



PROPOSED
NEW
STUDENT
BUILDING

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BUILD YOUR OWN BUILDING REPORT

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INTRODUCTION

The University of Waterloo (University) and the Federation of Students (Feds) have begun to actively investigate the need and desire for a new student building on campus. As part of this, Feds has begun an extensive consultation process to determine what undergraduate students are looking for, with regards to student space.

The proposed location is west of RCH and south of Physics, as approved by The Board of Governors on April 5, 2011.

The cost of the building is expected to be divided between undergraduates, graduates, and the University. Cost distributions will be dependent on what types of space are included, and will be determined through negotiations between the University, Feds, and the Graduate Students Association.

PROPOSED TIMELINE FOR THE NEW STUDENT BUILDING

All stages are dependent on student opinion and approval. Students will guide the entire process.

Phase 1 – Data Collection and Proposal Creation, June – July.

1. Quantitative and qualitative data collected through focus groups, a survey, and other consultation methods.
2. A draft proposal and two town halls the week of the July 23rd.
3. The completed proposal is expected to go to Students' Council on July 29th for their approval.

Phase 2 – Negotiations and Discussion, August – September:

1. Utilizing the Students' Council proposal, the Student Building Negotiating Team (SBNT) will negotiate, with the University administration, on behalf of students.
2. Subsequent phases are dependent on a signed preliminary agreement between students and the University.

Phase 3 – Secondary Consultations, October – November:

- Feds, the University, and the Graduate Students Association will refine the proposal, based on the signed preliminary agreement, and consultations with students on campus during the Fall term.

Phase 4 – Feds' Facilitated Referendum, February 2013:

- The expected date for a Feds' facilitated referendum is February 2013, aligned with the annual Feds election. This referendum will not be held if the proposed agreement is not meeting student needs.

CONSULTATION PROCESS

Consultations occurred throughout the month of July 2012. The consultation process encouraged undergraduate students to voice their opinions on the various topics surrounding the potential new building proposal, along with any concerns around student space and student services in general. The methods were:

- **Focus Groups:** small group discussions for all undergraduate students, with a few special sessions for event planners.

- **Unconference:** a participant-driven conference on Grad House Green, where topics of discussion about the building were decided by students.
- **Build Your Own Building:** participants at the focus groups and the unconference were provided with an exercise to complete about space allocation in their ideal student building.
- **Online Survey:** a 15-20 minute survey sent to all undergraduate students and linked on the Feds website, covering student opinions on a wide variety of topics relating to student space and the new building.
- **Town Halls:** a large-scale, question and response style, informal public meeting where students will have an opportunity to provide feedback and guide our new student building proposal.

USE OF DATA

The data was compiled and analyzed by the SBCC and released in the form of several reports:

- Proposed New Student Building: Focus Group Report
- Proposed New Student Building: Unconference Report
- Proposed New Student Building: Build Your Own Building Report
- Proposed New Student Building: Survey Report
- 2010 Services Survey Report
- Feds Study Space Report

These reports are based on the direct expressions and opinions of the consultation participants. As such, we cannot guarantee the accuracy of some of the statements received during the consultations. Data for the first four reports was generated from the recent consultations. The Study Space Survey Report and the 2010 Student Service Building Survey Report were based on previous reports by Feds. This data was used to create the initial proposal, and will drive the SBNT negotiation between the University, Feds, and the Graduate Student Association.

BACKGROUND

At both our focus groups and unconference, attendees were asked to “Build Your Own Building.”

This was done to give students an opportunity to imagine what features, spaces, services, and businesses they would include in the building given no restrictions.

The “Build Your Own Building” exercise was developed to allow students to envision their ideal building, in order to receive feedback on what spaces students believed were important, as well as how they prioritized on each floor. Opinions given in this exercise, in conjunction to those expressed in other consultations, guided the direction of the proposal.

METHODOLOGY

At each focus group session, participants were provided with a “Build Your Own Building” form, and given 10 to 15 minutes to complete the exercise.

