

# Aarhus BSS Consultation Response for Campus 2.0

## **How can the physical surroundings help us forge a good work environment for staff and students?**

### **Purpose**

To create the conditions for the recruitment and retainment of talented employees and students

### **Questions**

- How can we establish the best teaching and research environments?
- What facilities are important for a good work environment?
- How can we create a good academic and social environment for our students, both in the University City and in the University Park?
- How can we create good conditions for student associations?
- How can we best assist staff and students to find answers to their questions about IT support, the library, study and career guidance, the location of facilities, etc.?
- What are the special needs for students on our further and continuing education programmes?

### **Overall input**

- A sufficient number of up-to-date and attractive locations for lecture theatres, classrooms, study spaces, offices, research and teaching labs, places to socialise, meeting rooms, informal meeting places, places to take a break/"in-between" places, events, library, childcare facilities, parking
- To be able to work and study, you need peace and quiet for individual studies, but also room for social activities
- Coherence in the everyday life of students by designing buildings that comprise a mix of teaching facilities e.g. group rooms, smaller classrooms and lecture theatres
- Proper access to buildings and facilities and coherence between buildings
- A focus on making good use of the outdoor areas for academic and social activities - remember: Take the changeable Danish weather into account
- Recreational areas in the intersection between indoor and outdoor
- Flexible rooms and design that can be altered quickly
- Flexible zones and thus less wasted space
- Make good use of the wide corridors by adding study spaces (compartments), telephone rooms, small meeting rooms, printing rooms, etc.
- Separate VIP and student areas combined with natural meeting places (also across academic fields) such as cafeterias, cafés, shops, outdoor areas, Friday bars, faculty bar/club
- Combined with campus cafés and exciting facilities, a centrally located place to eat with long opening hours and a wide variety of healthy food at decent prices will inspire people to stay on campus after class
- A good working environment for everyone with light and airy buildings, a focus on ergonomics and a good indoor climate

- All rooms play a central role in student learning. For that reason, all indoor and outdoor rooms must be equipped with access to electricity and the internet.
- Make it easier to use the rooms for other activities than teaching
- Focus on how rooms may be used for several purposes without having to relocate teaching activities
- To create the best conditions for team work, the department's VIP and TAP must be placed closely together in areas with offices opposite each other and meeting rooms centrally placed in the wide corridors (cf. the offices in the S building)
- PhD students must be placed close to their supervisor and a relevant academic environment
- Student services and student associations must be located close to where the students are to make them easy to find
- For students on continuing education programmes, transportation, accommodation, good classrooms and a framework for nurturing one's network are important factors
- The study and work environment must be clearly prioritised over business-related/commercial interests
- Measures that create security on a 24/7 campus
- Clear smoking policy
- Disability access

### **Specific suggestions**

- Campus open 24/7 allowing for round-the-clock use
- Fitness, running path, rooms for exercise classes, outdoor sports facilities (basketball, table tennis, fitness), "playgrounds" and changing/bathing facilities
- Scenic areas, water and open spaces
- Urban gardens for the students
- Outdoor furniture (cf. Enzi) and tables and benches - if possible, integrated into the architecture
- A "city centre" with small shops, cafés and bars
- Remember to make the University Park more attractive as well - and consider how to bring students and lecturers closer together
- Closed glass footbridges between the buildings to create coherence (cf. FSA)
- Names or symbols (rather than numbers) on the buildings or facilities as well as appropriate signage in Danish and English combined with a way-finder app
- Strong landmark that symbolises the pride you feel in being a university student
- Creative design and works of art that reflect the departments
- Tower with view and rooftop terrace
- Centrally located and visible Single Point of Contact/One Stop Shop, i.e. gathering all relevant services (reception, library, IT, study and career counselling) in one place. From here you can refer people to specialists or other departments - e.g. in the form of a city square that also includes cafés, places to eat and a bookshop
- Good and healthy cafeteria that serves quality food and offers decent prices, a large selection, long opening hours, etc. (cf. the Royal Library cafeteria) - and take-away so that you can buy take-home dinners
- A large student cafeteria and several smaller staff cafeterias. One of the staff cafeteria must offer catering services for conferences held in the University City where proximity is key.
- Individual VIP offices to allow for in-depth study in relation to research, supervision and teaching preparation thus making it attractive to work on campus rather than from home
- Offices close to one's colleagues to allow for good collegial collaboration

