

To the rector

## Campus 2.0 - Aarhus University of the future

Dear Brian,

Please find enclosed the school's input for Campus 2.0 - Aarhus University of the future

### About the process at the school

During September and October 2018, the school carried out a extensive consultation process in which employees, students and other stakeholders were given the opportunity to provide input on Campus 2.0 - individually and in various forums and meetings. For more information on the process, please visit [www.bss.au.dk/nycampus](http://www.bss.au.dk/nycampus)

The process resulted in more than 100 pages of input from across the school. The most important points and focus areas are described below. In addition, appendix 1 contains a summary of the many good ideas and specific suggestions we have received. The summary is structured in accordance with the catalogue of questions that was submitted for consultation.

### The university - a workplace

Employees as well as students emphasise that the university is primarily a workplace - *and* that the physical surroundings contribute significantly to creating a well-functioning workplace. The physical surroundings are thus important for ensuring the quality of the activities conducted at the university and for attracting and retaining talented employees and students.

Employees and students need areas that allow for individual in-depth study as well as areas that allow for collaboration, networking and relaxation. In addition, there is a need for areas that allow for interaction between the academic staff members and students - and for areas that two the groups can use separately. There are also requests for a variety of nice places to eat on campus - places that are open to employees, students and visitors. Access to sports facilities is also emphasised.

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Case no.: 2018-300-000007  
Sender CVR no.: 31119103  
Reference: azh

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The responses emphasise up-to-date, coherent and inviting physical surroundings along with a good working relationship with colleagues and fellow students. Both aspects are seen as vital to ensuring a well-functioning workplace.

Another key point is a flexible use of the total number of square metres to make room for and be able to afford the prioritised facilities. One way of ensuring that we make the best possible use of the square metres is to allow the indoor and outdoor areas to blend together. It is also necessary to consider possible future needs for extensions in close proximity to the individual departments e.g. in connection with the establishment of major research projects/centres.

A well-functioning and proven way of creating coherence between buildings and making the most efficient use of the outdoor areas is to establish glass sections between buildings - on the ground and via closed glass footbridges. With relatively few means, we will be able to use these areas throughout most of the year - for study spaces, recreational spaces, events, etc.

### **Collaboration with society**

In their consultation responses, many people emphasise the need for a new S building to accommodate the many recurring conferences and events that are aimed at the world around us - including our alumni and the business community. A new S building would also allow us to host even more of these conferences and events. Examples of such events include Aarhus Symposium, CompanyDATING, Aarhus BSS Business Conference and other events that focus on the dissemination of the school's research, the Aarhus Case Competition, Business Brunch, etc. The existing S building at Fuglesangs Allé does not comprise lecture theatres for talks and presentations, etc. This means that conferences and events often take place in the two multi-rooms and thus take up study spaces in these two rooms. For that reason, we often have to turn down events. A new S building should thus include a lecture theatre that can also be used for teaching activities when not in use.

The responses also propose that we enhance our collaboration with society by offering citizens and the business community access to the facilities and knowledge found at the university. Events and leisure activities that are open to everyone, shopping facilities and various places to eat, a bicycle repair shop, nurseries, etc., may also serve to attract external visitors. To create a vibrant campus, the campus needs to be open, transparent and accessible 24/7 with activities and access to facilities outside "normal opening hours" as well.

### **Classrooms**

The consultation responses have a particular focus on classrooms. Today, we are experiencing considerable problems in relation to the room capacity of lecture theatres and classrooms. There are too many students in the classrooms due to an insufficient num-

ber of large classrooms; re-scheduled classes take place in rooms that are not that suitable for teaching activities; the Lakeside Lecture Theatre is also used for conferences, which squeezes out ordinary teaching activities that include parallel lectures due to a lack of large lecture theatres. This in turn increases the pressure on the lecture theatre capacity. All of these factors contribute to reducing the level of student attendance and are detrimental to the learning potential and study environment.

On most of the school's degree programmes, lectures constitute a large part of the teaching activities. Partly because lectures provide students with a valuable opportunity for developing an understanding of academic correlations - an understanding that is more difficult to achieve in classroom instruction involving more than one lecturer. And partly because a major overhaul of the teaching activities is unrealistic due to limited financial resources and lecturer capacity. The degree programmes increasingly make use of large lectures, including co-teaching on basic modules. In addition, there is a political and accreditation-related focus on the number of lessons. This focus suggests that the number of lessons will increase rather than decrease in the years to come.

