Campusmanagement en de rol van studentenhuisvesters

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INHOUD

1. THEORIE – Visie op campusmanagement
2. PRAKTIJK – Trends en ontwikkelingen Europese campus
3. PRAKTIJK – Lessen van BK city
4. STRATEGIE – De rol voor studentenhuisvesters in de campusstrategie

Stellingen “Living campus”

1. VERDICHTEN is de belangrijkste campusstrategie in de 21ste eeuw
   - niet meer m2 bouwen, maar meer MENSEN per m2
   - belang van campus in (binnen)stad: benutten erfgoed, “quality of life”
   - studentenhuisvesting onmisbaar: functiemenging en “24/7” gebruik
   - doelen: (a) aantrekken/faciliteren student & (b) binden kenniswerker
2. Studentenhuisvesters moeten bijdragen met uitbreiden WOONFUNCTIE
   - studentenhuisvesting voor (internationale) doelgroepen
   - huisvesting voor PhD studenten, jonge onderzoekers, visiting professors
3. Studentenhuisvesters moeten bijdragen met ANDERE FUNCTIES
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   - voorzieningen voor sociale interactie: bevorderen community, relaties (!)

PHYSICAL definition of “campus”

the “campus” is defined as the (collection of) buildings and land, used for university or university-related functions

http://www.managingtheuniversitycampus.nl
FUNCTIONAL definition of “campus”

- ACADEMIC: classrooms, library, offices, laboratories, lecture halls, ...
- RESIDENTIAL: student housing, hotels, ...
- RELATED BUSINESS: start-ups, incubators, industry, ...
- RETAIL & LEISURE: sports, restaurants, cafes, ...
- INFRASTRUCTURE

Why study abroad? Reasons (not) to go

reasons to go  reasons not to go
1. academic reputation 25% 1. academic reputation 58%
   - English language skills of staff, workload
2. country / city / culture 24% 2. city / culture 18%
3. career development 18% 3. social life 10%
   - employability, learning the language, personal/intercultural relations
4. university services 17% 4. university services 10%
5. social life 11% 5. social life
   - quality of life, friends, love

From literature: what generates innovation?

1. Interaction
   - between academic ‘acquaintances’ from different scientific backgrounds
   - is better than ‘academic friends’ or ‘academic family’ (analogy: genetics)
2. Serendipity as innovation motor
   - new ideas by accident, unplanned interaction
3. The physical presence of people relevant to universities – ‘meeting of minds’
4. “No clicks without bricks” – no world-class university can be entirely virtual
5. Informal meetings: build trust (biology matters)
   - (espresso) bars, public space, social media contribute to that
6. Importance of place attachment
   - 2nd home for international community
   - ‘feeling at home’ will make knowledge workers stay (1st house, 1st child)

The European campus is a key asset in “the (global) Battle for Brains”

- for global competition in attracting talent
- for productivity – workplace for future student / faculty / staff
- for profitability – financial sustainability, resource-efficiency
- for sustainable development – footprint – m² / user

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more info campus research team publications, Flavia Curvelo Magalhães – see http://managingtheuniversitycampus.nl

King’s College London

http://www.managingtheuniversitycampus.nl
European knowledge economy accommodated in cultural heritage buildings.

European univer-cities considered attractive places to live, work, be.

More than half of the university buildings from 1960s-1970s, in bad technical & functional state.

Low utilisation rates, high vacancy rates in offices, laboratories, classrooms.

Campus costs about 5% to 15% of university budget, affecting their financial sustainability.

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The European campus is a key asset in “the (global) Battle for Brains”

**European campus as an enabler for Europe 2020**
1. Universities as economic growth engines: “place matters”
2. Europe’s knowledge economy accommodated in cultural heritage buildings
3. European “universities” are considered attractive places to live, work, be...