- Avoid long VIP corridors with VIPs sitting far apart
- Place coffee machines, printers, toilets, etc., in places that allow for collegial interaction
- Place offices in dead-end corridors to prevent traffic through the corridor
- Glass doors or glass next to the doors to let in daylight and create transparency
- Department lunch room
- The personal interaction between VIPs and students (e.g. in supervision) take place in the VIP's office in contrast to other degree programmes where the personal interaction primarily takes place in laboratories
- Open work spaces in corridors and recreational areas
- Areas at the departments for table tennis, etc.
- Architecture that takes cooling systems in hot summers into account
- Well-designed, intelligent and flexible lecture theatres/classrooms in terms of furniture, blackboards, indoor climate, sound, light, infrastructure, streaming, automatic video recording systems, space, room division, etc.
- Outdoor lecture theatre with screen
- A supervision room next to selected classrooms to allow for an undisturbed observation and recording of the teaching with the aim of developing the teaching
- A classroom that allows for continuous experiments with the form and content of the teaching
- Study spaces and group rooms close to lecture theatres to allow for in-depth study/group work immediately after a lecture. The use of lectures ensures attendance and thus retention (as opposed to video lectures)
- Establishing café environments (preferably with external suppliers) close to the large lecture theatres would make it easier for students to get in contact with each other right after classes. Lecturers may also use the areas for informal meetings, e.g. at conferences. In addition, it could be a good idea to place a couple of small meeting rooms next to the café areas to be used for lunch meetings. The cafés should offer long opening hours.
- Study spaces and group rooms should be placed next to a communal area
- Study spaces in open areas with views, daylight, air, noise reduction and a good indoor climate (cf. the S building) - e.g. centrally placed in an atrium
- Study spaces next to a library or bookshop
- Covered outdoor study spaces (cf. the Royal Library greenhouses)
- Areas where students can immerse themselves in their studies, relax, network, take part in activities, social and fun events. The areas should be close to one another to allow students to move between them (cf. the Royal Library)
- Staircase on which to sit with your computer
- More student lockers on campus
- Kitchen facilities next to the study spaces
- Opportunity to book rooms for group work
- Library facilities with room for books, lending services, study spaces, supervision functions and to some extent physical collections. In addition, new types of learning rooms that involve digital learning methods
- A book-swap area
- Local student association corridors combined with shared facilities for all student associations to allow students to meet across academic fields
- Rooms that the associations can book and use for events, etc. including joint academic and social events

- For students on continuing education programmes: good transport facilities including parking spaces, a special dining area and a lounge for networking, good furniture due to long days, accommodation in connection with courses that lasts several days, rooms suitable for case-based teaching and good group rooms
- Creatively designed work and meeting areas with beanbags, café tables for stand-up meetings, etc.
- The business community must be involved in lectures or teaching
- Major AU events and the school's annual Summer Festival should take place in the University City
- Parking spaces (bicycles and cars) for staff, students and visitors
- Electric charging station for electric cars
- Covered bicycle sheds
- Bicycle repair shop (cf. the University Hospital in Skejby) - if possible, mobile
- Use the underground corridor to transport IT equipment etc.
- Local as well as shared meeting rooms
- Better utilisation of rooms and expensive AV systems (e.g., video conference systems) via the shared meeting rooms on campus
- Seminar rooms of all sizes at the departments (these can also be used for teaching)
- Official parcel shop where staff can pick up private parcels
- Minimise outdoor noise from traffic, areas with waste containers, deliveries and places where people gather outside. Use electric vehicles and machines on campus
- Cinema, stand-up comedy stage, open evening lectures
- Warning system with loudspeakers or sirens

## **How can the physical surroundings help us promote coherence between research and teaching and support interaction between academic staff and students?**

### **Purpose**

To create the best conditions for research-based teaching; one of our most important core activities

### **Questions**

- How can the physical surroundings for teaching promote coherence between research and teaching, and support interaction between academic staff and students?
- How can we create natural meeting places for students and staff outside the classroom?

