



MacEwan Student Centre: The Future According to Undergraduates

Recommendations from the
Undergraduate Student Consultation

Prepared by:

The Students' Union, The University of Calgary
July 31, 2013

After a year of planning and execution, the Students' Union is pleased to publish the final report on the consultation of undergraduates related to the University of Calgary's 2011 Master Plan proposed for the redevelopment of MacEwan Student Centre and MacEwan Hall. Firstly, I want to acknowledge and thank all students for participating in the consultation and sharing their well-informed views. Together they have articulated a clear vision for the future of their student centre. I also want to draw special attention to the incredible efforts and contributions of the members of the 70th Student Legislative Council and members of the 70th Students' Union executive. Without their commitment to understanding and listening to the views of undergraduates, this consultation would not have been possible. Lastly, I want to thank all Students' Union staff for aiding in the planning, execution, analysis and reporting of this consultation. To all undergraduates, I commit that your Students' Union will continue to work hard to ensure that the future plans for your student centre reflect the needs and expectations outlined in this report.

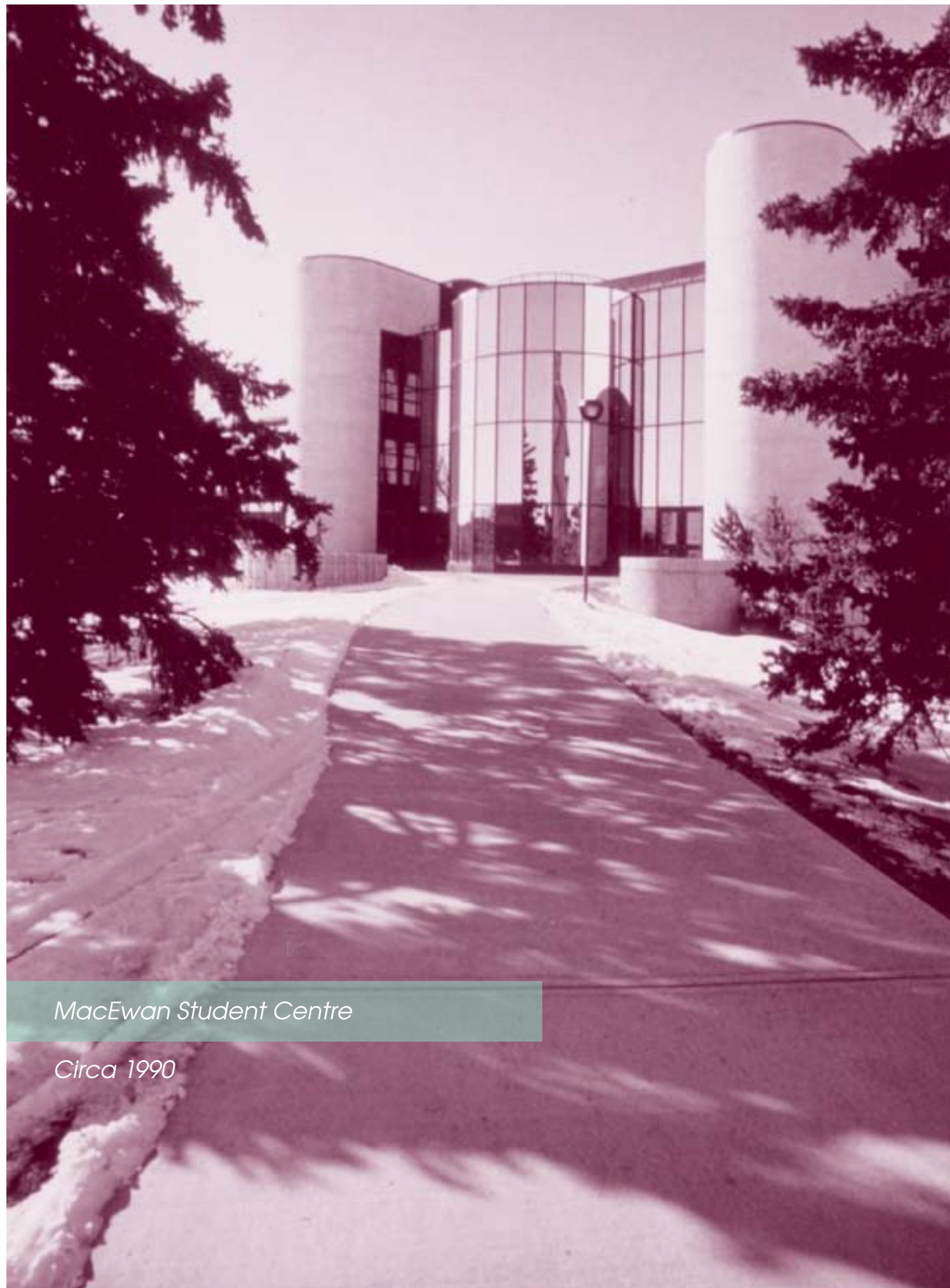
Sincerely,



Raphael Jacob
President,
71st Student Legislative Council
The Students' Union, The University of Calgary

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MacEwan Student Centre

Circa 1990

Executive Summary

MacEwan Student Centre (also known as MSC or MacHall) serves a campus population of approximately 40,000 people and welcomes more than 100,000 visitors a week during the busy fall and winter semesters. As parts of MSC are more than 40 years old, work needs to be done to update deteriorating systems. In responding to these issues, the University of Calgary (U of C) created a long-term vision and a proposed 2011 Master Plan for the student centre which calls for a major redevelopment of the building, with a proposed project cost of over

In order to address their needs and help fund the redevelopment, undergraduate students emphasized that a redeveloped building should be a centre of commerce for students, that any redevelopment must continue to prioritize the needs and services students require, and that it should maintain the welcoming environment students expect from their student centre.

\$155 million. The Students' Union (SU) is a major stakeholder in the building, operating businesses to help fund student programs, services and events.

The MSC Master Plan Steering Committee was established in 2012. The committee agreed that students and campus stakeholders needed to be consulted in the redevelopment plans. The SU developed a campaign to raise awareness among the campus community about the proposed redevelopment and a consultation plan to solicit the feedback and opinions from at least 25 percent of undergraduate students.

The consultation began in October of 2012 with a series of town halls, focus groups, and the launch of an interactive display (called the Redevelopment Compass) where students were encouraged to rank areas of importance for a redeveloped MacHall. Their rankings were captured on a tablet using custom software to record the results. Other consultation methods included a 115-question online survey, as well as brief interviews with students in MSC. A total of 6,350 responses were received, exceeding the SU's goal. One-on-one interviews were conducted with 1,142 respondents

while 1,426 ranked areas of importance in the Redevelopment Compass. However, the SU received the majority of feedback – 3,545 respondents, or 56 percent – through the online survey. The SU's consultation website was visited by 61 percent of participants.

The information generated during the consultation has been compiled and analyzed to provide recommendations for the Steering Committee and to update the plan to better reflect the needs and expectations of undergraduate

students, the primary stakeholder in the student centre. These recommendations address the long-term plan for the design of MSC and reflect the needs of current and future U of C students. The feedback has been consolidated into this final report; the following is a summary of the responses and the resulting recommendations.

Consultation confirmed that MacHall is a social hub for all aspects of student life. It also appears that there is a strong appetite to update and redevelop the student centre. In order to address their needs and help fund the redevelopment, undergraduate students emphasized that a redeveloped building should be a centre of

commerce for students, that any redevelopment must continue to prioritize the needs and services students require, and that it should maintain the welcoming environment students expect from their student centre.

Almost half of respondents to the online survey (48 percent) visit MacHall on a daily basis. Individuals indicated their main purposes for coming to MacHall include eating and drinking (86 percent), to shortcut or pass through to another building (66 percent), hanging out or studying (39 percent), and purchasing items or visiting a business (35 percent). For respondents who visit MacHall in groups, the main activities are to “hang out with friends” (74 percent), attend a student or public event (57 percent), congregate with organized groups (44 percent), use a special or designated space (42 percent), fundraise (41 percent), and attend or host a meeting (29 percent). Students indicated “even if it costs students more money, it is important that a redeveloped MacHall continues to accommodate the majority of student’s non-academic needs into the future.” Students require more space in the building devoted to food service seating and are willing to pay more in student fees to ensure it; there was strong net agreement with the following statement: “even if it costs students more money, it is important that a redevelopment of MacHall increases the total square footage of the retail and food court space to avoid overcrowding.”

According to the findings, students like the way MacHall currently functions as a student centre. They feel welcome and aren’t demanding many large changes, instead preferring to expand on areas that currently meet their needs and expectations.

According to the findings, students like the way MacHall currently functions as a student centre. They feel welcome and aren’t demanding many large changes, instead preferring to expand on areas that currently meet their needs and expectations. The space increases in the plan must be aligned with the current student uses and expected future student uses of the building. Students primarily go to MacHall to eat food, study and for social reasons. While wellness and diversity services

have lower levels of usage, they are very important to those who use them. As well, students indicated that they have difficulty finding places to study or relax in MacHall. The proposed 2011 Master Plan adds considerable general student gathering space (i.e. “a place to relax in MacHall”), but the plan shows a net loss of square meters devoted to food service seating.

While non-commercial space appears to be a priority, most students are satisfied with the current food and service offerings but also want the additional space added to accommodate more food and service options. The total amount of available conference space should increase to accommodate the need for student clubs’ meeting space.

Students primarily relate to MacHall at a functional level - a place of commerce, a revenue-generator to fund the services provided, and its mission as a student centre. Redevelopment should enhance its role as a hub of student activity. The primary focus of the redevelopment should not be to improve the look or architectural prominence of MacHall. However, students welcome improvements to the look of the building provided that these upgrades do not significantly increase the cost of the project or interfere with the key uses of the building during construction and after the redevelopment is complete. Students are also broadly supportive of upgrades to the building that will reduce its environmental footprint and are even

willing to pay more to ensure the redevelopment makes significant improvements to sustainability.

Students have clear preferences for the layout of the building, given their needs and expected uses of the space. On the specific placement of food vendors, students have a clear preference and indicated “in a redeveloped MacHall, most food vendors

and seating spaces should be grouped together on the same floor.” The 2011 Master Plan shuffles food services to create several clusters on various floors; this change is not supported by the feedback received in the consultation. Students reject this idea in favour of the current model of grouping most food vendors and food service seating together on the same floor.

Students largely have no issues with way-finding, given the current layout of businesses and services. Adding

additional entrances and controlling traffic flow are currently two focal points of the proposed 2011 Master Plan. Student preferences indicate that adding additional entrances to MacHall should not be a focal point of the plan. The SU recommends increasing the total space allocated to food services and seating to mitigate traffic flow and line up issues at peak times.

Shutdowns should ensure minimal disruptions to food vendors, critical services, and spaces devoted to meetings, studying, events and hanging out. Students are willing to pay more to ensure that the construction phasing of the project does not hinder their enjoyment of MacHall during the school year.

The redevelopment should also consider solutions to control noise levels, where possible. For example, proposed high ceiling areas, such as the solarium, may exacerbate noise concerns instead of mitigating them. The design of the building should continue to emphasize a variety of multipurpose meeting and event spaces to accommodate individual students and student groups.

It is clear that students would like to see any redevelopment happen quickly, but they grasp that it cannot happen all at once. Major disruptions should be limited to one school year at a time – this lends itself to a phased development approach. Approximately three out of five respondents (62 percent) indicated that one semester would be the maximum time that they would be willing to tolerate any inconvenience relating to construction. The following statement was one of the strongest areas of net agreement in the online survey “Even if it costs students more money, it is important that there are minimal disruptions to businesses and services during any construction done to MacHall.” In line with students’ expectations, the MacHall redevelopment should be phased over several years, with the majority of the work occurring in the spring and summer semesters. Shutdowns should ensure minimal disruptions to food vendors, critical services, and spaces devoted to meetings, studying,

events, and hanging out. Students are willing to pay more to ensure that the construction phasing of the project does not hinder their enjoyment of MacHall during the school year.

To maximize the total funds students are willing to contribute to the redevelopment, the SU recommends making substantial revisions to the 2011 Master Plan to better reflect the priorities and recommendations outlined in this document. With a proposed budget of \$155 million (2012 dollars), students appear to understand that they ultimately may pay for the majority of the proposed development. However, they appear to be inclined towards a “user-pay” orientation – increase commerce-related activities to increase the revenue potential for the SU to earmark and redirect the funds towards paying for the redevelopment.

While an annual student fee may be considered, it is recommended that the proposed funding model to pay for a redeveloped MacHall focus on a mix of SU revenues from operations, fundraising (i.e. a capital campaign), student contributions, and public funds. Attention should be paid to maximizing the share of revenue from SU operations in the negotiated business model. This would emphasize a business model “for students, by students.”



