## 1. Teaching spaces

There is a 25% variation in the teaching space score between faculties.

Daylight access, thermal comfort and furniture are elements frequently mentioned by students that add, or detract from, their learning experience.

Charging point access limits participation in class how long students can stay on campus.

Some existing spaces better support students than others, Dufour and Bastions received the most negative comments.

## 2. Library and study spaces

The libraries offer a focused and formal environment for study (albeit with some capacity issues).

Daylight access, thermal comfort and ventilation impact comfort and length of stay.

There are a good variety of spaces, but not enough seating.

There is opportunity for less formal but structured co-working areas in addition to libraries.

## 3. Safety, wayfinding and general building maintenance

The sense of safety is satisfactory overall.

Uni Mail’s permeability to the public diminishes sense of safety and influences how students use the campus.

Students have trouble finding rooms and would benefit from more digital and physical maps.

Both building maintenance levels and waste / recycling were perceived relatively positively.

Cleanliness of toilets is an issue, and students would benefit from access to more water fountains.
4. Community and social space
Students associations play a strong role in creating community and connection at UNIGE
Students appreciate the access to green space, particularly at UniMail and Bastions. Use is limited by weather and public access
There is opportunity to develop several social areas across UNIGE buildings to help students build stronger connections

5. Accommodation
Students from Geneva are more likely to be living at home
75% of students (not living at home) had difficulty finding accommodation and it is a point of significant stress
University accommodation is perceived as the best value for money, but lower in quality

6. Teaching preference
Just over half of students prefer hybrid delivery, demand for Mediaserver access to continue is being driven by multiple factors, including social experience
EXECUTIVE SUMMARY

As part of an Estate planning exercise for the University of Geneva, a project was completed in May 2022 to understand what students enjoy the least and most about campus facilities as a means to identify improvement projects. Over 600 students completed the online Campus Experience Index (CEI) survey. This survey collects quantitative and qualitative feedback from students about facilities. In addition, a small group of students kept a photo diary over a two week period. Results are presented in this report. The graph on the following page compared the University’s results against other campuses using the CEI globally.

UNIGE has a unique estate, with buildings spread across the city. Whilst students love the location, and the connection it offers to vibrant urban life, they feel the campus lacks a heart and that there are limited spaces to connect and socialise. Comparisons were drawn against spaces at UNIL and EPFL. A focus on creating hubs or areas for students to congregate, connect and relax would allow students to spend longer on campus. There is also opportunity for UNIGE to develop informal learning spaces (outside of libraries) that enable students to work alone, online or in groups. A focus on both social and informal learning spaces will help the University respond to increasing demands for hybrid teaching delivery and offer a competitive advantage.

Additionally there are numerous opportunities to improve day to day campus experience. Students raised issues such as uncomfortable furniture, charging point access, not enough seats, thermal comfort and daylight access. These are impacting their ability to focus and work productively.

The following pages summarise key findings, with detailed analysis in the main report. Quotes and images from students help readers understand the campus experience from their perspective.

<table>
<thead>
<tr>
<th>Category</th>
<th>Result</th>
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</thead>
<tbody>
<tr>
<td>Teaching spaces</td>
<td>54%</td>
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<tr>
<td>Library spaces</td>
<td>59%</td>
</tr>
<tr>
<td>Informal study areas</td>
<td>35%</td>
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<tr>
<td>Belonging</td>
<td>46%</td>
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<tr>
<td>IT</td>
<td>71%</td>
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<tr>
<td>Wayfinding</td>
<td>72%</td>
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<td>Safety</td>
<td>83%</td>
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<tr>
<td>Social/relax space</td>
<td>38%</td>
</tr>
<tr>
<td>Park/green space</td>
<td>75%</td>
</tr>
<tr>
<td>Building maintenance/cleanliness</td>
<td>71%</td>
</tr>
<tr>
<td>Waste and recycling</td>
<td>82%</td>
</tr>
</tbody>
</table>
WHAT STUDENTS LOVE MOST ABOUT THEIR CAMPUS

1. Location, proximity to urban amenity
2. Variety of spaces to work and study (esp. libraries)
3. Proximity to parks and nature
4. Community, friends
5. Teaching quality/teaching spaces

WHAT STUDENTS LIKE THE LEAST ABOUT THEIR CAMPUS

1. Uncomfortable spaces (e.g. furniture, too hot)
2. Crowded, not enough seats
3. Quality of amenity (toilets, water, food)
4. Dispersed buildings, no campus heart
5. Lack of social/relax spaces
Teaching space

Students appreciate teaching spaces at UNIGE with comfortable furniture (particularly in auditoriums), daylight access where feasible, a layout which facilitates easy movement in and out of class and reasonable thermal comfort. Some spaces in Uni Mail and the new CMU were mentioned as favourites spaces. The satisfaction with teaching spaces was lower than other large campuses in the CEI. It is likely the quality of some auditoriums bringing the score down. Spaces in Bastions and Dufour were the most frequently mentioned in comments and are well-planned for upcoming refurbishment.

There are some low to medium cost options for improving teaching spaces, which will help students stay engaged and comfortable. These include:

- Ergonomic furniture in auditoriums, such as padded chairs and more spacious desks that allow students to place a laptop and notebook, with charging point access
- A focus on thermal comfort, students find some rooms very hot in summer and uncomfortably cold in winter
- Finishes in the buildings that help inspire/motivate and create the feeling of an intellectual institution (e.g. paint, carpet, artwork)

Library and study spaces

The libraries at UNIGE provide a productive environment that help students focus. A lack of seating, particularly around exam periods, creates tension and it can be stressful finding a place to work. There is opportunity to create organised co-working spaces that provide a less formal environment. These will also cater to the growing demand for spaces to participate in online and hybrid learning. Students would like more furniture in areas such as the UniMail and Dufour corridors as a starting point. These spaces may be suitable for a reasonably quick uplift project to become higher quality informal spaces, however may not be the best long-term solution due to noise and distraction.

There are also opportunities to improve functionality within existing library spaces, such as access to charging points. A more complex and costly issue is thermal comfort, particularly in Uni Mail.

Safety and wayfinding

Safety is slightly lower than other large urban campuses, the score is mainly impacted by negative interactions students are having, or have had, with members of the public (such as homeless seeking shelter around Uni Mail). Mentions of theft were also higher than seen at other campuses (which students feel is due to the campus permeability to the public).

For UNIGE, locating rooms is particularly difficult (especially in CMU, Science II and Uni Mail). In addition, the time allowance between classes is insufficient when students need to change locations. Improving wayfinding on campus can create an easier transition into a university for students and also ensure students are using all the spaces available to them.

Waste, recycling and building maintenance

Satisfaction with waste and recycling on campus is high at 82%. Students had suggestions for a greater number of recycling bins, ability to recycle glass and composting options. The level of waste management provided by UNIGE is excellent compared to other campuses.

Building maintenance was lower at 71%. The two main issues raised were toilet cleanliness and functional charging points.
Social spaces, community and belonging

The students associations are very active and these activities provide a significant architecture for a UNIGE student’s sense of belonging. Unlike other campuses, Covid has not resulted in a halt of the student association activities. Comments on the role of associations were much more positive than seen across other recent projects.

There is a clear opportunity for spaces that capture students before, between or after classes and provide an environment to relax and connect. Many students made reference to other universities (e.g. Lausanne and EPFL) providing better social space and experience. The scattered nature of the campus throughout Geneva is perceived as more of a negative than positive. Most students feel there is currently no central heart or social centre. However, they appreciate the urban location and the benefits this provides.

Whilst students use and appreciate the parks around the buildings (in particular Bastions and Uni Mail) these are used by the public and become busy, and can only be accessed when the weather allows. Providing some UNIGE-only hubs with a range of furniture (couches, group tables and chairs, booths) along with kitchen facilities will help elevate the social experience. This will also help students create stronger networks amongst peers.

Teaching preference

Students like and appreciate MediaServer, allowing access to online materials. 52% of respondents voted for hybrid as their first preference, and 42% for face to face. There are some key factors driving up demand for online, including:

- Over-crowded spaces on campus and difficulty finding a seat
- Accommodation shortages in Geneva, and long commute times
- The need to work or care for others requiring flexibility to learn on their own schedule
- Discomfort in some spaces (too hot or cold, lack of charging points, uncomfortable furniture)
- Covid interruptions and Covid risk

Students that prefer face to face, are having a better social experience on campus. They have higher scores for belonging and satisfaction with social and relax spaces.

Accommodation

The supply of housing in and around Geneva is a significant source of stress for students. Cost and the ability to secure housing in a fair and timely fashion were cited as issues. A small portion of respondents (55) were in university accommodation, and only 3 in the 1hr par m2 program. The lack of housing means students are seeking accommodation outside of Geneva, and then have a lengthy commute. This will drive up demand for hybrid teaching.
RECOMMENDATIONS

1. Align teaching spaces highlighted in the report to current replacement schedule for furniture across auditoriums, prioritising Dufour, Bastions and the old CMU spaces.

2. Develop design guidelines for fitout of both auditoriums and other teaching spaces for consistency. Major refurbishments can prioritise functional furniture, daylight access (where feasible), thermal comfort and ventilation. Interior fitouts should address furniture to optimise learning and colours/finishes that create uplifting environments.

3. Consider large, bold artwork across external and internal walls for some of the older buildings.

4. Audit existing charging points across the campus to ensure they are working.

5. Install additional charging points in study areas, informal spaces, classrooms and auditoriums. Areas where students have long classes or study for long periods should be prioritised.

6. Undertake a strategic design exercise to identify what areas of the campus (UniMail in particular) can be made less permeable to the public, improving safety perception.

7. Install additional furniture across Uni Mail and Dufour corridors to create co-working areas. Install charging points here also.

8. The above corridors need to be assessed for their viability as long term solutions for co-working, other locations may offer greater acoustic/thermal comfort and less distraction. Identify potential locations for informal co-working space.

9. Review library furniture, in quiet areas replace some large tables with 1-2 person tables to ensure 1 individual is not taking up a whole table (this is relevant for areas of quiet, individual work only).


11. Create a system that communicates empty classrooms students can access for study, clearly detailing length of time classrooms can be used for.

12. Consider installation of toilets inside the Uni Mail library so students working late do not need to exit the building (they feel unsafe at night).

13. Audit toilets for functionality and cleaning schedules (prioritise basements of UniMail and Dufour).
14. Improve physical signage to help students orientate themselves more easily.

15. Consider a tool such as Maze Maps to assist digital wayfinding.

16. Focus attention on wayfinding experience for first year students in particular, including timetables to allow sufficient time to change locations.

17. Assess feasibility of waste and recycling suggestions, such as glass, aluminium and compost and additional rubbish collection.

18. Assess the opportunity to create a student hub on each of the main buildings, with a mix of furniture (tables for working and some soft furnishing to encourage relaxing) and kitchen facilities for food preparation, microwaves, kettles etc. These may overlap with some co-working spaces but it is important that the two typologies are separate. Social/relax spaces need to be separate enough so students don't feel they are disturbing others who are working.

19. Identify areas students can use as meditation rooms.

20. The perception of student associations is very positive, consider some suggestions made such as access to more hobby/leisure based clubs as an option, and suitability for non French speakers and mature age students.