### **Overall input**

- Prerequisites for interaction between VIPs and students are shared as well as separate premises
- A classroom that increases the lecturer's ability to move between the students and may be used for a meeting or recreational area outside the teaching hours (cf. CUL's model classroom)
- Horseshoe-shaped lecture theatres (cf. Harvard Business School)
- The individual VIP offices allow students to be invited into a well-functioning academic environment and gain an insight into how research is conducted at a "dry" faculty. In this way, students will also experience how this research differs from and is integrated with the research conducted in the interactive classroom, in labs and in the lecture theatre
- Recreational outdoor areas must be established next to lecture theatres and other classrooms so that VIPs can meet the students as they move to and from classes (as opposed to the situation in the Lakeside Lecture Theatres)
- Lecturers and students spend time in the same areas - preferably in the same buildings
- Create environments where students and lecturers may work side by side respecting each other's need for peace and quiet
- Researchers have offices with windows along the edge of a large area combined with lounge/meeting room/etc., for researchers, and with the middle of the room divided into cubicles where study groups meet and work on their projects (cf. CITRIS - UC Berkeley)
- The design of the lecture theatres must accommodate lectures as well as group work
- Students must be considered as co-creators of the teaching - including experimental teaching
- Researchers must be allowed to conduct research and prepare their teaching in peace and quiet - if not, they might decide to work from home, which reduces the possibility for VIP/student interaction
- VIPs must be able to meet with individual students or groups in their own office or in smaller meeting rooms in connection with supervision, etc.

### **Specific suggestions**

- The VIP offices could be placed on the top floors and the classrooms on the bottom floors of the same building
- Labs which involve student participation should be placed close to where the students are
- Study cafés located close to VIPs to give students easy access to help in connection with assignments and to enable a continuous dialogue between students and VIPs

- Natural meeting places such as cafeteria, cafés, library, sports facilities, outdoor areas

## **How can the physical surroundings support both current and future forms of instruction, as well as teaching and research collaboration?**

### **Purpose**

To help us deliver up-to-date and future-proof teaching and research of the highest quality

### **Questions**

- How can the physical environment support both current and future forms of instruction including large lecture groups?
- How can the physical surroundings support research collaborations, including large research conferences?
- How can the physical surroundings underpin future collaboration on degree programmes and research, both internally at the individual departments and between different departments?

### **Overall input**

- There is a need for a large new lecture theatre accommodating 700 to 800 students, as the Per Kirkeby Lecture Theatre cannot meet the demands. In addition, there needs to be a replacement for the lecture theatres at Fuglesangs Allé
- The design of the lecture theatres and classrooms should allow for flexible, interactive and varying forms of instruction.
- Take advantage of technology in the teaching
- Modern conference facilities for research conferences (perhaps through an external supplier) that are not in competition with teaching activities
- Premises with sufficient flexibility to accommodate the establishment of major research projects (e.g. research centres) in close proximity to departments
- Facilities that encourage interdisciplinary research collaboration
- Collaboration between the university, the library and companies on an “experiment room” for testing out techniques and forms of learning (makerspaces) (cf. DTU’s library)

### **Specific suggestions**

- Ideally, it should be possible to alter rooms so that they accommodate lectures, group work and student instructor interaction in the same room and during the same two to four hour lesson (cf. Harvard Business School, Herning Gymnasium and the University of Minnesota)
- It should be possible to make rooms smaller or larger (preferably during class) and change lecture theatres into flat-floor rooms (cf. Hermans in Tivoli Friheden)
- Group rooms located close to lecture theatres to allow students to switch between lectures and group work
- Electronic (online) boards as well as tablets in the classrooms - preferably more than one in each room so that students can be divided into groups in class
- Makerspaces, learning labs, data labs, where students can get help with handling or searching for data, handling references or testing new learning methods such as OER, robot learning, VR, etc.
- FlexSpace/flexible learning environments for data handling and visualisation
- Teaching labs, e.g. a courtroom for law students, a counselling training room for psychology students, a trading room for economics students, a parliament for political science students, rooms where students can train their negotiation and presentation skills, etc.