MacEwan Student Centre Food Court

January, 2013

Purpose

This final report details the undergraduate student consultation process for the proposed MacEwan Student Centre (MSC) redevelopment and results of the feedback from the consultation. Based on the findings, the Students' Union (SU) has made several recommendations and encourages the University of Calgary (U of C) to incorporate these recommendations into the long-term plan for the design of MSC to reflect the needs of current and future U of C students.



Background

MacEwan Student Centre (MSC) is one of the busiest student centres in the country; it is the hub of social and community activities on campus, and provides students with a broad range of products, services and programs. MSC is home to more than **300 student clubs**, has a 40,000 square foot conference and event centre, bars and lounges, health, dental and wellness services, a major food court, study areas, bookstores, printing services, and a range of retail products and services to support student and campus life. The centre serves a **campus population of approximately 40,000 people** and welcomes **more than 100,000 visitors a week** during the busy fall and winter semesters. Total annual visits exceed 4,000,000. The SU is a major stakeholder in the building, operating businesses that generate more than \$11 million in revenue to help fund student programs, services, and events.

Prior to the consultation, student leaders believed that students had not yet played a large enough role in this process and that the student centre should reflect the needs, priorities, and expectations of students.

However, parts of MSC are getting old. The original MacEwan Hall opened in 1967, and work needs to be done to update deteriorating systems. In responding to these issues, the university took the opportunity to create a long-term vision and a proposed 2011 Master Plan for the student centre. The resulting plan calls for a major redevelopment of the building, with a proposed project cost of \$155.72 million (2012 dollars). There will be significant interest in redevelopment plans among undergraduates, as many regard MSC as their home base on campus.

In 2012, the MSC Master Plan Steering Committee was established and is comprised of key stakeholders including the Students' Union, Graduate Students' Association, Student and Enrolment Services, Residence and Ancillary Services, and Facilities Management and Development. All of the stakeholders agreed on the role, purpose, and powers of the committee in a Memorandum of Understanding (MOU). In this MOU, the parties agreed that students and campus stakeholder needed to be consulted to ensure the any redeveloped building meets the needs of students and stakeholders both now and into the future.

Prior to the consultation, student leaders believed that students had not yet played a large enough role in this process and that the student centre should reflect the needs, priorities, and expectations of students. The first step in understanding where the proposed plan does or does not meet those expectations is to ask the students directly. The SU undertook this consultation because SU exists to serve and represent the University of Calgary undergraduates. In this case, the consultation program was at the heart of the SU's mission.

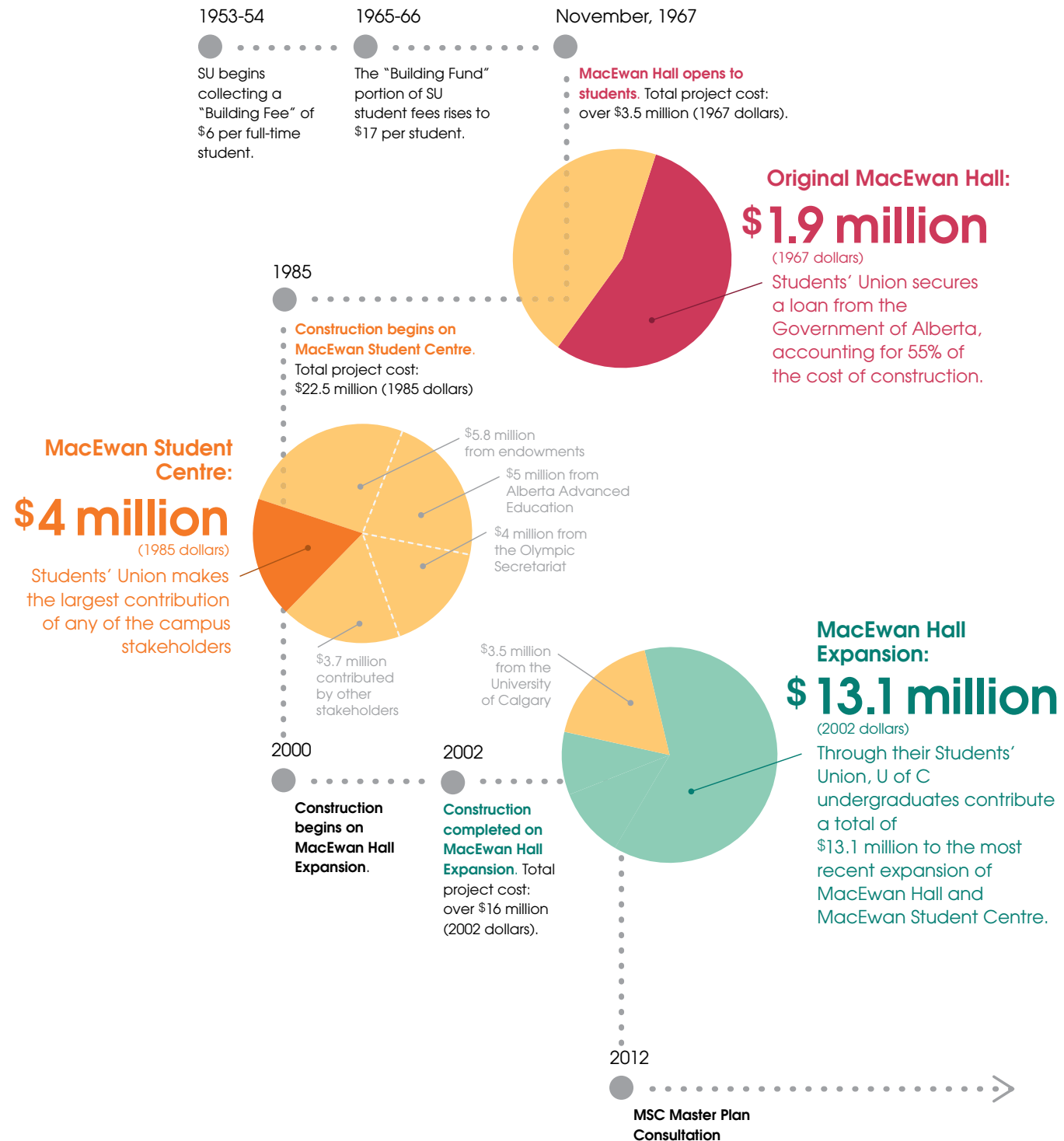
One of the greatest challenges of this program was the trade-off between the activities that the SU undertook and the amount of time that it will take to implement the changes. The reality is that almost none of the students who will be giving input will be students when a redevelopment plan is finally implemented. Thus, the program was framed around the key phrase "What legacy will you leave?" The intention was to address this challenge by inspiring students to bequeath to future students a vision for an exceptional student centre and lay the groundwork for a viable redevelopment plan that students will be able to afford.

MacEwan Hall Expansion Groundbreaking Ceremony

Circa 1985



1953 to present



Accountability

The Students' Legislative Council (SLC) is the governing body of the Students' Union (SU). For 71 years, they have been accountable to undergraduate students for the political and financial decisions they make. Long before the existence of the University of Calgary, when Calgary university students attended the Calgary Campus of the University of Alberta, the SLC made plans to help finance the future construction of a Students' Union building. Beginning in the academic year of 1953/54, the SU began to collect a "Building Fee" of \$6 for full-time and \$3 for part-

largest contribution of any of the campus stakeholders, totaling \$4.0 million of the \$22.5 million construction cost. The majority of the construction cost was funded by external parties with \$5.0 million from Alberta Advanced Education, \$4.0 million from the Olympic Secretariat, and from \$5.8 million in endowments matching the contributions of the various campus stakeholders.

On July 4th, 2000, the SLC authorized their SU to take out a \$10.0 million loan to fund the expansion of the new MacEwan Hall and redevelopment of the existing

MacEwan Hall and MacEwan Student Centre. \$1.68 million in student fees and \$1.5 million in SU business revenues were also used to fund the expansion and redevelopment, which was completed in 2002. In total, undergraduates contributed \$13.1 million of the project's cost, which topped \$16 million. Over the past decade, the SLC has continued to support the maintenance, renovation, and redevelopment of SU-managed and common spaces throughout the building.

In 2012, the SLC approved the student consultation plan for MacEwan Student Centre redevelopment. Through the consultation, today's undergraduate

students were called upon to leave a legacy and look into the future and make recommendations on how to improve the student centre in a way that reflects their needs, priorities, and expectations. It is the Students' Union, under the governance of the Students' Legislative Council, who will ensure that those recommendations are implemented. As they have for over 60 years, the Students' Union is committed to advocating on behalf of undergraduate students to ensure that the final MSC Master Plan truly reflects the needs of undergraduate students and that cost-effective improvements are made to their student centre which reflect what undergraduates want now and for the future.

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time students per semester. By 1965/66 the "Building Fund" portion of the SU general fee was \$17 per year. MacEwan Hall opened to students in November 1967. The final costs for the construction, calculated in 1968, were \$3,557,300. In 1969, the SU secured a loan from the Government of Alberta for \$1,925,000, accounting for 55% of the cost of construction. As the U of C student body expanded, the SLC made additional contributions to expand the Students' Union building.

Construction of the building expansion, to be known as MacEwan Student Centre (MSC), began in 1985. Many stakeholders contributed to the construction, but the SLC, representing undergraduate students, made the



Consultation Description

There are more than 25,000 undergraduate students at the U of C so it was critical that consultation on a project of this size and scope garner a large sample size to accurately reflect the diverse needs and expectations of undergraduates, focusing on students who have the most informed opinions on the operations and amenities in the building. To conduct a meaningful consultation,

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The SU planned a consultation process that took into account students' schedules. Consultation methods were customized to the various student groups in order to gather the most informed feedback on the key aspects of the plan. The SU encouraged students to invest their time in the consultation process by offering a variety of incentives to participate such as food, meal vouchers, merchandise and prizes. The consultation was a key component of the SU's strategic plan for 2012-2013 and consultation dates were incorporated into the year's event schedule. The consultation activities began in September 2012 and ran until February 2013.

The consultation process was designed to support the mission and vision of the SU, and the themes and questions asked in the survey aligned with the five key directions (see Table 1) of the 2012-2013 SU strategic plan. Students were consulted on how proposed changes in the MSC Master Plan would affect them.

Goal

Students are the best judge of their needs in a student centre, but the 2011 Master Plan was created without an in-depth consultation of the primary users of the building. Students needed to play a key role in setting the vision for the future of their student centre - especially if they are going to be expected to contribute to the cost of redevelopment.

The goal of the consultation program was to determine what improvements can be made to MacHall in a cost-effective manner that reflects the needs, priorities, and expectations of undergraduates into the future.

Objectives

For this program, the primary objective of the SU was to raise awareness among the campus community, especially the undergraduate students, about the proposed redevelopment and costs. In addition, the SU set a goal to consult at least 25 percent of undergraduate students on the redevelopment plans of MSC. The information generated during the consultation has been compiled and analyzed to provide recommendations for the university to improve the 2011 Master Plan.

Table 1 - SU's Five Key Directions of the 2012-2013 Strategic Plan

1. MacEwan Student Centre	2. Academic Excellence	3. Affordability for Students	4. Student Life and Engagement	5. Organizational Development
Desired outcome: As the ongoing building manager, the SU ensures that the MacEwan Student Centre (MSC) meets and exceeds current and future student needs. Undergraduate students are proud of their sustainable student centre and feel invested in its success because their input is valued.	Desired outcome: By advocating on behalf of undergraduate students, the SU improves the quality of teaching and learning. Students impact decisions made by the university through dedicated undergraduate representation on academic boards and committees. The SU will provide opportunities to strengthen the academic experience by rewarding research, providing leadership development and academic support programs.	Desired outcome: Through effective government lobbying and institutional advocacy, the SU improves the affordability of post-secondary education. Students have access to improved funding and programs, and are engaged in initiatives that support reductions to their costs.	Desired outcome: The SU enhances the mental, physical, and spiritual well-being of student life and provides opportunities for all students to be engaged through clubs, programs, events, and services. Students impact decisions made by the university through dedicated undergraduate representation on non-academic committees.	Desired outcome: The SU builds a financially sustainable organization with strong policies, procedures, systems and governance that serves undergraduate student needs effectively and efficiently.

Initiatives

Consultation included a combination of Awareness Initiatives and Consultation Opportunities. The purpose of Awareness Initiatives was to let students know:

1. **That there is an exciting proposal underway to redevelop MSC, and;**
2. **That their opinion is valued, and;**
3. **That the SU would be soliciting their feedback.**

Examples of Awareness Initiatives were the Orientation Week video and SU sessions which promoted social media as a way to stay current on the consultation process, provide information and keep students engaged, and Clubs Week to promote attendance at the Town Hall event. Consultation Opportunities included the following methods:

Town Halls – These open, public discussions introduced the campus community to the project and generated buzz, excitement, and word of mouth about the project. The goal was to have at least 100 people at each town hall for a total of 300 people participating.

