Campusmanagement en de veranderende academische werkomgeving

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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 – Keuzes voor de academische werkomgeving

INHOUD

1. THEORIE – Visie op campusmanagement

PHYSICAL definition of “campus”

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

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

http://www.managingtheuniversitycampus.nl
The campus of the future is a city

El campus del futuro es una ciudad.
Le campus de l’avenir est une ville.
Der Campus der Zukunft ist eine Stadt.
Kampus budoucnosti je město.
Framtids campus är en stad.
De campus van de toekomst is een stad.

Campus model A
The campus competes with the city – "new town development"

Campus model B
Network university → "UniverCity"

The 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

Conceptual Framework

Performance criteria university

2 scenarios:
1. invest in campus → high capital costs → at cost of resources education & research
2. neglect backlog maintenance → productivity loss → lower profitability → lower rank

Impact of campus on ‘financial sustainability’
The campus is a key asset in “the (global) Battle for Brains”

good facilities can attract talent
bad facilities can chase them away...

Top 10 - Why study abroad?

1. See the world
2. Education
3. Take in a new culture
4. Improve language skills
5. Career opportunities
6. Find new interests
7. Make lifelong friends
8. Personal development
9. Graduate school condition
10. Life experience

http://www.internationalsstudent.com/study-abroad/guide/ten-benefits-to-studying-abroad

Why study abroad?
Reasons (not) to go

reasons to go
1. academic reputation 25%
   - professors, programme, teaching method, rankings
2. country / city / culture 24%
3. career development 18%
   - employability, learning the language, personal/intercultural relations
4. university services 17%
5. social life 11%
   - quality of life, friends, love

reasons not to go
1. academic reputation 58%
   - English language skills of staff, workload
2. city / culture 18%
   - lack of integration
3. social life 10%
   - lack of organised events
4. university services 10%

source: European study choice platform “StudyPortals” (2012)

PROPOSITIONS

Students* become tourists – Cherish the European academic heritage

• location in inner city
• heritage buildings: culture & industry
• density of people
• good public space
• sense of place

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Europe 2020

“Smart, sustainable, inclusive Europe” – European Commission

Europe 2020 puts forward three mutually reinforcing priorities:

- Smart growth: developing an economy based on knowledge and innovation. ➔ very dependent on availability talent - LOCATION
- Sustainable growth: promoting a more resource-efficient, greener and more competitive economy. ➔ lower footprint, higher quality of PLACE
- Inclusive growth: fostering a high-employment economy delivering social and territorial cohesion. ➔ place attachment, DENSITY of people

http://ec.europa.eu/ue2020
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 “univer-cities” are considered attractive places to live, work, be...

Propositions

1. More than half of the university buildings from 1960s-1970s, in bad technical & functional state (and energy inefficient).

→ 85 mln m2 needs energy-efficient transformation
→ smart strategies required

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

→ high costs for underutilized space
→ smart planning tools required
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 “university cities” 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
BK city is "new old" building of the Faculty of Architecture after the fire in 2008.

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

Found a 'new' building within 10 days
- sustainable = re-use

source photo: Municipality of Delft, 1925

BK city is "new old" building of the Faculty of Architecture after the fire in 2008.

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LESSONS

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

Design the building as a city

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

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

LESSONS

#2
Reduce m2 - trade quantity for quality of space

42.000 m2

32.000 m2

Hierarchy of needs

Maslov (translated for) learning and working environment


http://www.managingtheuniversitycampus.nl
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)

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

LESSONS

#5
Avoid individual territory (“no names on the door”)

“Cellular office symbolic for cellular research”

“on a busy day; less than 20% of the desks is occupied”

source: various utilization studies

http://www.managingtheuniversitycampus.nl
LESSONS

#6

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

Changing the academic office

Office space

- no individual territory
- 12 m² usable per fte
  → became more after design process
- activity related concept
  a. SILENT ROOMS
  b. LIVING ROOMS
  c. MEETING ROOMS
  d. TEAM OFFICES