- Research labs where researchers can get help and guidance on how to use programmes, test new technologies, experiment and share knowledge
- Research Commons/makerspaces where researchers can get help with developing their publishing strategy, data/literature searching, data handling, video, VR, robot learning, 3D printing, research registration and OA, intellectual property, etc.
- Courtyards for breaks - preferably located between departments to allow for researcher interaction



## **How can the physical surroundings help ensure cohesion and flow for staff and students moving between the University City and the University Park?**

### **Purpose**

To create a vibrant campus that makes the best possible use of the facilities on both sides of Nørrebrogade

### **Questions**

- What physical surroundings will motivate the desired cohesion and flow for staff and students?
- What facilities and activities could encourage students and staff to use the campus outside working hours?
- Which of the existing facilities and physical surroundings are important to maintain, and what is lacking in the current campus?
- Should important service points and facilities be placed on different sides of Nørrebrogade to create a flow of staff and students through the tunnels under Nørrebrogade? For example, should the joint library be placed in the University City and the joint Student Counsellors' Office in the University Park - or vice versa?
- Or should we set up a "Single Point of Contact" at a central location, either in the University City or in the University Park, and then place teaching activities and attractive self-study areas in the University City as well as in the University Park, so that there is a flow of staff and students between both sides of Nørrebrogade?
- How can we make the University Park more attractive and interesting?

### **Input**

- Students as well as VIPs have a great need to feel that they belong somewhere and are part of an academic environment. This need should not be ignored. It might be considered whether other joint functions could encourage movement across the University Park and the University City
- The course administrators could make sure that all students have to attend classes in both the red and yellow buildings - however, students and lecturers must not be made to feel like nomads
- Increased focus on interdisciplinarity
- It should be easy finding your way and moving about on the entire campus
- Central as well as local service points
- Better to place facilities on both sides of Nørrebrogade rather than having a Single Point of Contact
- Expanding the physical space of the individual student and staff member by integrating a social AU calendar with the existing digital systems
- Better to have a lot of small and intimate eateries scattered around campus than one large place to eat
- More outdoor recreational areas
- Make the passage ways between the University City and the University Park exciting and attractive
- There must be a willingness to move existing activities in the University Park to the University City to allow for places in the University Park where students and VIPs can meet, etc.

### **Specific suggestions**

- Decide that at some point during their studies, students are required to write an assignment with a student from another academic field
- The social AU calendar should allow people to subscribe to relevant events or to search for events, facilities, vacant study spaces etc. within a 50 metre radius
- The possibility of lending bicycles to use on campus
- Running path/bicycle path across the University City and the University Park
- Make the sides of the underground passage ways active with informative and exciting light/video installations
- Make the entrances to the passage ways vibrant with coffee to-go or cafés by the entrances on both sides of the street
- Offer evening/weekend activities such as cinema, fitness, rooms you can borrow, “House of Generations” like the one at the harbour, music and concert venues (e.g Kedelhuset), supermarket
- Cultural events, if possible, of an academic nature
- A café or a cafeteria with long opening hours will make it more attractive to stay after work and hang out on campus until an event later in the evening
- More places to eat on campus – e.g. street food
- Themed restaurants (Italian, American, Indian, Thai)
- Allow coffee trucks/food trucks/snack trucks to move around campus so that they are not just located in one spot
- A good café offering coffee and cake - to be used for more informal meetings
- A modern museum similar to the Experimentarium
- An incubator with a café in the University Park
- Daycare facilities
- University hotel
- Activating art installations
- Orangeries with study spaces by adding glass ceilings to spaces between the buildings - also in the University Park
- AU Merchandise shop

## **How can the physical surroundings help promote collaboration and interaction with the community?**

### **Purpose**

To add value to our research and teaching, ensure opportunities for internships, thesis collaboration, study jobs, etc., and to profile our activities for the world around us

### **Questions**

- How can we establish physical surroundings in the University City and the University Park that will support interaction between the business community and our students, including entrepreneurship and large business conferences?
- Where on campus should visitors from the business community be invited to stay: at the heart of campus or at its periphery?
- How can we make the campus attractive for the citizens of Aarhus, and what will make them engage in activities and use the facilities on campus?
- How can we provide optimal support to external visitors with regard to contact with researchers and students and with regard to participating in courses, events, conferences, meetings, etc.?

