

Turning SPaces into Places: Animating the atrium at the AMS student nest

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The University of British Columbia

School of Community and Regional Planning

TURNING SPACES INTO PLACES

**ANIMATING THE ATRIUM AT THE
AMS STUDENT NEST**

Executive Summary

This research project was conducted by students from the Qualitative Data Analysis and Collection course (PLAN 522) at the University of British Columbia's School of Community and Regional Planning on behalf of the Alma Mater Society (AMS) and the SEEDS Sustainability Program with the goal of animating or otherwise improving the AMS Student Nest. This report, one of eight in total, focuses specifically on the Atrium within the Nest. Using a post-occupancy evaluation theoretical framework in conjunction with various qualitative research and analysis methods, the authors of this report determined areas for improvement within the Atrium and generated recommendations to that end.

Research Questions

To accomplish the goals of this research project, the following primary research question was developed, from which several additional sub-questions emerged.

Primary Research Question:

What interventions would animate the Atrium and make it an attractive and welcoming space that reflects the values of its users?
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Sub-Questions

- Are there areas within the Atrium that are being utilized or underutilized more than others? Why?
- How does usage change throughout the course of the day?
- What are the main uses of the space? Are people mostly studying, socializing, eating?
- What elements and/or amenities do users feel are currently lacking in the space?

The following report will explore these questions in an attempt to develop a comprehensive set of recommendations that the AMS can use towards rendering the Atrium, and indeed the entire Nest, into a space that reflects the shared-values of its users.

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Introduction

The UBC Nest is the University's newest student centred hub designed to provide a welcoming space to meet the needs and desires of all students on campus. The student funded building cost \$107 million and is managed by the AMS student society. The LEED Platinum Certified building boasts places to eat, shop, study, and socialize while leading the way in sustainability practices and goals.

In 2014, on effort to fully utilize the building's purpose of providing a welcoming space for students, faculty and visitors, the AMS council set aside \$50,000 for a Nest Animation fund. Apart from minor electrical upgrades the fund has remained relatively untouched and it wasn't until January of 2017 when the AMS reached out to UBC's School of Community and Regional Planning to conduct a research project involving strategies towards animating the Nest. As a result the students of PLAN 522, 2017 Winter Term 2, embarked on a project to survey the existing floors of the Nest, by conducting interviews, and making detailed observations about the uses and numbers of users in each space. The intention of this study is to enhance the overarching sense of community within the Nest by engaging, categorizing and mapping places that facilitate social interaction, vibrancy and animation, all the while examining opportunities to improve the existing space. By building links between the formal and residual spaces within the Nest we will be better equipped to evaluate and improve them in hopes to better foster a sense of place, social vibrancy and inclusion.

During the early 20th century in the midst of the modern architectural movement a concept of 'Architectural Determinism' was established. This theory stated that the sociology and environmental psychology which inhabits the built environment is the primary determinant of social behaviour. While this theory has been contested throughout the years it still remains a key factor in determining how individuals interact with the spaces around them. It is through this intended design combined with the actual usage of its inhabitants that transforms a built space into either a vibrant space of refuge or a transient unwelcoming corridor. In order to evaluate these interactions between the users of the Nest and its spaces, our research approach involved the Post-Occupancy Evaluation, or POE model. While no single universal definition of POE exists, all definitions agree that POE involves systematically evaluating a building against a set of predetermined criteria after its construction and initial occupation by users (Hadjri & Crozier, 2009). One major type of POE is carried out with regards primarily to the building's physical and technical functionality as an architectural structure, whereas another kind is concerned principally with the the satisfaction of its human users' psychological and sociological needs and values, and the facilitation of their activities within the building (ibid.). Using this POS approach allows us to bridge this gap between the built design's intended uses and the actual uses of a vast array of inhabitants encompassing a spectrum of activities and needs.

