Campus management
perspectives, research & lessons for public real estate

Faculty of Architecture and the Built Environment
> 3,000 students, > 800 employees
#3 in 2018 QS Ranking Architecture schools

TU Delft: 177 years old
> 22,000 students, > 6,000 employees
#46 in 2019 Times Higher Education ranking

May 13, 2008

Faculty of Architecture and the Built Environment
TOUR
Lessons for / from BK city

BK city is “new old” building of the Faculty of Architecture, after the fire in 2008

TU Delft City
TU Library
Student housing
Pulse, Industrial Design
EWI building

YOU ARE HERE

TOUR
Lessons for / from BK city

May 13, 2008

BK city is “new old” building of the Faculty of Architecture, after the fire in 2008
BK city > 2008
#1 Design the building 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 standardisation 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)

Solutions for Education
Pulse and Echo: generic education buildings

Campus management
perspectives, research & lessons for public real estate

Campus management (research)
1. Real estate management from 4 perspectives
2. The European campus – knowledge to share
3. Lessons for public real estate
Presentation Alexandra den Heijer

Content presentation based on:
- Campus NL – past, present & future
  14 Dutch universities assessed in 2006 and 2016, commissioned by all universities
- PhD thesis / dissertation
  “Managing the university campus” (2011)
- Case study research
- TU Delft’s CAMPUS RESEARCH TEAM

Campus research team - network

TU Delft - Faculty of Architecture and the Built Environment

Management in the built environment (MBE) - “Campus management”

Architecture (A) – university buildings, interior design
Urbanism (U) – location campus in city, campus as urban area
Architectural Engineering + Technology (AE+T) – circular facades, heritage
OTB / Housing – student housing, role university in regional economy
Geomatics – big data, smart campuses – → from data to management info

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1. Campus management (research)
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2. European campus / assets
   - contains cultural heritage
   - In attractive (university) cities: students bring life to European cities: bars, restaurants, retail & leisure
   - location determines where innovation takes place
   - campus attracts talent and business
   - role universities in European economy
   - demography: higher % young people
   - generates many service + support jobs
Study choice research shows: the university city, the quality of life and availability of housing play a large role.

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

MODEL 1: CAMPUS = (separate) CITY

The campus competes with the city – “new town development”

MODEL 2: CITY = CAMPUS

Network university → “UniverCity”
European campus / disablers

- old buildings: majority from 60s/70s
- not functional for 21st-century university
- energy-inefficient
- “sometimes overcrowded, often empty”
- high vacancy rates in academic offices, laboratories, classrooms
- capital-intensive, expensive facilities
- campus 10-20% of university budget
- many universities have substantial investment plans...

“Claiming space and not using it”
“in top 10 holiday frustrations”
campus frustration
science facilities are most claimed

“Campus of the future – 3 models – “solid, fluid, gas”

A = traditional
B = network
C = virtual

Campus of the future:
model A – traditional university
- exclusiveness, facilities per faculty
- individual territory / workplaces
- can we still afford this?

Positive associations
- Unique qualities
- Traditions, rituals
- Loyalty, belonging:
  “members only”
- Community feeling:
  academic family
- Ownership
- Home

Negative associations
- Campus cost > 20%
- High footprint user
- Vacancy
- Closed doors
- Old-fashioned
- Island culture
- Inflexible

Campus frustration

Lower budget per student

University strategy = Resource-efficiency
- Human resources: larger groups, fewer teachers
- Energy resources: climate change, circular, no waste, energy-neutral
- Financial resources: doing more with less

www.managingtheuniversitycampus.nl
Campus of the future: model B – network university
- "campus is market place of knowledge"
- sharing the campus, "less territorial",
- flexible, "university-city"

Positive associations
- Interdisciplinary
- Serendipity
- Meeting place
- Open, more visible
- Flexible
- Campus costs/lower

Negative associations
- Anonymous in large organisation
- Everyone’s workplace is nobody’s workplace
- Distractions, less privacy
- More mobility on campus

Campus of the future: model C – virtual university
work where you want, "third places"

Positive associations
- Accessibility for long-distance students
- Very flexible
- Campus costs < 5%
- Very flexible
- Paperless
- Work-life balance own responsibility

Negative associations
- Lonely
- Social isolation
- Less loyalty to university
- Lower course completion rates
- Work-life balance hard to manage

Current + future campus = more dynamic

1. More temporary staff – short contracts, visiting professors, summer schools
2. More and more visitors
3. Staff and students travel more
4. Preferences international students: quality of life + home base is important
5. Research (funding) has become more unpredictable (<2 year contracts)
6. Functional demands change rapidly (labs, ICT, legislation)
7. More attention for health and well-being

"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 who attend learning hubs, the completion rates are above 30%”
Source: Coursera (7 mln students)

Campus models A-B-C as basis

A = traditional - exclusive & territorial
B = network - interaction & shared - place independent & individual
C = virtual - independent & individual

From 2006: "from bricks to clicks"
From 2016: 10 years later

"the search for a quiet place to study"
"students queue-up < bars"
Why “campus favorite study place”?

“push factors”
- Distractions at home:
  - roommates
  - social life, hobbies
  - Netflix
- More pressure on students:
  - higher tuition fees
  - stricter deadlines, rules
  - risk of burn-out

“pull factors”
- Quality of campus:
  - better facilities, network, ICT applications
- Other students:
  - more group work
  - group pressure to study
  - friendship and love (!)

Students:
“Protect us from working day & night”
“We need regular working hours and deadlines”
“We need to work on campus to be disciplined and focused”

“pull factors”

“push factors”

Students:

“Work pressure too high”
“Too many distractions at home: roommates, Netflix etc.”

“Love-hate relationship with the smart phone”

French universities ban smartphones from school

Source: LinkedIn; https://www.linkedin.com/feed/news/ban-laptops-from-meetings-
2727492/
NY Times; https://www.nytimes.com/2017/11/22/business/laptops-not-during-
lecture-or-meeting.html

“Bipolar campus strategy”
reinventing the past + supporting community with smart tools

“Do not disturb”
“Place to meet”
“Off the radar”
“Interconnected”

Solitude → Community
Silence → Buzz
Offline → Online

Yes, we can afford the assets
- If we are prepared to share more space and use smart tools to be more resource-efficient

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**Managing Public Real Estate**

Managing Public Real Estate is about connecting four variables in every decision: public goals, public financial resources, people and buildings.

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**EUROPE**

- **2400 HEIs**
- **170 million m²**

**NETWORK with the following partners from PRACTICE**

- **THE NETHERLANDS**
  - 14 HEIs
  - 5.1 million m²
- **FINLAND**
  - 10 HEIs
  - 1.1 million m
- **SWEDEN**
  - 51 centres of education
  - 3.2 million m²
- **UK**
  - 16 HEIs
  - 22 million m²
  - 700 professionals
- **NORWAY**
  - 40 HEIs
  - 2.9 million m²
- **CZECH REPUBLIC**
  - 26 HEIs
  - 1.6 million m²
  + 18 academic partners

**Campus research team - network**

- European campus
- PhD circular EE / flexible leasing
- PhD smart tools, smart buildings
- Guest researchers
- Natural heritage, circular, etc.
- New positions:
  - PhD “Campus of the Future”
  - “Implementing Campus innovations”

**Public Real Estate**

- Government buildings, museums, schools, prisons, university buildings, (academic) hospitals, etc.

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