

Post-Occupancy Evaluation

Lillis Hall

2004

Lundquist College of Business

University Planning Office

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Introduction

This post-occupancy evaluation of Lillis Hall was conducted by the University Planning Office and the Lundquist College of Business to document lessons learned after the completion and occupancy of Lillis Hall in late 2003 and early 2004. This report will inform the design process for the remodel of the adjoining Gilbert and Peterson buildings and guide LCB in its space planning efforts related to these building projects.

The POE process consisted of six focus groups, each meeting for 60 to 90 minutes and answering a structured set of questions. The questions, designed as probes to elicit both positive and negative comments about a wide variety of building issues, were used as starting points for discussion. The discussion was facilitated by an LCB faculty member of the project user group, and Planning Office staff annotated comments onto large floor plans of the building. The lists of questions can be found in Appendix 1.

In addition to the focus groups reported here, there was an additional focus group consisting of University and contractor project management staff. The resulting comments are directed almost exclusively to process issues and will be documented in a separate report.

Summary findings

Lessons

These lessons-learned summarize nearly all the comments from the focus groups, even those that were contradictory. The **Details** section provides a more detailed discussion of each comment.

1. Build high quality, beautiful spaces.
2. Build with maintainable finishes and systems.
3. Provide many ways to communicate within the LCB community (both short term & long term).
4. Maximize support for the wide variety of student uses (individuals/groups, scheduled/drop in, student groups, etc.).
5. Pay greater attention to acoustical issues during design and construction.
6. Create physical security through design and through systems.
7. Room and AV controls need to be very simple, very clear, with posted information in each room.
8. Maximize communication opportunities in classrooms (writing surface, technology, acoustics, sight lines, etc.).
9. In classrooms, provide generous space and flexibility to support a variety of activities.
10. Maximize human interaction possibilities while maintaining privacy where needed.
11. Balance interdisciplinary vs. intradisciplinary emphases within LCB.
12. Maintain thermal comfort while using energy resources efficiently.
13. Balance centralized vs. decentralized approaches to information technology.
14. Provide a range of visible, flexible meeting rooms designed for a wide variety of uses.
15. Develop a space plan that supports LCB's academic and scholarly strategies
16. Plan the built environment to accommodate a wide range of human and program needs over time.
17. Locate main services where they will be an integral part of the LCB community.

Actions

Members of the focus groups made or implied specific suggestions for change. As such, these are sometimes contradictory, sometimes perhaps trivial, Rather than a clear set of directions for the future, they are in some cases a starting point for discussions, in other cases measures to implement right away. The full list is provided in the “Details” section, below.

Details

Lessons Learned

The focus group comments suggested these summary lessons to take to our next phase of construction. In general, they suggest the need for attention to a few common problem areas and, more generally, greater attention to human and programmatic needs of flexibility and variety in addition to the uniformity, clarity, and physical beauty characteristic of Lillis Hall. These lessons are listed in approximate order from global issues to specific details.

1. Build high quality, beautiful spaces.

Beauty and quality are important for morale, for fundraising, and for recruiting. Lillis represented a change in thinking from “How cheaply can this be accomplished” to “How well can this be done within our resources”.

2. Balance interdisciplinary vs. intradisciplinary emphases within LCB.

The space planning for LCB, and in particular the location and uses of spaces for programs and departments, needs to support an organizational strategy rather than create one. Furthermore, because the built environment outlives a given organizational strategy, the building needs to be flexible and adaptable to new organizational approaches.

3. Develop a space plan that supports LCB's academic and scholarly strategies.

The relative weighting and location of space assignments is a critical decision for any organization. A given space plan can showcase certain programs and initiatives and promote various synergies and interactions. Future flexibility will almost certainly be needed. Beyond that, the space plan for the whole college, as determined in this next construction phase, needs to be informed by LCB's overall strategies.

4. Maximize support for the wide variety of student uses (individuals/groups, scheduled/drop in, student groups, etc.).

Students were not represented on the Lillis user group, and the results show. Student project space, presentation practice rooms, and quiet study areas are a few of the facilities cited by students as lacking in the new building. Many of the student facilities don't work at a detailed level, and there are too few of them available to business students. It's not yet clear to what extent this is a space allocation issue or a space availability issue.

