

THE ACADEMIC WORKPLACE STUDY

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**WOODS
BAGOT™**

ORIGINS

- Academic Board and Buildings and Estates
- Productivity
- Collaboration
- Well Being
- Consultation
- Sustainability
- Cost

OBJECTIVES

- Evidence Based Decision Making
- Qualitative and Quantitative input
- Benchmarking
- Discuss results

HISTORY

- Office allocation historically linked to status



Level E = 25m²

Level D = 18m²

Level C = 16m²

Level B = 12m²

Level A = 8m²

METHODOLOGY

Four participating Faculties:

- Arts
- Business & Economics
- Education
- Science

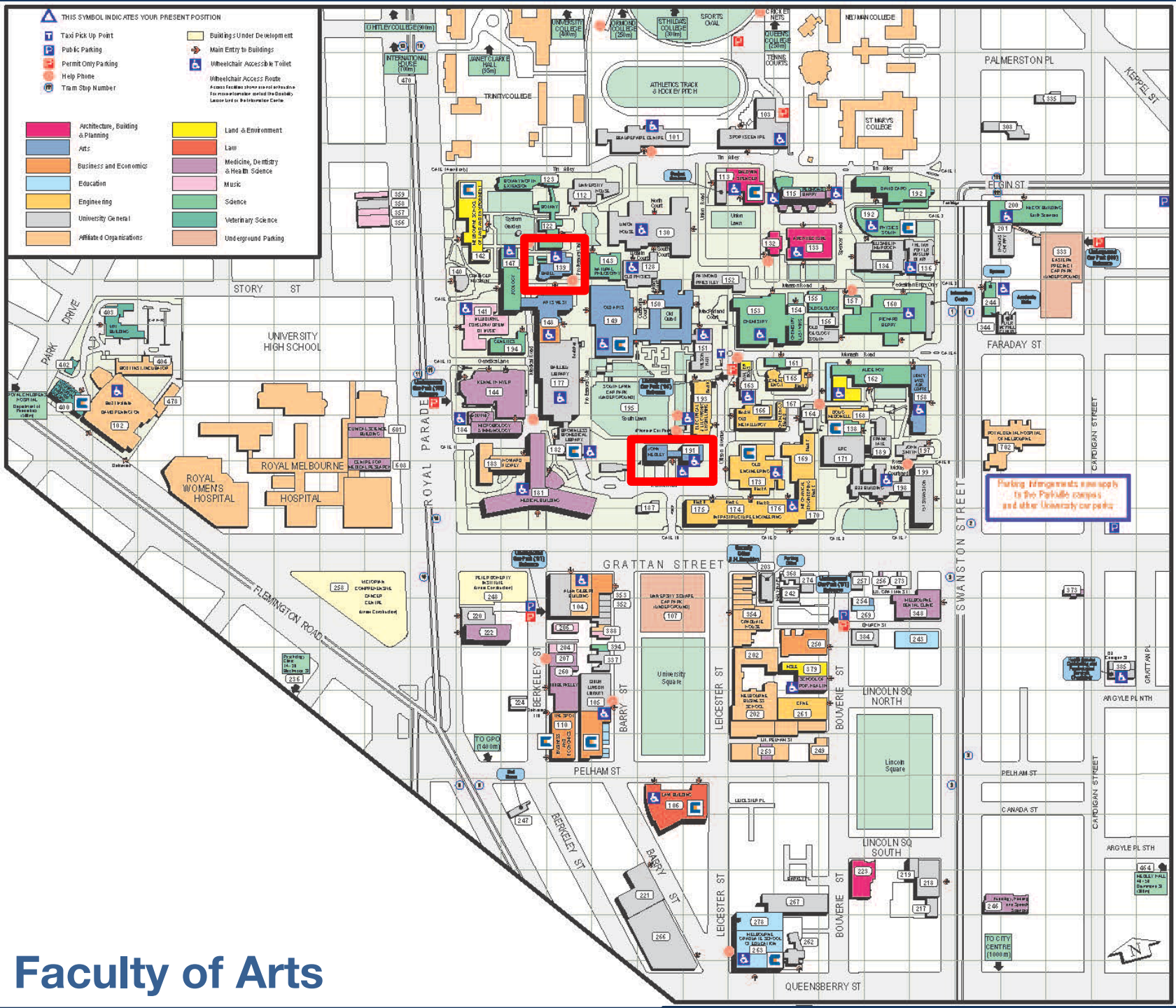


THIS SYMBOL INDICATES YOUR PRESENT POSITION

- Taxi Pick Up Point
- Public Parking
- Permit Only Parking
- Help Phone
- Train Stop Number

- Building Under Development
- Main Entry to Buildings
- Wheelchair Accessible Toilet
- Wheelchair Access Route
- Access Facilities shown are not intended for use by people with disabilities. Please contact the University Centre for more information.

Architecture, Building & Planning	Land & Environment
Arts	Law
Business and Economics	Medicine, Dentistry & Health Science
Education	Music
Engineering	Science
University General	Veterinary Science
Affiliate Organisations	Underground Parking



