are most useful for recruiting participants for surveys or focus groups;
- The chalkboard outside of Ponderosa Commons does not operate with any formally-enforced rules, but it is commonly accepted by the chalkboards’ users to leave an advertisement/message on the board until the date of the event/activity being advertised has passed;
- \$10 or a \$10 gift card is likely not large enough of an incentive to recruit focus group participants;
- Have a contingency roster of focus group participants – many will cancel, or simply not show up;
- Send reminder emails to focus group participants in advance - and on the day of – as to avoid forgetfulness and drop-outs; and
- Try to stick to interview or focus group discussion guides as closely as possible, even though it may be tempting to stray and engage with one topic more or less - this will ensure continuity in results, which is best for comparability.

RECOMMENDATIONS FOR FUTURE RESEARCH

In line with our short term and long-term recommendations, we feel that the Student Engagement Council will play a major role in the future development of the Gallery. For this reason, the following recommendations can be considered for further investigation:

- 1) The Student Engagement Council can be expanded to cater to events organized by the UBC Arts and Culture District. This will allow the social sustainability goal of art to be expanded across campus and will highlight how students have taken on responsibility of preserving art and culture not only at the Gallery but across campus.
- 2) The Belkin Blueprint acted as one suggestion about how the Belkin could tackle misinformation about price and location across campus to students, faculty, and staff. This was suggestion was posed, though there may be other projects that may be better suited to serve as the base or foundation for launching the Student Engagement council.
- 3) The Student Engagement Council can be registered as an official society with the UBC AMS. The aim of this would be to establish the SEC as the primary agent for sustaining Art and culture across campus. This will also give a great amount of legitimacy to the SEC and boost the awareness of the Belkin, alongside other art and culture based institutions at UBC.
- 4) Create additional positions for the student engagement council, examples include, handling partnership programs with other faculties, managing jump start activities, potential workshops/scholarship programs and organizing student nights. This would once again expand the legitimacy and responsibility of the SEC, the major pillar of student engagement for the future.
- 5) Consider the establishment of a democratic process through which exhibit decisions are made considering student needs. This will allow the Gallery to pick up on current topics and trends that students are interested in and allow for more marketable opportunities to being students in.
- 6) Further research should be conducted to enhance understanding of the College Art Association (CAA) and the Association of Academic Museums and Galleries (AAMG). These are the premier organizations dedicated to the questions this report has aimed to address. These resources were not assessed thoroughly enough throughout this investigation, but would be helpful in further pursuing any of the recommendations made above.

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We would like to thank Jesse Grimaldi, Jeff Balin, Erica Commons, and Colin Dodds from UBC Sauder School of Business's Business Career Centre, who have been instrumental in facilitating the Community Business Project in its entirety. Without their organization and communication between our team and the Morris and Helen Belkin Art Gallery, this project could have faced additional impediments.

Furthermore, we would like to thank Dr. Zorana Svedic, our Faculty Supervisor for this project. Her support has ensured our project's health and success by encouraging the ongoing use of project management and client relationship principles.

We would also like to acknowledge Dr. Cluny South, who provided critical guidance in helping shape our market research methodology. Her feedback was integral to the success of our online survey's effectiveness, and ultimately in our ability to derive meaningful insights.

Thank you to each of the individuals and organizations who instigated this project; we would like to acknowledge the time and patience of all three of the organizations we've had the opportunity to work with throughout this project. We would like to thank Shelly Rosenblum, Academic Curator at the Morris and Helen Belkin Art Gallery for her insight and enthusiasm throughout our investigation. We would like to thank Deb Pickman from UBC's Arts and Culture District, for her efforts in connecting us with any resources and organizations that may have added value to our project. And finally, we would like to thank David Gill from UBC SEEDS Sustainability, for exceedingly helpful ideas of where and how to further our inquiry in creative ways. To each and all, thank you for your patience with our many questions, and for your mentorship in helping us understand the Belkin and greater Arts & Culture more than ever before.

We would like to thank each of our classmates in the first ever Master of Management Dual Degree cohort (2018) for their ad-hoc advice, area expertise, and for their role as sounding boards in navigating this project. It's true what they say: it does take a village.

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APPENDIX 1.0 : FOCUS GROUP WAIVER

***The Art of Engagement
Master of Management Dual Degree Students
Community Business Project***

I, _____, agree to participate in a focus group conducted by Madison Wood, Bryan (Xu) Yan, Jenifer Wong, and Ibrahim Husain - a group of Master of Management students at UBC's Sauder School of Business. This focus group is part of the students' Community Business Project, where they are acting as student/volunteer consultants for The Helen and Morris Belkin Art Gallery. This project is being done in conjunction with, and is sponsored by the UBC Arts and Culture District and UBC SEEDS Sustainability initiative.

In agreeing to participate in this focus group, you agree to:

- a. Provide your own opinions and honest answers within the focus group discussion;
- b. Respect the focus group moderator as well as others in the focus group;
- c. Being recorded (voice only) throughout the focus group; and
- d. Being identified as a focus group participant whose ideas and opinions may be referenced in the student's final report.

PRINT NAME: _____

SIGNATURE: _____

DATE: _____

APPENDIX 2.0 : FOCUS GROUP DISCUSSION GUIDE

Discussion Questions for BELKIN ART GALLERY & ENGAGEMENT

FOR THOSE WHO HAVE NOT ATTENDED

Engagement History

- What organizations would you say you were apart of, engagement with, and involved in during your undergraduate studies?
- How did you engage with them? Frequency? Medium (face to face, social media, etc.)
- Have you ever recommended to a peer that they engage with this organization? How? What did you recommend? WHY did you recommend?
 - When did you engage with these groups? After school? Lunches? Weekly meetings?
- How much commitment was required - too much or too little?
- What organizations did you maybe hear about later on in your undergraduate career but felt it was either too late or you were sort of too dedicated to something else?

Art/Cultures

- In 1 word, how would you describe your ideal gallery experience - what do you expect from it? What do you want to get out of it?
- What/where/when was the last piece of arts and culture you engaged with?
 - How did you hear about it?
- Why did you go?
- Where did you find out about it?
- Was it easy to get to? Hard to get to?
- Who did you go with?
- Did you like it? Why or why not?
- What do you remember most? A piece? The space? The tour guide?
- What part or aspect are you most likely to share with others? Online or in-person?
- What kind of art/culture do you prefer to engage with?
- Do you believe the content of the exhibit influenced the experience?
- Are there any deterrents to engaging with arts and culture?
- How would you describe your ideal gallery visit/location/ experience? What words and/or mental images do you associate with this?
- Which galleries do you visit the most frequently or which ones do you like the most? Why?
- Do you feel like you're able to engage with art and culture in a similar way to the organizations you've previously mentioned? Why or why not?
- How would you define engagement? Art engagement?
- What role does social media play in your engagement with arts and culture? Either in your attendance, or in your desire or ability to recommend a gallery to another? Is this important to you?
-

- Overall, how important is arts and culture (specifically art galleries) to you? (very important, somewhat imp, neither imp or unimportant, somewhat imp, not at all imp)
- Overall how important, in an art gallery is the quality/topic/content of art?
- Overall, how important, in an art gallery is the space/building/setting?
 - When you think of an art gallery - the building - what do you think about?

Perceptions of the Belkin Gallery

You're all here because you have NOT been to the Belkin. The following will look at this specifically.

- Can you briefly explain what you know about the Belkin. Anything goes!
- Where did you hear this information?
- If you were looking for more information about the Belkin, where do you think you might search?
- Why have you never been the Belkin?
- Why are you not interested in the Belkin? Why is it not appealing to you? What is preventing you from going there?

APPENDIX 3.0: INTERVIEW DISCUSSION GUIDE

Discussion Questions for BELKIN ART GALLERY & ENGAGEMENT

HAS ATTENDED THE GALLERY

Engagement History

- What organizations would you say you were apart of, engagement with, and involved in during your undergraduate studies?
- How did you engage with them? Frequency? Medium (face to face, social media, etc.)
- Have you ever recommended to a peer that they engage with this organization? How? What did you recommend? WHY did you recommend?
 - How much commitment was required - too much or too little?
- What organizations did you maybe hear about later on in your undergraduate career but felt it was either too late or you were sort of too dedicated to something else?

Art/Cultures

- In 1 word, how would you describe your ideal gallery experience - what do you expect from it? What do you want to get out of it?
- What/where/when was the last piece of arts and culture you engaged with?
 - How did you hear about it?
- Why did you go?
- Where did you find out about it?
- Was it easy to get to? Hard to get to?
- Who did you go with?
- Did you like it? Why or why not?
- What do you remember most? A piece? The space? The tour guide?
- What part or aspect are you most likely to share with others? Online or in-person?
- What kind of art/culture do you prefer to engage with?
- Are there any deterrents to engaging with arts and culture?
- How would you describe your ideal gallery visit/location/ experience? What words and/or mental images do you associate with this?
- Which galleries do you visit the most frequently or which ones do you like the most? Why?
- Overall, how important is arts and culture (specifically art galleries) to you?

- Do you feel like you're able to engage with art and culture in a similar way to the organizations you've previously mentioned? Why or why not?
- How would you define engagement? Art engagement?
- What role does social media play in your engagement with arts and culture? Either in your attendance, or in your desire or ability to recommend a gallery to another? Is this important to you?
- Overall, how important is arts and culture (specifically art galleries) to you?
- Overall how important, in an art gallery is the quality/topic/content of art?
- Overall, how important, in an art gallery is the space/building/setting?

You're all here because you've been to the Belkin! The following questions are Belkin specific.

- What circumstances brought you there?
- With whom did you attend?
- How did you find out about the Belkin (if not class specific)?
- Have you returned? What brought you back? Specific exhibit? People? Event?
- How long have you known about the Belkin? Since first year?
- What was your biggest takeaway from your experience at the gallery? If you've been more than once, what was your most memorable moment? Experience? Piece?
- Was your experience something you would share with your peers?
- Based on your previous explanations of 'engagement', did you feel engaged with the Belkin either during your experience, or after? How so? Why or why not?

Perceptions of the Belkin

- What are advantages of the Belkin compared to other galleries?
- What are disadvantages of the Belkin compared to other galleries?
- Do you think the gallery fits with your educational experience at ubc? Does it enhance your educational experience? Is it relevant to your work or program at ubc in any way?
- What is one takeaway from your experience at the gallery (specific to the gallery or to the exhibit) that you would share with your peers?
- How likely are you to share your experience at the Belkin on social media? Why or why not?
- What might change this?
- Are you more likely to attend the Belkin for an event specific to a group you're involved with, or simply for the exhibits?

Suggestions

- What would you like to see more of at this gallery?
- What kind of exhibitions or things you would like to see or do at the gallery?
- What would you like to see improved at the gallery? What could be done better?

APPENDIX 4.0: DATA ANALYSIS

Our sample has a very diverse background. Among the students in our sample, 43.80% of them are from Arts, 11.59% are from Science, 1.45% are from Forestry, 2.90% are from Engineering, 3.62% of them are from Medicine, 13.77% are from Sauder, 0.72% are from Food and Nutritional Health, 2.17% are from Law, 2.90% are from Education, 2.17% are from Kinesiology, 5.07% are from Fine Arts, 2.17% are from International Economics, 0.72% are from Music, 0.72% are from Nursing and the rest 0.72% are from Social Work.

As for genders, 21.43% of all the respondents identify themselves as Male, 72.14% identify themselves as Female, 3.75% prefer not to say, the rest 2.86% belong to other. There is also a wide range of ages. 26.62% are of age between 18 to 20, 35.25% are of age between 21 to 23, 10.07% are of age between 24 to 26, 6.47% are of age between 27 to 29, 21.58% of them are of age 30 or more.

Among students, 75.00% of them are pursuing an undergraduate degree, 19.32% are pursuing a Master's Degree and 5.68% are pursuing a PhD Degree. For those who are already working, 97.73% are working full-time and 2.27% are working part-time. 26.24% of our respondents live on the campus while the rest 73.76% don't. Only a small part of those students (2.27%) are exchange students, while the rest (97.73%) are not. 79.55% of those students are domestic students, while the rest 20.45% are international students. In the meantime, 13.64% of all the students are in their first year, 14.77% are in their second year, 18.18% are in their third year, 23.86% are in their fourth year, 29.55% have been studying in the university for five years or more.

For specific engagement questions, we found 49.34% of respondents have the perception of engagement as in person, while 48.01% have the perception of engagement as on internet. When we dive deeper into in-person engagement, 57.85% chose events, while the rest 42.15% chose formal meetings. As for on-internet engagement, 48.85% chose Email or Newsletter, 51.15% chose social media. We identified that the relationship between if attending performing/visual arts group and if visited Belkin is significant. It is a positive relationship with p-value almost to be 0. The only significant relationship between faculty and method of engagement we identified was that students from Arts prefer Email or Newsletter, with p-value around 0. The peer effect of going

to the gallery was identified as significant since our survey showed people who visited galleries and museums in their free time tend to hear about them from friends. Among our respondents, students have a higher tendency to go to the gallery with their friends while the year they are in has no significant effect on who they attend galleries with.

Top 5 reasons for students to go the gallery include I want to learn; I want to experience different/diverse cultures; I want to be inspired; I want to do something new or different; I want to be entertained. The activities on weekends reflect respondents' incentives. People who enjoy free activities on weekends value free tickets the most, while people who enjoy quiet activities significantly value education, and people who enjoy reading significantly value history. We also identified significant positive relationship between importance of price and free tickets, importance of availability and limited hours of operation. While the relationship between the importance of education and limited knowledge is identified as significantly negative. There is also a significant negative relationship between student year and free tickets, and a significant positive relationship between student year and the importance of education.

47.83% of respondents who have never been to the gallery have never heard of the gallery. For social media, Facebook, Instagram and YouTube are the top three social media platforms people tend to look for information about Belkin. Facebook is the most likely social media platform to post, in the meantime people who choose Facebook were also the most likely to post. As for information finding, when trying to find information about Belkin, 3.03% of people will turn to a peer or friend, 9.09% will look on social media, 87.88% will choose Google. So what's preventing some people who have never been to the gallery? The main reason is that people don't know about it, which accounts for 45.59%. Other reasons include "I'm interested in art galleries, but in my spare time I'd rather be at a concert or film." "Not too sure what it's about, what exhibits are in it, when it's open, etc. Haven't seen anything on social media about it." For people who have never been to the gallery, people who feel they have feelings of having limited knowledge or appreciation for art and those who are not interested in

arts are most reluctant to visit the Belkin. People who have other reasons tend to have a neutral to positive attitude towards visiting Belkin.

CBP Belkin Gallery Survey

Survey Flow

Standard: Pre-Screening Questions (3 Questions)
Block: Student Engagement (7 Questions)
Standard: Arts & Culture (17 Questions)
Standard: Have attended the Belkin. (14 Questions)
Standard: Have not attended the Belkin. (10 Questions)
Standard: Demographics (10 Questions)

Page Break –

Start of Block: Pre-Screening Questions

Q1 **Consent Form the art of engagement Purpose:**The purpose of this online survey is to understand student engagement with the Morris and Helen Belkin Art Gallery and arts & culture at the UBC Vancouver Campus. **Duration: 10 minutes Study Procedures: This study is being conducted as part of a course on Community Business Project.** In this study you will be asked about your opinions on the Morris and Helen Belkin Art Gallery and arts & culture at the UBC Vancouver Campus. We will also ask you some personality and demographic questions. The administrator would be happy to answer any additional questions you might have about the study. **Study Administration: This study is being administered by the following student coinvestigators:** Ibrahim Husain, Jenifer Wong, Madison Wood, Xu Yan (Group 4: Course BA511 DD1 Community Business Project, Robert H. Lee Graduate School) **Confidentiality:**Your identity will be kept confidential. All documents will be identified only by code number and will be kept on a locked computer. You will not be identified by name in any reports of the completed study. **Risks:** We do not anticipate any discomfort arising out of participating in this research. However, in case you feel you are experiencing any risks or discomfort, you are free to withdraw from further participation at any stage. **Contact for information about the project:** If you have any questions or desire further information with respect to this study, you may contact the Project Manager, Madison Wood at cbpbelkinconsulting@gmail.com. **Contact for complaints:** If you have any concerns or complaints about your rights as a research participant and/or your experiences while participating in this study, contact the Research Participant Complaint Line in the UBC Office of Research Ethics at 604-822-8598 or if long distance e-mail RSIL@ors.ubc.ca or call toll free 1-877-822-8598. **Consent:**Your participation in this study is entirely voluntary and you may refuse to participate or withdraw from the study at any time without consequence. **Compensation:** Your participation in this study will award you one entry into a draw for a \$50 gift card to the UBC Bookstore.

Please indicate whether or not you consent to the terms and conditions.

- I agree to the above terms and conditions of the consent form and hereby give my consent. (1)

- No, I do not consent and do not wish to complete the survey. (2)

Skip To: End of Survey If Consent Form the art of engagement Purpose: The purpose of this online survey is to understand... = No, I do not consent and do not wish to complete the survey.

Q2 Are you over the age of 18?

- Yes (1)
- No (2)

Skip To: End of Survey If Are you over the age of 18? = No

Q3 If no, what role best describes your connection to UBC?

- Student (1)
- Faculty (2)
- Staff (3)
- Administration (4)
- Other (please specify): (5) _____

End of Block: Pre-Screening Questions

Start of Block: Student Engagement

Q4 During your time at UBC have you been involved with any campus organizations, societies, clubs, association, or formal social groups?

- Yes (1)
 - No (2)
-

Q5 How many organizations, societies, clubs, etc. - if any - have you been involved with over your time at UBC?

- 0 (1)
 - 1 (2)
 - 2 (3)
 - 3 (4)
 - 4 (5)
 - 5 or more (6)
-

Q6 How often do you engage with these organizations in a formal capacity?

- Daily (1)
- Weekly (2)
- Bi-weekly (Every 2 weeks) (3)

- Monthly (4)
 - Bi-monthly or less (Every 2 months or less) (5)
-

Q7 How do you engage with these organizations? (Check all that apply)

- Events (1)
 - Formal Meetings (2)
 - Email or Newsletter (5)
 - Social media (3)
 - Other (please specify): (4) _____
-

Q8 Which social media platforms do you use to engage with these organizations? (Check all that apply)

- Facebook (1)
 - Instagram (2)
 - Twitter (3)
 - YouTube (9)
 - Flickr (4)
 - Snapchat (8)
 - Tumblr (5)
 - None of the above (6)
 - Other (please specify): (7) _____
-

Q9 For what reasons did/do you choose to engage with these groups? (Check all the apply)

- Socializing (1)
 - Networking (2)
 - Professional development/resume building (3)
 - Try something new (4)
 - Other (please specify): (5) _____
-

Q10 Do you associate with or participate in any performing/visual arts groups?

- Yes (1)
- No (3)

End of Block: Student Engagement

Start of Block: Arts & Culture

Q11 When thinking broadly about the terms "art" and "culture", which of the following do you most think often?

- Music, live performance (1)
 - Museums and galleries (2)
 - Drawing, painting, crafts (3)
 - Dancing, live performances (4)
 - Acting, live performances (5)
 - Singing, live performances (6)
 - Photography and film (7)
 - Sculptures (8)
 - Creative writing (9)
 - Pottery and ceramics (10)
 - Parks and gardens (11)
 - Woodworking (12)
 - Metalworking (13)
 - Sports, amateur and professional (14)
 - All of the above (15)
 - None of the above (16)
 - Other: please specify (17) _____
-

Q12 Thinking back to the last time you engaged with an art gallery or museum: how did you hear about the place you visited?

- Friend (1)
 - Family member (2)
 - Social media (3)
 - Newspaper or magazine (4)
 - Website (5)
 - Email Newsletter (please specify, if known): (7) _____
 - Other (please specify): (6) _____
-

Q13 Thinking back to the last time you engaged with an art gallery or museum: who did you attend with?

- Nobody (1)
 - Friend (2)
 - Family member (3)
 - Classmates and/or instructor (4)
 - Other (please specify): (5) _____
-

Q14 Thinking back to the last time you engaged with an art gallery or museum: for what reasons did you attend the gallery or museum? (Check all that apply)

- For fun/entertainment (1)
- To see the exhibition/art (6)
- For a class/field trip (2)
- By chance (3)

- For an event (4)
- Other (please specify): (5) _____

Q15 Please rate the extent to which of the following statements support or explain your decision to engage with art galleries.

I want to be entertained (1)	
I want to be inspired (2)	
I want to experience different/diverse cultures (3)	
I want to do something new or different (4)	
I want to learn (5)	
I want a more affordable form of entertainment (6)	
I want to escape from everyday life (7)	
I want to dabble in the arts (8)	
I want to meet up-and coming artists (9)	

Q16 Please rate the extent to which each of the following would motivate you to engage MORE with art galleries.

Free or discounted tickets (1)	
More convenient venues (2)	
More availability on dates/times that work with my schedule (3)	
More educational value of activities/events (4)	
More historical relevance of activities/events (5)	

Q17 What barriers are preventing you from engaging with art galleries - if any? (Check all that apply)

- Location (1)
 - Price (2)
 - Intimidation (3)
 - Feelings or having limited knowledge or appreciation for art (4)
 - Nobody to go with (5)
 - Limited hours of operation (6)
 - Other (please specify): (7) _____
-

Q18 In a typical month, how much do you estimate you spend on arts and culture activities or events?

- \$0 - I don't spend any amount on arts and culture (1)
 - \$1-\$49 (2)
 - \$50-\$99 (3)
 - \$100-\$249 (4)
 - More than \$249 (5)
 - Don't know (6)
-

Q19 It's a weekend afternoon during the UBC academic year. You are deciding how to spend your free time. What activities do you consider?

- Shopping/browsing (1)
 - Seeing or watching a movie (2)
 - Hiking or participating in outdoor activities (3)
 - Reading (4)
 - Sleeping (5)
 - Seeing a show (6)
 - Visiting a gallery or museum (7)
 - Site-seeing (8)
 - Playing sports (9)
 - Other (please specify): (10) _____
-

Q20 It's a weekend afternoon during the UBC academic year. You are deciding how to spend your free time. With whom are you most likely to be spending your time?

- Nobody (1)
 - Friend (2)
 - Family members (3)
 - Classmates and/or instructor (5)
 - Other (please specify): (4) _____
-

Q21 Overall, how important are art galleries to you?

- Extremely important (1)

- Very important (2)
 - Neither important nor unimportant (3)
 - Somewhat unimportant (4)
 - Not at all important (5)
-

Q22 Overall, how important is the subject matter of the art or exhibit at an art gallery?

- Extremely important (1)
 - Very important (2)
 - Neither important nor unimportant (3)
 - Somewhat unimportant (4)
 - Not at all important (5)
-

Q23 Overall, how important is the space/building/setting to your art gallery experience?

- Extremely important (1)
 - Very important (2)
 - Neither important nor unimportant (3)
 - Somewhat unimportant (4)
 - Not at all important (5)
-

Q24 Overall, how important is social media in influencing your decision to engage with art galleries?

- Extremely important (1)
 - Very important (2)
 - Neither important nor unimportant (3)
 - Somewhat unimportant (4)
 - Not at all important (5)
-

Q25 Overall, how important is arts and culture to you?

- Extremely important (1)
 - Very important (2)
 - Neither important nor unimportant (3)
 - Somewhat unimportant (4)
 - Not at all important (5)
-

Q26 Which of the following words do you feel describes your attitude towards arts and culture?

- Enthusiast (1)
- Explorer (2)

- Apathetic (3)
- Skeptic (4)

Q27 Have you visited the Morris and Helen Belkin Gallery?

- Yes (1)
- No (2)

End of Block: Arts & Culture

Start of Block: Have attended the Belkin.

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = Yes

Q28 How many times have you visited the Belkin?

- Once (1)
- Twice (2)
- Three times (3)
- Four times (4)
- Five or more times (5)

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = Yes

Q29 How long have you known about Belkin?

- Less than one month (1)
- 1-6 months (2)
- 7-12 months (3)
- 1-2 years (4)
- 3 or more years (5)

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = Yes

Q30 How did you hear about the Belkin?

- Friend (1)
- Family member (2)
- Social media (3)
- Newspaper or magazine (4)
- Website (5)
- Email Newsletter (please specify, if known): (7) _____

- Other (please specify): (6) _____

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = Yes

Q31 When did you last visit the Belkin?

- Within the last week (1)
- Within the last month (2)
- Within the last 6 months (3)
- Within the last year (4)
- Longer than 1 year ago (5)

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = Yes

Q32 Who did you attend the Belkin with?

- Nobody (1)
- Friend (2)
- Family member (3)
- Classmates and/or Instructor (4)
- Other (please specify): (5) _____

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = Yes

Q33 For what reasons did you attend the Belkin? (Check all that apply)

- For fun/entertainment (1)
- To see the exhibition/art (6)
- For a class/field trip (2)
- By chance (3)
- For an event (4)
- Other (please specify): (5) _____

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = Yes

Q34 How likely are you to recommend the Belkin to others?

- Extremely likely (1)
- Somewhat likely (2)
- Neither likely nor unlikely (3)

- Somewhat unlikely (4)
- Extremely unlikely (5)

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = Yes

Q35 How likely are you to share or post about the Belkin on social media?

- Extremely likely (1)
- Somewhat likely (2)
- Neither likely nor unlikely (3)
- Somewhat unlikely (4)
- Extremely unlikely (5)

Display This Question:

If How likely are you to share or post about the Belkin on social media? = Extremely likely

Or How likely are you to share or post about the Belkin on social media? = Somewhat likely

Or How likely are you to share or post about the Belkin on social media? = Neither likely nor unlikely

Q36 On what social media platform you most likely to share or post about the Belkin?

- Facebook (1)
- Instagram (2)
- YouTube (7)
- Twitter (3)
- Snapchat (8)
- Tumblr (4)
- Flickr (5)
- Other (please specify): (6) _____

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = Yes

Q37 In your experience, what was most memorable about the Belkin?

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = Yes

Q38 How satisfied are you with the following aspects of the Belkin?

	Extremely satisfied (1)	Somewhat satisfied (2)	Neither satisfied nor dissatisfied (3)	Somewhat dissatisfied (4)	Extremely dissatisfied (5)
Accessibility (1)	•	?	?	?	?
Exhibition content (3)	•	?	?	?	?
Hosted shows/Events (4)	•	?	?	?	?
Reception desk and staff (5)	•	?	?	?	?
Inside environment/ambience (6)	•	?	?	?	?
Outside environment/ Ambience (7)	•	?	?	?	?
Use of space inside (8)	•	?	?	?	?
Use of space outside (9)	•	?	?	?	?
Hours of operation (10)	•	?	?	?	?
Price (11)	•	?	?	?	?