5. Maximize human interaction possibilities while maintaining privacy where needed.

Spaces that encourage interaction help the College. At the same time, employee privacy must be respected

6. Provide a range of visible, flexible meeting rooms designed for a wide variety of uses.

There is still a perceived need for more meeting room space, in particular with a capacity of 12 to 16. A room use study would be useful followup to this lesson.

7. Balance centralized vs. decentralized approaches to information technology.

The Lillis project stimulates thought about the future of information technology for students. What is a computer lab? A classroom? Student project space? Study space? Should it be a discrete space? A convenience when your computer is at home? Only a clearly articulated information technology strategy can inform the next phase of building construction with respect to these issues.

8. Build with maintainable finishes and systems.

Some of the problems identified stem from lack of rigorous discussion of materials and systems during the design process. It is important to question, research, investigate, and rely on our own judgment.

9. Plan the built environment to accommodate a wide range of human and program needs over time.

Programs change faster than facilities. These buildings are likely to have very long lives. Careful planning can make the building fabric more friendly to change. This applies to the initial space planning, how building systems are installed, the degree of spatial variety, and other factors.

10. Locate main services where they will be an integral part of the LCB community.

Isolation of any commonly used service will interfere with its ability to serve its constituents.

11. Pay greater attention to acoustical issues during design and construction.

This problem was cited consistently in the focus groups. Successful communication depends on successful acoustics, so this issue warrants careful attention.

12. Maintain thermal comfort while using energy resources efficiently.

As with acoustics, thermal comfort issues were often raised in the focus groups. While some of these stem from bugs being worked out of new building systems, thermal comfort is essential, especially for those who are tied to their workplace.

13. Create physical security through design and through systems.

The space planning and design process can make security issues more manageable, but in the end security systems are needed that are convenient for users while still easy to administer and maintain.

14. Provide many ways to communicate within the LCB community (both short term & long term).

The wayfinding systems within Lillis are mostly excellent, with a few gaps. Other communication systems are notably lacking, especially places to publicize events, posters, and so forth.

15. Room and AV controls need to be very simple, very clear, with posted information in each room.

End user simplicity and plentiful information at the point of use should be easy to achieve. Lillis Hall moved us closer to that goal, but there is definitely room for improvement.

16. Maximize communication opportunities in classrooms (writing surface, technology, acoustics, sight lines, etc.).

Effective learning in classrooms depends on communication among all of the room inhabitants. Learning happens through different media for different individuals, so the broad range of learning needs to be supported in classrooms. Users report that the classrooms in Lillis are mostly quite successful, possibly because many of the features were mocked up full scale and used in advance of construction.

17. In classrooms, provide generous space and flexibility to support a variety of activities.

Teaching methods and learning styles vary from class to class as well as over time. Long-term effectiveness depends on adequate space and appropriate flexibility.

Actions

The focus group comments suggested or implied the actions in this unedited list. They have been consolidated only in the case of obvious duplication. As such, they are sometimes contradictory, sometimes perhaps trivial. Rather than a clear set of directions for the future, in some cases they are a starting point for discussions about change, in other cases they are specific proposals. Some of these relate to the new building, others suggest a course in the remodel projects. Some suggestions could be implemented tomorrow at very low cost, and others are probably not feasible for a variety of practical reasons.

Add students to the user group.

Consider adjusting how existing spaces are scheduled and allocated.

Pay great attention to using maintainable finishes.

Create information kiosks (paper and computer) at key locations.

Add tables and chairs at Rotunda 1st floor.

Increase lighting in parts of Atrium and Balconies for studying at night.

Provide power at all potential study areas.

Install larger tables in Atrium, balconies, corridor alcoves.

Install more tables and chairs in Atrium and elsewhere.

Don't use any more high seats.

Create designated quiet areas for studying. Atrium balconies?

Install public access phone near Atrium.

Install computer kiosk for building information (kiosk already available).

Install simple instructions in each room.