As the Nest is a large building covering over 250,000 square feet our class split into several project groups in order to focus in on various spaces within the Nest to better determine the specific needs and desires of its users. Our group was tasked evaluating the Atrium, which is arguably the core of social vibrancy within the Nest. However, current users feel as if more could be done with the space to encourage interaction, usage and animation as they argue the Atrium presently has a “mall like feel”, cold concrete floors and uncomfortable auditorium style seating. While these are only a few of the observations and feedback received from students it helped shape our research questions which were designed to best explore what methods and interventions will best determine a sense of place and collective place-making for all users of the Atrium.

Literature Review

Below is a summary of the literature review conducted for this project. The literature review consisted of three themes: Defining post-occupancy evaluation; post-occupancy evaluation in educational institutions; and social animation and its indicators.

Defining Post-Occupancy Evaluation (POE)

Post-occupancy evaluation, or POE, is the model upon which our investigation of the UBC Alma Mater Society's Nest is based. No single universal definition of POE exists, but all definitions agree that POE involves systematically evaluating a building against a set of predetermined criteria after its construction and initial occupation by users (Hadjri & Crozier, 2009). One major type of POE is carried out with regard primarily to the building's physical and technical functionality as an architectural structure, whereas another kind is concerned principally with the satisfaction of its human users' psychological and sociological needs and values, and the facilitation of their activities within the building (ibid.). For our study of the Nest, we will focus on the latter category of POE, although it should be noted that technical performance measures such as "thermal comfort, acoustical comfort, visual comfort, indoor air quality and fire safety" (Hassanain et al., 2016, p. 69) shape the environment within which activities in the building take place (ibid.).

Despite its importance, the literature enumerates several barriers to comprehensive post-occupancy evaluation. Firstly, POEs have traditionally been disregarded within the facility delivery process as a result of conventional design education devoting little to no attention on building performance proceeding occupation (Zimmerman & Martin, 2001, p. 171). Furthermore, this institutionalized pressure in the industry to continue with standard practice and not innovate occurs for a number of reasons, but especially to avoid any delay in financing, approvals or the design process (ibid.). In order to shift from standard practice, education institutes, governments and practitioners need to incentivize POEs by developing clear and measurable performance indicators that allow clients to review whether a building is performing its intended functions (ibid.). In addition to establishing clear definitions of successfully functioning spaces along with measurable indicators, governing bodies need to work alongside construction organizations to remove disincentives, such as fees that are tied directly to construction costs, which serve only to "commoditize" design (p. 173).

POE in Educational Environments

Concerning the conduct of POE in educational environments, most studies to-date have focused on the classroom. Prior research into the impact of the built environment on human behaviour has demonstrated that certain factors of the built environment “affect retention, attention, motivation, learning, and academic achievement” (Weber et. al., 2013, p.28). Research into the effects of the liminal spaces on university campuses has been restricted primarily to outdoor areas.

There is a gap in the existing literature of how indoor public spaces contribute to the student experience. Riley et al. (2010) point out that “educational facilities host a large number of users with various needs; therefore understanding how to make the most of this particular work environment would not only benefit the users but also the institutions themselves” (p.202). Our research aims to fill this gap in order to determine how the Atrium can be animated in order to improve the student experience within the Nest, and in turn, overall at UBC.

Social Animation and Its Indicators

If POE is our theoretical lens for our study of the Nest, then social animation is our goal. According to Varna & Tiesdell (2010), animation “involves the degree to which the design of [a] space supports and meets human needs in public space, and whether it is actively used and shared by different individuals and groups” (p. 585). Varna & Tiesdell go on to describe the social value of public space as comprising several of what appear to be indicators. These include “social interaction, intermingling and communication;...information exchange, personal development and social learning...and the development of tolerance” (Arendt, 1958; Habermas, 1989; Loukaitou-Sideris & Banerjee, 1998; and Tiesdell & Oc, 1998 as cited in Varna & Tiesdell, 2010, p. 579). These criteria of what constitutes a socially animated space can be applied as a foundation for any given public space and then supplemented with additional site- and context-specific indicators, depending on the intended purpose of the given space. For example, because the Nest and its Atrium are oriented toward learning and student life at UBC, increased interaction between faculty and student users of diverse disciplines and backgrounds, and heavy usage of the Atrium day and night, are two such potential indicators.