**European campus as a disabler for Europe 2020**
1. > 50% from 1960s/70s
2. bad functional / technical state: reinvestments required
3. low utilization rates: high vacancy rates of offices, laboratories, classrooms
4. campus 10-15% of total costs
5. negatively affects “financial sustainability” of universities

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**BK city is “new old” building of the Faculty of Architecture**

after the fire in 2008

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2008

relocate >3000 students
> 800 staff members
in < 6 months

use the opportunity of a crisis
implement radical changes

irony: ultimate case study for research
LESSONS

#1
Design the building as a city – keep the best places public, intensify use: density of people

important are:
- density of people
- acknowledge # visitors
- keep best places public

- orientation, logical floorplan
- sense of place: heritage
- branding: showroom, legacy

#2
Reduce m² - trade quantity for quality of space

42,000 m²

32,000 m²
Hierarchy of needs

- inspiring
- attractive
- social
- safe
- healthy

Maslov (translated for) learning and working environment


Wirtschaftsuniversität Wien, design Zaha Hadid Architects, 2013

LESSONS

#3
Invest in visible quality – "window dressing" / "distractions"

Reducing m², but improving...
Quality of place (interior design)


http://www.managingtheuniversitycampus.nl
LESSONS

#4
Embrace academic history – use heritage for branding

Reducing m2, but improving...
Quality of place (cultural heritage)

Reducing m2, but improving...
Quality of life (campus & city)

Campus of the future:
- more quality, less quantity
- new life for old buildings
(photo: Maastricht)

http://www.managingtheuniversitycampus.nl
"Online students can’t help being sociable" (April 9, 2014)

It was a revolution moving higher education from bricks to clicks... and now it’s started to go back to bricks again.

Online university providers, which offered people the chance to study from home, are turning full circle by creating a network of learning centres where students can meet and study together.

Instead of demolishing the dusty old classrooms of academia, the online university revolution is responsible for opening some new ones.

Coursera, a major California-based provider of online courses, is creating an international network of "learning hubs", where students can follow these virtual courses in real-life, bricks and mortar settings.

They’re scheduled and arranged online, with the only vital ingredients being a laptop, wi-fi and somewhere to talk.

"The typical completion rate for a MOOC is about 5% to 10%.

For MOOC students ("Moocers") attending learning hubs, the completion rates are between 30% and 100%.”

Source: Coursera

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LESSONS

#5

Avoid individual territory ("no names on the door")

LESSONS

#6

Implement flexible concepts – mixed use – but avoid standardization and "open plan"

Changing the academic office

Stimulate social interaction & intellectual interaction
Library: quiet place to study

Campus of the future:
- intensive and flexible use of high quality facilities

LESSONS
#7
Make it feel like home – “home away from home”

Community building

LESSONS
#8
Allow students + staff to decorate their working environment

http://www.managingtheuniversitycampus.nl
LESSONS

#9
Make it a showroom with the best products of students + staff

LESSONS

#10
Make sure people can see each other work for security, community building, serendipity → innovation

http://www.managingtheuniversitycampus.nl
Campus of the future:
- transparency of processes:
to support image of faculties and university

Private → Public space

students and academic staff sharing workspace → reducing the footprint, improving interaction

LESSONS
#1 Design the building – and campus – as a city
#2 Reduce m2 - trade quantity for quality of space
#3 Invest in visible quality – "window dressing" / "distractions"
#4 Embrace academic history – use heritage for branding
#5 Avoid individual territory ("no names on the door")
#6 Implement flexible concepts – mixed use – but avoid standardization and "open plan"
#7 Make it feel like home – ("home away from home")
#8 Allow students + staff to decorate their working environment
#9 Make it a showroom (with the best products of students + staff)
#10 Make sure people can see each other work (for security, community building, serendipity → innovation)

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Vision

Strategic choices for campus

- accommodate "residential and "closed"
- accommodate "shared" and "open"
- low % of resources spent on the campus
- high % of resources spent on the campus
- only public funding
- allow private funding
- low space use per student or employee
- high space use per student or employee
- focus on individual needs
- focus on collective needs
- accept % buildings in bad condition
- all buildings at least reasonable condition
- small ecological footprint
- largely ecological footprint

Future campus models

60s/70s campus

residential campus

science park

campus + city

measured campus

science park

city

gated community

Univer City

Follow me on Twitter: @alexandra_dh

More about the book and research "Managing the university campus":
http://managingtheuniversitycampus.nl

(see DOWNLOADS for hand-out)
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Vision | Future campus models
---|---
60s/70s campus | residential campus
medieval campus | science park
residential campus | science park in city
campus + city | gated community
Univer-City

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