Tilt monitors in case study rooms.

Add tables & chairs to case study rooms, or derate capacity.

Remove round tables in case study rooms to useful location

Change to better chalk.

Add recycling bins in case study rooms.

Develop classroom standards, benchmark with other institutions.

Design projection surfaces to not cover writing surfaces.

Add pencil sharpeners.

Adjust DVD auto-off if possible.

Make DVD remotes available.

Adjust delay on motion detectors

Add card access controls to classrooms.

Add AV consoles and complete media package to 245, 255

Make provisions for laptop security in 245, 255

Find lighter, more appropriate tables

Clarify use policies with signage, and/or provide plentiful drop-in areas without departmental ownership

Provide faculty or staff office in each Learning Center

Build small group space and/or subdivide some of larger spaces

Provide access control system to allow evening use of Learning Centers

In Peterson remodel, designate 209 suite as student club area

Create more corridor alcove spaces with support for meetings, studying, and a reservation system for peak times.

Encourage/require students to purchase laptops, or establish laptop checkout program.

Create a Graduate Center with quiet study areas, breakout rooms, and other facilities.

At corridor alcoves, add power, adjust delay on motion sensors, increase degree of privacy, etc.

Schedule student use of Event Room at times of peak demand.

Add phones to Career Center interview rooms

Build much more student study and project space.

Examine access policies, establish drop-in times for student use of certain areas.

Install projectors in Chiles

Add benches to upper floor corridors

Add furniture to courtyard, including tables suitable for groups of larger than 4, power, etc.
Provide written policies regarding student access to facilities.
Improve signage to the Technology Center
Remodel Technology Center to add one office.
Increase Technology Center capacity.
Add acoustically absorptive materials to 145.
Find ways to engage faculty with Advising.
Subdivide the Career Center with partitions and high performance acoustical materials.
Add storage cabinets where needed.
Ensure that future furniture purchases provide modularity and flexibility
Add window coverings to Career Center interview rooms.
Relocate Centers to lower floors.
Designate a point for orientation and information.
Shield entrance in 340.
Subdivide Dean's Office, add shelving.
Fix sign at 250 to read "Services", not "Center".
Provide windows through to main corridor.
Add light to 140 entrance.
Add uses to 155 suite.
Add windows to the corridor where possible in inner offices.
Co-locate student services.
Remove door closers where allowed by code.
Ensure that future office clusters, Centers, and Learning Centers have spatial variety and flexibility.
Co-locate Centers.
Move Building Management to a prominent location.
Add technology to 250A.
Add windows from 311 suite to the corridor.
Add technology to Board Room.
Add corridor windows or door lites to conference rooms.
Preserve 201 Peterson as excellent small conference room.
Add door from corridor to 250A.
Build in Gilbert or Peterson a conference room for about 16.
Always purchase a variety of office furniture.
Offer writing surfaces for faculty offices.
Doors in center of room is more awkward than offices with door near corner.
Either create faculty and staff lounges or change how Event Room is scheduled and secured.
Add support near faculty offices for casual conversations.
Add restrooms.
Make sure that remodeled spaces are integrated with new, not haves and have-nots.
Add plants, art.
Create building training system for faculty and staff.
Clarify (and post?) locker access policy.
Print new directory listing programs.
Add camera at lockers.
Add resource center.
Clarify and enforce smoker policy.
Publicize policy for building access hours.

Tabulated comments

All of the focus group comments were tabulated into a single spreadsheet. Similar or duplicate comments were combined for the lessons learned, and resulting comments were correlated with their originating focus group or groups, with the room numbers where appropriate. The lessons have been distilled from the comments to keep the list of lessons to a manageable size. Proposed actions are also shown in conjunction with the comment that elicited the proposal.

Comments are grouped by functional area (case study rooms, faculty offices, etc.), with positive comments generally listed ahead of negative comments in each area.

Although certain comments did not result in lessons learned, they still contain much useful information. Readers are encouraged to read the comment spreadsheet in its entirety.

