

Suggested POE Survey Instrument for Interdisciplinary Academic Buildings

Payette & The Schiller Institute at Boston College

Quantifying interactions

1. Where do you typically interact with your colleagues and students? (You can select multiple options)
[Personal workspace / Laboratory / Teaching spaces / Enclosed meeting spaces / Informal spaces / etc.]
2. Approximately how many [un/]planned conversations have you had with researchers [in/out]side of your discipline in the past [month]in each of the following settings ? [Meetings / Seminars or talks / Events / Meals / Chance encounters]
3. How frequent are your interactions? [Indirect (phone, web meeting, email) / Impromptu / Enclosed Meeting / Open Informal / Community Space / etc.]

Attitudes toward the building and its impact on interactions

4. How satisfied are you with your ability to personalize and/or make changes to the following aspects of your space? [Lighting / Temperature / Furniture / Layout / Décor / etc.]
5. How satisfied are you with privacy in... [Personal workspace / Laboratory / Teaching spaces / Enclosed meeting spaces / Informal spaces / etc.]?

To what extent do you agree that...

6. The building fosters interaction with those who work outside of my day-to-day group or team
7. Being curious is an important part of my identity.
8. In comparison to my previous (or current) building, this building has increased my opportunities to interact with others
9. In comparison to my previous building (or current), this building has increased my sense of community with those I interact with the most, whether they are within my department or not.
10. In comparison to my previous building (or current), this building has increased my academic productivity
11. The building is accessible to all people, regardless of identity (e.g., disability, discipline, rank, etc.)?

How programming shapes interactions

12. To what extent do you agree that the programming and events in your building fully support interdisciplinary science?
13. How many interdisciplinary academic events (e.g., workshops, colloquia, talks, etc.) organized for occupants of your building have you attended in the past [semester]?
14. How many social events organized for occupants of your building have you attended in the past [semester]?

Understanding occupant interactions

15. How satisfied are you with these types of interactions: [Indirect (phone, web meeting, email) / Impromptu / Enclosed Meeting / Open Informal / Community Space / etc.]

To what extent do you agree that...

16. Informal interactions with those who work outside of my day-to-day group or team has led me to a new research or teaching idea
17. Interactions in this building benefit my... [Research / Learning / Teaching / Programming / Sense of community]

Quantifying the effects of interactions

Approximately how many...

18. Collaborations (e.g., journal articles, grant applications, book chapters, etc.) with researchers [in/out]side your discipline have come from [un/]planned conversations in your building?
19. Social connections have you made with those who work outside of your day-to-day group or team as a function of co-occupancy in this building?
20. Academic connections (e.g., leading to conversations about research or teaching) have you made with those who work outside of your day-to-day group or team as a function of co-occupancy in this building?

Free-response questions

21. What role, if any, can building design (including building location, layout, connection on / between floors, amenities, furniture, natural light, openness/transparency, amenities, outdoor spaces, etc.) play in fostering interaction or collaboration?
22. If you could improve or change anything about the design of the building to improve interaction or collaboration, what would you suggest?
23. Please share your thoughts on [insert design feature that is potentially controversial or of particular interest, e.g., café, open lab space, use of glass, etc.]:

If you would like to participate in an ongoing group to collect and share the results of your POEs and discuss best practices for interdisciplinary buildings, please email: schiller.institute@bc.edu or call Erik Sjostrom 617-552-3503.

Leading Interdisciplinary Research Buildings: Emerging Best Practices

Schiller Institute for Integrated Science and Society

This guide draws on the insights of leaders of interdisciplinary research buildings. Participants from 11 colleges and universities came together during the first annual Interdisciplinary Research Buildings Workshop, held on June 3, 2021 and facilitated by Boston College's Schiller Institute for Integrated Science and Society and the Vice Provost for Research and Academic Planning. This document compiles 12 emerging best practices in leading interdisciplinary research buildings in four domains: 1) designing for success, 2) fostering a collaborative culture, 3) managing buildings thoughtfully and 4) clarifying expectations.