Reducing the footprint

workplace for employees:
- brief: 12 m²
- realized: 14 m²
- 2011: 11.2 m²
- 470 → 396 desks
- 0.86 workplace / fte
- occupancy rate 22% → 27%

m² is usable floor area (m² ufa)

http://www.managingtheuniversitycampus.nl
10. Storage

→ including digital storage

→ PROBLEMS
- accessibility individual archives for groups – sharing of books / material
- same books / magazines / reports on every shelf: waste of resources?
- expensive m² in use for static archives
- lack of "storage management" – how often do we clean?
- culture change of ‘paperless office’ (or ‘less paper office’)
- supply generates demand

Library: quiet place to study

LESSONS

#7

Make it feel like home – "home away from home"

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

Community building

http://
www.managingtheuniversitycampus.nl
LESSONS

#8
Allow students + staff to decorate their working environment

LESSONS

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

http://
www.managingtheuniversitycampus.nl
LESSONS

#10

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

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)

http://www.managingtheuniversitycampus.nl
“Proximity important for innovation”

Technology campuses in reality

Stimulate social interaction
& intellectual interaction

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

Campus of the future:
- transparency of processes
to inspire and learn from
each other

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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http://
www.managingtheuniversitycampus.nl
Model A: “Traditional university”
- exclusiveness, elite & large
- can we still afford this?

Model B: “Network university”
- “campus is marketplace of knowledge”
- sharing the campus
- “univer-city”

Model C: “Virtual university”
- work where you want

Model D: “University college”
- small, broad, Bachelor in English, selected talent

Campus of the future:
model A – traditional university
- exclusiveness, elite & large
- can we still afford this?

Campus of the future:
model B – network university
- “campus is marketplace of knowledge”
- sharing the campus
- “univer-city”

Campus of the future:
model C – virtual university
- work where you want

Campus of the future:
model D – University College
- small, broad, Bachelor in English, selected talent
Alexandra den Heijer

Model A: Traditional university (≈ reference)
- m²: same m²
- users: more users
- euros: more euros available
- quality per m²: higher quality

Model B: Network university
- m²: much less m²
- users: more users
- euros: more euros available (for less m²)
- quality per m²: higher quality

Model C: Virtual university
- m²: less m²
- users: more users
- euros: more euros available (higher added value)
- quality per m²: higher quality

Model D: University college
- m²: less m²
- users: less users
- euros: more euros available (higher added value)
- quality per m²: higher quality

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Vision

Strategic choices for campus

- accommodate: "existing" and "shared" vs. "new" and "open"
- low % of resources spent on the campus vs. high % of resources spent on the campus
- only public funding vs. allow private funding
- low space use per student or employee vs. high space use per student or employee
- focus on individual needs vs. focus on collective needs
- accept % buildings in bad condition vs. all buildings at least reasonable condition
- small/zoological footprint vs. larger/zoological footprint

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PREFERRED MODEL

Network university → "UniverCity"

- combination of heritage, refurbished and new
- intensively used, encouraging innovation by social & intellectual interaction
- sustainable, energy-efficient
- low footprint: more quality than quantity
- shared space, less territorial
- city = campus

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Changing the academic workplace

Strategic goals:
- increase competitive advantage (image)
- stimulate collaboration between different user groups
- change culture

Financial goals:
- reduce operating costs ("verhuiskosten")
- increase value, more benefits per m², more flexible for change

Functional goals:
- higher productivity
- better match for user activities
- higher quality of the working environment
- higher occupancy rates

Physical goals:
- reduce the footprint
- reduce CO₂ emission
- reduce risks

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Changing the academic workplace

- from private to more public space
- from office space to a multifunctional working environment
- from individual to shared - “to share or not to be…”
- is expanding from the workplace to the campus and the city
- trading quantity (per user) for quality of the working environment
- increasingly paperless (paper determines territory…)
- from one assigned workplace to many meaningful workplaces or to finding the most comfortable workplace in every season

EU: higher education budget crisis → to share or not to be

Follow me on Twitter: @alexandra_dh

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

(see DOWNLOADS for hand-out)

Stellingen “campus of the future”

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. Campus neemt steeds groter % van bedrijfsmiddelen
   - bewuste keuze voor strategie A, B, C of D

3. Kiezen of delen - to share or not to be

http://
www.managingtheuniversitycampus.nl