

**Post-Occupancy Evaluation of the NEST's 3rd floor Lounges and Circulation areas**

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**SO, DO YOU COME HERE OFTEN?**  
**A Post-Occupancy Evaluation of the NEST's  
3rd floor Lounges and Circulation areas**

**A UBC SEEDS report prepared for PLAN 522  
By Chris Mah, Michael McBurnie, & Katelyn Stewart**

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# Table of Contents

1.	Introduction	3
1.1	Context of Research Problem	3
1.2	Research Objectives	3
1.3	Research Question	4
1.4	Organization of report	4
2.	Thematic Review of Literature	4
2.1	Social animation defined	4
2.2	Post-Occupancy Evaluation Theories and Frameworks	5
2.3	Current conditions of Nest	6
3.	Methodology	6
3.1	Context	7
3.2	Definition of social animation	7
3.3	Indicators of social animation	8
3.4	Coding Methodology	9
3.5	Limitations and Gaps	11
4.	Analysis	12
4.1	Methods for coding	12
4.2	Rationale for coding method	12
4.3	Coding results	12
4.4	Verbal-Textual Findings	13
4.5	Visual-Spatial Findings	16
4.6	Limitations and Assumptions	18
4.6	Relationships with indicators of social animation	19
4.7	Measurement of indicators based on data and implications on social animation	19
5.	Conclusions and recommendations	20
5.1	Literature on potential solutions	20
5.2	Potential solutions	20
5.3	Costs	21
5.4	Final recommendations	22
	Appendices	23
	Appendix A: Interview Transcripts	23
	Appendix B: Observational Data Recordings	40
	Appendix C: Inventory of 3rd Floor Furniture	46
	Appendix D: Floorplan	48

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# Execuative Summary

This a the final report for a Post Occupancy Evaluation (POE) of the Alma Mater Society (AMS) Nest at UBC. It is prepared as part of PLAN 522 course and sponsored by the UBC Social Ecological Economic Development Studies (SEEDS) program. The intention of this project is to study the current usage patterns of the space in order to identify opportunities for enhancing social animation in the Nest. The AMS is seeking recommendations for improvements to the space, with the goal of implementing as many as feasible.

The POE is divided into eight groups, focusing on specific areas. The eight final reports are written separately and are not necessarily congruent documents, but are all part of a larger overarching project. This report focuses exclusively on the 3rd floor lounges and circulation areas.

## 1. Introduction

### 1.1 Context of Research Problem

In 2015, the University of British Columbia (UBC) opened a new student building, the Alma Mater Society (AMS) Nest, to replace the previous Student Union Building, which was outgrown by UBC's quickly expanding student population. While this new building sees much use, the AMS recognizes some criticisms of the building's atmosphere, including lower than anticipated utilization and a "mall like" feel.

The AMS envisions the Nest as a student hub for eating, shopping, studying, and socializing. Given that the building is relatively new, it is not clear if the building is meeting all of these objectives. The AMS approached SCARP to perform a Post-Occupancy Evaluation (POE) and provide recommendations on ways to improve functionality and enjoyment of the space.

The POE aims to understand how individual spaces are being used in the Nest, and what interventions could better animate the space to improve student well-being. To this end, several groups have been formed to carefully examine the following distinct spaces:

1. Atrium
2. Food Outlets
3. 2<sup>nd</sup> Floor Circulation and Lounges
4. 3<sup>rd</sup> Floor Circulation and Lounges
5. 4<sup>th</sup> Floor Circulation and Lounges
6. Outside Courtyards
7. Club Offices, Office Precincts, & Bookable Rooms
8. Gallery Lounge

Our research will specifically focus on the 3rd floor common areas (circulation areas and lounges). However, we will coordinate our research with the 2nd and 4th floor groups, as well as the group focusing on clubs, offices, and bookable rooms, where it relates to the 3rd floor.

### 1.2 Research Objectives

Our research aims to understand how occupants use the 3rd floor common areas. Our research will identify how the space is currently being used, how this compares with our client's goals for the space, and construct solutions on how to align student use of the space with the AMS goals.

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## 1.3 Research Question

Our primary research question is: How are the 3rd floor circulation areas and lounges currently being used, and does this create the “animated” space the AMS is seeking? This question will need to be asked independently for both the lounge areas and the circulation areas.

Within this primary research question, the following sub-questions will be considered to better understand the issues:

- How are spaces in the Nest currently being used?
- What are the AMS’ goals for the space? What is an “animated” space?
- What areas are the most active? What are their physical characteristics?
- What areas are the least active? What are their physical characteristics?
- What are building user’s perceptions of:
  - a) how the current space is being used?
  - b) how the space can be better utilized?
  - c) any aesthetic or functional deficiencies with the building? (eg. “I wish I had room to do my stretching” or “I wish there were music playing,” etc.)
- What physical interventions would increase vibrancy and animation in the Nest? (eg. art installations, interactive displays, games, lighting, noise reduction, etc.)
- What other interventions would increase vibrancy in the Nest? (communication, event programming, hours of access)

## 1.4 Organization of report

This report will follow a logical progression of identifying the problem, defining the scope, making observations, and analyzing the data to derive recommendations.

With the problem identified above, our next step is a literature review to see what research on the topic already exists. Second, we will define social animation. This is an important step because before we can answer our research question, it is necessary to define precisely what it is we asking. In section 3, we discuss our methodology and how we chose to go about our research in order to understand social animation in the space being studied. We also explain in our methodology how we decided to analyze and code the data. In section 4, we move into our findings and analysis. Here, we discuss what our data reveals and what those findings mean for social animation. Lastly, we will provide recommendations for implementations we feel are most effective based on the objectives of enhancing social animation, while maintaining a reasonable budget.

## 2. Thematic Review of Literature

### 2.1 Social animation defined

This literature review will help to inform our studies by (1) providing a brief summary of theories and analytical frameworks of previous studies of POEs and literature on campus animation and the built environment; and (2) addressing gaps in existing research. The key bodies of literature that informs our research are (1) animation and design concepts by Harb and Gehl; (2) current status of UBC and the AMS Nest by UBC SEEDS and the UBC Public Realm Plan; and, (3) Post-Occupancy Evaluation Theories and Frameworks by Zimmerman and Martin, Hassanain and Iftikhar, and Preiser.

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Providing recommendations for interventions for improved social animation is the main purpose of this research project. As such, social animation has been defined in the research proposal as ‘speaking to place making: creating public spaces that promote happiness and wellbeing and, indirectly, promote use and occupation of the space’. Design and the built environment are key aspects of social animation. In an integrative review that outlines different theories on urban vibrancy, Harb<sup>1</sup> (2016) includes examples of performance characteristics of urban space from a number of authors, including Lynch & Appleyard and Jacobs. Lynch’s characteristics include vitality, sense, fit, access, and control (p. 39). These characteristics affect the meta-criterion that Lynch establishes, which are ‘efficiency’ and ‘justice’. For characteristics for a healthy urban environment, Appleyard and Jacob discuss social values of urban life, which include communities, public life, comfort, identity, control, access to opportunity, imagination and meaning, authenticity, and urban self reliance (p. 41). Additionally, Harb (2016) examines Appleyard and Jacob’s urban qualities that lead to the aforementioned social values: public streets, livability, minimum density, integration of uses, defined space, and fragmentary massing (p. 41).

Jan Gehl’s<sup>2</sup> seminal work “Life Between Buildings” examines the design principles that create urban vibrancy. Like Harb, Gehl’s work focuses on exterior public spaces, but the principles are transferrable to indoor spaces. Gehl examines spaces primarily through their physical characteristics (as experienced through the 5 senses) and observed usage. The key indicators of success are degree of pedestrian flows, level and length of stationary activity, and social interactions.

Although our research in the AMS Nest is not a public street or neighbourhood that is studied in the literature cited, it is nevertheless a public space and many of these same principles of vibrancy, animation, and healthy urban environments still apply to our study area. The circulation areas and lounges of the Nest are places people pass through, stop for various activities, and use to interact with the larger community in some form. These definitions and characteristics should be kept in mind as we examine social animation of the Nest, particularly since there is a gap in defining social animation in literature on UBC and the AMS Nest.

## 2.2 Post-Occupancy Evaluation Theories and Frameworks

Zimmerman and Martin<sup>3</sup> (2001) outline the benefits and barriers to POEs. Benefits include a continuous improvement feedback loop, validation of occupants needs, and reduction of waste (energy, space, & inefficiencies), and operating costs due to commissioning. Barriers include lack of standard and reliable indicators, lack of incentives (and expectations) within the procurement, delivery, and operation cycles.

Hassanain and Iftikhar<sup>4</sup> (2015) present IDEF0, a process for structured analysis, which they’ve adapted specifically for performing POEs on schools. The IDEF0 (ICAM [Integrated Computer Aided Manufacturing] Definition for Function Modeling) process consists of 5 steps: (1) identifying performance requirements, (2) conducting a walk-throughs and focus groups, (3) developing a user satisfaction survey, (4) analyzing the data and reporting findings, and (5) developing a plan of remedial actions.

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1 Harb, D. F. (2016). Examining the vibrancy of urban commercial streets in Doha. Retrieved from: <http://search.proquest.com.ezproxy.library.ubc.ca/docview/1853763297?pq-origsite=summon>

2 Gehl, J. (1987). *Life Between Buildings: Using Public Space*. New York: Van Nostrand Reinhold.

3 Zimmerman, A., and Martin, M. (2001). Post-occupancy evaluation: benefits and barriers, *Building Research & Information*, 29:2, pp. 168-174.

4 Hassanain, M. A., and Iftikhar, A. (2015). Framework model for post-occupancy evaluation of school facilities. *Structural Survey*, 33: 4/5, pp. 322 - 336.