21. There is clear need for additional student accommodation. Provision of accommodation would minimise commute issues, and stress. More detailed research is required to determine the most appropriate solution.

22. Increase the volume of bikes and e-scooter parking.

23. Identify prayer rooms outside of the university students can access.

24. Communicate any changes and improvement back to students.
This research used an online survey to collect data, consisting of likert-scale quantitative, and open-ended questions. The survey was administered via the UNIGE Qualtrics platform and then analysed via Campus Intuition platforms. The survey was administered in French and English. Whilst the survey was open a group of 29 students participated in an experience mapping exercise, using ‘photo-voice’ to record their campus experience.

There were 1064 survey responses with a 57% completion rate, resulting in 602 completed surveys. This is a satisfactory response, generating almost 4288 comments that have been analysed for this report. Comparisons have been pulled from the Campus Experience Index across other large urban campuses to provide global comparisons. Responses for Children’s Rights and Theology were too low and are excluded from faculty comparisons. Responses for Teacher Training and Environmental Science are low, these have been included in faculty comparisons but should be treated with caution.

There were over 50 students registered for the experience mapping, 29 proceeded with the exercise. Over a two week period researchers engaged with these students as they posted general feedback on their experience around the University’s facilities. They were prompted with questions along the way. Their feedback has been integrated to the report.

The report is presented in thematic sections covering each of the main data collection points. The scores presented at the start of sections are positive ratings, calculated as per the figure on the right. Recommendations are formulated based on the student feedback and volume of responses around particular topics.
### Participant summary (of the 602 completed surveys)

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<thead>
<tr>
<th>Category</th>
<th>Respondents</th>
<th>% sample</th>
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<tr>
<td>Male</td>
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<td>More than 3 years</td>
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<td><strong>Type</strong></td>
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<tr>
<td>Undergraduate (Bachelor)</td>
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<tr>
<td>Postgraduate (Masters)</td>
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<tr>
<td>Economics and Management</td>
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<tr>
<td>Law</td>
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<td>10.5%</td>
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<td>Theology</td>
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<tr>
<td>Psychology &amp; Educational Services</td>
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<td>18%</td>
</tr>
<tr>
<td>Translation &amp; Interpreting</td>
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<td>5%</td>
</tr>
<tr>
<td>Global Studies</td>
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<td>4.5%</td>
</tr>
<tr>
<td>Teacher Training (IUCE)</td>
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<td>2%</td>
</tr>
<tr>
<td>Environmental Science</td>
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<td>2%</td>
</tr>
<tr>
<td>Children’s Rights</td>
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<td>0.2%</td>
</tr>
<tr>
<td>Other</td>
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<td>10%</td>
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<td></td>
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<td>Grand Geneve Region</td>
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<td>67%</td>
</tr>
<tr>
<td>Other Switzerland</td>
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<td>18%</td>
</tr>
<tr>
<td>Other Europe</td>
<td>61</td>
<td>10%</td>
</tr>
<tr>
<td>Other continent</td>
<td>30</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Part/ full time</strong></td>
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<td></td>
</tr>
<tr>
<td>Part time</td>
<td>52</td>
<td>10%</td>
</tr>
<tr>
<td>Full time</td>
<td>462</td>
<td>90%</td>
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THERE IS A 25% VARIATION IN THE TEACHING SPACE SCORE BETWEEN FACULTIES

Teaching spaces are considered those where students actively take classes, such as auditoriums, seminar rooms, tutorial rooms and laboratories. The teaching space score for UNIGE is lower than other large urban campuses in the CEI. Humanities scored the lowest at 40% compared to Science and Medicine at 65% (Fig 1). There were no significant variations against stage of study (those in later years had only a slightly lower score) or type of degree.

Fig 1 - How well teaching spaces and IT support learning, by faculty
Comments are analysed for space characteristics to understand what contributes to a space that supports, or inhibits, learning. Each comment is coded to a building and (where possible) a space. Comments are then given a positive or negative sentiment and tagged for space characteristics mentioned. Figure 2 shows the sentiment of comments against each building. Many spaces have positive and negative aspects, for example in Uni Mail students like the daylight and spaciousness of rooms, but find the temperature uncomfortable. Dufour, Science II and Bastions had more negative commentary compared to others, Dufour in particular, and this is due mainly to furniture in U300 and U600.
Daylight access, thermal comfort and furniture are elements frequently mentioned by students that add, or detract from, their learning experience.

There are characteristics seen across the CEI frequently that create a more comfortable environment, that is easier to learn in, outlined on page 17. There is an abundance of scientific research behind many of the space characteristics students mention in their CEI feedback. For example, daylight access and ventilation both improve concentration. Spaces without windows and ample air change rates (leading to elevated carbon dioxide levels) are often described as sleepy or hard to maintain focus. Research also supports a strong connection to nature which can be achieved through external views outside, indoor plants and indoor finishes (utilising natural colours and materials). These help create a calming atmosphere. All of these factors combine to create environments that are easy to learn in.

Figure 3 shows the space characteristics across the UNIGE estate. Daylight access was mentioned by a high number of students, as both a positive (ample daylight) and a negative (rooms with no or limited daylight, or poor lighting). There is a clear spike in feedback around furniture, higher than seen on other campuses. Furniture exacerbates some spaces (particularly auditoriums) feeling cramped or having layouts that are difficult to move around in.

Furniture may seem like a minor issue, but discomfort can be a significant cause of distraction. Common complaints included chairs with no padding, or that are not at a comfortable height in relation to the desk, flip desks or very narrow desks. It is difficult for students to lay out their laptop, books or notebook or sit comfortable for long classes. In U300 and U600, and other auditoriums, they also need to stand to let people go in and out of the rows which is disruptive.

Fig 3 - Characteristics that add and detract from experience in teaching spaces
GLOBAL INSIGHTS FROM THE CEI: WHAT DOES A GOOD TEACHING SPACE FEEL LIKE?

Lecture theatres/auditoriums

- Ability to see, hear and (sometimes) engage with lecturer
- Desks that are solid (rather than flip) allowing room for laptops and other material. Or sturdy flip desks that are large enough to accommodate items and lay flat so devices don’t slip.
- Ability to move in and out of rows easily
- Charging points near to all seats
- Soft padded seats with high backs (especially for spaces with long lectures)
- Finishes that are interesting (e.g. use of nature-based colours and themes as opposed to grey carpet/white walls)
- Working AV and lecture recording
- Clean
- Comfortable temperature, ventilation and acoustics

Seminar/tutorial rooms

- Ability to easily see and engage with lecturer as they move around the room (no columns, AV allows movement, multiple screens, good sound)
- Daylight access
- Spaciousness – desks that allow material to be spread out and ability to move around easily (spaciousness is often inhibited by too much furniture)
- Interesting and inspiring finishes, not too sterile
- Comfortable furniture (desks on wheels for easy movement, padded or comfortable seats to allow longer seating times, stools with backs for labs)
- Desks and room layout that match the pedagogy (a key issue is seating in rows when peer-to-peer engagement is needed)
- Comfortable temperature, ventilation and acoustics
This is the classroom I like the least. This could be for several reasons, it’s hard to explain. First the fact that it’s a class in the lower level of the uni (basement basically), the windows are on the ceiling (top left corner). Second must be the color of the walls, it doesn’t give a good vibe. Also the fact that the chairs are very noisy when moved makes it an awkward amphitheatre where one has to carefully pick his/her seat in order not to disturb everybody when moving. And in the summer it is very hot in there.

Our lecture theaters are nice and functional, however with no sun light, lots of people and artificial lighting it makes us sleepy. It is tolerable for one lecture, but when we have to sit there for 4h straight, we get out of there as hungry zombies that have not seen civilisation in a while.

This is the “amphi du bat D” in the Battelle campus. This room is spacious with a glass wall we can look to the outside and sometimes leave the door open for fresh air (it’s possible because the site is very quiet all day) and it’s also very well equipped. I would especially mention the power outlets for every person, and the chairs are comfortable (because they have a turning mechanism, we can even rock them a little bit). Me and my friends are very comfortable in there.
This is the largest room in my main building, Uni Carl Vogt. Most of my lessons take place there. It can accommodate about fifty students. It is comfortable, but during large lessons sometimes some people find themselves without a seat. On the other hand, the quality of the projector is very good, as well as the presence of Médiaserveur which is very practical.

These signs are complicated to understand for those who are not used to them (Science II). In rooms with windows, there are about ten buttons on these panels. Very often, assistants don’t know the buttons and are afraid to touch something they shouldn’t. So we are bothered by the sunlight reflecting on the board and the assistants don’t dare to draw the curtains. Some do not even dare to turn on the light in winter ...

This is one of our classrooms at Biotech (H4-02-A). It’s a nice room, but no camera or recording (for sound). Would be nice to have some hardware support for the teacher, in case they want to record the course or do hybrid teaching. Each line of table has places we can charge laptops, which is very helpful.

“\nI like classes in amphitheatres because it is more anonymous and you can do other things if you’re ahead of the teacher, but maybe teachers have to make us participate more and make the lesson more dynamic.\n”
Charging point access limits participation in class, and how long students can stay on campus

Figure 4 shows the IT related issues raised. Charging point availability, and access to working charging points were consistently raised as problematic. This is impacting students on a day-to-day basis. In auditoriums, laptops can run out of battery during class. During study time, students are selecting spaces based on access to charging points.

Other AV/ computer issues ranged across different issues including:

- Software availability and functionality
- How to connect and use printers
- Working computers in libraries (some are slow or not working properly)
- Some AV issues in teaching rooms

"The printers system needs developments! I can’t print documents from my computer"

"The wifi needs to be improved. In the computer room, the reception is very bad when we want to work on our computer and print documents on the printers"

"Better explain how the printers work, I’ve been trying for 1 year"

Fig 4 - IT concerns
Some existing spaces better support students than others, Dufour and Bastion received the most negative comments.

Figure 5 shows specific rooms within buildings to which comments have been coded. This is not an exhaustive list of spaces. In some cases students did not name a location but a general comment such as ‘auditoriums in CMU’. This section will give greater detail on general feedback across the buildings to help identify spaces requiring attention.

U300 and U600 show a clear spike, as well as some spaces across other buildings. Spaces with dominant positive comments (such as MR380) are examples of excellent rooms or auditoriums that students enjoy. The arrows in figure 5 indicate rooms with dominant negative or positive feedback.

The space characteristics are shown in figures 6 and 7 by building. This helps understand how feedback changes across buildings. For example, Dufour and Bastion show more comments around furniture and layout, whereas this is not as much of a priority for Science II. A discussion on the buildings follows, with additional graphs for buildings that had a high volume of comments.

Fig 5 - Specific teaching spaces and sentiment
Fig 6 - What supports learning, by building

- **Acoustics**
- **Aesthetic (uplifting)**
- **Charging points (sufficient)**
- **Spacious**
- **Equipped well (e.g. whiteboards)**
- **Furniture (comfortable)**
- **Thermal comfort, ventilation**
- **Light / daylight**
- **Modern**
Fig 7 - What detracts from learning, by building

Acoustics (poor)  Cramped  Thermal comfort, ventilation
Aesthetic (drab/uninspiring)  Equipped poorly  Light /daylight issues
Charging points (insufficient)  Furniture (uncomfortable or unfunctional)  Old
Bastions

There were 117 comments for teaching spaces in Bastions, 67 negative and 50 positive. Figure 8 shows the space characteristics mentioned and sentiment. The positive comments for Bastions were concentrated around the aesthetics of the building and proximity to the nearby park. The positive comments were more general in nature about the building than specific to teaching spaces.

