



# Informal Learning Spaces:

## Research, Design, and Advocacy on Urban Campuses

SCUP Annual Conference // Tuesday, July 16, 2019

Sara Grant  
Evie Klein  
Meghan Moore-Wilk

**MBB**

**THE  
GRADUATE  
CENTER**  
CITY UNIVERSITY  
OF NEW YORK

**CUNY** THE GREATEST  
URBAN UNIVERSITY  
IN THE WORLD

# Informal Learning Spaces:

Research, Design, and Advocacy on Urban Campuses



**Sara Grant, AIA**  
Partner  
MBB Architects



**Meghan Moore-Wilk, PhD**  
Acting Chief of Staff  
Queens College, CUNY



**Evie Klein, Co-Founder**  
User Design Information Group  
The Graduate Center, CUNY

## Learning Outcomes:

1. Summarize the role informal learning spaces play in meeting students' needs and how to use both academic literature and project-based research to advocate for these spaces.
2. Recognize themes that are common to most campus informal learning spaces and identify the site-specific culture of each individual learning space.
3. Review a methodology for deploying and measuring a design intervention in an informal learning space.
4. Discover and evaluate the connection between informal learning spaces and equitable access to educational resources.

## Problem: What Does Equity Look Like?



# Relevant Literature

## Research Design

Sommer, Social Design, 1983

Zeisel, Inquiry by Design, 1984

Cranz, Ethnography for Designers, 2016

Crouch and Pearce, Doing Research in Design, 2015

## Educational Spaces

Sanoff, School Building Assessment Methods, 2001

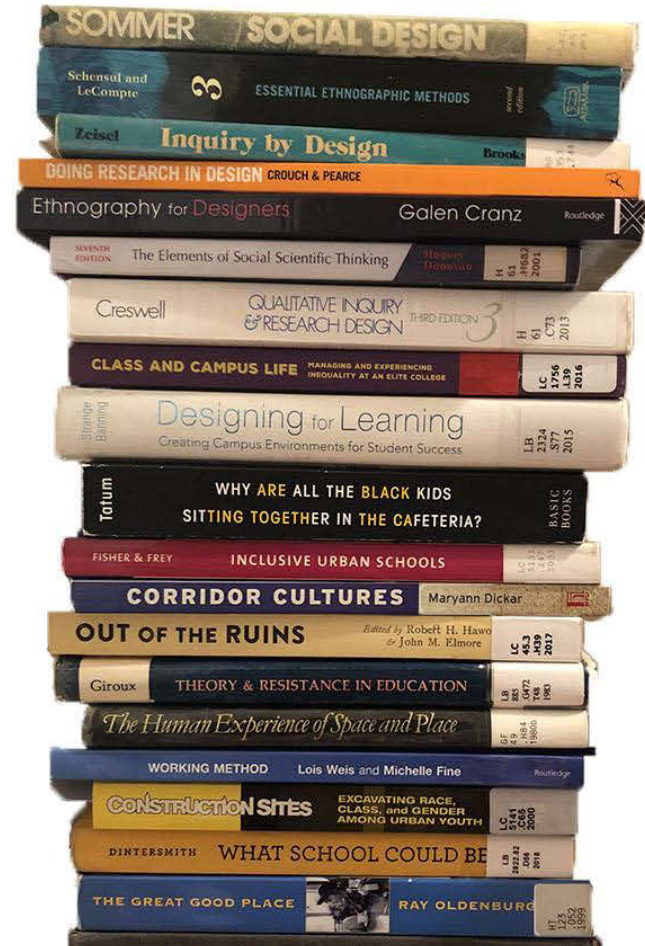
Temple, "Learning Spaces in Higher Education." 2008

Woolner, "A Sound Foundation? What We Know about the  
Impact of Environments on Learning and the Implications  
for Building Schools for the Future." 2007

Strange and Banning, Educating by Design, 2001

## Equity and Ideology in Educational Space

Giroux, Theory and Resistance in Education, 1983



# Three Objectives: Medgar Evers College Research Project

## Typology:

Informal Spaces Outside  
the Classroom

## Advocacy:

Sharing Knowledge

## Practice:

Learn from Data

# Recognition: Medgar Evers College Research Project



Research >> Faculty Resources Internal Funding >> Interdisciplinary  
Research Grant Program >> 2018 IRG Grant Winners

## 2018 IRG Grant Winners

### Designing Academic Success at Medgar Evers College

**Leigh Graham**, John Jay College of Criminal Justice  
**Christopher Blaszcak-Boxe**, Medgar Evers College

THE AMERICAN INSTITUTE OF ARCHITECTS  
New York Chapter

## VICE PRESIDENT'S CITATION FOR DESIGN EXCELLENCE

### ARCHITECTURE FOR EDUCATION & SOCIAL SCIENCE AND ARCHITECTURE COMMITTEES

The 2017 Vice President's Citation for Design Excellence recognizes the AIA NY Architecture for Education and the Social Science and Architecture Committees for their outstanding work together on The Medgar Evers Collaborative Research Project.

This unique collaborative pilot program endeavors to provide insight into the effectiveness of implementing social science techniques to evaluate design intervention and to determine the best architectural design practices for social well-being. We applaud this strategic effort and recognize these committees for this remarkable program.

The Architecture for Education and the Social Science and Architecture Committees are leading the way in the importance of collaboration in professional growth and research.

5 December 2017

  
**Jennifer Sage, FAIA, LEED AP**  
Vice President for Design Excellence

  
**Benjamin Prosser**  
Executive Director, AIA New York / Center for Architecture





# Research Team

## SOCIAL SCIENTISTS



**Evie Klein**, MArch  
User Design Information Group  
Founding Member



**Leigh Graham**, PhD  
John Jay College  
Assistant Professor



**Eleanor Luken**, MS  
User Design Information Group  
Founding Member



**Troy Simpson**, MPhil  
User Design Information Group  
Founding Member

## ARCHITECTS



**Sara Grant**, AIA, LEED AP  
Murphy Burnham and Buttrick Architects  
Partner



**Luiza Otto**  
Murphy Burnham and Buttrick Architects  
Designer



**Temitayo Shonibare**  
Murphy Burnham and Buttrick Architects  
Junior Interior Designer

## STUDENT INTERNS



**Patrick Gentles**  
Medgar Evers College  
BS Biology Major



**Allysha Nelson**  
Medgar Evers College  
BS Biology Major



**Kelly-Mae Smith**  
John Jay College  
MPA Program



**Maya Williams**  
John Jay College  
MPA Program



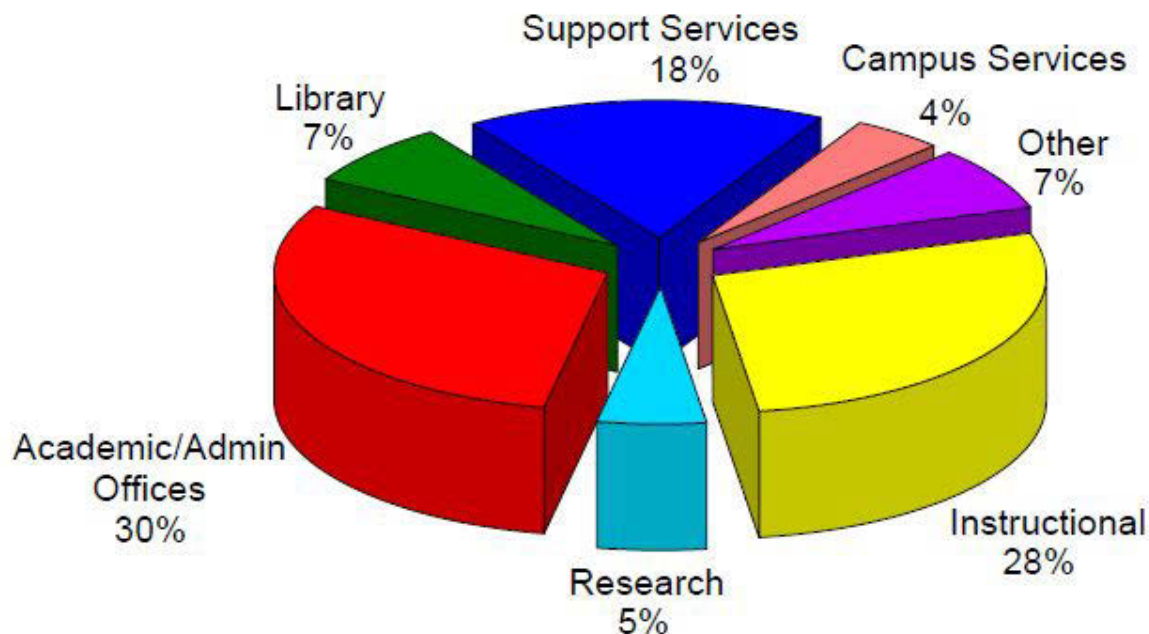
# CUNY



# CUNY “Significant Statistics”

As of Fall 2018

	Instructional NASF	Research NASF	Academic/ Admin. Offices NASF	Library NASF	Support Services NASF	Campus Services NASF	Other NASF	Total NASF
Total University	4,535,470	818,583	4,899,737	1,202,578	2,869,619	711,676	1,218,481	16,256,144



# CUNY Capital Budget

## FY 19-20 State Enacted Budget Results **\$444,498**

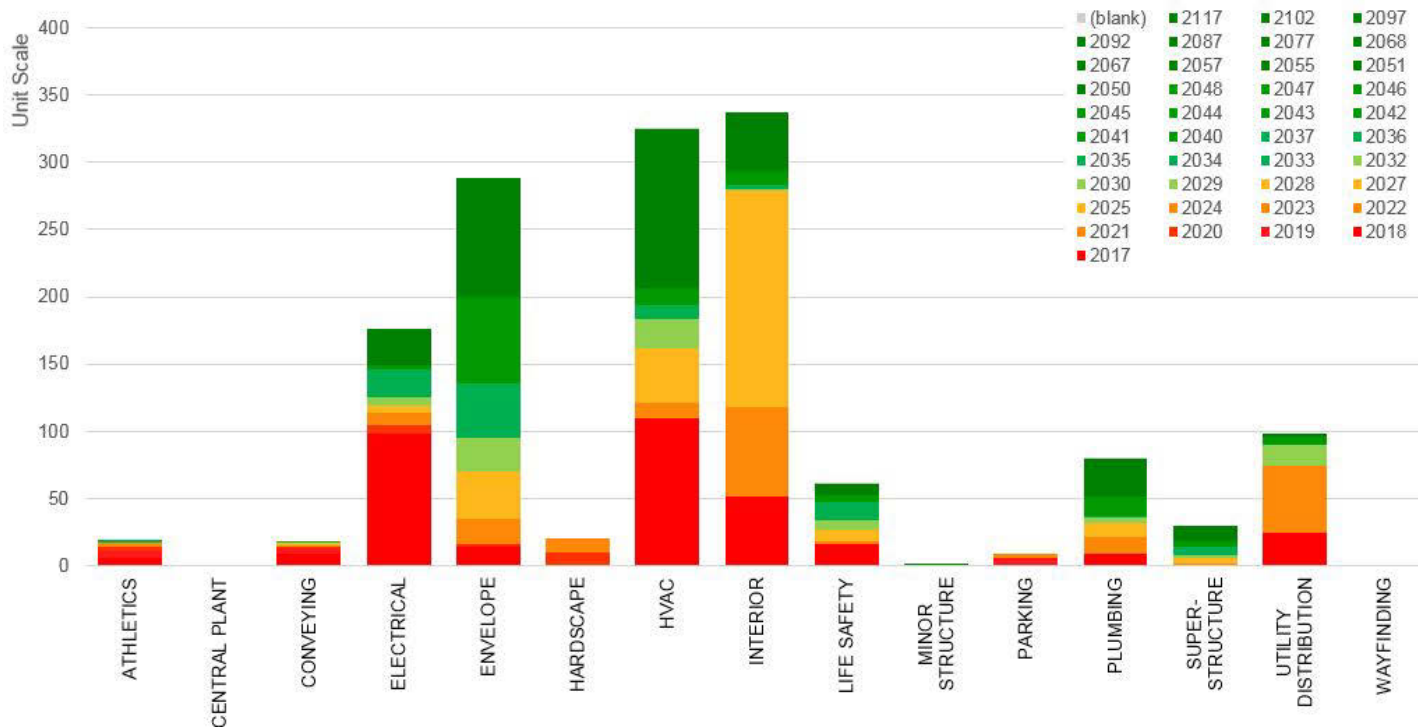
1	New Senior College Capital Infrastructure and Equipment	\$284,222
	A. Senior College-Specific Capital Infrastructure and Equipment	\$48,865
	B. CUNY-Wide Appropriations Senior College Capital Infrastructure and Equipment	\$179,222
	C. University-Wide Alterations and Improvements	\$56,135
2	New Capital Program Administrative Costs	\$36,983
	A. DASNY and CUCF Administrative Costs	\$36,983
3	New Community College Matching Appropriations	\$68,293
	A. Community College State Match to City-Funded Project	\$68,293
4	CUNY 2020 Challenge Grant	\$55,000
5	Re-appropriations of Existing State Capital Funds	\$2,664,853
6	FY 2019-20 City Budget	\$232,800



# CUNY Capital Projects

# Using Life Cycle Data to Inform Priority

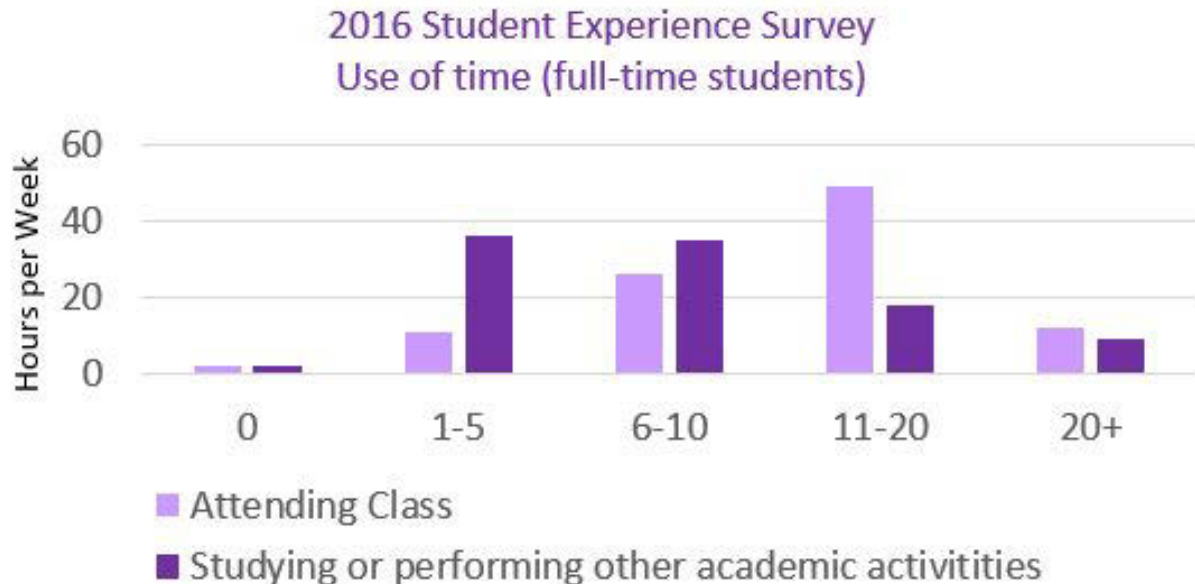
## Life Cycle Renewal Forecast by Asset Type



