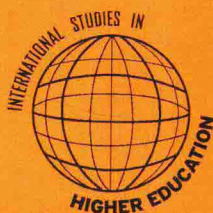INTERNATIONAL STUDIES IN HIGHER EDUCATION

The Physical University

Contours of space and place in higher education

EDITED BY PAUL TEMPLE

ROUTLEDGE

The Physical University

*Contours of Space and Place
in Higher Education*

Edited by Paul Temple

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The Physical University

The great universities of the world are, to a large extent, defined in the public imagination by their physical form: when people think of a university, they usually think of a distinctive place, rather than about, say, the teaching or the research that might go on there. This is understandable, both because universities usually stay rooted to the same spot over the centuries and because their physical forms may send powerful messages about the kinds of places they are.

The physical form of the university, and how the spaces within it become transformed by their users into places that hold meanings for them, has become of increased interest recently from both academic and institutional management perspectives when trying to understand more about how universities work, and how they may be made more effective. Yet, despite its seemingly obvious importance, the available literature on space and place in higher education internationally is scant when compared to that dealing with, say, teaching and learning methods, or with evaluating quality or many other topics.

This book brings together a range of academic and professional perspectives on university spaces and places, and shows how technical matters of building design, maintenance and use interact with academic considerations on the goals of the university. Space issues are located at an intellectual crossroads, where widely differing conceptual and professional perspectives meet and need to be integrated, and this important book brings together perspectives from around the world to show design and use issues are changing higher education.

Globally, higher education is being required to do more – to teach more students, to be better at research, to engage more with business and communities and many other things. These pressures are leading universities to reconsider their management processes, as well as their academic structures: an often-quoted saying is that 'we make our buildings, and afterwards they make us'. At a time when universities and colleges are seeking competitive advantages, ideas and analysis about space design and use are much needed and will be well received.

Paul Temple is Reader in Higher Education Management at the Institute of Education, University of London, and Co-Director of its Centre for Higher Education Studies.

International Studies in Higher Education

Series Editors:
David Palfreyman, OxCHEPS
Ted Tapper, OxCHEPS
Scott Thomas, Claremont Graduate University

The central purpose of this series is to see how different national and regional systems of higher education are responding to widely shared pressures for change. The most significant of these are: rapid expansion; reducing public funding; the increasing influence of market and global forces; and the widespread political desire to integrate higher education more closely into the wider needs of society and, more especially, the demands of the economic structure. The series will commence with an international overview of structural change in systems of higher education. It will then proceed to examine, on a global front, the change process in terms of topics that are both traditional (for example, institutional management and system governance) and emerging (for example, the growing influence of international organizations and the blending of academic and professional roles). At its conclusion, the series will have presented, through an international perspective, both a composite overview of contemporary systems of higher education, along with the competing interpretations of the process of change.

Published titles:

Structuring Mass Higher Education
The role of elite institutions
Edited by David Palfreyman and Ted Tapper

International Perspectives on the Governance of Higher Education
Alternative frameworks for coordination
Edited by Jeroen Huisman

International Organizations and Higher Education Policy
Thinking globally, acting locally?
Edited by Roberta Malee Bassett and Alma Maldonado-Maldonado

Academic and Professional Identities in Higher Education
The challenges of a diversifying workforce
Edited by Celia Whitchurch and George Gordon

International Research Collaborations
Much to be gained, many ways to get in trouble
Melissa S. Anderson and Nicholas H. Steneck

for
Sir Andrew Derbyshire
Jane Allemano
Olivia Trani – *I think I got it right this time!*
Theodore Hendrick Benneworth
Tony Rich, 1954–2012

Figures and Tables

Contributors

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Lorna Hards recently completed her PhD research, consisting of a critical review of art in the public realm in Birmingham, UK, from 1985 to 2010. This study, conducted through a collaboration between Birmingham City University and Birmingham City Council, focused on the evolution of works produced and the ongoing evolution in their meanings. It investigated the motivations

and mechanisms for the commissioning of public art, looking at what influenced the art created and what impact it had in Birmingham and beyond.

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Mike Neary has been the Dean of Teaching and Learning at the University of Lincoln, UK since 2007. Prior to this appointment, he taught political sociology at the University of Warwick. He has a particular interest in the design and development of teaching and learning spaces within broader questions associated with the meaning and purpose of higher education. Recent publications on this topic include *Learning Landscapes in Higher Education: The Struggle for the Idea of the University* (2010, Neary and Saunders), and *Teaching Politically: Policy, Pedagogy and the New European University* (2012, Journal for Critical Education Policy Studies). He is Joint Editor of *Teaching in Public: Making the Modern University* (2011, Continuum).