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Step 1 of Hassanain and Iftikhar addresses performance measures, which we have discussed in the previous sections in defining social animation and discussing what that means for the Nest. Similar to step 2, one method discussed by Preiser<sup>5</sup> (2005) is Universal Design Evaluations (p. 176-177). In the case study discussed, occupants of the building were asked to perform walk-throughs and indicate the positive and negative aspects of the space. The intention is to obtain a diverse range of opinions that can be universally representable. Another measure to obtain qualitative data is through interviews. Preiser<sup>6</sup> (2002) notes the use of interviews for qualitative data during the POE as a tool that can also be utilized (p. 11).

While this literature review is not exhaustive, it provides a brief review of the existing literature and identifies a framework for our forthcoming data collection. POE is an extremely subjective topic and as such, there are many existing theories that have not been touched upon in this literature review.

## 2.3 Current conditions of Nest

According to the UBC Public Realm Plan<sup>7</sup> from 2009, “20% of the public spaces have a ‘bleak’ landscape character while 72% of the spaces need improvement, based on a combination of the design quality, condition, and importance of each space.” (p. 5) A happiness survey was also performed by UBC SEEDS in 2014.<sup>8</sup> While indicating where students feel happiest, there is no identified reason for why they feel happy in such a place. Since the spaces differ quite widely, it is difficult to take an instruction from this survey for the purpose of this project.

Under the UBC Public Realm Plan (2009), increasing local vegetation, sustainability, beauty, culture, and areas for sitting and socializing (p. 6). Many of these goals can be achieved through common remedies and solutions, so we will focus on opportunities to leverage that position when examining the AMS Nest’s current public design characteristics.

# 3. Methodology

## 3.1 Context

The lounges and circulation area need to be evaluated as separate spaces as they have different primary uses.

### 3.1.1 Circulation Space

The circulation area can largely be evaluated through research observations at different times of the day and week. Our group will note where people are studying, socializing, passing by, etc. We will also use interviews and surveys to glean insight on current use and occupants’ desires. We will then pair these observations with spatial data to identify where and when each activity tends to take place.

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5 Preiser, Wolfgang F. E. (2005). Evaluating universal design performance. In Wolfgang F.E. Preiser and Jacqueline C. Vischer (Eds.), *Assessing Building Performance* (pp. 170-178). Burlington, MA: Elsevier Butterworth-Heinemann.

6 Preiser, Wolfgang F. E. (2002). *The Evolution of Post-Occupancy Evaluation, Learning from our Buildings: A State of the Practice Summary of Post-Occupancy Evaluation*, pp. 9-22.

7 UBC Community and Campus Planning. (2009). UBC Public Realm Plan for the Vancouver Campus. Retrieved from: [http://planning.ubc.ca/sites/planning.ubc.ca/files/documents/planning-services/policies-plans/PublicRealmPlanFinal\\_0.pdf](http://planning.ubc.ca/sites/planning.ubc.ca/files/documents/planning-services/policies-plans/PublicRealmPlanFinal_0.pdf)

8 UBC SEEDS. (2014). *Map your happiness ripple lab*. Retrieved from: <https://sustain.ubc.ca/sites/sustain.ubc.ca/files/seedslibrary/Happy%20Map%20Report.PDF>

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### 3.1.2 Lounges

There are 3 open lounges and 3 more enclosed lounges between club rooms, which are not exclusive to club members. We aim to understand who is occupying each lounge. We will interview occupants at different times of the day and different periods of the week to understand who is using the space and for what purpose. If we find certain lounges are used largely by club members, we can access the AMS' club email list to survey club members on their desires for the space.

In addition to the above qualitative research methods, we will also perform a literature review of similar spaces and solutions that have been implemented shown to provide vibrancy and strong community.

## 3.2 Definition of social animation

Animation speaks to place making: to creating public spaces that promote happiness and wellbeing and, indirectly, promote use and occupation of the space.

In the simplest terms, animating a space is breathing life into it. It is creating a welcoming and enticing atmosphere that draws a variety of people to the place. It's building community and adding meaning to a space. Our goal is to create a space that people want to be in and choose to do so.

As a community building exercise, animation must be cognizant of the variety of needs and perspectives of the many users of the space. The space should be inclusive for all of its potentially diverse users. Before proposing changes, we must first understand how people currently use the space - the temporal flows, feelings of attachment, and the interconnected and competing values and desires of the thousands of people who pass through the space every week. Understanding this will be the first priority for our group.

As defined by Grimaldo, Lozano, and Barber<sup>9</sup> (2007), a socially animated space is flexible for different sociabilities. This essentially means that there are several different social interactions that can take place in the same space. Animated spaces are adaptable to many different social realities and maximize social animation for a variety of scenarios.

## 3.3 Indicators of social animation

1. Foot traffic patterns (number of people, directness of path);
2. Number of different spatial uses (i.e. studying, chatting, playing, sleeping, programs, etc.);
3. Number of seating options (private, semi-private, public) and utilization of those seating options;
4. Duration of stay (per activity);
5. Multi-functionality of spaces; and,
6. Level of user enjoyment and desire to be in the space.

\*Temporal Patterns: Measure all of the above indicators at different times of the day

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9 Grimaldo F., Lozano M., Barber F. (2007) Social Animation in Complex Environments. In: Pelachaud C., Martin JC., André E., Chollet G., Karpouzis K., Pelé D. (eds) Intelligent Virtual Agents. IVA 2007. Lecture Notes in Computer Science, vol 4722. Springer, Berlin, Heidelberg.



Table 1: Observational measurements of social animation indicators

Observations	Indicator
Observe traffic patterns in peak, shoulder, and off-peak times.	1, 2, 3, 4
Count the types of seating available (private, semi-private, public) in: a) Circulation areas b) Lounge Areas	3, 4 3
Count and categorize the types of activities in: a) Circulation areas b) Lounge Areas	2 2
Measure the duration of time individuals stay in lounge areas.	4
Measure number of practicable uses for each space through observation of occupant use patterns as well as qualitative researcher judgment.	5

Table 2: Interview questions for measurement of social animation indicators

Interview Questions	Indicator
What do users like about the Nest as a whole?	6
Which spaces in the Nest do users use? What do you they use each space for?	1, 2, 4, 5
What, if any, activities do users partake in on the 3rd floor? <i>Prompts: Studying, Socializing, Relaxing, Eating, Meetings (coworkers, students, mentors, faculty members, etc.), Other? Please specify... )</i> a) How long do users typically stay in this space?	2, 4, 5, 6
How often do users come up here? a) If not often, why not? b) If often, what do users like about the 3rd floor and what influences users to go?	1, 2, 4, 5, 6
What do users think about the atmosphere and functionality on this floor? <i>Prompts: lights, seating, noise level, traffic flow of people, access to different kinds of lounge spaces</i>	6
If users could make this floor/space more desirable, what would they change? <i>Prompts: plants, music from the in-house radio station, artwork displays, etc. Think outside the Nest</i>	6
Would users recommend a friend come to this floor? a) If so, what purpose would they recommend they come here? b) For how long (would they answer change if they have 5 minutes to spend or an hour)?	6

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## 3.4 Coding Methodology

As part of our research into animating the 3rd floor spaces in the Nest, our group conducted interviews with users of the space. We collected 10 interviews, with a focus on attaining variety in our samples. We approached people both in the lounge areas and hallways, both solo and in groups, and those who appeared to be studying, relaxing, and socializing. We also aimed for some temporal variety, collecting interviews on a weekday afternoon (near peak busyness), a weekday evening (mid busyness), and during the weekend (low).

Diversifying our sample is important because the spaces in our area are very distinct. There are unique lounges, circulation areas, and side desks along the hallways, which all have different uses. We aimed to obtain a sample of different demographics, such as undergraduates, graduates, faculty, staff, etc. We aimed to achieve this mainly through casting a wide net and varying our location and time of day. An obvious limitation to this is an inability to determine demographics before approaching people (as well as an aversion to demographically profiling).

Our primary research goal for this project is to understand how occupants use the 3rd floor common areas and identify opportunities to increase 'animation' of the space. We hope this coding exercise will identify trends in the qualitative data and provide some insight to this end.

### 3.4.1 Verbal-Textual Data

From the interviews, we tried to identify and measure indicators relevant to verbal-textual data. When indicators were not clearly linked to the research question, it was up to us as researchers to qualitatively identify how the measurements of the indicators either add to or detract from social animation in the Nest. Thus, coding of the interview responses is necessary. Once coding was performed, an added challenge was to determine in our analysis any subjective attitudes or trends that are embedded within the codes and perhaps cannot be expressed through coding alone.

### 3.4.2 Verbal-Textual Coding

Initial coding was formed using inductive coding. The attempt was to separate distinct themes of discussions that came up and insight into those topics as the codes. It is not enough to say that people partake in activities in the Lev Bukhman Lounge. There also needs to be some context on which kind of activities people are taking part in. Once all the codes were formed, three themes seemed to materialize: activities in the space, functionality of the space, and sense of place. The codes were established based on commonly discussed items throughout the interview process.

Theme		Code	Key Words
Activities		Productive Activities	Studying, working
		Social Activities	Meeting friends, chatting
		Relaxing Activities	Sleeping
Function		Functional	Food court, shops, services
		Dysfunctional	Does not use space, Small desks, Hard to find a seat
Ambience		Positive Ambiance	Ambient noise, quiet, lighting, art, open space
		Negative Ambiance	Too noisy, poorly lit, unwelcoming, too busy
Temporal		Morning	
		Afternoon	
		High use	2+ visits or 2+ hours per week
		Low Use	Fewer than 2 visits/hours per week
Awareness		Awareness	Didn't know it was there

Figure A: Verbal-Textual Coding

### 3.4.3 Visual-Spatial Data

Observational visual-spatial data was obtained in different areas of our space at different times of the day and week. We took our observations for everyone who we encounter throughout the study period. Our recordings, where applicable, include number of people, empty seating, noise levels, activities taking place, lighting, and through-traffic levels. Our approach is to use complete observation techniques, where we as observers are not participating or interacting with the users of the space at all. We decided on this approach because we want to see use of the space with as few interruptions and unnatural distractions as possible. We hope to obtain data in the morning, afternoon, and evening. This is because there is a temporal aspect of the space and uses change throughout the day and week.