Charm and beauty of the building, few people. Easy and practical to have all your lessons in the same place.

Spacious, historical, feels like going back in time.

Easily accessible with different transport.

Very few charging points, zero cafeteria, old and uncomfortable amphi as possible, it is always cold.

Fig 8 - Bastions, teaching spaces, characteristics and sentiment of comments

The park is very pleasant, the hall is spacious, the rooms are bright I like to be able to breathe and I like calm

The tables are not practical for a left-hander.

Bastion auditorium are not very comfortable, creaky benches, slightly leaning tables which makes stability impossible. Too hot in summer, too cold in winter.

Bastion classrooms are poorly soundproofed, in winter we freeze and in summer we suffocate. Not practical, long benches with little space.
## Bastions, teaching space comments

<table>
<thead>
<tr>
<th>Bastion</th>
<th>Positive Commentary</th>
<th>Negative Commentary</th>
</tr>
</thead>
</table>
| General auditorium comments | • Openable windows for fresh air  
• Natural light  
• AV system and screens make it easy to see  
• Large and spacious | • Uncomfortable seats (wooden or not padded)  
• Flip or narrow desks  
• Desks not ergonomic (e.g. too far from benches, not suitable for tall people)  
• Hard to get in and out (people need to stand)  
• Old furniture  
• Poor sound, external sound coming in  
• Charging points  
• Layout allows students to not pay attention (e.g. watch You Tube) |
| General tutorial/seminar room comments | • Daylight and spaciousness of some rooms  
• Layout of some rooms enables easy peer to peer engagement | • Uncomfortable furniture (desks too small, wooden benches, flip desks)  
• Some rooms no natural light  
• Poor sound insulation  
• Uncomfortable temperatures (hot in summer, cold in winter)  
• Lack of charging points |
| B101/104 | | • Desks too small, not enough space to write (connected to chairs) |
| B106 | • Spacious  
• Large display | • Cold  
• Uncomfortable seats  
• Tables too small for taking notes  
• Low tables |
| B220 | • Good layout, teacher and Students can sit and talk face-to-face  
• Large tables | |
| B111/112 | • Spacious room | • Benches and table unsuitable for tall people  
• Uncomfortable chairs  
• Desks too narrow for a computer & notebook |
CMU

There were 46 comments regarding CMU spaces, split between negative and positive. Feedback on the newly refurbished areas of CMU was positive. Newly refurbished spaces provide good charging point access, spacious desks and quality AV systems. Students refer to other parts of CMU as the "old building" and this is where much of the negative commentary focused. The aesthetics were mentioned, with colours and lighting making it feel uninspiring. Figure 9 summarises the comments and sentiment.

A & B | There are charging points, and the toilets are decent.

Apps (Building A and B of the CMU) | Small, allow lessons in small groups, bright, well equipped.

Boymond auditorium has a good sound system, pleasant light and electrical outlet at each place. The 4th floor rooms have windows with outside view.

New CMU auditoriums | Charges at each row, good sound system and quality of recording, sufficient space on the tables for taking notes

Little natural light, the colours are very dark, the space is not very warm.

Dark and old-fashioned appearance that contributes to winter burn-out.

Figure 9 - CMU teaching spaces, characteristics and sentiment of comments
### CMU, teaching space comments

<table>
<thead>
<tr>
<th>CMU</th>
<th>Positive Commentary (Mainly A&amp;B)</th>
<th>Negative Commentary (Old CMU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General auditorium</td>
<td>• Spacious desks, charging points accessible</td>
<td>• Lack of light or neon overhead lighting</td>
</tr>
<tr>
<td>comments</td>
<td>• Good AV set-up</td>
<td>• Cold temperature</td>
</tr>
<tr>
<td></td>
<td>• Comfortable temperature</td>
<td>• Odd layout (e.g. student walks in front of lecturer to enter, Albert Reynold)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• B400, Paul Boymond, and Albert Reynold - cramped, hard to enter/exit rows</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lack of charging points</td>
</tr>
<tr>
<td>General tutorial/</td>
<td>• 4th floor rooms and app rooms</td>
<td>• Some laboratories (microscopy and Pharma) with old equipment and layouts</td>
</tr>
<tr>
<td>seminar room</td>
<td>• Daylight, charging points, comfortable temperature</td>
<td>that offer little space for writing</td>
</tr>
<tr>
<td>comments</td>
<td>• Whiteboards in rooms, well equipped generally</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Appropriately sized rooms for classes</td>
<td></td>
</tr>
</tbody>
</table>

*CMU - This room is very good for classes where there are a lot of people... on the other hand, there are no sockets when we have 4 hour classes, it often happens that me or my friends finish the class without a computer.*
Dufour

The 107 comments for Dufour were mostly negative, and largely revolved around furniture, in particular the furniture in U300 and U600 (Fig 10). This explains the spike in furniture, layout and spaciousness comments. The furniture comments were not just around comfort, but accessibility into the space and ability to move around. Compared to other buildings there was less general feedback about Dufour, suggesting that these auditoriums are a key source of discomfort.

The tables (in the auditoriums) are small and inconvenient because they fold in two; the chairs are also very uncomfortable, especially since there is no possibility to move them closer to the tables to be more comfortable... one’s back is sore after a 4-hour class...

U600 and 300 | We have to disturb the whole row to go out if we sit in the centre, no natural light, difficult to hear what the teacher sometimes says

U600 | Dark room, little space between the chairs, not comfortable, tables in poor condition

Little ventilation, no windows in the auditoriums, seats not practical.

Fig 10 - Dufour teaching space characteristics and sentiment of comments

Spaciousness
See, hear, engage easily
Peer to peer
Modern
Location
Light / daylight / nature
Layout
Thermal comfort / ventilation
Furniture
Equipped
Charging points
AV
Appropriate size
Amenity nearby
Aesthetics
Acoustics

Number of comments

Negative  Positive
Dufour, teaching space comments

<table>
<thead>
<tr>
<th>Dufour</th>
<th>Positive Commentary</th>
<th>Negative Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>U300/600</td>
<td>• Large room</td>
<td>• Desks/chairs not suitable for tall people</td>
</tr>
<tr>
<td></td>
<td>• Warm</td>
<td>• Flip tables make it hard to take notes, desks are too small or not straight</td>
</tr>
<tr>
<td></td>
<td>• Can view screens/projections</td>
<td>• Limited room between rows</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Everyone has to get up (or fold in desk) to allow someone to pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tight and cramped seating arrangements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Limited daylight</td>
</tr>
</tbody>
</table>

Battelle

Battelle had fewer comments (21) compared to other buildings. Most of the negative comments were around the age of the building, its location and difficulty accessing via public transport. Despite the age, the building provides a welcoming atmosphere.

Few people and located in a green space.

Nice environment and relaxation area for students.

Inaccessible by transport.

Philosophers

Students feel that Philosophers has more a welcoming feel compared to other buildings. There were 45 comments, more positive than negative. It is less permeable to the public and quieter, and has smaller teaching spaces. Whilst it is a historic building, recent refurbishments have made it comfortable. Being less permeable to the public means students are able to utilise shared space easily. The negative feedback was mainly around the large auditorium and some specific rooms.

First floor to philosophers - brightness, accessibility, more seminar rooms and not large auditoriums.

Well-equipped rooms, comfortable, naturally bright, not too hot or too cold and well insulated.

It is smaller, quieter, comfortable to mingle in the rooms.

There are large spaces in the cafeteria to take a break and relax.

Access is inconvenient, the wood floor in the large auditorium creaks TOO much, the seating is very uncomfortable and not suitable.

Old auditorium, no electrical outlets.
Philosophers, teaching space comments

<table>
<thead>
<tr>
<th></th>
<th>Positive Commentary</th>
<th>Negative Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>General auditorium comments</td>
<td>• Smaller comfortable rooms in general, easier to engage with others</td>
<td>• Noisy floor&lt;br&gt;• Small tables, tilted, hard to take notes&lt;br&gt;• Hard to get in and out of rows&lt;br&gt;• Limited charging points</td>
</tr>
<tr>
<td>General tutorial/seminar room comments</td>
<td>• Some are well lit (daylight), comfortable temperature and good noise insulation</td>
<td>• Room 106, noisy&lt;br&gt;• Room 201, tables tilted, hard to take notes and seats uncomfortable&lt;br&gt;• Hard to open some windows (and then street noise interferes)</td>
</tr>
</tbody>
</table>
Science I, II, III

Students provided a range of general and specific feedback for Science I, II and III. In some cases they did not specify a building (just labelling the location as Science). These comments were assigned mainly to Science II. Figure 12 shows a clear spike in negative feedback around daylight and lighting.

Science amphitheatres 2 and 3 | There is no window, it’s oppressive. It is always very cold. Places are too close to each other.

Room 5050, on the Sciences III campus | It is large, bright, full of plants, the desks are large enough for a computer and a notebook, and the stools are a little more comfortable.

Sciences II, Sciences III | Clean spaces, pleasant and varied amphitheatres, bright and pleasant practical rooms, easily accessible laboratories.

Science II A50 (A or B) | Too dark, feeling of confinement.

1S059 Sciences III | There is Natural Light in the Room, it is well ventilated, we can see the Projector Well, the Board is good and there is Enough Space for Everyone. However the chairs are not great, they are unstable and quite uncomfortable for long classes.

All science auditoriums. | The chairs are extremely uncomfortable and cause pain; There is no electrical outlet available; The offices are far too small; There are no windows; The spaces are quite ugly and cold.

**“** Sciences | Air conditioning too strong in summer, it is cold, and no natural light, too black, lamps often flash it hurts the eyes **“**

![Fig 12 - Negative comment topics, Science II and Science III](image)

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### Science II and III, teaching space comments

<table>
<thead>
<tr>
<th>Science II and III</th>
<th>Positive Commentary</th>
<th>Negative Commentary</th>
</tr>
</thead>
</table>
| General auditorium comments | • Large screens  
• Spacious | • Uncomfortable chairs  
• Limited charging points  
• Small desks, hard to write  
• Aesthetic – dark and cold |
| General tutorial/seminar room comments | • Sci I physics room good for group work in close proximity to faculty staff  
• Sci II and III labs well set up open and accessible, openable windows, good temperature | • Poor daylight access  
• Lack of charging points |
| Room 5050 | • Large, plants, bright  
• Calm and soothing  
• Comfortable chairs and big desks  
• View outside  
• Practical layout | |
| A150/ A 300 | • Large | • No windows  
• Poor ventilation  
• Tight/ cramped  
• Cold  
• Unpleasant lighting (flashing/ neon)  
• Furniture layout makes it hard to engage |
| 1S059 | • Natural light, well ventilated  
• Can see projector and board  
• Spacious | • Uncomfortable chairs  
• Some lights don’t work |
| A50A /A50B | | • No natural light  
• Poor ventilation  
• Outside noise comes in  
• Unstable tables  
• Dark, feels confined |
A50a. I don't like this room. The desk (red arrow) prevents you from seeing the board when you are on the left of the room. On the right of the room, you can't fully see the board because of what I colored in blue with the blue arrow. Thus, it is complicated to follow the teaching in this room. In addition, all the places are on the left or on the right, in the middle there are no seats, just a passage to go to the back of the room.