Faculty (tenure-related)	Adjuncts & Instructors	Undergraduate students	Masters students	Classified employees	Officers of Admin.	Comment	Room Reference	Lesson	Action
x	x					General			
						It's great!		1	
						Enhances sense of community		5	
						Great light		1	
						Wonderful for recruiting (lecture hall, atrium, etc.)		1	
						Wireless everywhere is wonderful		7	
						There are thermal comfort issues in many places		12	
						Things seem dirty		8	Pay great attention to using maintainable finishes
						Atrium			
x	x					Cafe is great, important meeting place	150	5	
x						Balconies get a lot of student use, even weekends	Lx45	4	
						Rotunda is pretty		1	
						Rotunda stair good for connecting people, exercise	upper floors	5	
						Main corridor at rotunda stair is good place for casual encounters		5	
						Lots of student use		4	
						Flexibility for a variety of uses is good		9	
						Like the spiral stair		1	
						Rotunda stair is dirty, bad image		8	
						Rotunda stair makes me dizzy, feel like a gerbil			
						Rotunda stair is only used for one floor at a time, too slow			
						Benches on the stair landings would be nice		4	
						No way to publicize via posters, need info kiosk in Atrium and L 180	L151, L180	14	Create information kiosks (paper and computer) at key locations.
						Feels drabby in the winter		12	
						Rotunda railing seems to thin, light, scaly			
						Add tables and chairs at Rotunda 1st floor? Seems empty.		4	Add tables and chairs at Rotunda 1st floor
						Rotunda stair drops people at Career Ctr and Ext. Affairs back doors, and problems within 240 & 340	240, 340	5	
						Catering happens in corridor H130, potential conflicts			
						Parts of Atrium and Balconies are too dark for studying at night		4	Increase lighting in parts of Atrium and Balconies for studying at night
						Foot traffic is distracting for studying		4	
						Too many tables without power for laptops		4	Provide power at all potential study areas
						Number of chairs per table limits use to small teams, no larger tables		4	Install larger tables in Atrium, balconies, corridor alcoves
						Atrium tables are too small to work on		4	
						Balcony tables are too small to work on		4	
						Not enough tables, work areas		4	Install more tables and chairs in Atrium and elsewhere.
						High seats are uncomfortable		4	Don't use any more high seats.
						Too noisy during the day, need earplugs		11	Create designated quiet areas for studying. Atrium balconies?
						Security for late evening restroom trips is a problem		13	
						Needs a public access phone (or elsewhere)		14	Install public access phone near Atrium
						Needs information/event computer kiosk to find faculty & office hours		14	Install computer kiosk for building information (kiosk already available)
						Too few power outlets in study areas such as balconies		4	
						Large classrooms			
						Skylights are great	282	1	
						Good for lectures	282	4	
						Controls are a little wacky		15	Install simple instructions in each room.
						Front of 182 is cold, rear is warm	182	12	
						Case study rooms			
						Generally very good			