It is up to the researcher to determine what the observational visual-spatial data means in regard to social animation and the research question. The observations provide measurements for the indicators, our job is to qualitatively analyze how this affects the research question. This is the subjective and qualitative aspect of the research to be included in the analysis of the data.

### 3.4.4 Visual-Spatial Coding

Codes are based on what is able to be ascertained from the visual-spatial data. In other words, we examined what it was that we could observe users of the space doing and confidently deduce from those observations. The codes are designed to be quite specific. Then, broader themes were chosen. The themes do provide insight on the types of observations, then the codes provide context to those types of observations. In identifying themes, it allows us to segment the observations as they all add different dimensions to the question regarding social animation.

Theme	Code
Activities	Solo activities
	Social activities (multiple people)
	Sleeping
	Through traffic
	Eating
Utilization	Fully Utilized
	Somewhat utilized
	Underutilized
Atmosphere	Bright lighting
	Dim lighting
	Noisy space
	Quiet space

Figure B: Visual-Spatial Coding

### 3.5 Limitations and Gaps

Gaps, as identified above, are incomplete data and limited variety of data. Our data could benefit from a larger interview pool and more observations. Furthermore, spreading the data collection over larger time horizons, such as different seasons, days (weekday vs. weekend), and times would be useful. Our group attempted to triangulate our results by collecting data at different times and days, but given the scope of this project, only so much could be achieved in this regard.

As with all coding of qualitative data, there are limitations to our analysis. Coding does not speak to the actual observations and interview findings directly, which means that the context can sometimes be underrepresented. In coding qualitative data, the attempt is to translate the qualitative information into categorical data, which is not always fully possible. However, without coding the data, the time spent analyzing responses and observations would be cumbersome.

Similarly, not all interview responses or observations fit nicely into a single code. The alternative is to create a new code for those unique responses, but that would create many different codes. This could create results that have little insight for action because the results are scattered and no trends are identifiable. There is a trade-off here. Our group decided it best to keep the codes concise and not create codes for outlier data.

## 4. Analysis

### 4.1 Methods for coding

Our methodology for coding of verbal-textual and visual-spatial data differed slightly, but our group generally used the same approach for both. We used open coding for both types of data. Open coding is when codes are identified while sifting through the data, not before the data has been analyzed. Codes are identified as information is obtained from the data. Then we categorized the codes appropriately using themes that fit the codes.

### 4.2 Rationale for coding method

We found our coding approach appropriate due to the nature of the data. Since our data is qualitative, we felt it was important to let the data dictate our theories, not vice-versa. Open coding is ideal for this, as the codes were arrived at based on the data and then the themes were arrived at from those codes. This methodology allows for interviewees, focus group participants, and observational actions to all speak for themselves rather than being typecasted into a predetermined group.

### 4.3 Coding results

The results of the verbal-textual coding can be seen in Figure C. The amounts represented for each code represents the number of times these themes were brought up in the interviews. These do not represent the number of people interviewed who responded under each code.

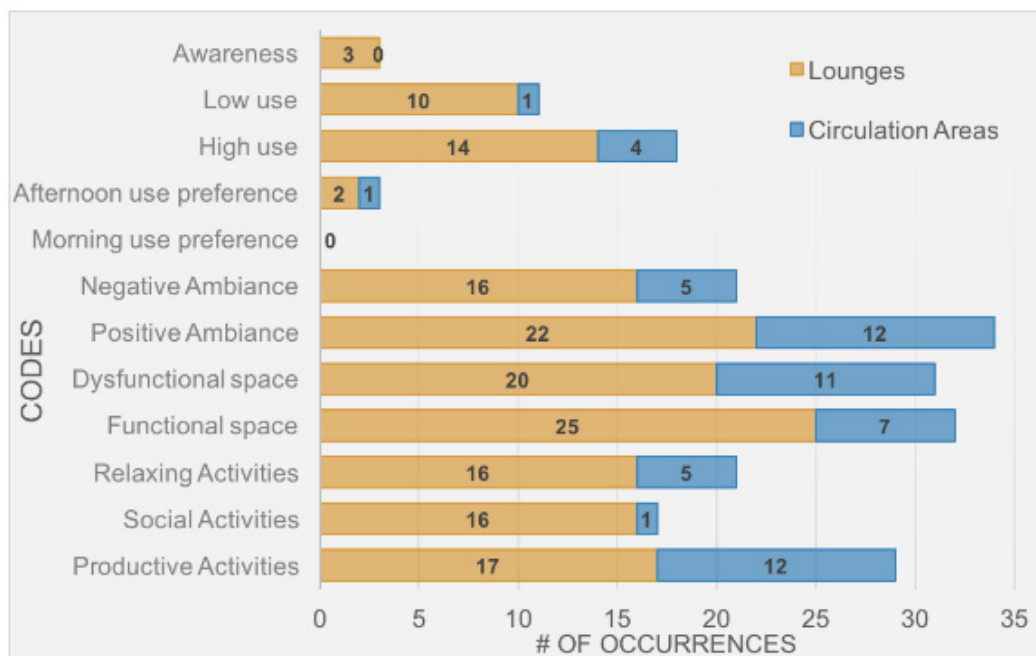


Figure C: Verbal-textual coding results

The results of the visual-spatial coding can be seen in Table 3, broken down by individual lounge and circulation spaces. Each number represents one observed instance of the coded activity. For instance, a tally in the 'sleeping' category represents one person, a tally in the 'social activities' category represents one group, and a tally in the 'fully utilized' or 'noisy' category represents one observed instance.

Code	Lev Bukhman Lounge	North Lounge	South Lounge	Central Hallway	East Hallway	West Hallway
Solo Activities	1	11	10	12	4	12
Social Activities (multiple people)	3	2	1	3	2	0
Sleeping	4	2	0	0	2	0
Through traffic	0	0	0	3	0	0
Eating	0	2	1	1	0	2
Fully Utilized	1	0	0	2	2	2
Somewhat utilized	3	4	3	4	7	6
Underutilized	3	6	4	2	1	3
Bright lighting	0	0	0	0	0	0
Dim lighting	1	0	0	0	0	1
Noisy space	1	2	0	2	3	2
Quiet space	1	1	4	1	3	1

Table 3: Visual-spatial coding results

## 4.4 Verbal-Textual Findings

### 4.4.1 Activities

“Today I am meeting a friend who I haven’t seen in a long time, so I looked for a more comfortable, social space, which is the Lev Bukhman Lounge”

Based on ten interviews and one focus group conducted in both the lounge and circulation areas with study spaces, it was found that there are five main purposes for the visit to the 3rd floor lounges and circulation areas: (1) to relax; (2) to study; (3) to socialize; (4) to eat; and, (5) to attend events. It is also important to note that these activities are not mutually exclusive. Included in the category of ‘relaxing’ is sleeping. The Lev Bukhman Lounge and East Hallway were found to be areas that students enjoyed napping in. This was confirmed through both comments made in interviews and through observational data.

Additionally, the results of the interviews and focus group have shown the 3rd floor circulation and lounges (and arguably the Nest at large), as two kinds of venues: (1) a final destination for students partake in any of the five aforementioned activities and (2) a place to pass time to partake in any of the five aforementioned activities prior to attending class or work. This was found to be true for both the circulation and the lounge areas.

Figure D (below) demonstrates a word cloud from the interview and focus group data.



Figure D: Verbal-textual Word Cloud

#### 4.4.2 Function

Functionality of space was found to be a common theme among interviewees. Functionality was defined as the degree to which the space was being used as it was intended to be used, including having access to food, shops and services. Dysfunctionality was identified by comments to the effect of users not often using the space, not using it as intended, a lack of available seating, or furniture is unsuitable for the space. For the lounges, the number of reports of functionality and dysfunctionality were on par. Students found the space offered them what they needed (services, comfortable seating, desk space, etc.). However, students also noted the tables were not high enough to do work, a scarcity of microwaves, and stated they wanted to see the bean bag chairs returned to the Lev Bukhman Lounge. Students interviewed in the circulation areas voiced similar sentiments, and suggested the following dysfunctionalities in the hallways: the desks were not deep enough, there is not enough seating, and there are not enough outlets.

“The old SUB had a homey feel, but this is better for what it can offer.”

“ I like the bean bags that used to be on top of the Egg. Where did they go?”

“The Lev Bukhman Lounge is the place in campus to sit like you do at home”

#### 4.4.3 Ambiance

Overall, most comments regarding the ambiance were positive. Students stated that they enjoyed the moderate ambient noise of the AMS Nest. For some, they enjoyed this level of noise for working and studying. For others, they found it to be too noisy to study, but otherwise enjoyed the noise level for relaxing and socializing. Moreover, students enjoyed the open space, natural light, and art displays throughout the Nest. This was found to be true for students in both the lounges and circulation areas. Suggestions for improving ambiance included better lighting in the evening and more artwork and greenery.

“The Nest is luxurious, but it needs more personality”

“The Nest is so open, it’s easy to breathe”

“The desk lights are automatic; however they don’t seem to be timed with the actual sunset. Sometimes the lights come on too late and it’s hard to see.”

#### 4.4.4 Temporal

The busiest times for the 3rd floor were found to be in the late mornings, afternoons, and early evenings, from Monday to Friday. Most students using the 3rd floor circulation areas and lounges were using them as a space to stay in between classes and/or before work, and generally stayed from 1-2 hours a day about twice per week. Others claimed to stay much longer, sometimes a full day, and come every day of the week. However, a handful of students noted that they rarely come to the third floor, except for a specific purpose (like attending class or a club). Some students used this space for shorter periods, mostly to eat and relax briefly before going to class.