A300 at Science 2. The room is enormous. We’re lucky, because all the teachers wear microphones so we can hear them better. We notice the difference!

A100 Sci II. This room is in the centre of the building, it doesn’t have any windows, so no real fresh air and no view of the outside at all, the chairs are made of plain wood so it’s not too comfortable, for one lecture of two hours it may be okay, but when you have to lectures one after the other 4 hours on that kind of chair is kind of too much. Other than that, this lecture room is well equipped with good lighting microphones and everything. I also like the way it is displayed in a semi circle that’s not too broad nor too narrow.
UniMail

The feedback for UniMail teaching spaces was more positive than negative, daylight access and thermal comfort/ventilation were mentioned frequently. Whilst students appreciate the daylight access in some areas it also creates some complications with heat gain and glare.

I have class in room M2160. It is pleasant, even if it would sometimes be more pleasant to be able to open the windows wider. All the rooms at the university are well equipped to do this. It’s very practical to be able to follow what the professor writes on his tablet directly on the board.

Fig 13 - UniMail teaching space characteristics and sentiment of comments

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Negative</th>
<th>Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcoming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spaciousness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See, hear, engage easily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer to peer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Light / daylight / nature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Layout</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thermal comfort/ventilation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipped</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charging points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate size</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amenity nearby</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aesthetics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acoustics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34 UNIGE Campus Experience Index Report
## UniMail, teaching space comments

<table>
<thead>
<tr>
<th>UniMail</th>
<th>Positive Commentary</th>
<th>Negative Commentary</th>
</tr>
</thead>
</table>
| General auditoriums | • Good natural light | • Missing, broken chairs in some  
• Uncomfortable seats/benches for long classes  
• Lack of charging points  |
| General teaching space | • Good natural light | • Poor ventilation, hot  
• Hard to see what is on screen (1150)  |
| 2140        |                     | • Broken blinds, hard to see what is on the screen                                    |
| M4389       |                     | • Too small and poorly arranged                                                      |
| MR60/70     | • Good natural light  
• Well-sized  
• Spacious  
• Large screen | • Broken chairs                                                                        |
| MR080       |                     | • Poor AV and acoustics, neon lighting  
• Uncomfortable chairs  
• Limited natural light  
• Staggered layout  |
| MR280/290   | • Spacious  
• Large desks, enough space to write (290) | • Uncomfortable chairs, poor condition  
• Limited natural light, too dark  
• Red/yellow finishes  
• Staggered layout  
• Hard to stay focused  |
| MS150/ MS160|                     | • Difficult to move in and out  
• Lack charging points  
• Broken chairs  |
| M2130/ M2170| • Natural light  
• Flexible, moveable furniture  
• Comfortable chairs  
• Charging points |                                                                       |
| MR160       | • Spacious, not cramped  
• Light |                                                                                     |
Room MR040. I like to have on the ground floor, because the luminosity is good. I have less to have in the amphitheaters because there is less light and it is harder to concentrate.

I am in room MS160 where I have classes several times a week. The room is nice but there are a lot of broken or damaged chairs that squeak which makes the class uncomfortable and it takes too long to find an undamaged seat.
I have class in room MR070. It’s a nice room, but the seats are a bit old and they squeak loudly. It is difficult to pull them, adjust its distance and get up.
2
LIBRARY AND STUDY SPACES
THE LIBRARIES OFFER A FOCUSED AND FORMAL ENVIRONMENT FOR STUDY (ALBEIT WITH SOME CAPACITY ISSUES)

Campuses are hyper-diverse environments. This means there are many different learning and studying styles. Some students prefer a completely quiet space, or to be ‘alone-together’ with people around them. The role of libraries is changing as students take more hybrid classes, they may not wish to attend a class in person but might participate online in a library or informal study space. The UNIGE score for library spaces was slightly lower (by 2%) than other large urban campuses. The informal study space was much lower (20%).

Whilst students appreciate the variety of spaces within the UNIGE libraries (Uni Mail in particular) there are a number of avenues to improve comfort and functionality. Additionally, there are three clear opportunities for study facilities

- Development of less formal, yet structured, co-working spaces that enable group work or online classes
- Opening up of classrooms during exam periods to alleviate pressure on libraries
- Minor improvements to existing library spaces to increase functionality and comfort

This section will summarise comments from students regarding library facilities. Each comment is coded to a location (where possible). It is then coded for space characteristics, and assessed for positive or negative sentiment. In some cases students just gave general feedback that did not specify a location (e.g. “library provides a good environment to work”).

59% LIBRARY

35% INFORMAL STUDY SPACE
Libraries are easy for students to work in for a variety of reasons:

- There are social norms, libraries are quiet and productive spaces and people behave accordingly
- Being surrounded by other people provides motivation, and is sometimes a more comfortable environment than home
- High ceilings, books and daylight are common elements and these all are linked to creative thinking and productivity
- There is certainty, they always have somewhere to go
- There is a mix of options, meet with a group, work individually etc

There is a growing demand for places to watch recorded lectures or participate in online classes without disturbing others. Some libraries are better prepared than others for this increasing demand.

Students gravitate to library and informal study spaces which provide the following:

- Seating that matches the intended dwell time, padded seats and comfortable spacious desks are appropriate for longer sitting periods
- Separation between quiet and louder spaces that is sensible and intuitive (e.g. not signs that tell people to be quiet but cues from the layout and environment)
- Different options (booths, desks, rooms etc)
- Daylight access
- Easily accessible charging points that fit multiple international adaptors
- Close proximity to amenity (bathrooms, water re-fill, tea/coffee, food)
- Ability to leave items to take a short break
- Close proximity to green space (both for external views and taking a break)
- Good balance of individual (alone-together study) and group study
- Sensible seating (not linear benches and low coffee tables, furniture that is versatile for multiple uses)
Figure 14 shows all of the space characteristics mentioned for library and study spaces. Whilst the libraries do provide a mix of quiet individual and group space, students do have trouble finding a place to sit that matches the task at hand. During exam periods, library space becomes limited in supply.

Compared to other campuses there were not as many complaints regarding noise levels and people talking in quiet areas. There was however, a demand for more group space, or spaces where some talking is allowed. Various corridors are used (especially in Uni Mail and Dufour) as group working spaces, but often there are not enough seats in these areas and they can become very loud and distracting.

Figure 15 shows locations mentioned, and sentiment of the comments. The subsequent table lists top issues raised for each location. Uni Mail received the most comments. The following section will highlight feedback across the spatial characteristics to help identify projects that can improve experience.
**Fig 15 - Libraries and study areas mentioned, and sentiment of comment**

<table>
<thead>
<tr>
<th>Library</th>
<th>Top issues raised</th>
</tr>
</thead>
</table>
| Bastions               | Not enough seats  
                          | Dark, not enough daylight  
                          | Lack of amenity nearby |
| CMU                    | Lack of charging points  
                          | Not enough seats |
| Dufour (corridors)     | Not enough seats  
                          | Not enough quiet space  
                          | Lack of charging points |
| Philosophers           | Not enough seats |
| Science II             | Lack of charging points  
                          | Not enough seats |
| Uni Mail               | Poor temperature and ventilation  
                          | Not enough seats and uncomfortable furniture (inside and outside the library)  
                          | Access into the library (re-opening second door) |
Daylight access, thermal comfort and ventilation impact comfort and length of stay

Access to daylight has many scientifically validated benefits, including alertness. Windowless or dark spaces are less motivating. Students gravitate towards seating where there is natural light. Uni Mail has been mentioned repeatedly as having good daylight access, largely due to the atrium.

Students mentioned a range of issues related to lighting:

- Shades malfunctioning in UniMail, lifting or descending at random times
- Glare and heat gain in summer
- Some fluorescent overhead lighting that causes headaches
- Lamps not working
- Lack of access to daylight (Bastions library in particular)

The importance of ventilation has heightened with Covid. Adequate fresh air also helps students concentrate more, high carbon dioxide levels result in sleepiness.

In the Uni Arve Library there are Comfortable Chairs and Large Desks, Natural Light and We Can Charge the Electronics.

The library of philosophers is very pleasant because very bright and you can open the windows.

There need to be more natural lighting, less grey colours, and a lot more electrical outlets to load devices (no location specified)

Thermal comfort is always challenging in shared spaces. Comfort preferences vary between females to males, and temperature set points are often at a level more suitable for males. The thermal comfort issues, in Uni-Mail in particular, should be reviewed as there was a very high number of complaints. Poor thermal comfort can also reduce productivity. Air-conditioning is a key driver of energy consumption and if UNIGE are implementing energy reduction activities that impact temperature set points, sharing these strategies with students may help build resilience for poor thermal comfort. Occupants tend to have higher comfort flexibility when they are aware of activities being undertaken to improve a building’s sustainability.

This morning I have class at Uni Dufour, it’s the place where I prefer to have class because it’s well soundproofed, it’s warm and it’s not cold. I can concentrate much better.

A uni mail it is too hot and the air does not circulate.

In the UniMail library it is always either very hot or cold. It would be good to adjust heating/air conditioning. A bad ambient temperature does not promote learning at all.

Booths in UniMail to work in a group are not airy enough, it makes extremely hot inside and it is difficult to concentrate
There are a good variety of spaces, but not enough seating

Students appreciate that there are a variety of spaces to choose from, in UniMail in particular. Booths, private rooms and open tables allow them to choose a seat based on the task at hand. They can also move around when they need to reset.

The choice for seating is limited, particularly during exam periods, when students cannot find a place to suit them for the day’s tasks. There were observations made of areas where additional chairs and tables could be used to increase capacity. The UniMail corridors were mentioned frequently as not having sufficient chairs and tables, or having broken chairs.

Large tables and booths can be problematic in libraries. People like to have personal space around them and spread out their materials. Booths and tables designed for 4-6 people can be taken up by 1 individual.

I love the UniMail building, it’s very bright and the library is great because there are lots of different corners, which allows me to change places several times during the day and be in a new atmosphere, which helps me to concentrate again.

In general there is not enough space. Especially when you get closer to exams.

Uni-Mail, the organization of the tables (and the lack of these) means that a lot of space remains unused. In addition, there are always missing chairs everywhere.

Put more 2 person tables to be able to separate them and prevent 1 person from taking 4 places for themselves.

Add tables to the corridors where it is possible (especially at Uni Mail).

UniMail corridors: lack of chairs and half are broken

The Library at Sciences and CMU must have more places to sit, and also plugs as almost 70% of places do not have anywhere to charge computers ...

In Uni-Mail there are never enough tables for everyone. During Covid, tables had been put on the 3rd floor on the park side. Today, these tables are no longer there and there is this huge empty place.

Students like the individual cubicles or booths, the screening blocks out visual distraction and gives some sense of privacy. This is very useful for individual, focused work or larger booths for group work.

Not enough booths, they are always taken.

We would have to put more booths in the library so that we can work in a group quietly.
There Needs to Be More Ergonomic Chairs in the Library and Study Spaces because they are very uncomfortable. Most Libraries (Such as CMU and Uni Bastions) do not have enough tables with charging ports which makes it very hard to work.