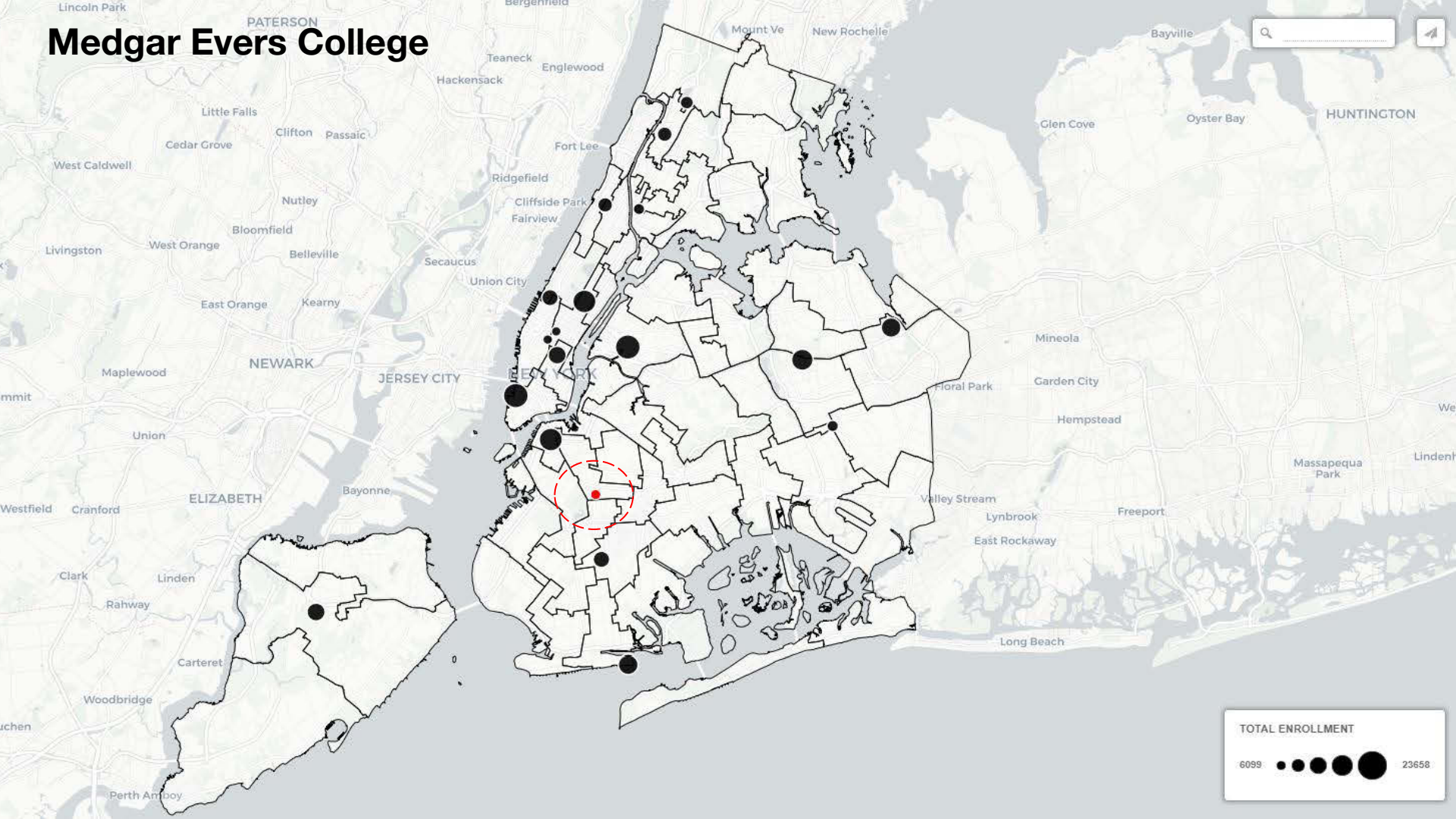


# Importance of Informal Learning Spaces at CUNY

The majority of CUNY undergraduates, like college students nationally, are young and single. However, over 40% of CUNY students are among the first generation in their family to attend college and 60% report an annual household income of less than \$30,000.



# Medgar Evers College



# Spatial Typology: Space Outside the Classroom



Class & Open Laboratories: 2.4 M NASF



Library: 1.2 M NASF



Student / Faculty Services + Circulation: ?

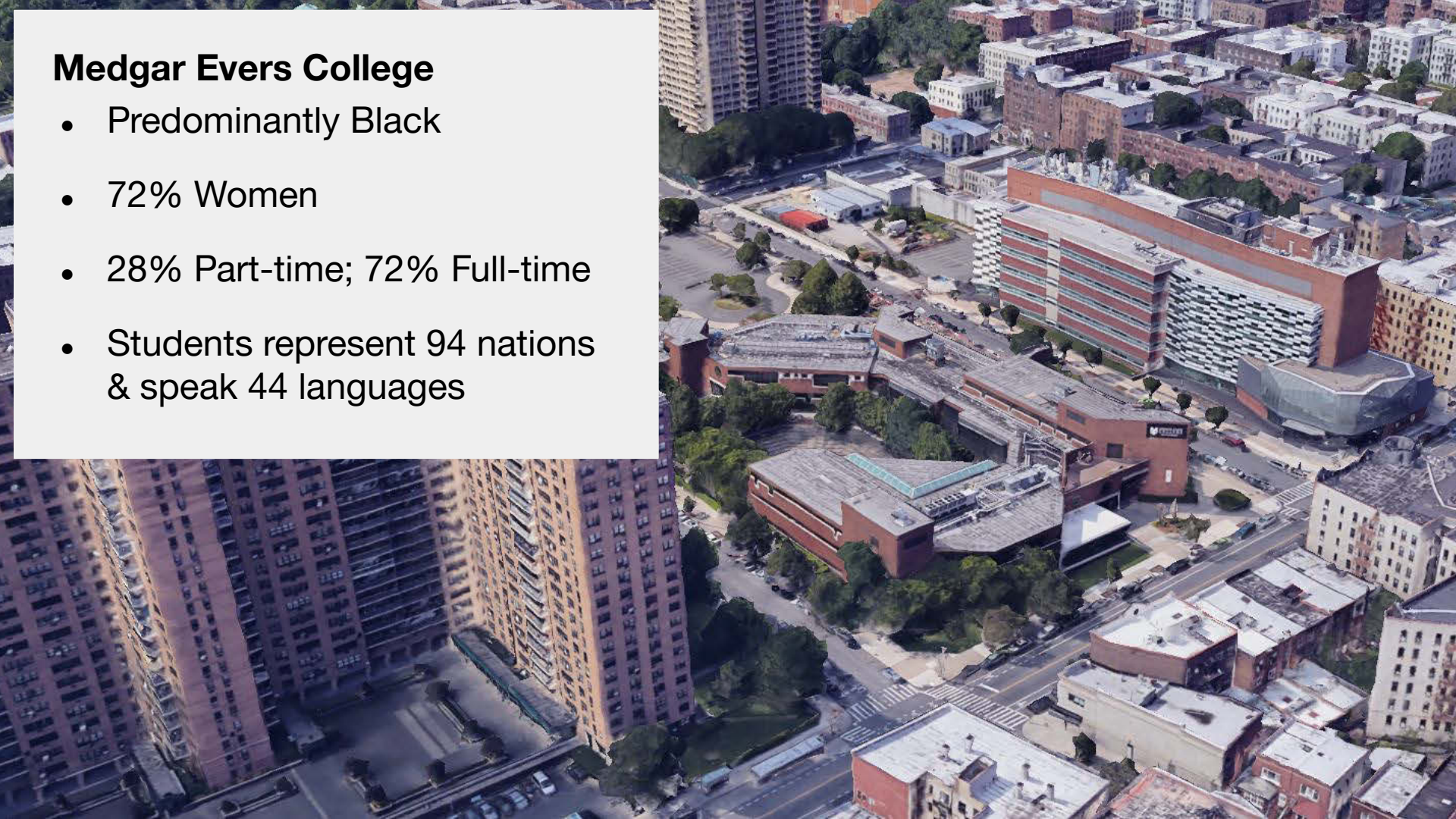
Photography:  
Jeff Goldberg/Esto,  
Aislinn Weidele/Ennead Architects

Jeffrey Totaro  
Ikon.5 Architects



## Medgar Evers College

- Predominantly Black
- 72% Women
- 28% Part-time; 72% Full-time
- Students represent 94 nations & speak 44 languages



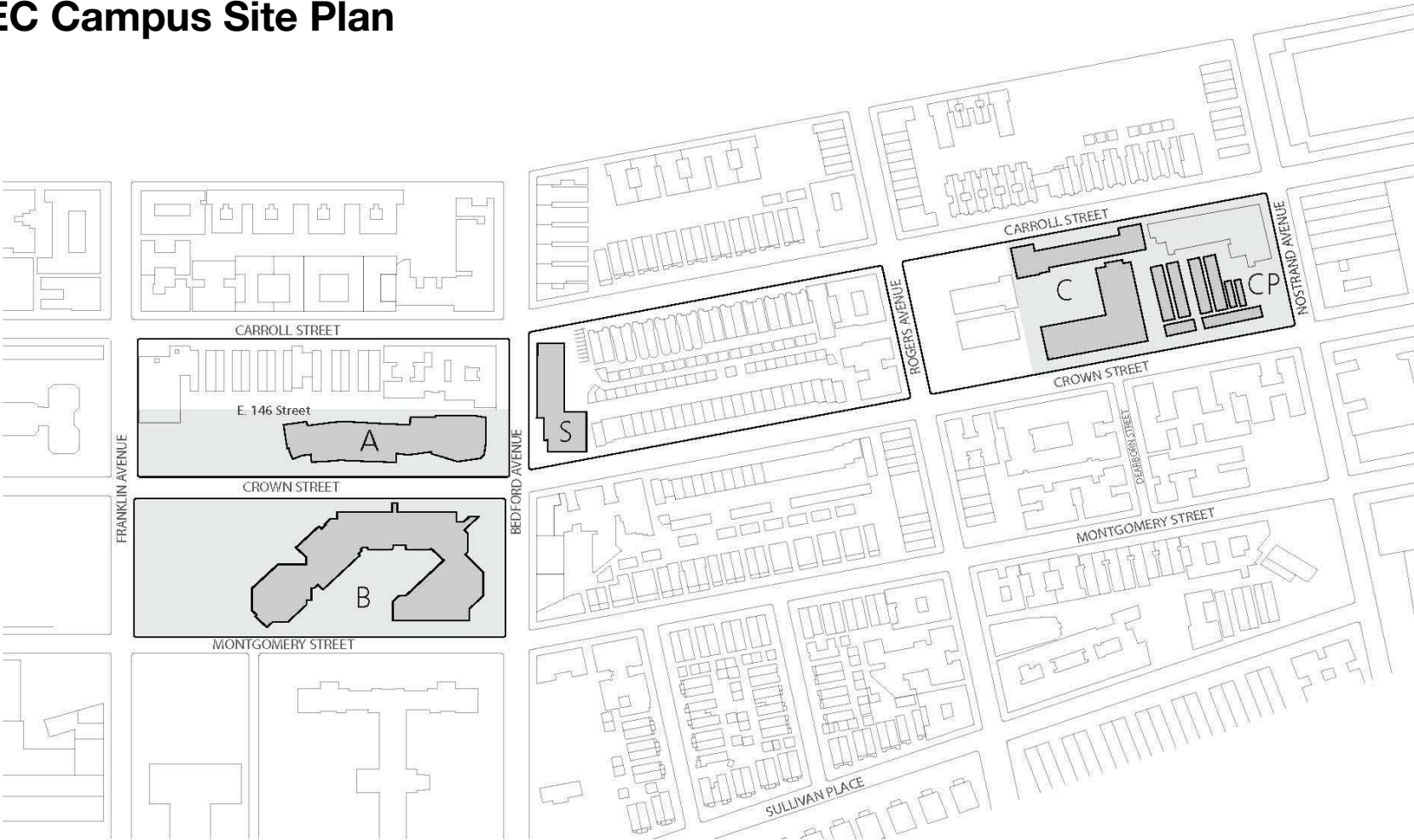
# MEC Enrollment and Graduation Rates by Degree Type

<b><i>Program type</i></b>	<b><i>Enrollment</i></b> <i>(Fall 2017)</i>	<b><i>Enrollment %</i></b>		<b><i>Graduation %</i></b> <i>for full-time first-time freshman, for cohort entering in 2011, after 6 years*</i>
Baccalaureate	3,287	49.4%		27.6%
Associates	2,875	43.2%		10.9%
Non-degree	490	7.4%		n/a
Total	6,652			

Data from the CUNY and MEC Office of Institutional Research

*\*does not include part-time or transfer students*

# MEC Campus Site Plan





An aerial, grayscale photograph of a city. In the center is a large, rectangular park with many trees and a winding path. Surrounding the park are numerous buildings of various heights and styles, including several tall apartment buildings. The text "Research Methods" is overlaid in the center of the image.

# Research Methods

# Process: Project Phases

## Phase 1: **Team formation**

Team formation  
Campus selection + partnership  
Research design  
IRB submission  
Team training

## Phase 2: **Data collection + site selection**

Field observation  
Semi-structured interviews  
Student mobile survey  
Phase 2 data analysis  
Site selection  
Presentation to AIANY+ Admin.