BOSTON COLLEGE

SCHILLER INSTITUTE FOR
INTEGRATED SCIENCE AND SOCIETY

Domain 1: Designing for Success

As spaces meant to foster interdisciplinary collaboration and research, interdisciplinary buildings are designed, built, maintained and adapted to meet changing needs. Incorporating multiple kinds of spaces, envisioning space needs through concrete research foci and planning for future change marks design for success. Emerging best practices for building leaders include:

1. Integrate *flexibility* and practicality through open, multi-use spaces in combination with small, private rooms and areas.
2. Identify *key research areas* to assess physical space needs and direct building design around tangible research activities.
3. Build *future flexibility* via open-ended design, potentially leaving unfinished space.

Domain 2: Fostering a Collaborative Culture

A building does not catalyze interdisciplinary collaboration and research on its own. Engaging campus and academic leaders, securing faculty involvement, purposefully crafting faculty groups and integrating with the broader campus sparks interdisciplinary innovation and fosters a campus-wide culture of collaboration. Emerging best practices for building leaders include:

1. Secure *campus-wide* support by building relationships with administrators as well as deans and department chairs.
2. Cultivate *faculty buy-in* through strategic hiring, committee involvement (e.g., space, governance and hiring) and campus-wide programming.
3. Organize building residents in *research neighborhoods*, creating clustered communities and transcending disciplines and departments.
4. Continuously ensure and promote alignment between *institutional culture, mission and aims* and building goals and processes.

Domain 3: Managing Buildings Thoughtfully

Life inside of an interdisciplinary research building moves fast, and multifaceted leadership is needed for high-quality, high-efficiency and high-impact decision-making. Carefully crafting a role for centralized building leadership and sharing decision-making among multifaceted leadership groups represents thoughtful, purposeful building management. Emerging best practices for building leaders include:

1. Appoint a *dedicated building leader* to manage operations; oversee faculty, student and community programming; liaise with faculty and affiliated departments and more.
2. Engage campus *leadership at multiple levels* by inviting key faculty leaders as well as administrators to contribute to decision-making.

Domain 4: Clarifying Expectations

Input and involvement from across campus represents a key strength of interdisciplinary research buildings--but also a potential pitfall in creating clear and cohesive expectations for building use. Building relationships with campus and departmental leaders, specifying protocols for administrative support of building faculty and conveying clear processes for determining building occupancy helps to clarify expectations. Emerging best practices for building leaders include:

1. *Strive for consensus* with administrators and affiliated academic units regarding expectations for faculty appointments and funding.
2. Determine a *clear and singular source for providing building residents with grant administration support*; allocate this responsibility to either building or departmental staff--not both. Apply a similar principle to administrative support.
3. Specify *criteria and processes* for newly hired and current faculty to attain (and retain) residency in the building.

Summary of Best Practices

Domain	Best Practice
Designing for Success	<ol style="list-style-type: none"> 1. Integrate <i>flexibility</i> and practicality through open, multi-use spaces in combination with small, private rooms and areas. 2. Identify <i>key research areas</i> to assess physical space needs and direct building design around tangible research activities. 3. Build <i>future flexibility</i> via open-ended design, potentially leaving unfinished space.
Fostering a Collaborative Culture	<ol style="list-style-type: none"> 4. Secure <i>campus-wide support</i> by building relationships with administrators as well as deans and department chairs. 5. Cultivate <i>faculty buy-in</i> through strategic hiring, committee involvement (e.g., space, governance and hiring) and campus-wide programming. 6. Organize building residents in <i>research neighborhoods</i>, creating clustered communities and transcending disciplines and departments. 7. Continuously ensure and promote alignment between <i>institutional culture, mission and aims</i> and building goals and processes.
Managing Buildings Thoughtfully	<ol style="list-style-type: none"> 8. Appoint a <i>dedicated building leader</i> to manage operations; oversee faculty, student and community programming; liaise with faculty and affiliated departments and more. 9. Engage campus <i>leadership at multiple levels</i> by inviting key faculty leaders as well as administrators to contribute to decision-making.
Clarifying Expectations	<ol style="list-style-type: none"> 10. <i>Strive for consensus</i> with administrators and affiliated academic units regarding expectations for faculty appointments and funding. 11. Determine a <i>clear and singular source for providing building residents with grant administration support</i>; allocate this responsibility to either building or departmental staff--not both. Apply a similar principle to administrative support. 12. Specify <i>criteria and processes</i> for newly hired and current faculty to attain (and retain) residency in the building.