The SU gave a presentation in conjunction with the appropriate subject matter experts (i.e., architects; U of C's Vice President Facilities Management and Development, Bob Ellard) to introduce students to the details of the plan. Some examples of information discussed included: the problems the plan addresses, what solutions are being suggested, and how the plan addresses student needs and expectations.

Interactive Display - This consultation method, named the MacHall Redevelopment Compass, generated considerable awareness, both on and off campus. The Compass was set up in the north or south courtyards of MacEwan Student Centre during the fall and winter semesters. The concept was to take students through a feedback process using a physical structure constructed of coroplast information panels, where six key themes were presented to be ranked on their importance to the proposed redevelopment. Touchscreen tablets were used to collect the answers. See Appendix D for detailed content.

Focus Groups - Small focus groups were held with key stakeholders, focusing in particular on soliciting informed feedback from student organizations and other subject matter experts.

Online Surveys - The survey was launched in October and promoted until mid-February, 2013. The goal was to have 2,500 students complete the survey and provide feedback, through a combination of multiple choice and short answer questions, taking approximately 15 minutes to complete. See Appendix C for the list of questions asked in the survey.

One-on-One Interviews – Students lined up near Tim Hortons were given the opportunity, if they expressed interest, to pass the time by answering two detailed questions regarding the renovation of MSC. Staff interviewed patrons using a touchscreen device to record the answers. Students provided quick and simple feedback and were offered a voucher for a free coffee at Tim Hortons in return for taking the time to answer the questions. The goal was to have 750 students provide feedback. See Appendix B for the list of questions asked in the interview.

Overall, this was an audience-focused consultation process. All target audiences within the undergraduate student population – regardless of their level of commitment to the consultation process had an opportunity to participate in a variety of ways:

- on-line for a maximum of 15 minutes at a time (online surveys, website, social media)
- one-on-one in person for a maximum of 10 minutes at a time (Compass, personal interview)
- in groups for a maximum of 30 minutes at a time (focus groups)
- in a crowd for a maximum of 45 minutes at a time (town hall)

A variety of marketing tactics were used for the various events including developing a visual brand to promote the program. Since MacEwan Student Centre is affectionately known as MacHall to students and used interchangeably, a “My MacHall” logo was created and widely used (Figure 1).

A unique domain name of www.mymachall.com was created to support the brand identity, pointing to a website within the main SU website to create awareness about the program. The website provided information and links to all consultation methods and also hosted videos of town halls and information sessions.

The program was advertised in the student tri-media. In addition, it was promoted through more visible means

such as signage and banners in MSC, along with direct methods such as social media and regular emails to all students from the SU President.

Incentives were provided to encourage students to participate in the consultation. These included free coffee vouchers for Tim Hortons, \$5 food court vouchers and small give-away items. By offering rewards for participation in some of the consultation methods, the SU is aware of the potential for perverse

Figure 1 - “my MacHall” Logo



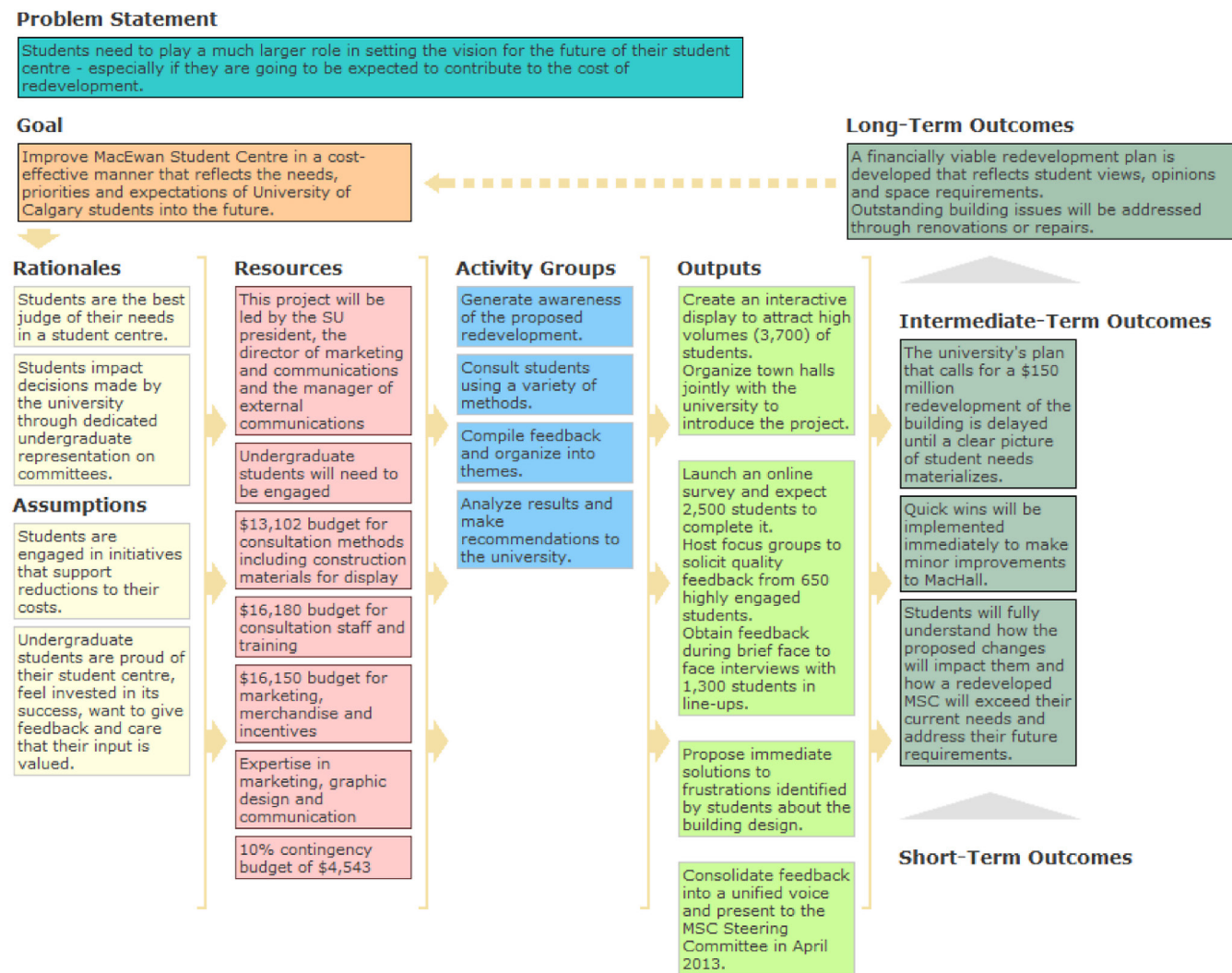
incentives that motivate students to only enter to win the prize or receive a gift instead of providing valuable, engaged feedback. However, the student leaders approved this method because it is a proven, effective way to attract the attention of busy students and increase participation in SU initiatives.

Timelines

Consultation activities were completed on Feb. 14, just prior to Reading Week. While a thorough consultation required significant time and resources, the SU viewed the consultation as essential for the success of the proposed MSC redevelopment. Only through an effective, multi-faceted consultation process will students fully understand how the proposed changes will impact them and how a redeveloped MSC will exceed their current needs and address their future requirements. The information collected during the consultation reflects student views, opinions, space requirements, and financial considerations. It is critical that any plans for improvements to MSC reflect this feedback.

The logic model diagram (Figure 2) illustrates how the SU planned, implemented, and evaluated the student consultation program.

Figure 2 - Logic Model Diagram: MSC Masterplan Consultation



Short Term Outcomes

This consultation generated considerable buzz among the campus community and informed them about the potential changes to MSC. It garnered media attention both on and off campus.

Intermediate Outcomes

As a result of this consultation, students possess a better understanding of how the proposed changes will impact them and how a redeveloped MSC will exceed their current needs and address their future requirements.

When the consultation was developed, the SU hoped that it would delay the project to inform what changes would be necessary to ensure the final Master Plan would address and accommodate student needs and expectations. The original date for the start of construction on parts of the proposed redevelopment project was the spring of 2012. However, the status of the MSC redevelopment project changed during the planning and execution of the consultation. Currently, the project is no longer on the priority list of the university's capital funding requests submitted to the provincial government in the Comprehensive Institutional Plan. Thus, achieving the intermediate-term outcome of delaying the redevelopment of the building until a clear picture of student needs materializes has already been accomplished. Nevertheless, since the university will not be allocating

any redevelopment funding on MSC in the near future, it will be even more important for the SU to continue to listen to students to identify quick wins that can be implemented immediately to make minor improvements to MacHall and to lobby the university to address outstanding building issues through renovations or repairs.

Longer-Term Outcomes

Ultimately, the SU would like to see the creation of a financially viable redevelopment plan that reflects student views, opinions, and space requirements. This includes minimizing disruption to the SU's businesses and major revenue streams. The planning, financial planning, and construction of any building will take years. In the meantime, there are many outstanding building issues that need to be addressed through renovations or repairs.

Resources

The resources that were required for this consultation included SU staff, expertise and a budget of \$49,975 for expenses. Actual expenses for the consultation totaled only \$32,142.29. This project was led by the SU president, the director of marketing and communications and the manager of external communications with assistance from the webmaster and graphic design team.

Performance Measures

Each initiative and output was designed with a measurable indicator of success. For example, to gauge whether the town halls are successful in introducing the campus community to the project, attendance of 100 people at the event would be considered successful. If media articles are published after the event, that indicates excitement and word of mouth about the project.

The MacHall Redevelopment Compass was expected to elicit the largest response from the "less engaged" student audience. It was set up on 25 key days between Oct. 11, 2012 and Feb. 14, 2013 in high-traffic areas of MSC and open for two to nine hours each day. With a capacity of approximately 18 people per hour, the goal was to have 2,650 students provide feedback through this method, and 1,426 people provided feedback by relative ranking and weighting six areas of importance in redeveloping MSC.

Smaller focus groups were held with key stakeholders, focusing in particular on soliciting informed feedback from student clubs and other subject matter experts. The goal was to garner quality feedback from approximately 50 highly engaged students. The response to the focus groups resulted in 19 students participating in the sessions.

Table 2 - Consultation Performance Measures

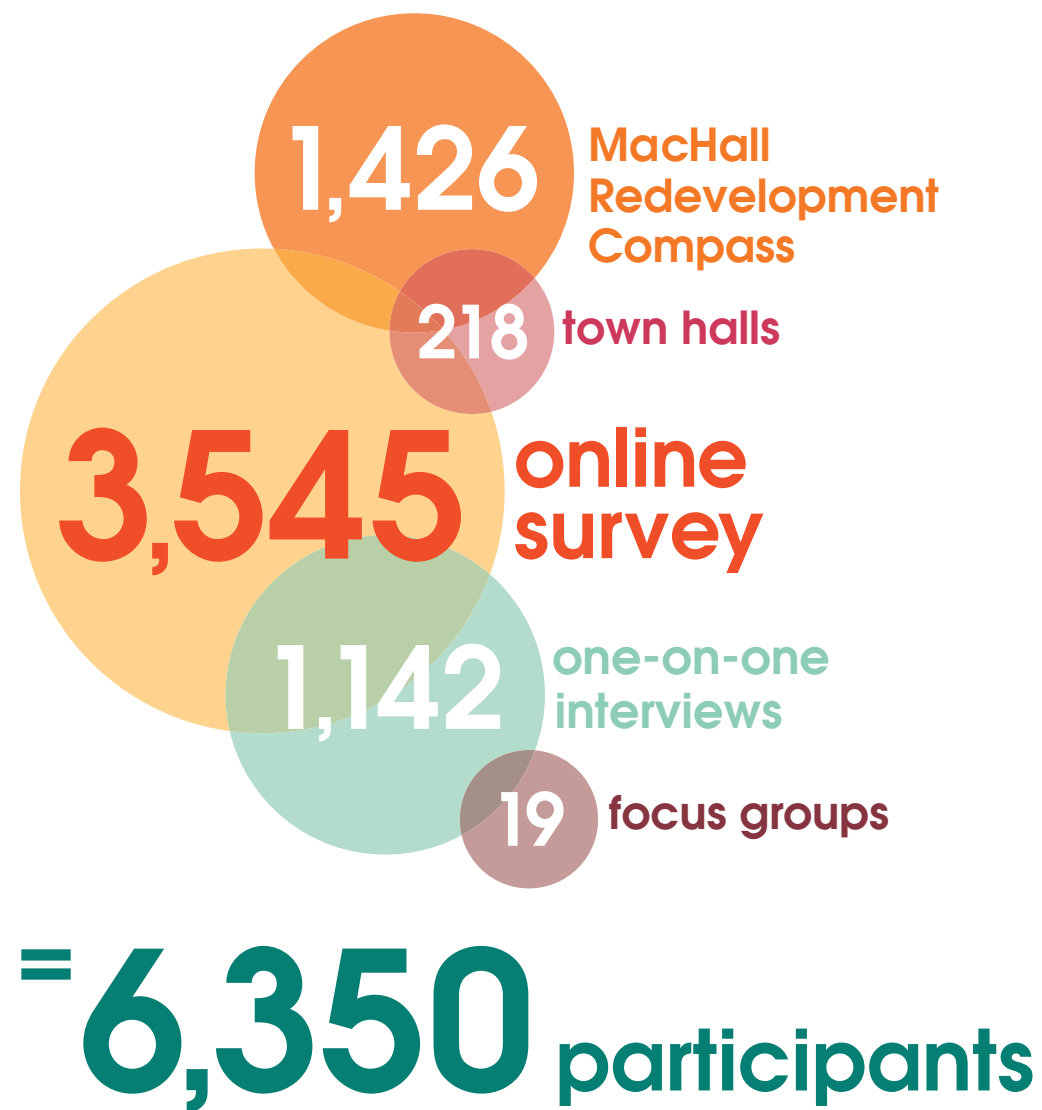
Performance Measures	Goal (Participants)	Actual (Participants)	Cost (\$)	Cost per Response (\$)
MacHall Redevelopment Compass	2,650	1,426	9,605.99	6.74
Online Survey	2,500	3,545	2,057.80	0.58
One-on-One Interviews	750	1,142	2,118.20	1.85
Focus Groups	50	19	350.00	18.42
Town Halls	300	218	0.00	0.00
Development and Consultation Costs			11,990.00	1.89
Marketing and advertising			6,030.30	0.95
Total Number Consulted	6,250	6,350		5.06
Overall Consultation Costs			\$ 32,152.29	

An online survey was launched to better understand students' usage, changing needs, and redevelopment considerations. The goal was to have 2,500 students complete the online survey and provide feedback, and 3,545 responses were received.