Faculty (tenure-related)	Adjuncts & Instructors	Undergraduate students	Masters students	Classified employees	Officers of Admin.	Comment	Room Reference	Lesson	Action
X						OK for Accounting and Finance, others maybe, maybe not		2	
X						Dept. labels send a message re college organization & foster cohort		2	Clarify use policies with signage, and/or provide drop-in areas without departmental ownership
X						Students may or may not cross disciplines		2	
X						Human catalyst needed such as at Accounting	455	5	Provide faculty or staff office in each Learning Center
X						Breakout rooms for 4-6 needed, as well as or instead of big open space		4	Build small group space and/or subdivide some of larger spaces
X						Designated use inhibits access to back rooms for groups	355x	4	
X						Use 355A as conf. room w/ white board	355A	4	
X						Ownership issues in Learning Center 455	455	2	
X						After-hour access to Learning Centers is a problem. Card Keys?		13	Provide access control system to allow evening use of Learning Centers
X						Consider 209x, Peterson as student club area to create more flex use of learning centers	209x		In Peterson remodel, designate 209 suite as student club area
	X					Don't feel welcome to those outside Accounting and Finance, add for other majors		2	
						Other study areas			
X						Corridor alcoves such as H414 next to 428, are very popular		4	Create more corridor alcove spaces for meetings, studying, and a reservation system for peak times.
X						Corridor alcoves are used for faculty/student meetings		5	
	X					Technology center is used for team projects because it has computers		4	Encourage/require students to purchase laptops, or establish laptop checkout program.
						Leadership Center, Atrium, and Cate also used by project teams and for studying		4	
						Need grad-only learning center with quiet and facilities suitable for grad needs		4	Create a Graduate Center with quiet study areas, breakout rooms, and other facilities.
	X					Currently study at home or Knight Library due to lack of suitable space		4	
	X					Corridor alcoves have problems for study groups (lack of power, motion sensors, etc.)		4	At corridor alcoves, add power, adjust delay on motion sensors, increase degree of privacy, etc.
	X					Students can see Event Room sitting empty, source of frustration when seeking work areas		4	Schedule student use of Event Room at times of peak demand.
	X					Career Ctr. rooms (250B-E) don't have phones (yet phone interviews)		4	Add phones to Career Center interview rooms
X	X					Need plenty of lockable study areas with table, laptop power, space for books, designated QUIET		4	Build much more student study and project space.
	X					Need drop-in space that is quiet for unscheduled time		4	
X						Everything is kept locked, hard to find rooms for presentation practice		4	Examine access policies, establish drop-in times for student use of certain areas.
	X					Chiles 221 rooms are popular, but no built-in projectors, so can't leave after set up		4	Install projectors in Chiles
	X					Terrace T450 is shady and cold, and usually locked		4	
	X					No rooms are available when we try to reserve		4	
X						Not enough benches in corridors	H350	4	Add benches to upper floor corridors
	X					Hallways are reverberant (no big deal), hear conversations from other open doors		11	
X						Quiet study area in 298/299 Gilbert is not well publicized, not good space		4	Add furniture to courtyard, including tables suitable for groups of larger than 4, power, etc.
	X					Courtyard needs furniture		4	Provide written policies regarding student access to facilities.
	X					General lack of clarity as to what students have access to			
						Technology Center			
	X					People have trouble finding the Technology Center	320	14	Improve signage to the Technology Center
	X					Need to find space in the Technology Center for Eric	332C/32X		Remodel Technology Center to add one office.
	X					Need more capacity at the end of the term		7	Increase Technology Center capacity.
						Administrative and program spaces			
	X					It's nice to see people passing on the rotunda stair, and wave to them	240	5	
	X					Flexibility of 228 Chiles is good	228	9	
	X					Climate control is great; filtered air, operable windows		12	
	X					Having enough room for work & storage is good		5	
	X					Connections to others in LCB is good		1	
	X					Sense of openness is great		1	
	X					Lots of places to encounter people from elsewhere in LCB	340, 366, 440	5	
	X					Good storage in 145B	145B		
	X					Plenty of room in 155 suite	155x		
	X					Visibility from advising to tutoring is good	145, 155	3	
	X					Leadership Center is a good meeting/crossing place	140	5	