Methodology

The overarching methodology we utilized in this project was qualitative so as to more fully understand Atrium users' needs, desires, and experiences within the space. This corresponds to the type of POE theoretical lens described above through which we approached this project. However, we did employ some quantitative techniques to gain insight into Atrium usage patterns at different times of day and to determine the physical distribution of users throughout the space and the frequency of different activities users were observed performing in the Atrium.

Semi-structured interviews

Our primary data-gathering qualitative method we used was individual semi-structured interviews, a verbal-textual technique. We developed an interview guide (in Appendix) that we followed in each interview. Most interviews were conducted with two interviewers, one interacting with the participant and the other recording the participant's responses. After we approached a prospective participant and they agreed to speak with us, we read them a preamble about the context and purpose of the research project, as well as a consent and ethics disclaimer. At this point we presented the participant with a consent form (itself provided to us by the course instructors) and explained it to them. Once they signed the form, we gave them a copy for their records and then proceeded with the interview. We began with three warm-up questions, six main body questions, six cool-down questions for demographic data, and a concluding statement thanking the participant. Participants were prompted to elaborate or clarify their responses as necessary. Responses were recorded in writing, either on paper or one of the interviewer's computers, but not recorded verbatim or with a tape recorder. However, significant or salient quotes were extracted in real-time during the interview and recorded in full.

Participant observation

Participant observation, a visual-spatial technique, was our other main qualitative research method. This technique is used to determine movement patterns providing key insights as to which areas of the Atrium are frequented most often, which paths people are taking to move through the Atrium and if they stop, where. Combining this mapping with the rest of our spatial and visual data we are better able to create a comprehensive picture of the social and physical interaction within the Atrium. We first divided the Atrium into constituent zones, such as the Upper Food Court, Lower South Food Court, Lower North Food Court, Small Amphitheatre, and Large Amphitheatre. Then for 10 to 15 minutes, each of us three members of the research team observed the activities taking place in our assigned zone(s), counted the number of users within it and the size of groups, and performed movement tracking of users through the space. Finally, we took photographs from various angles within the Atrium. Photovoice analysis of these photos can be found in the analysis section below.

Analysis

The section that follows will outline the different analytical approaches adopted for this report.

Verbal-Textual

The following illustrates our process of analysis using the data from Subject #2. However, it is applicable across all of our interviews. To begin the analysis of the verbal-textual data contained within the interview transcript, we coded the data. This had a reductionary purpose, distilling the essence of the data into text segments that represent individual units of meaning. Importantly, as Attride-Stirling (2001) cautions, my codes should be mutually exclusive and relevant to the object of my analysis, which in this case is the animation of the AMS Nest Atrium. After examining the interview transcript, we extracted over a dozen codes. Next, we created a thematic network, successively generalizing from code to basic theme, basic theme to organizing theme, and organizing theme to global theme.

Code	Basic Theme	Organizing Theme	Global Theme
Friends	Sociability	Social aspects of the Atrium	Users' lived experience of the Atrium is shaped by both physical and social elements
Community Vibe			
Connected			
Ikea	Ambiance/feeling/aesthetic		
Industrial			
Rustic			
Comfortable			
Student-inspired	Responsiveness		
Studying	Utility/Flexibility	Physical aspects of the Atrium	
Eating			
Seating			
Access			
Openness	Spaciousness		
Light			

Our interview with Subject #2 provided important verbal-textual data about her lived experience interacting with and using the AMS Nest's Atrium on a regular basis. As one can see in the interview transcript (attached in appendix), she alluded to many physical attributes of the Atrium, activities that take place there, and functions it serves that all combine to form her subjective, emotive experience. Collecting this primary verbal-textual data, along with that of other users through additional interviews and focus groups, is essential to determining how the Atrium should be animated, altered, or otherwise improved in order to ensure that the Atrium is performing optimally and is functionally, physically, emotionally, and socially meeting the needs of its users. As mentioned earlier in this report in our discussion of methodology, such an objective is consistent with post-occupancy evaluation (POE), the theoretical lens through which we are approaching this research project.