### **Input**

- The individual academic fields more visually accessible to visitors
- Makerspaces - some centred on teaching, others on entrepreneurship and others on establishing contact to the city and its citizens
- The business community must have access to the facilities at the university
- Creating a framework for collaboration with municipal, regional and national actors as well as self-governing institutions
- Focus on entrepreneurship
- Placing small companies on campus
- Access for ordinary citizens to the facilities at the university
- Signage and digital solutions

### **Specific suggestions**

- An “exploration walk” for visitors through campus where the academic fields are reflected in works of art, mini museums, etc. Each department/academic field gets the opportunity to present themselves physically (e.g. in an entrance hall, etc.) This would give external visitors an idea of what is hiding behind the walls as they move through campus. The area may also serve as a reception area at smaller conferences, etc. (cf. UC Berkeley)
- Specific dining areas for participants in external courses, business clubs, alumni events, etc.
- Meeting rooms for companies’ on-campus recruitment (job interviews)
- Inviting the business community into the teaching labs
- Companies on campus must be obligated to establish study spaces/project spaces
- Establishing a green house (temporary project environments)
- Innovatorium, incubator environment (startups)
- Facilities for case competitions
- Lecture café where researchers can present their research (cf. TED talks)
- The Student Incubator moves to the University City

- Hotel or apartments offering full services to guests (business customers and researchers)
- Counselling centres manned by students = extended social scientific “legal aid”: enhance your understanding of law/politics/economics/management/psychology
- Suggest to the municipality/the region that some of their administration or activities be affiliated with campus allowing for a better flow of research-based knowledge to and from the municipality/region
- A campus “food court” serving street food
- Café and restaurants that are open in the evening and that offer quizzes, stand-up comedy, transmission of sporting events, etc.
- A juice bar
- A bike shop
- A large supermarket that can also be used for research experiments as a supplement to the COBE Lab (consumer behaviour, marketing, etc.)
- A Wefood on campus
- Invite service professions from Aarhus Tech (bakers, hairdressers, butchers) and VIA (physiotherapy) to campus
- Offer premises to voluntary associations
- Gallery for exhibitions
- Running path/bicycle path across the University City and the University Park
- Playground for all ages
- Nursery
- “Volunteer space”: mentor scheme, voluntary projects, pass on your knowledge
- Development through fundraising: individual fundraising, foundations, corporate funding/sponsorship, crowd funding (students and researchers)
- Signage in Danish and English, letters or names (sponsored?) on buildings and info screens
- Digital solutions in the form of a Wayfinder app and websites with information on research groups/projects, an AU guest app that gathers AU Find and open events, etc.
- Cinema and concert venue

## **How can the physical surroundings help us develop Aarhus University as an international campus?**

### **Purpose**

To make it easier to recruit excellent researchers and talented students from abroad and retain the international staff and students that we already have

### **Questions**

- What will it take for AU to continue its development as an international campus?
- What are the special needs with regard to international students, staff and guests?

### **Input**

- The University City should be an international campus where international students and staff feel comfortable
- Professional facilities for meetings and receptions with international visitors
- Inspiring and attractive departments

### **Specific suggestions**

- Signage in English - also in the cafeteria
- Activities and events in English
- AU's employees must be able to communicate in English (orally and in writing)
- Citizens' Services on campus
- Good facilities, administrative support, etc. in relation to staff and student exchange
- Offices for visiting scholars/visiting lecturers
- Study spaces for international exchange students whose accommodation might be more modest than Danish students'
- A joint meeting place for Danish and international students
- A "SWAP language area" where students can teach each other different languages
- Furnishings that reflect different countries/cultures
- Offering start-up accommodation to newly arrived students and visiting scholars on extended stays
- Apartments offering full-service opportunities for international visitors (researchers and working professionals) who are here for short stays
- An international kindergarten, school and upper secondary school on (or close to) campus
- A campus doctor