List of Workshop Participants

Institution	Participants
Boston College	<p>Greg Adelsberger, <i>Director of Finance and Operations, Schiller Institute for Integrated Science and Society</i></p> <p>Thomas C. Chiles, <i>Vice Provost for Research and Academic Planning</i></p> <p>Mara Hermano, <i>Vice President, Institutional Research & Planning</i></p> <p>Kim Nelson Pryor, <i>Senior Research Fellow, Schiller Institute for Integrated Science and Society</i></p> <p>David Quigley, <i>Provost and Dean of Faculties</i></p> <p>Joshua Rappoport, <i>Executive Director, Research Infrastructure & Operations</i></p> <p>Laura J. Steinberg, <i>Seidner Family Executive Director, Schiller Institute for Integrated Science and Society</i></p>
Georgia Institute of Technology	<p>Rob Butera, <i>Vice President for Research Development and Operations</i></p> <p>MG Finn, <i>Chair of the School of Chemistry and Biochemistry and Chief Scientific Officer of the Children's Healthcare of Atlanta Pediatric Technology Center</i></p> <p>Todd Strelman, <i>Chair of the School of Biological Sciences</i></p>
University of California, Riverside	<p>Monica Carson, <i>Deputy Director, Multidisciplinary Research Building</i></p> <p>Gillian Wilson, <i>Senior Associate Vice Chancellor for Research and Economic Development & Director, Multidisciplinary Research Building</i></p>
Yale University	<p>Michael Crair, <i>Vice Provost for Research</i></p> <p>Chris Incarvito, <i>Associate Provost for Science Initiatives</i></p> <p>Meg Kirkpatrick, <i>Associate Provost for Research</i></p>
Michigan State University	<p>David DeWitt, <i>Associate Dean for Budget, Planning, Research and Administration, College of Natural Science</i></p> <p>Doug Gage, <i>Interim Vice President, Office of Research & Innovation</i></p>
Tufts University	<p>Bill Shaw, <i>Senior Director of Technology Transfer and Industry Collaboration</i></p>
Northeastern University	<p>Elham Ghabbour, <i>Operations Director, Interdisciplinary Science and Engineering Complex (ISEC)</i></p> <p>Eric Stewart, <i>Assistant Vice Provost, Academic Space Planning</i></p>
University of California, Irvine	<p>Pramod Khargonekar, <i>Vice Chancellor for Research</i></p> <p>Brian Pratt, <i>Associate Vice Chancellor and Campus Architect</i></p>
Amherst College	<p>Jess Martin, <i>Administrative Director of the Science Center</i></p>
University of Delaware	<p>Charles Riordan, <i>Vice President for Research, Scholarship and Innovation</i></p> <p>Dion Vlachos, <i>Director, Catalysis Center for Energy Innovation (CCEI), Director, Delaware Energy Institute (DEI)</i></p>
Boston University	<p>Gloria Waters, <i>Vice President and Associate Provost for Research</i></p> <p>Kevin Gonzales, <i>Director of Operations for the Rajen Kilachand Center for Integrated Life Sciences & Engineering</i></p>

3 A'23 A'23

Interdisciplinary Academic Buildings: Research & Design

Course Number TH121
Thursday, June 8, 2pm - 3:30pm
1.50 LUs/RIBA

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Questions related to specific products and services may be addressed at the conclusion of this presentation.