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = Yes

Q39 Do you feel that the Belkin gallery has added value to your educational experience at UBC? Please rate the Belkin's contribution to your educational on a scale of 1-10.

(1 =not at all valuable, 10 = extremely valuable)

- 0 (0)

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = Yes

Q40 Please provide any suggestions for how the Belkin could be improved. (e.g. What would you like to see or do more of at the Belkin?)

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = Yes

Q41 Please provide any additional comments about the Belkin and/or your experience here.

End of Block: Have attended the Belkin.

Start of Block: Have not attended the Belkin.

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = No

Q42 Have you ever heard of the Belkin?

- Yes (1)
- No (2)

Skip To: Q43 If Have you ever heard of the Belkin? = Yes

Skip To: Q44 If Have you ever heard of the Belkin? = No

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = No

And Have you ever heard of the Belkin? = Yes

Q43 If yes, how did you hear about the Belkin?

- Friend (1)
- Family member (2)
- Social media (3)
- Newspaper or magazine (4)
- Website (5)
- Other (please specify): (6) _____

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = No

And Have you ever heard of the Belkin? = No

Q44 If no, how might you go about searching for information about the Belkin?

- Ask a friend or peer (1)
- Look on social media (2)
- Google or search online (3)
- Other (please specify): (4) _____

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = No

Q45 What social media sources do you use most to find information about art galleries? (Check all that apply)

- Facebook (1)
- Instagram (2)
- Twitter (3)
- Flickr (4)
- Snapchat (9)
- YouTube (5)
- Tumblr (6)
- None of the above (7)
- Other (please specify): (8) _____

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = No

Q46 Why have you never been to the Belkin?

- Didn't know about it (1)
- Location (2)
- Price (3)

- Intimidation (4)
- Feelings of having limited knowledge or appreciation for art (5)
- Nobody to go with (6)
- Limited hours of operation (7)
- Not interested in art (8)
- Other (please specify): (9) _____

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = No

Q47 Please rate your interest in visiting the Belkin.

- Very interested (1)
- Somewhat interested (2)
- Neutral (3)
- Somewhat uninterested (4)
- Not at all interested (5)

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = No

Q48 Please rate your likelihood to visit the Belkin solely for exploring the art in the gallery itself.

- Very likely (1)
- Somewhat likely (2)
- Neutral (3)
- Unlikely (4)
- Not at all likely (5)

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = No

Q49 Please rate your likelihood to visit the Belkin for reasons OTHER than exploring the art in the gallery itself.

- Very likely (1)
- Somewhat likely (2)
- Neutral (3)
- Unlikely (4)
- Not at all likely (5)

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = No

Q50 For what other reasons would you be most likely to attend an art gallery other than to see arts and exhibits? (Check all that apply)

- To study (1)
- To socialize (2)
- To network (3)
- To relax (4)
- To attend an event (5)
- Other (please specify): (6) _____

Display This Question:

If Have you visited the Morris and Helen Belkin Gallery? = No

Q51 Please provide any additional comments here.

End of Block: Have not attended the Belkin.

Start of Block: Demographics

Display This Question:

If If no, what role best describes your connection to UBC? = Student

Q52 What degree are you pursuing?

- Undergraduate (1)
- Master (2)
- PhD (3)

Display This Question:

If If no, what role best describes your connection to UBC? = Student

Q53 Are you a full-time or part-time student?

- Full-time (1)
- Part-time (2)

Q54 Do you live on campus at UBC?

- Yes (1)
- No (2)

Display This Question:

If If no, what role best describes your connection to UBC? = Student

Q55 Are you an exchange student?

- Yes (1)
- No (2)

Display This Question:

If If no, what role best describes your connection to UBC? = Student

Q56 Are you enrolled as a domestic or international student?

- Domestic (1)
- International (2)

Display This Question:

If If no, what role best describes your connection to UBC? = Student

Q57 What year of your studies are you in?

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5+ (5)

Q58 What faculty are you associated with?

- Arts (1)
- Science (2)
- Forestry (3)
- Engineering (4)
- Dentistry (5)
- Medicine (6)
- Pharmaceutical Sciences (7)
- Commerce (UBC Sauder School of Business) (8)
- Food and Nutritional Health (9)
- Land and Food Systems (10)
- Law (Peter A. Allard School of Law) (11)
- Architecture (12)
- Education (13)
- Journalism (14)
- Kinesiology (15)
- Fine Arts (16)
- Music (17)

- Nursing (18)
 - Population and Public Health (19)
 - Social Work (20)
 - International Economics (21)
 - Other (please specify): (22) _____
-

Q59 With which gender do you most identify?

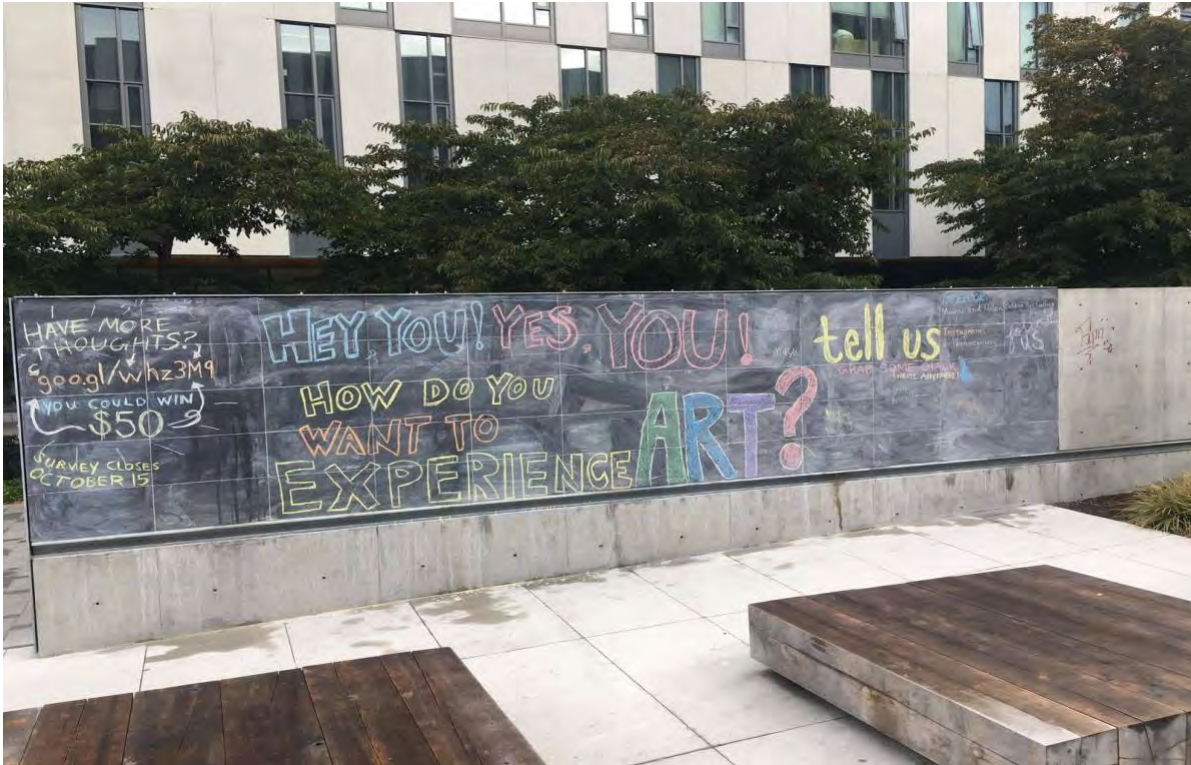
- Male (1)
 - Female (2)
 - Prefer not to say (3)
 - Other: please specify (4) _____
-

Q60 How old are you?

- 18-20 (1)
 - 21-23 (2)
 - 24-26 (3)
 - 27-29 (4)
 - 30+ (5)
-

Q61 Please provide us with your email address to be entered into a draw for a \$50 gift card!

APPENDIX 6.0: CHALKBOARD PHOTOS



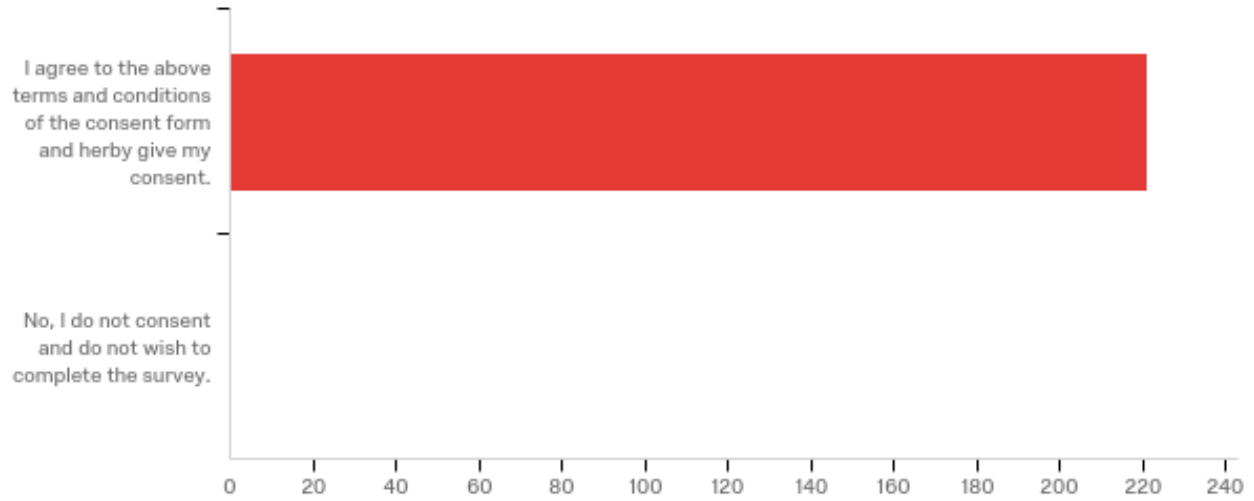


Default Report

CBP Belkin Gallery Survey

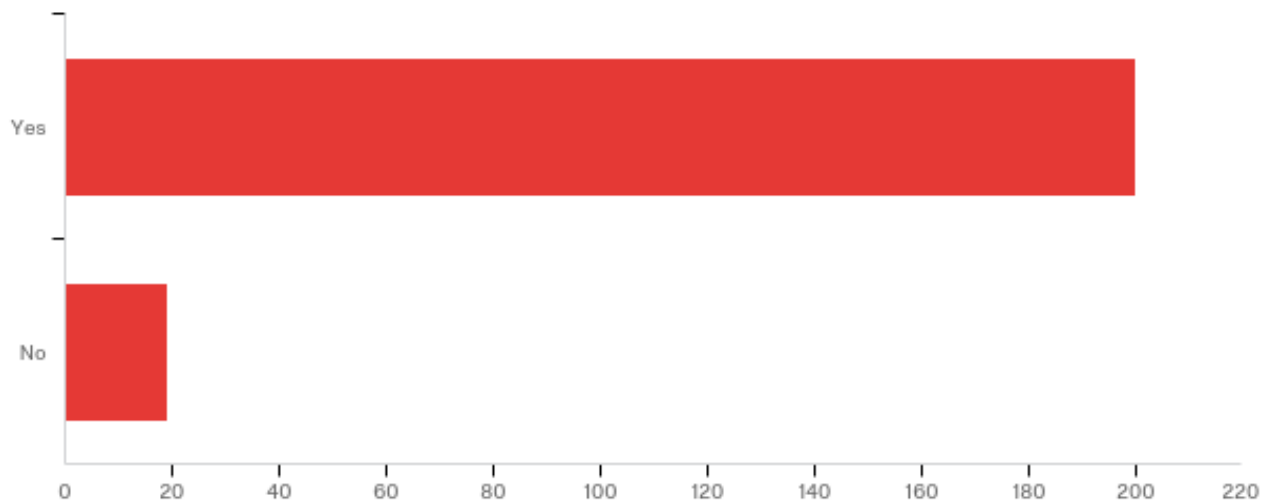
December 11th 2017, 9:17 am MST

Q1 - Consent Form the art of engagement **Purpose:** The purpose of this online survey is to understand student engagement with the Morris and Helen Belkin Art Gallery and arts & culture at the UBC Vancouver Campus. **Duration:** 10 minutes **Study Procedures:** This study is being conducted as part of a course on Community Business Project. In this study you will be asked about your opinions on the Morris and Helen Belkin Art Gallery and arts & culture at the UBC Vancouver Campus. We will also ask you some personality and demographic questions. The administrator would be happy to answer any additional questions you might have about the study. **Study Administration:** This study is being administered by the following student coinvestigators: Ibrahim Husain, Jenifer Wong, Madison Wood, Xu Yan (Group 4: Course BA511 DD1 Community Business Project, Robert H. Lee Graduate School) **Confidentiality:** Your identity will be kept confidential. All documents will be identified only by code number and will be kept on a locked computer. You will not be identified by name in any reports of the completed study. **Risks:** We do not anticipate any discomfort arising out of participating in this research. However, in case you feel you are experiencing any risks or discomfort, you are free to withdraw from further participation at any stage. **Contact for information about the project:** If you have any questions or desire further information with respect to this study, you may contact the Project Manager, Madison Wood at cbpbelkinconsulting@gmail.com. **Contact for complaints:** If you have any concerns or complaints about your rights as a research participant and/or your experiences while participating in this study, contact the Research Participant Complaint Line in the UBC Office of Research Ethics at 604-822-8598 or if long distance e-mail RSIL@ors.ubc.ca or call toll free 1-877-822-8598. **Consent:** Your participation in this study is entirely voluntary and you may refuse to participate or withdraw from the study at any time without consequence. **Compensation:** Your participation in this study will award you one entry into a draw for a \$50 gift card to the UBC Bookstore. Please indicate whether or not you consent to the terms and conditions.



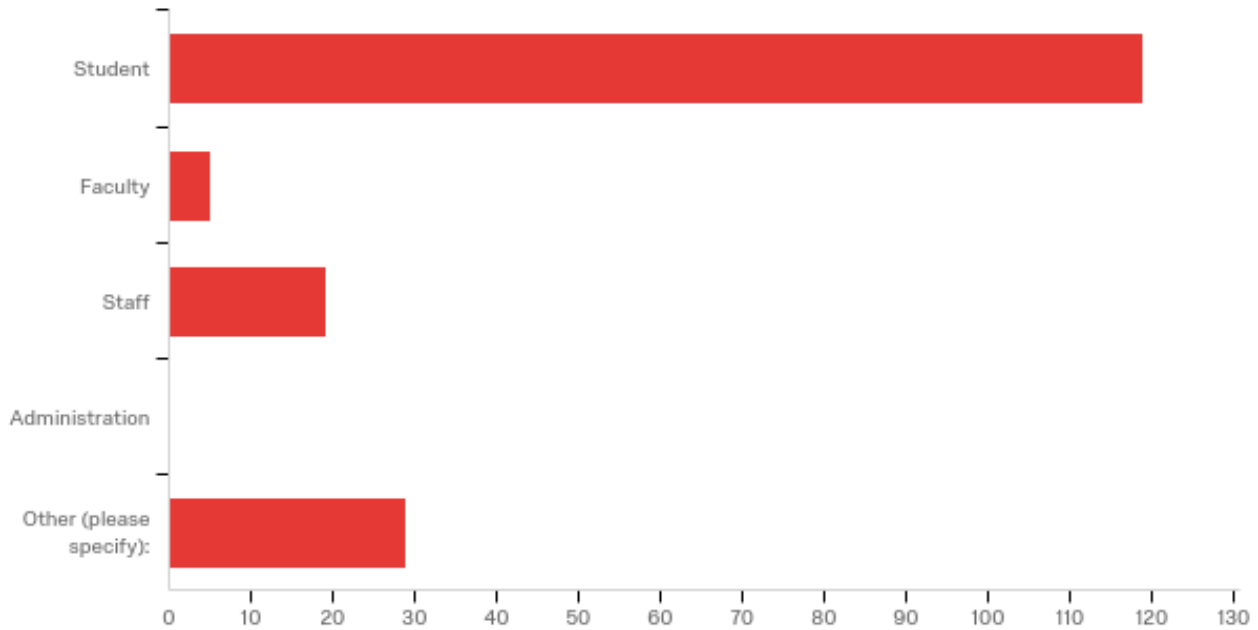
#	Answer	%	Count
1	I agree to the above terms and conditions of the consent form and hereby give my consent.	100.00%	221
2	No, I do not consent and do not wish to complete the survey.	0.00%	0
	Total	100%	221

Q2 - Are you over the age of 18?



#	Answer	%	Count
1	Yes	91.32%	200
2	No	8.68%	19
	Total	100%	219

Q3 - If no, what role best describes your connection to UBC?



#	Answer	%	Count
1	Student	69.19%	119
2	Faculty	2.91%	5
3	Staff	11.05%	19
4	Administration	0.00%	0
5	Other (please specify):	16.86%	29
	Total	100%	172

Q3_5_TEXT - Other (please specify):

Other (please specify): - Text

I know some people who go there

work nearby

alumni student & past staff

artist

Alumna

Benefactor

Teaching Assistant / Alumnus

citizen

Alum

Former student and staff

visitor

Alum

Community member

Interested Gallery Goer (IGG)

visitor

Staff/Student

Alumni

independent researcher

Grad

donor

Visitor

alumni

Alumna

Student and Employee

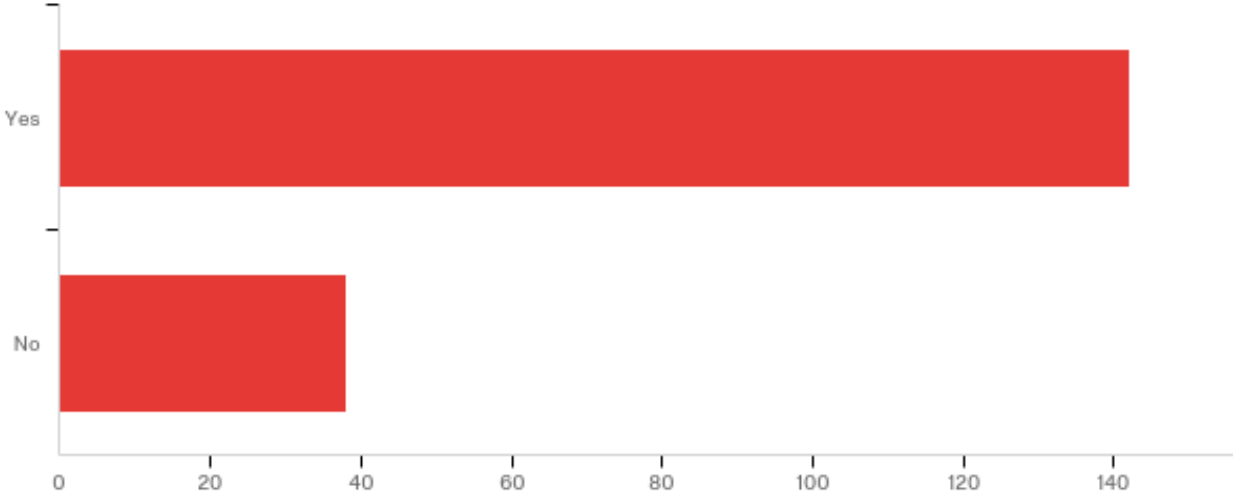
Family members work at and attend

Above 18

alumnus

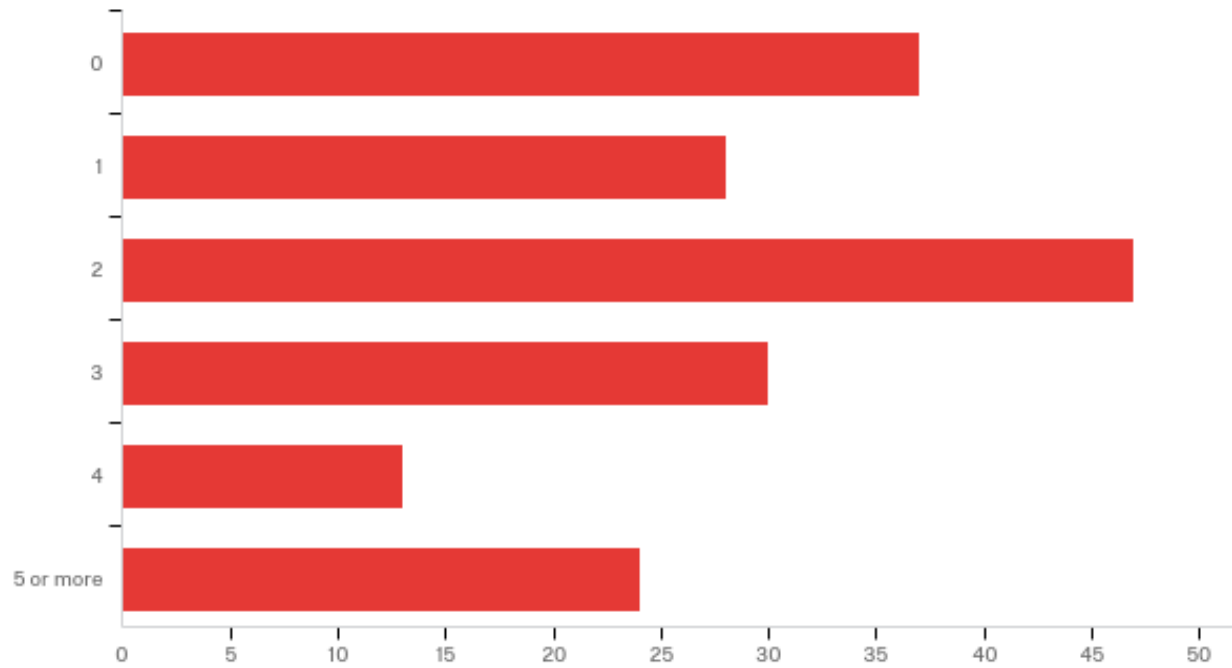
Staff and alumni

Q4 - During your time at UBC have you been involved with any campus organizations, societies, clubs, association, or formal social groups?



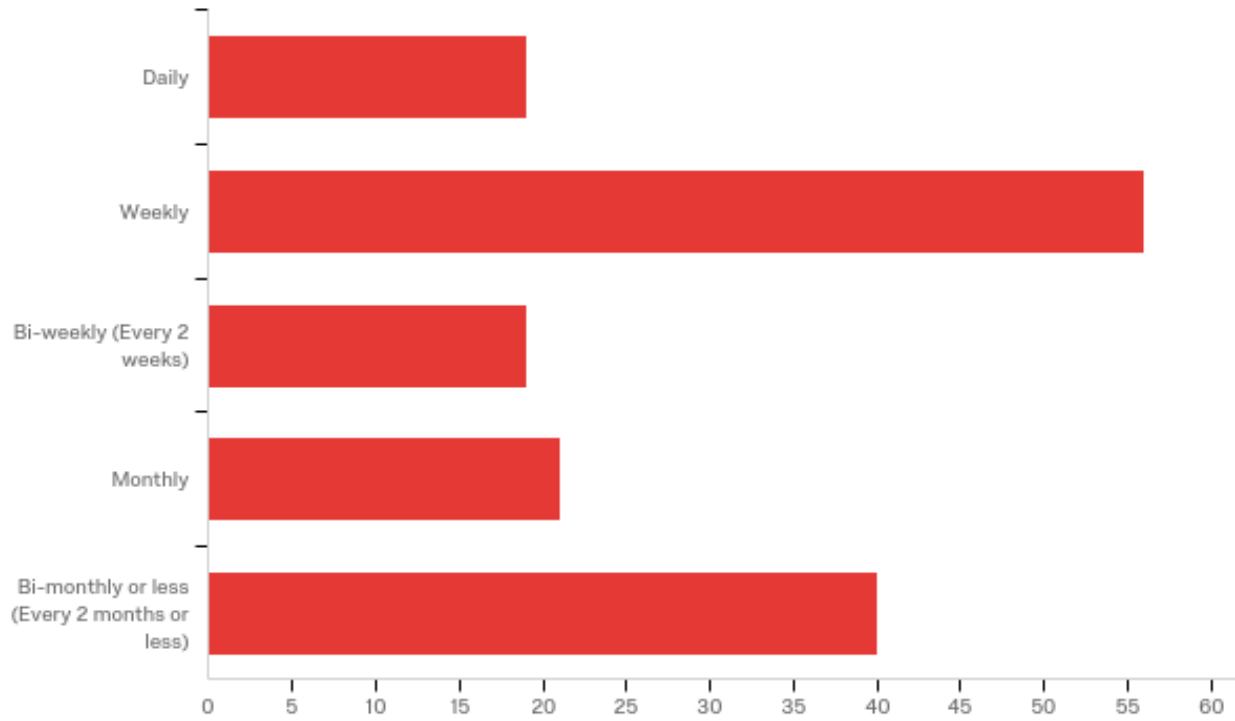
#	Answer	%	Count
1	Yes	78.89%	142
2	No	21.11%	38
	Total	100%	180

Q5 - How many organizations, societies, clubs, etc. - if any - have you been involved with over your time at UBC?