To analyze Subject #2's verbal-textual data into a thematic network, we followed Attride-Stirling's (2001) process. First, we coded the data by extracting key words and phrases from Subject #2's responses on the interview transcript:

- Friends
- Community vibe
- Connected
- IKEA
- Industrial
- Rustic
- Comfortable
- Student-inspired
- Studying
- Eating
- Seating
- Access
- Openness
- Light

We then looked for similarities between these codes, and generalized them into five basic themes: sociability, ambiance/feeling/aesthetic, responsiveness, utility/flexibility, and spaciousness. Next, we noticed that some of these basic themes were more social in nature, and others more physical, so we classified them under two organizing themes: Social aspects of the Atrium and Physical aspects of the Atrium. Finally, we deduced a global theme (a claim or concluding tenet, according to Attride-Stirling [2001]) from the two main organizing themes: Users' lived experience of the Atrium is shaped by both physical and social elements. Table 1 below summarizes my thematic network:

Table 1. Thematic Network of Subject #2's Interview on January 24, 2017

Code	Basic Theme	Organizing Theme	Global Theme
Friends	Sociability	Social aspects of the Atrium	Users' lived experience of the Atrium is shaped by both physical and social elements
Community Vibe			
Connected			
Ikea	Ambiance/feeling/aesthetic		
Industrial			
Rustic			
Comfortable			
Student-inspired	Responsiveness		
Studying	Utility/Flexibility		
Eating			
Seating			
Access			
Openness	Spaciousness		
Light			

Upon closer examination of Subject #2's responses in the interview transcript, it becomes obvious that the codes and themes above are merely descriptive and so cannot be easily analyzed without any further context. As such, they can either be a boon or detriment to users' lived experience of the Atrium, or both, depending on the user's subjective response and values. For example, community, connection, friendship, and comfort are codes for positive social qualities that Subject #2 desired to see in the Atrium (she mentioned these in response to our interview question What's your idea of a great public space?). But because she did not explicitly mention these as characteristics she currently attributes to the Atrium (despite remarking that she often uses the space to meet up with friends), we would interpret these as elements the Atrium should further develop.

Similarly, her codes openness and light (which generalize to the theme of spaciousness) generally represent positive physical aspects of the Atrium. But conversely, her response to the question What improvements could be made to the Atrium to enhance your experience?, which was coded with seating and access, reflect negatively on the physical aspects of the Atrium because she complained that there was not currently enough seating and that access to food outlets is poor with lines extending out into the Atrium. Increasing seating capacity and streamlining the queuing at the food outlets could therefore improve upon the physical aspects of the atrium organizing theme. Finally, other codes such as industrial and rustic refer to a particular ambiance/feeling/aesthetic vary much more in perception and preference from user to user than, say, comfort, access, or light. Subject #2's response of "IKEA" to the interview question How would you describe the Atrium in one word or phrase? further reinforces this notion of individual subjectivity in the Atrium's ambiance/feeling/aesthetic. Visual-Spatial