Acknowledgements/Credits

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Laura J. Steinberg

Seidner Executive Director, Schiller Institute for Integrated Science and Society, Boston College

Diana Tsang, AIA

Associate Principal, Payette

Course / Learning Objectives

1. Challenge pre-existing norms about the design attributes, space governance, and operational realities that translate into successful interdisciplinary academic buildings
2. Implement design processes that prepare owners to design, build, and operate interdisciplinary academic buildings successfully
3. Gain tools (e.g. enhanced post-occupancy evaluations) to evaluate the efficacy of interdisciplinary academic buildings
4. Debate ideas that respond to this information, and initiate new ways to organize space and design interdisciplinary academic buildings

Session Agenda

Interdisciplinary Academic Buildings

premise

data

concept

discussion

“We shape our
buildings and
afterwards our
buildings shape us.”

Sir Winston Churchill



“Behavior can be more accurately predicted from knowing where they are than knowing who they are.”

Ian Donald
Environmental Psychologist
University of Liverpool



People are the amenity.

The quality of their
interaction speaks to
the success of
interdisciplinary
academic buildings.



Syracuse University



Tulane University



Boston College

Schiller Institute for Integrated Science & Society, Boston College

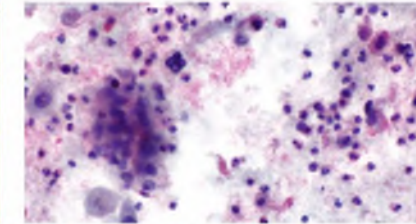
- Innovative teaching and learning
- Research that advances the common good
- Solves complex societal problems
- Focus on environment, energy and health



Air pollution's deadly toll
BC Global Observatory uncovers air pollution's striking economic and human cost in Africa's first continent-wide survey.



National Climate Assessment
Environmental climatologist Andrew Jorgenson tapped for report on the state of climate change science.



Conference to address rise in global cancer
The on-campus and online public event October 2 will focus on health, ethics, and social justice.



'The babysitter of last resort'
Early results of a pandemic study show kids' increased screen time can be an indicator of family distress.



'Portraits of Dementia'
An exhibit delves into the physical, emotional, community, and health care aspects of dementia.



The toll of air pollution in India
Pollution-related deaths numbered 1.67 million in a single year, according to a report led by BC researchers.



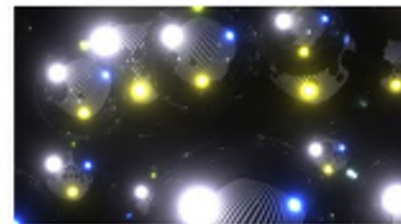
Good vibrations
A BC seismologist estimates vibrations generated at the BC-Virginia Tech game were equivalent to a 1-2 magnitude earthquake.



Peer pressure
A BC-led study finds social networks play a powerful role in adoption of clean cooking fuel in India.



NSF grant will support deeper understanding of ocean ecosystems
The \$25 million grant will establish a new interdisciplinary center composed of universities, including Boston College, and marine biology labs.



High-energy physics
BC physicists' discovery of the 'layer Hall effect' in a unique material could lead to ultra-efficient electronic advances.



A (virtual) hand to hold
As children's mental health issues rise, BC alumna Kelly English helps launch a digital resource center for parents.



Learning through automating hydroponics
A \$1.45-million NSF grant will support a Lynch School initiative to engage low-income youth in building automated, soil-less food growing structures.