The “Build Your Own Building” form included a blank area divided into 6 blocks, each representing a floor of the building; and a list of potential services, businesses, spaces and features that could be included in the building. The form can be seen in Appendix 1. We explained the idea of the exercise, and allowed students to interpret *how* to complete the page as they wished.

Students then discussed, with their focus group, how they built their building and provided rationale for their choices. At the unconference, participants were also asked to fill out a “Build Your Own Building” form. They were given a brief explanation and asked to complete the activity before the end of the unconference.

In order to analyze the “Build Your Own Building” forms, all of the data was compiled and sorted according to session type, elements, and floor. All of the responses were then organized into common categories in order to determine the priority of these spaces, services, and features.

Fifty (50) students responded to the “Build Your Own Building” form, twenty-five (25) from the focus groups and twenty-five (25) from the unconference. The number of elements obtained from the form was 556.

DATA

QUESTIONS

With no restrictions, what would a student's ideal building look like?

RATIONALE

The “Build Your Own Building” exercise asked students to design their ideal building, without any restrictions such as size or cost. This question was asked to determine a general vision of the building, and serve as a starting point for discussions in the focus groups and the unconference. It was also useful for finding new ideas for businesses, services, and features that had not been previously considered.

TYPES OF RESPONSES

Since the exercise provided students with very little direction on what to include in the building and how to interpret the form provided, we received a number of different interpretations. Some students chose to assign space to each floor, while other students elected to develop a list of important elements to include in the building, without assigning them to a specific floor.

Elements

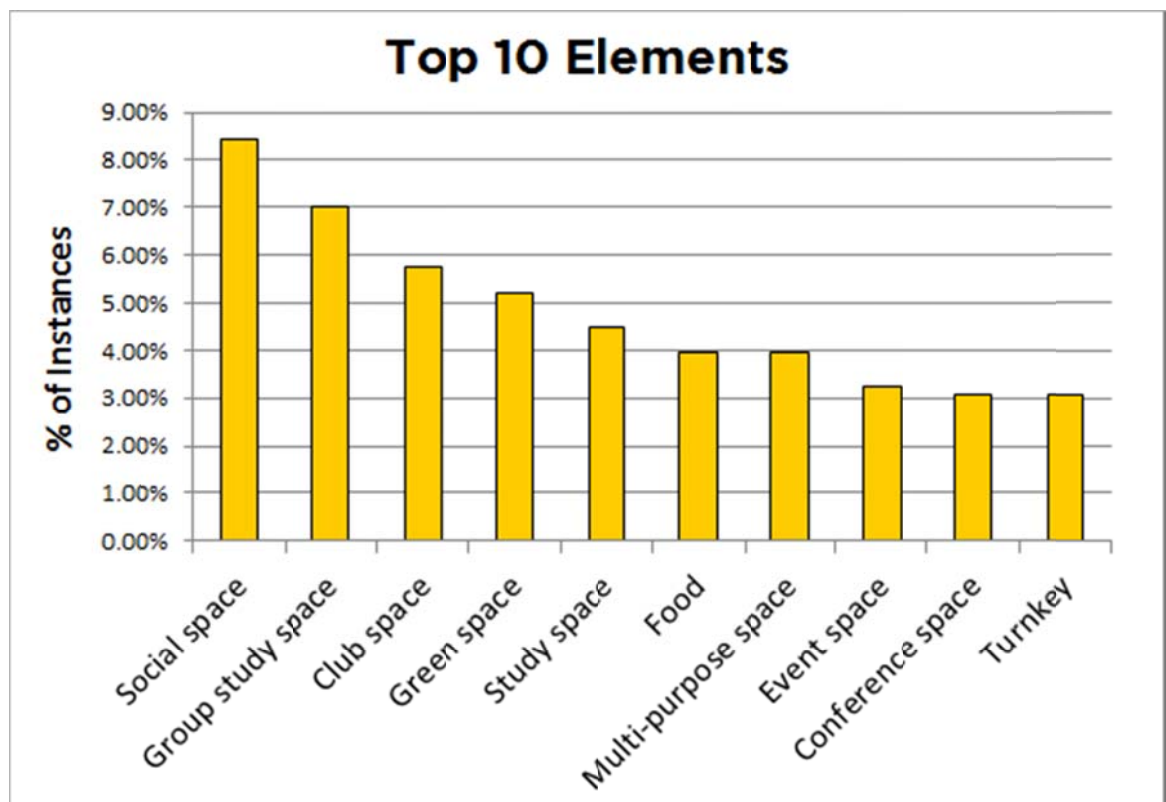
The data was sorted into the following elements:

- Art space;
- Bike storage;
- Casual seating;
- Club space;
- Coffee;
- Computer lab;
- Computer store;
- Conference space;
- Convenience store;
- Council chambers;
- Counselling;
- Dollar store;
- Event space;
- Exercise area;
- Feds food;
- Feds offices;
- Feds services;
- Food;
- Food Services-run food;
- Drinking fountains;
- Gaming space;
- Garden;
- Gazebo;
- Green space;
- Group study space;
- Housing and Residences;
- Imprint;
- International Student Services;
- Movie theatre;
- Multi-purpose space;
- Music space;
- No building;
- Offices;
- Open roof;
- Open space;
- Outlets;
- Picnic tables;
- Plant wall;
- Post office;
- Prayer space;
- Printing service;
- Retail services;
- Rock wall;
- Showers;
- Silent study space;
- Single study space;
- Sit-in restaurant;
- Sleeping area;
- Social space;
- Student Success Office(SSO);
- Student services;
- Study space;

- Success coaches;
- Turnkey;
- TV lounge;
- Watcard office;
- Waterfall;
- Winter coat pegs.

The top ten elements, in descending order of frequency, include:

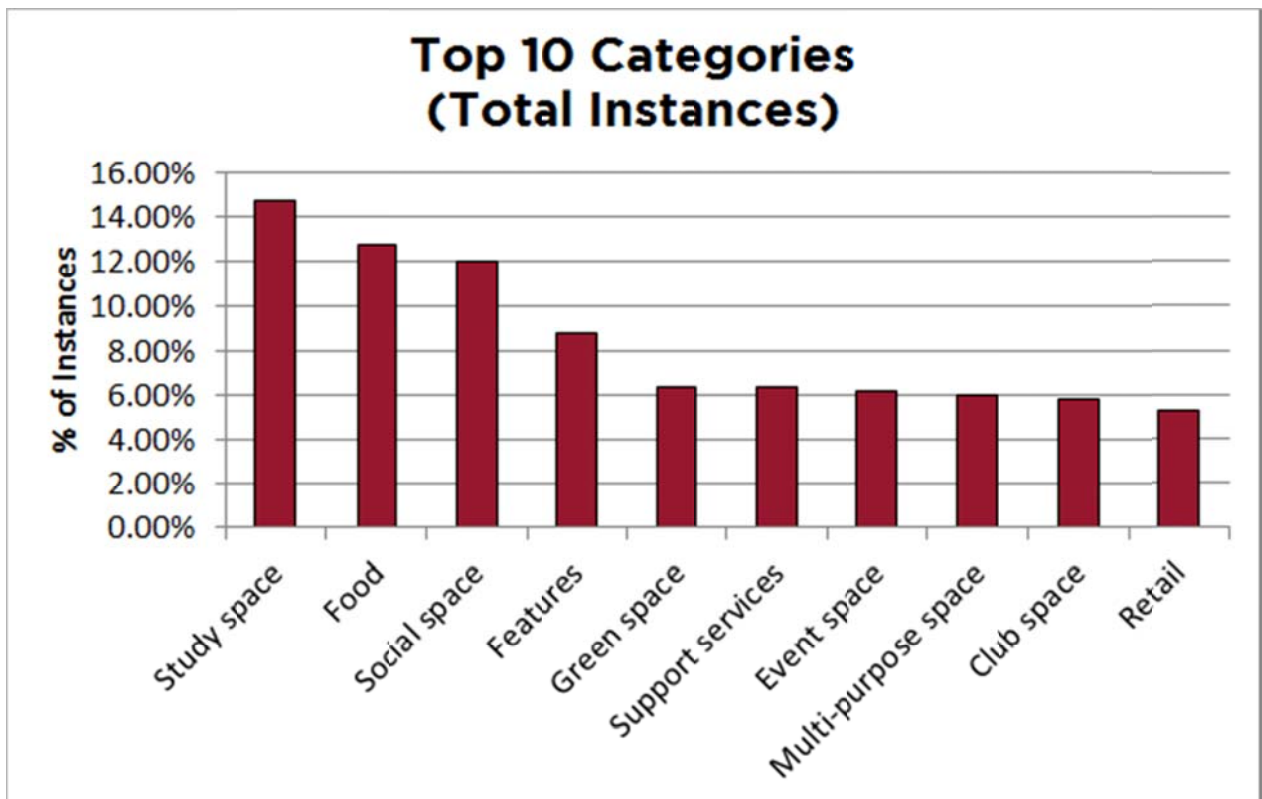
1. Social space, 8.45% (47 instances)
2. Group study space, 7.01% (39 instances)
3. Club space, 5.76% (32 instances)
4. Green space, 5.22% (29 instances)
5. Study space, 4.50% (25 instances)
6. Food, 3.96% (22 instances)
6. Multi-purpose space, 3.96% (22 instances)
8. Event space, 3.24% (18 instances)
9. Conference, 3.06% (17 instances)
10. Turnkey, 3.06% (17 instances)