#### 4.4.5 Awareness

A theme of awareness came out through our interviews, both of the availability of spaces, and even the existence of certain spaces. Students were generally more aware of the first and second floors. Often the third floor was a later discovery, explored out of curiosity or necessity (due to a lack of seating on the lower floors). For the Lev Bukhman in particular, some students did not know that it existed prior to someone else telling them about it, or through an advertised event. However, this was not necessarily a bad thing. One interviewee noted that the secrecy of this space made it a good place to go to.

“You can’t see this space from the outside. I actually thought it was just the theatre.”

“This is kind of a secret place”

### 4.5 Visual-Spatial Findings

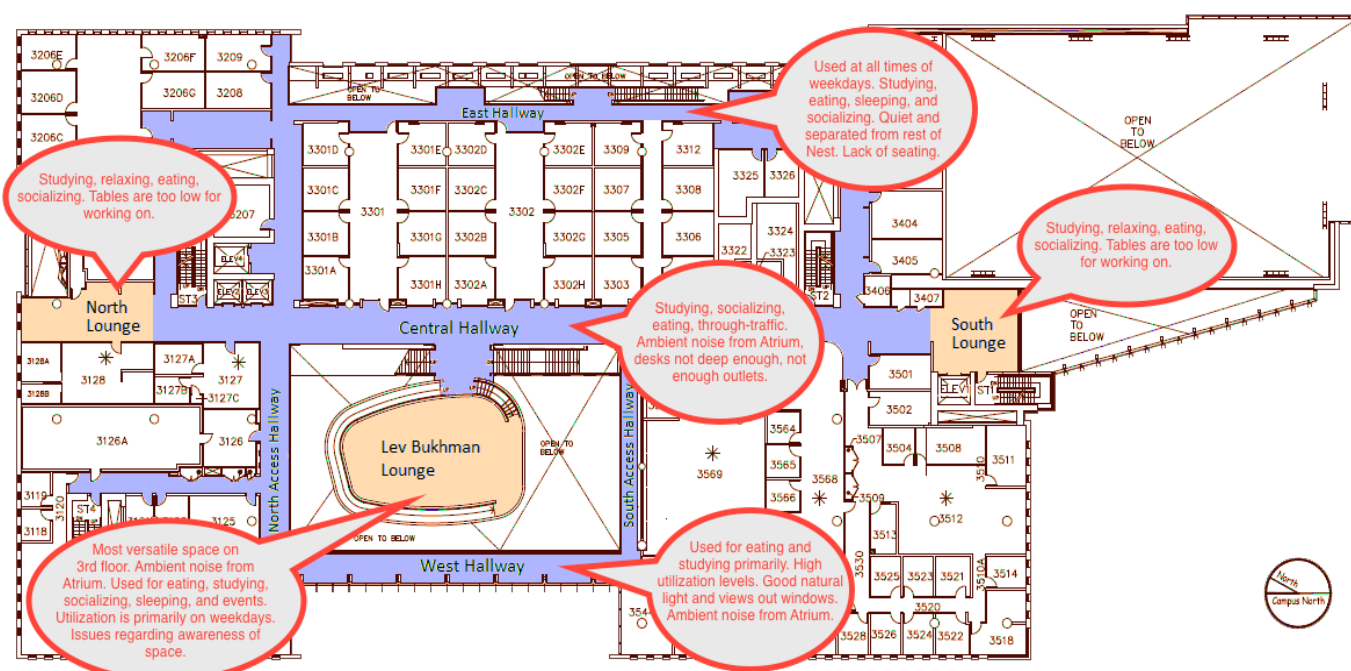


Figure E: Mapping Data Spatially



Our visual-spatial data, based on five days of collecting observational data, confirmed the five main purposes found in our verbal-textual analysis (relaxing, studying, socializing, eating, and attending events).

#### 4.5.1 Lev Bukhman Lounge

The most versatile space on the 3rd floor was found to be the Lev Bukhman Lounge (see Figures F and G). This space offered comfortable seating, coffee tables, ambient noise, privacy from lower floors, natural lighting, and accommodated all of the five aforementioned purposes to visit the 3rd floor. As it is acoustically open to the main concourse, the noise level in this lounge varied depending on both the number of people populating it and conditions in the rest of the AMS Nest.



Figure F



Figure G

#### 4.5.2 North and South Lounges

Both the North and South Lounges were found to have people studying, relaxing, eating, and socializing at all times of the day, on weekdays (weekends were an exception, when these spaces were found to be almost empty). However, the busiest times for these lounges were in the later morning, afternoon, and early evening (See Figures H and I). This space was lightly used later in the evening. As well, on a few occasions students were found to be sleeping here. The couches in this space appeared to be comfortable for sitting, but the tables are perhaps too low for comfortable eating and working, which can be seen in the Figure J. The table is too low for the student to comfortably or effectively use the laptop.



Figure H



Figure I

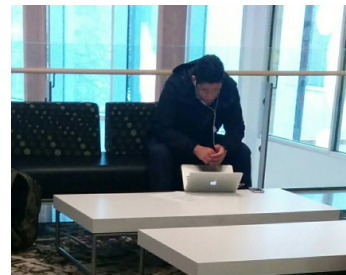


Figure J

#### 4.4.3 Central Hallway

The Central Hallway was found to be used for socializing, studying and/or relaxing, and eating, at all times of the day and week. The Central Hallway, like the Lev Bukhman Lounge, was one of the busiest places on the 3rd floor. This could be because it is positioned at the top of the stairs (See Figure K). However, it was only lightly used on the weekend. This hallway carries ambient noise that varies on the time of the day, events happening in the AMS Nest, and the general number of students in the AMS Nest and on the 3rd floor.



Figure K: Central Hallway

#### 4.4.4 East Hallway

The East Hallway was used at all times of the day, during the week. The busiest times for this hallway were in the later morning, afternoon, and early evening. This space was lightly used later in the evening. This was observed to be a particularly popular destination for students looking to study, sleep, eat, and socialize. This hallway offers more private seating, as it is relatively secluded from the rest of the 3rd floor. Like the Lev Bukhman Lounge, the privacy of the East Hallway attracts students looking to sleep. However, there is often not enough chair to accommodate the amount of students that enjoy this space, as students were found to be sitting on the floor to either socialize or to work individually, as seen in Figure L.

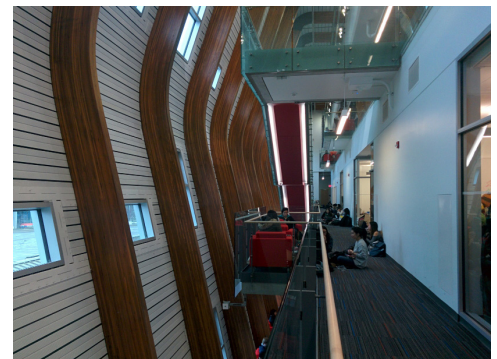


Figure L

#### 4.4.5 West Hallway

The West Hallway was used at all times of the day, including on the weekends; however, it was only lightly used on the weekends. Like the East Hallway, the busiest usage times for this hallway were in the later morning, afternoon, and early evening (See Figure M). This hallway is quite popular for students who are looking to eat and study. This space has an abundance of natural lighting, good views, and a phone charging station (See Figure N). The chairs in this space were often filled throughout the day. Most students were found to be working individually.

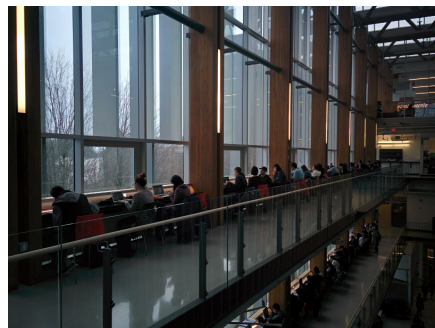


Figure M



Figure N

#### 4.4.6 Access Hallways

The access hallways were found to have very little activity, as seen in Figure O, with the exception of the South Access Hallway, which had 2 tables to accommodate students, as seen in Figure O. These hallways were mostly used for through traffic. However, these spaces have potential to incorporate art work and greenery.



Figure O

### 4.6. Limitations and Assumptions

The dominant limitation of this data is the sample size. We completed 10 interviews and 1 focus group with three participants. We also did not collect data during the morning. Consequently, we are making assumptions that the sentiments expressed by these 13 individuals is an accurate representation across all users of the 3rd floor circulation and lounge spaces. Furthermore, while we were able to interview students with varied demographic information, we were unable to gather data from students at the graduate level. In regards to the observational findings, it was also assumed that students using their computers, phones, or noteworks individually were studying, however, it is recognized that students could have been on social media, reading a book outside of their studies, socializing, etc. For the purposes of this project, we simplified the observational findings with respect to studying.

### 4.6 Relationships with indicators of social animation

In previous sections, we described six indicators of social animation that we are looking to measure. Those indicators are not all able to be discerned from verbal-textual data alone, nor visual-spatial data alone.

Some of the indicators can be answered through the use of visual-spatial data. These indicators are as follows:

- Foot traffic patterns (number of people, directness of path)
- Number of different spatial uses (i.e. studying, chatting, playing, sleeping, programs, etc.)
- Number of seating options (private, semi-private, public) and utilization of those seating options

These indicators are able to be measured simply by observing occupants. We can see how people are moving, where people are sitting, and how utilized seating is.

The indicators that are answerable using verbal-textual data are as follows:

- Number of different spatial uses (i.e. studying, chatting, playing, sleeping, programs, etc.)
- Number of seating options (private, semi-private, public) and utilization of those options
- Duration of stay (per activity)
- Multi-functionality of spaces
- Level of user enjoyment and desire to be in the space.