## Phase 3: **Pre-design data collection + analysis**

Field observations  
Interviews  
Phase 3 data analysis  
Preliminary design  
Coordination with administration

## Phase 4: **Design**

Iterative intervention design  
Focus groups

## Phase 5: **Post-Intervention Data Collection + Analysis**

Intervention implementation  
Field observations  
Interviews  
Phase 5 data analysis

## Phase 6: **Collaborative Outputs**

Final analysis  
Paper writing  
Presentation + outreach  
Methodology recommendation

# Research Design and Methods for Phase 2 and 3 Data Collection

*Inductive, open-ended approach*



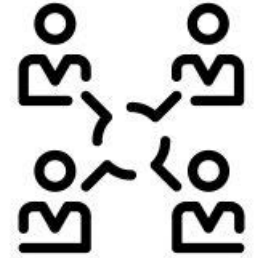
Interviews



Observation



Survey



Focus Groups

## **Goals**

**Phase 2:** *Identify campus-wide themes and select a research site*

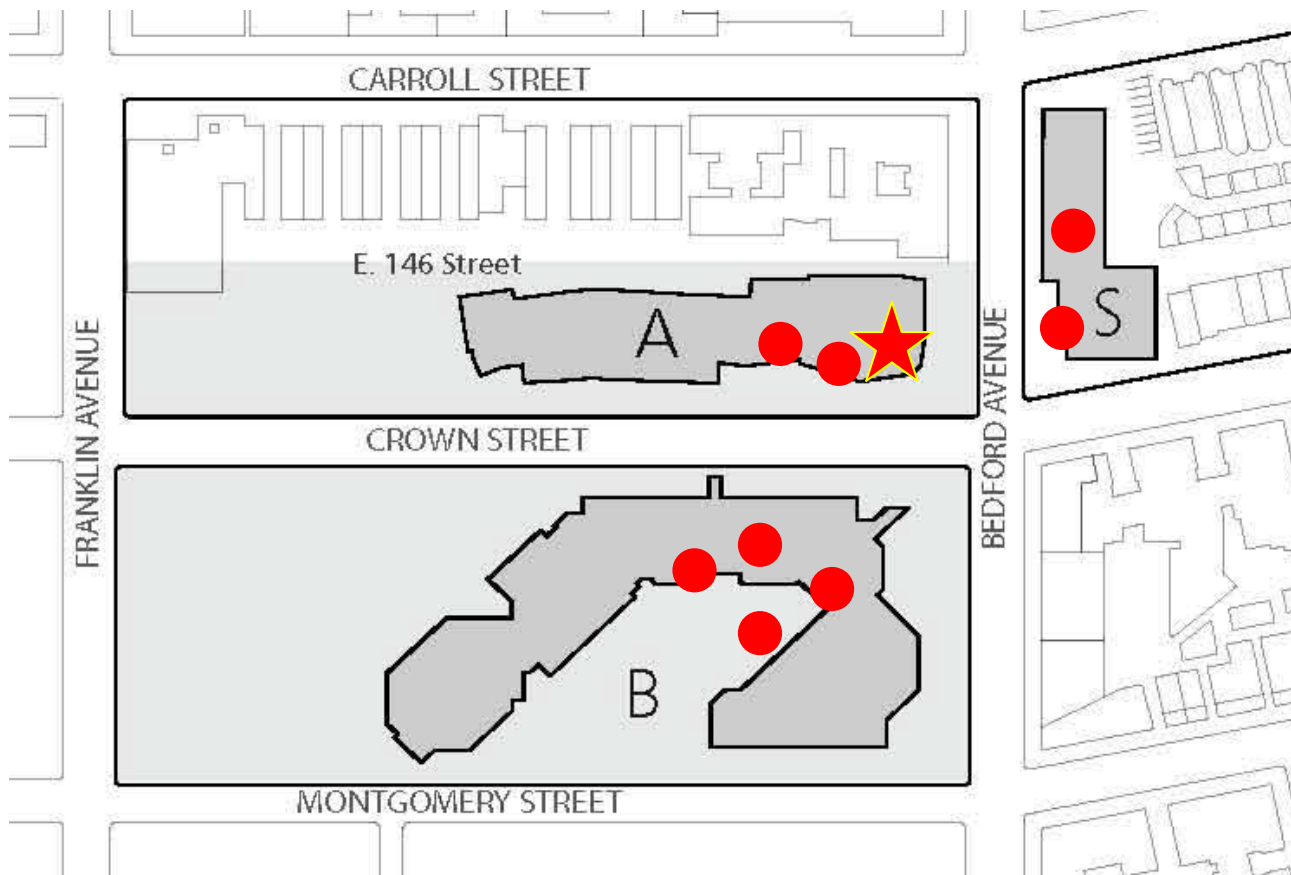
**Phase 3:** *Identify how themes are spatialized to inform design*

An aerial, grayscale photograph of a city. In the center, there is a large, rectangular park area with many trees and a winding path. Surrounding the park are numerous buildings of various heights and styles, including several tall apartment buildings. The image is used as a background for a title slide.

# **Phase 2: Discovery & Data Analysis**



## Nine Sites Identified for Phase 2 Observation



# Phase 2 Analysis

## 1. Conduct bottom-up coding of interviews and field notes

### 1a. Code each interview

**INTERVIEWER:** What do you feel about those different places, like the cafeteria versus the library, versus sitting out here. How do you feel about those spaces?

**PART\_TS001:** I think they're pretty good. Cafeteria you can meet with people. Um, library, strictly for studying, if you don't want to be disruptive you can come out here. You can come out here with your friends and just do whatever without worrying about disrupting other people.

evaluative - "pretty good"  
cafeteria - for socializing  
non-class time - study  
non-class time - socializing  
library - strict use limits  
soundscapes / disturbances  
designated group socializing areas

### 1b. Merge codes into groups

Code Group	Name				Comment
7	Faculty Experiences (3)				
31	Food (5)				
5	food - desire healthier and better quality	2	0	2	
8	food - eat off-campus	3	0	1	
6	food - microwave	2	0	1	
21	food - sourced off-campus	19	0	1	
9	food - sourced on-campus	5	0	1	
6	Select Campus (8)				
11	students - select MEC for community	1	0	1	
21	students - select MEC for cost	1	0	1	
	students - select MEC for hospitality	1	0	1	
	students - select MEC for programs/ed...	3	0	1	
	students - select MEC for proximity	8	0	1	
	students - select MEC for small school	1	0	1	
	students - select MEC for values	4	0	1	
	students - select MEC known graduates	2	0	1	
	Soundscapes (6)				
	soundscapes	4	0	1	
	soundscapes - disturbing classes	1	0	1	
	soundscapes - headphones	5	0	1	
	soundscapes - mechanical equipment	2	0	1	
	soundscapes - room noise	3	0	1	
	soundscapes - seeking quiet	7	0	1	

# Phase 2 Analysis

## 2. Iteratively review codes and code groups to identify methodological and metatheoretical results

### 2a. Examine “tensions”

◇ ○	acceptable uses / behavior	2	0	2
◇ ○	ada / accessibility challenge	2	0	2
◇ ○	amphitheater access unclear	1	0	1
◇ ○	architectural need - storage	2	0	1
◇ ○	architecture - design challenge	5	0	2
◇ ○	cafeteria - tension	2	0	1
◇ ○	class scheduling challenge	1	0	1
◇ ○	contested space	5	0	1
◇ ○	desire to play music	1	0	1
◇ ○	desire to stay later	1	0	1
◇ ○	distractions from studying	2	0	1
◇ ○	food - desire healthier and better quality	2	0	2
◇ ○	increase size of campus	1	0	1
◇ ○	indoor temperature - too cold	4	0	1
◇ ○	lab capacity	1	0	1
◇ ○	library full	1	0	1
◇ ○	limited student space	3	0	1
◇ ○	long days	1	0	1
◇ ○	long time to renovate	1	0	1
◇ ○	maintenance - challenge	9	0	2
◇ ○	MEC feels like high school	6	0	3
◇ ○	security - gatekeeper	8	0	1
◇ ○	security - slow response	1	0	1
◇ ○	space to sleep	1	0	1
◇ ○	underutilized spaces	3	0	1
◇ ○	unfair claiming of space	1	0	1

### 2b. Review codes by source type

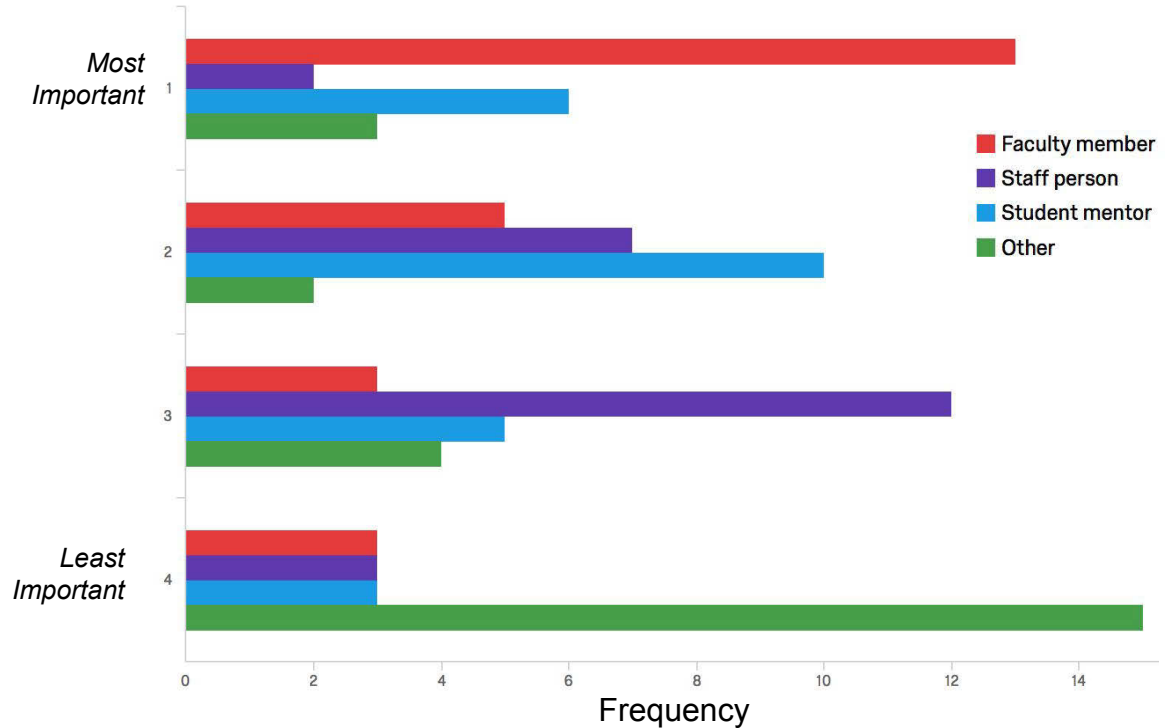
This code document table shows each code identified through a first-pass bottom-up coding process and an indicator of how frequently each was expressed in three types of data: field observations, faculty/staff interviews, and student interviews. The values represent the percentage of all quotations associated with each document group type as represented by each code.

Code	Field Work	Interviews - Faculty/	Interviews - Student
signage - corporate	1.6%	0.0%	0.0%
signage - gender identity	1.6%	0.0%	0.0%
sitting	1.6%	0.0%	0.0%
social events	0.0%	0.0%	0.5%
socialize off-campus	0.0%	0.0%	0.5%
soundscapes	0.0%	0.0%	1.9%
soundscapes - disturbing classes	0.0%	0.9%	0.0%
soundscapes - headphones	3.2%	0.0%	1.4%
soundscapes - mechanical equipment	3.2%	0.0%	0.0%
soundscapes - room noise	1.6%	0.9%	0.5%
soundscapes - seeking quiet	0.0%	1.8%	2.4%
space to sleep	0.0%	0.0%	0.5%
specific uses	1.6%	0.0%	0.0%
sports as pathway to friendships	0.0%	0.0%	0.5%
steelcase sales	0.0%	0.9%	0.0%
student - peer support	0.0%	0.0%	0.9%
student - professor relationships difficult	0.0%	0.0%	0.5%
student clubs and government	0.0%	0.0%	0.5%
student employment	1.6%	0.0%	0.5%
student financial struggles	1.6%	4.5%	0.0%
student government space	0.0%	0.9%	0.0%
student important place - AB-1 back stairs	0.0%	0.0%	0.5%
student important place - amphitheater	0.0%	0.0%	0.9%
student important place - athletic shirt hall	0.0%	0.0%	0.9%

# Phase 2 Analysis

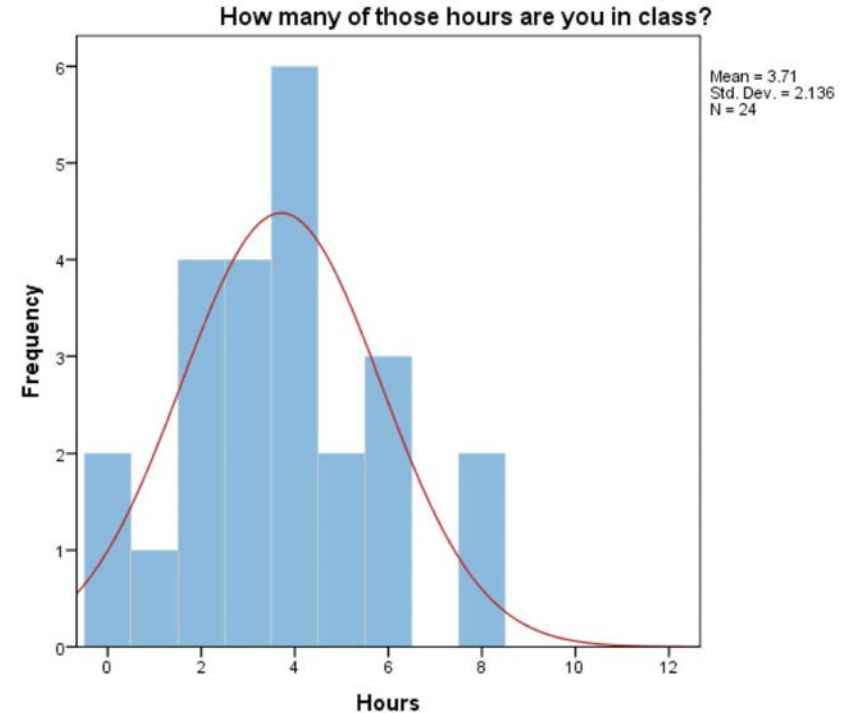
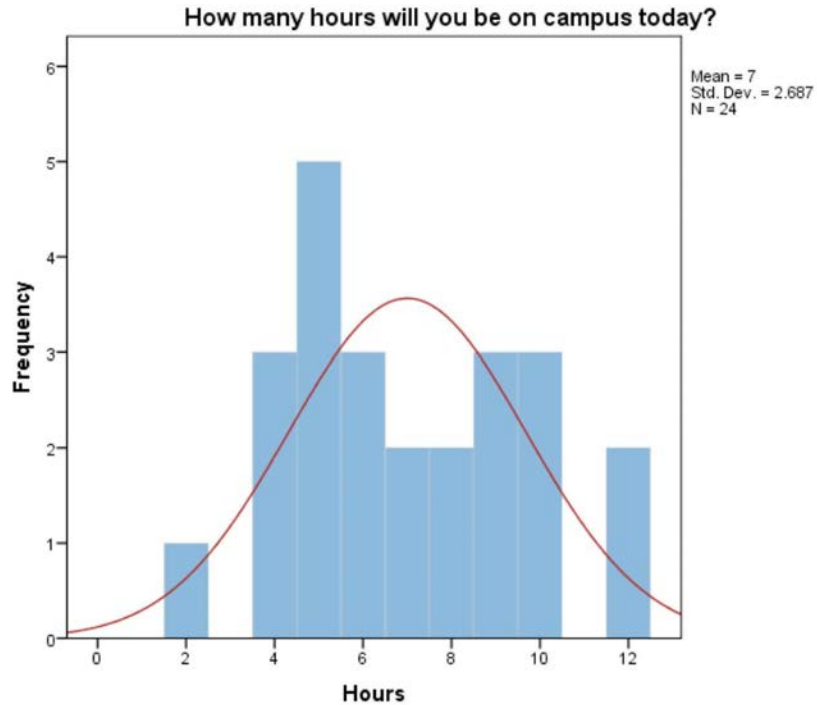
## 3. Review survey results