Categories

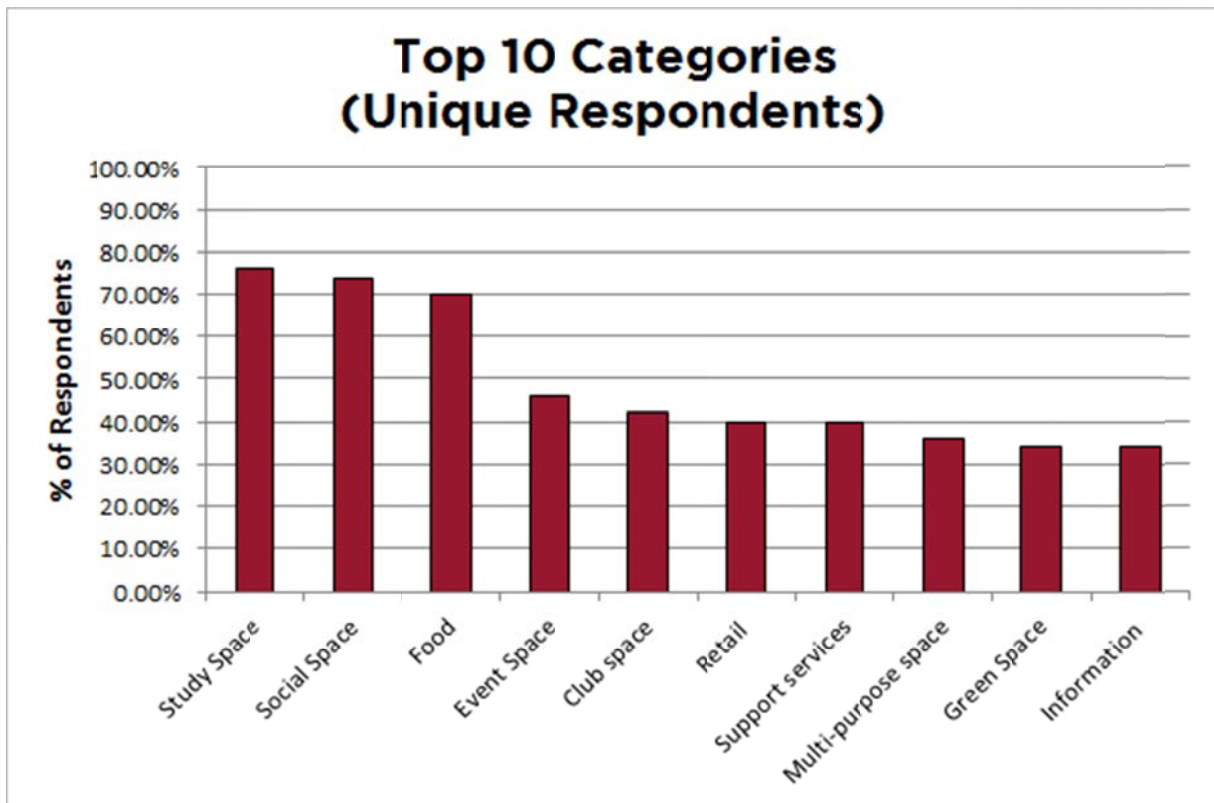
The elements were sorted into the following categories:

- Club space;
- Event space;
- Features;
- Food;
- Green space;
- Housing and Residences;
- Information centres;
- Multi-purpose space;
- No building;
- Office space;
- Other;
- Retail services;
- Services;
- Social space;
- Study space;
- Support services;
- University departments.



The top ten categories according to unique respondents, in descending order:

1. Study space, 76.00% (38 respondents)
2. Social space, 74.00% (37 respondents)
3. Food, 70.00% (35 respondents)
4. Event space, 46.00% (23 respondents)
5. Club space, 42.00% (21 respondents)
6. Retail space, 40.00% (20 respondents)
6. Support services, 40.00% (20 respondents)
8. Multi-purpose space, 36.00% (18 respondents)
9. Green space, 34.00% (17 respondents)
10. Information, 34.00% (17 respondents)

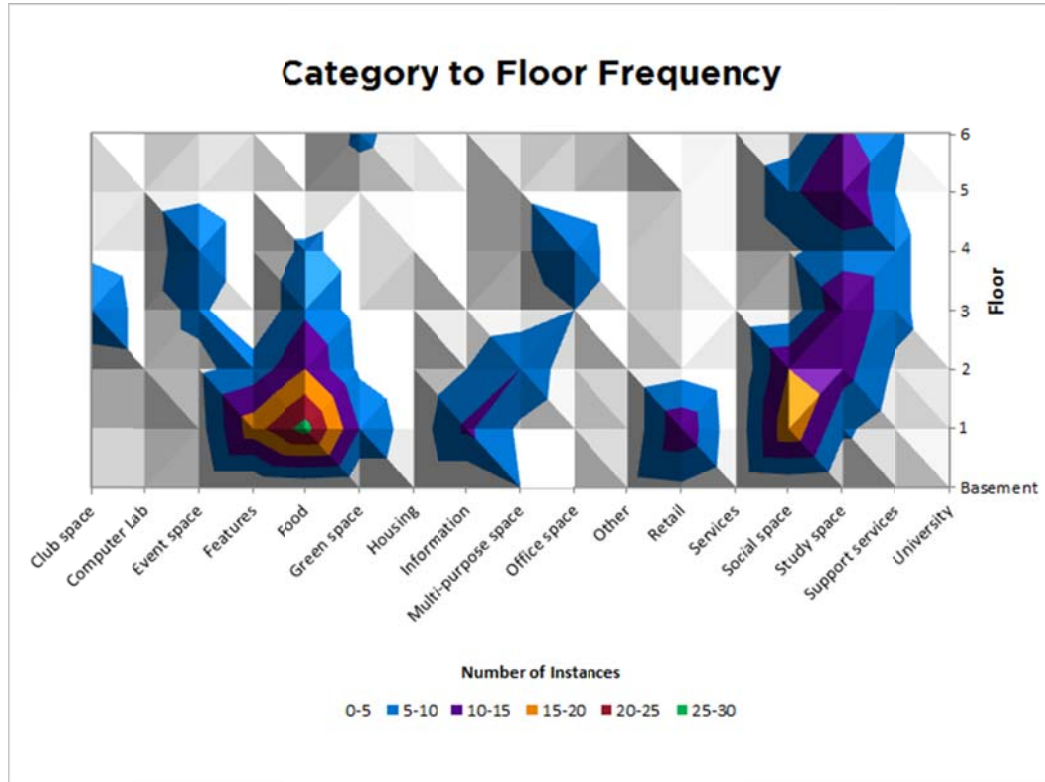


The top ten categories according to total instances, in descending order:

1. Study space, 14.75% (82 instances)
2. Food, 12.77% (71 instances)
3. Social space, 12.02% (67 instances)
4. Features, 8.81% (49 instances)
5. Green space, 6.29% (35 instances)
5. Support services, 6.29% (35 instances)
7. Event space, 6.12% (34 instances)
8. Multi-purpose space, 5.94% (33 instances)
9. Club space, 5.76% (32 instances)
10. Retail, 5.22% (29 instances)

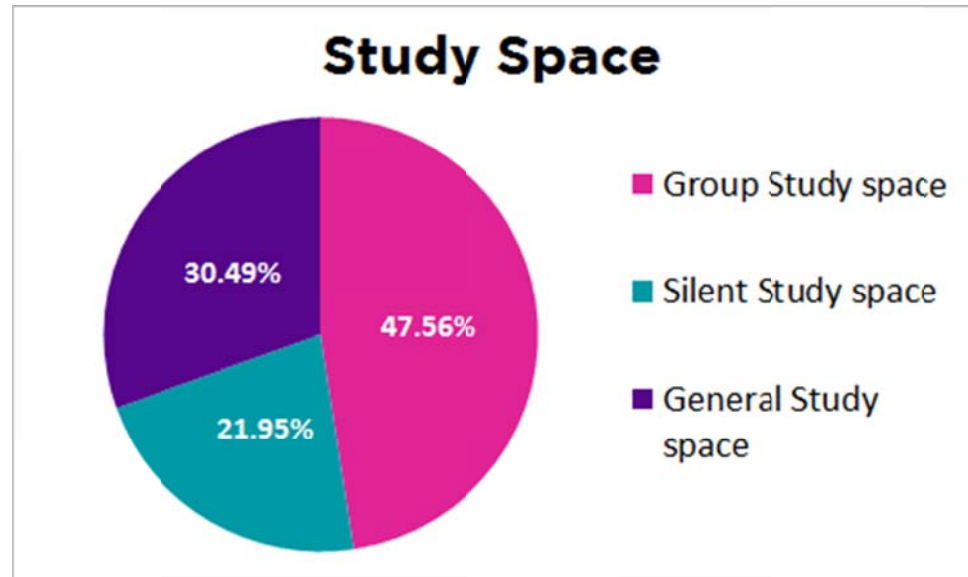
Floor Analysis

Responses also varied by floor. Most students preferred food and social space on the first and second floor, whereas upper floors tended to include more study space and office space.



Study Space

Within their ideal building, 76% of students included some form of study space. Of the types of study space suggested, 47.56% were specified as group study space, 21.95% were specified as silent study space, and 30.49% were unspecified.



Computer Lab

26% of students included a computer lab in the design of their ideal building.

Club Space

42% of students included some form of club space within their ideal building. Some suggested types of club space were club offices (bookable and permanent), general club space, club libraries, and club storage.

Event Space

46% of students included some form of Event Space within their ideal building. The most prevalent answers were general event space, conference and meeting rooms, and movie theatres.

Green Space

34% of students included some form of green space within their ideal building. Most of these responses were specified as gardens, rooftop gardens, gazebos, and patio terraces.