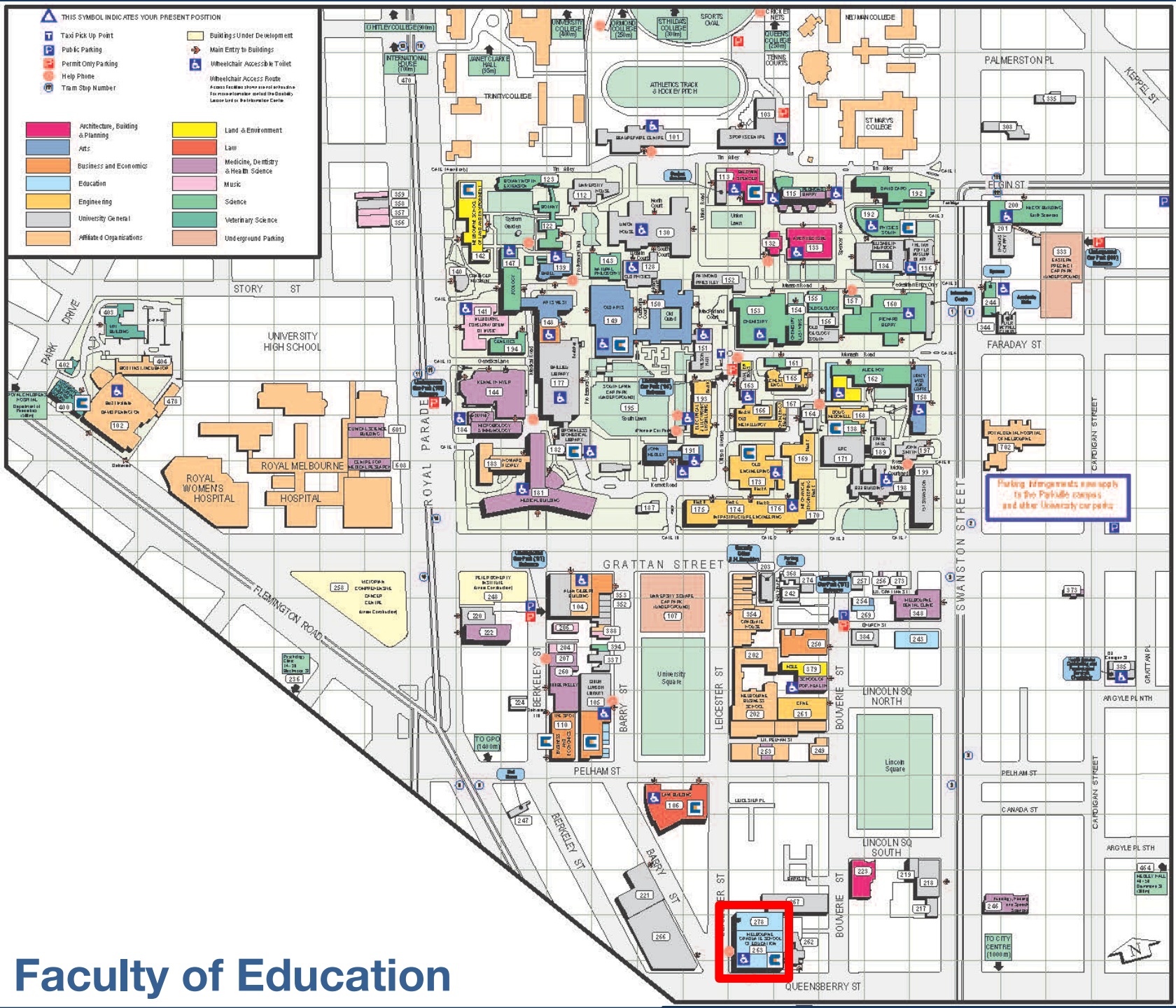
Faculty of Arts

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Building Under Development
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 Wheelchair Access Route
 Access facilities shown are not available for non-compliance under the Disability Law or in the University Centre

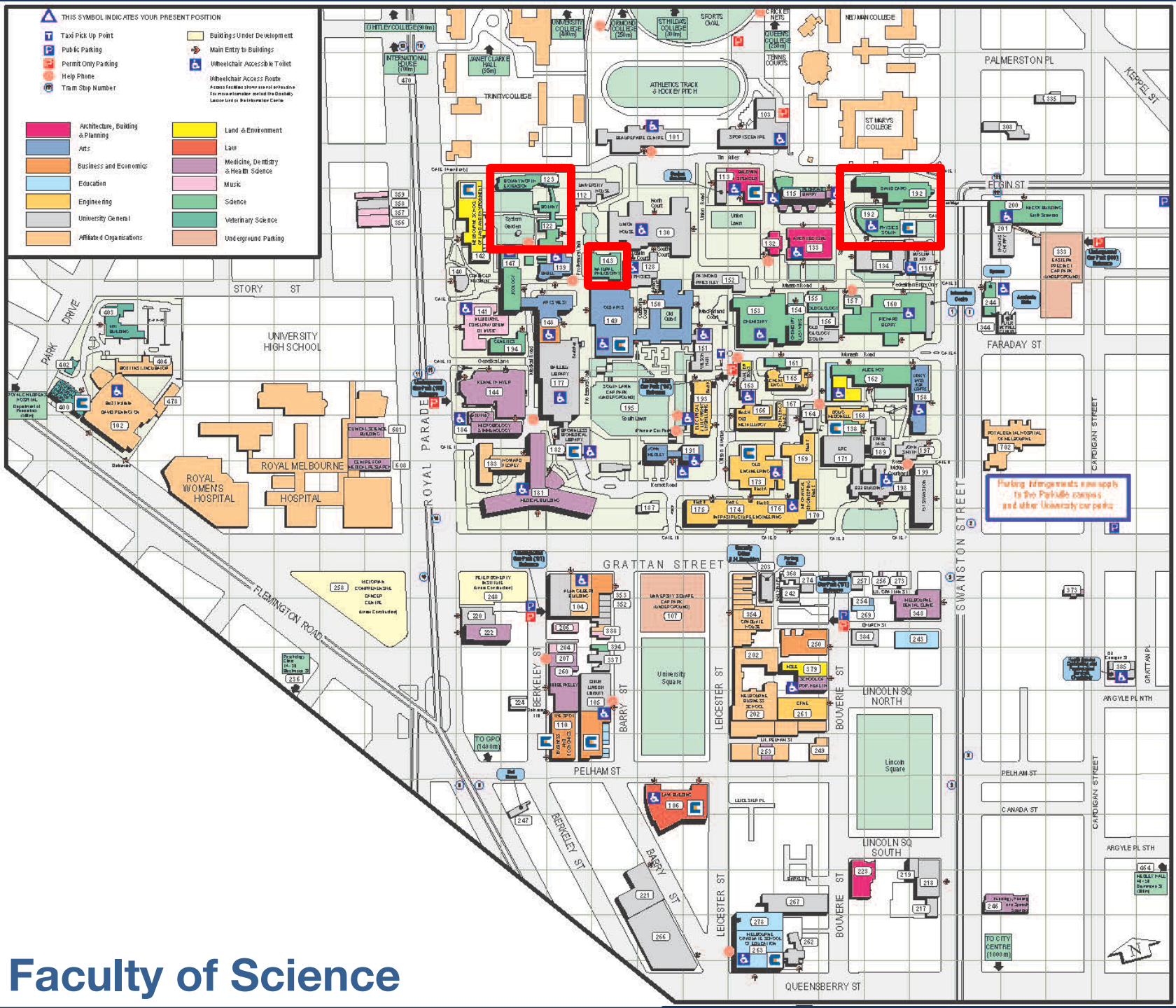
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Parking arrangements now apply to five Parkville campuses and other University car parks

Faculty of Education

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- | | |
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Parking arrangements now apply to five Parkville campuses and other University car parks