The functionality of furniture was mentioned, mainly with reference to ergonomic comfort. Furniture in study areas can be the difference between students staying or leaving. Comfortable, ergonomic, cushioned chairs should be used for spaces designed for students to study for long periods. Hard seating, benches (no backs), stools and low tables are all better intended for areas with low dwell time (such as waiting to enter a lecture theatre, or a lunch area). Additional charging points will also help support students to stay for longer periods.

Fairly uncomfortable wooden benches at Uni Bastions.

Many workplaces do not have access to an electrical outlet and a comfortable chair.

The science library is a good library. Because there is a comfortable space with the green chairs and a space for breaks, and well-arranged seats, the chairs are really very good for a not very large person like me.

There is opportunity for less formal but structured co-working areas, in addition to libraries

There is a clear need and desire for more group work and social spaces in private areas not shared with the public. A high quality co-working space that is separate from the library could offer a less formal, yet studious space. Here, students can eat, talk, and work at the same. They have more freedom and will feel less concerned about bothering other students. These areas could use group tables and booths. The corridors are already operating as informal spaces but become full quickly and are quite noisy. Empty classrooms could also be used for this purpose during high demand periods.

Well utilised informal spaces offer a range of furniture and are way from high traffic areas (like hallways and corridors) to minimise distraction. They are relatively quiet but allow for group work and discussion, separate from highly social spaces (such as lunch and relax areas). There also needs to be access to amenity nearby (bathrooms, water fountains, food/ vending machines etc). Ideally these are indoors to optimise thermal comfort.

Have other spaces, more rooms where to work in groups, less formal spaces to work (sofas, etc.)

There should be a large, rather isolated green space with a lot of plants and trees to be able to recharge your batteries.

There are not many other study options on this campus as the tables in the corridors are always full and noisy, more tables and chairs could also be placed here. It would be nice to have more informal but quiet study settings (Uni Mail).
The ideal would be to be able to use rooms where groups of students could work in peace. In general, we work in the corridor (very very noisy).

The downside of working in the library is that if I’m participating to a zoom seminar I can’t talk there because of obvious silence policy in the library.

At Bastions group space to work does not exist enough or not at all.

Other Studying Spaces, either they exist and I don’t Know About them or they do exist (A good example could be the Geopolis Building of the University of Lausanne).

I think it would also be a good idea to tell students, through our portal for example, what are the free classrooms where we could work. There is a computer room on the 5th floor of UniMail which is often used by many students working in a group.

Uni-mail students work in the corridors... there should be a more suitable place, less prone to temperatures (much too hot in summer VS much too cold in winter), too much noise, many distractions all year round in the ground floor corridor, impossible to concentrate while studying in a corridor... High traffic area, events with music, etc. We should have other options
One of the things I love the most about Unige is the desks in the library. They’re very spacious and they give me the perfect conditions to work for hours and in the most comfortable way possible. I’m able to eat while studying as I spend many hours there!

Here is a library (from Uni Mail) where you can study calmly. There is a lot of room and sockets everywhere! Only drawback: when there is a lot of sun it is extremely hot because of the patio door.
I’m on the second floor of the library unimail today. It’s the best place in the library because we get some sunshine and it’s pretty calm here to study. The electrical outlets work as well. And also it’s the best to come early in the morning because no one is here!

I’m at the unimail library, it’s spacious. But in summer it’s hot, there are a lot of people and I don’t feel like it’s air-conditioned. And it’s also complicated as many people reserve their place for several hours and it’s complicated to find places.
This is something I really appreciate in Uni Mail. We can study in the library or on the tables in each floor of the building. It’s especially useful when you want to work in groups because you can talk without annoying other students, as it would be the case in the library. We also have booths in the library that people can book in advance when they want to work in groups, and this is really nice.

This afternoon I was in the uni-mail library which is very often full of people. In the middle of the week it is often difficult to find a place and it can take up to ten minutes. The conditions for studying are great, but the attendance sometimes discourages me from going there. There are several of us who want to be seated next to each other for more conviviality (without speaking loudly of course) it is sometimes necessary to split the groups. There is a possibility to see the attendance of university libraries on the app but having my courses mainly at unimail, I prefer to stay there or go home.
Exams are soon, it is difficult to find places in uni mail so that day we went to revise in another university building (not our faculty). When I revise I just need a power outlet, Wi-Fi network and printers. That is the place where I studied with 2 other friends, they all look the same. We always pray for good table neighbours and not too many perverts hanging around. It is quite common for weird people to come and hang around, often they are not even part of the university. But since the library is full and we cannot speak there, we do not really have a choice.
In each floor of the building where I have 90% of my classes there are tables like this one (some are bigger and allow larger groups, these ones are suited for 2 to 3 people). I really enjoy working on these tables before my classes or when I have free time between my classes. At some times of the day (mid morning and mid afternoon usually) these tables are all taken, and it can be a struggle to find a free spot. Also not every table is provided with power to charge the laptops, this could be helpful sometimes. But overall it's a service that I really appreciate!

The study tables in the unimail corridors (which are useful when you want to socialize with friends or do group work) are constantly busy. You often have to go around the 6 floors to find a place. There is room for more tables, to give additional work places. They are also sometimes a little dirty because it is possible to eat there, it is not super attractive to stay there.
On Wednesday we went to study at UniMail because we had classes there in the afternoon. We didn’t want to go to the library because it was too hot and then everyone pulls down the blinds (but it’s still so hot) and it’s depressing to be in a dark library when it’s sunny outside. But it was impossible to find places at the tables in the university, especially 3 places together because everyone arrives in the morning around 9 a.m. and reserves it for the whole day... we looked to book work cabins but everything is still reserved for the whole coming week... but because there are always cabins reserved while no one goes there we went to a cabin and no one came all day.

When I go to unimail I see a lot of these empty spaces that could be used to put tables and chairs (the corridors don’t have enough of them, finding a place is difficult). I am not talking here about the work places in the library but about the corridors where you can talk, do group work and eat.
Today I studied in Carl Vogt’s library. It’s quite small, with few places to work next to each other. There are no individual or small groups work spaces like there are in the other libraries. But the good thing (most times) there is barely one or two other students on the same table.

This is the library in Battelle, as you can see there are tables so people would sit and work next to each other. There are no individual or small groups work spaces like there are in the other libraries. But the good thing (most times) there is barely one or two other students on the same table.
Tuesday afternoon we stayed at sciences II to study. The library is very pleasant because it overlooks nature and the Arve, without it getting too hot due to the windows. I also like the high ceiling which does not give the feeling of being locked in and above all I love the chairs which are the most comfortable in all of UNIGE, and so I manage to stay seated longer... Also, it is a small library and it calms me during this exam period that there are not too many people because everyone is stressed and it affects me.

When we took breaks it was very relaxing to go out and be in nature on the banks of the Arve.

Science II library, I’m there most of my time, this library is quite small and very quiet, it closes at 10 p.m. so we can work there late during the revision period and it’s really practical.

At Science Library II, there are group work rooms, where you can work with your friends while discussing our classes without disturbing other students.
I am in the library of the Science building most days after class because I really like the working atmosphere. It’s just sometimes difficult to find places, especially those that are close to an electrical outlet! The temperature is generally perfect but it is above all the light that I appreciate, it is not too strong and a little subdued and I find that it really helps me to concentrate, especially since it is a luminosity that I find difficult to find elsewhere. In addition, everyone is calm and respects the silence and I have the impression that it creates a kind of group dynamic where we all want to work!

I like this library because it feels cozy it is small (140 seats) which has pros and cons. You can often recognize the regulars and got to know quite a few people because I was seeing them a lot in the library. Others I have never talked to but we nod to each other whenever we see each other. The library has a “salle de détente” with sofa & couches and is very nice to go there to have a break. What I do not like is that lots of people reserve seats for their friend and during the exam session if I come at 8h30 so 30 minutes after the opening there are already no seats left.

I come to revise since the beginning of the year in the library of Science II. I’m in medicine and my faculty is at the CMU. I took all the courses remotely via Mediaserver, and this library suits me better. It’s quieter, brighter, and above all closer to home me!
There are tables in the corridors where you can sit to chat, work, eat (and it’s very convenient because they are right next to the cafeteria and microwaves)!

We have a quiet little corner at -1 in sciences 3. It’s very practical for concentrating while being able to help ourselves. (We can’t really talk to the library)
After my lecture, I hung out with my friends on the ground floor at "UniDufour". In my opinion, it would be nice to add some furniture here (tables, couch, chairs...) so we don’t have to stand up or sit on the floor. It could also be used as a Co-working space!

I would say what uni Dufour lacks is quiet workplaces. There is no dedicated room for students to study quietly.
Usually I like to study at the top floor of uni Dufour, it’s spacious and has good view next to the window. But where the tables are, there’s no charge points. So when our laptop dies out, we need to go to the trash bin and charge it on the floor. It would be nice if some charge place can be added next to the tables.

Today I went to study with my group at “UniDufour”. On the second floor, there are these study rooms which are great but very few. It would be great if we had more!
3 SAFETY, WAYFINDING AND GENERAL BUILDING MAINTENANCE
THE SENSE OF SAFETY IS SATISFACTORY OVERALL

UNIGE scores slightly below the CEI benchmark for urban campuses (85%). The Law and Humanities faculties had the lowest scores, at 13% and 11% below the average (Fig 16). There was no significant variation between Undergraduate or Postgraduate students. However those who completed their last degree in the Grand Geneve feel the least safe (Fig 17).

Interestingly, those who have been at UNIGE for under 1 year feel the most safe and the perception of safety reduces the longer they have been a student. Given some of the comments on safety at Uni Mail it was surprising to not see a greater variation in the gender scores (Fig 18). Those identifying as male and female score almost equal, students who prefer not to identify their gender or identify as gender diverse score significantly lower.

Fig 16 - Safety by faculty

<table>
<thead>
<tr>
<th>Department</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>83%</td>
</tr>
<tr>
<td>Medicine</td>
<td>83%</td>
</tr>
<tr>
<td>Humanities</td>
<td>83%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>83%</td>
</tr>
<tr>
<td>Economics and Mgmt.</td>
<td>83%</td>
</tr>
<tr>
<td>Law</td>
<td>83%</td>
</tr>
<tr>
<td>Physiology and Educational Sciences</td>
<td>83%</td>
</tr>
<tr>
<td>Translation and Interpreting</td>
<td>83%</td>
</tr>
<tr>
<td>Global Studies</td>
<td>83%</td>
</tr>
<tr>
<td>Teacher training (IUFN)</td>
<td>83%</td>
</tr>
<tr>
<td>Environmental Sciences</td>
<td>83%</td>
</tr>
<tr>
<td>Other</td>
<td>83%</td>
</tr>
</tbody>
</table>

Average: 83%
Fig 17 - Safety by region of last diploma and stage of study

Fig 18 - Safety by gender identity
Uni Mail’s permeability to the public diminishes sense of safety and influences how students use the campus

There are recurring themes within the CEI that impact a student’s sense of safety including night lighting, visible security presence and secure building access (especially after hours). The permeability of a campus to non-university students can also be a problem, students like the safety of knowing they are surrounded by other students, it helps them to feel comfortable.