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We were able to obtain information on these indicators simply by talking to people. Questions regarding what they use the space for, whether they feel the space is functional, how long they stay, and if they enjoy the ambiance, etc. of the area are all ways at touching on these indicators.

By combining the two research methods, we were able to gain insight and information on our key indicators of social animation.

## 4.7 Measurement of indicators and Implications on social animation

Different measurement techniques are appropriate for different data types. For the verbal-textual data, we measured the responses qualitatively based on interview responses. For example, level of user enjoyment was measured simply by our judgment of the response. For other verbal-textual data, we had thresholds that we were basing our measurements on. For instance, for level of use, we decided to use a combination of weekly visits and duration of stay of those visits to determine if the space was being highly used or not by that respondent.

The visual-spatial data had more objective measurements associated with the findings. For utilization, we counted the number of seating options and how many seats were occupied. In lounge spaces, we also counted number of people. For uses, we were able to see if people were chatting to friends, on their computers in isolation, sleeping, etc. and recorded that information to see the variety of uses. We also had very high-level measurements for through-traffic in the hallways.

## 5. Conclusions and recommendations

### 5.1 Literature on potential solutions

One indicator of social animation is a feeling of happiness. Happiness is tied to mental health and wellbeing. Literature suggests that greenery and plants can enhance mental health in the built environment.<sup>10</sup> Plants and green spaces both indoors and outdoors can achieve improved stress levels and help mitigate against anxiety.

Art has also been shown in the literature to enhance 'sense of place,' which also ties to happiness level and our indicators of social animation. Place-making is enhanced by public art as art creates cohesion in communities.<sup>11</sup> The level of community participation on this public art has come into question, but for the scope of our project, including public art would be beneficial to creating place.

### 5.2 Potential solutions

Given the literature, two solutions to increase happiness regarding ambiance and sense of place are greenery and art.

Greenery can be achieved in a number of different ways. In the access hallway between the central and west hallways, we noticed available space. Planter boxes and perhaps even planter box benches could be

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10 Rugel, E. (2015). Green Space and Mental Health: Pathways, Impacts, and Gaps. National Collaborating Centre for Environmental Health. Retrieved from: <http://deslibris.ca.ezproxy.library.ubc.ca/ID/246583>

11 Pollock, V.L., & Paddison, R. (2014). On place-making, participation and public art: the Gorbals, Glasgow. *Journal of Urbanism: International Research on Placemaking and Urban Sustainability*, 7(1): 85-105.

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implemented in this area. This would increase greenery and also create more space for socializing with benches. Alternatively, plants could be scattered throughout the space in lounges and hallways.

Art also has several solutions. Student murals are an effective way to both engage students and also create a sense of place. Aside from murals, other types of art pieces can be hung throughout the building. However, a larger conversation piece in a central area for all to see would be beneficial as it would be noticeable and memorable.

With regard to functionality, there are several potential implementations that could improve the spaces. In the Lev Bukhman Lounge, we heard that more seating options would be welcomed. This could include more sofas or chairs, but perhaps an easier solution is bean-bag chairs. Students recalled that bean-bag chairs used to be in this space and some voiced disapproval of their disappearance. Bean-bag chairs are versatile as they can easily be moved and re-arranged based on student needs.

The coffee tables in the north and south lounges are too low to work or eat on (See Figure Q). Most students we talked to found them poorly designed and not very useful. The obvious solution is to replace the tables with higher ones. Another solution is to add height adjustable laptop stands. This would allow for multiple-uses in the space, as seen in the Figure R.

In the east hallway, we noticed there was often a lack of seating. Additional seating in this area could benefit the functionality of that hallway. There are only a few couches in the hallway and during busy periods, occupants often are forced to sit on the floor. This isn't entirely negative because students are still choosing to use the space, however increasing seating capacity would be helpful in making the space a place where people enjoy being. A key observation here is the carpet - students are much more willing to sit on a carpet floor than a firm one. This finding was also reflected in the Lev Bukhman lounge.

During our interviews, we also heard concerns over the desk space in the central and west hallways. Some students found the desks to be too shallow, with not enough space to put their belongings while working. Students requested deeper desks (more surface area).

Another student brought up lighting, specifically along the west window wall. Lights at these desks are timed to go on at sunset, however they can be late. There is a period of dim lighting when the natural lighting is diminishing and the artificial lights have yet to turn on. A simple solution to this is to adjust the automatic settings.

### 5.3 Costs

The AMS has allocated a budget of approximately \$5,000. While this is not a firm budget, our recommendations are based upon this cost structure. We wish for our recommendations to be implementable and realistic. As such, we are looking for cost-effective solutions that increase social animation in the most efficient way possible. Also, solutions that are easy to implement and can be done immediately are prioritized.

While exact costs to alter the desks in the central and west hallways are not clear, it would more than likely exhaust the entire budget of \$5,000. Additionally, this implementation would cause disturbances to use of the space during renovation periods.

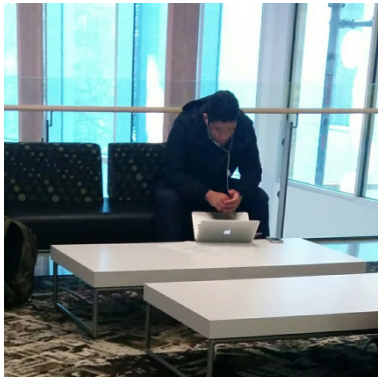


Figure Q: Coffee Table Exhibit

Adjustable laptop stands can be purchased at Ikea for under \$30. This is a quick and low-cost solution for the north and south lounges.

Other functional solutions like bean-bag chairs for the Lev Bukhman Lounge and additional seating options for the east hallway will be more costly, but within the stated budget. Bean-bag chairs can be purchased for approximately \$80 each. In the east hallway, space may be a limiting factor for increasing the number of couches. Bean-bag chairs or other flexible

seating options that can be moved may be preferable. These options would also likely be cheaper than purchasing more couches.



Figure R

Greenery can be achieved in a number of different ways. Planter benches as seen in Figure P are priced at \$270 at Home Depot. The cost of plants and maintenance would also need to be considered. Alternatively, benches could be constructed that match the existing furniture in the Nest.



Figure P

Public art can vary greatly in price, dependent on what measures are taken. However, it is reasonable to assume that art can be implemented within budget. If student work is used, or a student competition is used to acquire art, costs could be quite low. For example, the AMS could hold a mural competition, with the only costs being paint, supplies, and a small stipend.

## 5.4 Final recommendations

Based on costs and relative benefits to social animation of the space, we have come up with a list of recommendations for the 3rd floor.

1. Adjustable laptop stands for the north and south lounges.
2. Additional seating in the Lev Bukhman Lounge in the form of bean-bag chairs.
3. Adjusting the lighting timers at the desks along the west hallway.
4. Additional seating in the east hallway.
5. Greenery, scattered throughout the 3rd floor. Planter box benches located in access hallway between central and west hallways.
6. Public art in the form of a student-designed mural located above the access hallway between the central and west hallways.

These recommendations are ranked in the order we think is the best balance of cost, feasibility, and impact. However, we believe that each recommendation is feasible under the current budget. We have excluded altering the desks in the central and west hallways as these are costly measures that would take time to implement. Many of the solutions we have proposed can be purchased and used very quickly (laptop stands, bean-bag chairs). As discussed in the previous subsections, we feel that each of these recommendations will benefit social animation in the space based on the needs of students discerned from qualitative data collection and analysis.

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## Appendix A: Interview Transcripts

Date, time: Jan 27, 1:10

Interviewer: Michael

Location: Hallway near stairs

We're master's students at the School of Community and Regional Planning across campus, and we're conducting interviews for space improvements to the Nest. This is part of a consultation project on behalf of the UBC AMS and the SEEDS program. The goal is to bring more social animation to the space for all students and we are interested in your input. Do you have 5 minutes to speak with us?

SEEDS (Social Ecological Economic Development Studies) Sustainability Program advances campus sustainability by creating partnerships between students, operational staff, and faculty on innovative and impactful research projects.

"Why are you on campus today?"

Prompt: undergraduate, graduate, faculty, staff, visitor. Which faculty?

- Studying, did not have class
- He planned on being on campus for 4-5 hours
- He came to the Nest for a meeting up on the 4th floor
- He is a music student

What do you like about the Nest as a whole?

- He said the bookable rooms were useful

Which spaces in the Nest do you use? What do you use each space for?

- Does not use the Nest much
- He usually studies in IK Barber
- He sometimes goes to the food court in the Nest

What, if any, activities do you partake in on this floor?

Prompts: Studying, Socializing, Relaxing, Eating, Meetings (coworkers, students, mentors, faculty members, etc.)

- Came that day for a meeting
- He stopped at the 3rd floor desks near the stairs to charge his phone

How long do you typically stay in this space?

- Not long

How often do you come up here?

If not often, why not?

- Does not find the space useful for doing anything long term like studying

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- He can't get work done there because the desks are small and it is noisy

If often, what do you like about the floor and what influences you to come up here.

What do you think about the atmosphere and functionality on this floor?

Prompts: lights, seating, noise level, traffic flow of people, access to different kinds of lounge spaces

- Likes the natural lighting

- Does not like how it is a high traffic area

- The noise level is too high

If you could make this floor/space more desirable, what would you change?

Prompts: plants, music from the in-house radio station, artwork displays, etc.

Prompts: Think outside the Nest

- The space does its job, but he's not interested in what it has to offer

- He said he doesn't know how he'd improve the space because its functionality does not appeal to him

Would you recommend a friend come to this floor? If so, what purpose would you recommend they come here? And for how long (would your answer change if they have 5 minutes to spend or an hour)?