1,142 respondents provided one-on-one feedback in interviews exceeding the goal of 750 participants.

All of the consultation methods were designed to obtain data easily at a relatively low cost. As Table 2 exemplifies, the most cost-effective consultation method was the online survey, achieving an even lower cost per response than initially anticipated. While the survey has proven to be the most efficient method of obtaining feedback there was value in pursuing the more labour-intensive methods of focus groups and face to face interviews to gain a more in-depth understanding of the issues.





MSC Redevelopment Consultation Participants

Fall and Winter Semesters, 2012-2013

Methodology

As part of the initial planning stage of the consultation, a “Structured Decision Making” session was facilitated by Douglas Bessette, a PhD student of the Haskayne School of Business with the Institute of Sustainable Energy, Environment and Economy (ISEEE). This session was held for the Students’ Legislative Council which is made up of 23 students, elected by their peers to represent them. These student leaders identified six key areas (see Table 3) of importance to consider when redeveloping MacHall. These areas were developed into the six themes of the Redevelopment Compass and display panels were created where visitors to the compass were encouraged to rank and indicate the importance of the six areas to reflect what they think should be prioritized when planning the MacHall redevelopment. Their rankings, and how much importance they gave each area through a weighting exercise, were captured on a tablet using custom software to record the results. All participants volunteered their participation.

The SU received 3,545 voluntary respondents to the online survey, of which 74.81 percent completed the survey while it was active from Oct. 30, 2012 through Feb. 15, 2013. The total number of completed responses for undergraduate students was 2,531. Only complete responses were used to ensure that only the responses of undergraduates were included in the analysis. The data was rebalanced by faculty and program year based on 2012 enrolment data from the University of Calgary’s Office of Institutional Analysis, to align with the actual demographics of the undergraduate student population at the University of Calgary. All numbers from the online survey referenced in this report are based on this weighted data. See Appendix A for the respondent profile.

During the one-one-one interviews, students were asked two questions about MacHall’s uses and spaces. All participants volunteered their participation.

Data from the Redevelopment Compass, the online survey and the one-on-one interviews were captured in electronic databases for ease of analysis.

To ensure objective interpretation of the data, external consultants were contracted to review the data. This information was compiled and sent to the consultants in March of 2013 to interpret the results. Consultants selected for the analysis of the data collected included Alex Lougheed, for the Redevelopment Compass and the one-on-one interviews and zinc tank for the online survey and a final report. Alex Lougheed is a Toronto-based independent consultant with a B.Sc in Mathematics from the University of British Columbia. Mr. Lougheed is experienced in statistical analysis, policy, and research and currently works for a leading Canadian analytics firm.

Table 3 - Key Areas of Importance to Students (Not in Any Order)

<i>Provides for my basic needs and services</i>
<i>Is an iconic landmark</i>
<i>Connects us</i>
<i>Affordable for students</i>
<i>Designed in a way that makes sense</i>
<i>Provides services during construction</i>

zinc tank is a Calgary-based market research agency, and an extension of Zinc Research, founded in Calgary in 2006. zinc has worked with a range of private and public sector clients, notably in tourism and hospitality, energy, and economic and industrial development.

Limitations of the Evaluation

The consultation program was initiated and designed by the Students' Union. While they obtained expert direction in the design and methodology, the analysis of the three components was undertaken by zinc tank and Alex Lougheed. Thus, different teams were responsible for different stages of the analysis of this consultation.

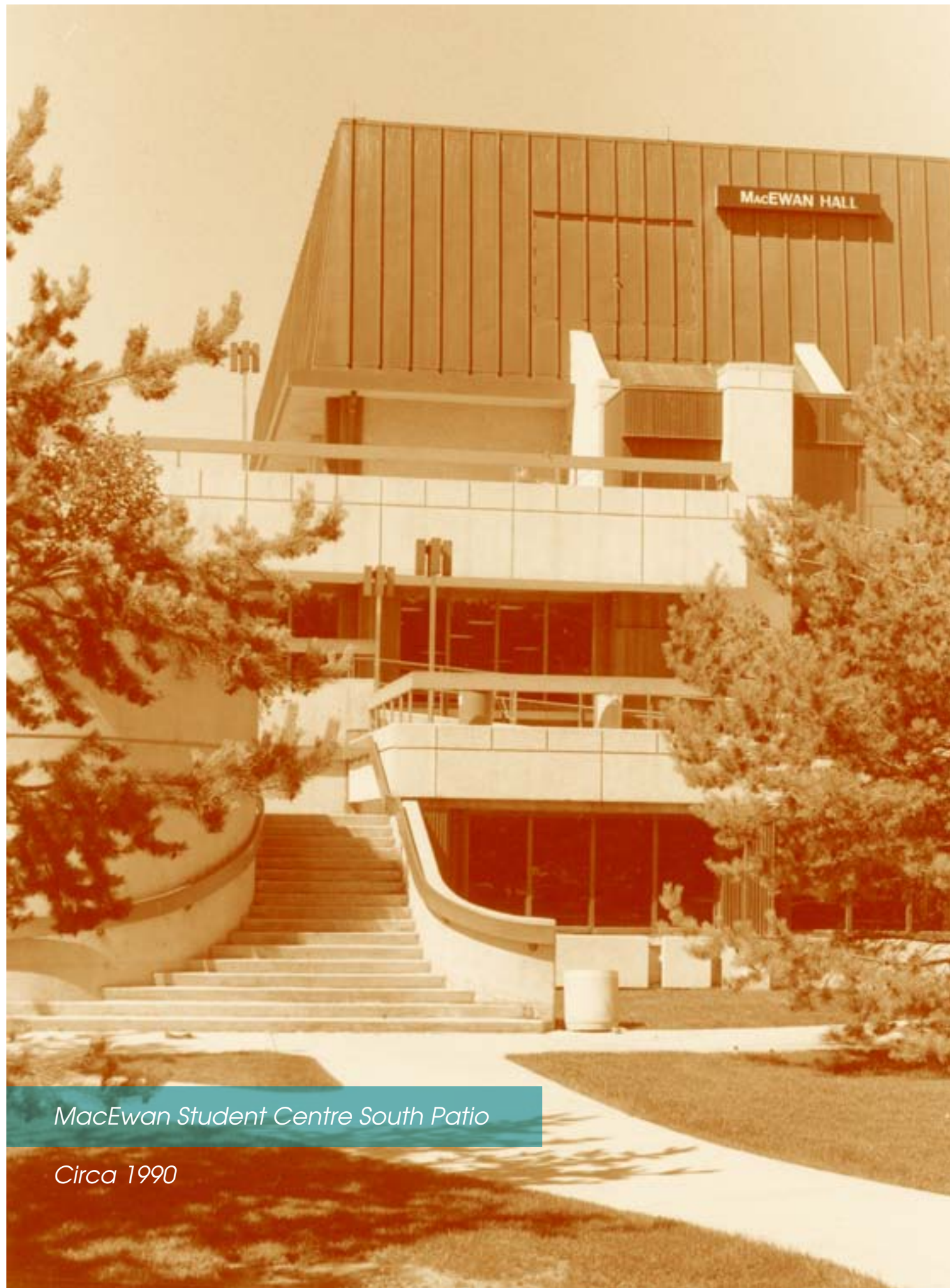
Caution should be exercised in findings, analysis of subsamples and conclusions presented. While the sample sizes are robust, appear to provide a reasonable representation of the student population, and all components corroborate the findings of each other, readers should consider the findings within this report for directional purposes only. We further caution readers that operational data is more reliable, and the findings here can be used for cross-reference and substantiation purposes.

The findings are also a reflection of the time and context they are collected. Attention should be given to the relative position of findings rather than their absolute value.



MacEwan Student Centre Food Court

April, 2010



MacEwan Student Centre South Patio

Circa 1990

Interpretations and Conclusions

The following interpretations and conclusions are drawn from the results of all consultation methods.

Usage and Pride

Participants use MacHall frequently. They primarily go there to purchase and eat food, study, and for social reasons. While wellness and diversity services have lower levels of usage, they are very important to those who use them. Pride in the look of the facility varies, but results indicate that slightly more students are not proud of MacHall than students who are proud.

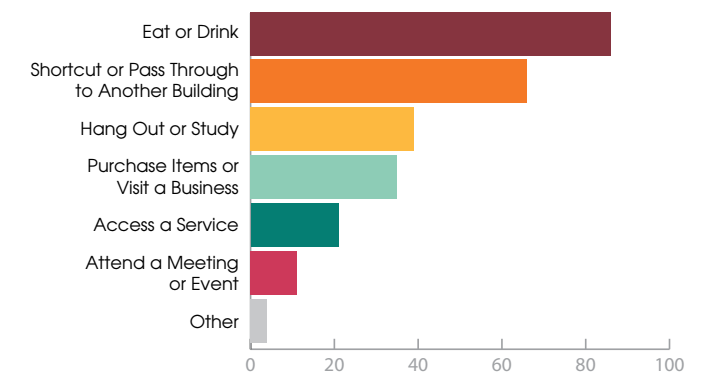
Data from the online survey indicates:

- Almost half of respondents visit MacHall on a daily basis. Approximately two in five visit several times a week. On average, respondents visit MacHall just over 16 times a month.
- Respondents indicated their purpose for coming to MacHall is to primarily eat and drink (86 percent), followed by using MacHall as a shortcut to another building (66 percent), hang out or study (39 percent) and purchase items or visit a business (35 percent). See Figure 3.
- Of all of the services that students use in MacHall, 95 percent indicated that they go to various places to eat and drink, followed by using bookstores (88 percent) and a place to hang out and relax (61 percent). Other uses of MacHall are as a place to

study (41 percent), group meeting space (36 percent), health and wellness services (35 percent), student event space (34 percent), and going to a concert (28 percent).

- 74 percent of respondents indicated they go to MacHall “to hang out with friends” or to attend a student or public event (57 percent). MacHall is also used by students to congregate with organized groups (44 percent), use a special or designated space (42 percent), fundraising (41 percent), as storage for clubs (31 percent), and attending or hosting a meeting (29 percent).
- Only 26 percent of students felt they were proud of the look of MacHall, while one-third (34 percent) were not proud of the current facility. Two in five (40 percent) had no opinion.

Figure 3 - MSC, Typical Usage



Attitudes and Associations

Participants relate to MacHall at a functional level - a place of commerce, a revenue generator to fund the services provided, and its mission as a student centre.

Redevelopment should enhance its role as a hub and bring balance to student life. There is strong agreement that there are space challenges to accommodating the volume of users of MacHall.