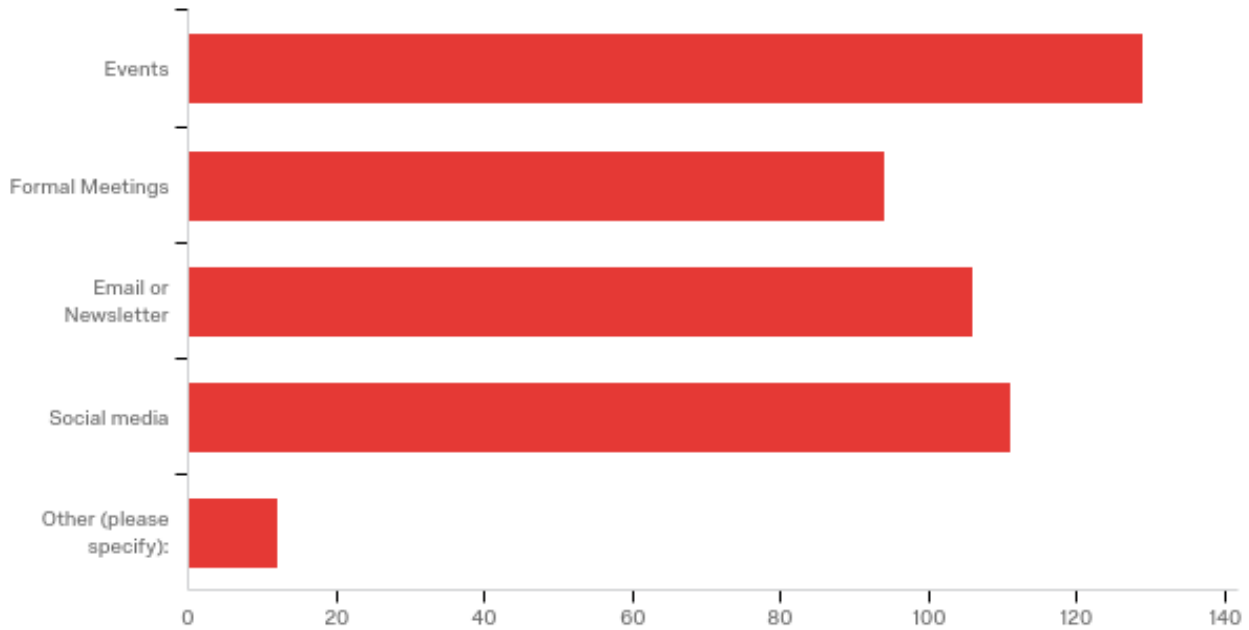
#	Answer	%	Count
1	0	20.67%	37
2	1	15.64%	28
3	2	26.26%	47
4	3	16.76%	30
5	4	7.26%	13
6	5 or more	13.41%	24
	Total	100%	179

Q6 - How often do you engage with these organizations in a formal capacity?



#	Answer	%	Count
1	Daily	12.26%	19
2	Weekly	36.13%	56
3	Bi-weekly (Every 2 weeks)	12.26%	19
4	Monthly	13.55%	21
5	Bi-monthly or less (Every 2 months or less)	25.81%	40
	Total	100%	155

Q7 - How do you engage with these organizations? (Check all that apply)



#	Answer	%	Count
1	Events	28.54%	129
2	Formal Meetings	20.80%	94
5	Email or Newsletter	23.45%	106
3	Social media	24.56%	111
4	Other (please specify):	2.65%	12
	Total	100%	452

Q7_4_TEXT - Other (please specify):

Other (please specify): - Text

I dont

Volunteering

I volunteer for some studies at UBC, but my main interest is the great shows at the Morris & Helen Belkin Art Gallery

pizza

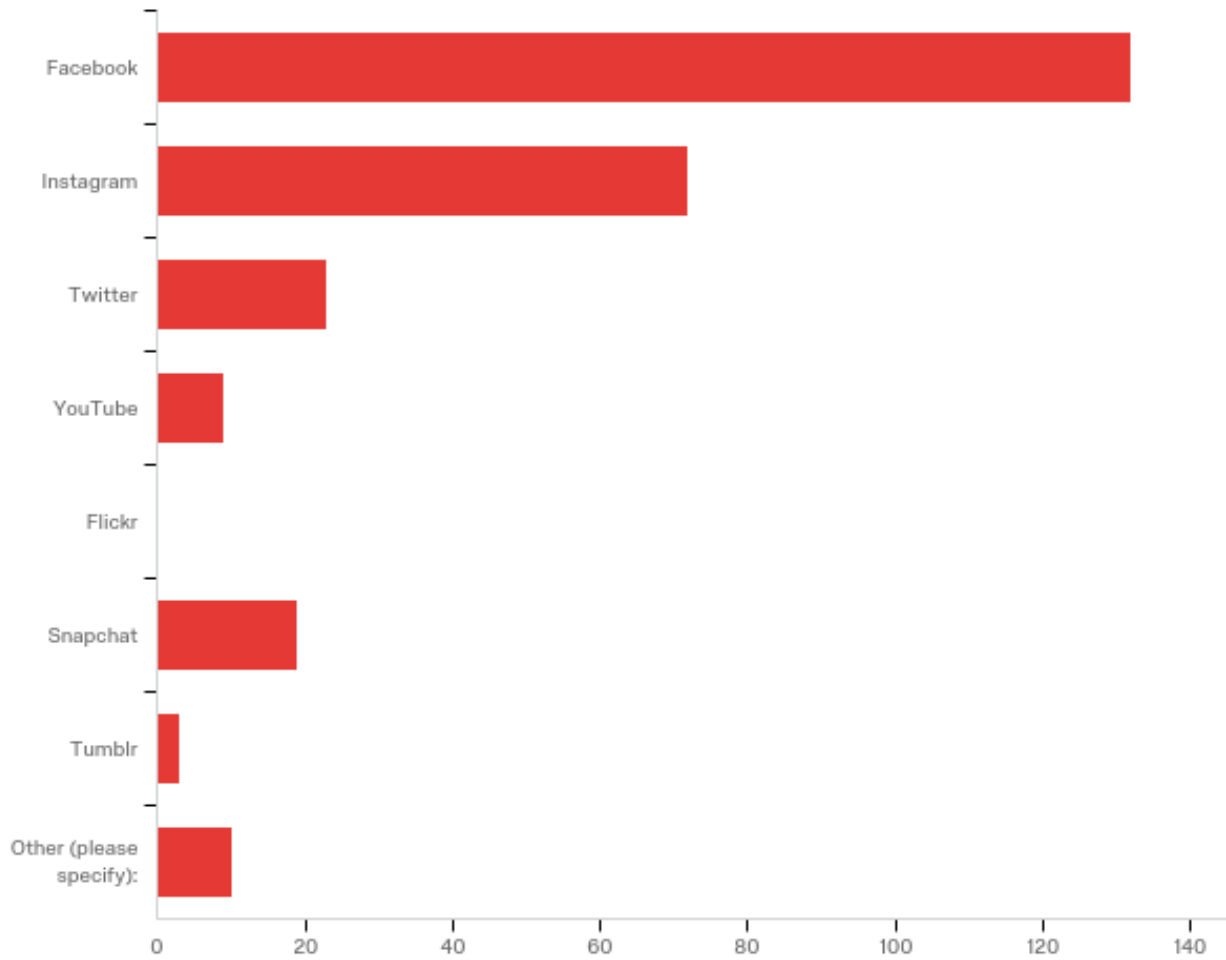
i don't

Casual meetings

Training/Practices

no

**Q8 - Which social media platforms do you use to engage with these organizations?
(Check all that apply)**



#	Answer	%	Count
1	Facebook	49.25%	132
2	Instagram	26.87%	72
3	Twitter	8.58%	23
9	YouTube	3.36%	9
4	Flickr	0.00%	0
8	Snapchat	7.09%	19
5	Tumblr	1.12%	3
7	Other (please specify):	3.73%	10

Total

100%

268

Q8_7_TEXT - Other (please specify):

Other (please specify): - Text

I dont

email

List serve

podcasts

emalil

Listserv

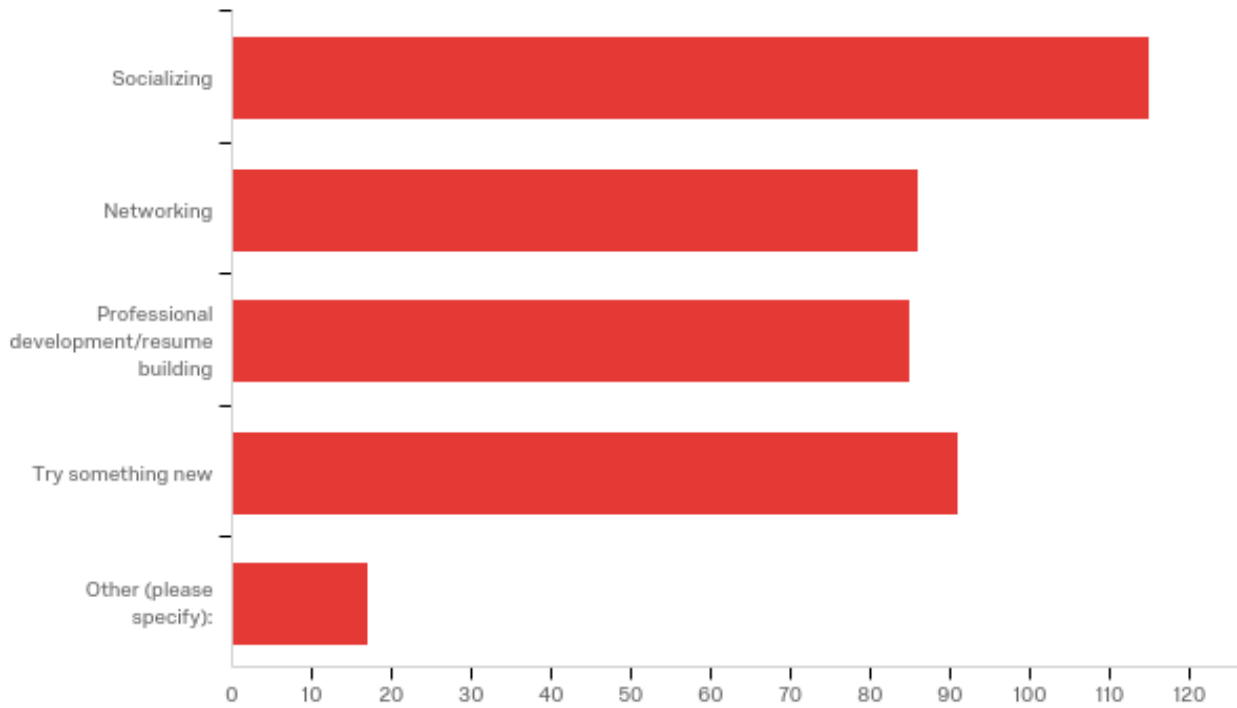
slack

Slack

Slack

I use Facebook occasionally to engage but mostly Instagram

Q9 - For what reasons did/do you choose to engage with these groups? (Check all the apply)



#	Answer	%	Count
1	Socializing	29.19%	115
2	Networking	21.83%	86
3	Professional development/resume building	21.57%	85
4	Try something new	23.10%	91
5	Other (please specify):	4.31%	17
	Total	100%	394

Other (please specify):

Other (please specify): - Text

I didnt

learn something

Special interest

Interest

Information on campus events

donating

I like theatre and film so

To effect positive change on campus.

Interest

Event updates

Self-care, wellbeing

-

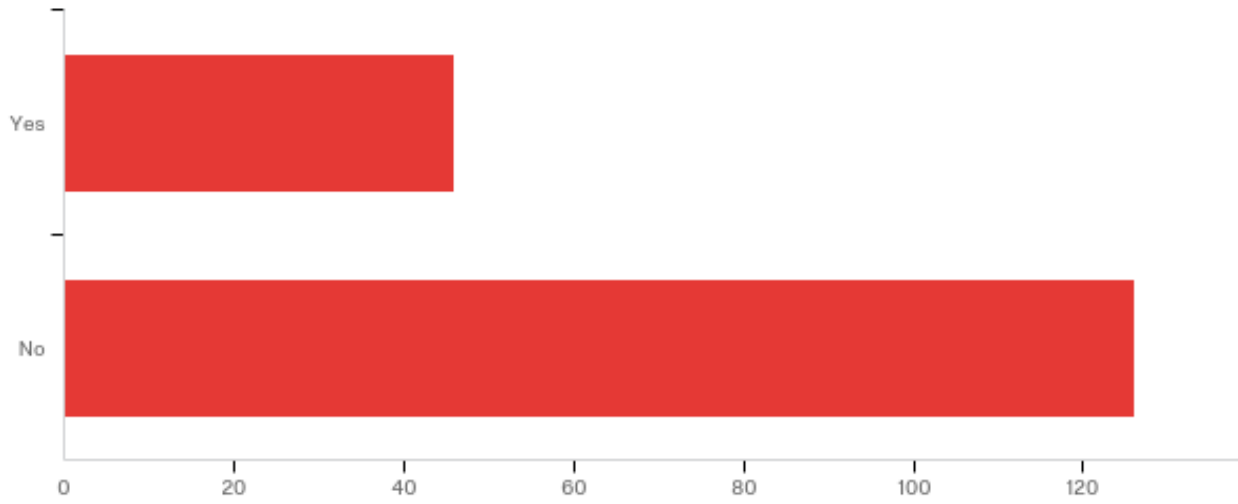
Staying active

Maintain active lifestyle

no

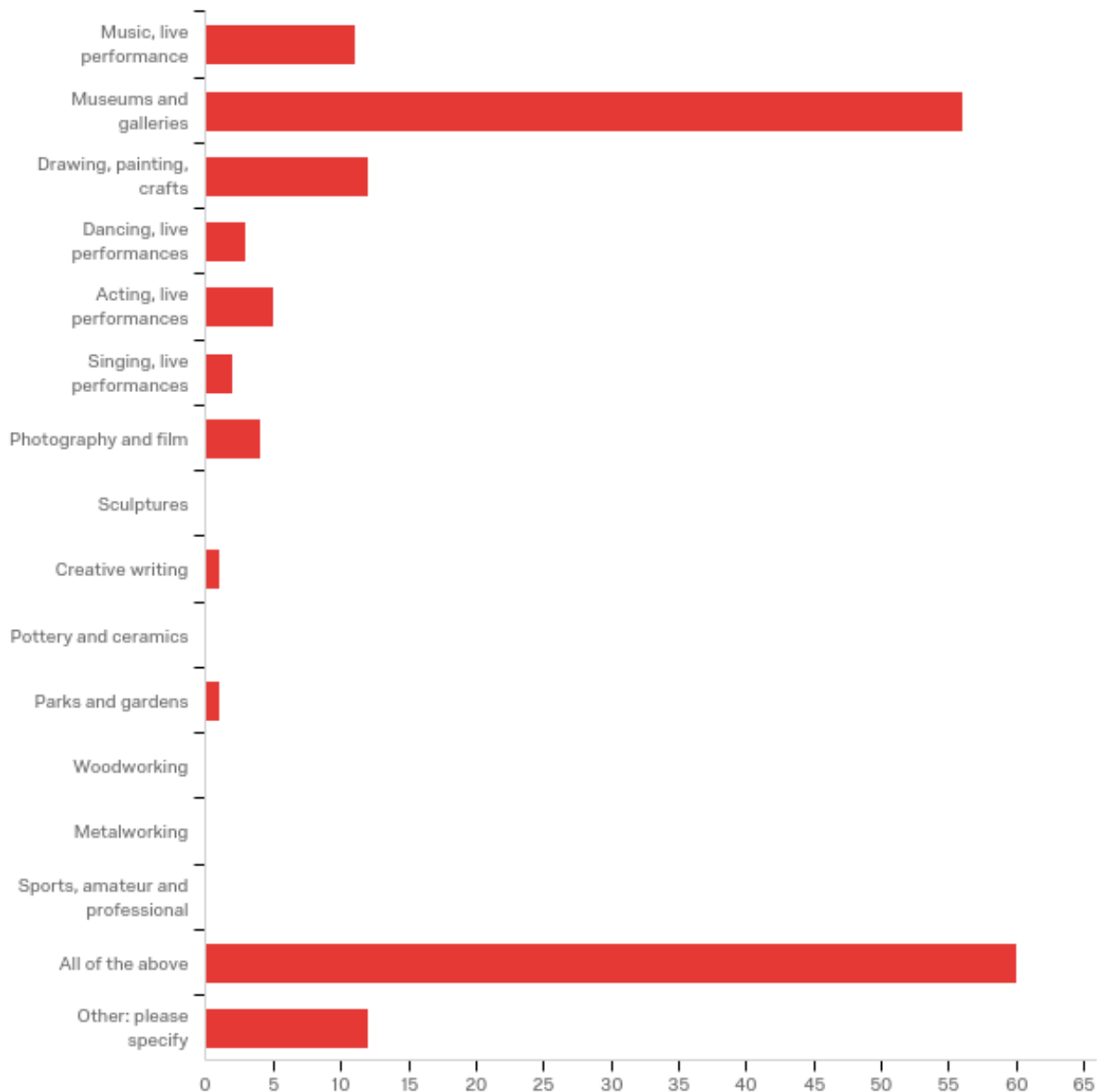
To promote & encourage them

Q10 - Do you associate with or participate in any performing/visual arts groups?



#	Answer	%	Count
1	Yes	26.74%	46
3	No	73.26%	126
	Total	100%	172

Q11 - When thinking broadly about the terms "art" and "culture", which of the following do you most think often?



#	Answer	%	Count
1	Music, live performance	6.59%	11
2	Museums and galleries	33.53%	56
3	Drawing, painting, crafts	7.19%	12
4	Dancing, live performances	1.80%	3

5	Acting, live performances	2.99%	5
6	Singing, live performances	1.20%	2
7	Photography and film	2.40%	4
8	Sculptures	0.00%	0
9	Creative writing	0.60%	1
10	Pottery and ceramics	0.00%	0
11	Parks and gardens	0.60%	1
12	Woodworking	0.00%	0
13	Metalworking	0.00%	0
14	Sports, amateur and professional	0.00%	0
15	All of the above	35.93%	60
17	Other: please specify	7.19%	12
	Total	100%	167

Other: please specify

Other: please specify - Text

all of the above, except the last six.

All above except sports

All except: parks, gardens, and sports

All of the above, except sports

Visual arts and music culture

Some of the above

I would say All of the above and more add science

Why cant i choose several

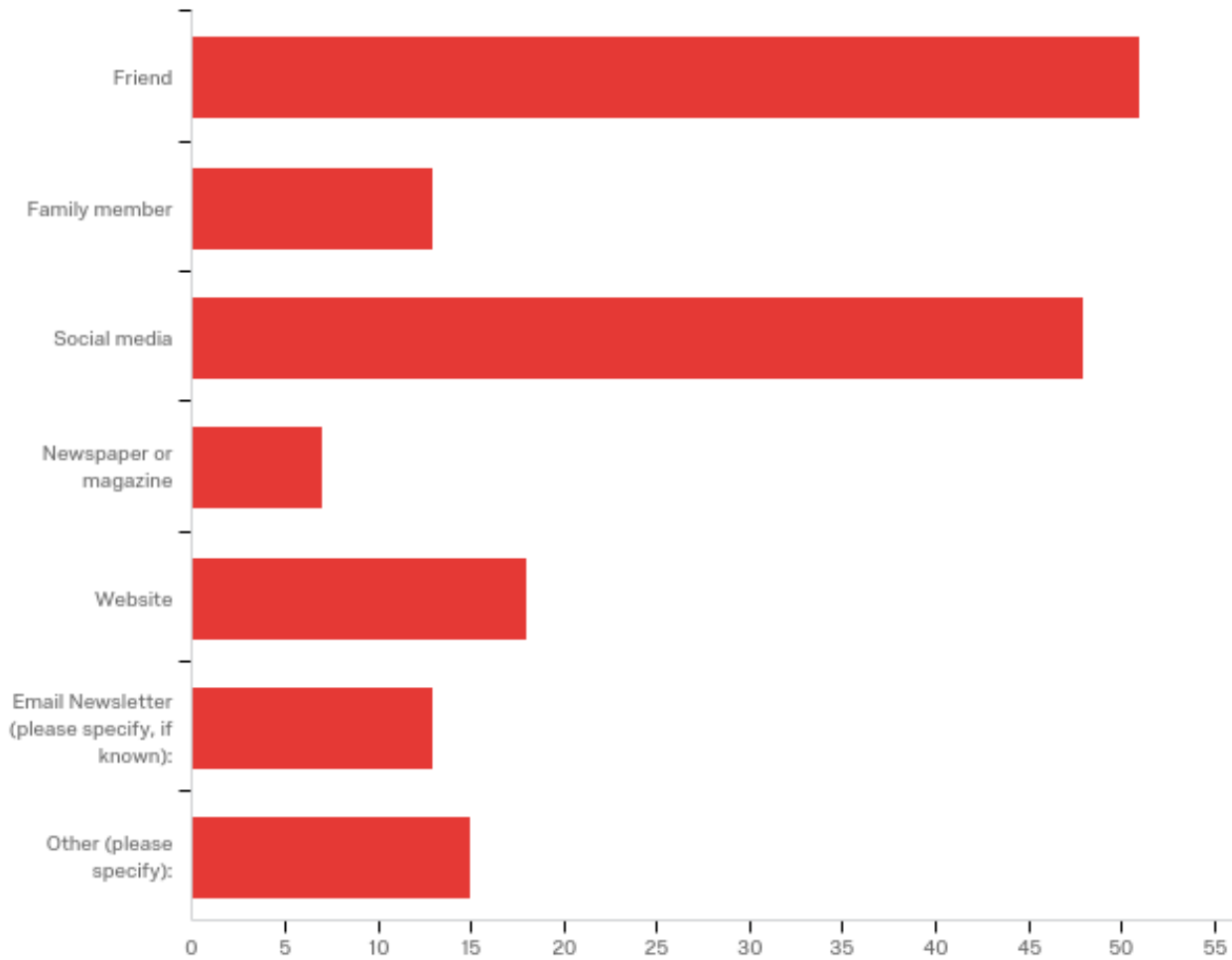
I do not think of culture or art using exclusionary categories

All of the above, but parks/gardens and sports to a lesser degree if we're talking about arts and culture together

Some of the above

Performing and visual arts as well as cultural celebrations/traditions

**Q12 - Thinking back to the last time you engaged with an art gallery or museum:
how did you hear about the place you visited?**



#	Answer	%	Count
1	Friend	30.91%	51
2	Family member	7.88%	13
3	Social media	29.09%	48
4	Newspaper or magazine	4.24%	7
5	Website	10.91%	18
7	Email Newsletter (please specify, if known):	7.88%	13
6	Other (please specify):	9.09%	15
	Total	100%	165

Email Newsletter (please specify, if known):

Email Newsletter (please specify, if known): - Text

tourism challenge

your newsletter

instant coffee

Instant Coffee

Belkin Gallery

DMCBH newsletter

Classroom

Other (please specify):

Other (please specify): - Text

school

I was on a school trip. We learnt about it in class.

Class

Word of mouth/well known

Posters! In Rez, sides of buses, streets.

went there in my own accord

friend. but by the time I get to an event, I usually hear about it from several places.

I knew of its existence.

School

a must see during a trip abroad

For psyc 304 we had to visit belkin

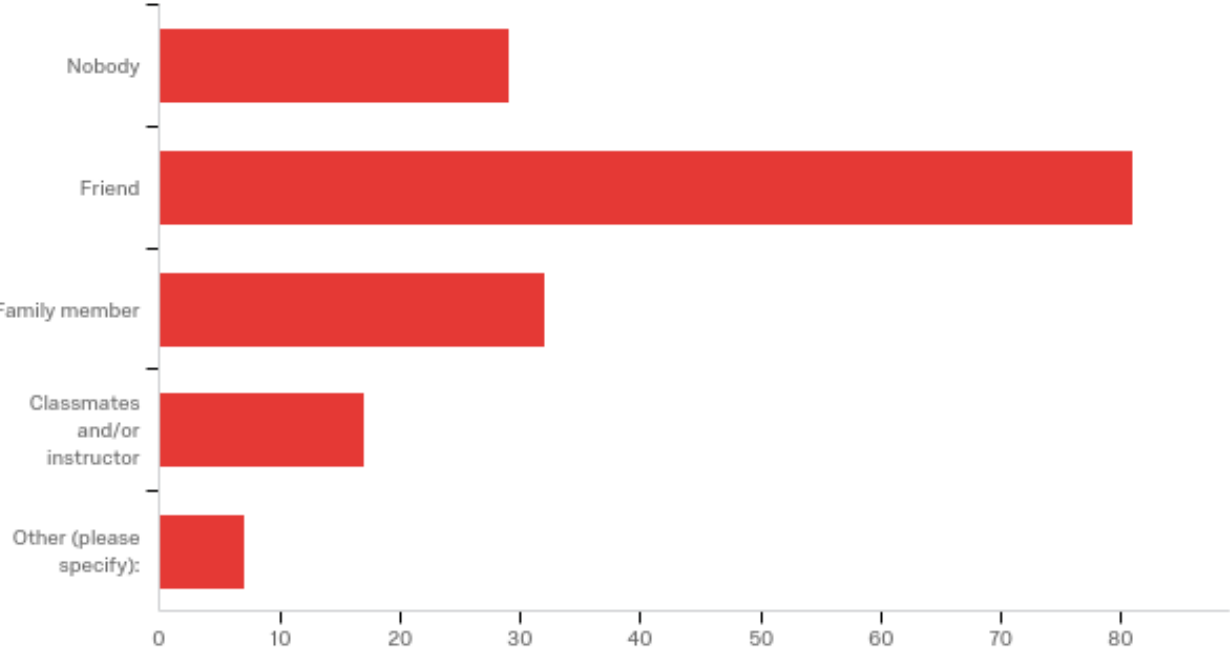
Went for work

Professor

for class - MOA

Walked by and saw it

Q13 - Thinking back to the last time you engaged with an art gallery or museum: who did you attend with?