Faculty of Science

METHODOLOGY

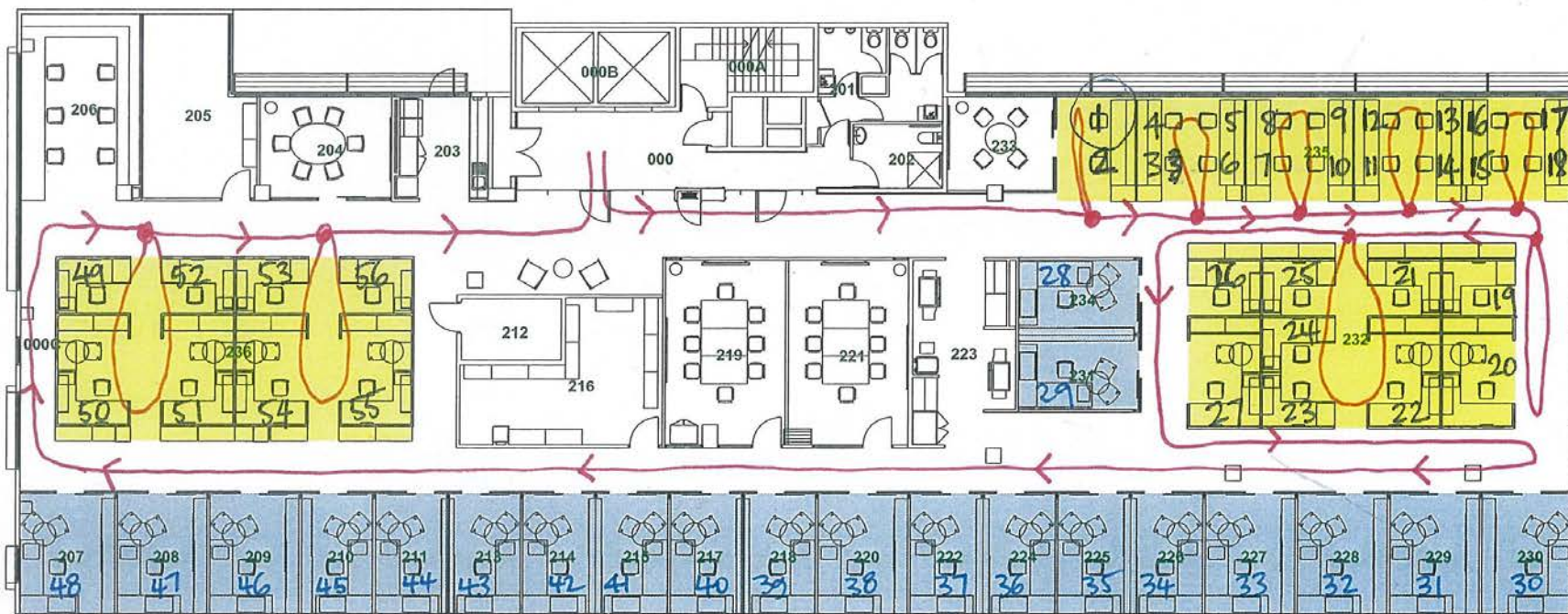
SPACE AUDIT (academic work points only)

8 x buildings:

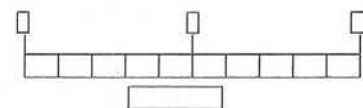
- < accessibility
- < visibility of offices
- < density of academic work points
- < variety of amenity

3 x audit periods:

1. During typical semester
(Semester 2, 2012)
2. Assessment period following typical semester
(Nov 2012)
3. Non-teaching period
(Feb 2013)



100 LEICESTER STREET
278L2 - LEVEL TWO



Room Type

- Office-Faculty/Dept Acad (21 - 209.64m²)
- Open Plan-Fac/Acad (3 - 191.22m²)
- TOTAL (24 - 400.86m²)

METHODOLOGY

Code	Order	ACTIVITY
E		EMPTY
U		UNOCCUPIED (temporary)
N		NOT VISIBLE
M	1	MEETING WITH OTHERS
S	2	SCREEN (desktop/laptop/ipad etc)
T	3	TELEPHONE (fixed or mobile)
P	4	PAPERWORK
R	5	READING
B	6	BREAK/PAUSE/THINK
F	7	Eating FOOD
N/A		Not Applicable (not academic office)

86,680
observations

METHODOLOGY

Literature Review:

- < not a lot of published research into the academic workplace
- < target shift to open-plan work environment
- < publications promote negative argument
- < popular press very emotive
- < no real investigation into appropriate amenity

BUSINESS & TECH

Workplace Woes: The 'Open' Office Is a Hotbed of Stress

By Annie Murphy Paul | Aug. 15, 2012 | 69 Comments

From Cubicles, Cry for Quiet Pierces Office Buzz

Do you have a problem with open-plan offices?

METHODOLOGY

Interviews/focus groups:

- < 19 interviews
- < 1 focus group (7 participants)
- < in-depth semi-structured interviews
- < approx 30 – 60 minutes duration
- < conducted at academic work point (except 1)
- < focus group conducted in Faculty meeting room
- < explored academic activities & ideal conditions for differing activities
- < discussed positive & negatives of existing amenity

METHODOLOGY

Web-based survey:

- < lengthy survey (20 – 30 mins)
- < 43 No. questions
- < ...where work activities take place
- < ...qualitative responses
- < ...impact of work point characteristics on **ability** and **motivation** to perform work tasks
- < **176** respondents

PARTICIPANT DATA

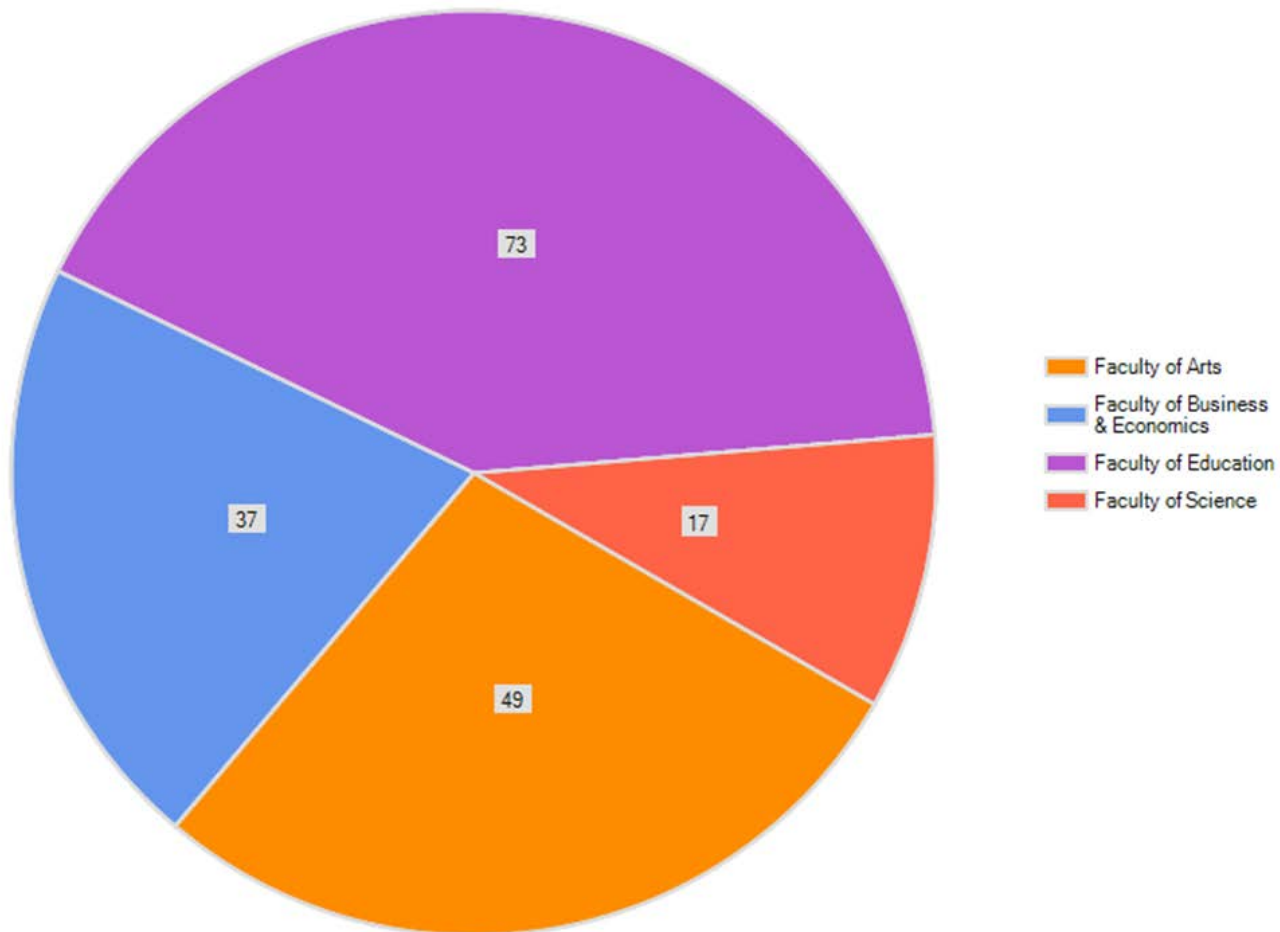
INTERVIEWS/ FOCUS GROUP

Faculty of Arts:	4
Faculty of Business & Economics:	2
Faculty of Education:	14
Faculty of Science:	6

PARTICIPANT DATA

WEB-BASED SURVEY

Which Faculty do you work in?