Assessing Academic Connections in Payette's Interdisciplinary Buildings

Schiller Institute Analysis

Sample Set from Payette's Post Occupancy Evaluations

- 2011 – 2019
- 15 Universities

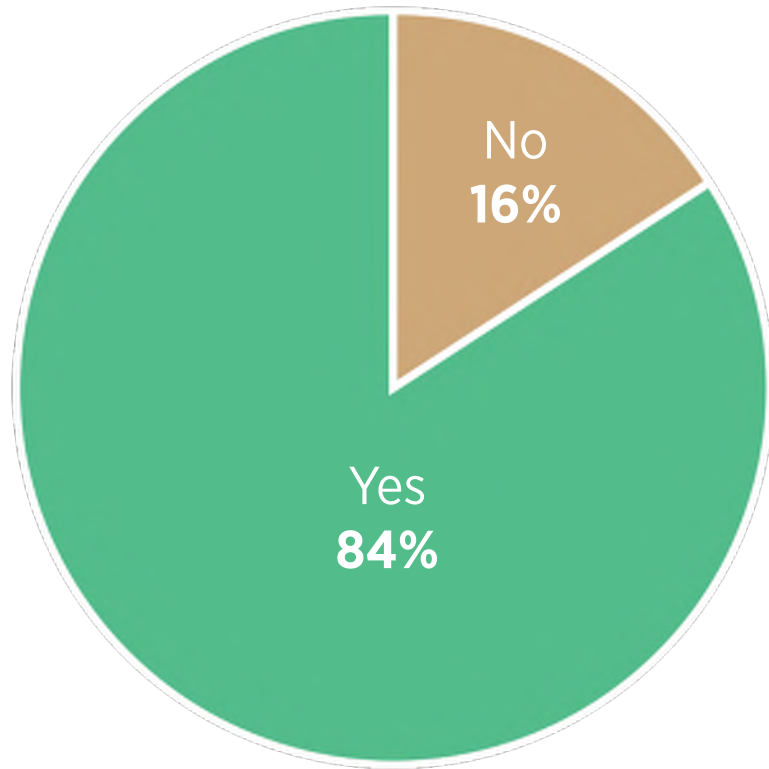


Post Occupancy Evaluation 2019

Tufts University, Science and Engineering Complex

PAYETTE

Assessing Academic Connections in Payette's Interdisciplinary Buildings



Does the building support interdisciplinary science?



Post Occupancy Evaluation 2019

Tufts University, Science and Engineering Complex

PAYETTE

Assessing Academic Connections in Payette's Interdisciplinary Buildings

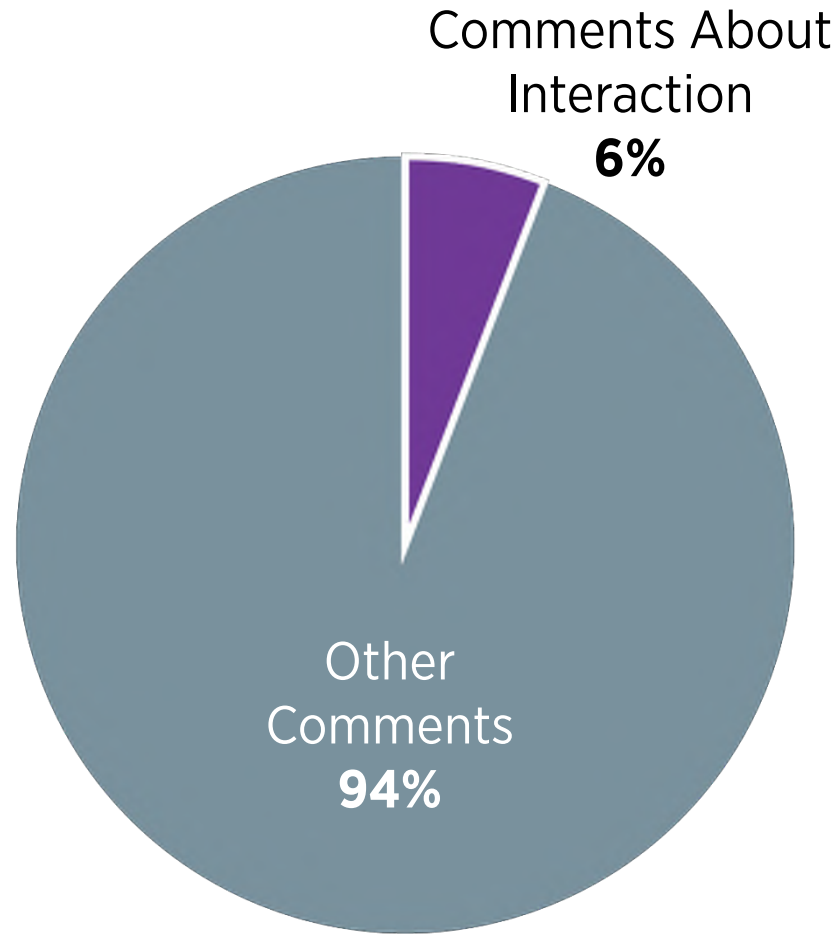
Structural Topic Model (STM)