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Eugene P. Trani is President Emeritus of Virginia Commonwealth University, USA, having retired in 2009 after a 19-year term as president. A specialist in US foreign affairs, he has written extensively on the historic development of US relations with other countries. He is the co-author of *The Presidency of Warren G. Harding* (1977, The Regent Press of Kansas) and co-author of *The First Cold War: The Legacy of Woodrow Wilson in U.S.–Soviet Relations* (2002, University of Missouri Press) and *Distorted Mirrors: Americans and Their Relations with Russia and China in the Twentieth Century* (2009, University of Missouri Press). He has also collaborated with Robert Holsworth on *The Indispensable University: Higher Education, Economic Development and the Knowledge Economy* (2010, Rowman & Littlefield/American Council on Education). His most recent book, co-authored with Donald Davis, is *The Reporter Who Knew Too Much: Harrison Salisbury and The New York Times* (2012, Rowman & Littlefield).

Marcella Ucci is Lecturer in Environmental and Healthy Buildings at the Bartlett Faculty of the Built Environment, University College London, where she teaches on an MSc in environmental design and engineering. With a background in architecture and a PhD in indoor air quality and modelling, her research focuses on the interactions and tensions between sustainable building design/operation and the needs of occupants in terms of comfort, health and well-being. She is Chair of the UK Indoor Environments Group (UKIEG), a multidisciplinary group that provides a focus for activity concerned with indoor environments, health and well-being.

Sian Vaughan is an art historian whose research interests concern the interpretation and mediation of engagement with contemporary art. She has previously taught art and design history in further and higher education. She is currently Senior Research Fellow and Keeper of Archives with Birmingham Institute of Art and Design (BIAD). She has published widely on the subjects of public art, archives, collection management and cultural organizations.

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Planner, and Campus Landscape Architect at the University of Idaho. While at Idaho, he created a formalized process for project planning and architectural programming to ensure coordination between programme needs and institutional strategic plans. As a faculty member, he teaches landscape architectural design, construction and graphic communication, and his current research is directed at the affective power of place and how the landscape of campus affects student recruitment, retention and learning performance. His book, *The Non-Architect's Guide to Major Capital Projects*, was published by SCUP in 2005.

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Series Editors' Introduction

International Studies in Higher Education

This series is constructed around the premise that higher education systems are experiencing common pressures for fundamental change, reinforced by differing national and regional circumstances that also impact upon established institutional structures and procedures. There are four major dynamics for change that are of international significance:

1 mass higher education is a universal phenomenon;
2 national systems find themselves located in an increasingly global marketplace that has particular significance for their more prestigious institutions;
3 higher education institutions have acquired (or been obliged to acquire) a wider range of obligations, often under pressure from governments prepared to use state power to secure their policy goals; and
4 the balance between the public and private financing of higher education has shifted – markedly, in some cases – in favour of the latter.

In response to such pressures, many higher education systems have demonstrated their ability to be highly innovative. There are three significant developments. First, the idea of higher education as a private, as well as a public, good is expressed concretely in the search for market funding, incorporating the rise of for-profit universities. Second, there has been a marked increase in trans-institutional cooperation, which includes the emergence of international ties; coupled with this has been the move by some universities to establish overseas campuses. Third, we see the rise of the MOOCs (massive open online courses), which represent the severest challenge to traditional pedagogies, including our very understanding of what it means to acquire the experience of higher education. The world of the universities is in a state of flux. Change, rather than stability, is the order of the day.

Each volume in the series examines how systems of higher education are responding to this new and demanding political and socio-economic

environment. Although it is easy to overstate the uniqueness of the present situation, it is not an exaggeration to say that higher education is undergoing a fundamental shift in its character, and one that is truly international in scope. We are witnessing a major transition in the relationship of higher education to state and society. What makes the present circumstances particularly interesting is to see how different systems – a product of social, cultural, economic and political contexts that have interacted and evolved over time – respond in their own peculiar ways to the changing environment. There is no assumption that the pressures for change have set in motion the trend towards a converging model of higher education, but we do believe that, in the present circumstances, no understanding of 'the idea of the university' remains sacrosanct.

Although this is a series with an international focus, it is not expected that each volume should cover every national system of higher education. This would be an impossible task. While aiming for a broad range of case studies, with each volume addressing a particular theme, the focus will be upon the most important and interesting examples of responses to the pressures for change. Most of the individual volumes will bring together a range of comparative quantitative and qualitative information, but the primary aim of each volume will be to present differing interpretations of critical developments in key aspects of the experience of higher education. The overarching objective is to explore the conflict of ideas and the political struggles that inevitably surround any significant policy development in higher education.

It can be expected that volume editors and their authors will adopt their own interpretations to explain the emerging patterns of development. There will be conflicting theoretical positions drawn from the increasingly multi-disciplinary field of higher education research. Thus, we can expect, in most volumes, to find an intermarriage of approaches drawn from sociology, economics, history, political science, cultural studies and the administrative sciences. However, while there will be different approaches to understanding the process of change in higher education, each volume editor will impose a framework upon the volume inasmuch as chapter authors will be required to address common issues and concerns.