The location of Uni Mail allows an excellent experience for students, they have close proximity to public transport and amenity around the city area (such as pubs and cafes). The openness to the public, however, does create issues. Many have had negative interactions with those seeking shelter or using UNIGE facilities.

Students feel morally challenged in the openness of the campus to the public and it’s use by those who are homeless. They understand the need for people to seek shelter, but negative interactions have frightened students enough to influence how and when they use the campus. UniMail and Bastions were the most frequently mentioned regarding this issue.

We are very often challenged by homeless people, which is disturbing when we simply want to go to class.

A man was looking at porn in the library and who wanted me to look at him. He didn’t even hide. He looked at the girls passing by him. Since that day I have always been very careful about who is sitting near me.

After a certain hour, I feel particularly unsafe at UniMail when I have to leave the library to go to the bathroom.

Fig 19 - Issues impacting safety perception

<table>
<thead>
<tr>
<th>Issue</th>
<th>Number of comments (n=189)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homelessness / drug users</td>
<td>35</td>
</tr>
<tr>
<td>Non-students / publicly open</td>
<td>30</td>
</tr>
<tr>
<td>Theft</td>
<td>15</td>
</tr>
<tr>
<td>Less safe in evenings</td>
<td>10</td>
</tr>
<tr>
<td>Bullying/ intimidation (internal)</td>
<td>8</td>
</tr>
<tr>
<td>Cultural/political conflicts (internal)</td>
<td>5</td>
</tr>
<tr>
<td>Health and safety issues</td>
<td>3</td>
</tr>
<tr>
<td>Cycling safety</td>
<td>2</td>
</tr>
</tbody>
</table>
Many people with inappropriate behaviour evolve in the UniMail building: an elderly person with a shopping cart pronounces racist and homophobic insults; An old man takes photos of young students; Another sleeps regularly at the library.

I am happy that my university is a place of reception and diversity, but the recent upheavals (closure of shelters) have increased tenfold the number of people homeless in UNIGE. ... I find this unacceptable that these people are not welcomed with professionalism in suitable spaces, with social workers, and that students do not have, in return, optimal study conditions.

There are a lot of homeless people around/in UniMail, which is sometimes disturbing but I understand that it is very delicate and I do not think at all that chasing them would be right! I just know that this is one of the reasons why I feel better in Dufour for example or in Sciences II. We no longer feel in a school where there is only teachers and students.

I get filmed on the campus by men ... I don’t feel safe at night at university.

They should restrict the entrance to people, children or animals that don’t have their place here. I know that the university in Lausanne, they work with a system of card to enter a building, which I think would be great to do it here.

Additionally the openness of the campus to non-students is impacting their ability to find a quiet, semi-private place to work. There is also a level of anxiety around not knowing if those around them are students, or if they pose a potential risk.

There are often people who are not students who walk in the university or in the library. Sometimes this does not pose any problems but sometimes these people behave inappropriately for a study space.

There are a lot of non-student people who take the tables and spaces dedicated to students.

There are no security checks in buildings which means anybody can enter the buildings at any time. This is a little concerning.

Theft was also mentioned, of belongings and bikes. The longer that students choose to stay somewhere, the more important it is for them to be able to leave their things and step away (to the bathroom, to get a drink, have a quick break etc). This is not feasible at areas that are open to the public.

My phone was stolen while it was on my table in the basement of Uni Bastion.

When working on the tables in the floors or in the library, we are always afraid to leave his things unattended to go to the toilet or look for something to drink, because anyone could take our bags.
STUDENTS HAVE TROUBLE FINDING ROOMS AND WOULD BENEFIT FROM MORE DIGITAL AND PHYSICAL MAPS

Wayfinding refers to a student’s ability to navigate around and within campus buildings. It is typically lower for first year students as they are new and still learning how to get around a campus. However, Covid has shifted this as many students in later years have been working at home and are now returning to the campus. For Geneva, the variation was negligible between years of study. Those from non-European countries find it more difficult (62%). Some of the faculties (Fig 20) also scored lower.

Like many universities, buildings and room naming and numbering systems are not logical or sequential. It can be confusing. Often physical names, timetables and maps or apps use different names or numbers. Figure 21 summarises the main issues raised regarding wayfinding. Locating rooms was a particular issue in CMU, Science II and III (Fig 22).

Fig 20 - Wayfinding by faculty
Fig 21 - Issues impacting wayfinding

- Locating rooms
- Lack of maps or signage
- Access/entry to buildings
- Distance between classes
- Locating buildings
- No centre, dispersed buildings

Number of comments (n=189)

Fig 22 - Wayfinding issues by building

- Uni Mail
- Science II
- CMU
- Bastion

Maps/ signage  | Finding rooms/ blocks  | Access/entry to buildings
The numbering of the CMU rooms is quite confusing.

Sciences II building (difficulty finding classrooms)

I do not understand the numbering of blocks 0.1,2,3 in mail because it is not logical to me

It would be really nice to have maps of the buildings available on the website. Indeed, when we arrive in Geneva, we do not know the layout of the rooms, and we have nowhere to find them. A map by building, and by floor, would allow us to find our way immediately.

The maps are not always very clear and the rooms have different names and numbers on the maps and on the schedules given to students

Quite difficult to understand the room numbers so difficult to find rooms overall, would appreciate a better MAP or numbering organisation

Students find their classes sometimes timetabled in buildings that are far apart, and 15 minutes in insufficient to get there. The dispersant of buildings around the city is confusing for some.

After a course at Battelle, it is impossible to get to Uni Mail in 15 minutes

It is difficult to know where the other buildings on the campus are. Perhaps it would be useful to make a plan that shows where buildings are located in the city of Geneva and display it at the entrance to each building of the campus.

Sometimes in first year it was complicated because our schedule was to do all these trips in 15 minutes, now that our schedule is different it doesn’t bother me at all. When I have time I usually walk from one to the other eating at the same time and it helps clear my mind, I think being always in the same building becomes tiring and weighing quite fast.

“Sometimes you only have 15 minutes to get from UniMail to Uni Dufour and no tram arrives early enough. The journey is therefore made on foot or the tram is expected but in all cases we arrive late.”

Comments around access and entry to buildings included:

- Crowded and slow entries into buildings (such as Uni Mail rotating door) and crowded corridors (such as Science II to Science III)
- Slow or broken lifts, or no disability access (e.g. Bastions)
- Doors being closed off at certain times (e.g. Bastions, Uni Mail)
- Narrow or spiral staircases that are difficult to traverse when busy (e.g. Uni Mail)

A small number of students also raised the issue of insufficient bike and scooter parking on campus.
It was difficult to find this lecture theatre, which is located in the basement of the building. I spent about 15 minutes and had to use the internet to find out where it was because the maps near the lifts are not clear enough. I had a similar experience in September when I was looking for the Sciences II building from Unimail...

To further facilitate orientation on campus, the installation of an interactive/touchscreen at the entrance of the buildings could be beneficial, and would save us time in case we need to go to an unfamiliar venue.

Before, in the Uni Mail library, there were two entrances. Last year, they closed this one. Because the library is really big, if you sit close to this « old » entrance, now you have to walk a long time to go to the toilets or fill your water bottle outside. I really wish they would reopen this entrance (I actually have no idea why they closed it in the first place), or put toilets in the library (but this may prove difficult, so the first option would be the best).

It’s very complicated to come to university by bike. Few students do. Already the cycle paths in the city center are a disaster! And the shelters for storing bikes are 85% filled with motorbikes and old bikes that have been there for years. If we arrive at 8am, the remaining 15% of places are all taken and we have to put our bike further or even 500 meters away (this has already happened to me several times). It is very painful and discouraging. I find that neither the university nor the city of Geneva encourages us to take our bikes.

You can see here the lack of space to park bicycles, which leads to hanging our bicycles on works of art or places not intended for this purpose.
Over two thirds of students feel building maintenance is satisfactory. This dips across faculties of Social Science, Economics and Management, Law (very low), and Teacher training*. The score is higher for satisfaction with waste and recycling facilities. Global Studies being the only faculty with a notable dip.

Fig 23 - Building maintenance, waste and recycling
General cleanliness comments referred mainly to areas shared with the public, such as tables outside of UniMail and microwaves. For recycling, students referred to some key areas:

- Options for glass / aluminium recycling
- Compost bins
- More recycling bins distributed around the campus
- Emptying of rubbish bins more frequently

More trash cans or more frequent collection? People fill the trash until overflow and it often ends up flying

Still no glass recycling available

Too many sales of drinking food in single-use packaging at the cafeteria (please less glass, less plastic)

There should be sorting places everywhere. In Carl-Vogt there is almost no aluminium sorting. Put compost bins with cafeteria (it is done in other universities). It would be for the uni to do more in terms of sustainable development and waste management

Fig 24 - Maintenance/ waste management issues

Toilets (clean, supplied, working)

Recycling/ waste management

General maintenance

General cleanliness

Number of comments (n=307)
Cleanliness of toilets is an issue, and students would benefit from access to more water fountains

The general cleanliness of toilets was raised as a critical issue. Students feel this quality is even lower due to sharing of some toilets with the public. Cleanliness, water flow, supplies of toilet paper, working hand dryers or paper towels were mentioned.

1 of the 2 lights in women’s toilets on the 1st floor between 2 blocks next to the office 2103 does not work. This has persisted for months. However, these are the toilets most close to the library, they are widely used and I do not understand that this is not repaired. In addition, the female toilet on the upper floor have a flow of water which is almost zero.

The toilets are catastrophic, even the public toilets are cleaner. At the cmu: there are very few toilets in the library, we often have to queue to get there (too often), sometimes they are not very functional (no light, lack of toilet paper), the garbage cans are overflowing all the time. At Uni Mail: when we are at the library we have to cross through rain to go to the toilets that do not even have enough space to hang a bag or a jacket.

The Uni Dufour toilets in the basement never have a soap, often no toilet paper, or paper towels (in full pandemic it was limiting not to be able to wash your hands) There is no cold water in the toilets of the Uni-Mail basement under the library. Taps in the CMU basement toilet, old buildings have practically no pressure, you can barely wash your hands.
There is only one water fountain (to my knowledge) in the main building “Unimail” which is located on the ground floor. It would be nice to have water fountains in multiple places (e.g. on some floors or especially in the library!) in order not to have to go down every time to the ground floor or to the bathroom to get some water. Unfortunately, there are no restrooms in the library so we need to leave the library every time :(

Also, a problem is that there are no toilets in the library. So you have to walk to the exit and go to the toilets (given the size of the library, this can take quite a long time). I think there would be a possibility to open some doors that are voluntarily locked to have better access to the toilets.
4
COMMUNITY AND SOCIAL SPACE
STUDENTS ASSOCIATIONS PLAY A STRONG ROLE IN CREATING COMMUNITY AND CONNECTION AT UNIGE

A sense of belonging helps students want to be on campus, they feel that they are part of a community and are proud to be a student of the university. Research has shown that students finding a close circle of friends within the first 6 months have a higher sense of belonging. They feel comfortable and then slowly expand this network over the degree.

In the CEI, smaller campuses and smaller faculties have a higher sense of belonging. On smaller campuses, students are less intimidated and find it easier to meet and connect with other students. They also have stronger relationships with staff. This personalised level of connection is much harder to achieve as faculty intakes expand.