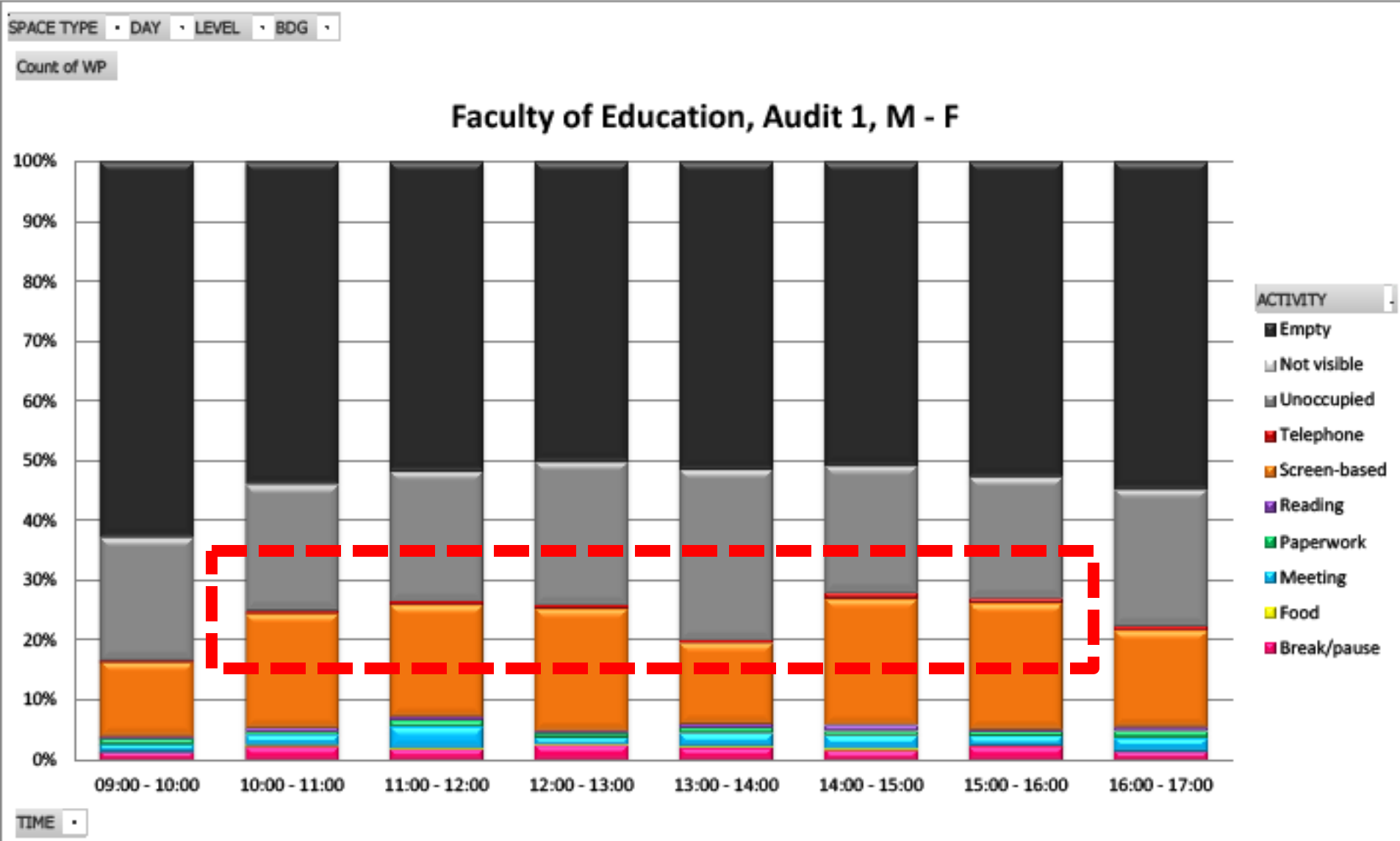
FINDINGS

UTILISATION OF WORK POINTS:

- < occupation of work points across all Faculties, **rarely above 40%**
- < no significant change in occupancy rates across the three audit periods
- < Faculty of Science had the highest occupancy rate
- < Faculty of Arts had the lowest
- < Faculty of Education had the most reliable data as all work points were visible

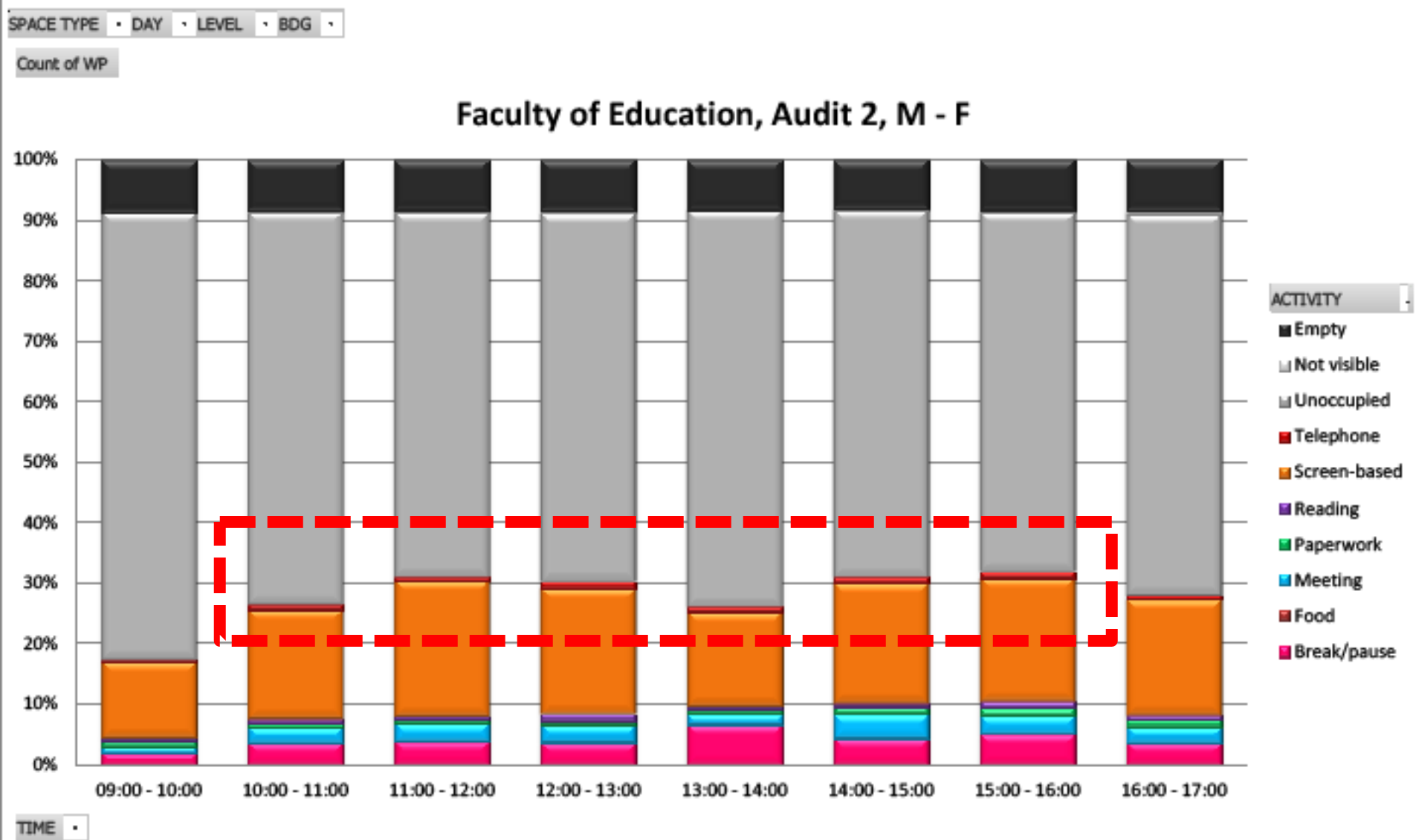
Typical semester:

UNDER 30%



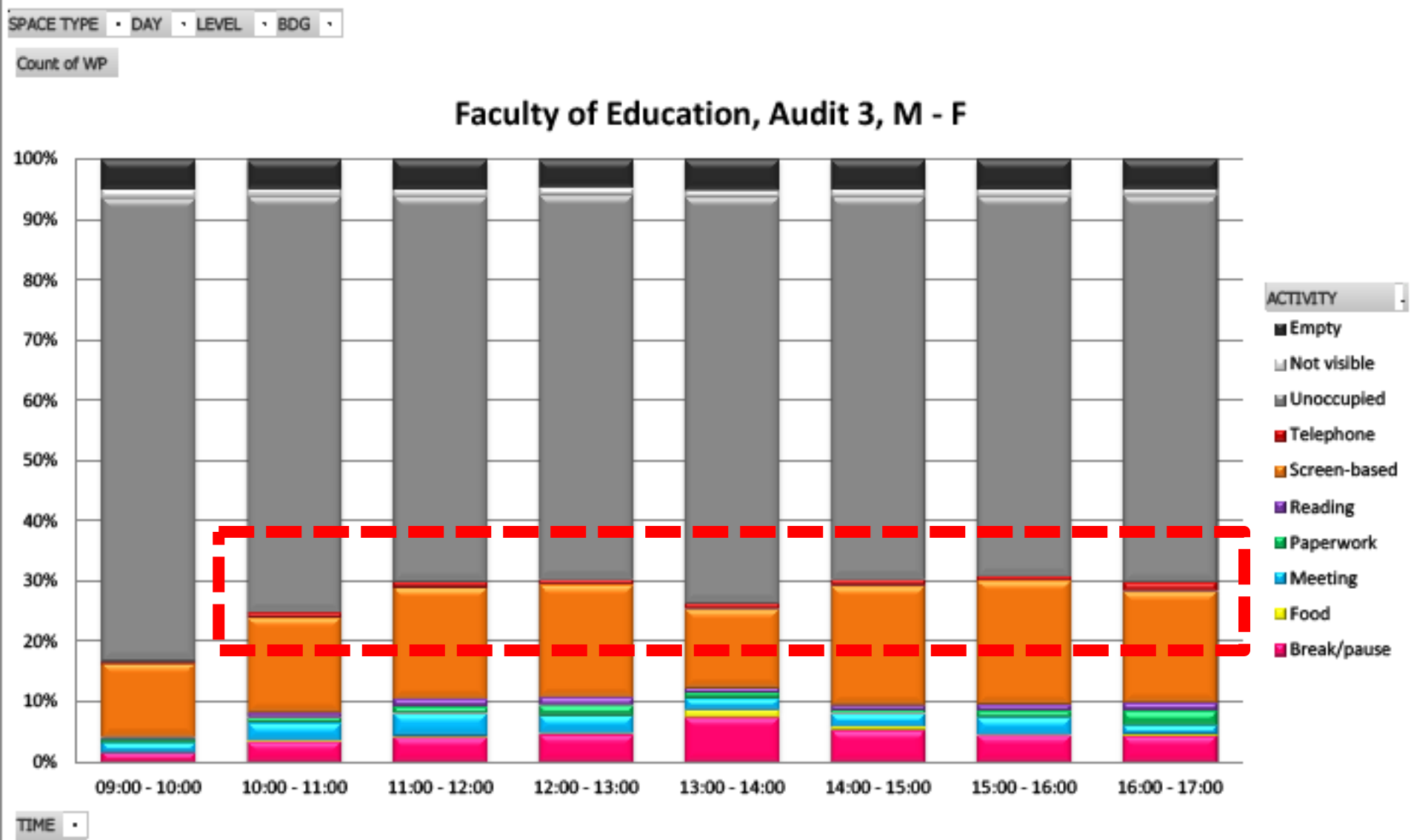
Assessment period:

UNDER 32%



Non-teaching period:

UNDER 32%



FINDINGS

UTILISATION OF WORK POINTS:

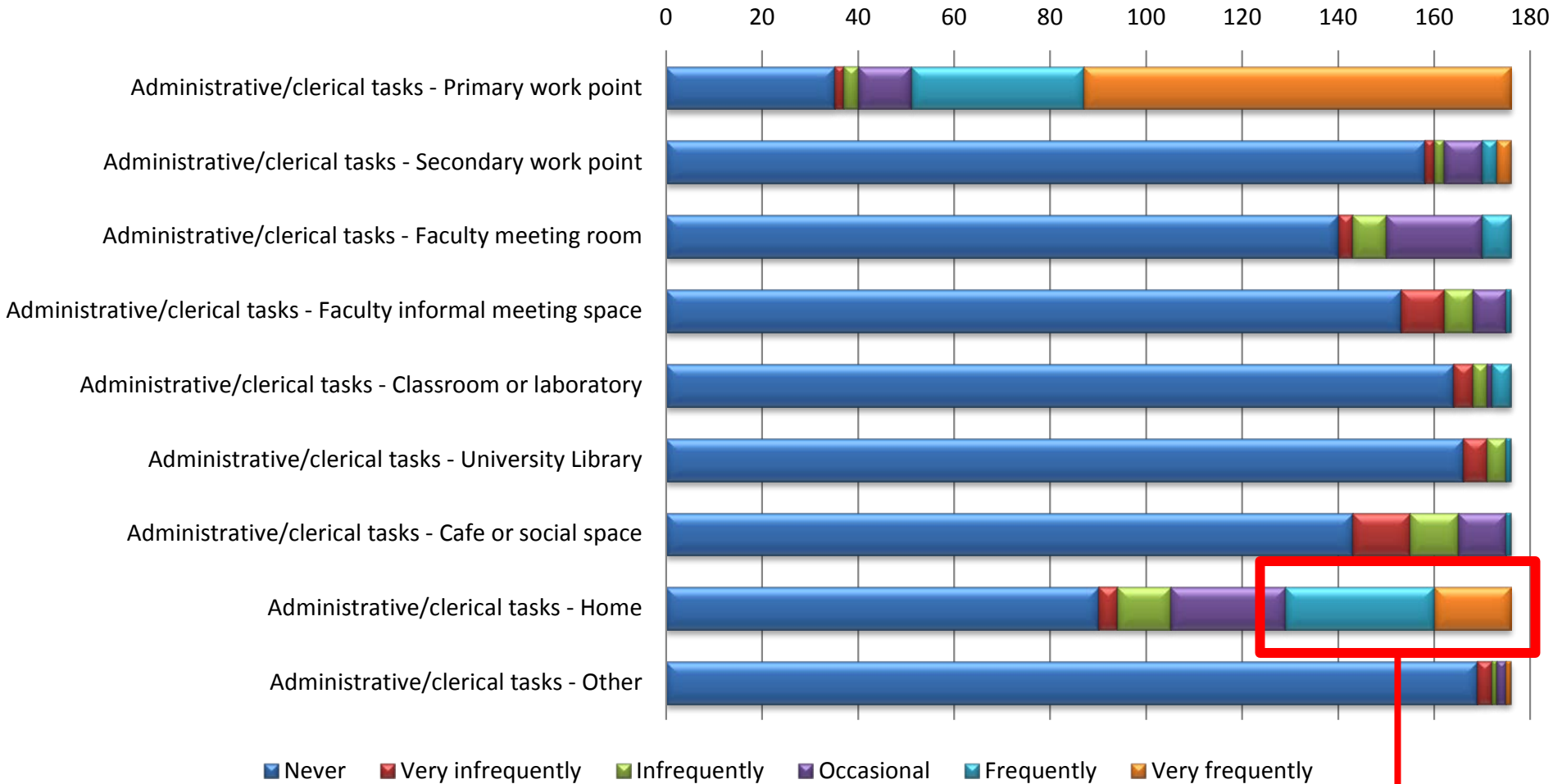
< even when academics have their own office
they frequently work from home

< during semester survey respondents
frequently undertake the following tasks from
home:

Administration (27%)

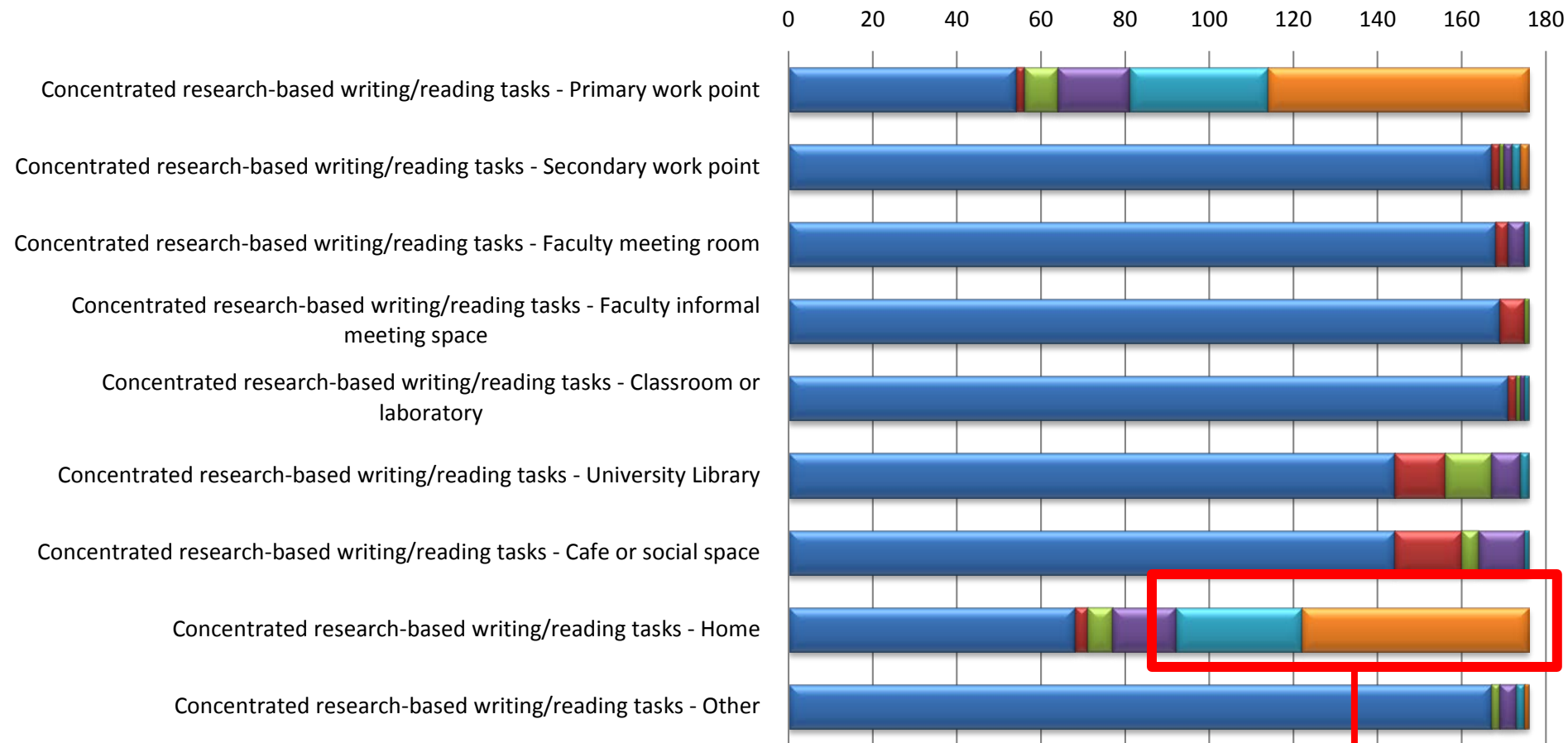
Research (48%)

A. Administrative tasks during teaching period in typical semester



27%

B. Concentrated research-based writing/reading tasks during teaching period in typical semester



48%

< during
assessment and
non-teaching
periods the rate of
administrative and
research tasks
undertaken at home
decreases

Concentrated research-based writing/reading tasks - Primary work point	Concentrated research-based writing/reading tasks - Secondary work point	Concentrated research-based writing/reading tasks - Faculty meeting room	Concentrated research-based writing/reading tasks - Faculty informal meeting space	Concentrated research-based writing/reading tasks - Classroom or laboratory	Concentrated research-based writing/reading tasks - University Library	Concentrated research-based writing/reading tasks - Cafe or social space	Concentrated research-based writing/reading tasks - Home	Concentrated research-based writing/reading tasks - Other