Faculty (tenure-related)	Adjuncts & Instructors	Undergraduate students	Masters students	Classified employees	Officers of Admin.	Comment	Room Reference	Lesson	Action
						Career Center is well located for student access	240	3	
						External Affairs is all in one place	340		
						Good storage	340		
						External Affairs has visibility, can see Dean's office	340	3	
						445 provides a visible, professional, "branded" location	445	3	
						Student group use is high	445	4	
						Location of Advising is great for student exposure and access	145	10	
						Acoustical privacy issues are ubiquitous	.240x, 340x,	11	
						Open office environment causes noise problems	145	11	Add acoustically absorptive materials to 145.
						Separation of Advising from Career Center is tough	145	3	
						Hard for Advising to stay connected to rest of LCB (faculty don't use rotunda stair to 1st flr)	145	3	Find ways to engage faculty with Advising.
						Distance between doors into 145A and 145B causes problems			
						Areas on the rotunda are fishbowls, no privacy	240, 350	5	
						Undergrad program feels scattered, too crowded	145, 155	3	
						Career center needs more walls, divisions, acoustical problems	240	5	Subdivide the Career Center with partitions and high performance acoustical materials.
						Not enough readily accessible storage (e.g. closets)			Add storage cabinets where needed.
						Program growth opportunities are limited, no flexibility		9	
						Furniture systems are too inflexible	many	9	Ensure that future furniture purchases provide modularity and flexibility
						Career Center interview rooms need blinds, recruiter is back-lit and can't be seen clearly	250x		Add window coverings to Career Center interview rooms.
						Upper floor centers have difficulty engaging undergrads	355	3	Relocate Centers to lower floors.
						Lost people tend to end up at 340 or 345	340, 345	14	Designate a point for orientation and information.
						Poor temp control (345 too hot, 340 & 155 too cold in summer, 155C too cold always)	155C, 340,	12	
						Shielding of entrance is needed at 340	340	5	Shield entrance in 340.
						Dean's Office needs separations (walls), shelving	350	5	Subdivide Dean's Office, add shelving.
						Dean's Office is too cold	350	12	
						Sign at 250A says "Services", not "Center"	250A		Fix sign at 250 to read "Services", not "Center".
						Offices in 352-358 corridor (Assoc. deans) are buried, not in contact w/ faculty	H358	5	Provide windows through to main corridor.
						140 is dark near the entrance	140		Add light to 140 entrance.
						155x intensity of use could be higher, underutilized?	155x	3	Add uses to 155 suite.
						Inner Learning Center rooms converted to program use are dark	345C, 355B,	355C	Add windows to the corridor where possible in inner offices.
						If all student services had entrances near each other, synergies would result		3	Co-locate student services.
						Doors are kept closed, inhibiting interaction		5	Remove door closers where allowed by code.
						Centers have different physical needs, yet are shoehorned into single physical model		9	Ensure that future office clusters, Centers, and Learning Centers have spatial variety and flexibility.
						Create clusters of Centers to develop synergies		3	Co-locate Centers.
						Centers DON'T bring faculty and students together		3	
						Building Management (and lost and found) is hard to find, should be at Atrium		10	Move Building Management to a prominent location.
						Service issues with Building Management			
						Hard to find Grad Office	300	3	
						Conference rooms			
						311A is great for a secluded, available break room		6	
						250A is a good size and in a good location		6	
						174 is a well-kept, well locked secret	174	6	
						250A is tech-ready, but lacks technology	250A	6	Add technology to 250A
						311 suite is isolated/isolating; not even windows to the corridor		6	Add windows from 311 suite to the corridor.
						Weird acoustics at Board Room		11	
						Board Room is tech-ready, but no tech	450	6	Add technology to Board Room.
						311 suite is buried, invisible, unused	311x	6	
						Make all conferences rooms visible, windows to corridor or in door		6	Add corridor windows or door lites to conference rooms.
						Preserve 201 in remodel		6	Preserve 201 Peterson as excellent small conference room.