Data from the online survey indicates:

- Students agreed strongly with the statement “As a student, I feel welcome in MacHall.”
- Other strong aspects of agreement (in descending order) are:
 - ✓ “MacHall should have more indoor links to other building on campus”
 - ✓ “It is important that MacHall generates [revenue] for the [Students’] Union to offset the majority of the costs of providing student programs and services”
 - ✓ “The line-ups in the food court at peak times, hinder [my] walking through MacHall”
 - ✓ “All the food services in MacHall are conveniently located”
 - ✓ “In a redeveloped MacHall, most food vendors and seating spaces should be grouped together on the same floor”
 - ✓ “The design of a redeveloped MacHall should include a balance of academic and non-academic services and programs”
- Aspects of disagreement (strongest disagreement listed first) are:
 - ✗ “I can always find a place to study in MacHall”
 - ✗ “I can always find a place to relax in MacHall”
 - ✗ “MacHall’s layout makes it difficult to find the service or business I’m looking for”
 - ✗ “I consider MacHall to be my home away from home on campus”
 - ✗ “I can always find a seat to eat the food I bought in MacHall”

Food Behaviours and Options

Participants dine regularly at MacHall and appreciate the diversity of food options. They would like to see greater variety and more healthy and fresh options.

Data from the online survey indicates:

- Four in five (78 percent) buy food at MacHall once a week. Among those who eat and purchase food in MacHall, 86 percent indicate that they purchase food from fast food vendors; approximately two-thirds either bring their own food or take food purchased at MacHall to eat in other locations. Others indicated they use the microwave (45 percent), buy food from convenience stores (38 percent) and eat in restaurants (35 percent).
- Among those wishing to add new food options (24 percent of interview respondents), 36 percent indicated they wanted healthy food, followed by Italian (24 percent).
- Among those wishing a food vendor removed (11 percent of interview respondents), if a vendor was to be removed, 34 percent of respondents indicated Pizza 73, followed by Happy Hut (24 percent).

Priorities and Important Needs, Services, and Uses

The foundations of any redevelopment project should be: serving the basic needs and services, and ensuring the project is affordable for students. Students emphasized that a redeveloped entity should be a centre of commerce for students.

Ideally, food and access to core student support services should be maintained during any redevelopment process.

Data from the online survey indicates:

- Among those who indicated usage of various services and amenities, the following were rated as “important” in a redeveloped MacHall: places to eat and drink (88 percent), health and wellness services (79 percent), bookstores (74 percent), diversity services (74 percent), and hang out and relaxation space (70 percent).
- Needs, services, and uses rated as “important,” that respondents felt should remain open during construction: places to eat and drink (95 percent), bookstores (93 percent), health and wellness services (93 percent), diversity services (92 percent), study space (63 percent), concert space (61 percent), student event space (59 percent), hang out and relaxation space (57 percent), and, group meeting space (52 percent).
- Respondents indicated the highest level of agreement related to the MacHall redevelopment on the following statements:
 - ✓ “A redeveloped MacHall continues to accommodate majority of students’ non-academic needs into the future.”
 - ✓ “A redevelopment of MacHall increases the total square footage of the retail and food court space to avoid overcrowding.”
 - ✓ “There are minimal disruptions to businesses and services during any construction done to MacHall.”
 - ✓ “A redevelopment of MacHall makes significant improvements to the sustainability of the building.”

Data from the Redevelopment Compass indicates:

- Two areas of importance stood out: “Provides for my basic needs and services” and “Affordable for students.” These were followed by “Provides services during construction” and “Designed in a way that makes sense”.

Disruption, Willingness-to-Pay, and Trade-Offs for Priorities

While a majority of students seek a maximum disruption of one semester, it may be unrealistic to undertake a complete redevelopment in that timeframe. Students want access to core services, thus any redevelopment lends itself to a phased approach. Four in five participants indicated they are willing to pay something for the redevelopment, within the range of \$67 to \$92 annual increase in student fees (approximately \$1.7 – 2.3 million per year). Students feel that increasing commerce at a redeveloped MacHall should contribute to funding this initiative, and they were willing to forgo some Students’ Union events or services to make it happen.

Data from the online survey indicates (see Figures 5 and 6):

- Approximately three out of five respondents (62 percent) indicated that one semester would be the maximum time that they would be willing to tolerate any inconvenience relating to construction. 16 percent indicated either two consecutive semesters or one year (15 percent) would be the maximum time they would tolerate any inconvenience (see Figure 4).
- If all student priorities were to be included in a redevelopment, the mean amount that students are willing to pay for was \$92 across all respondents. However, one in five (17 percent) indicated they did not want to pay anything (removing these

individuals, the willingness to pay among those who do not mind paying something was \$111).

- If most of the student priorities were to be included in a redevelopment, the mean amount that students are willing to pay for was \$67 across all respondents. However, 21 percent indicated they did not want to pay anything (removing those individuals, the willingness to pay among those who do not mind paying something was \$85).
- If only some of the student priorities were to be included in a redevelopment, the mean amount that students are willing to pay for was \$41 across all respondents. However, 34 percent indicated they did not want to pay anything (removing those individuals, the willingness to pay among those who do not mind paying something was \$62).
- Given the choice of cutting various events and services to facilitate the redevelopment of MacHall, students were most likely to cut the following: Nogfest (46 percent), Faculty Wars Dodge Ball (45 percent), Clubs Leadership Summit (45 percent), Frostbite (37 percent), Last Lecture Series (36 percent), Sex Week (32 percent), Cinemania (31 percent), Yoga in the Space (30 percent), travel and conference funding (30 percent), the Off Campus Housing website (25 percent), Hunger Week (24 percent), Bermuda Shorts Day (22 percent) and the Q Centre (20 percent).

Figure 4 - Maximum Tolerable Inconvenience Related to Construction

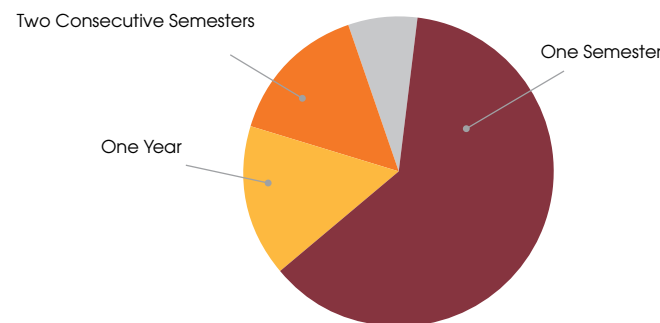


Figure 5 - Dollar Amount Students Would be Willing to Pay for a Future Redevelopment

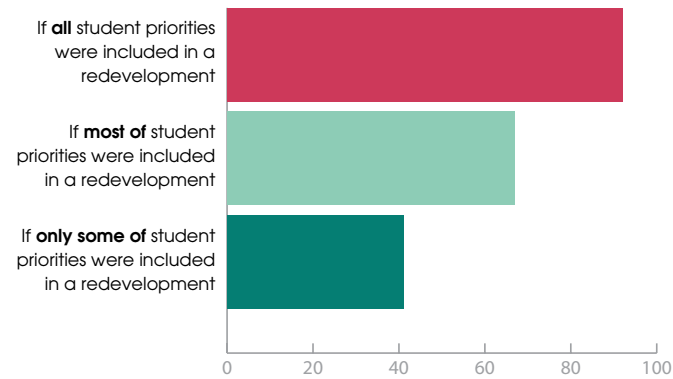
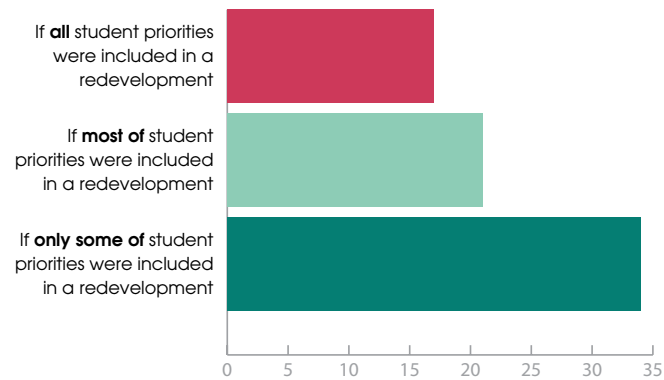


Figure 6 - Percentage of Students Who Would Not Want to Pay Any Amount for a Future Redevelopment



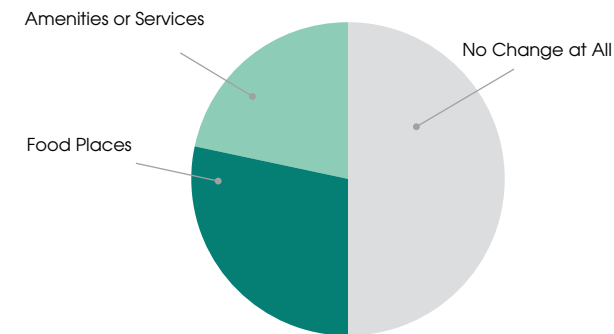
Changes and Additions

Students want more food, more services, and improved structure and support for them.

- Data from the one-on-one interviews indicates that when respondents were asked what service or use they would add to MacHall, the majority indicated food places (29 percent) followed by amenities or services (22 percent). 51 percent of respondents indicated that things should stay the same with no change at all (see Figure 7).
- Data from the one-on-one interviews indicates that 31 percent of respondents said that the one thing they would change would be to add new seating to MSC. Managing lineups and adding new food were

also high on their priority list (24 percent each). If an additional 1,000 ft² were available, 28 percent said they wanted more food court seating, 19 percent wanted more study space, 14 percent identified a post office and 13 percent sought quiet resting space.

Figure 7 - What service or use should be added to a future MSC?



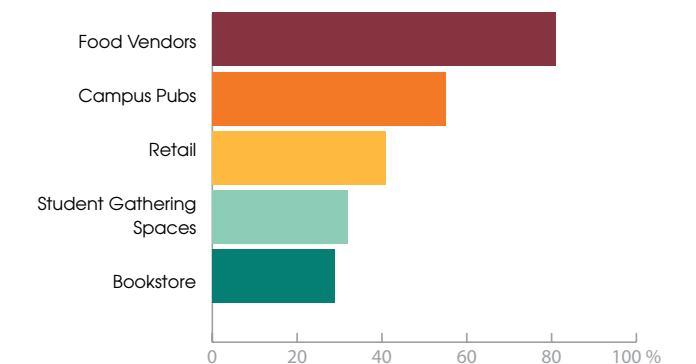
Design Considerations

There appears to a desire for a more contemporary design, but students prioritize function over aesthetics and architectural prominence. There are mixed opinions on changing the look of MacHall. Undergraduates desire a space that supports the modern student (i.e. connected through technology) with more spaces that facilitate collaboration and connection to support social and academic life. Students have clear preferences on the layout of the building and want any redevelopment to make significant improvements to the environmental sustainability of their student centre.

Data from the online survey indicates:

- From a design perspective, the majority of students would prefer to see a contemporary design for MacHall; however, students also prioritized function over aesthetics and agreed that “How MacHall looks is less important than how well it functions as a student centre.”
- Student opinions on the need to change the look of MacHall were mixed, with only slightly positive or negative net agreement, and did not indicate a clear preference on the need to update the building. There is little appetite to “completely change” the look of the building to modernize it.
- It was most important that a redesigned building improve comfort and convenience for students. Students want high speed internet access (70 percent), more electrical outlets (69 percent), and more lounge or relaxation spaces (66 percent).
- Students indicated that the services and functions that need to be located in high traffic areas are: food vendors (81 percent), followed by campus pubs (55 percent) and retail (41 percent). Other uses or services that should be conveniently located are student gathering (32 percent) and bookstore (29 percent) (see Figure 8).

Figure 8 - Services and Functions that Should be Located in High-Traffic Areas



- Students said that the building should allow for spaces that encourage better communication between students: providing a variety of spaces that can cater to a range of noise or activity levels (81 percent) and a variety of spaces to be used for multiple purposes (78 percent).
- Sustainability is an important factor in redesigning the building and students indicated the following as priorities: recycling (82 percent), energy efficiency

(78 percent), and garbage reduction (73 percent). This was followed by using renewable energy sources (70 percent), reducing water use (68 percent), LEED building rating (62 percent), and composting (62 percent).

- The key drivers to instilling pride for students are “update the exterior and modernize the design” (82 percent), “modernize outdated parts of the building” (72 percent), add more windows (61 percent), and just over 45 percent wanted to “reduce the amount of visible concrete”.

Data from the Redevelopment Compass indicates:

- Students ranked “is an iconic landmark” (i.e., the architecture and look of the building) the lowest in the Compass exercise by a wide margin. In fact, the largest preferences recorded in the Compass exercise weighting activity were a prioritization of:
 1. “Affordable for students” over “is an iconic landmark,” followed by
 2. “Provides for my basic needs and services” over “is an iconic landmark,” followed by
 3. “Provides services during construction” over “is an iconic landmark.”