Information Services

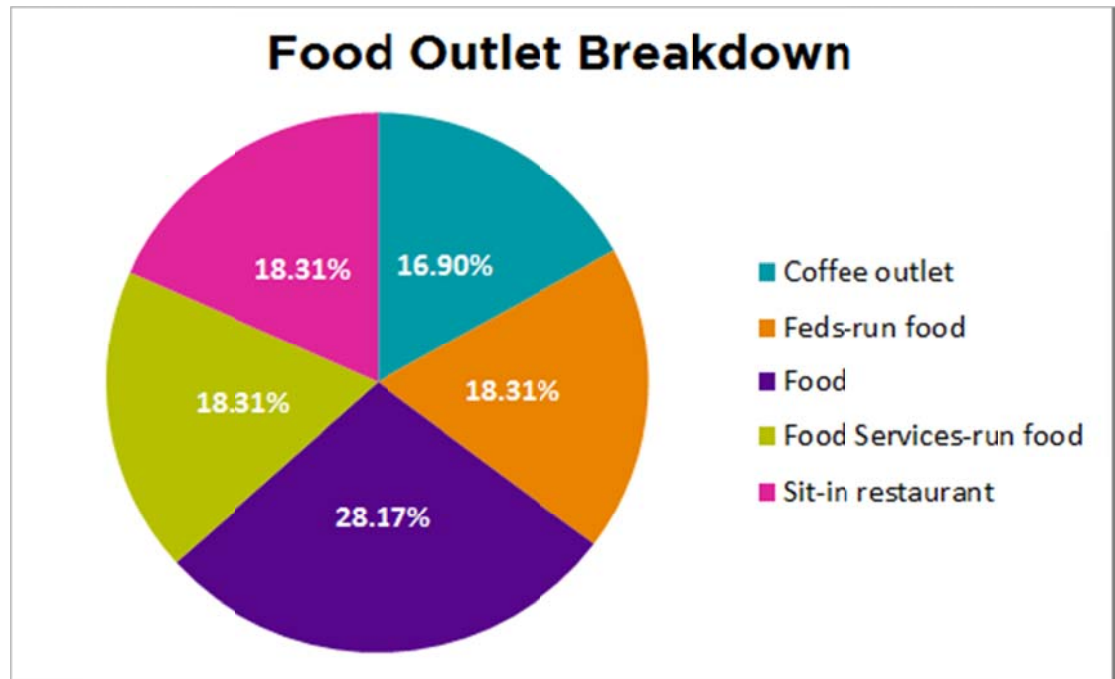
34% of students included some form of information services within their ideal building. All of these responses specified information services as Turnkey or Turnkey like.

Multi-purpose Space

36% of students included some form of multi-purpose space within their ideal building. 14% of students specified having prayer space as a type of multi-purpose space. Other respondents suggested having an auditorium, as well as multi-purpose space that is bookable and adaptable to different groups' needs, such as having movable walls.

Food

70% of students included some form of food outlet within their ideal building. Of the food outlets suggested, 18.31% were specified as Feds-run food, 18.31% were specified as Food Services-run food, 18.31% were specified as a sit-in restaurant, 16.90% were specified as a coffee outlet, and 28.17% were unspecified.



Office Space

28% of students included some form of office space within their ideal building. Among the suggested types of office space were a conference centre, Feds offices, and Feds Executive offices. Note that club offices are not included in this category.