This volume in the series, edited by Paul Temple, is, we believe, important in giving the idea of 'the physical university' a higher profile in the higher education literature. It brings together ideas and findings from several disciplines, notably architecture, planning, design, economics and sociology, and examines them in the specific context of higher education, thereby reaching some new conclusions – and, we suggest, further justifying the claim of higher education studies to be a distinctive field of research.

The built form of the university is too often taken for granted, simply being seen as a neutral backdrop against which the institution's teaching and research

work happens. This book shows that it is much more than that: the built environment affects 'the feel' of the university and, moreover, its annual cost is invariably the next largest element within the overall budget after labour costs, and thus it needs to be managed efficiently and imaginatively, effectively and creatively. The understanding of the physical university helps us to appreciate better the total university as a central institution in contemporary society.

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Foreword

What they *do* tell you before you take up the top job in a university or college is how you need to prepare for financial responsibility. In UK universities, this involves being the 'accountable officer', as set out by the Higher Education Funding Council (HEFCE) *Financial Memorandum* (HEFCE 2010: 45–7). In other types of higher education, in the UK and around the world – public and private, statutory and chartered, charitable and commercial – similar strictures apply; if you mishandle the money, you will (proverbially) go to jail (in some circumstances, you may be able to take another institutional officer with you). You prepare for this, and you never forget it.

What they *do not* tell you is that just as instantly as you become the accountant of last resort, you become an estate agent. The physical resources of the institution, the buildings in which they are held, and the land on which they are built are just as critical to institutional success (and at least as risky) as the money in the bank (and elsewhere). And you learn fast. Here are some lessons about the physical university I have learned from being the head of two HEIs (one, a large, comprehensive university; the other, a small Oxford college).

First, it takes time. Diary exercises over a two-week period in both institutions, at intervals between 1994 and 2005, revealed that I spent between 11 and 17 per cent of my working week on estates and property matters (compared to between 12 and 25 per cent of time on financial affairs). This is (second lesson) partly because HEIs are very significantly property companies. Look at where the assets are recorded in the accounts and the securest record is in relation to buildings and land. In most cases, and especially if it has been recently reassessed, the value of the estate will cover the full liabilities of the operation. (This is, like much accounting, of course, an illusion; university accounts will rarely, and then only partially, include intellectual assets.)

It leads to a third lesson: follow the money. Commitments to property deals, to improvements and to major maintenance can, without careful consideration

of affordability, certainty and flexibility, easily wreck your carefully laid plans for investment elsewhere. Many institutions have driven themselves into stasis as a result of the longer-term winding down and out of projects that felt like a good idea at the time. Simultaneously, your stewardship of the estate will secure (or damn) your role in the long history of the institution (did you leave it better than you found it?). This can be especially true if you have the joy and trial of historic buildings to contend with.

Next, it really does matter how the place looks and feels. In the UK, it was one of the triumphs of the newly liberated 'incorporated' institutions (post 1988 and 1992) that they were (in most cases) able to turn financial freedoms into environmental improvements (Price 1992; Watson and Bowden 2002). But with stewardship must go responsiveness. Ours is a constantly changing business. The heavy hand of PFI (the Private Finance Initiative) has fortunately lain less heavily on higher education than on, for example, the National Health Service. You cannot say exactly what you will need the estate to deliver in 30 years' time. In the compelling words of Jane Jacobs: 'Old ideas can sometimes use new buildings. New ideas must use old buildings' (Jacobs 1961: 188). This is especially true of communal buildings: just as the community will find its own rational folkways across your grass and avoid your carefully designed paths, so too will students (especially) and staff find their own ways to use (and misuse) your buildings.

The university is not an island. Every university (including the headquarters of the distance learning operation, such as the UK Open University's Walton Hall) has a neighbourhood. Planning is the litmus test of how good your community relations really are. Some proposals will test to the limit how universities can divide communities, including their own. Football stadiums are a case in point (Watson 2009: 86–8).

There are, finally, many bits of inherited social capital with which the university has to deal. One is the model of the residential university: the notion that living together is a prerequisite of learning together. It has entered university folklore that Lord James of Rusholme's biggest declared dilemma as first vice chancellor of the University of York was, 'where will the students sleep?'. This model has been swamped by the arrival of mass higher education, and, in particular, its part-time, mixed-mode, paid-employment-friendly and economically constricted variants: in other words, what Newman first called the 'virtual university' (Newman 1856: 14). The image of the ivy-clad quadrangle retains its hold, however. It is very hard to be recognized as 'world-class' in the beauty contests that pass as league tables without traditional infrastructure.

The wide-ranging essays in this valuable collection are about much more than easing the existential crises of university leaders, including in their guise