Task	Primary work point	Secondary work point	Faculty meeting room	Faculty informal meeting space	Classroom or laboratory	University Library	Cafe or social space	Home	Other
Concentrated research-based writing/reading tasks - Primary work point	90%	10%	0%	0%	0%	0%	0%	0%	0%
Concentrated research-based writing/reading tasks - Secondary work point	98%	2%	0%	0%	0%	0%	0%	0%	0%
Concentrated research-based writing/reading tasks - Faculty meeting room	98%	2%	0%	0%	0%	0%	0%	0%	0%
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Concentrated research-based writing/reading tasks - Cafe or social space	98%	2%	0%	0%	0%	0%	0%	0%	0%
Concentrated research-based writing/reading tasks - Home	70%	10%	10%	10%	0%	0%	0%	0%	0%
Concentrated research-based writing/reading tasks - Other	98%	2%	0%	0%	0%	0%	0%	0%	0%

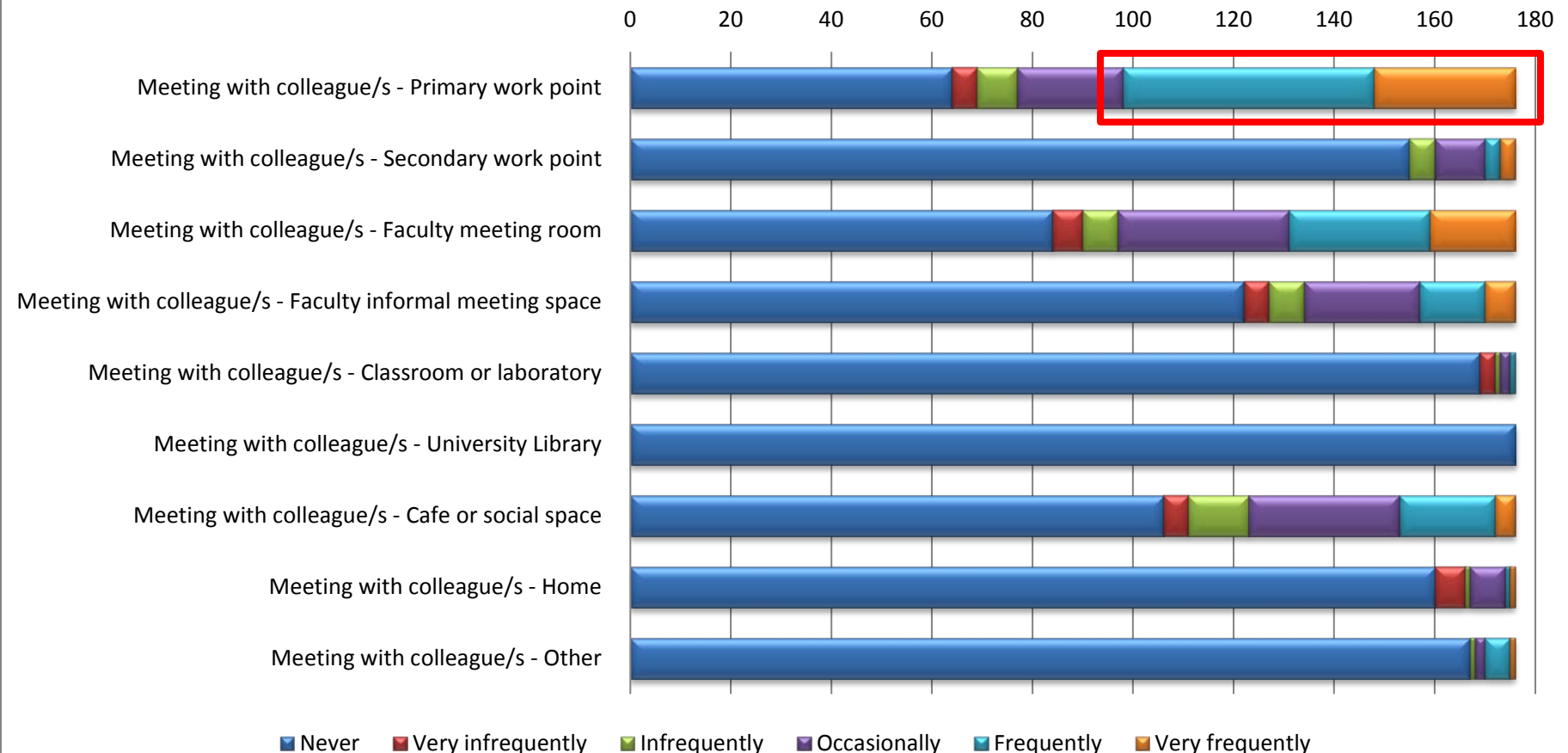
FINDINGS

UTILISATION OF WORK POINTS:

< 44% of survey respondents frequently meet with colleagues at their primary work point during semester