- n/a

Ask if they're comfortable sharing some demographic info (age, gender they identify with [if any], international/domestic, how long they've been affiliated with UBC, any mobility challenges with regards to the Nest)

- 6th year undergrad

- Music student

- 23 years old

- Domestic student

- No mobility challenges

9. Do you have anything further to add?

- n/a

Date, time: Jan 27, 12:47

Interviewer: Katie

Location: Lounge Area (Red Seats)

We're master's students at the School of Community and Regional Planning across campus, and we're conducting interviews for space improvements to the Nest. This is part of a consultation project on behalf of the UBC AMS and the SEEDS program. The goal is to bring more social animation to the space for all students and we are interested in your input. Do you have 5 minutes to speak with us?

SEEDS (Social Ecological Economic Development Studies) Sustainability Program advances campus sustainability by creating partnerships between students, operational staff, and faculty on innovative and impactful research projects.



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“Why are you on campus today?”

Prompt: undergraduate, graduate, faculty, staff, visitor. Which faculty?

Break between classes

What do you like about the Nest as a whole?

Likes quiet space

Which spaces in the Nest do you use? What do you use each space for?

Likes quiet spaces

Sleep, relax

This is consistent for all of the red chair lounge areas for the 2nd, 3rd, and 4th floors.

What, if any, activities do you partake in on this floor?

Prompts: Studying, Socializing, Relaxing, Eating, Meetings (coworkers, students, mentors, faculty members, etc.)

relaxing

How long do you typically stay in this space?

As long as they can. They stay in this place in between classes

How often do you come up here?

At least once a day

If not often, why not?

N/A

If often, what do you like about the floor and what influences you to come up here.

The chairs specifically

What do you think about the atmosphere and functionality on this floor?

Prompts: lights, seating, noise level, traffic flow of people, access to different kinds of lounge spaces

(already mentioned in previous answers)

If you could make this floor/space more desirable, what would you change?

Prompts: plants, music from the in-house radio station, artwork displays, etc.

Prompts: Think outside the Nest

Would like more chairs, more movable tables, working height tables for comfy chairs

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Would you recommend a friend come to this floor? If so, what purpose would you recommend they come here? And for how long (would your answer change if they have 5 minutes to spend or an hour)?

Yes, to relax

Ask if they're comfortable sharing some demographic info (age, gender they identify with [if any], international/domestic, how long they've been affiliated with UBC, any mobility challenges with regards to the Nest)

Undergraduate student, 2nd year (Cognitive Science)

Domestic student

No mobility challenges

9. Do you have anything further to add?

N/A

Date, time: Jan 27, 12:20

Interviewer: Chris

Location: Lev Lounge

"Why are you on campus today?"

Prompt: undergraduate, graduate, faculty, staff, visitor. Which faculty?

Undergraduate student

Studying in the Faculty of Biology

What do you like about the Nest as a whole?

Usually comes here on breaks (2 hrs)

Food

Usually comes to this space (Lev Lounge)

Does not study here

Which spaces in the Nest do you use? What do you use each space for?

Usually comes to this lounge space

It's a place for them and their friends to hang out

What, if any, activities do you partake in on this floor?

Prompts: Studying, Socializing, Relaxing, Eating, Meetings (coworkers, students, mentors, faculty members, etc.)

socializing

How long do you typically stay in this space?

2 hrs a day / monday to friday

How often do you come up here?

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Consistently / once a day monday to friday

If not often, why not?

N/A

If often, what do you like about the floor and what influences you to come up here.

Best place in campus to sit like you do at home - you can find seating here  
The noise does not bother him

What do you think about the atmosphere and functionality on this floor?  
Prompts: lights, seating, noise level, traffic flow of people, access to different kinds of lounge spaces

More welcoming than the rest of the nest  
There are couches  
There is lots of natural light

If you could make this floor/space more desirable, what would you change?  
Prompts: plants, music from the in-house radio station, artwork displays, etc.  
Prompts: Think outside the Nest

It's quite empty  
They could add a small food court up in the lounge  
More couches

Would you recommend a friend come to this floor? If so, what purpose would you recommend they come here? And for how long (would your answer change if they have 5 minutes to spend or an hour)?

If friends don't know about this space, then they will tell them  
Can't see this space from the outside, actually thought it was just the theatre  
Kind of a secret place

Ask if they're comfortable sharing some demographic info (age, gender they identify with [if any], international/domestic, how long they've been affiliated with UBC, any mobility challenges with regards to the Nest)

Undergraduate student  
2.5 years at UBC  
21 years old  
Domestic student  
No mobility challenges

9. Do you have anything further to add?

Would like more computers in the nest (like they have in the library)

Date, time: Jan 27, 2017. 12:30pm

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Interviewer: Michael  
Location: Lev Buchman Lounge

"Why are you on campus today?"  
Classes. Currently on 3 hour break.

Rarely comes up here. Normally goes somewhere quieter to study  
Today she's meeting a friend who she hasn't seen in a long time so is looking for a more comfortable, social space.

What do you like about the Nest as a whole?

Social, lively, always meet someone you know here  
Conferences

Which spaces in the Nest do you use? What do you use each space for?

Church in the egg on Sundays  
Uppercase  
Social justice centre (on 2nd floor)  
Goes outside when it's sunny (rooftop courtyard)

What, if any, activities do you partake in on this floor?

Social  
No studying - uses Koerners or Sauder quiet spaces instead (can only study in silence)

How long do you typically stay in this space?

1-2 hours

How often do you come up here?

Rarely. Only to volunteer in Social Justice Centre

If not often, why not?

Not a good study space

If often, what do you like about the floor and what influences you to come up here.

Came to the lounge today because meeting friend and able to sit comfortably on the carpet.

What do you think about the atmosphere and functionality on this floor?

Noise makes it nice to socialize  
Lots of club meetings

If you could make this floor/space more desirable, what would you change?

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Soft ottomans/chairs/ beanbags in the lounge

Plants

Would you recommend a friend come to this floor? If so, what purpose would you recommend they come here? And for how long (would your answer change if they have 5 minutes to spend or an hour)?

She did that today. For an hour or so to socialize.

Ask if they're comfortable sharing some demographic info (age, gender they identify with [if any], international/domestic, how long they've been affiliated with UBC, any mobility challenges with regards to the Nest)

2nd year in Sciences, 19, female, domestic student

No mobility challenges

9. Do you have anything further to add?

Usually takes the elevator (instead of stairs)

The LB lounge is homey

Date, time: Wednesday, February 1, 2017 (6:00pm)

Interviewer: Chris

Location: North Lounge (by microwaves)

"Why are you on campus today?"

Prompt: undergraduate, graduate, faculty, staff, visitor. Which faculty?

Just finished class, studying before going home.

What do you like about the Nest as a whole?

Good place to meet people, eat (but kind of pricey)

Good place to stop before commuting home

Good place to study (at the tables, not here)

Which spaces in the Nest do you use? What do you use each space for?

Meeting places, workshops

Good place if you can find a spot to study

What, if any, activities do you partake in on this floor?

Prompts: Studying, Socializing, Relaxing, Eating, Meetings (coworkers, students, mentors, faculty members, etc.)

Usually to meet friends, sometimes study, but not the best place to study because it's noisy.

How long do you typically stay in this space?

To study, 2hrs, 3 hrs max

To meet friends, 15 minutes

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How often do you come up here?

3 times per week

If not often, why not?

Does not usually come to the third floor, they just wandered up here, looking for a place to study when their friend bailed on them.

If often, what do you like about the floor and what influences you to come up here.

Usually wanders to find a spot to study after meeting friends

What do you think about the atmosphere and functionality on this floor?

Prompts: lights, seating, noise level, traffic flow of people, access to different kinds of lounge spaces

Tables are too small to lay out work

Lounge tables are too short for work

Like the view and the architectural feel

Likes the white noise, but lunchtime is too busy and loud

The third floor isn't too busy though

If you could make this floor/space more desirable, what would you change?

Prompts: plants, music from the in-house radio station, artwork displays, etc.

Prompts: Think outside the Nest

More greenery. The building lacks plants - it would feel nicer

Taller tables in lounge would be more functional

Would you recommend a friend come to this floor? If so, what purpose would you recommend they come here? And for how long (would your answer change if they have 5 minutes to spend or an hour)?

Not to study, but it's a good place to meet and socialize.

Ask if they're comfortable sharing some demographic info (age, gender they identify with [if any], international/domestic, how long they've been affiliated with UBC, any mobility challenges with regards to the Nest)

2nd year Land and Food Systems undergraduate student, planning on going into Masters at Sauder.

No mobility issues but notices how long the stairs feel

Domestic student

9. Do you have anything further to add?

Takes elevator if going somewhere specific

Takes stairs when searching for a spot (floor by floor)

Date, time: Wednesday, February 1, 2017 (5:50pm)

Interviewer: Michael

Location: South Lounge (by the conference room where the Symposium will be held)

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“Why are you on campus today?”

Prompt: undergraduate, graduate, faculty, staff, visitor. Which faculty?

Class here today (lab just ended)

Need food (that’s why he came to the nest and then to relax)

What do you like about the Nest as a whole?

Large open space downstairs

Events (i.e. Clubs Week)

Study spaces and eating spaces

Chose here (the lounge) because it was full in other spaces

Which spaces in the Nest do you use? What do you use each space for?

Side with red chairs (to sleep)

Food court

What, if any, activities do you partake in on this floor?

Prompts: Studying, Socializing, Relaxing, Eating, Meetings (coworkers, students, mentors, faculty members, etc.)

relax

Study on the side with the big window (on either the 2nd or 3rd floor)

How long do you typically stay in this space?

Varies (1hr to a full day)

He once pulled an all nighter there but now they close the building at 11:00pm

How often do you come up here?

Pretty often (to the 2nd and 3rd floor)

Almost everyday

If not often, why not?

N/A

If often, what do you like about the floor and what influences you to come up here.

Usually comes up here to study

What do you think about the atmosphere and functionality on this floor?