Rank the following members of the MEC community by how important they are to you (drag and drop, with the most important on the top)



# Phase 2 Analysis

## 3. Review survey results



## Phase 2 Analysis Results

**“Home” Space vs Professional Space**

**High Stakes Student-Mentor Relationships**

## **“Home” Space vs Professional Space**

“feels like high school”

non-class time

“feels like home”

contested spaces

maintenance challenges

soundscapes

food

proximity to home

security / gatekeeping

acceptable uses of space

hours on campus

student voices taken seriously

## **High Stakes Student-Mentor Relationships**

faculty mentorship

student access to faculty

peer mentorship

faculty privacy

personal and professional mentorship



## "Home" Space vs Professional Space

"feels like high school"

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student voices taken seriously

personal and professional mentorship

## High Stakes Student-Mentor Relationships

faculty mentorship

student access to faculty

peer mentorship

faculty privacy

*"I can eat, sleep, get work done, it's almost like a second home."*

## "Home" Space vs Professional Space

"feels like high school"

non-class time

"feels like home"

contested spaces

maintenance challenges

food

proximity to home

soundscapes

acceptable uses of space

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hours on campus

student voices taken seriously

personal and professional mentorship

## High Stakes Student-Mentor Relationships

faculty mentorship

student access to faculty

peer mentorship

faculty privacy

*"[The cafeteria] gives me the high school feeling. When you're in there, it doesn't feel like it's a college. It doesn't have that impact there, it just looks like a regular cafeteria ... We don't have a productive environment, it was really haphazardly done."*

## "Home" Space vs Professional Space

"feels like high school"

non-class time

"feels like home"

contested spaces

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acceptable uses of space

hours on campus

student voices taken seriously

## High Stakes Student-Mentor Relationships

faculty mentorship

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personal and professional mentorship

**FACULTY:** "You have to be broader in your mindset to be able to teach here because you will encounter all kinds of students here and you should be equipped enough to be able to handle the challenges of teaching a broad range of students if you want to be a successful faculty at Medgar Evers."

## "Home" Space vs Professional Space

## High Stakes Student-Mentor Relationships

"feels like high school"

non-class time

faculty mentorship

"feels like home"

contested spaces

student access to faculty

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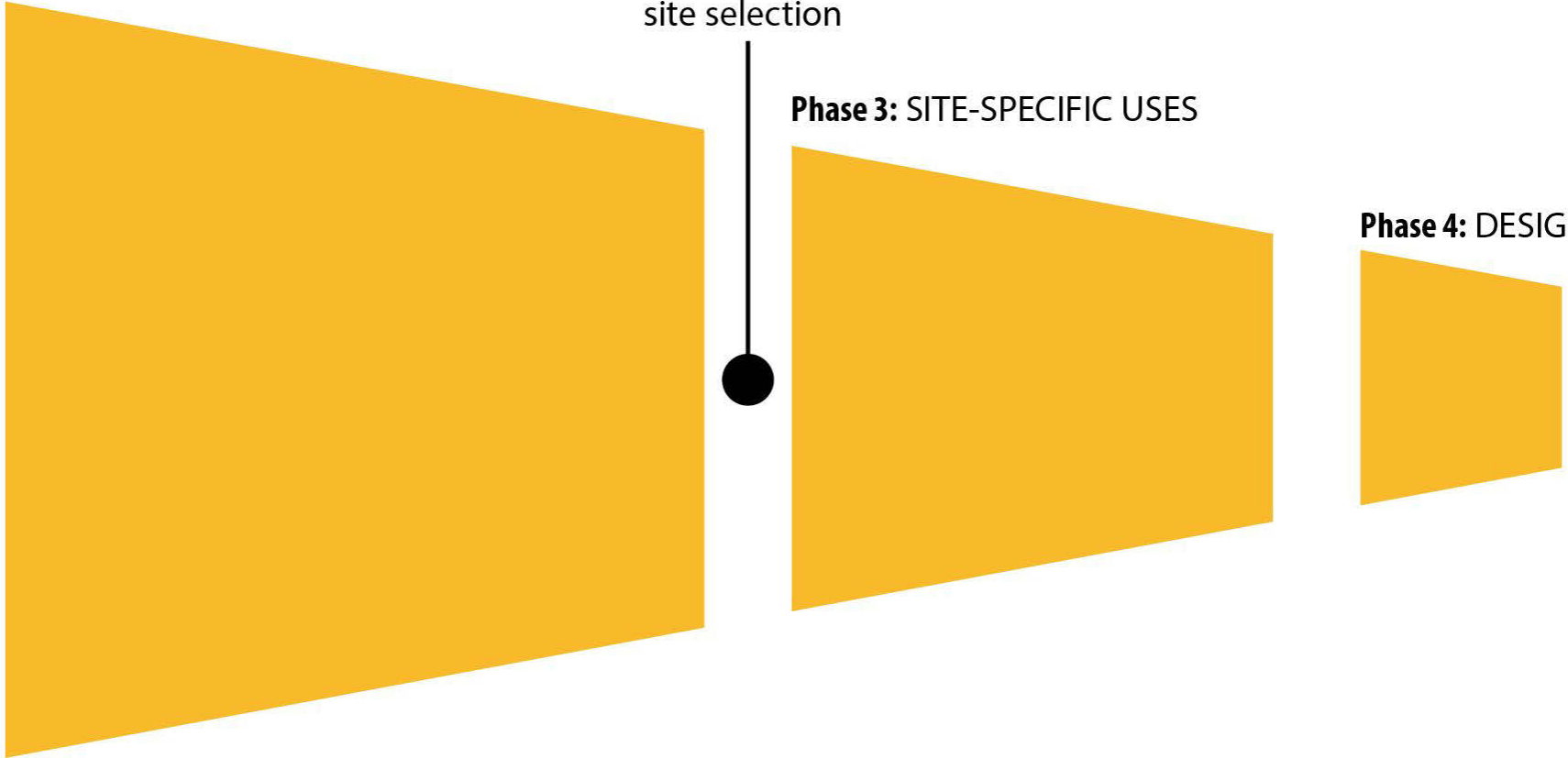
**ADMIN:** *"But the [students] that do stay, they are saying that they have faculty that are good mentors."*

**Phase 2: CAMPUS-WIDE THEMES**

site selection

**Phase 3: SITE-SPECIFIC USES**

**Phase 4: DESIGN**

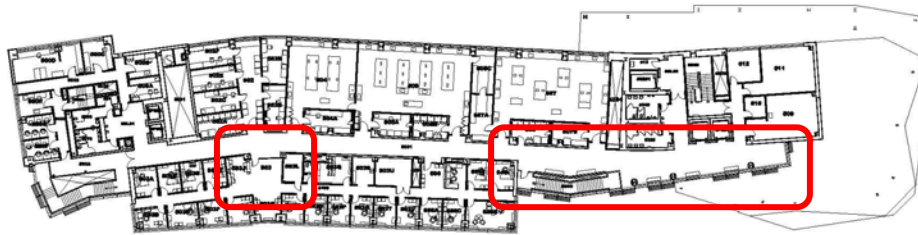


An aerial, grayscale photograph of a city. In the center, there is a large, open park area with trees and a winding path. Surrounding the park are various buildings, including several tall, multi-story apartment or office buildings. The text "Site Selection for Design" is overlaid in the center of the image.

# Site Selection for Design

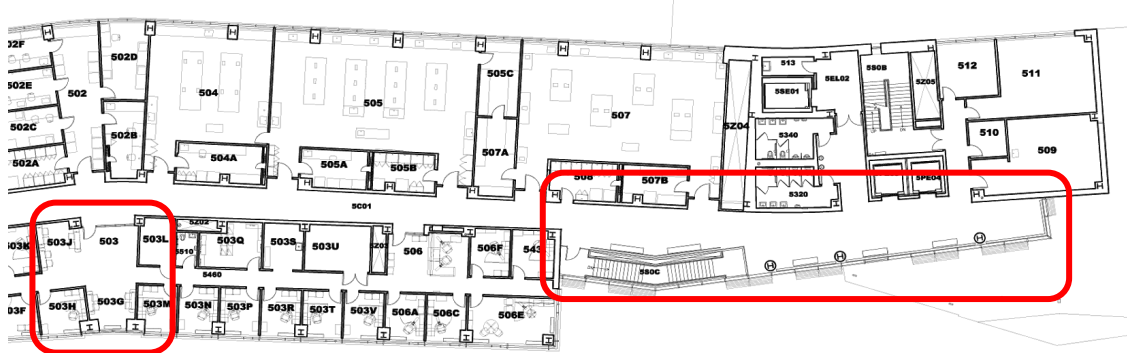


# Study Site: Building AB-1 Fifth Floor





# Study Site: Building AB-1 Fifth Floor



## Study Site: Building AB-1 Fifth Floor



## Study Site: Building AB-1 Fifth Floor





An aerial, grayscale photograph of a city. A large, rectangular park with many trees is located in the center-left. To the left of the park is a tall, multi-story apartment building. To the right of the park are several other buildings, including a large, modern-looking building with a curved facade. The text "Phase 3: Data Analysis" is overlaid in the center of the image.

# **Phase 3: Data Analysis**

# AB-1 Fifth Floor: Interviews

*Professional / Home*

Professional/  
Academic

Home-like

Individual

Group

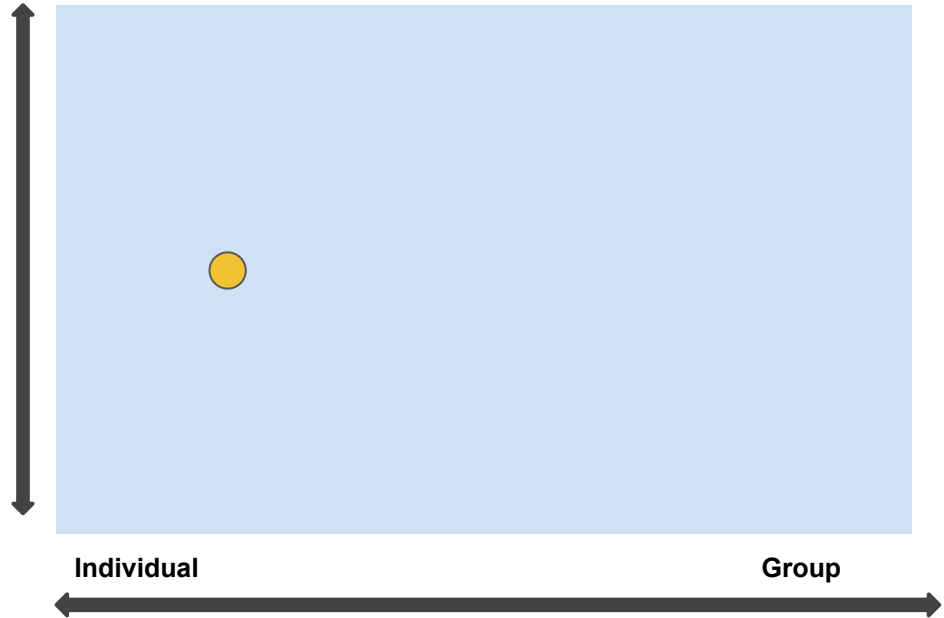


## AB-1 Fifth Floor: Interviews

*Professional / Home*

Professional/  
Academic

Home-like



*“So, that’s why I’m basically on this floor because this floor is the chemistry floor where most of the labs are. **Mostly I hang out up here if I have homework and stuff because it’s more quiet and the view is amazing.** And also, people come up here, like, if they want to get food and they **brought food from home you could warm your food up here because there’s a microwave. Relaxation.**”*