On the basis of these experiences, many consultation responses recommend the construction of a large new lecture theatre in the University City - preferably accommodating 700 to 800 people. The lecture theatre must be designed so that it can be divided into smaller rooms and be turned into a flat-floor room. This would allow the room to be used for various purposes. The design must allow for interactive and varying forms of instruction so that the room can meet existing as well as future needs. With a large new lecture theatre, AU would also be much better equipped to meet the growing need for holding large conferences and events for researchers and the business community in the existing lecture theatres (e.g. the Lakeside Lecture Theatre).

### **Flexibility**

To ensure an optimal utilisation of premises in both the short and long term, it is important that the premises are designed to be as flexible as possible. This goes for office areas, communal areas, lecture theatres and classrooms. The flexibility not only applies to the actual design of the rooms, but also to the boundaries between the rooms allowing them to be merged or divided. The flexible solutions should be designed in a way that allows a lecture theatre to be divided so quickly and easily that it can be done in between two lessons. In this way, the study planners do not have to allow for time to divide the room when allocating classrooms.

Remote offices for in-depth study combined with easy access to meeting rooms, supervision rooms and classrooms close to the student areas would provide flexibility in relation to in-depth study and collaboration - and allow for formal and informal meetings across academic staff members, technical/administrative staff members and students.

### **Study environment**

The students would like different kinds of inviting and well-designed study spaces with natural daylight and a good indoor climate combined with recreational areas for social activities as well as proximity to classrooms, academic staff members, places to eat, student services and student associations. Thus, it is important to consider how we create coherence and flow between the different facilities.

Students on the continuing education programmes have special needs that must be taken into consideration. They have a different background and stay at campus for extended periods.

### Offices

A recurring topic in the department's consultation responses is the importance of maintaining the individual offices for academic staff members. Academic staff members need to be able to conduct their research and prepare their teaching without being disturbed. Several recent studies show that open plan offices have a negative effect on efficiency and job satisfaction. Another concern is that open plan offices will reduce the number of academic staff members on campus. Meeting rooms and common rooms for the department staff must be located close to the individual offices.

### Coherence between the University City and the University Park

There are different attitudes and suggestions for how to best ensure coherence between the two locations. Overall, the responses express a wish for centrally located joint activities as well as for the possibility of placing activities close to the departments. Several responses warn against forcing through a counterproductive and time-consuming demand for mobility. Instead the responses suggests that movement between the two locations could be encouraged by placing exciting facilities and activities that people would be willing to walk to on both sides of Nørrebrogade. This could be combined with logistical aids such as free bicycle lending, proper signage and a digital navigation system allowing people to get to where they are going quickly and easily.

### Internationalisation

The prerequisite for recruiting and retaining talented international employees and students is that we succeed in creating a campus that makes them feel welcome and meets their everyday needs. This includes the possibility of guaranteeing (startup) accommodation, suitable office facilities and study spaces, and a university that is able to communicate in English.

### What happens next?

Throughout the consultation process, the school has received a number of suggestions for how to structure the process leading up to the relocation:

- Establishing **user groups** that focus on specific themes such as study environment, student organisations, Smart Campus, the design of outdoor areas, the business community and the city on Campus, places to eat, signage/wayfinding, conference facilities, flexible lecture theatres and classrooms, etc.

- **Searching for and sharing inspiration** (user groups and other involved parties) by attending after-work meetings, going on study visits, collecting experiences, sharing knowledge on the website, etc.
- Launching **competitions** and formulating student **cases** on how to design future lecture theatres, classrooms, study environments, labs. Here we can bring AU's relevant academic profiles into play (e.g. engineering students) and perhaps include architecture students in the collaboration.
- Initiating **experiments** at the current locations to start testing ideas: e.g. outdoor study spaces in glass houses, the design of modern and flexible classrooms, Smart Campus (monitoring behaviour, automated lighting, heat and access control systems etc.), making use of broad corridors, etc.
- Continuing to collect **ideas and wishes** via the school's email [nycampus.bss@au.dk](mailto:nycampus.bss@au.dk) and sharing knowledge via the school's Campus 2.0 Facebook group.

In order to develop the best University City as possible, it is important that we conduct an analysis of the school's future needs in terms of space; i.e. in relation to offices and meeting rooms as well as classrooms and lecture theatres. In order to conduct this analysis, we need to identify our current utilisation of premises as well as the expected number of academic staff, technical/administrative staff and students in the years to come. The school has already initiated an analysis of the current teaching facilities. We expect this analysis and any further analyses to be completed by the summer of 2019.

Kind regards,

On behalf of the faculty management team

Thomas Pallesen  
Dean