Simply observing Atrium users without interviewing them or otherwise interfering with their behaviour provided us with critical visual-spatial data that allowed us to more accurately record how they actually use and move through the Atrium. Compared to our mostly qualitative verbal-textual data, a larger proportion of our visual-spatial data was quantitative in nature, but this nevertheless provided key insight with regard to the most commonly used spaces, most frequent activities, and preferred paths of movement in the Atrium. It also allowed us to more objectively compare usage patterns throughout the day and corroborate self-reported behaviour from interviews with Atrium users. This in turn enabled us to still create a thematic network, presented in Table 2 below and similar in form to my verbal-textual thematic network from the earlier analysis:

Table 2. Thematic Network of Visual-Spatial Data Collected on January 25, 2017

Code	Basic Theme	Organizing Theme	Global Theme
Eating	Common activities at rest	Atrium functions	Observed behaviour of Atrium users mid-afternoon on a weekday
Socializing			
Studying			
Absorbed in phone			
Walking through	Movement		
Alone	Unit Size	Social dynamics of Atrium	
In a group			
Distance between people	Self-positioning		
Physical orientation of people			
Choice of zone			
Engaged	Level of interaction with surroundings		
Detached			
Leisurely	Manner of movement		
Hurriedly			
Oblivious			
Curious			

As is evident from table 2, a significant amount and variety of qualitative data can still be extracted from just a short period of participant observation. However, just like with the verbal-textual data above, more context is needed to sufficiently make sense of the qualitative thematic network and generate recommendations for the animation, improvement, or alteration of the Atrium: In this case, such context would be the quantitative data collected during the periods of participant observation (again, this can be found in Appendix section C2). For example, at mid-afternoon on a weekday, more groups can be found eating, studying, or socializing in the Lower South Food Court zone, whereas the majority of people in both the Large and Small Amphitheatre zones are alone. Consequently, we observed more behaviour from lone users that suggests social detachment from the Atrium space, like absorbing oneself in one's phone or laptop. This suggests either a need to change the Amphitheatres to encourage socializing or provide more comfortable spaces for more individual activities; verbal-textual data from our interviews can help clarify which is preferred among Atrium users.

Because the vast majority of users observed in the Lower South Food Court zone were eating and no table sat empty (one user was even observed pulling over a table to place his laptop while remaining seated on a step of the Large Amphitheatre), the lack of table space for individual study should be addressed. Finally, most users simply passing through the Atrium along the walkway between the Large Amphitheatre and Lower South Food Court zones in fact walked more leisurely and took in the scene around them rather than walk through quickly and purposefully with tunnel vision and headphones in, as one user observed did. This could be interpreted as the perception that the Atrium's activity is animated and stimulating enough, at least when just walking through and not spending a prolonged period of time in the space. But again, other sources of data provide a fuller contextual picture: In our interviews, one user expressed that the Atrium seemed lively as it is, while another felt that there should be more activities taking place in the empty space of the walkway.

Photovoice

Photovoice is a technique commonly used in applied social or qualitative research whereby participants take their own photographs to depict their lived experience and conceptualization of the issue being researched. Even though we as participant observers are users of the Atrium ourselves, we did not employ photovoice in its true sense and purpose: The photos we took for the visual-spatial analysis served mainly to provide objective depictions of the activities and arrangement of Atrium users.

Findings

The two primary categories that emerged from the data analysis and used to classify the findings are physical and social/communal. When asked to describe the Atrium, or provide suggestions for improvement, responses can be initially grouped into these two different categories. This is important because it points to the fact that for some people, the Atrium is defined by its social/communal characteristics whereas for others it is the physical characteristics that define the space. Understanding this allows us to identify different categories (physical and social/communal) of recommended interventions that could be used to help animate or otherwise improve the Atrium for its users.

Physical

We found that spaces within the Atrium are not being used in ways consistent with their original purpose, and that furniture in the Atrium is currently not flexible enough to meet user needs and behaviours. For example, many users who wish to study in the Atrium often cannot do so because of the lack of available table seating. [FIGURE #] below illustrates this: A student (third from left on the lowest tier) was observed dragging over a table so that he could have a flat surface to place his laptop while remaining seated at the Large Amphitheatre. This illustrates our finding that interview respondents overwhelmingly enjoyed the naturally bright (during the day), spacious, and open feeling of the Atrium, despite it sometimes feeling crowded. One user, interview subject #2, remarked that “[It feels] industrial, [like] IKEA.”