Retail Space

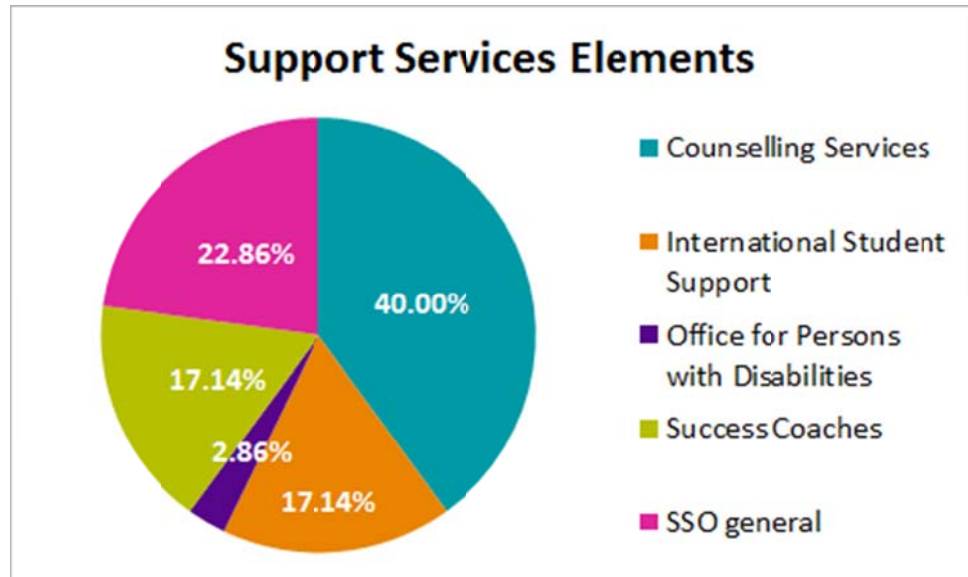
40% of students included some form of retail space within their ideal building. The most popular types of suggested retail space were a dollar store and post office, each of which comprised 30% of all retail space suggestions. Some other suggested types of retail space were a convenience store, printing services, and retail services.

Social Space

74% of students included some form of social space within their ideal building. There were many different types of social space allocations suggested, such as television lounges, casual seating, games rooms, and open space.

Support Services

40% of students included some form of support services within their ideal building. Of the support services suggested, 40.00% were specified as Counselling Services, 22.86% were specified as Student Success Office, 17.14% were specified as International Student Support, 17.14% were specified as Success Coaches, and 2.86% were specified as Office for Persons with Disabilities.



Features

Of the 56% of students who included features, the common suggestions included:

- Fountain;
- Power outlets;
- Charging areas;
- Rock wall;
- Slides;
- Lots of windows.

No Building

6% of students indicated on their "Build Your Own Building" form that they did not want a new student building to be constructed.

Outlying Responses

There were several outlying responses from this activity. 26% of students indicated that they wanted a computer lab in the building. 8% of students indicated that they believed Housing and Residences should be included in the building. 8% of students stated that services such as GLOW, Women's Centre, Imprint, and Student Services in general should be included in the building. 2% of students wanted the WatCard office and other University offices to be included in the building. Other commonly suggested items include:

- Bike garage;
- Council chambers;
- Exercise area;
- Music room;
- Showers;
- Sleeping area.

CONCLUSIONS

THE PROCESS

This process enabled students to imagine their ideal building and create a visual representation of it. This exercise was able to show what students prioritize in a building in an unstructured manner. The free-form nature of the activity also provided the chance for students to bring up their original ideas of what should be in a building.

While this process provided very valuable feedback, the process itself can be improved upon. In the future, a more comprehensive and consistent explanation of the activity is needed in order to ensure that all respondents have similar structures to their feedback. The lack of consistent explanation for this activity resulted in a variety of interpretations on how to fill out the form, which made the data more difficult to interpret, record, and analyse. Secondly, respondents should be encouraged to indicate the percentage of a floor that a service or space uses for better data analysis. Lastly, respondent demographics should be recorded to allow for use in cross-report analysis.

There are a few inherent faults in this process, such as the fact that the provided list of service ideas may have influenced the responses received. Also, not very many forms were completed, which resulted in a small sample size. This means that this data may not be representative of the student population and cannot be taken as a stand-alone set; it must be complemented by other consultation data.

Overall, it is important to remember that the essence of this activity lies in its free-form nature; to impose additional structures may impact the quality of responses.

THE RESULTS

Study space, social space, and food space are the top three services students believe should go into a new building. Students do not want to see residences or University departments in the building. Students prefer to have food and social space on the lower levels of a building, whereas study and office space should be placed on the higher levels of a building. There were also many interesting features and creative new ideas that students believed should go into a building.

Some students do not want a new building, but that is not the case for an overwhelming majority.