Summary of Interpretations and Conclusions

- Student consultation confirms that MacHall is a **social hub for all aspects of student life** – from dining, studying, and hanging out, to health and wellness.
- There appears a **strong appetite to update MacHall**.
- Any redevelopment should **serve and provide the basic needs and services**, and be affordable for students. Students emphasized that the redeveloped student building should be a centre of commerce for students.
- Major **disruptions should be limited to one school year at a time**, lending itself to a phased development approach.
- Any **redevelopment must address MOST or ALL of students' priorities**; overall four out of five participants were willing to pay something for the redevelopment, if it met their clearly stated needs. Students are willing to pay between \$67 and \$92 more annually for a redevelopment that includes their priorities. However, there is an underlying theme that increasing commerce at a redeveloped MSC should contribute to funding this initiative
- Students strongly indicated they want MacHall to provide for their basic needs and services, and that any **redevelopment must be affordable for students**. They also signified their preference for the following in order of priority:
 1. services must continue to be provided during any reconstruction,
 2. the new building must be designed in a way that makes sense,
 3. the building must help to connect students, and least importantly,
 4. the building must be an iconic landmark.

Recommendations

Key Areas of Importance

Summary of Recommendations

Provides for my basic needs and services

- 1 Enhance the building's role as a hub of student activity by expanding the areas that currently meet students' needs and expectations.
- 2 Maintain or increase dining options and increase dining seating space.

Affordable for students

- 7 Finance the redevelopment of MacHall through a combination of public funds, fundraising, student contributions, and SU revenues from operations.

Provides services during construction

- 9 Maintain food services and access to core student support services during the redevelopment process.

Designed in a way that makes sense

- 11 Ensure that a redeveloped MSC meets students' needs – function must be a priority over aesthetics.
- 12 Maintain the current model of grouping most food vendors and food service seating together on the same floor.

Connects us

- 17 Increase the total amount of available conference space to accommodate the need for student clubs' meeting space.

Is an iconic landmark

- 19 Focus on functionality rather than improvements to the look or architectural prominence of MacHall.

- 3 Increase the total space allocated to food services and seating to mitigate traffic flow and line up issues at peak times.
- 4 Increase study and social space.

- 5 Ensure a redeveloped MacHall is a place of commerce, a revenue-generator to fund the redevelopment and services, and honours its mission as a student centre.
- 6 Maintain wellness and diversity services.

- 8 Increase SU commerce in a redeveloped MacHall to contribute to funding this initiative.

- 10 Phase the MacHall redevelopment over several years, with the majority of the work occurring in the spring and summer semesters to ensure minimal disruptions to

food vendors, critical services, and spaces devoted to meetings, studying, events, and hanging out.

- 13 Ensure that upgrades to the building reduce its environmental footprint and make significant improvements to sustainability.
- 14 Design solutions to control noise levels.

- 15 Improve traffic flow through the redeveloped building, instead of adding more entrances to MacHall, which is a focal point of the 2011 Master Plan.
- 16 Accommodate future unplanned needs of the student body by adding unallocated space.

- 18 Emphasize a variety of multipurpose meeting and event spaces to accommodate individual students and student groups.

Next Steps

Students have made their preferences clear. The University of Calgary must update the 2011 Master Plan as a blueprint for the future of MacEwan Student Centre, to reflect the recommendations resulting from the needs and priorities identified in the consultation. This consultation proved there is an appetite for the redevelopment of MacHall and students are willing to pay their share for it if their preferences are reflected in the Master Plan.

MacEwan Student Centre North Courtyard

April, 2006

Appendix A - Respondent Profile

- Primarily undergraduates: 96% of respondents were undergraduate students.
- From across all faculties: When asked what faculty they were currently registered with, on first mention, respondents indicated Arts (28%), Science (20%) Schulich School of Engineering (13%) and Haskayne School of Business (11%). When all mentions were considered (to take into account cross faculty listings), respondents indicated that they were in the following faculties: Arts (33%), Science (22%), Schulich School of Engineering (14%) and Haskayne School of Business (12%).
- All program years: Almost one-third of respondents (32%) indicated they were in their first year, just under one quarter (23%) each in second and third year, and just under one in five (18%) were in their fourth year or longer.
- The mean age of all respondents was just over 21 years. Approximately half of respondents (53%) were in the age group of 18-20 years, with just under one third (28%) aged 21-23 years.
- Respondents had a high level of club affiliation, with two-thirds (65%) indicating that they were part of at least one organized student group on campus.
- Participation in this engagement process: 19% of respondents indicated some involvement in some consultation method related to the MacHall redevelopment (9% redevelopment compass, 6% town hall session and 4% focus group). 39% indicated that they were planning on attending subsequent consultations.

Appendix B - One-on-One Interview Questions

1. Thinking about the current MacHall – if you could only change one thing, what would it be?
 - Remove a specific food court vendor:
(Choose from the drop-down menu...)
 - Add another type of food option:
(Choose from the drop-down menu...)
 - Add seating (hang out, study, eat)
 - Manage lineups, fix traffic flow.
 - Don't change anything
 - Change something else - please specify:
2. Thinking of what's missing in MacHall – if 1,000 square feet, about twice the size of Starbucks, was added to the building, what should it be used for?
 - Expand food court seating
 - Add study space
 - Add quiet rest space
 - Expand gathering space
 - Add Post Office
 - Don't change anything
 - Add another food option:
(Choose from the drop-down menu...)
 - Add something else - please specify:
3. If you'd like to be entered in the draw for an iPad, please give us your student number:
4. Can you tell me if you're an undergrad, a grad student, staff or faculty?
(Choose from the drop-down menu...)

Appendix C - Online Survey Questions

Page - MacHall Redevelopment Survey

Q1 How often do you visit MacEwan Student Centre (a.k.a. MacHall) during the fall and/or winter semesters?

Daily[Code = 7]

Several times/week[Code = 6]

Once/week[Code = 5]

Several times/month[Code = 4]

Monthly[Code = 3]

Less than once/month[Code = 2] (Go To Page 11)

Never[Code = 1] (Go To Page 11)

Required answers: 1 Allowed answers: 1
Next Page: Conditional

Page - 2

Q2 What are your typical purposes for coming to MacHall? (Check up to three)

To eat or drink[Code = 1]

To purchase items or visit a business[Code = 2]

Shortcut or pass through to another building[Code = 3]

To access a service[Code = 4]

Attend a meeting or event[Code = 5]

Hang out or study[Code = 6]

Other (please specify)[Code = 7] [Textbox]

Required answers: 1 Allowed answers: 3

Q3 If construction disrupted your ability to access your purposes for visiting MacHall, what is the maximum amount of time you would be willing tolerate the inconvenience?

One semester[Code = 1]

Two consecutive semesters[Code = 2]

One year[Code = 3]

Two years[Code = 4]

Three years or longer[Code = 5]

Required answers: 1 Allowed answers: 1

Q4 Here is a specific list of uses of MacHall; which of these do you use? (Check all that apply)

Study space[Code = 1]

Places to eat and drink[Code = 2]

Hang out and relaxation space[Code = 3]

Group meeting space[Code = 4]

Health and wellness services[Code = 5]

Bookstores[Code = 6]

Diversity services (i.e., gender, faith, disability, ethnicity, sexuality)[Code = 7]

Concert space[Code = 8]

Student event space (i.e., private and public)[Code = 9]

Other (please specify)[Code = 10] [Textbox]

None of the above[Code = 0]

Required answers: 1 Allowed answers: 11
Next Page: Sequential

Page - 3

Of the needs/services/uses that you checked in the previous question, how important is it that they continue to be located in a redeveloped MacHall?

Q5 Study space

Extremely important[Code = 5]

Very important[Code = 4]

Moderately important[Code = 3]

Slightly important[Code = 2]

Not at all important[Code = 1]

Required answers: 1 Allowed answers: 1

Display if Q4='Study space'

Q6 Places to eat and drink

Extremely important[Code = 5]

Very important[Code = 4]

Moderately important[Code = 3]

Slightly important[Code = 2]

Not at all important[Code = 1]

Required answers: 1 Allowed answers: 1

Display if Q4='Places to eat and drink'

Q7 Hang out and relaxation space

Extremely important[Code = 5]

Very important[Code = 4]

Moderately important[Code = 3]

Slightly important[Code = 2]

Not at all important[Code = 1]

Required answers: 1 Allowed answers: 1

Display if Q4='Hang out and relaxation space'

Q8 Group meeting space

Extremely important[Code = 5]

Very important[Code = 4]

Moderately important[Code = 3]

Slightly important[Code = 2]

Not at all important[Code = 1]

Required answers: 1 Allowed answers: 1

Display if Q4='Group meeting space'

Q9 Health and wellness services

Extremely important[Code = 5]

Very important[Code = 4]
Moderately important[Code = 3]
Slightly important[Code = 2]
Not at all important[Code = 1]
<i>Required answers: 1 Allowed answers: 1</i>

Display if Q4='Health and wellness services'

Q10 Bookstores

Extremely important[Code = 5]
Very important[Code = 4]
Moderately important[Code = 3]
Slightly important[Code = 2]
Not at all important[Code = 1]
<i>Required answers: 1 Allowed answers: 1</i>

Display if Q4='Bookstores'

Q11 Diversity services (i.e., gender, faith, disability, ethnicity, sexuality)

Extremely important[Code = 5]
Very important[Code = 4]
Moderately important[Code = 3]
Slightly important[Code = 2]
Not at all important[Code = 1]
<i>Required answers: 1 Allowed answers: 1</i>

Display if Q4='Diversity services (i.e., gender, faith, disability, ethnicity, sexuality)'

Q12 Concert space

Extremely important[Code = 5]
Very important[Code = 4]
Moderately important[Code = 3]
Slightly important[Code = 2]
Not at all important[Code = 1]
<i>Required answers: 1 Allowed answers: 1</i>

Display if Q4='Concert space'

Q13 Student event space (i.e., private and public)

Extremely important[Code = 5]
Very important[Code = 4]
Moderately important[Code = 3]
Slightly important[Code = 2]
Not at all important[Code = 1]
<i>Required answers: 1 Allowed answers: 1</i>

Display if Q4='Student event space (i.e., private and public)'

Q14 Other

Extremely important[Code = 5]
Very important[Code = 4]
Moderately important[Code = 3]
Slightly important[Code = 2]
Not at all important[Code = 1]

Slightly important[Code = 2]
Not at all important[Code = 1]

Required answers: 1 Allowed answers: 1

Display if Q4='Other (please specify)'

Q15 Is there anything else that would be important to keep in MacHall?

Yes (please explain)[Code = 1] [Textbox]

No[Code = 2]

Required answers: 1 Allowed answers: 1

Next Page: Sequential

Page - 4

You have indicated the following uses of MacHall as **important**. Should each of these uses/services in MacHall be **prioritized to remain open during construction**?

Q16 Study space

Yes[Code = 1]

No[Code = 2]

No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q5='Extremely important' OR Q5='Very important'

Q17 Places to eat and drink

Yes[Code = 1]

No[Code = 2]

No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q6='Extremely important' OR Q6='Very important'

Q18 Hang out and relaxation space

Yes[Code = 1]

No[Code = 2]

No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q7='Extremely important' OR Q7='Very important'

Q19 Group meeting space

Yes[Code = 1]

No[Code = 2]

No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q8='Extremely important' OR Q8='Very important'

Q20 Health and wellness services

Yes[Code = 1]

No[Code = 2]

No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q9='Extremely important' OR Q9='Very important'

Q21 Bookstores

Yes[Code = 1]
No[Code = 2]
No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q10='Extremely important' OR Q10='Very important'

Q22 Diversity services (i.e., gender, faith, disability, ethnicity, sexuality)

Yes[Code = 1]
No[Code = 2]
No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q11='Extremely important' OR Q11='Very important'

Q23 Concert space

Yes[Code = 1]
No[Code = 2]
No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q12='Extremely important' OR Q12='Very important'

Q24 Student event space (i.e., private and public)

Yes[Code = 1]
No[Code = 2]
No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q13='Extremely important' OR Q13='Very important'

Q25 Other

Yes[Code = 1]
No[Code = 2]
No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q14='Extremely important' OR Q14='Very important'

You have indicated the following uses of MacHall as **unimportant**. Do you agree that these uses/services in MacHall can remain closed during construction?