Many users felt that there are not enough places to sit (mostly during crowded peak hours around lunchtime) and not enough electrical outlets available throughout the Atrium to charge their devices. In addition, some said that the space is too monochromatic and dull in its colours, and that it could benefit from more plants like the installation outside Pie R Squared. Finally, as researchers who are also users of the Atrium ourselves, we noticed that the space becomes quite dark at night, especially on the lower level around the food court tables.

Social/Communal

Users overwhelmingly agreed in interviews that the Atrium is very much the social focal point of the Nest as well as good place to eat, statements corroborated by our observations. They liked the Atrium's energy, ambiance, and communal feel, and also appreciated the opportunity for spontaneous interaction and activity. Some quotes from interviews with users that speak to the social and communal elements of the Atrium are that it is "eventful" and that it is "so diverse its people and structures leave you speechless".

However, we noticed in our observations that the space is also heavily frequented by individual users studying or absorbing themselves in their phones. This may seem counterintuitive but we suspect this is occurring precisely because of the ambiance: Similar to studying in a coffee shop, the ambient noise and energy of the Atrium supports some users' productivity.

Recommendations

These three overarching themes discussed within our findings helped us formulate several recommendations for each category, focusing on enhancing users' experiences both with the physical surroundings of the Atrium as well as with each other.

Physical

Through our physical recommendations we really sought to highlight the malleability of the space by including more modular features in the form of:

- Fold-down tables and swivel chairs on the amphitheatre tiers
- Moveable benches
- Pillows / cushions for amphitheatre seating in order to add comfort

We would also like to emphasize evening-specific physical interventions, as we noticed in the evening the usage of the space was quite different from the day. More specifically, the need for better lighting in the lower food court as well as greater availability of electrical outlets in the evenings tended to see an increase in usage for studying. Additionally, it is important to highlight that any physical interventions should equally emphasize the needs of individual users and groups.

Lastly our final recommendations on a physical side related more to the surfaces within the atrium addressing the users concerns regarding the “monochromatic and dull colours” exhibited from the grey concrete pillars and floors. In response we are proposing:

- Painting the floor and concrete pillars / adding public art
- Incorporating students or faculty's work on to the walls to improve the vibrancy of the surface
- Green walls or free standing plants / vegetation

Social/Communal

Given the Atrium's success at being the focal point for socializing within the Nest and arguably the university, we agreed that there doesn't necessarily have to be an intervention towards changing users' social behaviours per se but instead supporting and building on the existing social fabric. In order to leverage this existing social capital and build on it we're suggesting introducing more connection to the space through better communication between the university, private shops, clubs and users in the form of notice boards, TV monitors

displaying events, or announcements discussing daily activities or student opportunities. Building off this enhanced social connection it is important to remember that the physical environment often influences the success of social interactions which is why we've made a list of recommendations that bridge this gap between physical space and interaction between users.

- Introduce more modular seating furniture that is conducive to large groups
- Preserve the large open space in the centre of the Atrium for performances, gallery exhibitions, club tables, etc. instead of installing more seating
- Find a balance between developing programming for the space and allowing for the unexpected, spontaneous, and organic activities that keep the Atrium fresh and exciting

Ongoing evaluation

As students', faculty and visitors' needs change over time, the AMS should make efforts towards reviewing and consulting the users of the space every few years regarding the functionality of the Atrium. The importance of this is paramount as can be seen by the invaluable observations and findings from all of the PLAN 522 student groups conducting POS evaluations. Furthermore, as the student body changes over the years so do the clubs and private commercial spaces that inhabit the Atrium which is why it is ever so important to strengthen and maintain cross collaboration between commercial, public and club spaces in order to best serve and provide an inclusive and vibrant space.