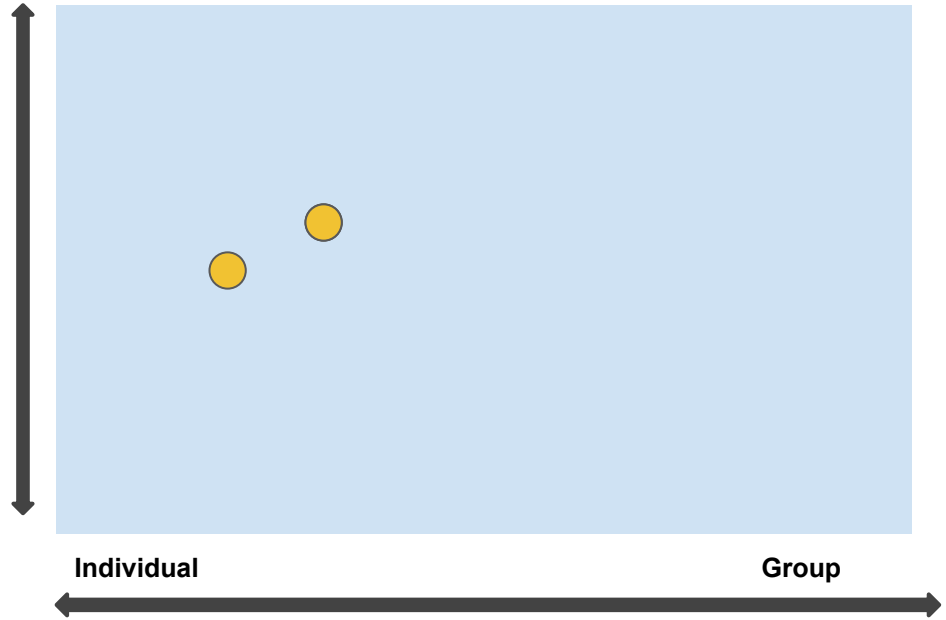


## AB-1 Fifth Floor: Interviews

*Professional / Home*

Professional/  
Academic

Home-like



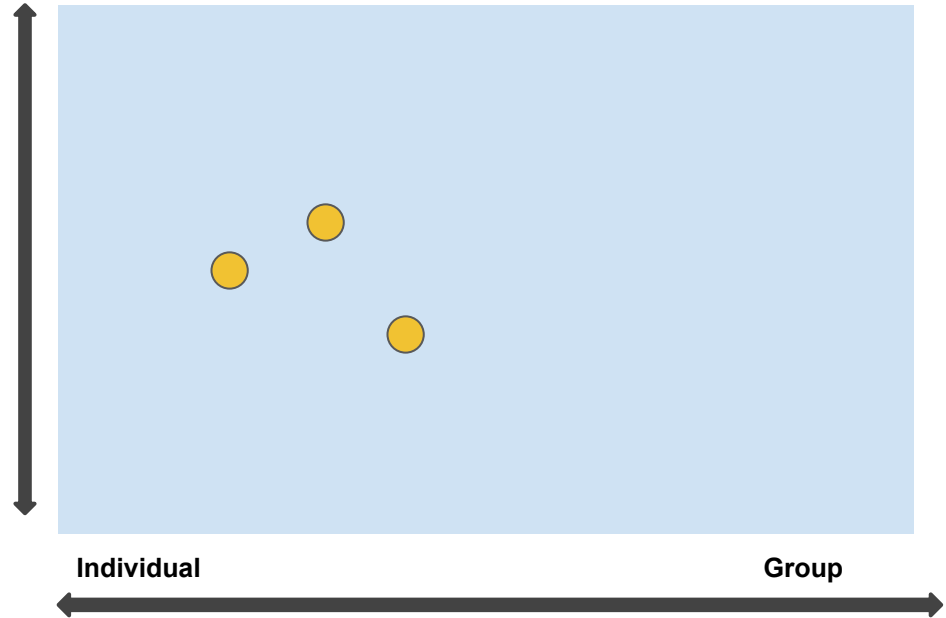
*"I mean, the smells of the food don't really bother me because I'm always so focused on something else. **And it's not noisy up here because there's not a lot of people up here, so it's perfect, you know?** It's a good environment for the studying because you can't study really with noise."*

## AB-1 Fifth Floor: Interviews

*Professional / Home*

Professional/  
Academic

Home-like



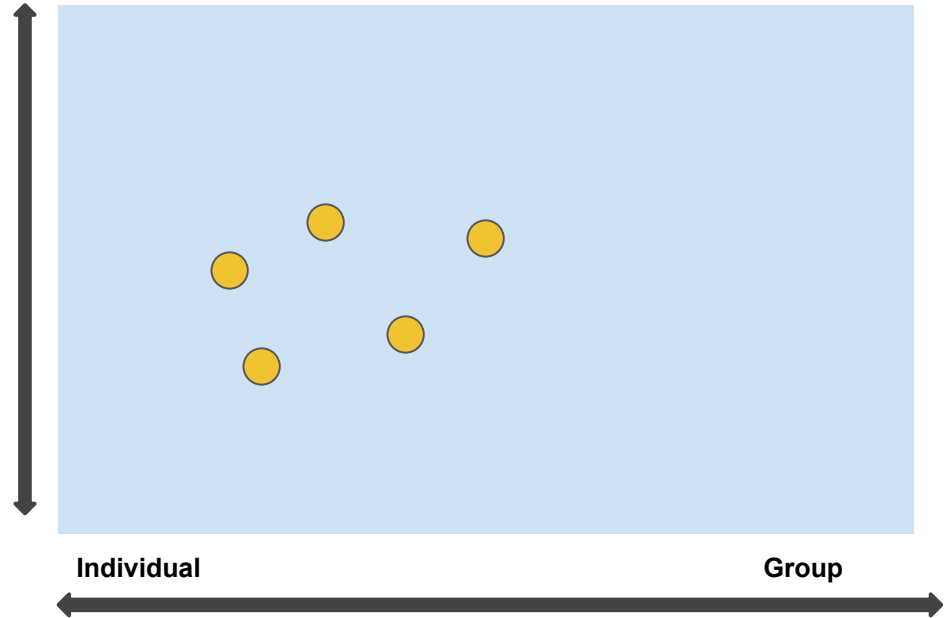
***“I don’t have anything specific but basically when I come here and meet with my friends and go to the classroom over there, and just be ourselves.”***

## AB-1 Fifth Floor: Interviews

*Professional / Home*

Professional/  
Academic

Home-like



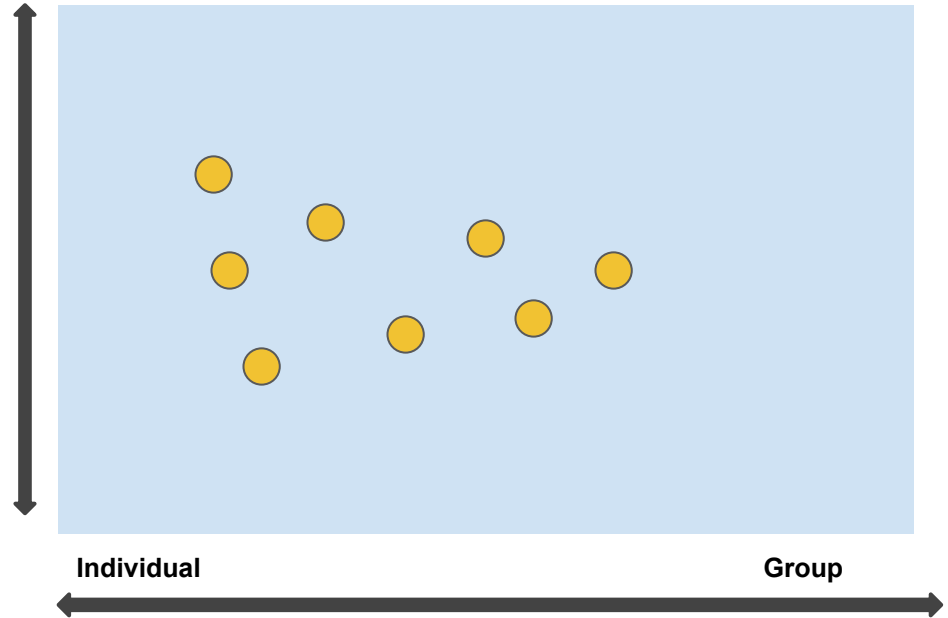
***“I don’t have anything specific but basically when I come here and meet with my friends and go to the classroom over there, and just be ourselves.”***

## AB-1 Fifth Floor: Interviews

*Professional / Home*

Professional/  
Academic

Home-like



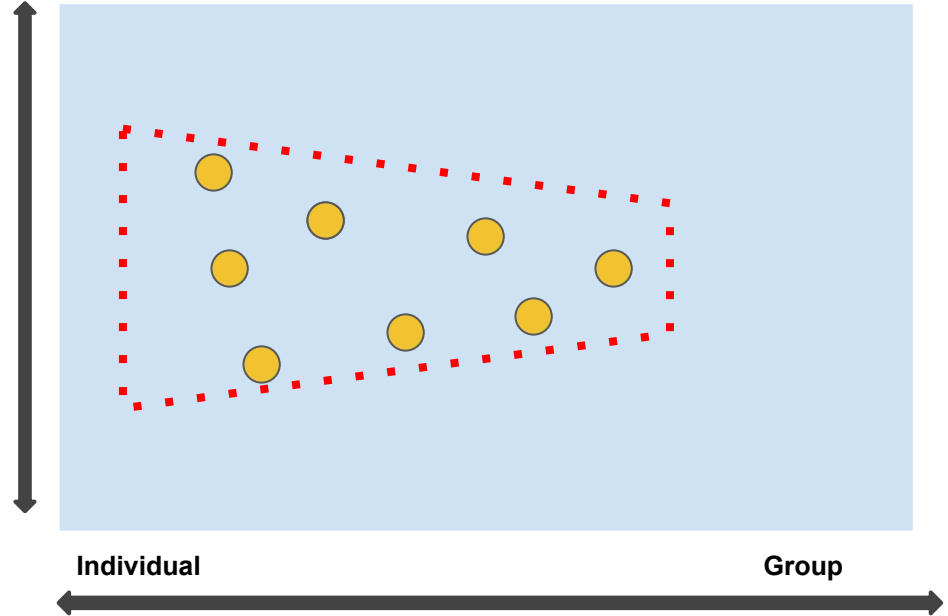
***“I don’t have anything specific but basically when I come here and meet with my friends and go to the classroom over there, and just be ourselves.”***

## AB-1 Fifth Floor: Interviews

*Professional / Home*

Professional/  
Academic

Home-like



***“I don’t have anything specific but basically when I come here and meet with my friends and go to the classroom over there, and just be ourselves.”***



# AB-1 Fifth Floor: Interviews

*Mentorship*

Planned

Spontaneous

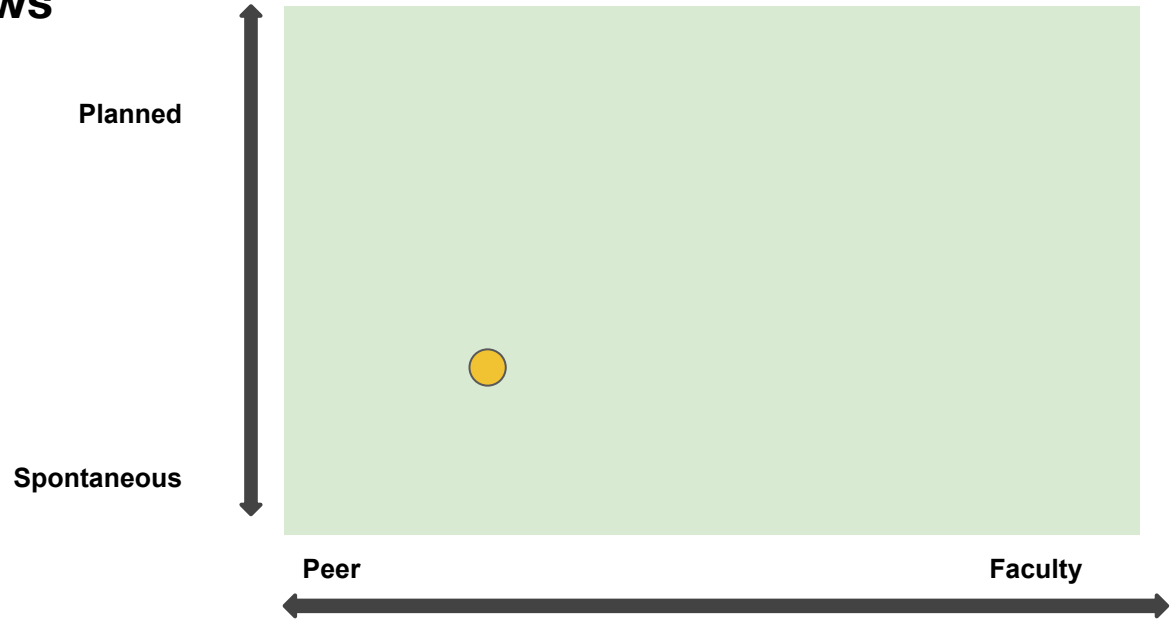
Peer

Faculty



## AB-1 Fifth Floor: Interviews

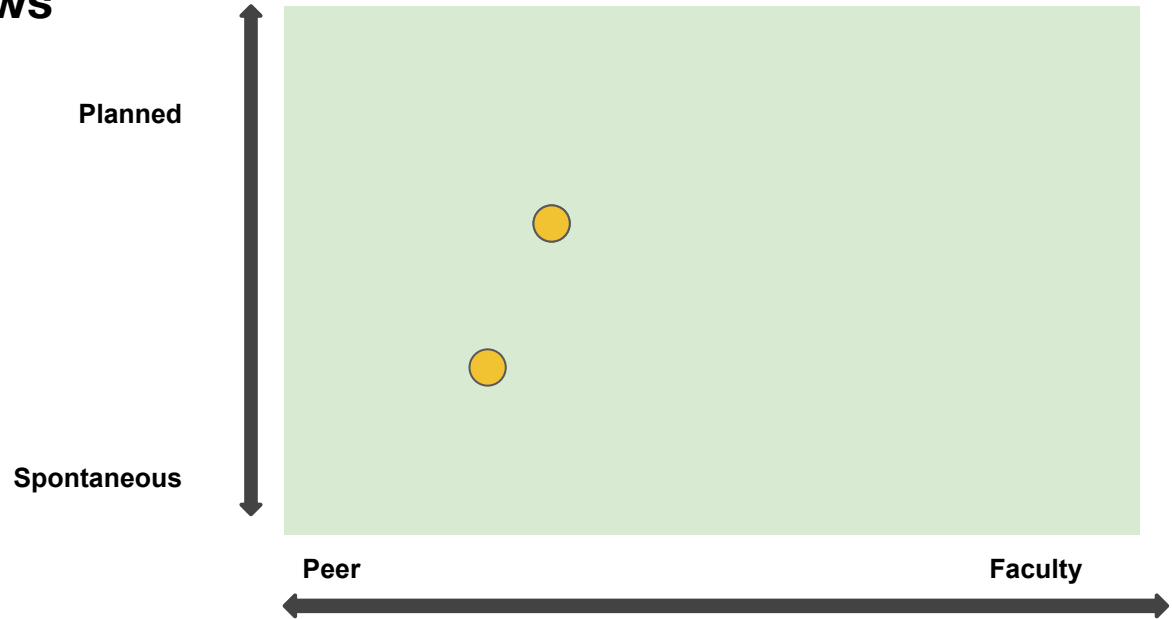
### *Mentorship*



***"I would say with faculty, I don't really have a relationship. With students, I do. And the way I've seen is because like we will gather and compare answers, things like that. This floor is one of those where I run into people. Maybe because I am in this floor, a lot of people are in this floor because of the same reason, so we've shared classes."***