#	Answer	%	Count
1	Nobody	17.47%	29
2	Friend	48.80%	81
3	Family member	19.28%	32
4	Classmates and/or instructor	10.24%	17
5	Other (please specify):	4.22%	7
	Total	100%	166

Other (please specify):

Other (please specify): - Text

Colleagues and students

Family member and colleague

Partner

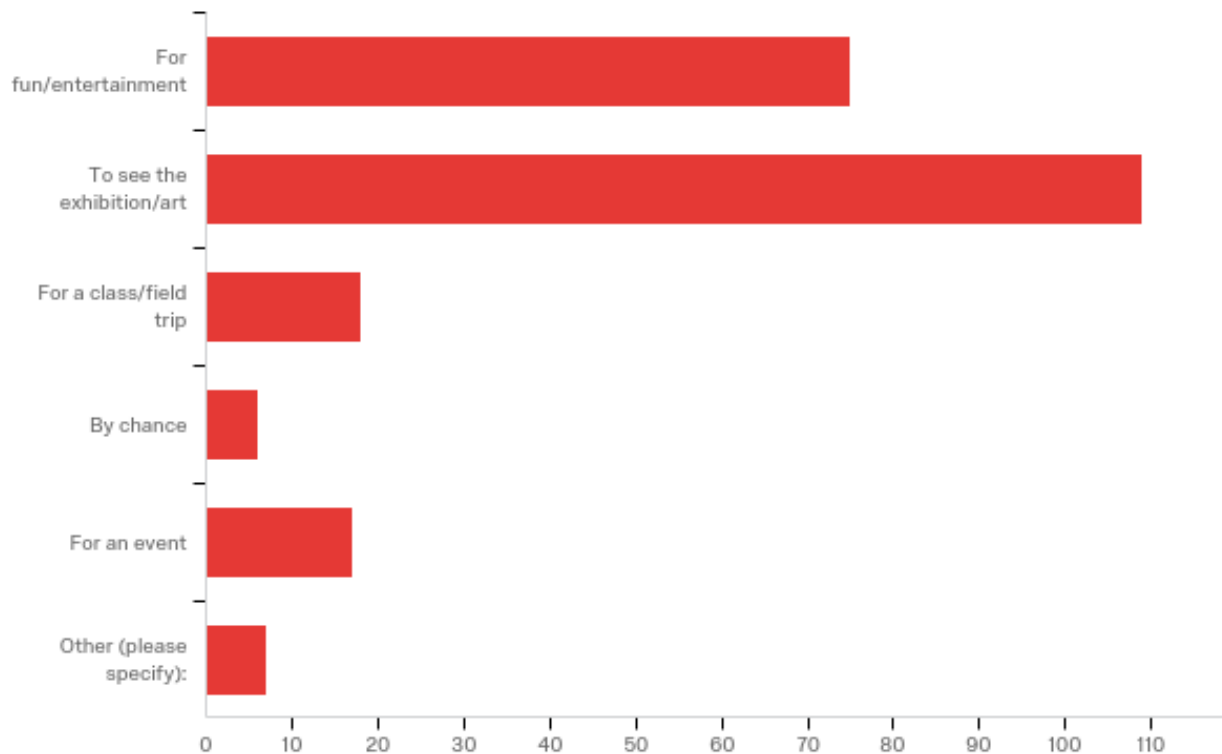
Colleagues and summer camp students

Significant Other

My partner

work friends

Q14 - Thinking back to the last time you engaged with an art gallery or museum: for what reasons did you attend the gallery or museum? (Check all that apply)



#	Answer	%	Count
1	For fun/entertainment	32.33%	75
6	To see the exhibition/art	46.98%	109
2	For a class/field trip	7.76%	18
3	By chance	2.59%	6
4	For an event	7.33%	17
5	Other (please specify):	3.02%	7
	Total	100%	232

Other (please specify):

Other (please specify): - Text

Family was going

To think about the artwork, to better understand how our culture currently thinks of what it means to be a person

Site seeing

Work

To support the artist

Intrigued by the exhibition and what I might learn also as an event - opening night

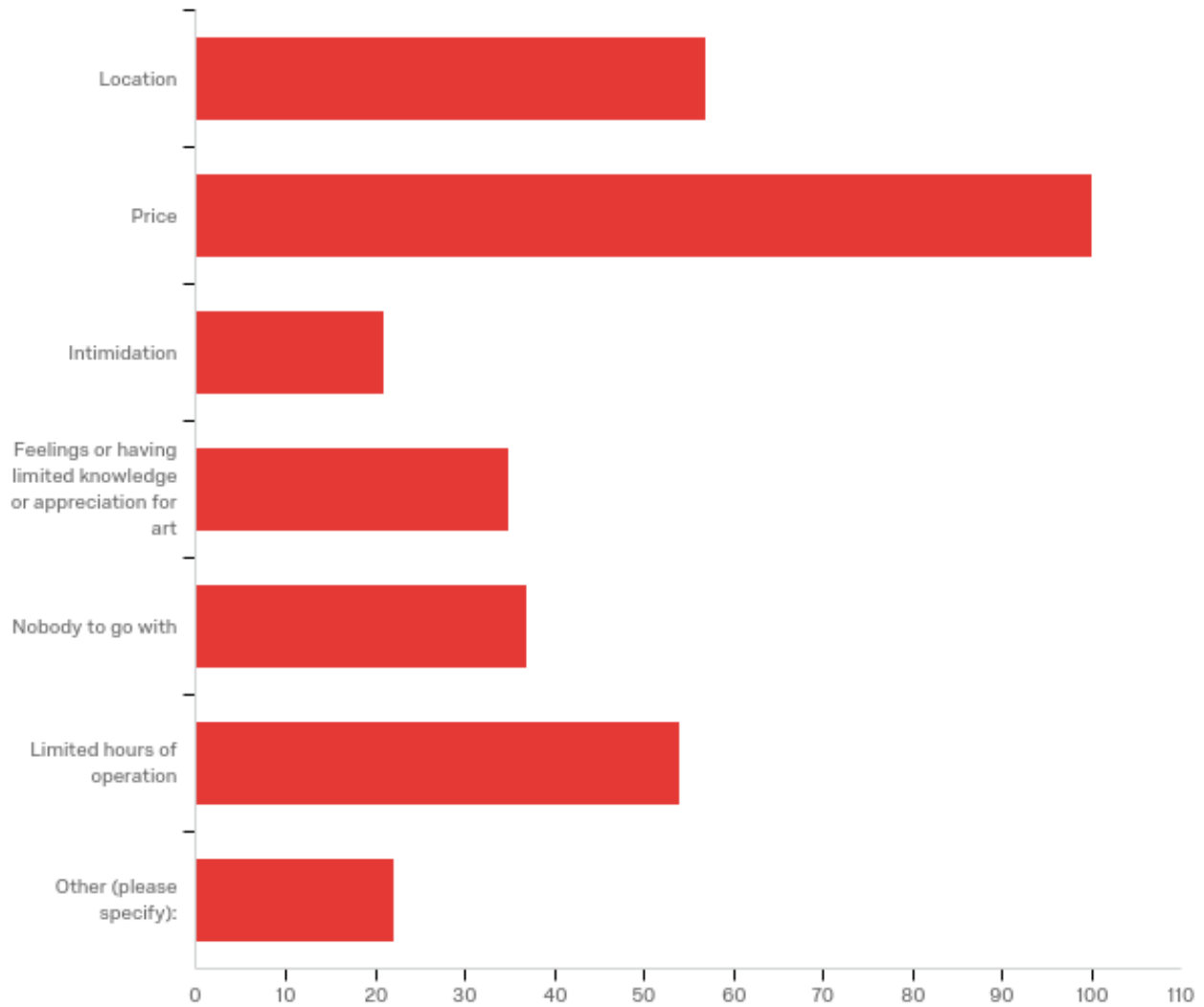
Q15 - Please rate the extent to which of the following statements support or explain your decision to engage with art galleries.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I want to be entertained	0.00	10.00	5.99	2.28	5.20	148
2	I want to be inspired	0.00	10.00	7.02	2.39	5.70	152
3	I want to experience different/diverse cultures	0.00	10.00	7.17	1.93	3.72	151
4	I want to do something new or different	0.00	10.00	6.73	2.12	4.52	150
5	I want to learn	0.00	10.00	7.49	2.38	5.64	152
6	I want a more affordable form of entertainment	0.00	10.00	5.38	3.05	9.33	143
7	I want to escape from everyday life	0.00	10.00	4.48	3.15	9.93	139
8	I want to dabble in the arts	0.00	10.00	4.77	3.04	9.22	138
9	I want to meet up-and coming artists	0.00	10.00	3.77	2.81	7.89	128

Q16 - Please rate the extent to which each of the following would motivate you to engage MORE with art galleries.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Free or discounted tickets	1.00	10.00	8.53	2.14	4.56	152
2	More convenient venues	0.00	10.00	6.80	2.61	6.84	148
3	More availability on dates/times that work with my schedule	0.00	10.00	7.05	2.86	8.17	147
4	More educational value of activities/events	0.00	10.00	6.08	2.78	7.75	146
5	More historical relevance of activities/events	0.00	10.00	5.85	2.80	7.86	142

**Q17 - What barriers are preventing you from engaging with art galleries - if any?
(Check all that apply)**



#	Answer	%	Count
1	Location	17.48%	57
2	Price	30.67%	100
3	Intimidation	6.44%	21
4	Feelings or having limited knowledge or appreciation for art	10.74%	35
5	Nobody to go with	11.35%	37
6	Limited hours of operation	16.56%	54
7	Other (please specify):	6.75%	22

Other (please specify):

Other (please specify): - Text

Limited interest in exhibits

nothing available in the type of art that I'm interested in.

Very busy

My schedule is very busy

haven'y just come around to it

artists are hard to speak with, understanding that many are introverts

availability in busy student schedules

My own limited free time

i don't have much time; lots of family responsibilities and long working hours

Lack of interest

I have kids .. this eats 90% of any free time I have .. who am I kidding, this eats 98% of any free time I might have

<https://www.thestar.com/entertainment/visualarts/2017/10/03/andrew-hunter-why-i-quit-the-art-gallery-of-ontario.html>

Time! And pressures of my degree. If campus curriculum (across all levels and disciplines) engaged more with campus galleries, it would draw more students and staff and faculty.

Disinterest

Little desire

too busy schedule

Preference to do other activities during free time.

Simply forgetting when an exhibit is on and for how long

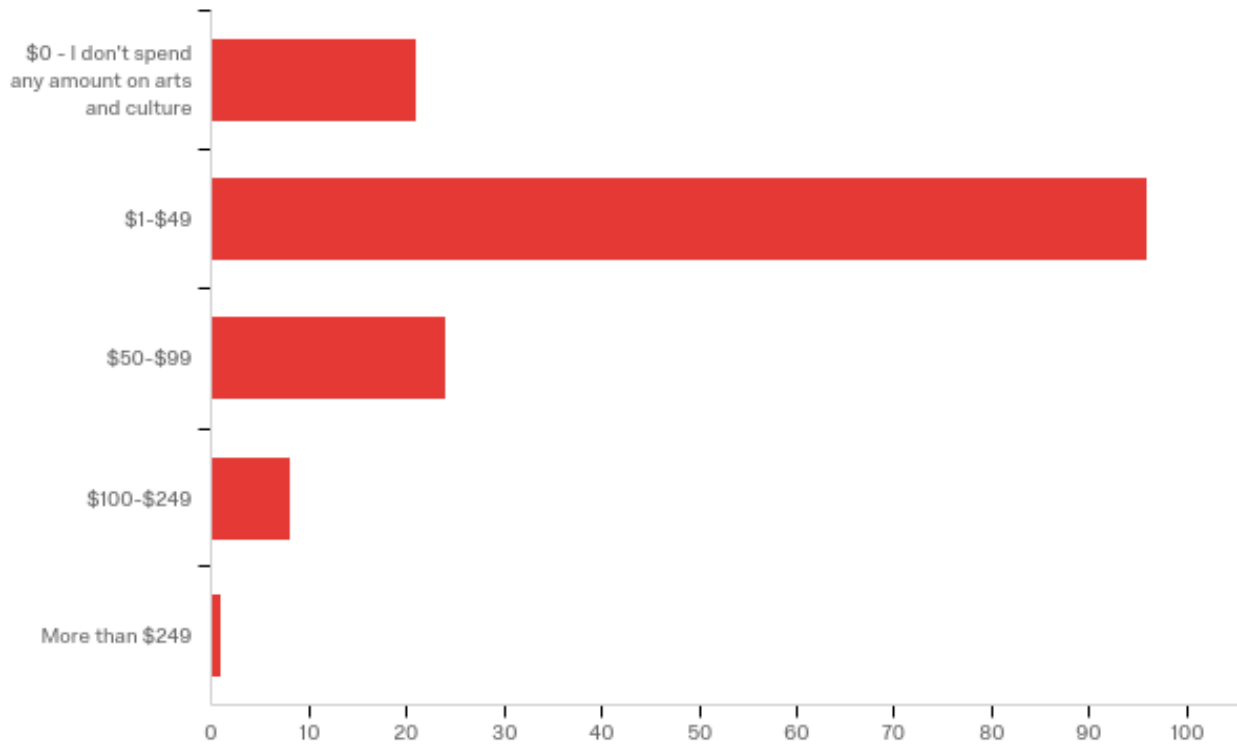
Other commitments at the same time as events

Limited free time

Don't even think about it really

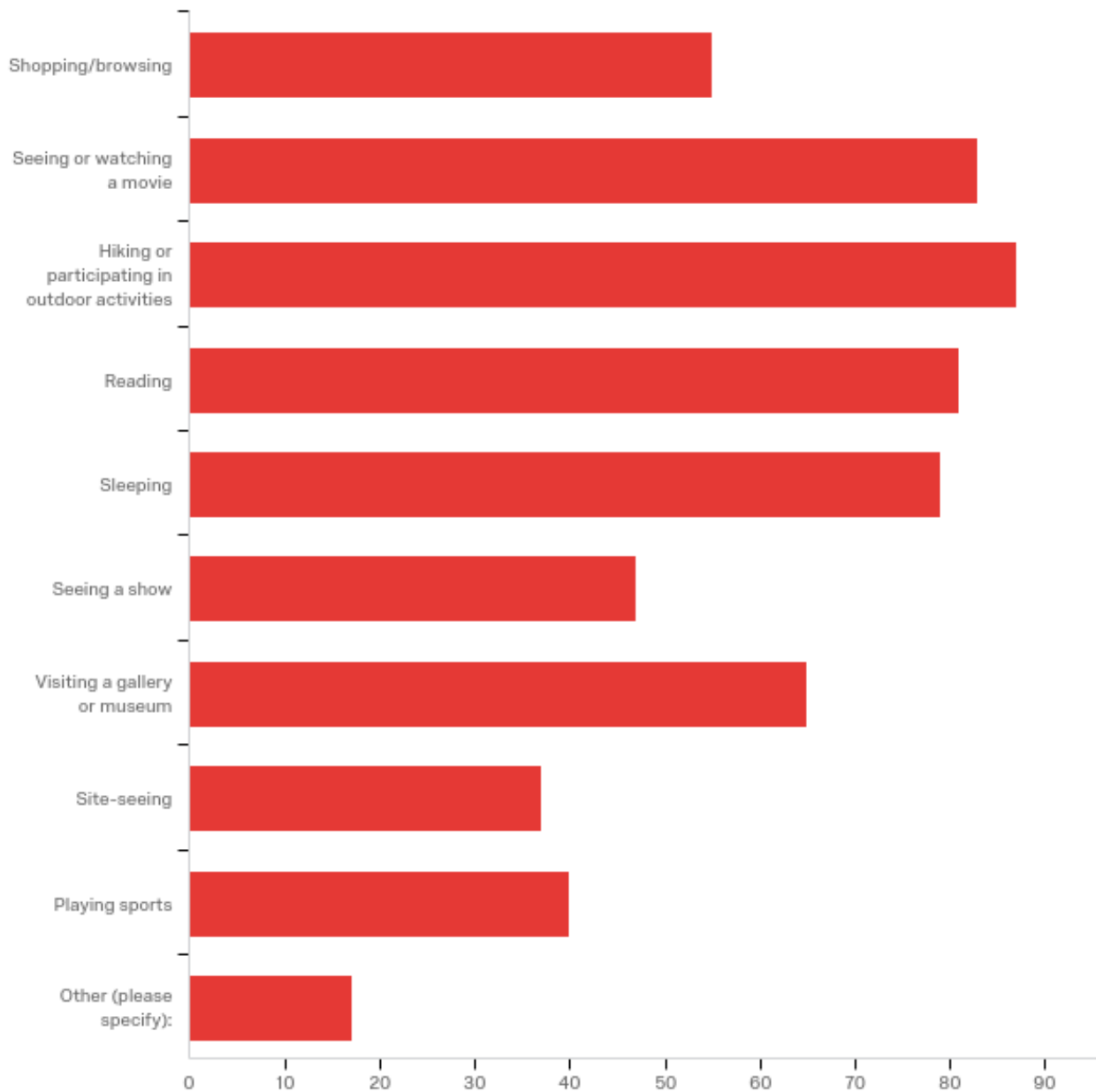
If it's not welcoming when I come in. No way to know at the door if there are tours happening that day. If the reception desk doesn't offer me a way to learn more. Sometimes I've asked the desk for info about the exhibit (AHVA) and they can't tell me a thing. Suggest I email someone.

Q18 - In a typical month, how much do you estimate you spend on arts and culture activities or events?



#	Answer	%	Count
1	\$0 - I don't spend any amount on arts and culture	14.00%	21
2	\$1-\$49	64.00%	96
3	\$50-\$99	16.00%	24
4	\$100-\$249	5.33%	8
5	More than \$249	0.67%	1
	Total	100%	150

Q19 - It's a weekend afternoon during the UBC academic year. You are deciding how to spend your free time.



#	Answer	%	Count
1	Shopping/browsing	9.31%	55
2	Seeing or watching a movie	14.04%	83
3	Hiking or participating in outdoor activities	14.72%	87
4	Reading	13.71%	81

5	Sleeping	13.37%	79
6	Seeing a show	7.95%	47
7	Visiting a gallery or museum	11.00%	65
8	Site-seeing	6.26%	37
9	Playing sports	6.77%	40
10	Other (please specify):	2.88%	17
	Total	100%	591

Other (please specify):

Other (please specify): - Text

Gaming

Going out to eat

Trying out a new restaurant

visiting family

Domestic activities (sewing, knitting, cooking, cleaning)

Bike Riding

Walking about viewing Graffiti

cleaning at home

Cooking and eating!

Writing; making art

Cycling

Staying inside and gaming like a vampire

Exercise, meditation, yoga, cleaning, hobbies, catching up on homework

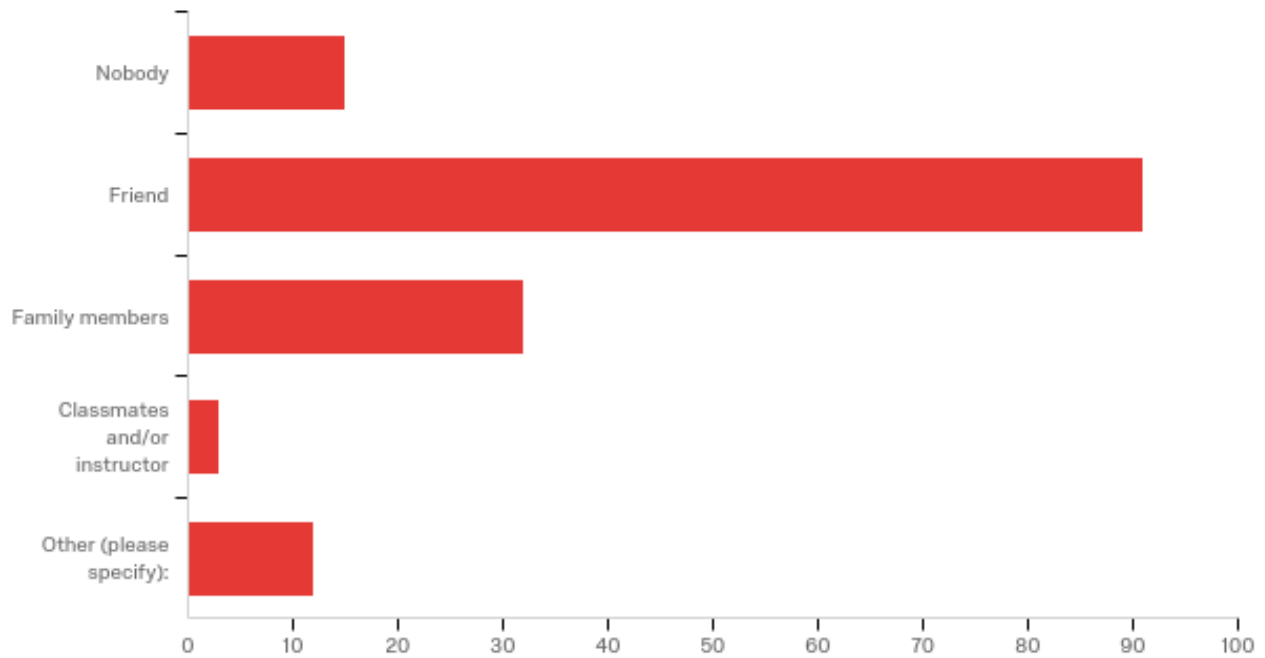
Lunch with friends

Studying

Bevving, chilling

Going for a meal

Q20 - It's a weekend afternoon during the UBC academic year. You are deciding how to spend your free time. With whom are you most likely to be spending your time?



#	Answer	%	Count
1	Nobody	9.80%	15
2	Friend	59.48%	91
3	Family members	20.92%	32
5	Classmates and/or instructor	1.96%	3
4	Other (please specify):	7.84%	12
	Total	100%	153

Q20_4_TEXT - Other (please specify):

Other (please specify): - Text

GF

Girlfriend

Romantic partner

Boyfriend

Friends and family

Partner, my cats lol

Significant other

Significant other

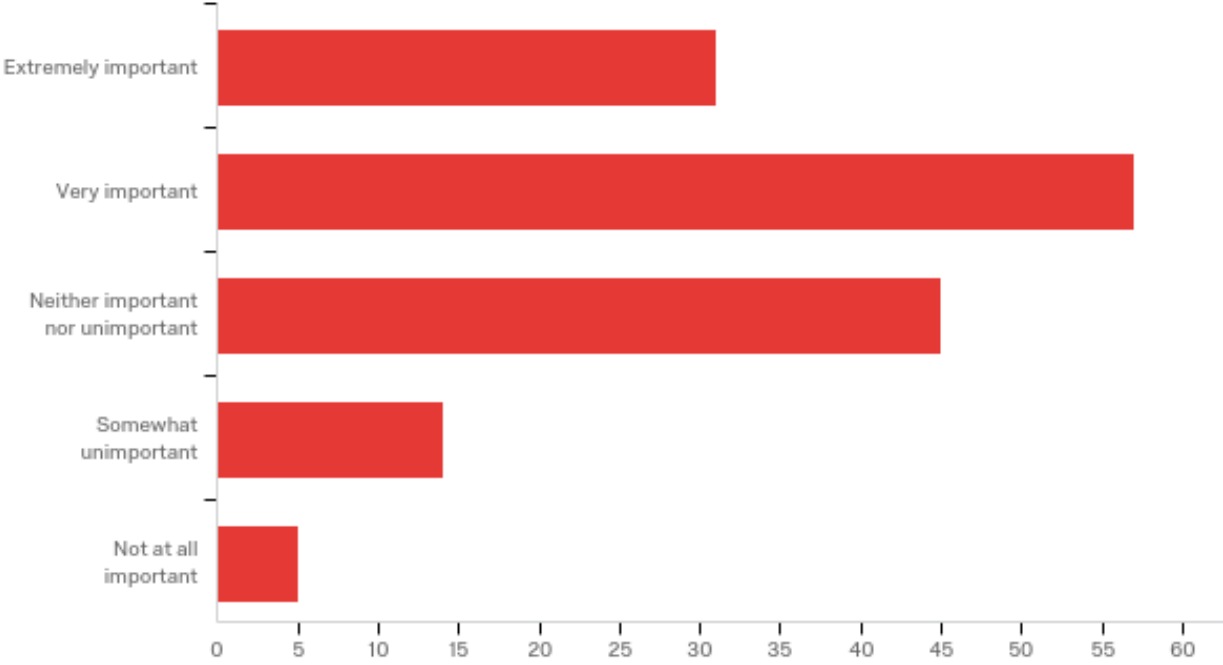
Significant other

Significant other

Significant other

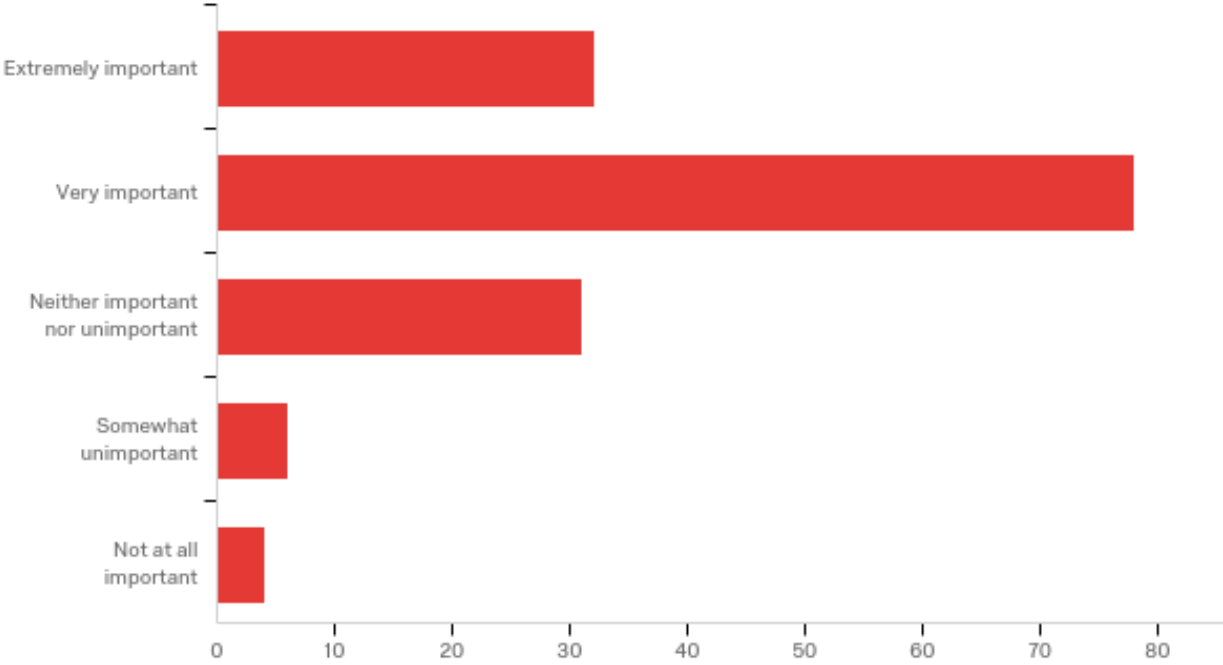
ball and chain & friends

Q21 - Overall, how important are art galleries to you?