Prompts: lights, seating, noise level, traffic flow of people, access to different kinds of lounge spaces

Used to like the bean bags at the Egg

Really busy in the afternoon / wifi gets slow

The lighting is nice

There is lots of space

---

If you could make this floor/space more desirable, what would you change?  
Prompts: plants, music from the in-house radio station, artwork displays, etc.  
Prompts: Think outside the Nest

Wish it was open for longer (24hours would be nice)

Would you recommend a friend come to this floor? If so, what purpose would you recommend they come here? And for how long (would your answer change if they have 5 minutes to spend or an hour)?

Yea, to study

Ask if they're comfortable sharing some demographic info (age, gender they identify with [if any], international/domestic, how long they've been affiliated with UBC, any mobility challenges with regards to the Nest)

4th year biology student in the Faculty of Science  
From Hong Kong

9. Do you have anything further to add?

Compared to the old SUB, the old one had a homey feel but this is better for what it can offer.

Date, time: Wednesday, February 1, 2017 (5:30pm)  
Interviewer: Katie  
Location: Desks facing the glass wall, facing outside

"Why are you on campus today?"

Prompt: undergraduate, graduate, faculty, staff, visitor. Which faculty?

Lives on campus  
Works at Pier2 later  
Coming here because she doesn't want to go home before work - kill time

What do you like about the Nest as a whole?

open , environment, easy to breathe, see everywhere  
Good ambient noise, but not overwhelming

Which spaces in the Nest do you use? What do you use each space for?

Studying  
Events in the Art Gallery  
Lounge with friends  
Occasionally club spaces

What, if any, activities do you partake in on this floor?

Prompts: Studying, Socializing, Relaxing, Eating, Meetings (coworkers, students, mentors, faculty members, etc.)



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Study  
Meetings  
Mix of studying and relaxing

How long do you typically stay in this space?

1-3 hours, usually when there is a gap between classes and work

How often do you come up here?

2 days a week (monday to friday)

If not often, why not?

No reason to be here otherwise  
If she were only there to study then she wouldn't come here to study

If often, what do you like about the floor and what influences you to come up here.

Usually comes to the 3rd floor for views and seat availability

What do you think about the atmosphere and functionality on this floor?

Prompts: lights, seating, noise level, traffic flow of people, access to different kinds of lounge spaces

Likes the ambient white noise  
Not much traffic in this hallway

If you could make this floor/space more desirable, what would you change?

Prompts: plants, music from the in-house radio station, artwork displays, etc.

Prompts: Think outside the Nest

Desk lights are automatic but not timed with the actual sunset (sometimes the lights come on too late and it's hard to see)

There could be more seating (it's often full)

Better lighting overall

More seating in the empty side of the hallway (similar to along the railing on the 1st floor)

More outlets

Would you recommend a friend come to this floor? If so, what purpose would you recommend they come here? And for how long (would your answer change if they have 5 minutes to spend or an hour)?

Yes to study because you can talk and study (unlike in the library)

Ask if they're comfortable sharing some demographic info (age, gender they identify with [if any], international/domestic, how long they've been affiliated with UBC, any mobility challenges with regards to the Nest)

19, 2nd year student  
Domestic but not from Canada  
No mobility issues

---

9. Do you have anything further to add?

Mix of stairs and elevator to get to the different floors (depends on the floor)  
Likes the space, it feels modern.

Date, time: Wed Feb 15, 1:30 pm

Interviewer: Michael

Location: South Lounge

Why are you on campus today?

In between classes. 3rd year undergrad in Anthropology.

What do you like about the Nest as a whole?

2-4th floors for studying. Likes that you can eat here while studying.  
Likes ambient noise. Doesn't like complete silence to study.

Which spaces in the Nest do you use? What do you use each space for?

Get lunch in the concourse. Comes up to 2-4th floors to eat and read, study, do course work.

What, if any, activities do you partake in on this floor?

How long do you typically stay in this space?

1-2 hours every day (Mon - Fri). Either south lounge or Lev Bukhman lounge

How often do you come up here?

Only Mon-Fri (when on campus for classes).  
Doesn't spend time on campus during weekends.  
Lives on outskirts of campus. Likes to get off campus on the weekends.

If not often, why not?

If often, what do you like about the floor and what influences you to come up here.

Comes to Nest out of habit (rather than other similar buildings). Looking for a good place to study. Difficult to find a seat, especially when Lev lounge is blocked off (like today).

What do you think about the atmosphere and functionality on this floor?

Likes ambient noise. Hadn't noticed lighting (it's fine). Tables are kind of low (hard to eat).

If you could make this floor/space more desirable, what would you change?

Higher tables. Miss the bean bags -- they disappeared middle of fall semester (similar ones still in Heb building). Wishes there were more seating along windows (the best spots).

---

Would you recommend a friend come to this floor? If so, what purpose would you recommend they come here? And for how long (would your answer change if they have 5 minutes to spend or an hour)?

Usually comes alone, but sometimes runs into people up here (2-4th floors) and they study together.

Ask if they're comfortable sharing some demographic info (age, gender they identify with [if any], international/domestic, how long they've been affiliated with UBC, any mobility challenges with regards to the Nest)

Domestic student, 24.

Do you have anything further to add?

Usually takes stairs

Wonders what's up with the empty spot beside the deli that looks like it isn't being used.

Thinks Nest is a convenient place, though some businesses are strange fit for the building: dentist, hair salon.

This space feels more open and spacious than the previous SUB (was crammed).

Good to be in the Nest. It has everything he needs.

Date, time: Saturday, February 18, 2017 (3:10pm)

Interviewer: Katie

Location: Lev Lounge

"Why are you on campus today?"

Prompt: undergraduate, graduate, faculty, staff, visitor. Which faculty?

Study for midterms

4th year Econ undergrad

What do you like about the Nest as a whole?

Environment

Comfortable places

Good for relaxing and socializing

Doesn't really eat here

Food services could be improved

Which spaces in the Nest do you use? What do you use each space for?

Come here to take a nap

Doesn't usually study here

What, if any, activities do you partake in on this floor?

Prompts: Studying, Socializing, Relaxing, Eating, Meetings (coworkers, students, mentors, faculty members, etc.)

Comes here to nap if she comes to the 3rd floor - lev lounge

She also comes to eat here at desks

She also comes to dance classes on the 3rd floor

---

How long do you typically stay in this space?

Not long  
Just to eat and then go

How often do you come up here?

Maybe once a week for food  
Comes weekly for dance class

If not often, why not?

Prefers to study at the library  
Food isn't great, but convenient

If often, what do you like about the floor and what influences you to come up here.

Rarely comes to 3rd floor  
Only comes up here to dance class or to relax or if the 1st and 2nd floors are filled

What do you think about the atmosphere and functionality on this floor?

Prompts: lights, seating, noise level, traffic flow of people, access to different kinds of lounge spaces

Likes sofas for napping  
Likes natural light  
Architecture is nice (ceilings)  
Good atmosphere for relaxing  
Also, good areas for diverse activity  
3rd floor is good for relaxing and socializing  
Piano is relaxing  
If studying isn't intense, this floor is good

If you could make this floor/space more desirable, what would you change?

Prompts: plants, music from the in-house radio station, artwork displays, etc.

Prompts: Think outside the Nest

Maybe some artwork or quotes (posters with inspirational quotes) to inspire people on the walls  
'Hard' facilities are good as is, like sofas, desks, etc.  
'Soft' solutions could be improved, like culture and things that create meaning  
Sustainability things could be good  
Nest is luxurious, but needs more personality  
Likes the waterfall by PieRsquared  
Could have campus events here and promote events on TVs and bulletin boards  
This communication exists, but could be done more clearly

Would you recommend a friend come to this floor? If so, what purpose would you recommend they come here? And for how long (would your answer change if they have 5 minutes to spend or an hour)?

Would recommend to a friend

---

Ask if they're comfortable sharing some demographic info (age, gender they identify with [if any], international/domestic, how long they've been affiliated with UBC, any mobility challenges with regards to the Nest)

4th year undergrad  
22 years old  
International student  
No mobility challenges

9. Do you have anything further to add?

N/A

Date, time: Feb 18, 2017 (3:45 PM)  
Interviewer: Chris  
Location: Seating hallway (windows)

"Why are you on campus today?" Prompt: undergraduate, graduate, faculty, staff, visitor. Which faculty?

Undergraduate  
2nd year economics major  
Lives on campus  
In the Nest waiting before badminton  
Studying until then

What do you like about the Nest as a whole?

Enjoys that the space is large  
It is a good alternative to study if the library is busy  
Enjoys relaxing in the Nest

Which spaces in the Nest do you use? What do you use each space for?

1st floor for eating quickly  
2nd and 3rd floors for studying at lunch time  
1st floor is too noisy to study  
Does not usually come to the 3rd floor except for at lunch time

What, if any, activities do you partake in on this floor?

Prompts: Studying, Socializing, Relaxing, Eating, Meetings (coworkers, students, mentors, faculty members, etc.)

How long do you typically stay in this space?

1-2 hours

How often do you come up here?

---

2 times/week

If not often, why not?

If often, what do you like about the floor and what influences you to come up here.

He studies mostly in the library, but likes to come to the Nest to eat

What do you think about the atmosphere and functionality on this floor?

Prompts: lights, seating, noise level, traffic flow of people, access to different kinds of lounge spaces

He feels the atmosphere and functionality is perfect as is

Noise level is not too high

Enjoys the natural lighting

If you could make this floor/space more desirable, what would you change?

Prompts: plants, music from the in-house radio station, artwork displays, etc.

Prompts: Think outside the Nest

Would you recommend a friend come to this floor? If so, what purpose would you recommend they come here? And for how long (would your answer change if they have 5 minutes to spend or an hour)?