Q26 Study space

Yes[Code = 1]
No[Code = 2]
No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q5='Slightly important' OR Q5='Not at all important'

Q27 Places to eat and drink

Yes[Code = 1]
No[Code = 2]
No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q6='Slightly important' OR Q6='Not at all important'

Q28 Hang out and relaxation space

Yes[Code = 1]
No[Code = 2]
No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q7='Slightly important' OR Q7='Not at all important'

Q29 Group meeting space

Yes[Code = 1]
No[Code = 2]
No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q8='Slightly important' OR Q8='Not at all important'

Q30 Health and wellness services

Yes[Code = 1]
No[Code = 2]
No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q9='Slightly important' OR Q9='Not at all important'

Q31 Bookstores

Yes[Code = 1]
No[Code = 2]
No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q10='Slightly important' OR Q10='Not at all important'

Q32 Diversity services (i.e., gender, faith, disability, ethnicity, sexuality)

Yes[Code = 1]
No[Code = 2]
No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q11='Slightly important' OR Q11='Not at all important'

Q33 Concert space

Yes[Code = 1]
No[Code = 2]
No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q12='Slightly important' OR Q12='Not at all important'

Q34 Student event space (i.e., private and public)

Yes[Code = 1]

No[Code = 2]

No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q13='Slightly important' OR Q13='Not at all important'

Q35 Other

Yes[Code = 1]

No[Code = 2]

No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q14='Slightly important' OR Q14='Not at all important'

You have indicated the following uses of MacHall as **unimportant**. Do these uses/services **belong in a redeveloped MacHall?**

Q36 Study space

Yes[Code = 1]

No[Code = 2]

No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q5='Slightly important' OR Q5='Not at all important'

Q37 Places to eat and drink

Yes[Code = 1]

No[Code = 2]

No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q6='Slightly important' OR Q6='Not at all important'

Q38 Hang out and relaxation space

Yes[Code = 1]

No[Code = 2]

No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q7='Slightly important' OR Q7='Not at all important'

Q39 Group meeting space

Yes[Code = 1]

No[Code = 2]

No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q8='Slightly important' OR Q8='Not at all important'

Q40 Health and wellness services

Yes[Code = 1]

No[Code = 2]

No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q9='Slightly important' OR Q9='Not at all important'

Q41 Bookstores

Yes[Code = 1]

No[Code = 2]

No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q10='Slightly important' OR Q10='Not at all important'

Q42 Diversity services (i.e., gender, faith, disability, ethnicity, sexuality)

Yes[Code = 1]

No[Code = 2]

No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q11='Slightly important' OR Q11='Not at all important'

Q43 Concert space

Yes[Code = 1]

No[Code = 2]

No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q12='Slightly important' OR Q12='Not at all important'

Q44 Student event space (i.e., private and public)

Yes[Code = 1]

No[Code = 2]

No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q13='Slightly important' OR Q13='Not at all important'

Q45 Other

Yes[Code = 1]

No[Code = 2]

No opinion[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Display if Q14='Slightly important' OR Q14='Not at all important'

Q46 How often do you eat or purchase food in MacHall during the fall and winter semesters?

Daily[Code = 7]

Several times/week[Code = 6]

Once/week[Code = 5]

Several times/month[Code = 4]

Monthly[Code = 3]

Less than once/month[Code = 2]	
Never[Code = 1]	
	Required answers: 1 Allowed answers: 1
	Next Page: Sequential

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Q47 You have indicated that you regularly eat or purchase food in MacHall; which of the following behaviours apply to you? (Check all that apply)	
Bring my own food[Code = 1]	
Use microwaves[Code = 2]	
Buy from fast food vendors[Code = 3]	
Buy food from convenience stores[Code = 4]	
Eat in restaurants[Code = 5]	
Bring food purchased from another location on campus[Code = 6]	
Take food purchased in MacHall to eat in other locations[Code = 7]	
	Required answers: 1 Allowed answers: 7
Display if Q46='Daily' OR Q46='Several times/week' OR Q46='Once/week' OR Q46='Several times/month' OR Q46='Monthly'	
Q48 If you could add a service, business, or use to MacHall, what would it be?	
[Code = 1] [Textbox]	
	Required answers: 0 Allowed answers: 1
Q49 What do you think are the most important ways that student groups use MacHall? (Check all that apply)	
Hang out with friends[Code = 1]	
Congregate with organized groups[Code = 2]	
Use a special/designated/dedicated space (Women's Resource Centre, Q Centre, Faith and Spirituality Centre, Diversity services, etc.)[Code = 3]	
Attend a student event or public event[Code = 4]	
Attend or host a meeting[Code = 5]	
Storage for clubs[Code = 6]	
Fundraising[Code = 7]	
Other (please specify)[Code = 8] [Textbox]	
Not sure[Code = 0]	
	Required answers: 1 Allowed answers: 9
Q50 How can the design of the building encourage communication between students? (Check all that apply)	
Providing a variety of spaces that can be used for multiple purposes[Code = 1]	
Providing a variety of spaces that can cater to a range of noise and activity levels (from quiet spaces to loud events)[Code = 2]	
Meeting the needs of diverse student groups[Code = 3]	
Bringing diverse groups together that might not normally interact[Code = 4]	
Other (please specify)[Code = 5] [Textbox]	
	Required answers: 1 Allowed answers: 5
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Please indicate your level of agreement with the following statements:

Q51 MacHall has enough windows and natural light.	
Strongly agree[Code = 5]	
Agree[Code = 4]	
Neutral[Code = 3]	
Disagree[Code = 2]	
Strongly disagree[Code = 1]	
I don't know/Not applicable[Code = 0] [N/A]	
	Required answers: 1 Allowed answers: 1
Q52 All the food services in MacHall are conveniently located.	
Strongly agree[Code = 5]	
Agree[Code = 4]	
Neutral[Code = 3]	
Disagree[Code = 2]	
Strongly disagree[Code = 1]	
I don't know/Not applicable[Code = 0] [N/A]	
	Required answers: 1 Allowed answers: 1
Q53 Similar businesses and services in MacHall should be grouped together.	
Strongly agree[Code = 5]	
Agree[Code = 4]	
Neutral[Code = 3]	
Disagree[Code = 2]	
Strongly disagree[Code = 1]	
I don't know/Not applicable[Code = 0] [N/A]	
	Required answers: 1 Allowed answers: 1
Q54 If a group I belong to needs a space to host an event in MacHall it is available to us.	
Strongly agree[Code = 5]	
Agree[Code = 4]	
Neutral[Code = 3]	
Disagree[Code = 2]	
Strongly disagree[Code = 1]	
I don't know/Not applicable[Code = 0] [N/A]	
	Required answers: 1 Allowed answers: 1
Q55 It is too noisy in MacHall.	
Strongly agree[Code = 5]	
Agree[Code = 4]	
Neutral[Code = 3]	
Disagree[Code = 2]	
Strongly disagree[Code = 1]	
I don't know/Not applicable[Code = 0] [N/A]	
	Required answers: 1 Allowed answers: 1
Q56 The building is easy to walk through to my next destination.	
Strongly agree[Code = 5]	

Agree[Code = 4]
Neutral[Code = 3]
Disagree[Code = 2]
Strongly disagree[Code = 1]
I don't know/Not applicable[Code = 0] [N/A]
Required answers: 1 Allowed answers: 1

Q57 I can always find a place to relax in MacHall.

Strongly agree[Code = 5]
Agree[Code = 4]
Neutral[Code = 3]
Disagree[Code = 2]
Strongly disagree[Code = 1]
I don't know/Not applicable[Code = 0] [N/A]
Required answers: 1 Allowed answers: 1

Please indicate your level of agreement with the following statements:

Q58 There should be more study space in MacHall.

Strongly agree[Code = 5]
Agree[Code = 4]
Neutral[Code = 3]
Disagree[Code = 2]
Strongly disagree[Code = 1]
I don't know/Not applicable[Code = 0] [N/A]
Required answers: 1 Allowed answers: 1

Q59 The design of a redeveloped MacHall should include a balance of academic and non-academic services and programs.

Strongly agree[Code = 5]
Agree[Code = 4]
Neutral[Code = 3]
Disagree[Code = 2]
Strongly disagree[Code = 1]
I don't know/Not applicable[Code = 0] [N/A]
Required answers: 1 Allowed answers: 1

Q60 In a redeveloped MacHall most food vendors and seating space should be grouped together on the same floor.

Strongly agree[Code = 5]
Agree[Code = 4]
Neutral[Code = 3]
Disagree[Code = 2]
Strongly disagree[Code = 1]
I don't know/Not applicable[Code = 0] [N/A]
Required answers: 1 Allowed answers: 1

Q61 MacHall's layout makes it difficult to find the services or businesses I'm looking for.

Strongly agree[Code = 5]
Agree[Code = 4]
Neutral[Code = 3]
Disagree[Code = 2]
Strongly disagree[Code = 1]
I don't know/Not applicable[Code = 0] [N/A]
Required answers: 1 Allowed answers: 1

Q62 The line-ups in the food court at peak times hinder my walking through MacHall.

Strongly agree[Code = 5]
Agree[Code = 4]
Neutral[Code = 3]
Disagree[Code = 2]
Strongly disagree[Code = 1]
I don't know/Not applicable[Code = 0] [N/A]
Required answers: 1 Allowed answers: 1

Q63 I can always find a seat to eat the food I bought in MacHall.

Strongly agree[Code = 5]
Agree[Code = 4]
Neutral[Code = 3]
Disagree[Code = 2]
Strongly disagree[Code = 1]
I don't know/Not applicable[Code = 0] [N/A]
Required answers: 1 Allowed answers: 1

Q64 I like the current layout of MacHall and how there are differing business and services grouped throughout the building.

Strongly agree[Code = 5]
Agree[Code = 4]
Neutral[Code = 3]
Disagree[Code = 2]
Strongly disagree[Code = 1]
I don't know/Not applicable[Code = 0] [N/A]
Required answers: 1 Allowed answers: 1

Please indicate your level of agreement with the following statements:

Q65 In a redeveloped MacHall there should be clusters of food vendors and seating on several floors instead of grouping most of them together like it is now.

Strongly agree[Code = 5]
Agree[Code = 4]
Neutral[Code = 3]
Disagree[Code = 2]
Strongly disagree[Code = 1]
I don't know/Not applicable[Code = 0] [N/A]
Required answers: 1 Allowed answers: 1

Q66 MacHall is too dark.

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q67 MacHall should have more indoor links to other buildings on campus.

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q68 How MacHall looks is less important than how well it functions as a student centre.

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q69 The design of a redeveloped MacHall should focus solely on the social side side of student life rather than addressing any academic needs.

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q70 There should be more open space/green space directly outside MacHall.

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q71 I can always find a place to study in MacHall.

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Please indicate your level of agreement with the following statements:

Q72 As a student, I feel welcome in MacHall.

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q73 Adding more study space in MacHall is not a priority for the redesign of the building.

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q74 It is important that MacHall generates revenue for the Students' Union to offset the majority of the costs of providing student programs and services.

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q75 The role MacHall plays on campus as the focal point for students gives me a sense of pride.

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q76 MacHall's exterior looks old and ugly.

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q77 There should be more entrances and exits in MacHall.

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q78 I consider MacHall to be my home away from home on campus.

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

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Q79 There are a limited number of high traffic areas in MacHall. Business and services adjacent to it see more customers but deal with issues such as noise and crowds. Which businesses/services in MacHall should be located in the high traffic areas? (Check up to **five**)

Food vendors[Code = 1]

Retail (convenience, computer, banking, travel, tickets)[Code = 2]

Bookstore[Code = 3]

Student services (Career Services, women's resource centre, native centre)[Code = 4]

Campus Security[Code = 5]

Health Care or health and wellness[Code = 6]

Student Government[Code = 7]

Campus pubs[Code = 8]

Campus media[Code = 9]

Student gathering[Code = 10]

Event space[Code = 11]

No opinion[Code = 0]

Required answers: 1 Allowed answers: 5

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How important are the following sustainability-related considerations in the design of a redeveloped MacHall?

Q80 Garbage reduction

Extremely important[Code = 5]

Very important[Code = 4]

Moderately important[Code = 3]

Slightly important[Code = 2]

Not at all important[Code = 1]

Required answers: 1 Allowed answers: 1

Q81 Composting

Extremely important[Code = 5]

Very important[Code = 4]

Moderately important[Code = 3]

Slightly important[Code = 2]

Not at all important[Code = 1]

Required answers: 1 Allowed answers: 1

Q82 Recycling

Extremely important[Code = 5]

Very important[Code = 4]

Moderately important[Code = 3]

Slightly important[Code = 2]

Not at all important[Code = 1]

Required answers: 1 Allowed answers: 1

Q83 Reducing water use

Extremely important[Code = 5]

Very important[Code = 4]

Moderately important[Code = 3]

Slightly important[Code = 2]

Not at all important[Code = 1]

Required answers: 1 Allowed answers: 1

Q84 Energy efficiency

Extremely important[Code = 5]

Very important[Code = 4]

Moderately important[Code = 3]

Slightly important[Code = 2]

Not at all important[Code = 1]

Required answers: 1 Allowed answers: 1

Q85 Uses renewable energy sources

Extremely important[Code = 5]

Very important[Code = 4]

Moderately important[Code = 3]

Slightly important[Code = 2]

Not at all important[Code = 1]

Not at all important[Code = 1]
Required answers: 1 Allowed answers: 1

Q86 LEED building rating (sustainability rating system)

Extremely important[Code = 5]
Very important[Code = 4]
Moderately important[Code = 3]
Slightly important[Code = 2]
Not at all important[Code = 1]
Required answers: 1 Allowed answers: 1

Q87 Indoor plant life

Extremely important[Code = 5]
Very important[Code = 4]
Moderately important[Code = 3]
Slightly important[Code = 2]
Not at all important[Code = 1]
Required answers: 1 Allowed answers: 1

Q88 Using locally-sourced building materials whenever possible

Extremely important[Code = 5]
Very important[Code = 4]
Moderately important[Code = 3]
Slightly important[Code = 2]
Not at all important[Code = 1]
Required answers: 1 Allowed answers: 1

Q89 Thinking of MacHall's look in relation to the rest of campus, should a redeveloped MacHall be . . . ?