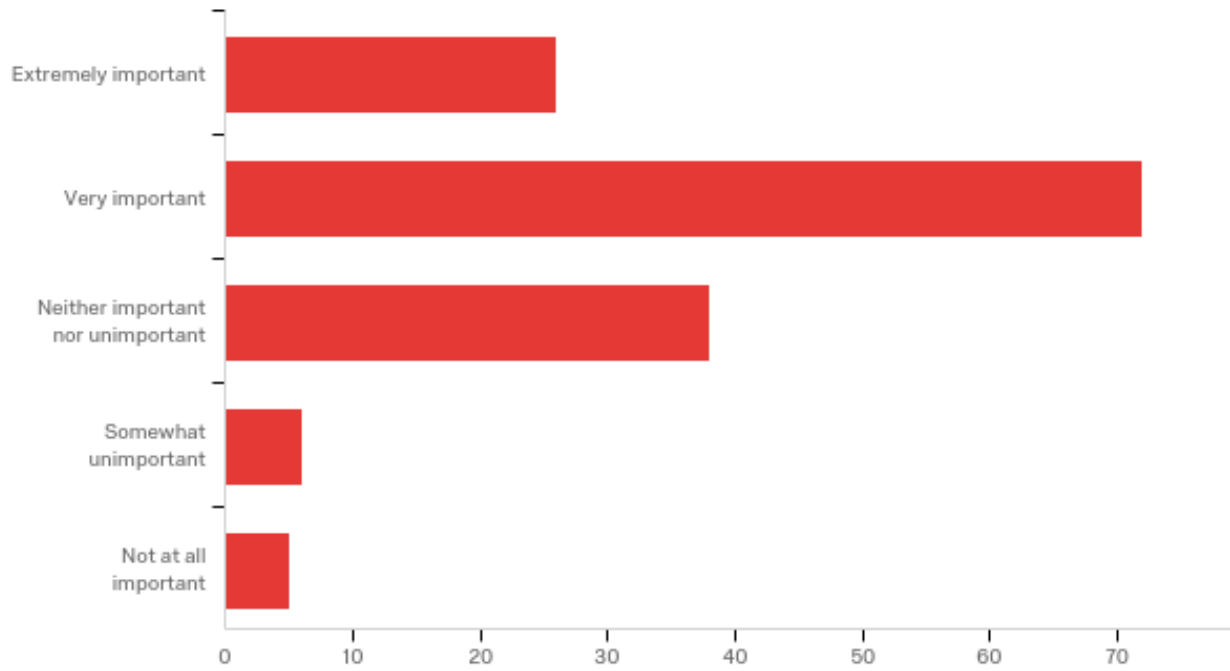
#	Answer	%	Count
1	Extremely important	20.39%	31
2	Very important	37.50%	57
3	Neither important nor unimportant	29.61%	45
4	Somewhat unimportant	9.21%	14
5	Not at all important	3.29%	5
	Total	100%	152

Q22 - Overall, how important is the subject matter of the art or exhibit at an art gallery?



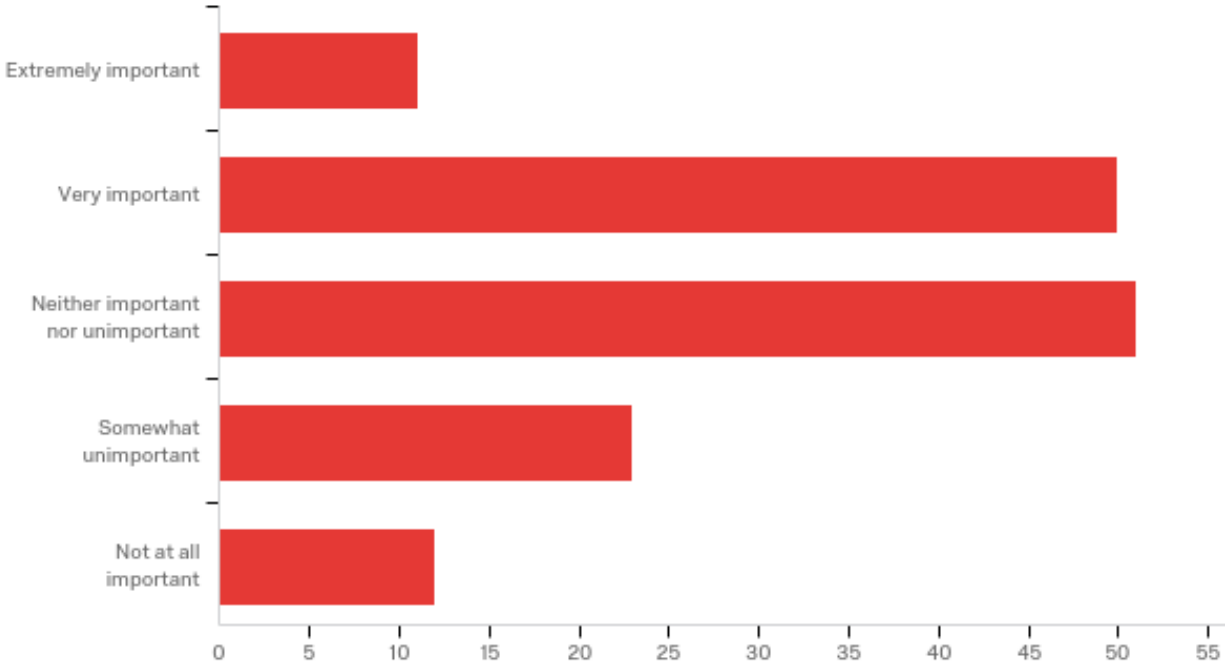
#	Answer	%	Count
1	Extremely important	21.19%	32
2	Very important	51.66%	78
3	Neither important nor unimportant	20.53%	31
4	Somewhat unimportant	3.97%	6
5	Not at all important	2.65%	4
	Total	100%	151

Q23 - Overall, how important is the space/building/setting to your art gallery experience?



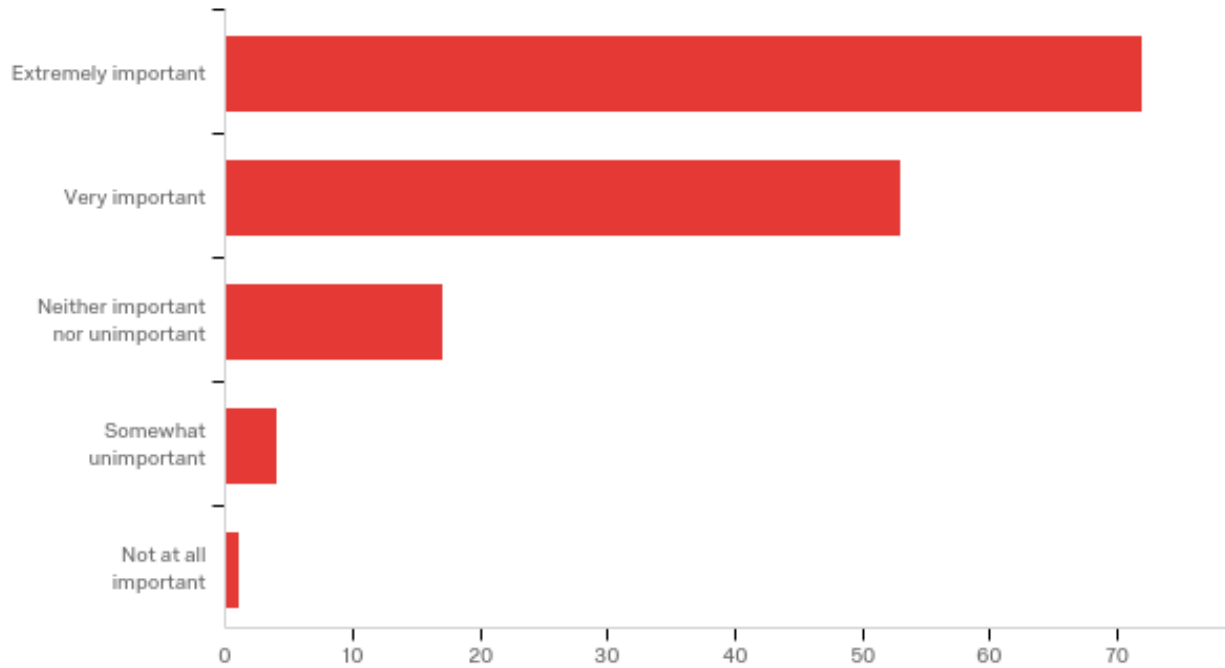
#	Answer	%	Count
1	Extremely important	17.69%	26
2	Very important	48.98%	72
3	Neither important nor unimportant	25.85%	38
4	Somewhat unimportant	4.08%	6
5	Not at all important	3.40%	5
	Total	100%	147

Q24 - Overall, how important is social media in influencing your decision to engage with art galleries?



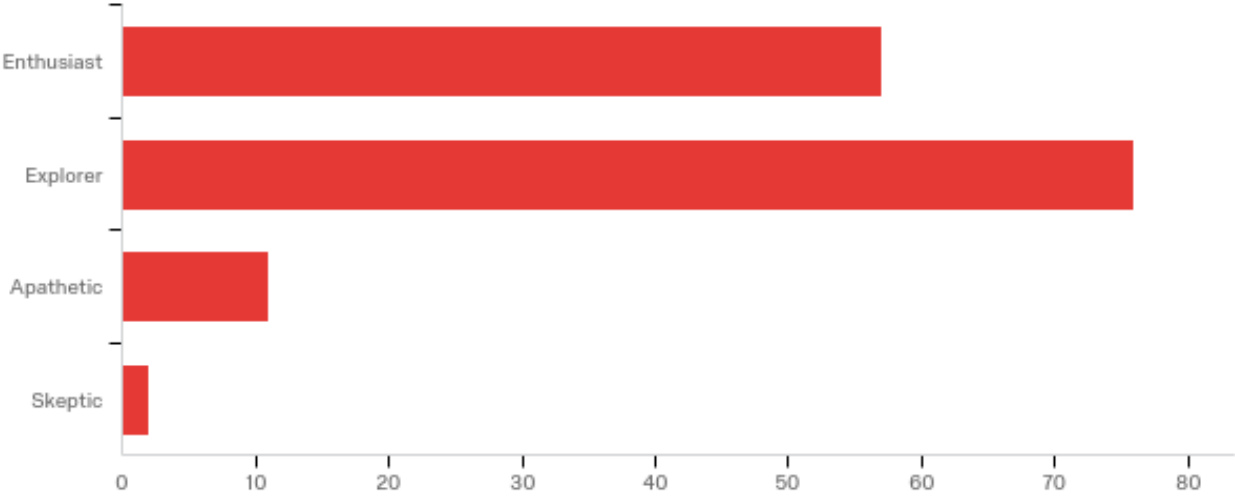
#	Answer	%	Count
1	Extremely important	7.48%	11
2	Very important	34.01%	50
3	Neither important nor unimportant	34.69%	51
4	Somewhat unimportant	15.65%	23
5	Not at all important	8.16%	12
	Total	100%	147

Q25 - Overall, how important is arts and culture to you?



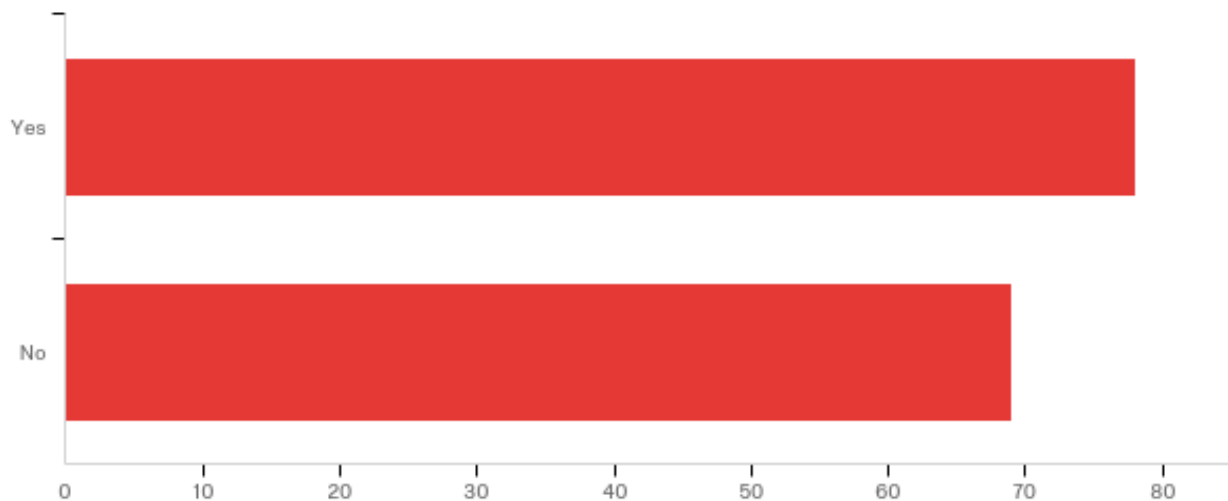
#	Answer	%	Count
1	Extremely important	48.98%	72
2	Very important	36.05%	53
3	Neither important nor unimportant	11.56%	17
4	Somewhat unimportant	2.72%	4
5	Not at all important	0.68%	1
	Total	100%	147

Q26 - Which of the following words do you feel describes your attitude towards arts and culture?



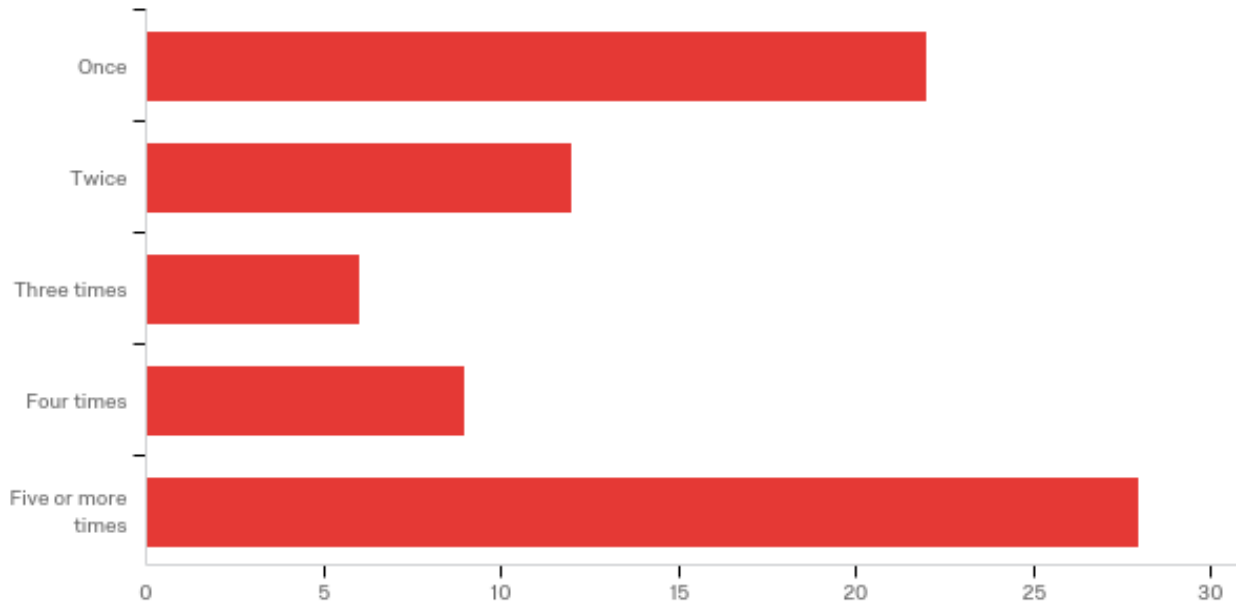
#	Answer	%	Count
1	Enthusiast	39.04%	57
2	Explorer	52.05%	76
3	Apathetic	7.53%	11
4	Skeptic	1.37%	2
	Total	100%	146

Q27 - Have you visited the Morris and Helen Belkin Gallery?



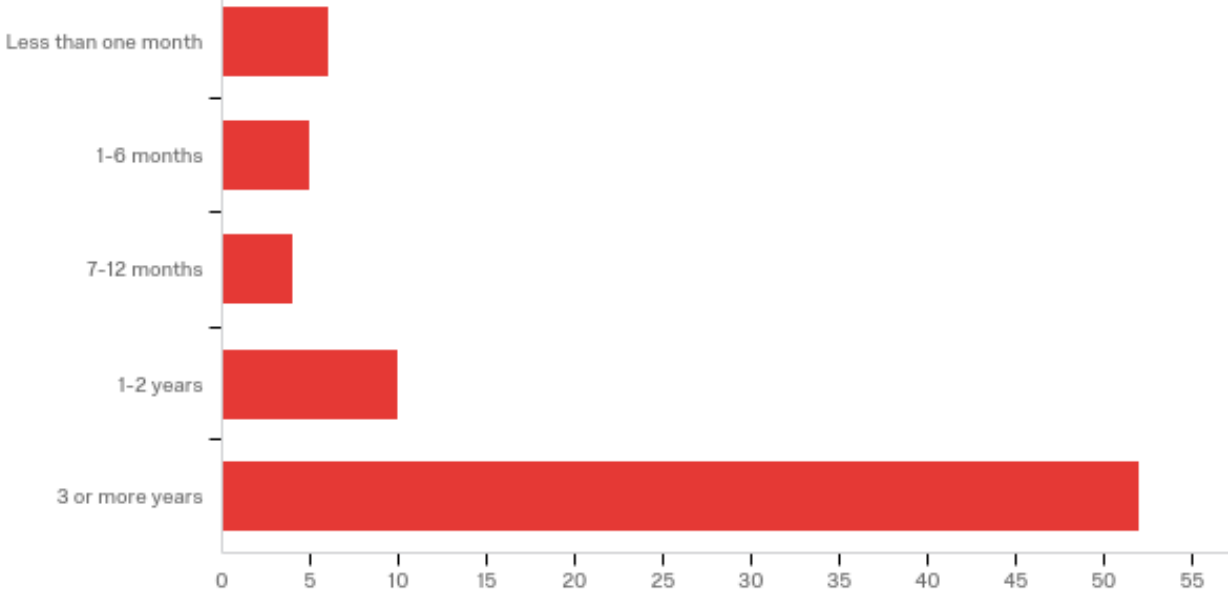
#	Answer	%	Count
1	Yes	53.06%	78
2	No	46.94%	69
	Total	100%	147

Q28 - How many times have you visited the Belkin?



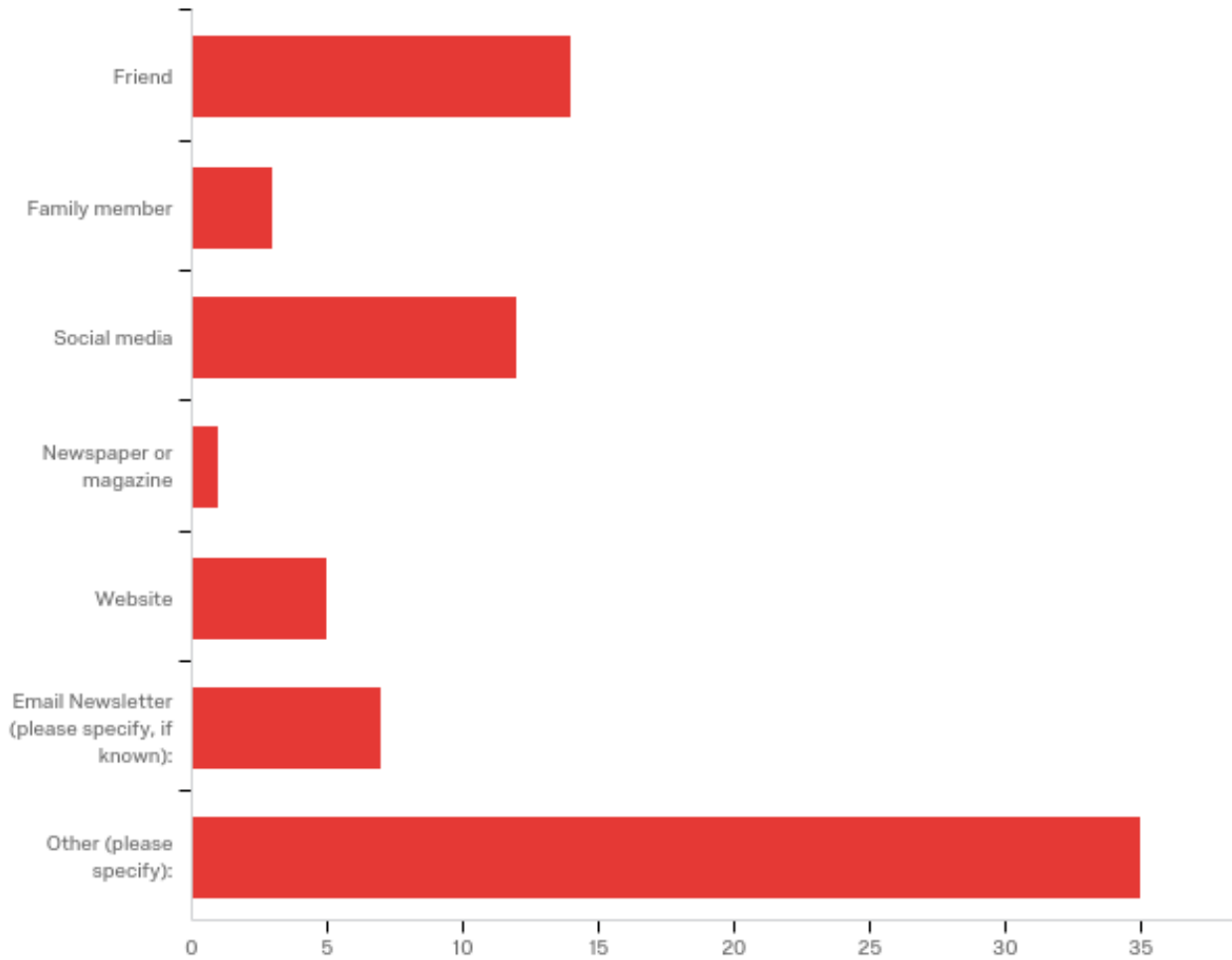
#	Answer	%	Count
1	Once	28.57%	22
2	Twice	15.58%	12
3	Three times	7.79%	6
4	Four times	11.69%	9
5	Five or more times	36.36%	28
	Total	100%	77

Q29 - How long have you known about Belkin?



#	Answer	%	Count
1	Less than one month	7.79%	6
2	1-6 months	6.49%	5
3	7-12 months	5.19%	4
4	1-2 years	12.99%	10
5	3 or more years	67.53%	52
	Total	100%	77

Q30 - How did you hear about the Belkin?



#	Answer	%	Count
1	Friend	18.18%	14
2	Family member	3.90%	3
3	Social media	15.58%	12
4	Newspaper or magazine	1.30%	1
5	Website	6.49%	5
7	Email Newsletter (please specify, if known):	9.09%	7
6	Other (please specify):	45.45%	35
	Total	100%	77

Q30_7_TEXT - Email Newsletter (please specify, if known):

Email Newsletter (please specify, if known): - Text

Belkin newsletter

walking by

DMCBH newsletter

Instant Coffee

Professor

Q30_6_TEXT - Other (please specify):

Other (please specify): - Text

Ubc

walking around campus

Walking by

ubc

Professor

Walking past it

On the jumpstart campus tour !

i go to UBC

Orientation

Walking by

it's on campus

piano instructor

Just seen the building

Being in the AHVA department

classmate

I routinely walked by it

I walked by it.

recommended by a faculty member

Cant remember

while walking on campus

Can't remember

UBC email newsletters

Walking by

Being in UBC

It's on my walk to work!

I passed by it in person.

It's on campus

prof

Through a course at UBC

Instructor

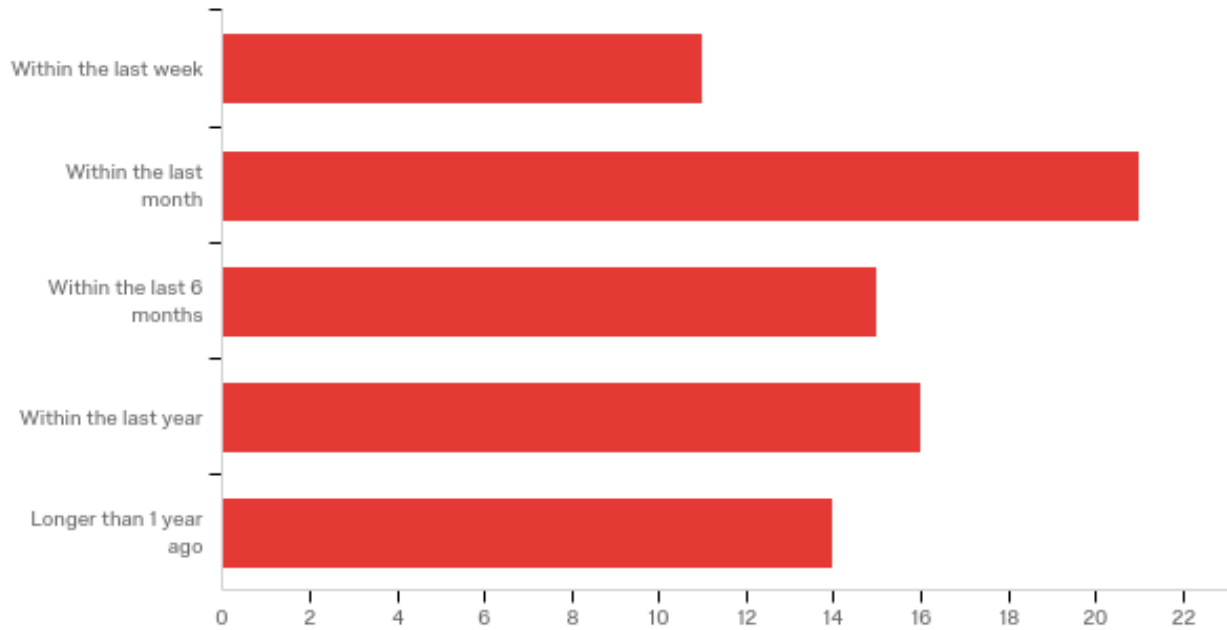
school

Through UBC (profs/maps/website)

Professor

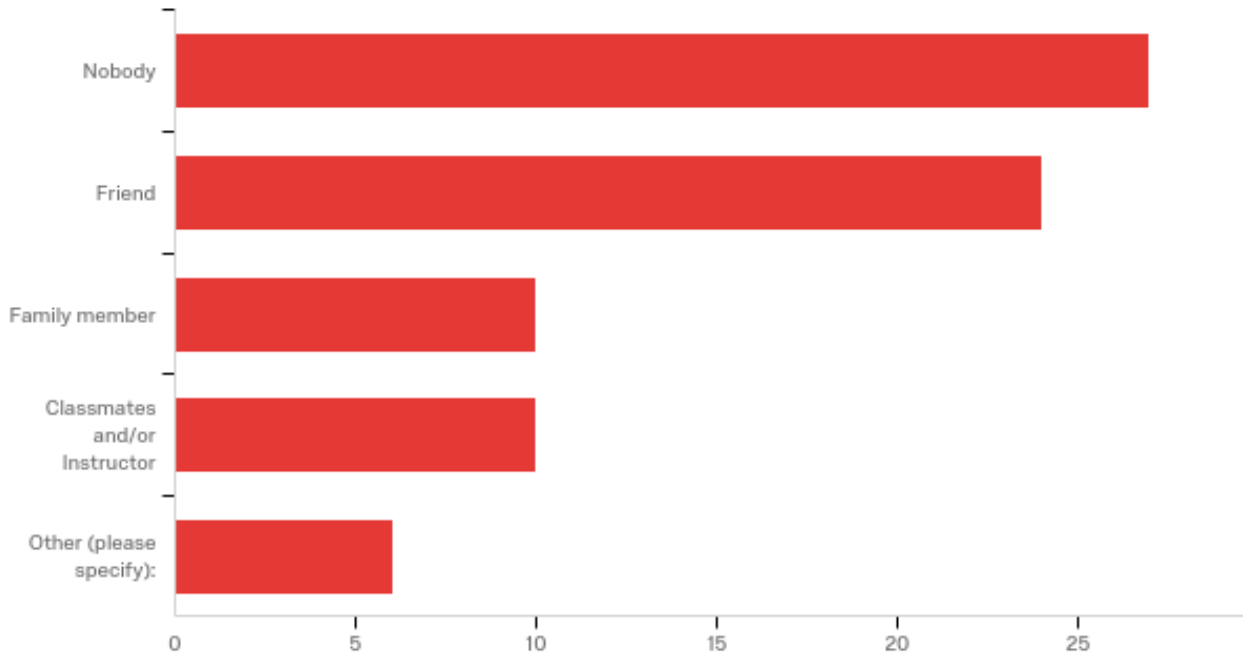
Walked by

Q31 - When did you last visit the Belkin?