Yes, if the library is full and a friend needed a place to study

Ask if they're comfortable sharing some demographic info (age, gender they identify with [if any], international/domestic, how long they've been affiliated with UBC, any mobility challenges with regards to the Nest)

Lives on campus

International student

21 years old

9. Do you have anything further to add?

Focus Group Transcript:

Date, time: Wednesday, February 15, 2017 (1:00pm)

Interviewer: Chris

Location: East Hallway (Red Chairs)

Participants: 3 interviewees

"Why are you on campus today?"

Prompt: undergraduate, graduate, faculty, staff, visitor. Which faculty?

All undergraduate students, in Arts and Business

On a Lunch break

---

What do you like about the Nest as a whole?

Central, easy to access, close to bus loop  
Great place to socialize

Which spaces in the Nest do you use? What do you use each space for?

Socialize  
Occasionally study  
Come to the 3rd or 4th floor, usually to this space  
It's quieter and there are comfy chairs

What, if any, activities do you partake in on this floor?

Prompts: Studying, Socializing, Relaxing, Eating, Meetings (coworkers, students, mentors, faculty members, etc.)

socialize

How long do you typically stay in this space?

1-2 hours

How often do you come up here?

Everyday (just Monday-Friday)  
On a break between classes

If not often, why not?

N/A

If often, what do you like about the floor and what influences you to come up here.

Quiet, where you can find a place to sit  
Stairs are not a deterrent  
Try to take the stairs, not the elevator  
Sometimes go to Saunder to study

What do you think about the atmosphere and functionality on this floor?

Prompts: lights, seating, noise level, traffic flow of people, access to different kinds of lounge spaces

Natural lighting  
Variety of spaces  
Can sleep  
Noise level is quiet back here  
Less traffic in this space  
Couches  
Good for sleeping  
Comfy chairs

---

If you could make this floor/space more desirable, what would you change?

Prompts: plants, music from the in-house radio station, artwork displays, etc.

Prompts: Think outside the Nest

It is good as is

They bring their lunches from home, so they would recommend more microwaves

Sometimes the chairs and floor can get dirty - would be nice if it were cleaned

Would you recommend a friend come to this floor? If so, what purpose would you recommend they come here? And for how long (would your answer change if they have 5 minutes to spend or an hour)?

They come in groups, depending on who is available

Yes, they would recommend

Ask if they're comfortable sharing some demographic info (age, gender they identify with [if any], international/domestic, how long they've been affiliated with UBC, any mobility challenges with regards to the Nest)

All domestic students

Friends from high school

Live off campus

Undergrad (2 arts students, 1 business student)

1st year

9. Do you have anything further to add?

Mix of using the stairs and elevator

Usually go to other buildings to study (i.e. Sauder)



---

## Appendix B: Observational Data Recordings

Wednesday, Jan. 25 - Observational Data

Lounge (3:30 PM)

Sorority bake sale

Approximately 20 girls setting up

The entire lounge was filled with people once the bake sale opened

East hallway by stairs (3:30 PM)

Seats were full

People studying, eating at desks

A lot of people with headphones in

A few people standing in the hallway texting

There is quite a bit of thru traffic in this area as it's near the stairs

A couple people were chatting at the desks

13 people sitting at desks

South lounge near AMS Main Office (3:35 PM)

8 people on couches

Group chatter

Some people sitting alone

Fairly quiet and isolated from Atrium noise

East hallway (3:40 PM)

This is a quiet space and was presented as such by the AMS

People were sitting on the couches

5 people total

One or two empty seats/couches

Hallways near club space (3:40 PM)

Quiet with almost no people in there

The south hallway between the south lounge and east hallway had a couple tables with people studying

North lounge (3:45 PM)

Nearly silent

A couple groups

Mostly people studying

8 people total in the lounge

They looked fairly settled and their belongings were laid out

Some empty seats, but not many

Some people with headphones in and isolated

North hallway (3:45 PM)

---

Completely empty

Wide hallway with offices on the walled side

Wall is almost entirely windows - no room for art. Seating installations must take this into consideration (blocking views).

West hallways desks (3:50 PM)

19 people

A lot of Atrium noise

All studying

Many have headphones in

Not any real conversation

Some people eating

Only a couple empty seats (4)

There is a phone charging station at the end, but no one was using it

It's not very visible and there is nothing surrounding the charging area (desks, seats, etc.)

South hallway (3:55 PM)

Completely empty

Only traffic is people walking to/from west hallway desks

Concrete wall is empty

The hallway is narrow and there would be accessibility concerns if any objects were in the hallway

Jan. 27 Observational Data

Main Lounge - 12:20

Quiet

Four people sleeping

Some people sitting on the floor

A few open seats on couches

Lots of open space in the middle of the lounge

West hallway - 12:30

People studying and some eating

Noise from the Atrium quite high

Many people have headphones in

Very few empty seats

little/no socializing

18 people in total, all sitting

North access hallway - 12:30

Completely empty

South lounge - 12:40

---

3 people sitting in the lounge  
All were alone, none in groups  
People sitting had headphones in  
There was significant empty seating area  
People either on their phones or studying

East "quiet" hallway - 12:45

5 people in total  
Some conversation between two girls  
Conversation from the floor below could be heard on the 3rd floor  
Noise from club rooms could also be heard  
There were a couple empty seats  
One person was sleeping  
A couple other people were studying

Hallway by stairs - 12:50

14 people sitting at desks  
A few empty seats  
The space was noisy from Atrium  
Many people with headphones in  
A couple people were socializing at the desks  
Significant thru traffic and chatter from people walking by  
A few people eating at desks while others studying  
The people at the desks were mostly alone and not part of a group

North lounge - 12:55

4 people sitting  
Lots of empty seats  
People were isolated and not in groups  
No socializing  
People sitting had headphones in  
Most were studying  
One person was sleeping  
There was significant noise from the club offices

Feb. 1 - Observational data

Lev Lounge - 5:30 PM

14 people  
Small groups socializing  
Others studying  
One person sleeping  
Noise from Atrium  
Very dimly lit  
People look comfortable  
Lots of available space

---

West Hallway - 5:30 PM

18 people  
Studying  
Headphones in  
A couple empty seats  
Little socializing going on  
Dimly lit

Hallway by stairs - 5:35 PM

11 people sitting at desks  
Some empty seats  
A couple people talking  
Some thru traffic, but less than usual  
People with headphones in  
Many people working  
Quieter than usual, but still some noise

North Lounge - 5:35 PM

3 people  
All isolated  
Studying, headphones in  
Lots of empty seats  
Some noise from club offices

North Hallway - 5:35 PM

Completely empty  
Access hallway only

South Hallway - 5:40 PM

Completely empty  
Access hallway only

East "Quiet" Hallway - 5:40 PM

Very quiet  
Minimal noise from club offices  
4 people total  
One sleeping, three studying  
Two empty seats  
No socializing

South Lounge - 5:45 PM

5 people

---

Headphones in  
All isolated  
No talking  
Area very quiet  
Some people on their phones, others perhaps studying

Wednesday, Feb. 15

North Lounge - 1:00 PM

11 seats occupied  
5 seats empty  
One person sleeping  
Five people working/on computers  
Three people chatting  
Two people eating  
One person using microwave  
One person with headphones in

South Lounge - 1:05 PM

8 of 10 seats occupied  
One person on laptop  
Three people eating  
Four people on phones  
Two people with headphones in

East "Quiet" Hallway - 1:10 PM

20 people sitting on the ground  
People on the floor either grouped around the couches or in the cubby holes  
All seats were occupied  
Four people with headphones in

Hallway by stairs - 1:15 PM

18 seats  
17 were occupied  
Six people with headphones in

West Hallway - 1:20 PM

26 seats  
25 occupied and the other with a backpack on it  
13 people with headphones in

Lev Lounge - 1:25 PM

Closed for an event

---

Side hallway towards “quiet” hallway - 1:30 PM

Four people occupying  
Five seats total  
No headphones in

Concrete wall/circulation area - 1:30 PM

One person sitting on the floor with headphones in

Saturday, February 18

Hallway by stairs - 3:00 PM

3 people sitting at desks  
Lots of empty space and seats  
All people were isolated  
No through traffic  
Quiet, with some noise from the Atrium

Lev Lounge - 3:05 PM

Only one person in the lounge  
Laying on the floor sleeping  
14 couches  
3 tables  
All rearranged from regular configuration  
Some quiet noise from Atrium

West Hallway - 3:30 PM

4 people sitting  
All isolated  
studying/working  
Lots of their books, etc. sprawled on desks  
Many empty seats  
Some noise from Atrium, but relatively quiet

North Lounge - 3:30 PM

Absolutely empty  
Zero people  
Fairly clean, but some newspapers on tables

South Lounge - 3:40 PM

Zero people  
Very quiet  
Noise from air conditioner

East “Quiet” Hallway - 3:45 PM

Zero people  
All couches empty  
noise/music from the club offices or perhaps a dance class that is quite loud

---

## Appendix C: Inventory of 3rd Floor Furniture

### Inventory Stock Throughout 3rd Floor

#### North Lounge:

- 8 leather couches
- 2 chairs
- 7 small round tables (short)
- 1 square table (short)
- 1 long rug
- 2 microwaves
- 1 sink
- 3 vending machines

#### West hallway:

- 26 red/blue/grey chairs (plastic)
- All short
- 7 of 26 chairs are wooden with plastic arms

#### Hallway by stairs:

- 18 red/blue chairs (plastic)
- 5 short chairs
- 13 tall chairs

#### South Lounge Access Hallway:

- 2 wood tables
- 5 chairs

#### South Lounge:

- 5 vending machines
- 3 couches (leather)
- 4 chairs
- 3 long rectangular tables (short)
- No microwaves

#### Lev Lounge:

- 14 couches
- 3 tables (short)
- All couches and tables are rearranged regularly

#### East "Quiet" Hallway

- 6 red couch chairs
- 4 low tables
- 1 long wood table with 2 plastic chairs, potentially moved there by students

# Appendix D: Floorplan