Faculty (tenure-related)	Adjuncts & Instructors	Undergraduate students	Masters students	Classified employees	Officers of Admin.	Comment	Room Reference	Lesson	Action
x					x	250A needs a direct corridor door. (Career Services conf. room)		6	Add door from corridor to 250A.
					x	Need "weener" room for about 16, presentations, events		6	Build in Gilbert or Peterson a conference room for about 16.
						Faculty offices			
x						Great daylight		1	
x						Furniture is nice		1	
x						Comfortable		1	
x						Air conditioning is great (after old building)	south side	12	
x						Corridor interaction is good, helps research	H460	5	
x						Open doors welcome students, important signal		5	
x						Meet in office with up to 3 students		5	
x						Blend of offices improves interaction		3	
x						Research occurs in offices		3	
x						Faculty separation from first floor, advising areas is not a big deal		3	
x						Good connection to Dean's office		3	
x						Lots of acoustical problems between offices (varies) (can hear casual conversation)		11	
x						Less furniture and more flexibility would help		9	
x						Offices are too small, esp. with furniture inflexibility		9	
x						More furniture variety would have helped		9	Always purchase a variety of office furniture.
x						Desks are too low (keyboards on desks)		9	
x						No blackboard/marker board in offices		9	Offer writing surfaces for faculty offices.
x						Some doors are hard to open			
x						Best office in building is landing of S480, why no corner offices?			
x						Not all offices are equal in size			
x						Would like to remove door closers		5	
x						Noise from restrooms goes into nearby offices	37x	11	
x						Doors in center of room is more awkward than offices with door near corner			Doors in center of room is more awkward than offices with door near corner
x						Set aside some office for meetings, projects		12	
x						Offices seem too sound proof to corridor, can't hear "Come in".		11	
						Other faculty/administrator space			
x						Space outside 370 is great interaction hot spot		5	
x						Space at copier in 433 is great interaction hot spot	433	5	
x						Event Room works well for events, with Board Room		5	
x						Terrace on 4th floor is good for lunch		5	
x						Event Room kitchen has a big enough fridge		6	
x						Board Room satisfies a need not previously met		6	
						Event room isn't a real lounge: out of the way, event conflicts	440	5	
x						Faculty and staff lunches are unlikely in Event room unless scheduled	440	5	
x						Event room needs coffee machine to be successful as lounge		5	Either create faculty and staff lounges or change how Event Room is scheduled and secured.
x						What's this room (310A) for? Hidden conference room?	310A	6	
x						4th floor corridors seem empty, no place to chat	H460	5	Add support near faculty offices for casual conversations.
						Restrooms			
						Like sinks with sensors			
x						Not enough restroom capacity		x	Add restrooms.
x						Dirty, some broken fittings/accessories	165	8	
						No warm water	215	8	
						Motion sensor doesn't work correctly		8	

Faculty (tenure-related)	Adjuncts & Instructors	Undergraduate students	Masters students	Classified employees	Officers of Admin.	Comment	Room Reference	Lesson	Action
x						Restrooms often seem closed for repair		8	
				x		Showering water closets are a surprise, to say the least	115	8	
					x	Too hot	165	12	
				x		165 gets a lot of restroom noise		11	
						Miscellaneous			
	x					Like energy efficiency and use of technology			
x	x					Building security?		13	
x						Trade off between encouraging use and maximizing security		13	
x						Need to integrate spaces in old buildings		5	Make sure that remodeled spaces are integrated with new, not haves and have-nots.
x			x			Plants? Art?			Add plants, art.
x			x			Weird acoustics at corridor crossings is disturbing, yet good for giving directions		11	
x						Have training, handbook, and tour for faculty		14	Create building training system for faculty and staff.
	x					Can undergrads use lockers?			Clarify (and post?) locker access policy.
x						Overall, building is more isolating. More spread out?		5	
			x			Directory only lists individuals, not programs		3	Print new directory listing programs.
			x			Lockers are shared with undergrads			
			x			Break-in problems occurring at lockers		13	Add camera at lockers
			x			Grad student space in the older buildings is fine if upgraded to equal standard		4	
			x			Need our own library or resource center (mixed opinions)			Add resource center.
x	x					Smokers directed 50' from west entrance, is in Kincaid St.	S110	12	Clarify and enforce smoker policy.
						Smoking banned from service area, yet has a chair a built		12	
						North entrance: smoke gathers under overhang, blows into 140	140	12	
			x			Elevators are slow, no movement indicators			
						Smoke into building at building entrances	L129, L150,	12	
			x			Early a.m. unlocking is inconsistent door-to-door		13	Publicize policy for building access hours.
			x			It's hard to find a reliable quiet place for lunch, breaks	311, 440	5	
			x			L355 is pretty good for breaks	L355	5	
						Room numbering is confusing for students		14	
						Not building related			
			x			Grad computer lab in Chiles has trailing-edge computers (vs. technology fee)	327		

Appendix 1: Focus group information

A total of 5 focus groups were organized:

- Faculty (tenure-related)
- Adjuncts & Instructors
- Undergraduate students
- Masters students
- Classified employees
- Officers of Administration

Focus group members were chosen by the project user group. Each session was facilitated by a Lundquist College faculty member from the user group, and comments were recorded on enlarged floor plans by Planning Office staff.