#	Answer	%	Count
1	Within the last week	14.29%	11
2	Within the last month	27.27%	21
3	Within the last 6 months	19.48%	15
4	Within the last year	20.78%	16
5	Longer than 1 year ago	18.18%	14
	Total	100%	77

Q32 - Who did you attend the Belkin with?



#	Answer	%	Count
1	Nobody	35.06%	27
2	Friend	31.17%	24
3	Family member	12.99%	10
4	Classmates and/or Instructor	12.99%	10
5	Other (please specify):	7.79%	6
	Total	100%	77

Other (please specify):

Other (please specify): - Text

Romantic partner

coworkers

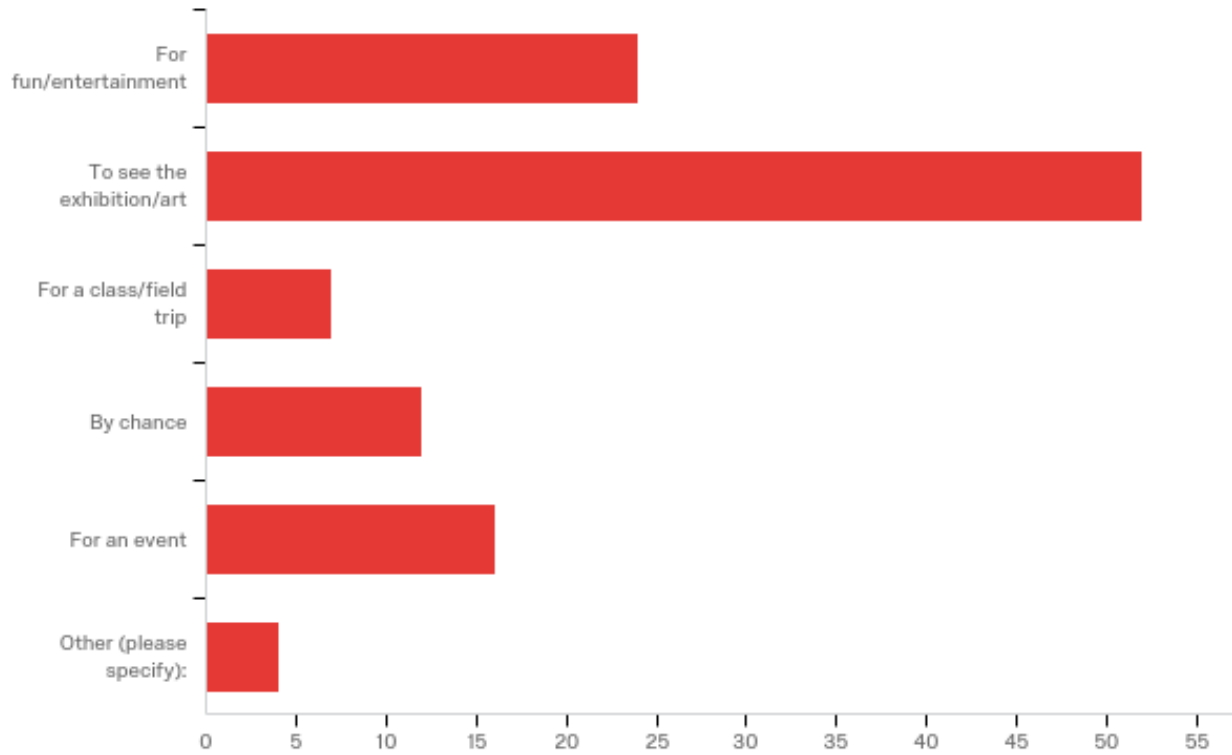
Colleagues Students

Significant other

My partner

work friends

Q33 - For what reasons did you attend the Belkin? (Check all that apply)



#	Answer	%	Count
1	For fun/entertainment	20.87%	24
6	To see the exhibition/art	45.22%	52
2	For a class/field trip	6.09%	7
3	By chance	10.43%	12
4	For an event	13.91%	16
5	Other (please specify):	3.48%	4
	Total	100%	115

Other (please specify):

Other (please specify): - Text

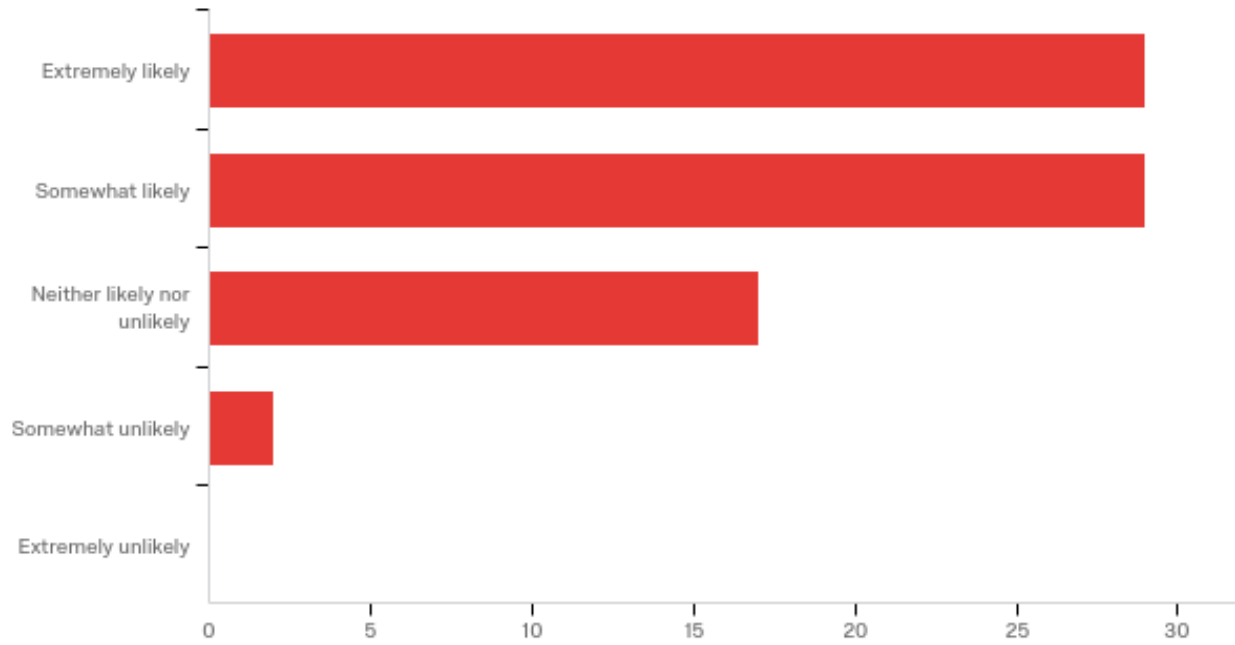
To complete a school assignment

A friend / lover wanted to take me

Psyc 304

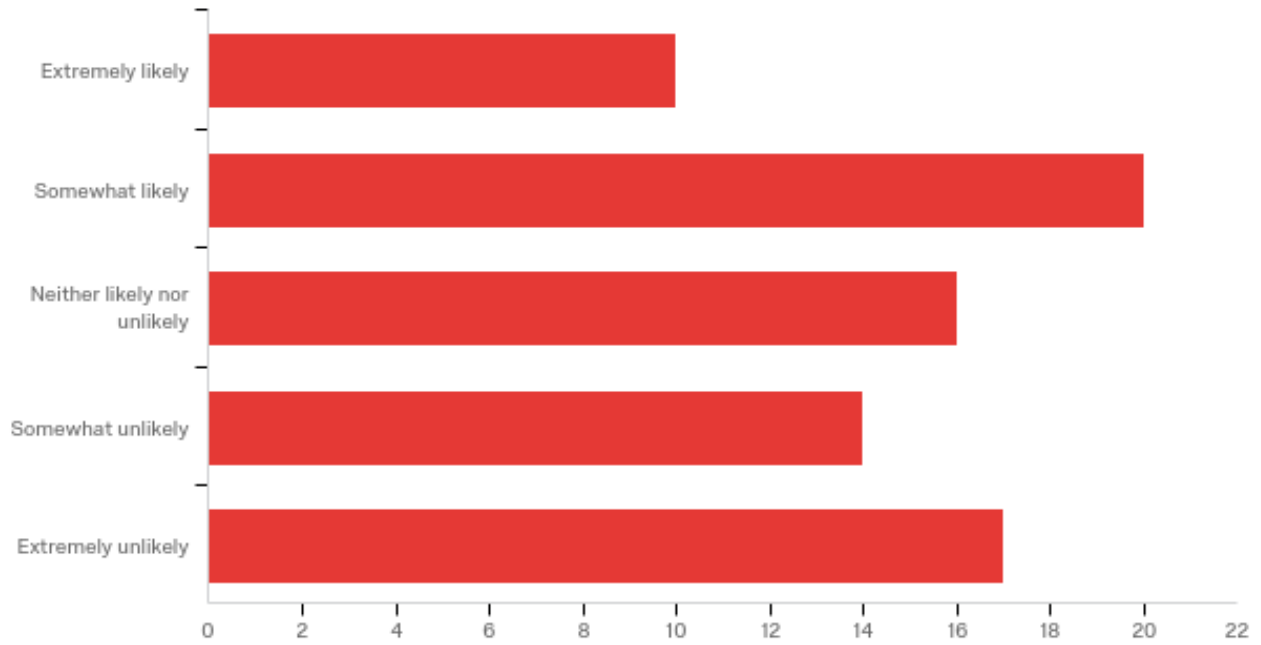
opening night

Q34 - How likely are you to recommend the Belkin to others?



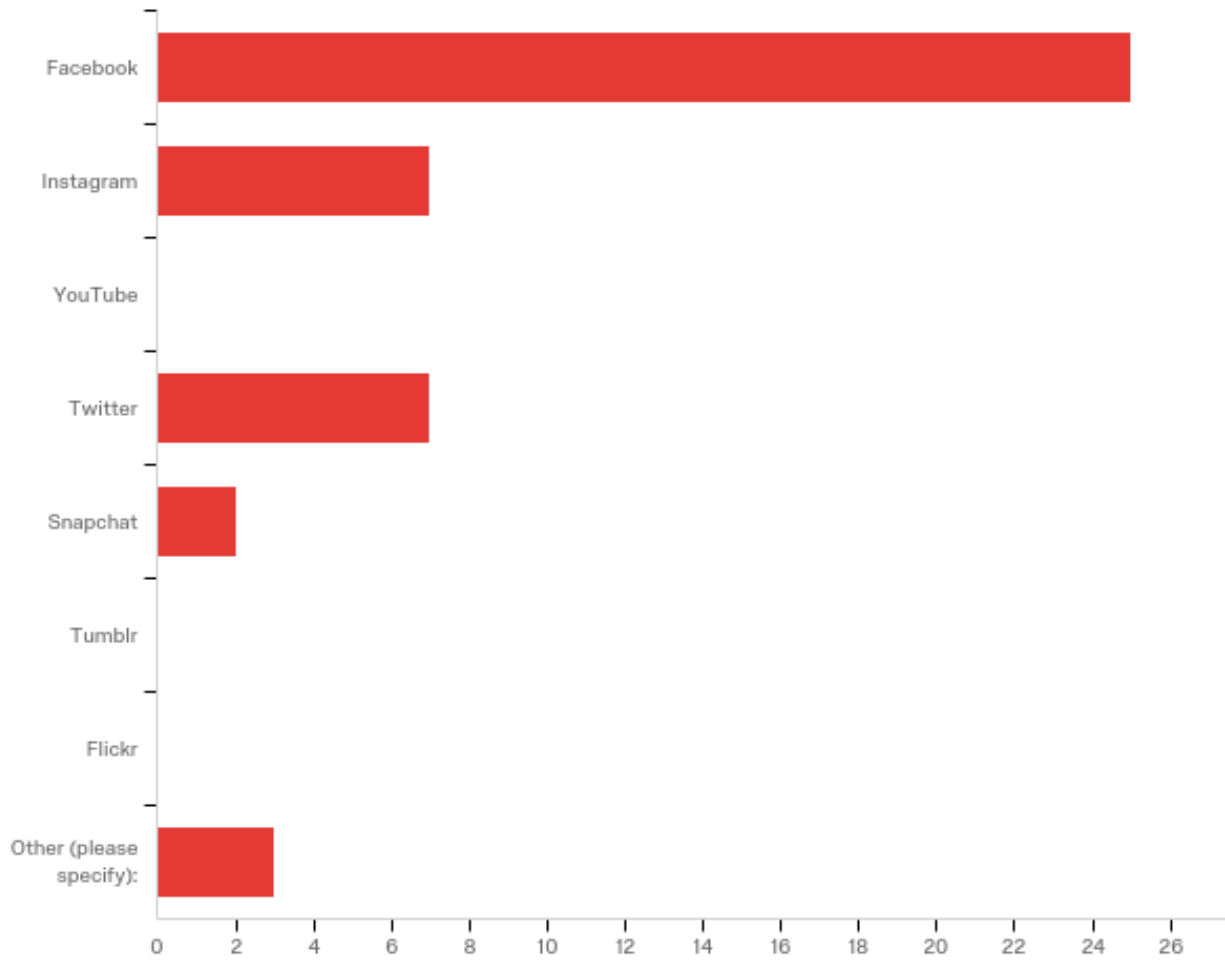
#	Answer	%	Count
1	Extremely likely	37.66%	29
2	Somewhat likely	37.66%	29
3	Neither likely nor unlikely	22.08%	17
4	Somewhat unlikely	2.60%	2
5	Extremely unlikely	0.00%	0
	Total	100%	77

Q35 - How likely are you to share or post about the Belkin on social media?



#	Answer	%	Count
1	Extremely likely	12.99%	10
2	Somewhat likely	25.97%	20
3	Neither likely nor unlikely	20.78%	16
4	Somewhat unlikely	18.18%	14
5	Extremely unlikely	22.08%	17
	Total	100%	77

Q36 - On what social media platform you most likely to share or post about the Belkin?



#	Answer	%	Count
1	Facebook	56.82%	25
2	Instagram	15.91%	7
7	YouTube	0.00%	0
3	Twitter	15.91%	7
8	Snapchat	4.55%	2
4	Tumblr	0.00%	0
5	Flickr	0.00%	0
6	Other (please specify):	6.82%	3

Total

100%

44

Other (please specify):

Other (please specify): - Text

WhatsApp

I don't have any of these social media but I would post about the gallery if I would have it

WeChat

Q37 - In your experience, what was most memorable about the Belkin?

In your experience, what was most memorable about the Belkin?

beautiful brain exhibition

Beautiful space and well thought out exhibitions..staff as well is down to earth and lovely!

Small, easy size

High quality curation and event planning

Nothing, really

Famous artist

The architecture of the building

Interesting shows in a beautiful venue

Outdoor art pieces

The art itself - and the free stickers (why lie)

Ramon y Cajal exhibit

exhibit

the exhibition

quality of the curation

Cajal

spacious, calm atmosphere to enjoy art and to clear my mind

The beautiful brain

Beau Dick's opening

Venue and exhibit

Exhibit itself

honestly .. the wood pile outside. lol

Belkin shows are the most surprising, they are thought provoking and above all very accessible

Poor art exhibits

exhibiting well curated and very advanced work of local artists, often the most dynamic work the artist had created at a given point in their careers.

Innovative Exhibitions

Cajal's drawing! It was fantastic!!!

unusual, unique

The exhibition

the masks

The venue.

art

Art

The economics exhibit

Interesting drawings of the cells

Their wide range and variety of content

Architecture

the exhibition

The art displayed

Cajal

Music Recital Events

The dogs upstairs!

Thought-provoking text accompanying the artwork

Going with friends

The open space

exhibition

Once there was a camera obscura darkroom exhibition, I got to see walkers on the street outside of Belkin through the pinhole

How edgy, on the artistic pulse they are.

The revolving door

The exhibit - Ai Weiwei

Art pieces with social meanings or stories attached to them

The beautiful brain

Cajal exhibit, was very relevant to neuroscience class

How the exhibits made me truly feel.

Exhibition on cuba/ aiwewei photos

The exhibit

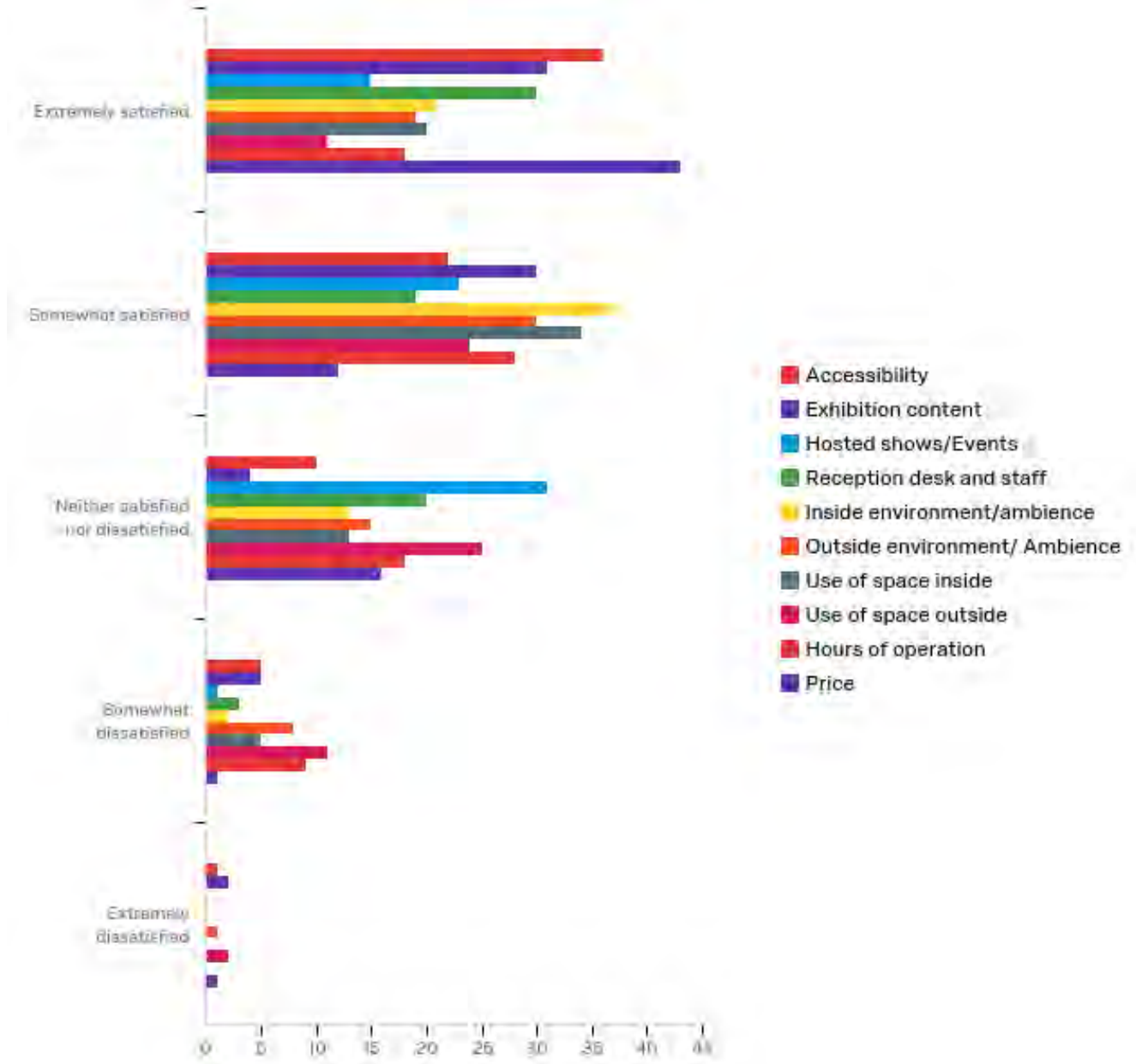
the content of the exhibit I saw

The Truth and Reconciliation exhibit

There was a cool projector video of flowers

The performance artist in the show last term. Anything interactive - like the typing of dreams in one last year.

Q38 - How satisfied are you with the following aspects of the Belkin?



#	Question	Extremely satisfied		Somewhat satisfied		Neither satisfied nor dissatisfied		Somewhat dissatisfied		Extremely dissatisfied		Total
1	Accessibility	48.65%	36	29.73%	22	13.51%	10	6.76%	5	1.35%	1	74
3	Exhibition content	43.06%	31	41.67%	30	5.56%	4	6.94%	5	2.78%	2	72
4	Hosted shows/Events	21.43%	15	32.86%	23	44.29%	31	1.43%	1	0.00%	0	70

5	Reception desk and staff	41.67%	30	26.39%	19	27.78%	20	4.17%	3	0.00%	0	72
6	Inside environment/ambience	28.77%	21	50.68%	37	17.81%	13	2.74%	2	0.00%	0	73
7	Outside environment/Ambience	26.03%	19	41.10%	30	20.55%	15	10.96%	8	1.37%	1	73
8	Use of space inside	27.78%	20	47.22%	34	18.06%	13	6.94%	5	0.00%	0	72
9	Use of space outside	15.07%	11	32.88%	24	34.25%	25	15.07%	11	2.74%	2	73
10	Hours of operation	24.66%	18	38.36%	28	24.66%	18	12.33%	9	0.00%	0	73
11	Price	58.90%	43	16.44%	12	21.92%	16	1.37%	1	1.37%	1	73

Q39 - Do you feel that the Belkin gallery has added value to your educational experience at UBC? Please ra



■ Detractor ■ Passive ■ Promoter



Q40 - Please provide any suggestions for how the Belkin could be improved. (e.g. What would you like to see or do more of at the Belkin?)

Please provide any suggestions for how the Belkin could be improved. (e.g. What would you like to see or do more of at the Belkin?)

interactive arts design?

more interaction outside of the museum; better connection to art around campus

More & continued events that link artists and performances with audiences and the exhibits

More events

Movie or documentary showings may attract more students?

More diverse shows more often

Get more awareness / outreach going - like student who wanna make it more known (a club?)

diversity

I want to know what's upstairs!

extended hours

events

more mixers/ launches with music to attract students

more snacks

More youth events

More diversity of artists!

none

I realize that I am not really part of your demographic but as an outsider you do a great job in presenting art that the VAG is just too tired to present.

Show some better art

There could have been more interesting conceptual and contextual interpretive information

cross-disciplinary discourse, a little bit more contemporary or controversial. The summer exhibition could be improved...

you are doing great thanks

The outside is not very obvious. It looks like it's hidden, even though it is on good location.

The exhibition despite being good was a bit dry, mostly I believe because of the setting

more arts and crafts

More events with the artists or free snacks to Incentivze me to come out

Not really

Interactive works of art

–Make collection and archives more visible ie accessible to the general public and students –Engage with discourse outside the historical or art historical, for example in contemporary analytic philosophy or science – Promote their publications –Engage with emerging local artists and younger artists in general

More events for the community

More social media posts so I know what's happening!

More opportunities for work-learn programs or professional or research opportunities for students on campus

Longer hours

Increase in variety of exhibitions

-

More diverse ary

Not sure - maybe more frequently changing exhibits

Outdoor exhibits, storytelling linked with exhibits, interactive exhibits

Bigger space for more exhibitions

The outside isnt very asthetically pleasing

More advertising to the changing exhibits, a variety of exhibits from seasoned pros to up and comers in a variety of styles

Fun events with food/beverage

Have the person at the desk engage me and ask me if I am interested in knowing about tours on entry. Or engage me in any way about the art. One exhibition last year had headphones behind the receptionist and after I went in a couple times to visit I only saw them on the way out so would have liked them to tell me about them when I entered. The look of the building is off putting and foreboding, like a stockade - not sure what to do about that - maybe something engaging at the main mall concourse?

Q41 - Please provide any additional comments about the Belkin and/or your experience here.

Please provide any additional comments about the Belkin and/or your experience here.

i would visit more in the future

No further comments

The Belkin could be incorporated into class content for many Arts courses (as my English class did with an assigned essay) - this might attract more students

I would go more often if I still lived in Vancouver

Giving my students a bonus mark for a selfie with a Cajal drawing at Belkin

I like it's location

thanks for the great work!

Lovely setting

was unclear what to expect when I entered

I can always expect to be provoked at the Belkin. I no longer bother to even consider the VAG as a gallery to consider. They are over priced and always fall short of delivery. They're a glossary magazine with out content. A diabetic attack waiting to happen.

Show some of the great art UBC has

this is a poorly designed survey

I think the Belkin has begun offering exhibiting artists access to some of the tradesworkers/tools etc at UBC. This should be extended as much as possible The Campus as a Living Art Lab

I enjoy going to Belkin, the building can be a little bit cold and intimidating if you are not familiar with it.

Thanks for bringing Cajal's drawings! As a neuroscientist, they are more valuable than any other drawings.

I would just change the set up inside, but other than that I quite liked it

with professors

I love free food events! I always come out to them and bring friends

No comments

None

-Shows are usually excellently curated and installed

The space feels a bit underutilized because it seems a lot of it is office space

Nice front desk ppl :)

More outdoor seating that provides shelter from the rain. Bench could be an art installation!