Conclusion

In summary our approach to animating the Atrium using a post-occupancy evaluation framework in conjunction with various qualitative research and analysis methods provided us with a vast array of verbal-textual and visual spatial data. Upon organizing and synthesizing our collected and observed data we determined several key themes regarding usage within the space, which included Physical, Social, and Communal interactions.

By building links between the formal and residual physical spaces and social interactions within the Nest we were better equipped to evaluate and provide recommendations in hopes to better foster a sense of place, social vibrancy and inclusion. Our final take aways from our findings and recommendations spoke to leveraging the Atrium's abundant space to serve a variety of uses. This diversity of uses could be supported through introducing more modular furniture, paintings, vegetation, and programming. Additionally the sense of place could be promoted through better communication between the university, businesses, clubs and users through notice boards and announcements. These potential interventions are a cheap and provide the potential for far greater opportunity for users to interact with not only each other but the Atrium itself. Thus in turn creating a unique connection between each user and the space itself ultimately cultivating an inclusive and animated community hub.

Appendix A - Cost of implementing recommendations

Recommended Features	Cost
Paint / Supplies / Labour	\$3000 - \$4000
Plants	\$1000 - \$2000
Modular Benches	\$2000 - \$3000
Swivel tables for amphitheatre seating	\$1000 - \$2000
TVs	\$1000 - \$2000
Notice Board	\$200 - \$400
Total	\$8200 - \$13,400

Appendix B - Consent Forms

A possible benefit to participating in this research is for you to provide an opportunity for you to reflect on your experiences.

Confidentiality:

In order to protect your confidentiality, during the research process, all documentation of your interview will be kept in a locked cabinet at Penny Gurstein's UBC office that only she can access. After the research is completed, the interview documentation will remain in the locked cabinet in that office that only Penny Gurstein can access, for a minimum of six months. If you choose to not to be identified by name and/or organization, any information identifying you and/or your organization will be removed from any interview documentation and the audio file from your interview, if created, will be erased.

Contact for information about the research:

Please contact Penny Gurstein at 604.822.6065 or Nora Angeles at 604.822.9312 with any questions.

Consent:

Your participation in this study is completely voluntary. You may refuse to participate or withdraw from the study at any time without judgment. You do not waive any of your legal rights by signing this consent form.

Questions and Concerns:

If you have any concerns about your rights as a research subject and/or your experiences while participating in this study, you may contact the Research Subject Information Line in the UBC Office of Research Services at 604-822-8598 or if long distance e-mail RSIL@ors.ubc.ca or call toll free 1-877-822-8598.

Your signature indicates that you received a copy of this consent form for your own records.

Your signature indicates that you consent to participate in the study.

Signature of the Research Participant

1/24/17

Date

Printed Name of the Research Participant

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Consent:


Your participation in this study is completely voluntary. You may refuse to participate or withdraw from the study at any time without judgment. You do not waive any of your legal rights by signing this consent form.

Questions and Concerns:

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Signature of the Research Participant

February 1, 2017

Date



Printed Name of the Research Participant

Appendix B - Consent Forms

A possible benefit to participating in this research is for you to provide an opportunity for you to reflect on your experiences.

Confidentiality:

In order to protect your confidentiality, during the research process, all documentation of your interview will be kept in a locked cabinet at Penny Gurstein's UBC office that only she can access. After the research is completed, the interview documentation will remain in the locked cabinet in that office that only Penny Gurstein can access, for a minimum of six months. If you choose to not to be identified by name and/or organization, any information identifying you and/or your organization will be removed from any interview documentation and the audio file from your interview, if created, will be erased.

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29/01/17

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
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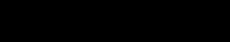
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[Redacted Signature] Jan. 24th / 17

 Signature of the Research Participant Date
[Redacted Name]

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