## AB-1 Fifth Floor: Interviews

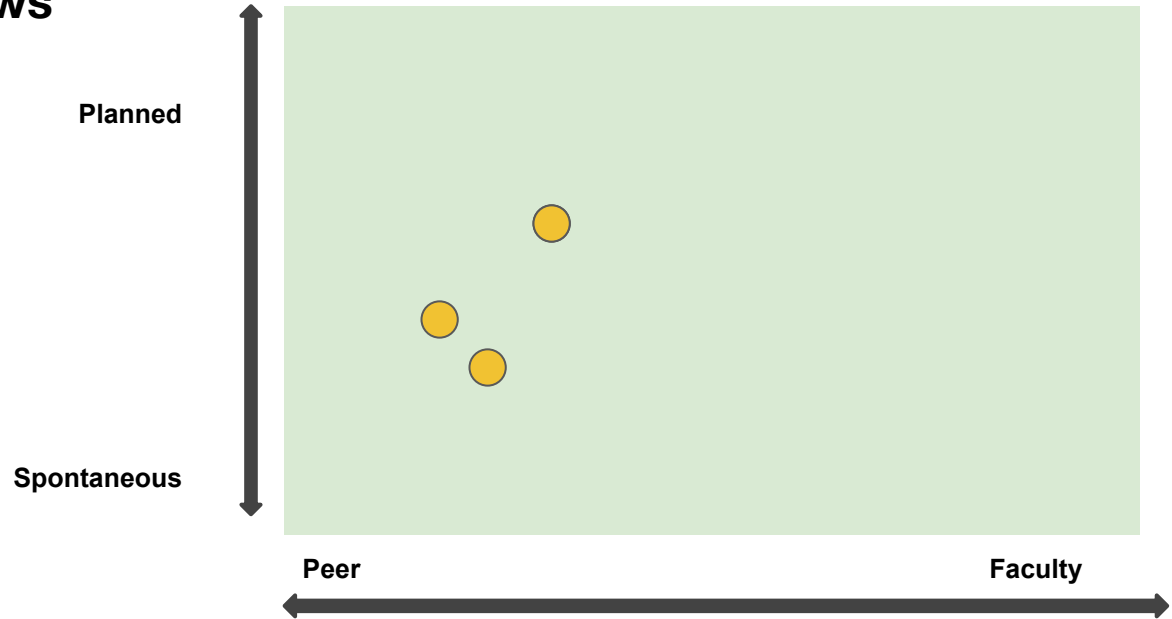
### *Mentorship*



*“For example, this semester I am taking language, so I have some students who already speak that language and they’ve helped me out here and there. **And it always happens while we’re running into each other.**”*

## AB-1 Fifth Floor: Interviews

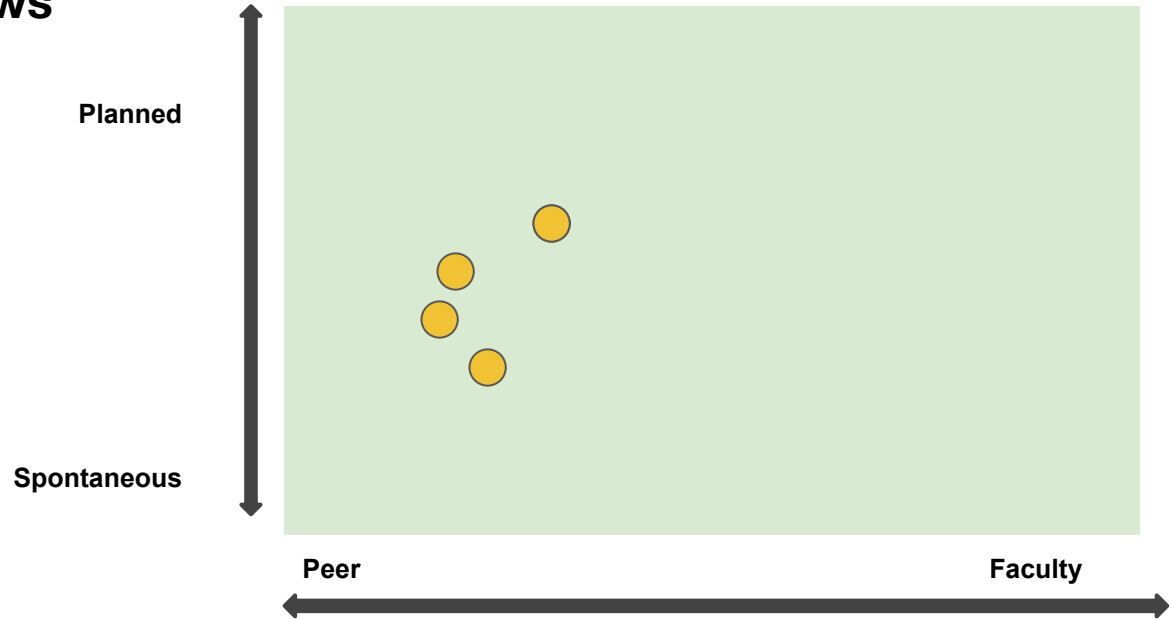
### *Mentorship*



*"I was up here really struggling with pre-cal problems. And there was a student, she came to warm her food and she was like, "Oh, what are you doing? Pre-cal?" I am a really shy and reserved person, but, like, if you approach me, I am approachable...She was able to explain different ways of doing it...**It's a good thing I was up here, she was just warming her food.**"*

## AB-1 Fifth Floor: Interviews

### *Mentorship*

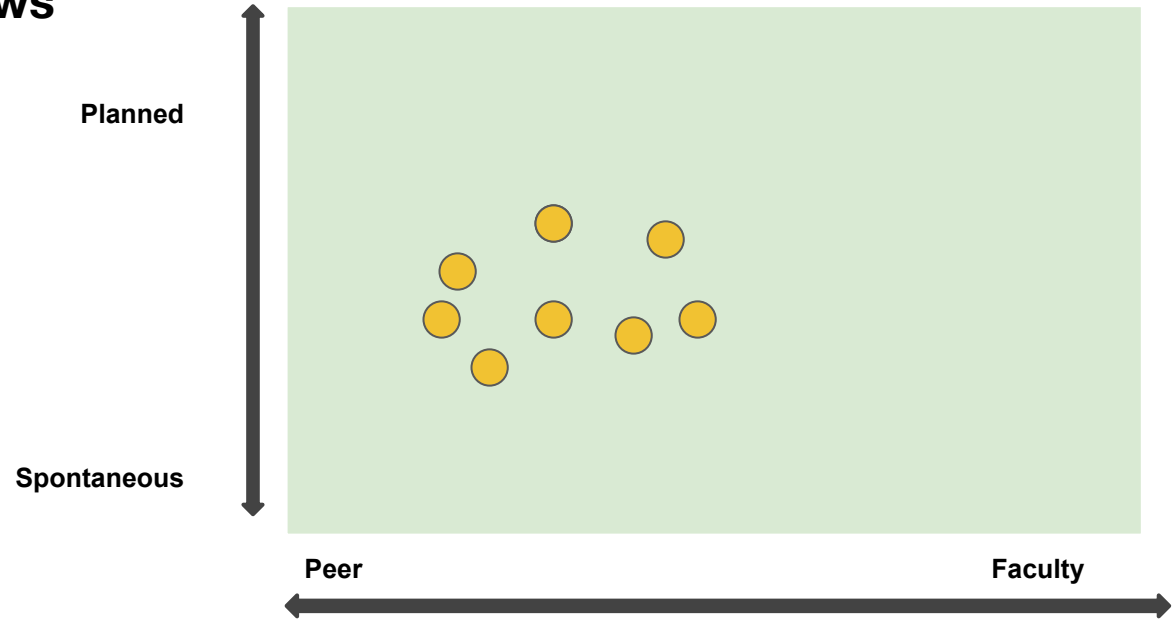


*“Um, I think it’s more of a personal thing, but I’ve always just, you know, my mind is like if you’re a higher position, I don’t know, it’s a little. If it’s not a personal thing, I don’t. So unless I have questions, I’ll go. Or if I have a question, **I’ll try to search another way before I reach out to a professor...**”*



## AB-1 Fifth Floor: Interviews

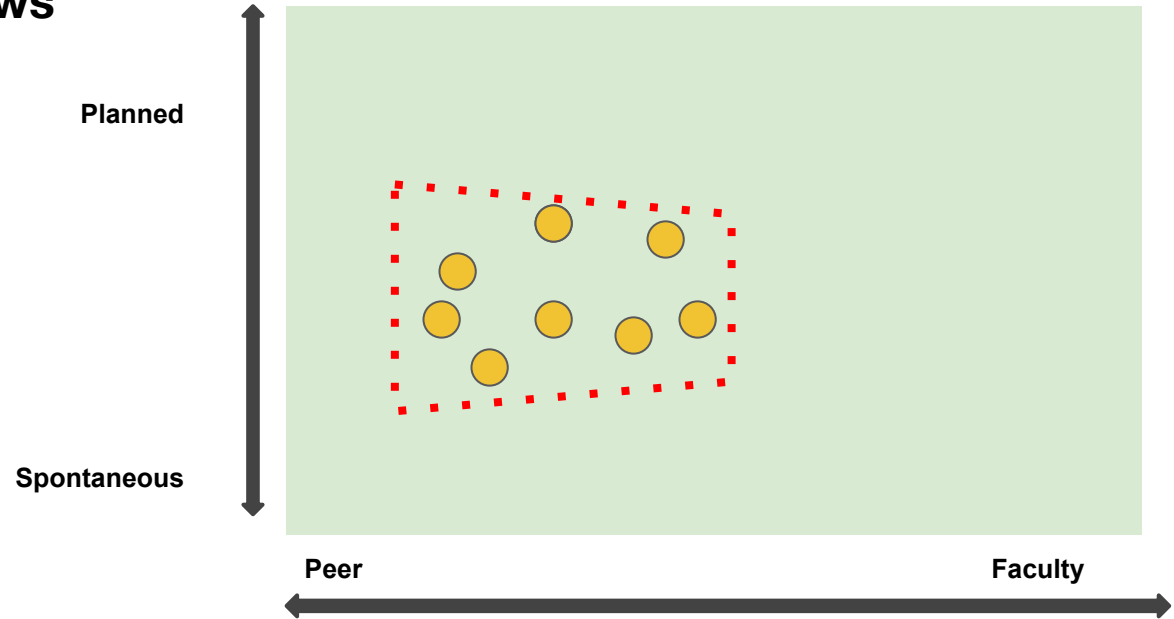
### *Mentorship*



*“Um, I think it’s more of a personal thing, but I’ve always just, you know, my mind is like if you’re a higher position, I don’t know, it’s a little. If it’s not a personal thing, I don’t. So unless I have questions, I’ll go. Or if I have a question, **I’ll try to search another way before I reach out to a professor...**”*

## AB-1 Fifth Floor: Interviews

### *Mentorship*

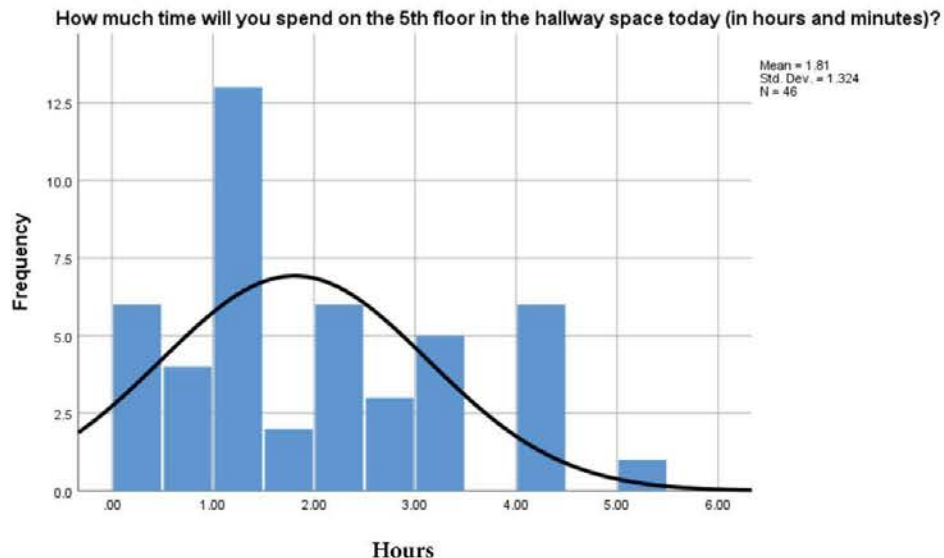


*“Um, I think it’s more of a personal thing, but I’ve always just, you know, my mind is like if you’re a higher position, I don’t know, it’s a little. If it’s not a personal thing, I don’t. So unless I have questions, I’ll go. Or if I have a question, **I’ll try to search another way before I reach out to a professor...**”*

# AB-1 Fifth Floor: User Mobile Survey Results

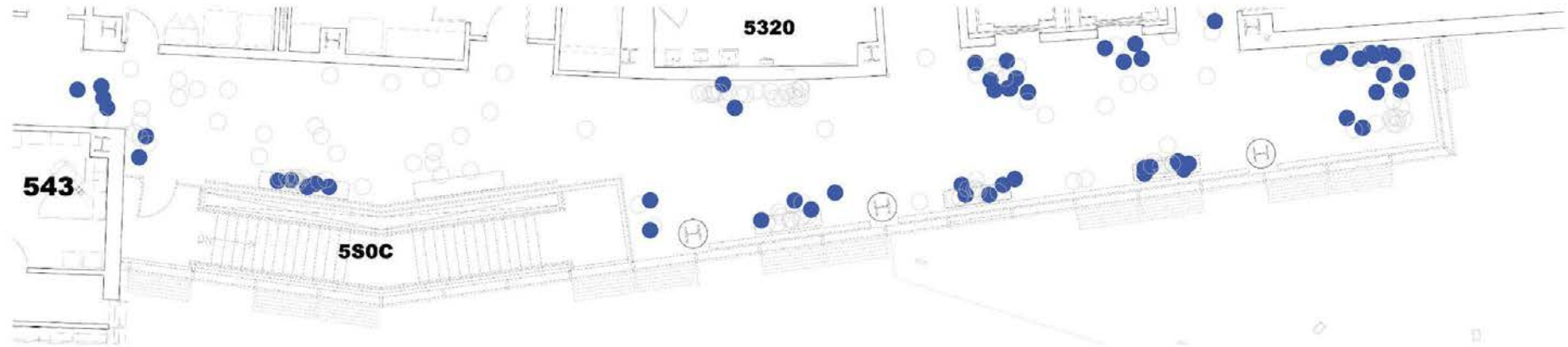
*“What did you do on the 5th floor today?  
(check all that apply)” (N = 47)*

Response Option	Percentage
Go to class	36
Meet with a teacher	11
Study	38
Meet with a friend or classmate	38
Use the microwave	34
Use the vending machines	21
Relax or sleep	32
Visit the chemistry, physics, or other offices	9