The faculties of Teacher Training, Humanities, Medicine and Social Sciences have a higher sense of belonging (Fig 24) and Economics and Management, Law and Environmental Science the lowest. First year students also had a lower sense of belonging (40%). This increased to 45% for those between 1-3 years of study and 50% for those over 3 years (Fig 27). There was no significant variation between undergraduate and postgraduate. Those identifying as gender diverse or no specified gender had a higher sense of belonging (50% for both groups). The most significant variation in the demographic groups was on where students completed their first diploma, ‘other Switzerland’ was the lowest.

**Fig 24 - Belonging by faculty**
Fig 25 - What contributes to sense of belonging

- Associations
- People/ friendships
- University events, sports, activities
- Vibe/ culture
- Face to face learning
- Library spaces
- Strong cohort bonds
- Design/ campus layout
- Hybrid/ distance learning

Number of comments (n=307)

Fig 26 - What detracts from sense of belonging

- Lack of social space
- Design/ campus layout
- Isolated faculties
- Exclusion/ discrimination
- Hard to meet people
- Covid/ distance learning
- Events lacking, especially induction
- Vibe/ culture
- Crowded campus
- Too busy to participate
- Cost of living
- Living location
- Unsuitable associations, clubs, societies

Number of comments (n=307)
Figures 25 and 26 show what students cited as contributing to, and detracting from, sense of belonging. The UNIGE student associations play a key role in helping students meet other like-minded individuals and build a comfortable network. The high number of comments related to participation in associations is very positive, other campuses have seen a decline in participation due to Covid. This shows an excellent resilience within UNIGE for associations to reinforce belonging during challenging periods.

In general, Geneva is a great city for students but the UNIGE is particularly interesting because it’s campus is very well located. It’s near lots of restaurants, bars and clubs which allows students to have a really open social life and allows also the student associations to organise really great parties for the students!

What strengthens my connection to the university community is mainly my involvement with associations. Without that, I don’t think I would really feel like I belonged to a community.

Having friends, being part of a student association, coming to in person classes every day and studying at the library. Mostly socializing is what helps me feel well integrated.

Student groups in faculty tend to form through joint work or associations; in my opinion, there is a lack of presence and exposure of more leisure-oriented associations, as well as more right-wing politicized associations.

It would be interesting to have more choices in clubs, like in England where there are clubs for Harry Potter, knitting, ... More clubs around hobbies.

Events, sports and conferences were all mentioned as helping create connections between students.

The encouraged participation in the many events organized by the faculty, the good communication by the rectorate and the different units that always keep us informed of what we can participate in.

Taking meals together and studying in groups helps a lot feel part of the community, as well as practicing sports together with students from other faculties and occasionally participating to events organised by the university.

My friends who are in other universities around the world have great atmospheres in the universities with sports tournaments directly on campus, in which we can participate or watch, and this is not the case in Switzerland and many were disappointed when they came to university. If there was a better atmosphere I think more people would stay in the university.

Meeting people, accessing a diverse student body and making lasting friendships all contribute to their sense of belonging. Some (not all) students have found distance learning and Covid disruptions isolating. Being mature age, disability, language differences, sexuality and political ideologies were mentioned. This is the inclusion/discrimination bar in Fig 26. The lack of prayer rooms was raised by several students.

**Fig 27 - Sense of belonging, stage of study, and geographic region of last diploma**
Crossing paths with students every day strengthens my belonging. Informal exchanges with university employees (teachers, assistants, secretaries, cashiers, etc.) Going online has greatly diminished my feeling of being a member of the university, being in contact with other students, seeing the library has allowed me to immerse myself Going to lectures, signing up for a university course, meeting people I know in the buildings, all reinforce my sense of community.

The requirement to follow ONE way of doing things, despite the University’s ‘inclusive’ claims. Students feeling anxious in large spaces or crowds, or living far away, have no choice, with the removal of recordings, but to go to campus every day, resulting in monstrous time wastage.

There are not many activities that make meeting new people spontaneously. We can meet people by joining associations, playing sports, etc. I would love to have a party with the whole university at the end of each semester or after exams, that would be great.

What I find wonderfully pleasant is that there are activities at the university all the time, almost every day an event, conferences on international and humanitarian, political or literary subjects, they also organize visits and trendy evenings, there are often meals offered, I love this conviviality that emanates from the Swiss, yesterday for example we went to visit the United Nations headquarters and we liked it.

Whatever I am at uni I have to look for a place to pray. And it is very inconvenient because the university do not provide a room. Here is a corner of the computer room that was unoccupied. Many students have asked for a meditation room for years (there even was a petition a few years ago) but the university has not taken steps to meet this request.

At unige, we have the opportunity to participate in physical activities for free. I find this initiative very good because it allows all students to practice a sport and discover new ones. I attended several volleyball classes and I loved it!

What reduces my feeling of belonging to Unige are radical activists who prevent the holding of courses or seminars

My age reduces my feeling of belonging (47)

It should be remembered that not only young people study at the university, there should be courses for those who work during the day.

Few Extracurricular Activities for Non French-Speakers Above 25 Years Old

My mother tongue is not French

Campus is difficult to access for people with developmental disabilities, both sensory and organizational.

I cannot spend an entire day at the university without having to go home (1 hour trip) for daily meditations/prayers. This complicates my learning and concentration.

A meditation room could greatly help my mental health, as in UNIL where they have 3
STUDENTS APPRECIATE THE ACCESS TO GREEN SPACE, PARTICULARLY AT UNIMAIL AND BASTIONS. USE IS LIMITED BY WEATHER AND PUBLIC ACCESS

Space plays a role in facilitating comfort and connection. A range of small and large event spaces as well as more intimate spaces enable students to reflect, connect and socialise.

Most students are satisfied with access to parks and green space. The scores were relatively consistent across faculties, apart from Environmental Science (albeit a low sample) and Medicine. Students enjoy spending time in parks, almost half of the comments

Fig 28 - Satisfaction with access to social/relax space, and green space (by faculty)

Access to parks and green space: 75%
Spaces to socialise or relax: 38%
left in this section (asking students where they relax or socialise) referenced off-campus parks. The most popular being Bastions Park and Baud-Bovy Park. Students use these parks to socialise and take a break. These spaces are obviously not accessible all year round due to the weather, and it is still a shared public space.

I go to the various parks. There are clearly lack of relaxation spaces, rest spaces, naps, sofa space. If it rains the only space where to go are (in Unimail) the cafeteria or the big steps, they are not relaxation spaces. It also lacks a prayer space (so that Muslim people are not found in stairwells, we are in 2022, it is shame to not be inclusive).

I think that outside on the park side, there is a lack of places to sit and eat (not much grass, not many benches and tables)

I go to Parc des Bastions. There is a lack of spaces for relaxation and socialization in the university buildings, the cafeterias are too much focused on “a place to eat a meal bought on the spot”, and the other places are simply tables in the corridors next to the passage.

Too many children in Baud-Bovy park and too small, not enough place to sit down.

In summer the Bastions Park is a real pleasure to relax and socialize. On the other hand there are few “comfortable” spaces in the building itself.

I arrived during covid so it was harder to socialize but i would feel more at ease and more belonging if the university buildings and the green spaces surroundings were set up to be more welcoming.

The unimail park is a bit depressing as it is surrounded by buildings, there is a lot of scrap metal and the grass is not very lively. The cries of children from the school next door do not allow you to recharge your batteries either. It would be nice to have a place to rest, if it’s not the park it can be sofas like there are in some buildings or universities in Switzerland. Because we spend hours at university, we need to take breaks.

In front of the science building 2, there is a small park where you can walk along the banks of the Arve. This is where I take my breaks to clear my mind between classes.

Another beautiful aspect of the UNIGE are the lovely parks near every campus. This one is the Bastion campus it has a public park inside the campus and makes you feel very connected to nature while being in the city! Lots of students spend time there studying or just chatting with friends. The atmosphere is very social and friendly.
There is opportunity to develop several social areas across Unige buildings to help students build stronger connections.

Access to social space was much more variable than green space across faculties (Fig 28). Social Sciences scored the lowest at 22% and Environmental Sciences and Law the highest at 78% and 71% respectively. Whilst UNIGE is in a central city location and does not need to compete with bars, cafes and restaurants, students would like a greater range of opportunities to take a break between classes. Such spaces invite students to stay without having to pay for drinks or food.

Students compared UNIGE to other campuses and reflected on the scattered nature of buildings throughout the city. They feel there is no central heart or meeting place. The permeability of some buildings to the public makes it difficult to meet with other students and have a place they call their own.

No real campus ... The buildings are scattered in the four corners of the city, the medical students are on their side, similar for the humanities, there is no cohesion among students, nor meetings in the premises of the unige

Students are in too many spaces across Geneva (and it will be even worse with the renovation of the Bastions in the coming years)

“There is not really a university community, in any case in Unimail we come to attend his courses and we leave, the uni is not a place of life, but a functional place. There are no rooms where students can meet, relax, study, in a less strict atmosphere than the library.”

“Being in a common area surrounded by students, to feel a student atmosphere around you (especially relaxation spaces); Feel the existence and life of a campus. The fact of being constantly mixed with the non-student population of Geneva reduces the feeling of belonging to the university community.

Lack of community spaces, no “comfortable” place to land (lack of sofas etc.), lack of nature and university bistros (like P.E. on the campus in Lausanne)

No places of life as at the University of Lausanne or EPFL (Zelig Bars or Satellite)

The campus is nonexistent in Geneva, when comparing it to the UNIL/EPFL

University campus is mixed with downtown, not enough student-only space outside of class buildings”
There was a strong theme that emerged around isolation of faculties. Some perceive Uni Mail as the campus heart, and that this is the centre of activity. Those in other buildings feel they have less of a social experience. As faculties become larger, it becomes more difficult to build a sense of belonging (and this can impact mental health and feelings of loneliness). Focusing on the development of social spaces will help to alleviate some of these challenges.

Pharmacy students invisible due to the mass of medical students nearby

The CMU seems isolated from the university. Interesting events are never there

I Feel Like the Science Faculty is Quite isolated and we do not often Communicate With Students from Other Faculties.

Buildings are far apart, Battelle feels isolated

A strong feeling of being separated from other faculties and not sharing the same academic experience at all

The design of social spaces should be multi-faceted, in that it is not just about one space. For example, low dwell time furnishings outside of teaching spaces can help promote serendipitous interactions between students, and between staff and students. Central hubs, or nooks around the campus could use couches, bean bags and soft furnishing to signal an area for down-time or socialising.

During the occupation of the cafeteria there were sofas and comfortable seats to eat together and socialize

Difficulty finding tables in the floors of Uni-Mail. No relaxation space with sofas or other comfortable place to land for a while or to eat.

I socialize outside of Uni Mail when the weather is nice. Otherwise on the big steps in the central hall. It would be good if we had a dedicated place to relax with sofas to take naps between the revisions and be more comfortable than on a chair all day.

Relaxation area, rest rooms to take a nap with lockers available

One (or more) “rest” room (s) is missing. The idea of putting the tables in the hall (as during the blockade of the CAF) gave life to the uni

A lounge/rest room or even a game room would be greatly appreciated. This would be a space allowed only to students through student ID and could be used for socializing.
The CMU terrace. It would be good to have spaces with chairs and sofas inside in which to be able to sit.