Distinct from other new buildings on campus[Code = 1]
Similar to other recently completed buildings (TFDL, EEEL, etc.)[Code = 2]
The same as it is now[Code = 3]
A different combination of old and new buildings[Code = 4]
No opinion[Code = 0] [N/A]
Required answers: 1 Allowed answers: 1

Q90 Thinking of how the exterior of the building currently looks, are you proud of the look of MacHall?

Yes[Code = 1]
No[Code = 2]
No opinion[Code = 0] [N/A]
Required answers: 1 Allowed answers: 1

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Q91 What changes would it take to make you proud?

Update exterior and modernize the design[Code = 1]
Add more windows[Code = 2]
Reduce amount of visible concrete[Code = 3]

Modernize outdated parts of the building[Code = 4]

Demolish and start over[Code = 5]

Design it to look like a building I'm already proud of such as (please specify)[Code = 6] [Textbox]

Other (please specify)[Code = 7] [Textbox]

Required answers: 1 Allowed answers: 7

Display if Q90='No'

Q92 What changes, if any, would you recommend to feel more at home in MacHall? (Check all that apply)

Places to nap[Code = 1]
More private spaces[Code = 2]
More lounge/relax spaces[Code = 3]
Food prep area[Code = 4]
Higher speed internet access[Code = 5]
More electrical outlets for charging devices[Code = 6]
More events that foster community[Code = 7]
A homeroom including your own desk or spot[Code = 8]
Other (please specify)[Code = 9] [Textbox]
No changes[Code = 0]
Required answers: 1 Allowed answers: 10

Q93 Changes can be made in gradual, less-costly increments similar to the recent renovation work done in the building. Or, a complete redevelopment could address all issues at once. Depending on the timeline, the scope, and the cost of the MacHall redevelopment project, an increase in student fees may be required to help finance the project.

If the design of a redeveloped MacHall included **all of** the student priorities identified by this consultation, what is the maximum annual increase to student fees that you would be willing to pay to support the redevelopment?

\$0[Code = 0]
\$1 - 50[Code = 1]
\$51 - 100[Code = 2]
\$101 - 150[Code = 3]
\$151 - 200[Code = 4]
\$201 - 250[Code = 5]
\$251 - \$300[Code = 6]
More than \$300[Code = 7]
Required answers: 1 Allowed answers: 1

Q94 If the design of a redeveloped MacHall included **most of** the student priorities identified by this consultation, what is the maximum annual increase to student fees that you would be willing to pay to support the redevelopment?

\$0[Code = 0]
\$1 - 50[Code = 1]
\$51 - 100[Code = 2]
\$101 - 150[Code = 3]
\$151 - 200[Code = 4]
\$201 - 250[Code = 5]
\$251 - \$300[Code = 6]
More than \$300[Code = 7]
Required answers: 1 Allowed answers: 1

Q95 If the design of a redeveloped MacHall included **some of** the student priorities identified by this consultation, what is the maximum annual increase to student fees that you would be willing to pay to support the redevelopment?

Q97 A redevelopment of MacHall moves similar businesses/services so they are grouped together

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q98 A redevelopment of MacHall makes the building look unique and prominent

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q99 A redevelopment of MacHall completely changes the look and layout of the building to make it more modern

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q100 A redevelopment of MacHall increases the total square footage of the retail and food court space to avoid overcrowding

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Please indicate your level of agreement with the following statements:

Even if it costs students more money, it is important that . . .

Q101 A redeveloped MacHall continues to accommodate the majority of student's non-academic needs into the future

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q102 There are minimal disruptions to businesses and services during any construction done to MacHall

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q103 A redevelopment of MacHall creates extra space for unplanned needs to meet future, not-yet-identified requirements

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q104 A redevelopment of MacHall makes significant improvements to the sustainability of the building

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q105 A redevelopment of MacHall achieves a higher LEED rating (sustainability rating system)

Strongly agree[Code = 5]

Agree[Code = 4]

Neutral[Code = 3]

Disagree[Code = 2]

Strongly disagree[Code = 1]

I don't know/Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

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Q106 Why don't you come to MacHall more frequently?

[Code = 1] [Textbox]

Required answers: 0 Allowed answers: 1

Display if Q1='Less than once/month' OR Q1='Never'

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Page - Demographics

Q107 What is your relationship to the University? (Check all that apply)

Alumni[Code = 1]

Graduate student[Code = 2]

Staff[Code = 3]

Faculty[Code = 4]

Undergraduate student[Code = 5]

Required answers: 1 Allowed answers: 5

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Display if Q107='Graduate student' OR Q107='Undergraduate student'

Q108 Are you part of at least one organized student group such as a club?

Yes[Code = 1]

No[Code = 2]

I don't know[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q109 In what faculty are you currently registered?

Open Studies[Code = 1]

Arts[Code = 2]

Education[Code = 3]

Haskayne School of Business[Code = 4]

Kinesiology[Code = 5]

Law[Code = 6]

Medicine[Code = 7]

Nursing[Code = 8]

Schulich School of Engineering[Code = 9]

Science[Code = 10]

Social Work[Code = 11]

Veterinary Medicine[Code = 12]

Required answers: 1 Allowed answers: 1

Q110 If there is a second faculty, in what second faculty are you currently registered?

Open Studies[Code = 1]

Arts[Code = 2]

Education[Code = 3]

Haskayne School of Business[Code = 4]

Kinesiology[Code = 5]

Law[Code = 6]

Medicine[Code = 7]

Nursing[Code = 8]

Schulich School of Engineering[Code = 9]

Science[Code = 10]

Social Work[Code = 11]

Veterinary Medicine[Code = 12]

Not applicable[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Q111 What is your year of program?

1st year[Code = 1]

2nd year[Code = 2]

3rd year[Code = 3]

4th year[Code = 4]

5th year[Code = 5]

6th year or after[Code = 6]

Don't know[Code = 0] [N/A]

Required answers: 1 Allowed answers: 1

Next Page: Sequential

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Q112 What is your gender?

Male[Code = 1]

Female[Code = 2]

Other[Code = 3]

Required answers: 1 Allowed answers: 1

Q113 What is your age?

17 years and under[Code = 1]

18 years to 20 years[Code = 2]

21 years to 23 years[Code = 3]

24 years to 27 years[Code = 4]

28 years and over[Code = 5]

Required answers: 1 Allowed answers: 1

Q114 What other consultation methods have you participated in for MacHall? (Check all that apply)

Attended a town hall session[Code = 1]

Attended a focus group[Code = 2]

Participated in the MacHall Redevelopment Compass[Code = 3]

None of the above[Code = 0]

Required answers: 1 Allowed answers: 4

Q115 What other consultation activities are you planning on participating in for MacHall? (Check all that apply) (For more info on consultation activities go to mymachall.com)

Town hall[Code = 1]

Focus group[Code = 2]

MacHall Redevelopment Compass[Code = 3]

None of the above[Code = 0]

Required answers: 1 Allowed answers: 4

Next Page: Sequential

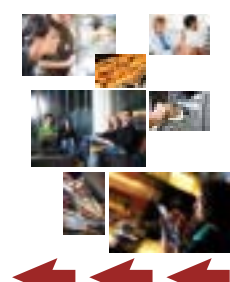
Appendix D - Redevelopment Compass Content

Welcome to the MacHall Redevelopment Compass

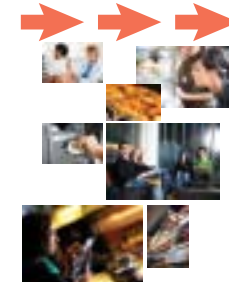
Brought to you by your Students' Union

Chart the Future.
Change is coming to MacHall. What direction will you recommend? What legacy will you leave? Take 10 minutes to imagine the next 10 years. Join the conversation to be part of the campaign that leads the change.

Less Essential.
MacHall is redeveloped. Several student needs and services, identified by students like you, are missing from the building. Newly added space is not allocated according to student needs and services.

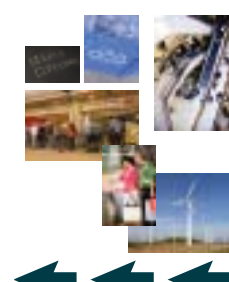


How essential is it that the future MacHall provides **basic needs and services?**



More Essential.
MacHall is redeveloped with significant resources put into maintaining the current student needs and services provided within the building. Additional space is added for any future, or newly identified, needs and services.

Less Essential.
MacHall is redeveloped. Core functions of the building are not prioritized and are scattered around the building without a clear plan and without regard to student preferences or priorities. It is difficult to avoid the crowds walking through the building. MacHall only meets the accessibility standards required by law. Redevelopment makes no significant improvements to the sustainability of the building.

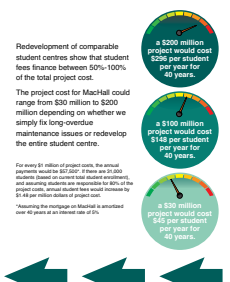


How essential is it that the future MacHall is designed in a way that **makes sense?**

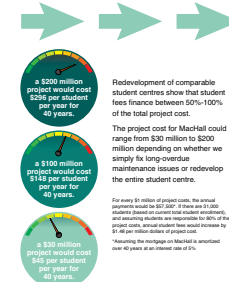


More Essential.
MacHall is redeveloped. The building design improves the circulation of people. Similar services and functions are conveniently grouped together. By consulting experts and affected students, the building's design goes further than the minimum requirements to accommodate students with accessibility needs. Significant upgrades to the design of Mac Hall and its building systems reduce the footprint and energy usage of the building, and achieves a LEED certification that aligns MacHall with campus sustainability goals.

Less Essential.
MacHall is completely redeveloped at a project cost of \$200M. This costs you, as a student, \$296 per year in additional fees.

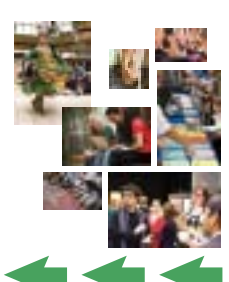


How essential is it that the future MacHall is **affordable for students?**

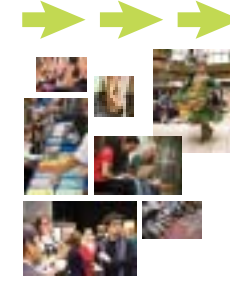


More Essential.
MacHall is renovated and updated to address long-overdue maintenance issues, but keeps the basic structure of the building. These renovations cost you, as a student, at least \$45 per year in additional fees.

Less Essential.
A redeveloped MacHall has fewer spaces for activities that build community. Improving communication between students is not considered in the design of the building. There are not enough services or spaces to accommodate diverse student groups.

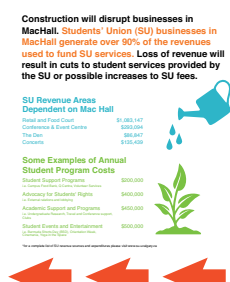


How essential is it that the future MacHall **continues to connect us?**



More Essential.
A redeveloped MacHall has space for students to celebrate their diversity, build community, and provide places to gather and hold events. The design of the building encourages communication between students. The needs of diverse groups are met by student services provided in MacHall.

Less Essential.
MacHall is redeveloped. The construction requires a total shutdown of the building for three to four years. All student events, spaces and programs are disrupted. Businesses and services are either relocated or shut down. The food court is closed. Study and hangout space is unavailable. The shutdown requires either increases to SU fees or cuts to SU services.

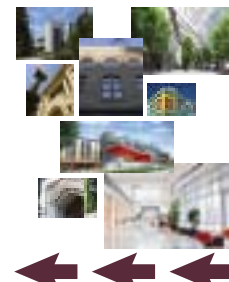


How essential is it that the future MacHall provides **services during construction?**



More Essential.
Mac Hall is redeveloped as a five to ten year phased project with enough flexible space to ensure all key student needs and services remain open during fall and winter semesters while the building is under construction. The plan ensures that all current services will remain open and student needs are met without major delay or inconvenience during the construction.

Less Essential.
MacHall is redeveloped. The design blends in with other campus buildings and it isn't unique or iconic. Students are indifferent towards the building's design and look.



How essential is it that the future MacHall is an **iconic landmark?**



More Essential.
MacHall is redeveloped. It stands out as a unique focal point of the campus. Students are proud of the building's design, look and role on campus.

MacEwan Student Centre: The Future According to Undergraduates

Recommendations from the
Undergraduate Student Consultation

Prepared by:

The Students' Union, The University of Calgary
July 31, 2013