# AB-1 Fifth Floor: Observed Locations of Users and Activities

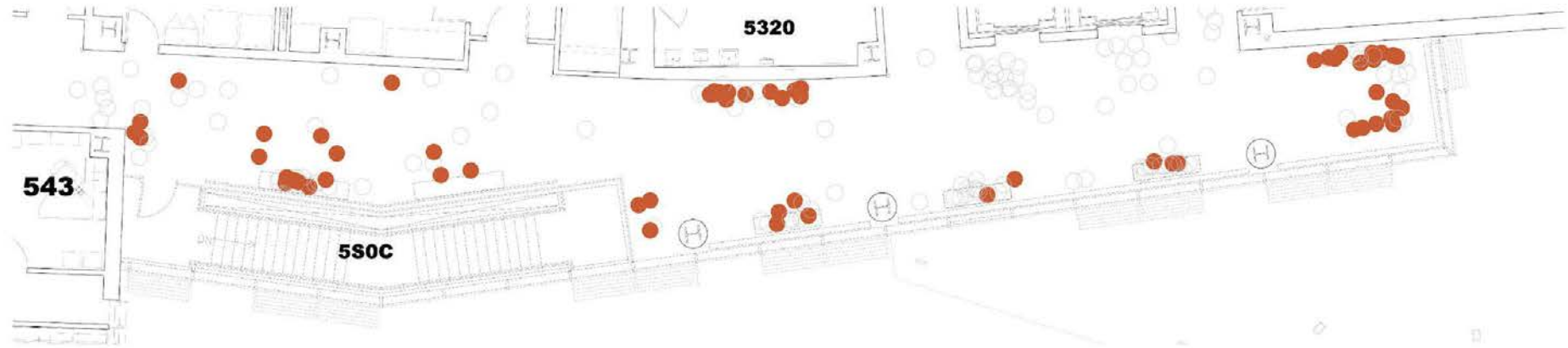
(29 observation periods,  $N = 204$  observed users)



Socializing

# AB-1 Fifth Floor: Observed Locations of Users and Activities

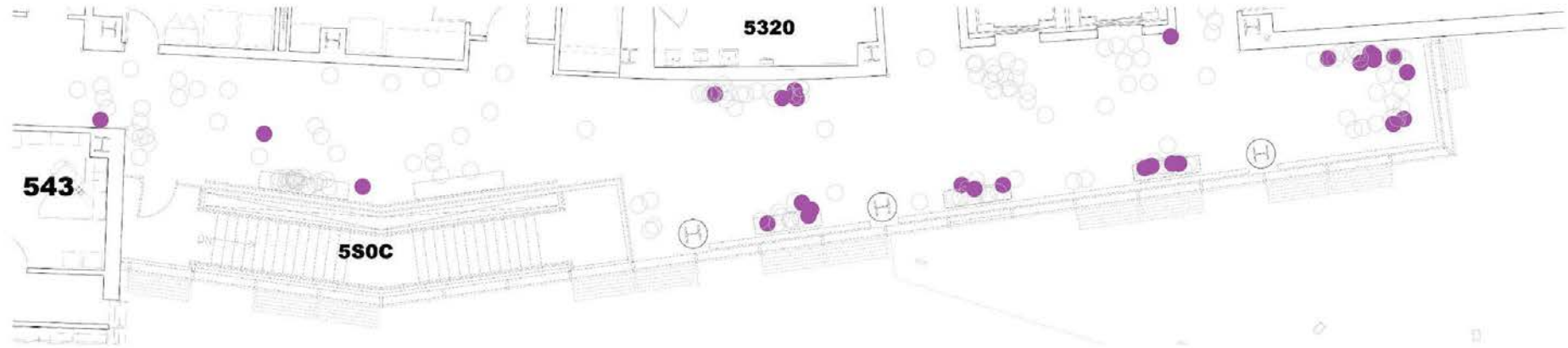
(29 observation periods,  $N = 204$  observed users)



Studying

# AB-1 Fifth Floor: Observed Locations of Users and Activities

(29 observation periods,  $N = 204$  observed users)

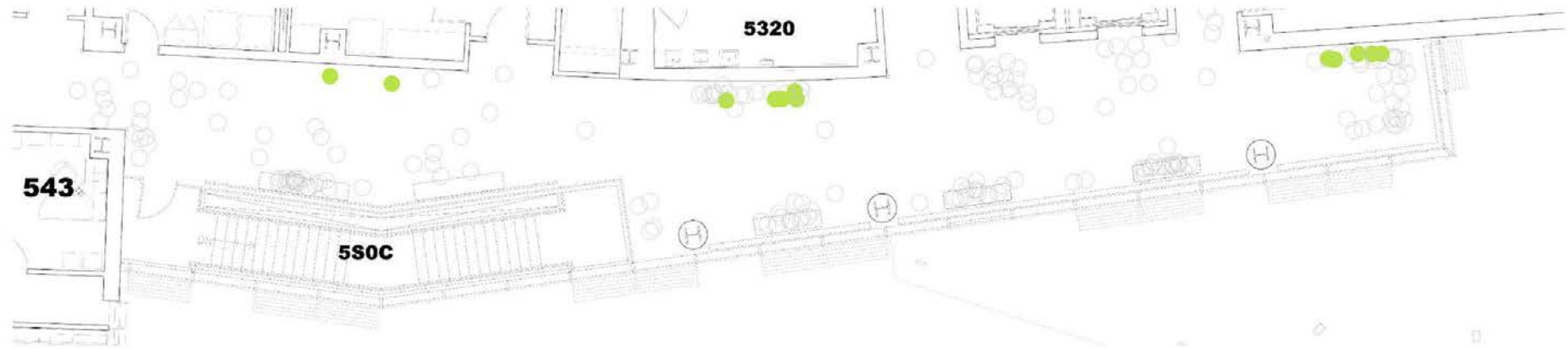


Eating



# AB-1 Fifth Floor: Observed Locations of Users and Activities

(29 observation periods,  $N = 204$  observed users)



Device Charging

## Phase 3: Linking Campus-Wide Dynamics to Site

<b>Phase 2: Campus-wide challenges</b>	<b>Phase 3: Site specific spatial dynamics</b>
Home vs. professional setting	<ul style="list-style-type: none"><li>• Both academic and home-like qualities</li><li>• Not adequate small group study space</li><li>• Strong link to classroom and department, in student control</li></ul>
High stakes mentorship	<ul style="list-style-type: none"><li>• Student-centered mentoring, planned and spontaneous student-to-student help</li><li>• Faculty meeting are not spontaneous/informal</li></ul>
Constraints of campus	<ul style="list-style-type: none"><li>• Hybrid space compensates for low resourced campus</li><li>• Tension around appropriate use by students in corridor spaces</li></ul>

# Phase 3: Linking Campus-Wide Dynamics to Site

## Phase 2: CAMPUS-WIDE THEMES

home spaces  
non-class time  
contested spaces  
soundscapes  
food availability  
academic support  
technology  
security systems  
hierarchy/authority  
maintenance  
hours on campus  
coursework  
access to faculty  
library capacity  
hours on campus  
privacy

home v professional  
mentorship

site selection

## Phase 3: SITE-SPECIFIC USES

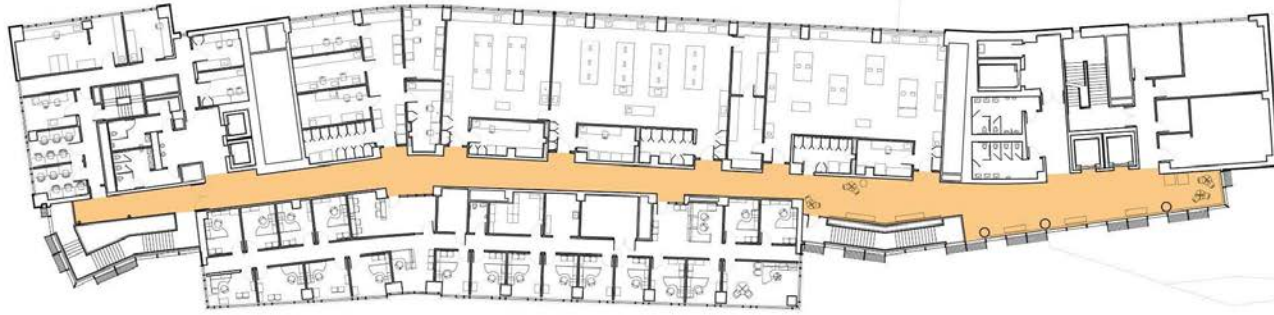
professional and home  
more individual than group  
  
planned and spontaneous  
more peer than faculty

## Phase 4: DESIGN

An aerial, grayscale photograph of a city. A large, rectangular park with many trees is located in the center-left. To the left of the park are several tall, multi-story apartment buildings. To the right of the park are more buildings, including a large, modern-looking building with a curved facade. The text "Phase 4: Design" is overlaid in the center of the image.

# Phase 4: Design

# Floor Plans



01 Existing Plan  
SCALE 1/8" = 1'-0"

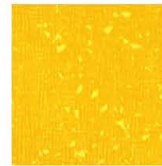
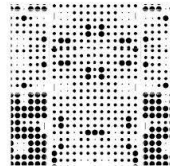
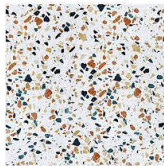
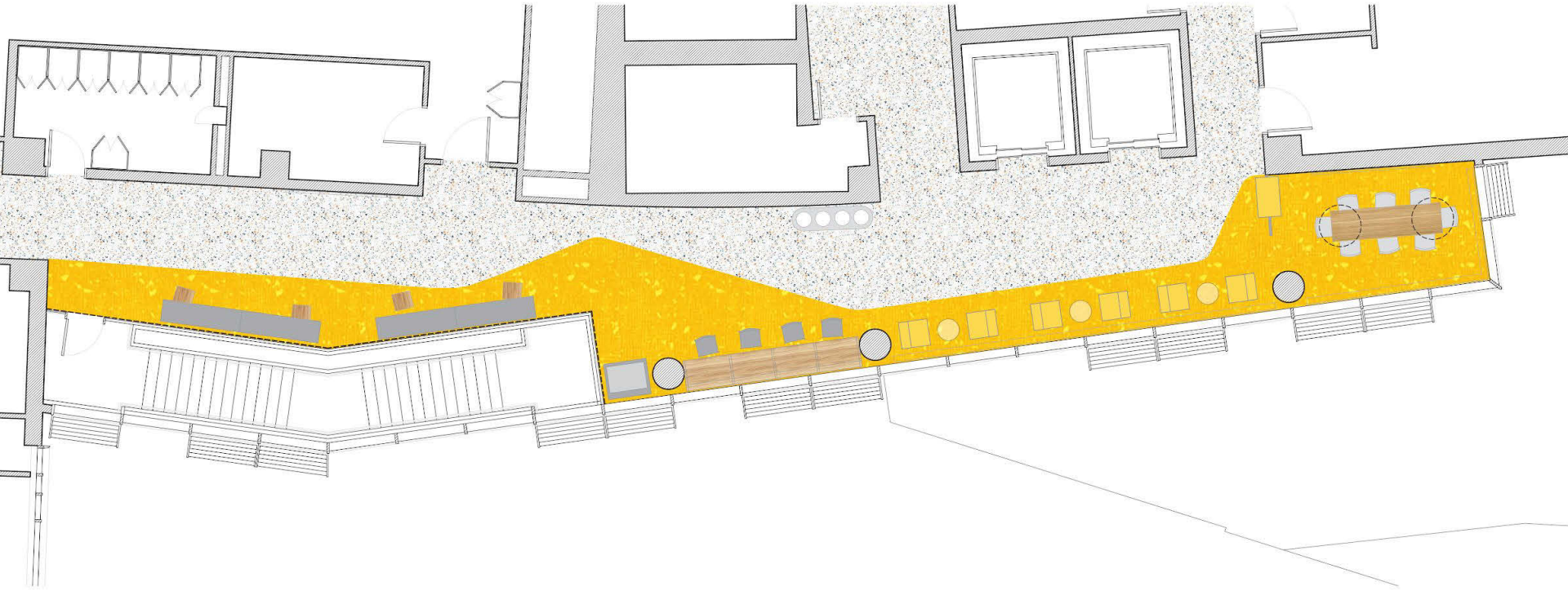


02 Proposed Plan  
SCALE 1/8" = 1'-0"

- A. Small Group Work
- B. One-on-One
- C. Individual Study
- D. Informal Gathering