Each facilitator asked a series of seed questions related to building use to stimulate comments. These questions were organized to solicit positive comments before negative comments. The following is a selection from the proposed plan for these focus groups.

LILLIS BUSINESS CENTER POST-OCCUPANCY EVALUATION

Planning Office / FT

University

May 11, 2004

SUMMARY

This document outlines a proposed process for conducting a post-occupancy evaluation (POE) of the Lillis Hall project at the Lundquist College of Business, University of Oregon. This POE will be undertaken as a series of focus groups of representative users of the facility (undergraduate students, tenure-related faculty, classified staff, etc.). Each group will be asked to assess the successes and failures of the building project, measuring the outcome (the built project) against the original goals and desires. Secondly, they may also choose to record other items that may not relate to the original intent.

Each group will be asked to, at a minimum, consider areas of the building that they have particular interest in. These are represented in the Participation Matrix, below. Focus groups will be given seed questions to stimulate discussion, although these are seen more as stimulus than as limits or boundaries.

The groups will be facilitated by LCB, with assistance from Planning Office staff who will record results and create a report.

INTRODUCTION FOR EACH GROUP (the ground rules)

- There are no right answers, variety of opinion is good.
- It is important to record successes as well as failures.

- The subject of the focus group is the building, not administrative or academic aspects of the College, planning for the remodels, etc., except as these relate to the building itself.
- We will read or write or project the seed questions, not hand them out (to avoid jumping ahead).
- Floor plans will be on the walls for people to refer to, and also blank paper for visible note taking (by Fred).

FOCUS GROUP QUESTIONS

Undergraduate Students

- . Where do you meet to work on team projects?
- Where do you go to work on your own?
- Where and how do you interact with faculty?
- Do you use learning centers? Which one(s)? How? Why/why not?
- What public areas do you use on a regular basis?
- Where do you go for unscheduled time?
- What programs or services are hard for you to find?
- In what ways do the classrooms enhance learning?
- In what ways do the classrooms hinder learning?
- If you need help from an administrator, do you know where to go for assistance?
- Do you have any other particular observations about the building?

Graduate Students

- Where do you meet to work on team projects?
- Where do you go to work on your own?
- Where and how do you interact with faculty?
- Do you use learning centers? Which one(s)? How? Why/why not?
- What public areas do you use on a regular basis?
- Where do you go for unscheduled time?
- What programs or services are hard for you to find?
- In what ways do the classrooms enhance learning?
- In what ways do the classrooms hinder learning?
- If you need help from an administrator, do you know where to go for assistance?
- Do you have any other particular observations about the building?

Tenure-related Faculty

- Where do you go to interact with students?
- If three students show up at your office to meet with you, where do you go?
- What aspects of your office help you do your work?
- What aspects of your office are impediments to getting work done?
- Where do you work on research projects?
- What public areas do you use on a regular basis?
- What programs or services are hard for you to find?
- In what ways do the classrooms enhance learning?
- In what ways do the classrooms hinder learning?

Do you have any other particular observations about the building?

Instructors and Adjuncts

Where do you go to interact with students?

If three students show up at your office to meet with you, where do you go?

In what ways do the classrooms enhance learning?

In what ways do the classrooms hinder learning?

Where do you interact with other faculty?

What aspects of your office help you do your work?

What aspects of your office are impediments to getting work done?

What public areas do you use on a regular basis?

Do you have any other particular observations about the building?

Officers of Administration

What aspects of your workplace help you do your work?

What aspects of your workplace are impediments to getting work done?

If you could change one thing about your work environment, what would it be?

Can people find you successfully within the building complex?

Do casual encounters keep you in touch with the LCB community? Where?

Where do you go to take a break?

Do you have any other particular observations about the building?

Classified Staff

What aspects of your workplace help you do your work?

What aspects of your workplace are impediments to getting work done?

If you could change one thing about your work environment, what would it be?

Can people find you successfully within the building complex?

Do casual encounters keep you in touch with the LCB community? Where?

Where do you go to take a break?

Do you have any other particular observations about the building?

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Appendix 2: Annotated plans & focus group notes