Re: the survey, some of the responses may not accurately reflect my thoughts as the questions are unclear, e.g. whether the subject of an exhibit is important (to what?)

-

Very positive space.

I love the Belkin and would love to visit more often but often it gets put on the backburner for one reason or another.

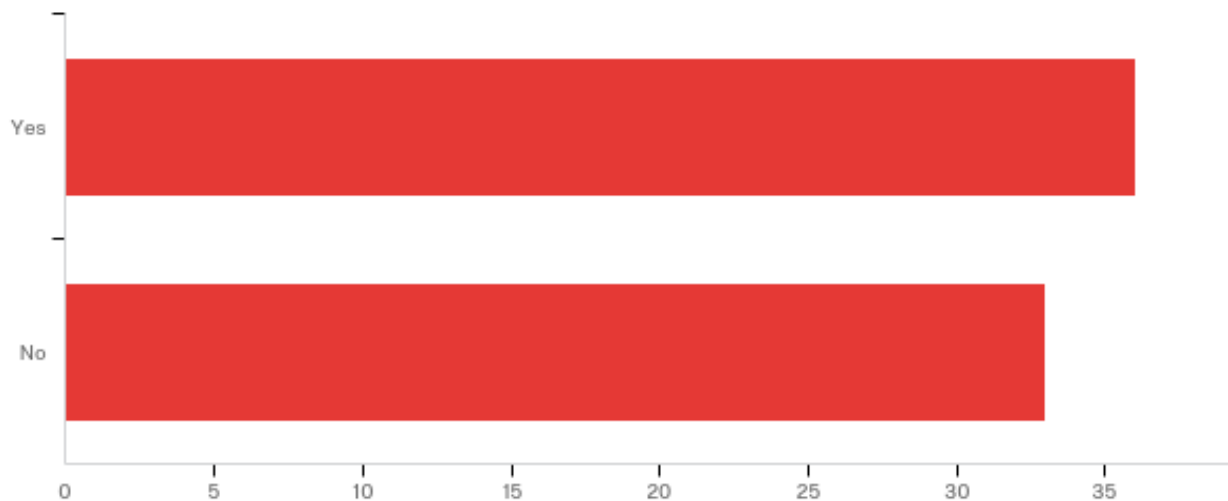
Its great just to have an extra space to look at while on campus

Didnt even realize it was a thing until my teacher told us to go, could use with some more advertising, external sinage

I went many years ago so my memory of my experience is small. What I would love is to see captivating advertisements or displays outside the Belkin Art Gallery to draw me into it. If I had a sense what was going on outside, I might step in and see more.

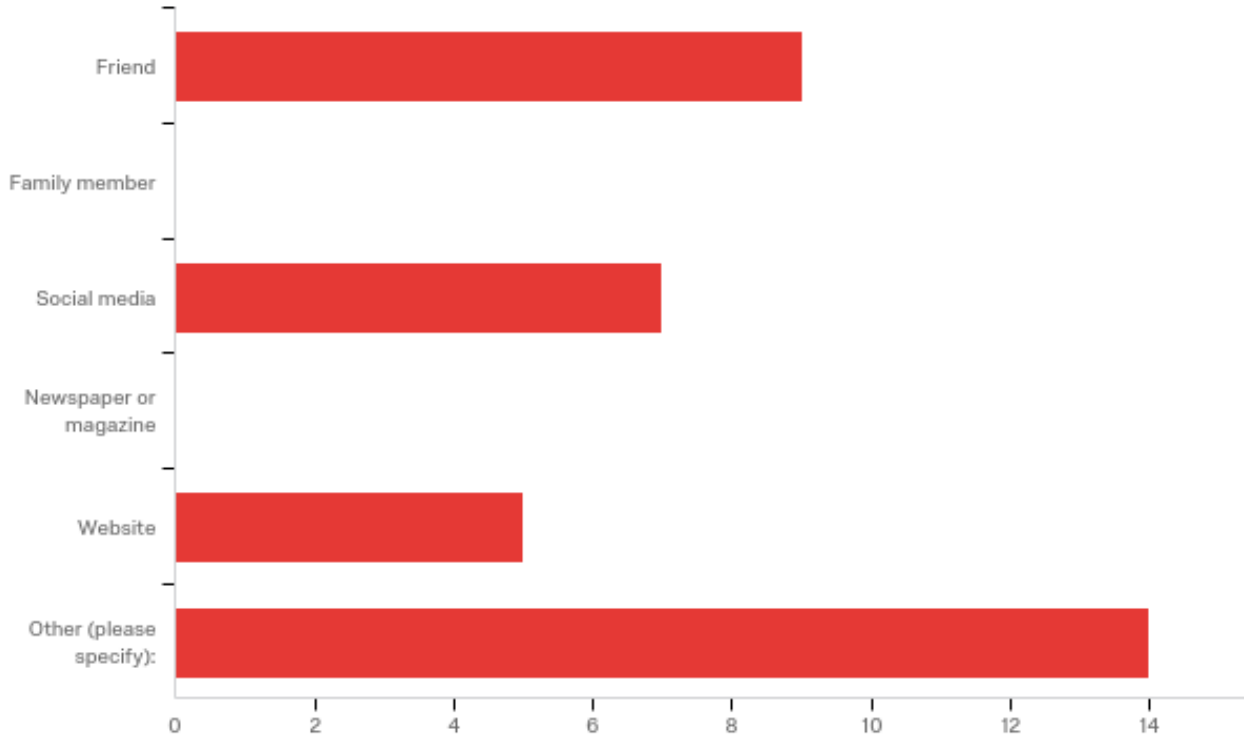
What a wonderful place. I don't go to galleries all that often unless I'm travelling but I am so impressed with the exhibits since I started attending the Belkin. Opening nights are great for discussions and finding out about what's exciting about the work but on regular days you're on your own and it's not engaging. The newsletter strips the fun out of things - too academic. I've never taken a tour of the gallery except on opening night, are they at other regular exhibit tour times?? I can't find that out on the website. The website has a calendar that is blank yet different pages list events?? Good idea to take that calendar page down. Kudos to the gallery for the content and all the heart and soul that no doubt goes into that. A tremendous resource and opportunity for everyone on campus and off.

Q42 - Have you ever heard of the Belkin?



#	Answer	%	Count
1	Yes	52.17%	36
2	No	47.83%	33
	Total	100%	69

Q43 - If yes, how did you hear about the Belkin?



#	Answer	%	Count
1	Friend	25.71%	9
2	Family member	0.00%	0
3	Social media	20.00%	7
4	Newspaper or magazine	0.00%	0
5	Website	14.29%	5
6	Other (please specify):	40.00%	14
	Total	100%	35

Other (please specify):

Other (please specify): - Text

school

Walked by

UBC email

Walk by everyday

Walked past it

All of the above at different times

walking to the freddie

School

Jump Start

Classroom

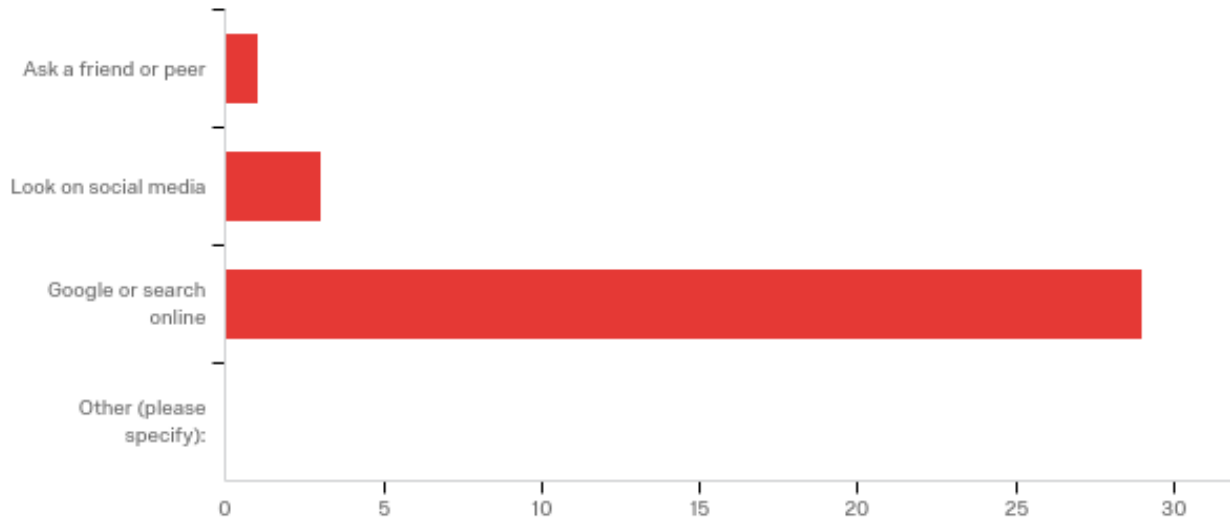
Professor

Walking past it

Madi wood

saw it

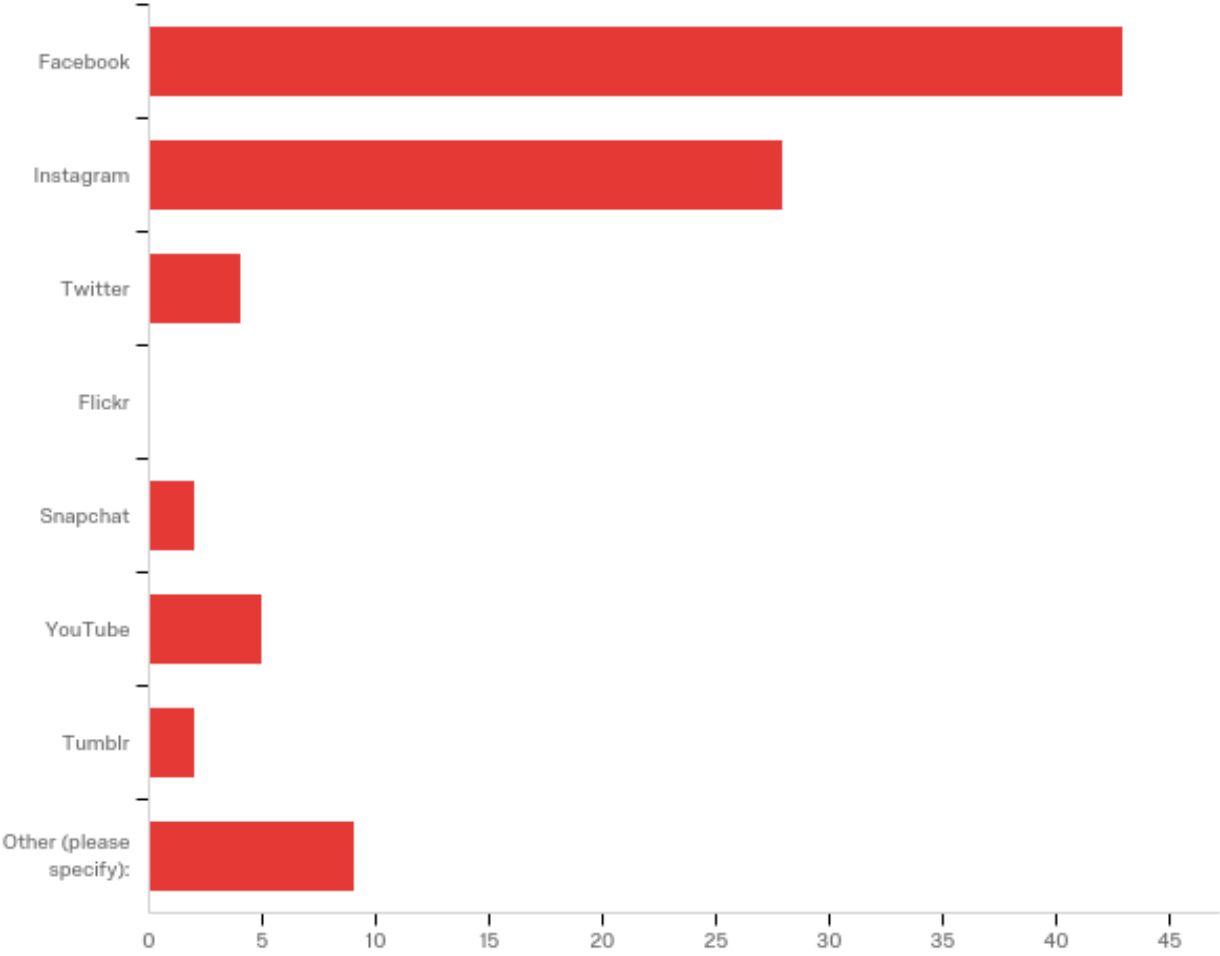
Q44 - If no, how might you go about searching for information about the Belkin?



#	Answer	%	Count
1	Ask a friend or peer	3.03%	1
2	Look on social media	9.09%	3
3	Google or search online	87.88%	29
4	Other (please specify):	0.00%	0
	Total	100%	33

Other (please specify):
 Other (please specify): - Text

Q45 - What social media sources do you use most to find information about art galleries? (Check all that apply)



#	Answer	%	Count
1	Facebook	46.24%	43
2	Instagram	30.11%	28
3	Twitter	4.30%	4
4	Flickr	0.00%	0
9	Snapchat	2.15%	2
5	YouTube	5.38%	5
6	Tumblr	2.15%	2
8	Other (please specify):	9.68%	9

Total

100%

93

Q45_8_TEXT - Other (please specify):

Other (please specify): - Text

Google

Google searches

Daily hive, other websites

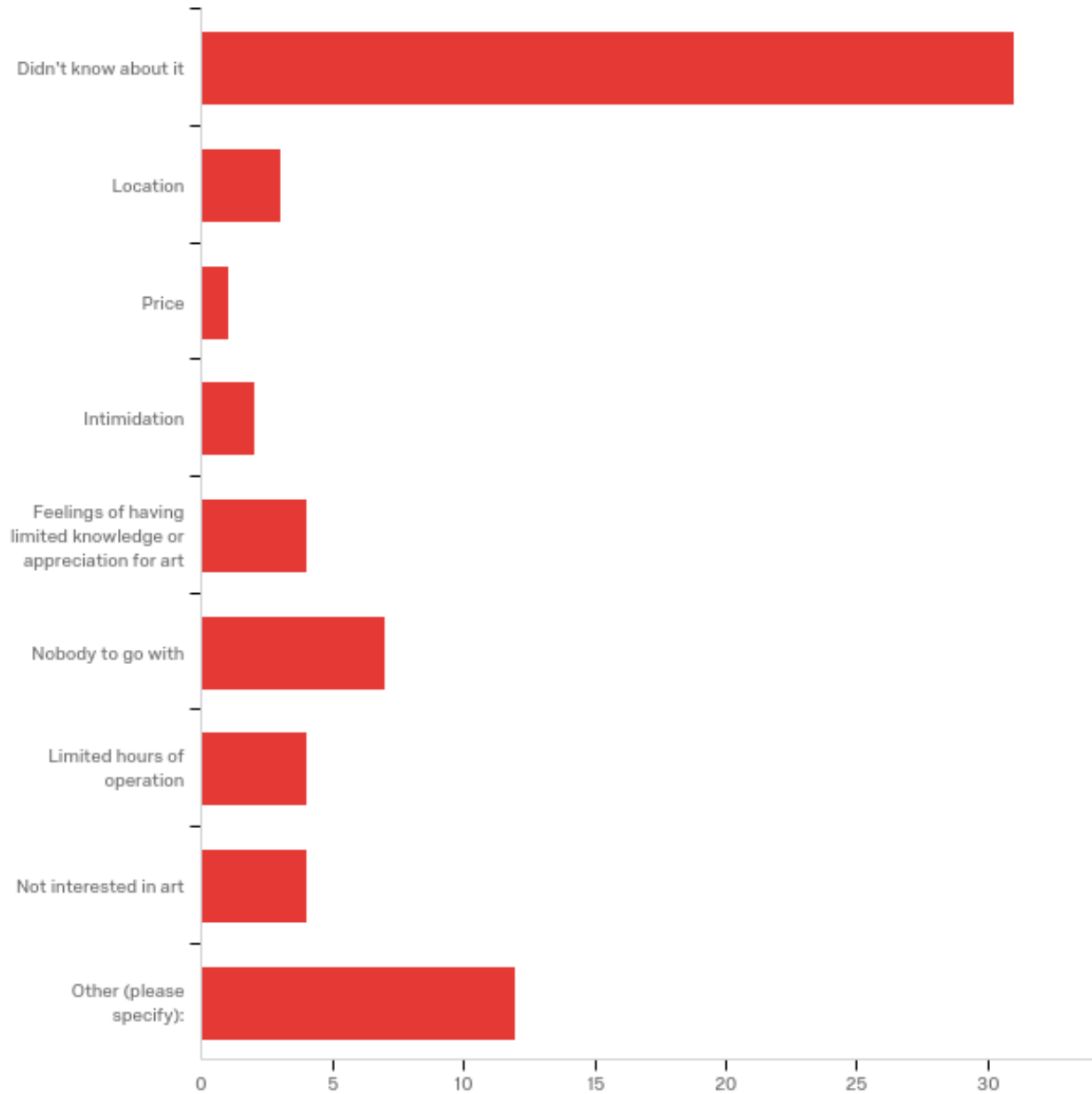
Google

Google

Just Google

Website

Q46 - Why have you never been to the Belkin?



#	Answer	%	Count
1	Didn't know about it	45.59%	31
2	Location	4.41%	3
3	Price	1.47%	1
4	Intimidation	2.94%	2
5	Feelings of having limited knowledge or appreciation for art	5.88%	4

6	Nobody to go with	10.29%	7
7	Limited hours of operation	5.88%	4
8	Not interested in art	5.88%	4
9	Other (please specify):	17.65%	12
	Total	100%	68

Q46_9_TEXT - Other (please specify):

Other (please specify): - Text

Not interested in art as defined in galleries

Only learned of it a short while ago.

Busy

not interesting exhibits

Don't have time

General business

No real motivation

I'm interested in art galleries, but in my spare time I'd rather be at a concert or film

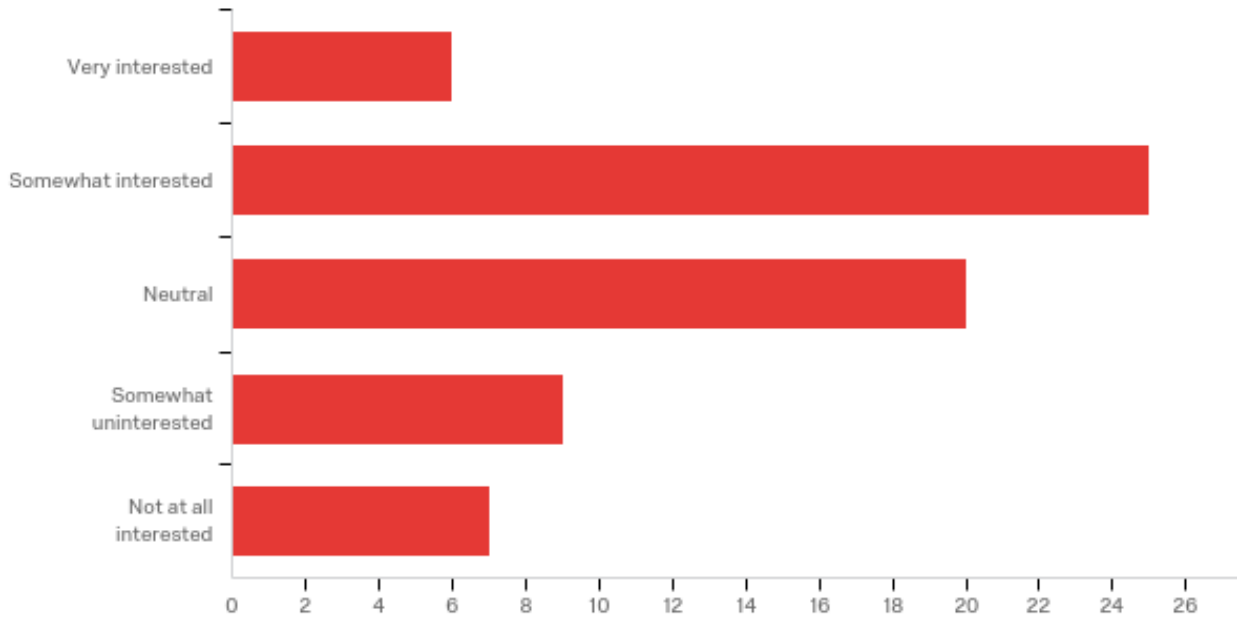
Was planning on going soon

Not too sure what it's about, what exhibits are in it, when it's open, etc. Haven't seen anything on social media about it.

Recently just heard about it for the cajal exhibition. Haven't had a chance to go yet!

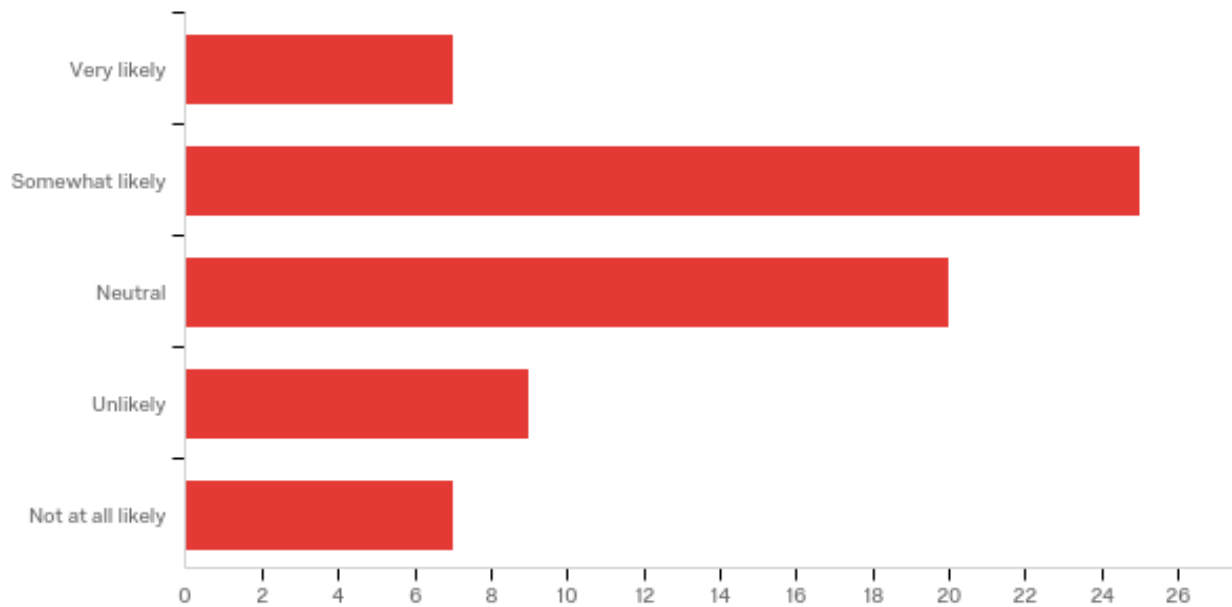
not interested in Belkin

Q47 - Please rate your interest in visiting the Belkin.



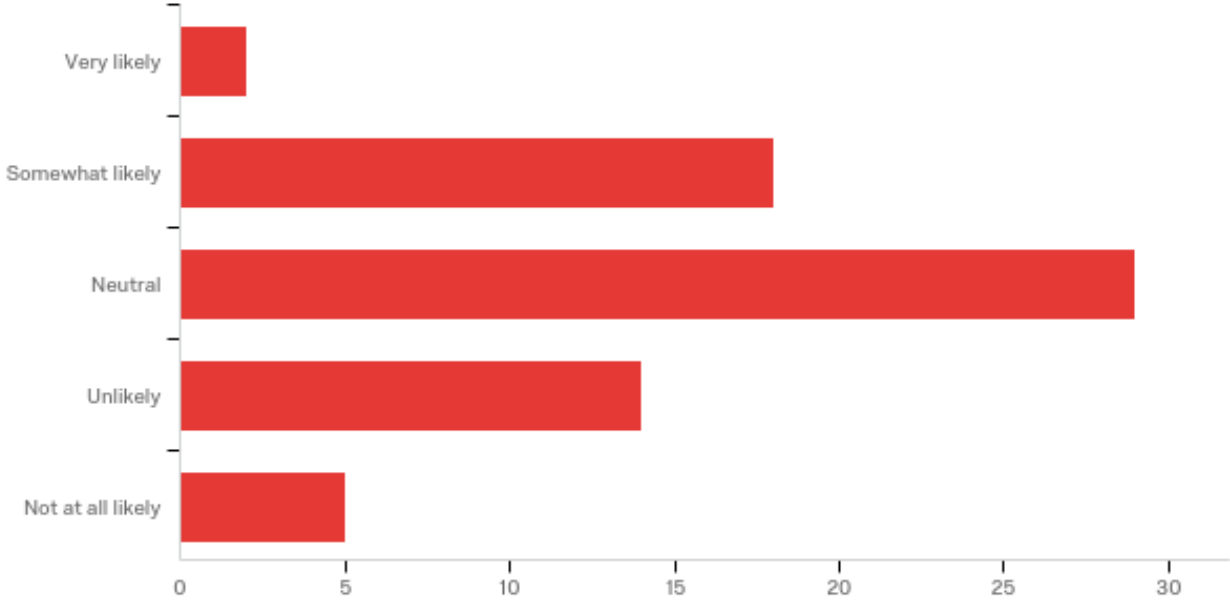
#	Answer	%	Count
1	Very interested	8.96%	6
2	Somewhat interested	37.31%	25
3	Neutral	29.85%	20
4	Somewhat uninterested	13.43%	9
5	Not at all interested	10.45%	7
	Total	100%	67

Q48 - Please rate your likelihood to visit the Belkin solely for exploring the art in the gallery itself.