F. Meeting with colleagues during teaching period in typical semester

44%



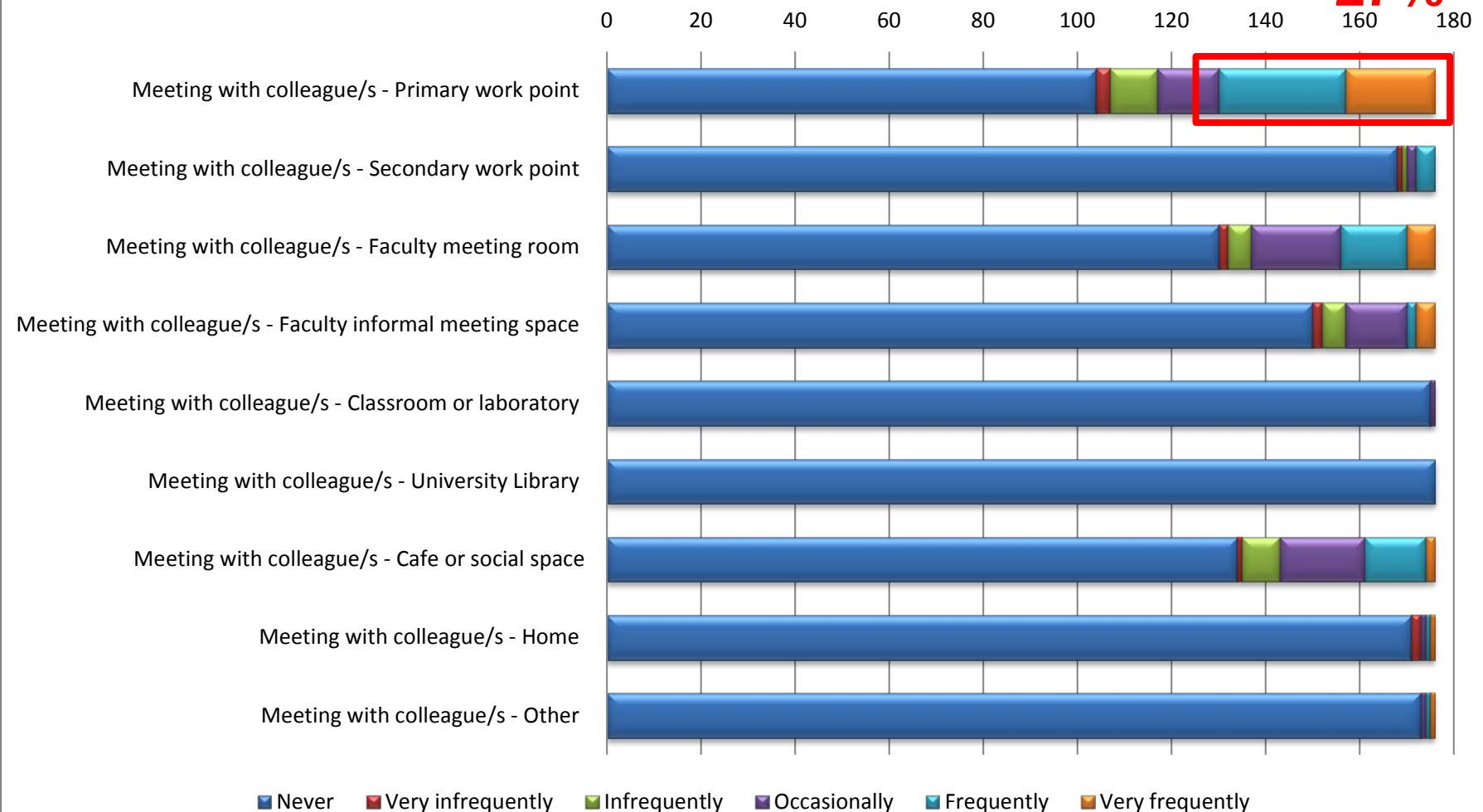
FINDINGS

UTILISATION OF WORK POINTS:

< this reduces to 27% during assessment and non-teaching periods

F. Meeting with colleagues during typical non teaching period

27%



FINDINGS

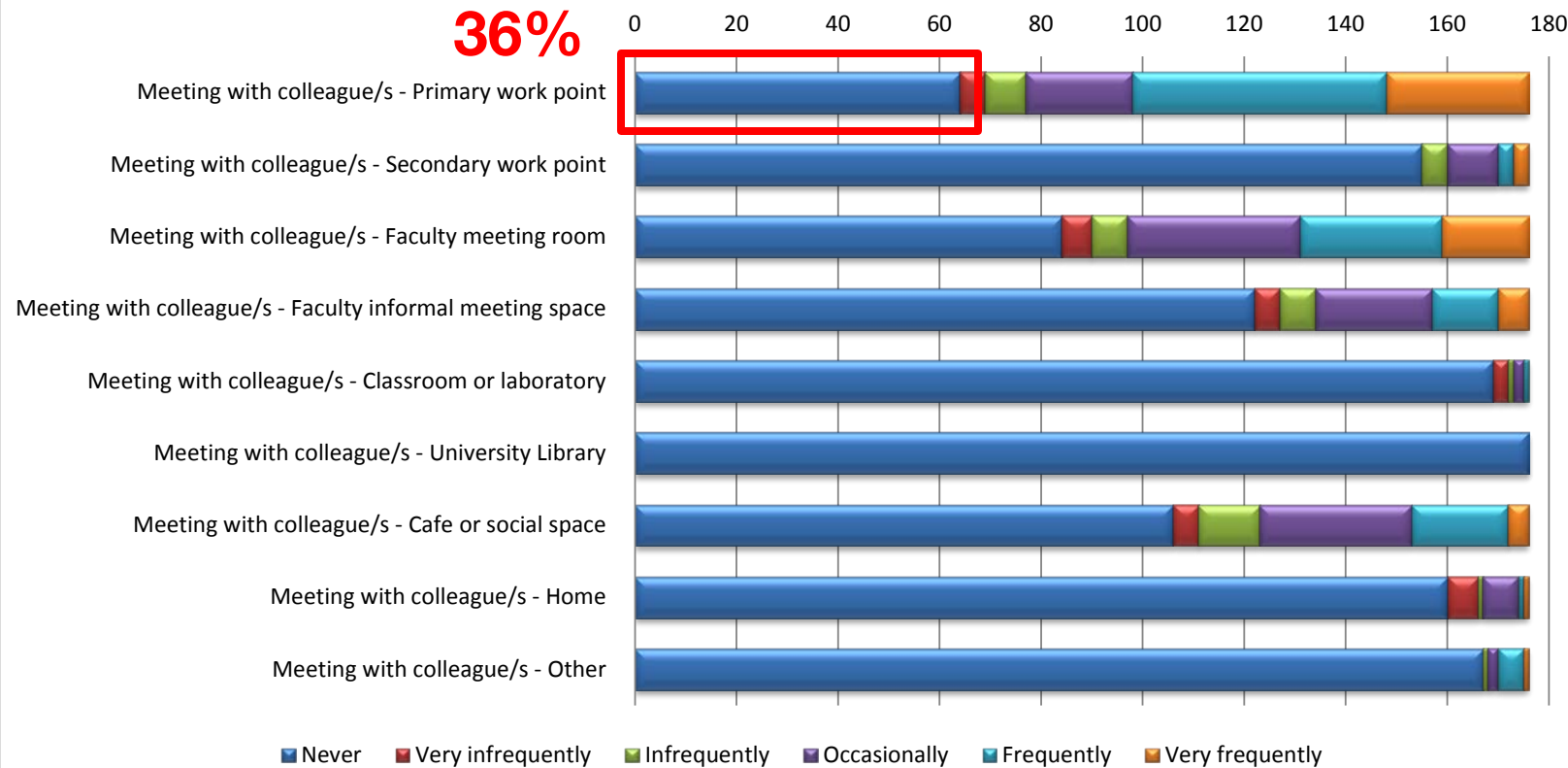
UTILISATION OF WORK POINTS:

< 36% of respondents **never meet with colleagues** at their primary work point during semester

< colleagues meet more frequently during semester than during assessment or non-teaching period

F. Meeting with colleagues during teaching period in typical semester

36%



FINDINGS

CORE ACTIVITIES:

- < consult with students
- < concentrated writing & reading
- < prepare teaching material
- < teaching
- < assessment
- < meet with colleagues
- < administration
- < communicate with industry partners and/or remote research partners

IDEAL WORK CONDITIONS:

- < quiet with good acoustics (block out noise from adjacent work areas)
- < pleasant outlook
- < prevent distractions (unscheduled visitors, telephone, email)
- < spread material out
- < access to resources (books, files, artefacts)
- < place to interact with colleagues (separated from quiet work environment)

FINDINGS

CULTURE AND VALUES:

< What contributes to academic culture?

< Why is it acceptable to regularly work from home? Does this diminish collegiality?

(Eg. Arts)

< What Faculty events bring colleagues together? And how often?

(Eg. Physics)

< Under what conditions is it ok to interrupt a colleague?

< Is it possible for work environments to be too quiet?

FINDINGS

CONCLUSIONS:

< open plan workstation environments are not well suited to academic work practice

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- < **academic workplaces should not be modelled on commercial workplaces**

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- < office amenity relational to academic status is difficult to justify

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- < office infrastructure is too valuable to sustain low occupancy and utilisation

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- < office infrastructure is too valuable to sustain low occupancy and utilisation
- < acoustics are critical to an appropriate academic work place
- < universities should be debating and reconceptualising academic work culture

NEXT STEPS

- Share the results
- Propose conclusions
- Policies, Guidelines, Standards

The Academic Workplace Study to be continued...

Questions?



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