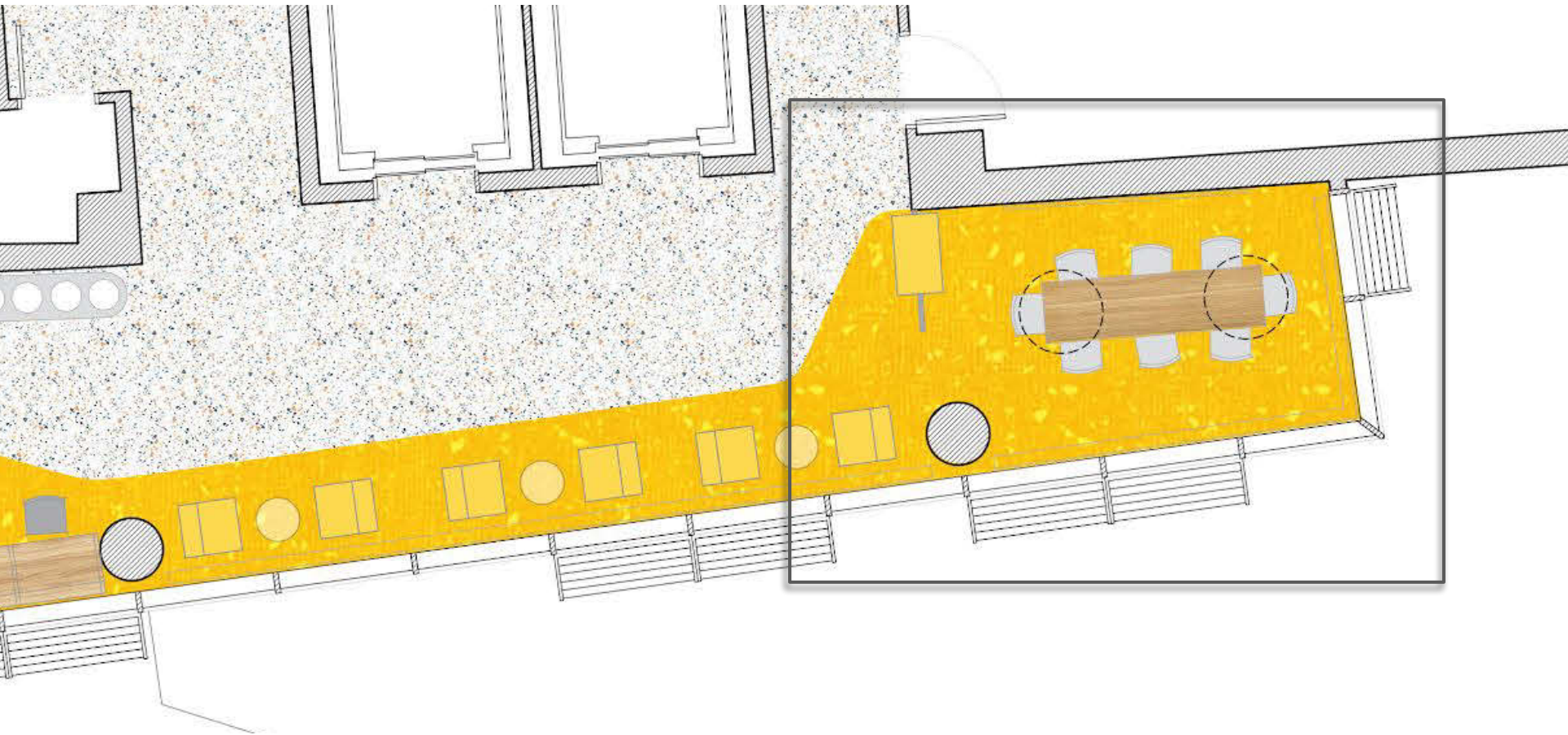


# Materiality





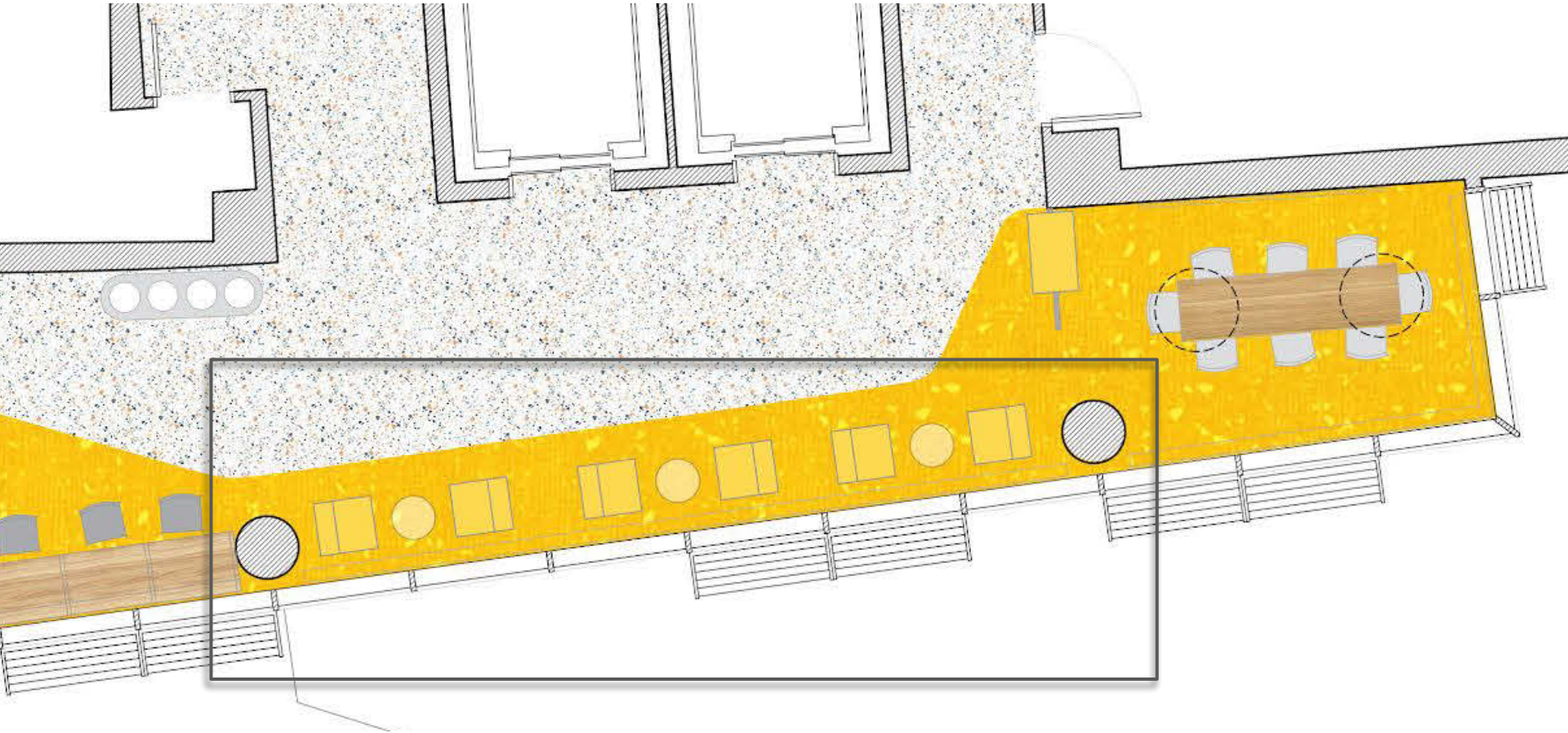
## Type A: Small Group Work







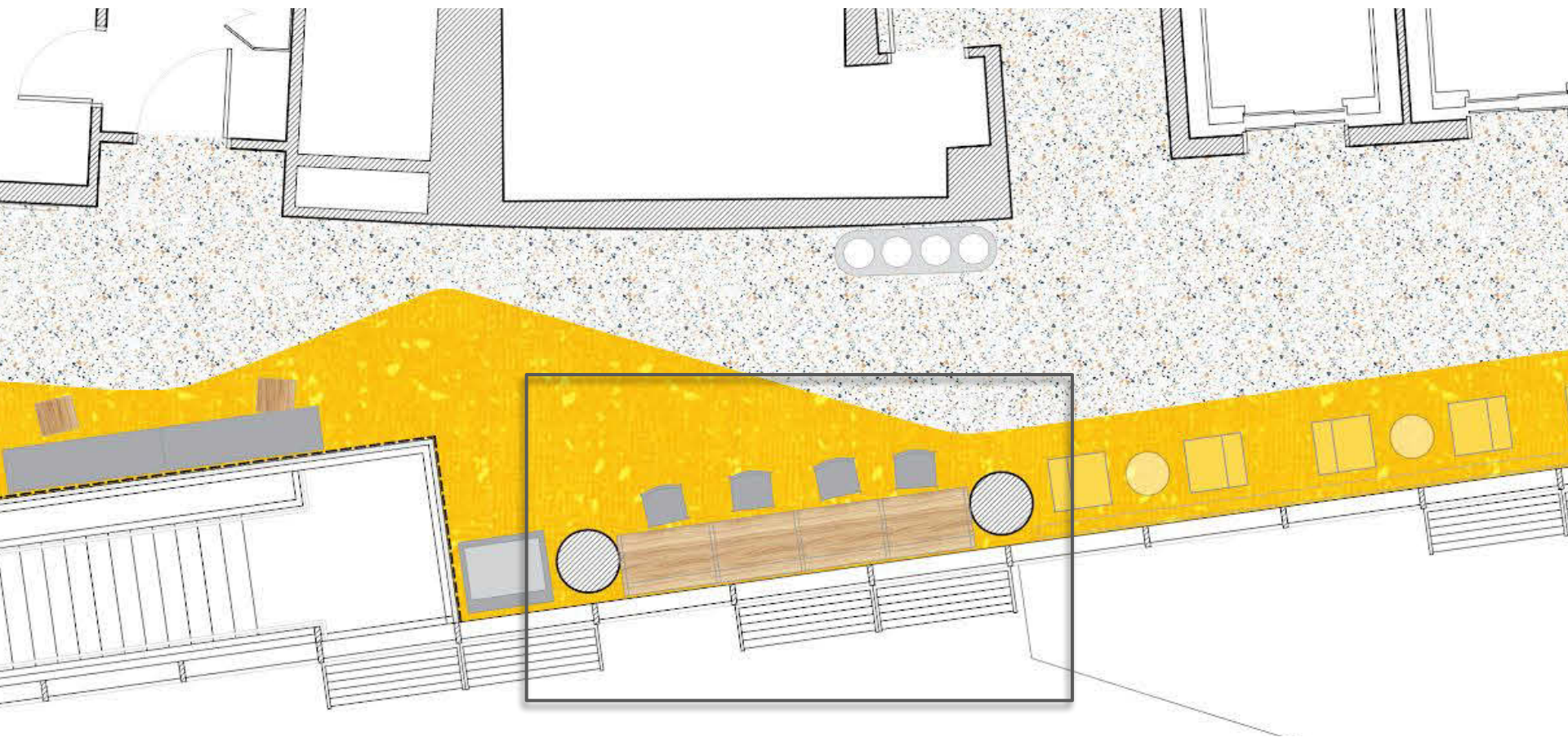
## Type B: One-on-One Meetings







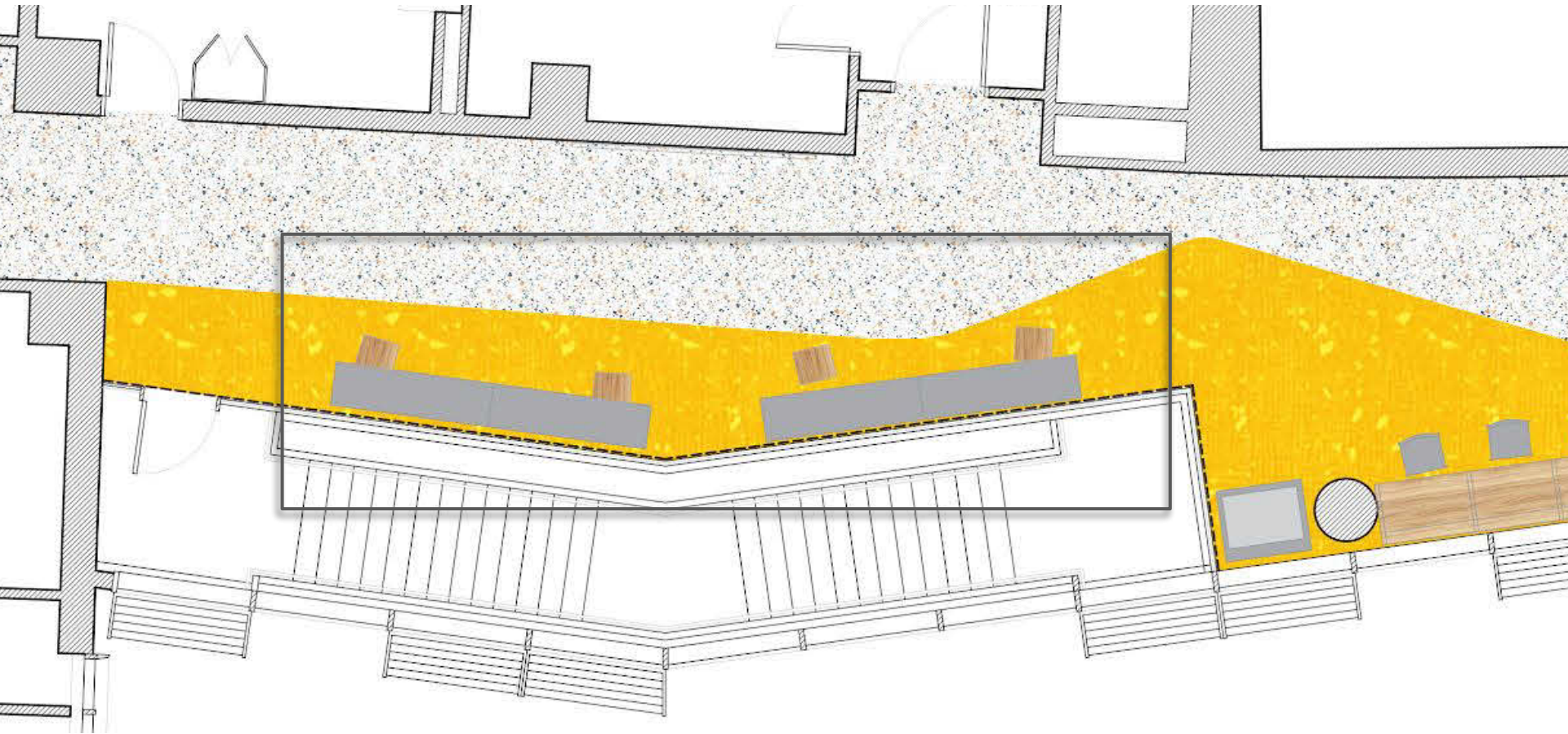
## Type C: Individual Study







## Type D: Informal Gathering









An aerial, grayscale photograph of a city neighborhood. A large, rectangular park with many trees is located in the center-left. Surrounding the park are various buildings, including several tall, multi-story apartment or office buildings. The text "Conclusions + Recommendations" is overlaid in a large, bold, black font across the middle of the image.

# **Conclusions + Recommendations**

# Recommended Process

## Discovery Phase: Campus-wide

- Can be an aspect of **Master Planning**
- Form team of experts, including **student informants** and researchers
- Seek campus-wide themes through **cross-stakeholder data collection and analysis**
- Utilize **Institutional Research data sets**

## Spatialize Themes @ Site

- Connect campus-wide themes to **sited microculture** through interviews and surveys
- Create a **design brief**
  - This is a companion to the program document

## Design

- Hold **focus groups** for design review
  - Schematic Design through 30% Design Development
  - Conduct FGs with each stakeholder group separately

# Students on research team, rather than subjects of study

1

**On the team as advisors, researchers, expert informants**

2

**Not just any student**

Ideally a student enrolled at the school in a related field (geography, architecture, psychology, etc.).

3

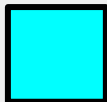
**Expectations and compensation**

Compensation is a must, either for credit, for pay, or both. Clear institutional support through faculty or Students Services is a requirement, along with clear time commitment, 1-2 semesters.



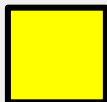


## Recommended Analytic Tools: Expertise Required



**Build in-house team** and skill sets through training and talent acquisition

or



**Hire outside consultants** to design the research, then collect and analyze the data

or



**Identify members of the academic community** to partner on a project  
(Sociology, Psychology, Geography, Design)

## Discussion and Q & A

1. Would you be interested in doing a workshop here at SCUP on qualitative analysis?
2. What ways can you envision including research like this in your firm/school? What would the hurdles be? What would the benefits be?
3. How do you currently account for informal spaces like this one (that might not be formally categorized) in the program for a new project? Is there a formula or are there other means for justifying?

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NO STUDYING AND TUTORING  
ALLOWED IN THIS AREA.

Thank you.