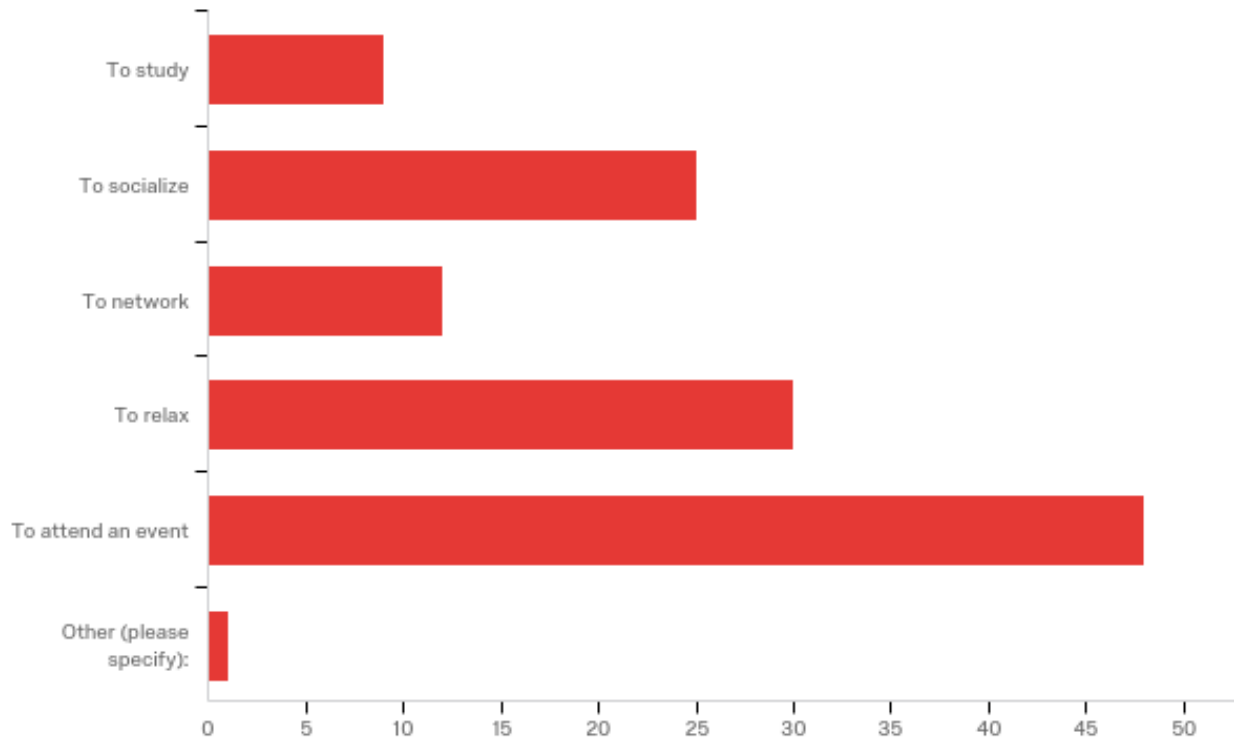
#	Answer	%	Count
1	Very likely	10.29%	7
2	Somewhat likely	36.76%	25
3	Neutral	29.41%	20
4	Unlikely	13.24%	9
5	Not at all likely	10.29%	7
	Total	100%	68

Q49 - Please rate your likelihood to visit the Belkin for reasons OTHER than exploring the art in the gallery itself.



#	Answer	%	Count
1	Very likely	2.94%	2
2	Somewhat likely	26.47%	18
3	Neutral	42.65%	29
4	Unlikely	20.59%	14
5	Not at all likely	7.35%	5
	Total	100%	68

Q50 - For what other reasons would you be most likely to attend an art gallery other than to see arts and exhibits? (Check all that apply)



#	Answer	%	Count
1	To study	7.20%	9
2	To socialize	20.00%	25
3	To network	9.60%	12
4	To relax	24.00%	30
5	To attend an event	38.40%	48
6	Other (please specify):	0.80%	1
	Total	100%	125

Other (please specify):

Other (please specify): - Text

to help maddy word's cbp

Q51 - Please provide any additional comments here.

Please provide any additional comments here.

the Likert scale used in this survey is a bit wacky

I loved the late after-hours at the MOA for Harvest Feast

Art != culture

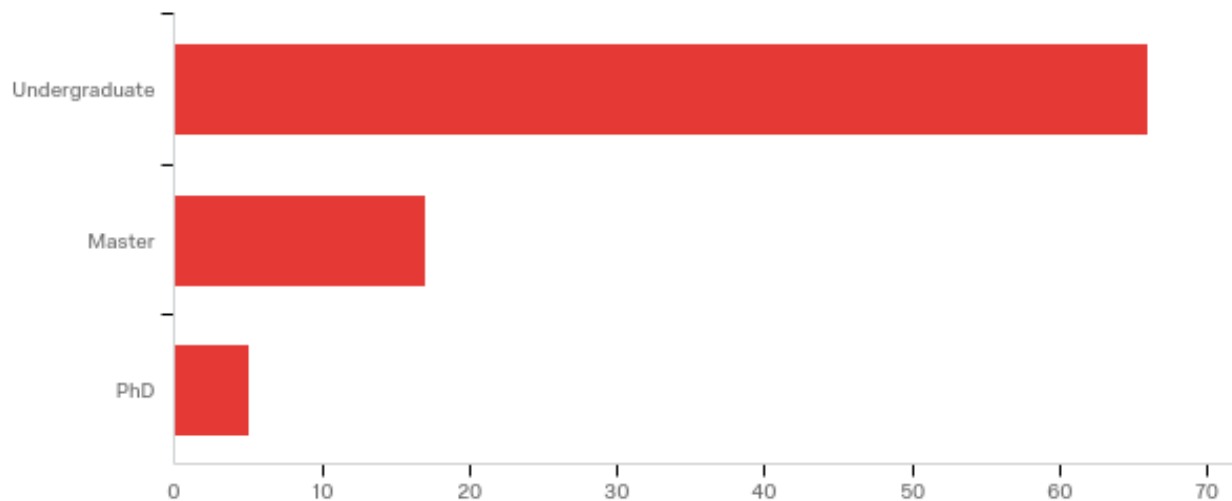
N/A

I don't have time to attend events or enjoy arts and culture outside of my house

I only answered that I wasn't interested in the Belkin bc I still don't know what it is, but idk maybe I'd go?

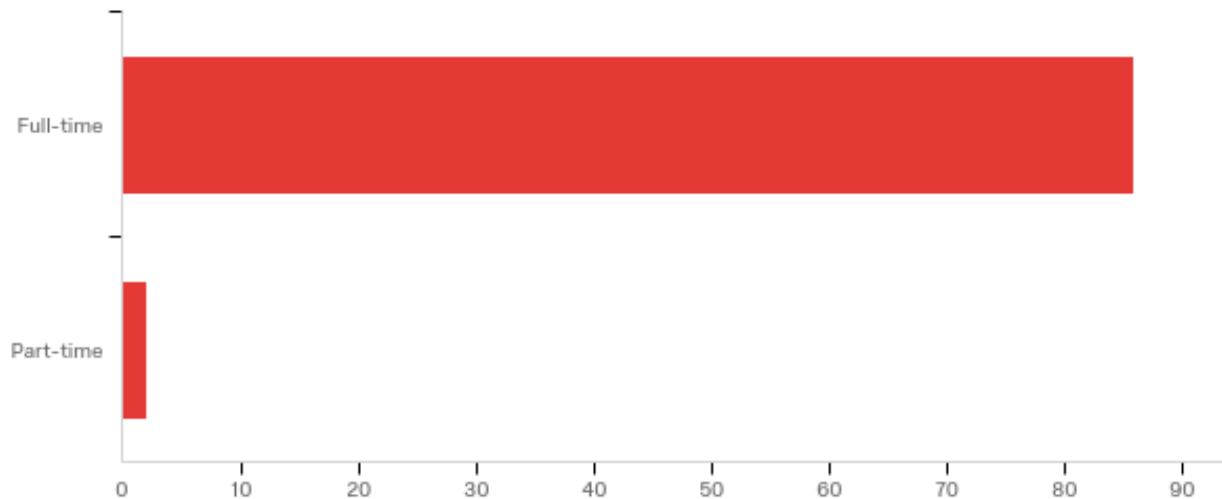
give me the \$50

Q52 - What degree are you pursuing?



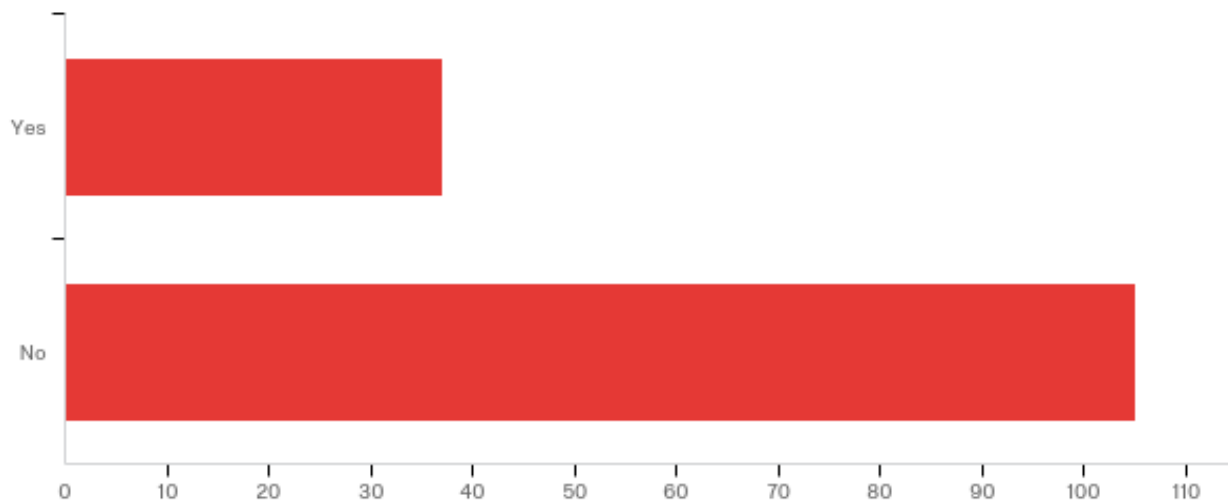
#	Answer	%	Count
1	Undergraduate	75.00%	66
2	Master	19.32%	17
3	PhD	5.68%	5
	Total	100%	88

Q53 - Are you a full-time or part-time student?



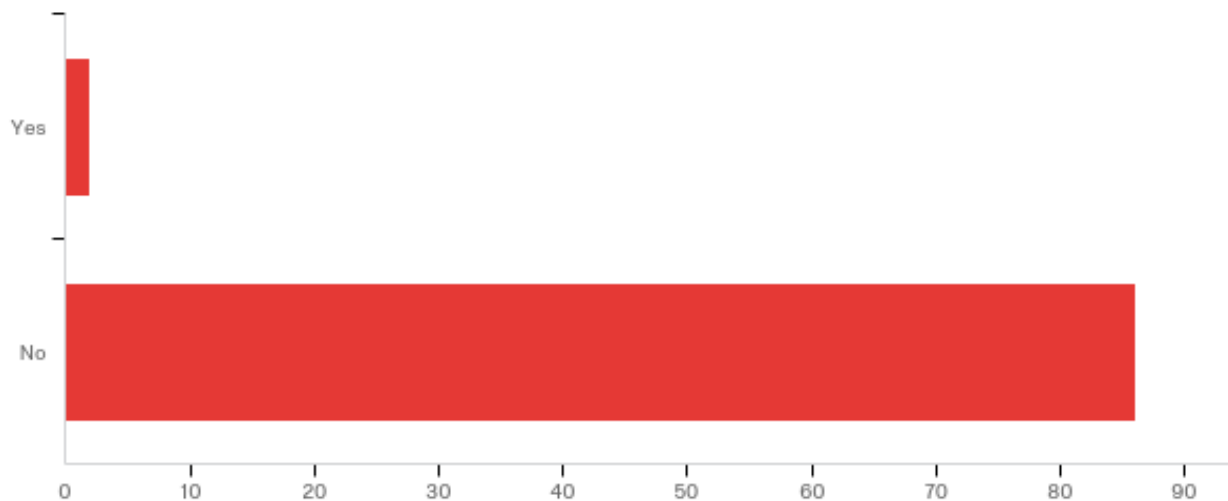
#	Answer	%	Count
1	Full-time	97.73%	86
2	Part-time	2.27%	2
	Total	100%	88

Q54 - Do you live on campus at UBC?



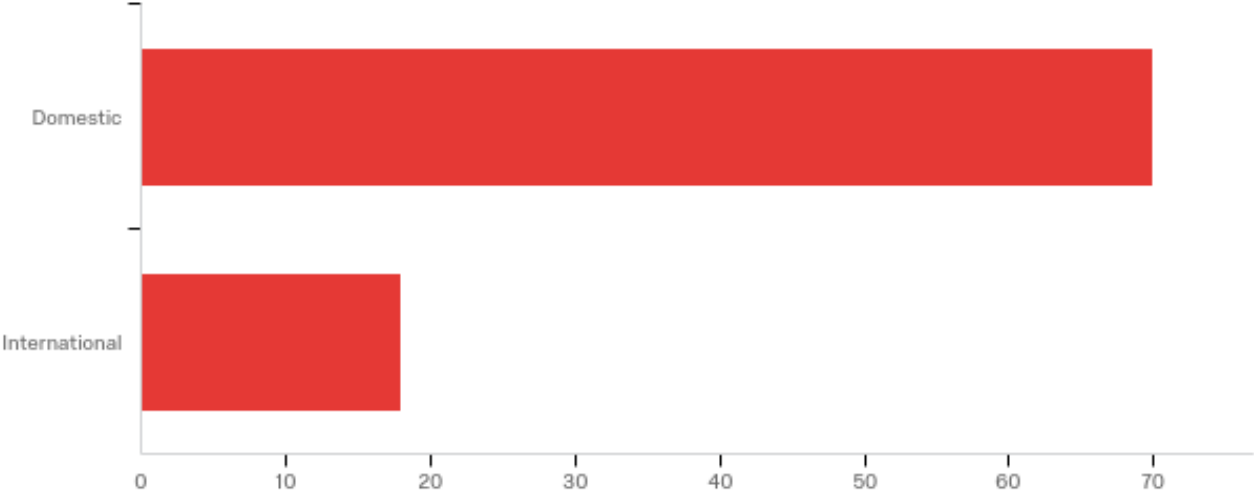
#	Answer	%	Count
1	Yes	26.06%	37
2	No	73.94%	105
	Total	100%	142

Q55 - Are you an exchange student?



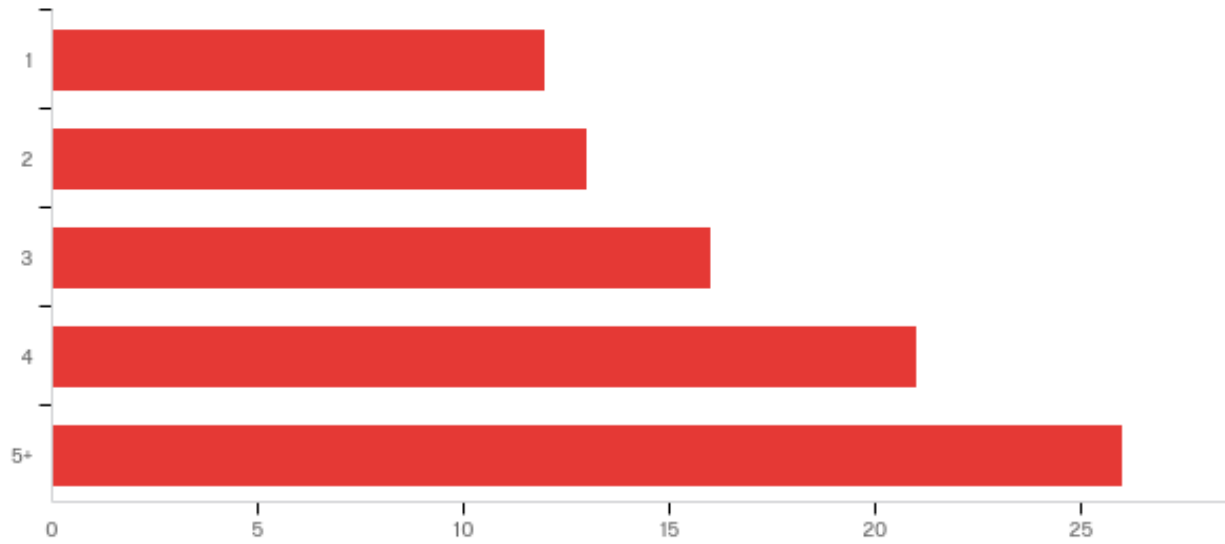
#	Answer	%	Count
1	Yes	2.27%	2
2	No	97.73%	86
	Total	100%	88

Q56 - Are you enrolled as a domestic or international student?



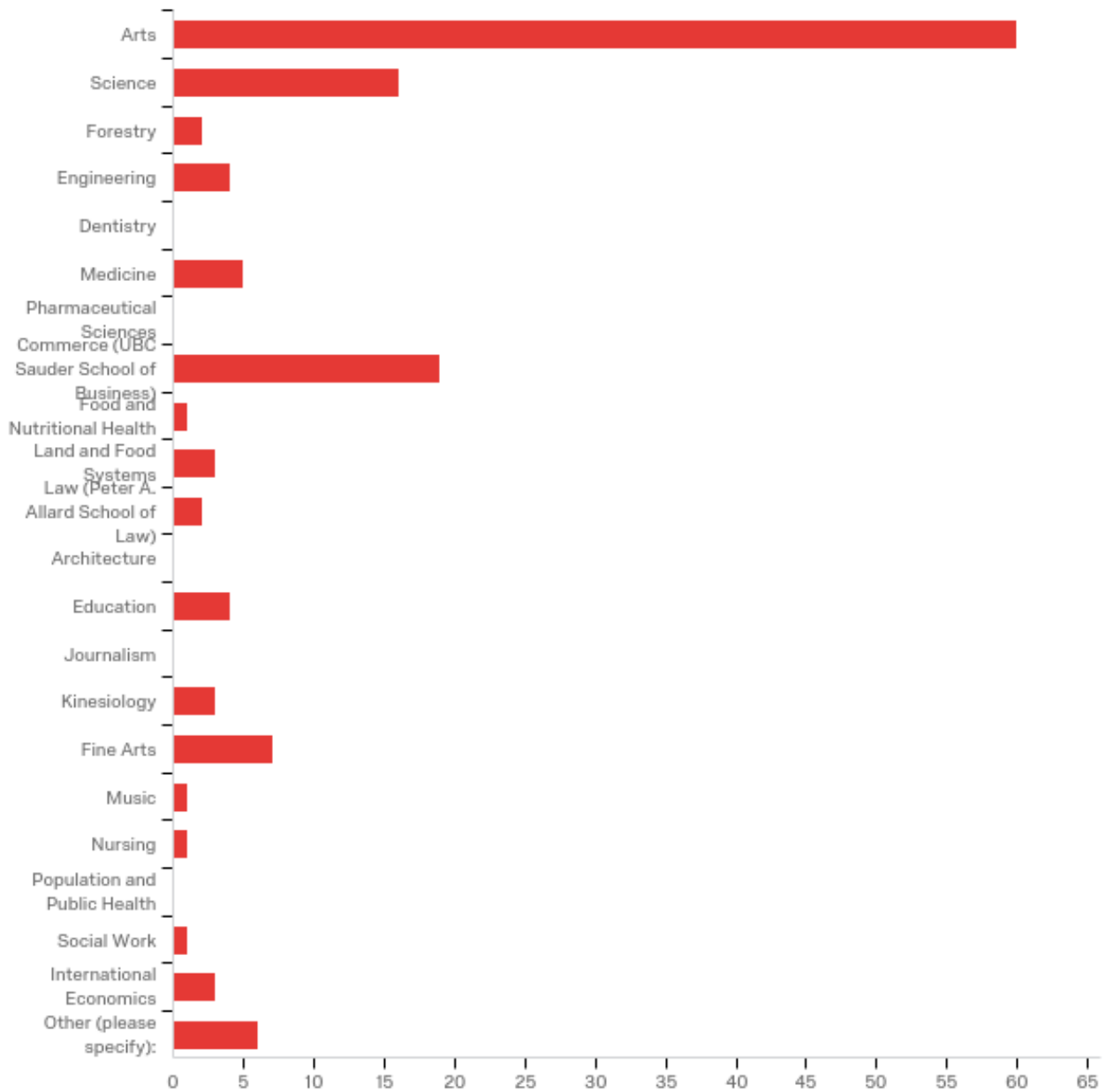
#	Answer	%	Count
1	Domestic	79.55%	70
2	International	20.45%	18
	Total	100%	88

Q57 - What year of your studies are you in?



#	Answer	%	Count
1	1	13.64%	12
2	2	14.77%	13
3	3	18.18%	16
4	4	23.86%	21
5	5+	29.55%	26
	Total	100%	88

Q58 - What faculty are you associated with?



#	Answer	%	Count
1	Arts	43.48%	60
2	Science	11.59%	16
3	Forestry	1.45%	2
4	Engineering	2.90%	4
5	Dentistry	0.00%	0

6	Medicine	3.62%	5
7	Pharmaceutical Sciences	0.00%	0
8	Commerce (UBC Sauder School of Business)	13.77%	19
9	Food and Nutritional Health	0.72%	1
10	Land and Food Systems	2.17%	3
11	Law (Peter A. Allard School of Law)	1.45%	2
12	Architecture	0.00%	0
13	Education	2.90%	4
14	Journalism	0.00%	0
15	Kinesiology	2.17%	3
16	Fine Arts	5.07%	7
17	Music	0.72%	1
18	Nursing	0.72%	1
19	Population and Public Health	0.00%	0
20	Social Work	0.72%	1
21	International Economics	2.17%	3
22	Other (please specify):	4.35%	6
	Total	100%	138

Q58_22_TEXT - Other (please specify):

Other (please specify): - Text

I attend Emily Carr

VPR

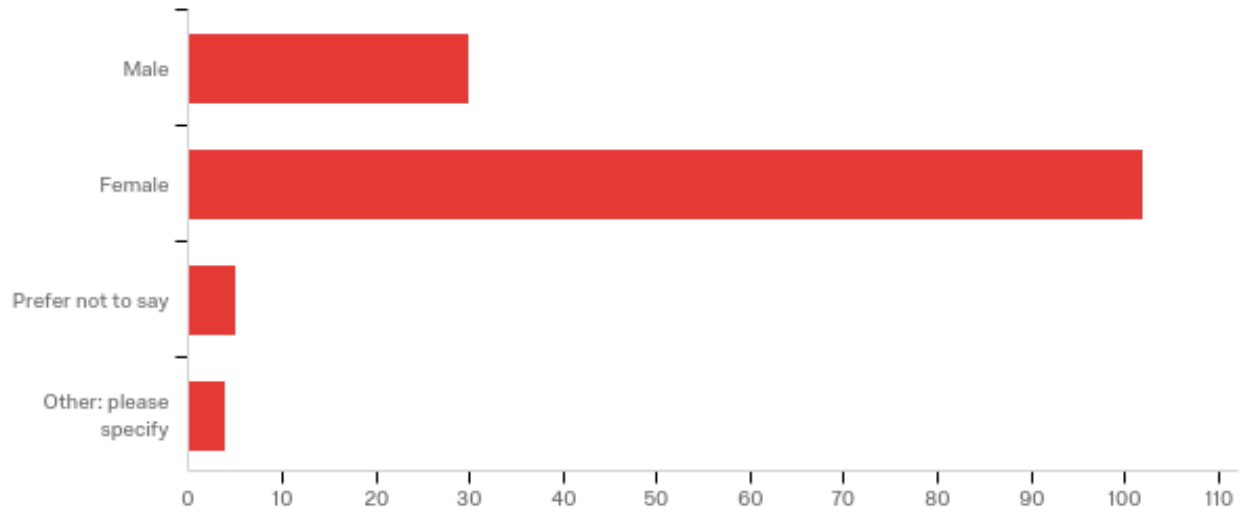
Information Technology

none but if I did it would be; science, fine art, maybe engineering

Facilities

I am not a student, I just go to UBC to see events and exhibitions

Q59 - With which gender do you most identify?



#	Answer	%	Count
1	Male	21.28%	30
2	Female	72.34%	102
3	Prefer not to say	3.55%	5
4	Other: please specify	2.84%	4
	Total	100%	141

Other: please specify

Other: please specify - Text

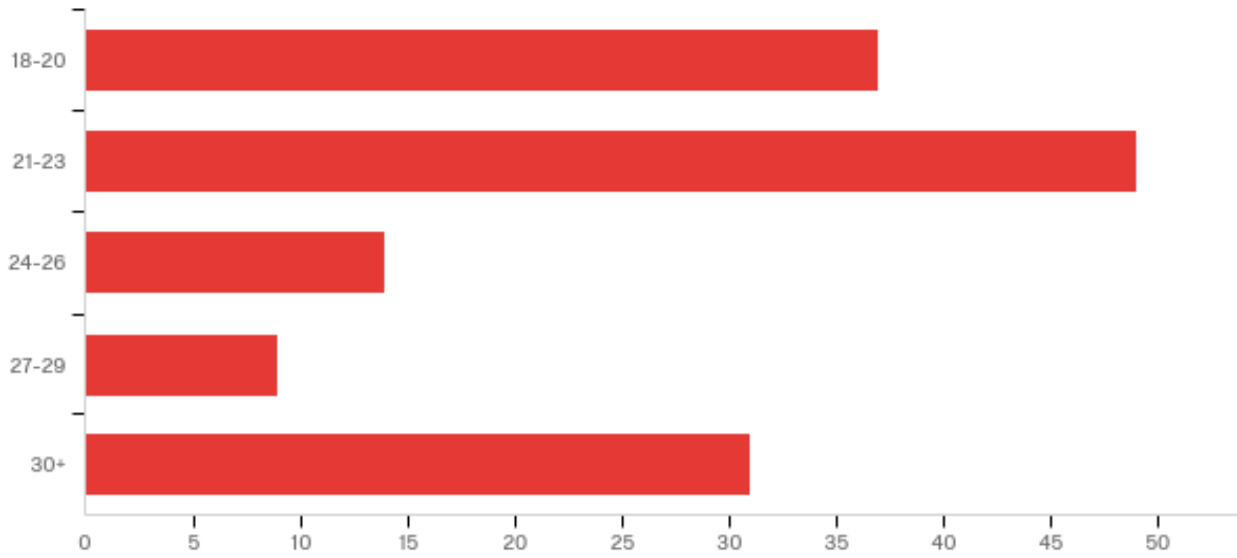
Nonbinary

a-gender

the void™

attack helicopter

Q60 - How old are you?



#	Answer	%	Count
1	18-20	26.43%	37
2	21-23	35.00%	49
3	24-26	10.00%	14
4	27-29	6.43%	9
5	30+	22.14%	31
	Total	100%	140