Rethinking the Faculty Office

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LEARNING OUTCOMES

1. Summarize historical allocations of faculty office space and why building space was distributed this way.

2. Review alternatives to traditional faculty office and academic department design, including trans-college integration strategies.

3. Discuss difficulties encountered when changing faculty office space design.

4. Design an inter-collegiate faculty workspace that makes effective use of space while supporting academic excellence.
Agenda

1. Introductions
2. Background
3. Innovations
4. Questions
5. Reporting
6. Summation
ACADEMIC SPACE ALLOCATIONS BY USE

Stanford University
2008
Offices 22% / Classrooms 3%

University of Utah
2011 (does not include housing)
Offices 34% / Classrooms 7%

Portland State University
2011
Offices 20% / Classrooms 7%
SHIFTS IN ACADEMIC WORKFORCE

Will Traditional Offices Meet the Needs of the New Academic Workforce?

Since the 1970s, the academic workforce on campuses has shifted to a majority of non-tenure-track faculty, many classified as part-timers.

Source: National Center For Education Statistics, Ipeds Data Center
DATA SOURCES

Cornell University 2017
Duke University 2019
Indiana University 2016
Minnesota State Colleges & Universities 2009
Oregon State University 2019
Portland State University 2013
Stanford University 2009
University of Cincinnati 2003
UC Berkeley 2019
University of Michigan 2012
University of Maryland Baltimore County N/A
University of Oregon - DRAFT 2018
### SPACE USE SUMMARY

<table>
<thead>
<tr>
<th>Role</th>
<th>High</th>
<th>Low</th>
<th>Average</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean / VP</td>
<td>280</td>
<td>140</td>
<td>222</td>
<td>Private</td>
</tr>
<tr>
<td>Asst. Dean / Asst. VP / Chair</td>
<td>220</td>
<td>140</td>
<td>174</td>
<td>Private</td>
</tr>
<tr>
<td>Full Time Faculty</td>
<td>160</td>
<td>100</td>
<td>128</td>
<td>Private</td>
</tr>
<tr>
<td>Assistant Prof</td>
<td>130</td>
<td>80</td>
<td>N/A</td>
<td>Private /Shared</td>
</tr>
<tr>
<td>Non Tenure Track</td>
<td>80</td>
<td>150</td>
<td>N/A</td>
<td>Shared /Cubicle</td>
</tr>
<tr>
<td>Part Time</td>
<td>50</td>
<td>75</td>
<td>N/A</td>
<td>Shared /Cubicle</td>
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<tr>
<td>Visiting</td>
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<td>64</td>
<td>N/A</td>
<td>Private/Shared/Cubicle</td>
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<tr>
<td>Post Docs</td>
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<td>50</td>
<td>N/A</td>
<td>Private/Shared/Cubicle</td>
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<tr>
<td>Lecturer</td>
<td>160</td>
<td>64</td>
<td>N/A</td>
<td>Private/Shared/Cubicle</td>
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<tr>
<td>Emeritus - active</td>
<td>160</td>
<td>40</td>
<td>N/A</td>
<td>Private/Shared/Cubicle</td>
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<tr>
<td>Emeritus - inactive</td>
<td>58</td>
<td>0</td>
<td>N/A</td>
<td>Shared/Cubicle</td>
</tr>
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TRADITIONAL OFFICE HOURS
Fewer than 40% of students enrolling at a four-year college actually graduate in four years.

Steelcase 'Future of Faculty Office' by Jeffrey J Selingo  Source: National Student Clearinghouse, Snapshot Report, First-Year Persistence and Retention, June 12, 2017; National Center for Education Statistics.

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement.


Two out of five freshmen say that they have “never discussed ideas from readings or classes with faculty members outside of class,”

Steelcase 'Future of Faculty Office' by Jeffrey J Selingo  Source: National Survey of Student Engagement. Poll of freshman and Seniors.
CREATING A 'THIRD PLACE' FOR OFFICE HOURS

PRIVATE

FACULTY OFFICE

'THIRD PLACE'

Course Centers
Lab Spaces
Student Lounge
Study Rooms

CLASSROOM

PUBLIC
MEETING STUDENTS WHERE THEY ARE
THE SPECTRUM OF OFFICE SPACE

PRIVATE OFFICE SUITE

COLLABORATIVE WORKSPACE
CASE STUDY - MICA AND JOHNS HOPKINS

Source: The Chronicle of Higher Education May 6, 2018 “Does the Faculty Office Have a Future?” by Lawrence Biemiller

In the renovated space that Johns Hopkins and MICA share, most full-time faculty members have claimed private offices.

In the space that film scholars from Johns Hopkins and MICA share, the open offices are left mostly to part-timers, faculty members say.
SHARING LIGHT - CCD CONFLUENCE BUILDING

COMMUNITY COLLEGE OF DENVER
Do you have a success story?
"The traditional things that people cited as a reason to have private offices are evaporating. Mobile computing is a huge benefit — you can work anywhere. And conference rooms can offer privacy for confidential conversations with students.... The other thing people would always say was, ‘I have to have all these journals and books.’ Now all this stuff is digital........You have a lot of faculty who really push back and say, I assess my value and worth to the university based on the size office I get, and on whether or not it’s got a good view.”

Gregory R. Mottola, Principa, Bohlin Cywinski Jackson
Source: The Chronicle of Higher Education May 6, 2018 "Does the Faculty Office Have a Future?" by Lawrence Biemiller

"The private office is more often about stuff than function; more about status than productivity; more about identity than collaboration"

Michael Haggans, Campus Matters: Future of the Campus in a Digital World
Source: Offices are Personal, Workplaces are Functional Blog, posted on August 3, 2014
"conference rooms can offer privacy for confidential conversations with students...."
"people would always say..., ‘I have to have all these journals and books.’ Now all this stuff is digital......."
THE PRIVATE OFFICE
TRADING OFFICE SIZE - OSU CASCADES TYKESON HALL
INVESTING IN INCREMENTAL CHANGE - HARVEY MUDD COLLEGE
CASE STUDY 2
CASE STUDY 2

"Do you need to take a phone call, have an extended conversation, or meet with a student? Conference Rooms 410A and 410B are always kept available for a drop-in basis!"
CASE STUDY 2
CASE STUDY 2
TIDYING UP
THE OPEN OFFICE
What do the Millennials need?
TAKE AWAYS

1. Recruitment and retention
2. Invest in private offices
3. What is the right size?
4. Value adjuncts and part-timers
5. Provide amenities but locate them carefully
6. Nurture the culture and the individual
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