Today I managed to find a place to sit and have lunch at "UniMail". There are many tables but they quickly fill up at lunch time and sometimes we can’t find a free table with my friends (usually on tuesdays around lunch time).

When we are sick of the library, we escape to the Starbucks near the uni to boost ourself with a coffee and to put together our lessons. Its quite noisy with the people and the music at least we have coffee.
Between two lessons, we like to go out of the classroom and sit on the big steps in the middle of unimail.

In Uni Mail, this is the only place where the students can « chill », as well as on the tables in the different floors of the building. I think it would be nice to have a special area/room in each building of the campus to relax, to take a nap, to have a quiet time away from the business.

This is the break room in Battelle, I love this room. We can just chill there on the couches, enjoy a snack, a coffee or a cold beverage. I pay in cash for what I consume, there is a jar you can put money in. I can’t emphasize enough how much this kind of places is important for students! There is another place like this in the sciences campus, it’s called “la datcha”, it’s more spacious and there is a kitchen there so you can cook or warm a quick thing to eat there.
5
ACCOMMODATION
STUDENTS FROM GENEVA ARE MORE LIKELY TO BE LIVING AT HOME

In the survey, just over half of students are living at home with parents or relatives (Fig 29). Those living at home are more likely to be from Geneva (Fig 30). The other modes of accommodation are splot across the geographies. 60% of undergraduates live at home, compared to 46% of postgraduates (Fig 31). Only a small portion of respondents are in university accommodation (55 in total), and half of these are in Cite Universitaire. Figure 32 shows the different accommodation residences. 3 respondents are in the 1h par m2 program.

Fig 30 - Accommodation by region of last diploma
Fig 31 - Housing by degree type

University Accommodation
Rent privately (alone/ family/ partner)
Rent privately (shared house)
Home w/ parents or relatives
1h par m2
Other

0% 10% 20% 30% 40% 50% 60% 70%

Undergraduate  Postgraduate  Other

Fig 32 - Breakdown of respondents in university accommodation

Centre Universitaire Zofingien
Peney
Résidence Epinettes
Résidence Hugo-De-Senger
En villa
"Cité Universitaire"
Résidence Rue de l’Université
75% OF STUDENTS (NOT LIVING AT HOME) HAD DIFFICULTY FINDING ACCOMMODATION AND IT IS A POINT OF SIGNIFICANT STRESS

There is very limited supply of accommodation, students frequently referenced the housing crisis in their comments, leading to high cost and low supply (Fig 34). Cost is not necessarily a barrier for university accommodation, but for the private rental market. The proof of work requirement to secure a rental is very difficult for students. It is competitive and stressful.

There is a feeling of inequity amongst students in applications to university and private accommodation. On one hand, Geneva locals who are living too close they feel it is unfair to be exempt from applying to university accommodation (as the commute is still lengthy). On the other hand, if one is a local, they are more likely to be connected to someone with rental access and non-locals feel this adds to difficulty securing accommodation.

Some students have moved out of Geneva as they have no choice. Finding accommodation has not been difficult for them, but the lengthy commute is problematic and will drive up demand for online courses. Some would prefer to not be living at home with family but have no choice due to the supply and price of rentals.

I live in another district (impossible to live in Geneva) and I started my bachelor’s degree in 2020 (the whole first year at a distance). Not having any ties to Geneva and being in law school, it is very difficult if not impossible for me to meet people. In addition, in Law we do not have group work. Most of the people we met (who started their bachelor’s degree in 2020) have made connections through university residences, collocations or their previous connections (long-time residents of Geneva). The transition to distance learning at the beginning of the first academic year has greatly impacted social cohesion and the sense of belonging to the university community.

I can’t find a place to live because the hours of the courses don’t allow me to have a high enough salary to be able to find anything (8am-6pm almost every day and I still have to study)

I live with my family-in-law because it is impossible to find a place to live due to market prices and the low attractiveness of the student’s profile to the authorities

Relatively easy to find if you move away from the centre but this has a cost which is a longer travel time

It was easy because in La Chaux de Fonds it was impossible to find something in Geneva at a distance so I had to rent in Lausanne
I can afford a maximum rent of 700 chf per month. I have been registered for several years in a cooperative and yet despite having made several dozen applications, have been unsuccessful.

I was lucky enough to be in a relationship with someone who had been a member of a cooperative for a long time, otherwise I would never have been able to find accommodation in Geneva.

The available options were extremely expensive and university options wouldn’t ensure an affordable price. You had to take what you were offered even if outside your budget.

Housing for couples? I am Swiss and married, and I don’t have the means or documents to find a place to live outside the university campus. I share a one-room apartment of 28m2 with my husband who is also a student. It is difficult to share this small space, especially during the health restrictions and the obligation to follow courses on zoom.

Students are enrolling without secure accommodation or any certainty they will find accommodation. 20 comments mentioned university accommodation communications, and that these came too close to the semester start. There were only a few comments regarding 1h par m2.

I would like UNIGE to tell us as soon as possible, around April or May (and not in July), if we will have accommodation or not for September. Otherwise we live every day with anxiety.

I am an international student and I got this accommodation 2 weeks before mobilising.

Most 1h/m2 owners want to house female students and not male students.

I looked very shortly before the semester due to an abrupt change in my study plan. I did not take kindly to 1h/m2’s behaviour of insisting on asking me how much my rent would be in the private sector.
UNIVERSITY ACCOMMODATION IS PERCEIVED AS THE BEST VALUE FOR MONEY, BUT LOWER IN QUALITY

Comments were analysed from those in university accommodation. This is from a small sample, future strategic work around accommodation should include a more in-depth consultation.

What students like most about university accommodation

1. Location and proximity to campus
2. Privacy and amenity in design (e.g. sinks in rooms)
3. Spaciousness (e.g. large bedrooms)
4. Affordability

What students like least about university accommodation

1. Rules and restrictions
2. Cleanliness
3. Noise
4. Lack of communal or social space

It was very hard to find accommodation. I was at the Cité Universitaire and at Saint Boniface but I did not like it. Rooms are very expensive. I was lucky I found a roommate at la Cigue. More spaces like that should exist.

It’s very big, it has a balcony, i have my own fridge, and the neighbourhood is very nice !!! (Chemin Vert)

Flexibility of the management (very strict in terms of furniture and other aspects), one does not have the impression of being able to be at home. (Cite)

The Fact that we are not allowed appliances but the residence is cold in the winter and especially hot in the summer. (Cite)

Not many meeting places in the residence, no living room, not really possible to arrange the kitchen to receive people and very restricted arrangements of other rooms.

It is right next to the university. It is also rather well located in relation to the city: the tram and the food stores are close. (Hugo de Sengar)
I’d like to see timetables in libraries such as Lausanne (ex: BCUL: 8h-23h, Rolex Learning Centre: 7h-00h). Coming from Lausanne, and not having the means to accommodate in Geneva, I have 3.30 hours of journey per day this year (1h45 go, 1h45 return). Unable to work in transport in rush hours (morning and evening), it would be helpful for us to be able to study in the evening at the library until the end of rush hour (8:30 p.m.)
Globalisation financière : dettes et déficits

Baisse des paiements - œuvre créativement évitée 'abstentions d’un pays de la zone du morceau'
6
TEACHING
PREFERENCE
JUST OVER HALF OF STUDENTS PREFER HYBRID DELIVERY, DEMAND FOR MEDIASERVER ACCESS TO CONTINUE IS BEING DRIVEN BY MULTIPLE FACTORS, INCLUDING SOCIAL EXPERIENCE

Just over half of students have a first preference for hybrid delivery of teaching (52%) and 42% for mostly face to face classes. A small proportion (6%) prefer classes mostly online. Over periods of lockdown and teaching interruption, student patterns have changed and continue to evolve. Whilst they initially grieved losing face to face class, many have settled into new habits and patterns. They have re-designed their lives for university to fit in, rather than fitting their lives around university schedules. Their expectations have shifted as they have experienced hybrid learning via Mediaserver.

Some of the preferences for teaching varied by faculty. For instance Global Studies and Humanities had higher face-to-face preference. Whereas Teacher Training, Psychology, Economics and Management and Law had a stronger preference for hybrid (Fig 37). There were no significant variations across undergraduate, postgraduate or year of study.

The relationship with teaching space was explored to see if those who preferred hybrid rated any space across the campus more poorly. Are they less satisfied with campus facilities? Figure 38 shows this is not the case. Almost all of the physical campus ratings showed no major variations. There is, however, a notable relationship between teaching preferences and sense of belonging and social/relax spaces. Those who prefer in-person teaching have higher scores for sense of belonging and satisfaction with social space at UNIGE.

Those that prefer face to face are likely having a better social experience, forming better bonds with others, participating in associations and spending time on campus. This is a useful finding (depending on the goals of UNIGE). Developing social spaces will help bring students back to campus for classes.

The preferences were also mapped against accommodation type (Fig 39). There are some minor variations between in-person and hybrid, most notable is a higher preference (+7%) for in-person for those in shared houses. This is likely due to not having access to suitable spaces to study. Those who prefer online are less spread across different housing typologies, with none in university accommodation or shared housing. There is a significantly higher preference from those in private rentals for online courses, most likely due to caring duties or employment.
Fig 37 - First preference by faculty

- Environmental sciences
- Teacher training (IUFES)
- Global Studies
- Translation and Interpreting
- Psychology and Educational Sciences
- Law
- Economics and Management
- Social Sciences
- Humanities
- Medicine
- Science

Good value: Green
Good quality: Blue

Fig 38 - Teaching preference vs CEI scores

- Belonging
- Teaching space
- Libraries
- Social & relax space
- Informal study
- Safety
- Green space
- IT

Prefers in person: Green
Prefers hybrid: Red
Prefers online: Gray
Mediaserver allows us to follow the lessons even if you cannot come at university. It is really useful but a plethora teachers don’t use it because covid is over, I really think that remote courses are really important work by yourself at home. I really think unige should obligate teachers to do it even if we don’t have covid or something else. And if not in live, the minimum is to let us access a rediffusion of lessons some hours later.
I appreciate distance learning because it allowed me to save time, and to modulate my schedule as I wanted. On the other hand, it is much more difficult to meet people. Next year I will probably study face-to-face to meet more people.

Last week I was on vacation and the online courses allowed me to catch up on everything in a very practical way, in fact I follow certain courses only online or with computer media (PowerPoint, ...). I like this freedom because some courses are sometimes not totally relevant and following them online allows you to go faster, to pause, etc. Unfortunately the compulsory presence of certain courses somewhat limits this flexibility (no possibility of following online) but I believe that it is something normal.

We go to a free classroom to listen to our lesson online (we could go in the auditorium where the teacher is, but we don’t because he speaks too fast). It’s a live conference, but there is the possibility of pausing, which makes it easier for us. We have a lot of small rooms like that available or sometimes we have lessons in small groups. But we always find this kind of free room. It’s very practical for working in a group or even alone elsewhere than the library.

This will be the only day I go to university this week. It is too crowded and there is no space to work, especially because I cannot concentrate when there are lots of noises around. Luckily we can still watch our courses from home for now.