- Organizes Text Into Topics - Types Of Space
- Finds Unique And Diagnostic Words
- Recognizes Patterns In Words And Phrases
- Draws Nuanced Insights
- Machine Learning Method
- Enables Quantitative Analysis

Topic #	Topic name	Example comment
1	Workplace Design and Comfort	"Some users remarked that there were issues with glare, solar heat gain and temperature in offices."
2	Building Management and Sustainability	"Knowledge of specific LEED systems varied among respondents."
3	Furniture, Lighting, and Accessibility	"The lighting strategy is successful. People enjoy the ability to open and close the shades."
4	Research Labs and Interaction	"It allows visual connection across labs, minimizes potential for collision and promotes communication."
5	Event Spaces and Amenities	"The majority of events have catering. Overall, the catering kitchen is adequate."

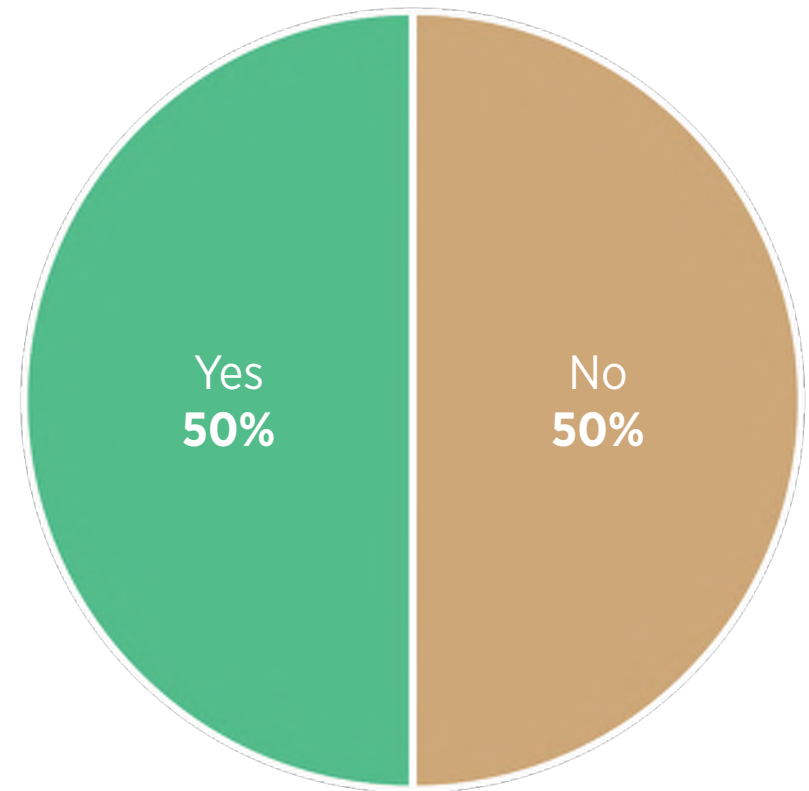
Interaction is an incredibly important topic, yet...

...but it is not measured much...



Comments

..and there is room to improve.



Interaction External to Teams

Research Process

Organized Cross-sectional Workshop
Of 10 R-1 Institutions

Interviewed 27 Institutional Leaders

Reviewed Documents Related To 15+
Interdisciplinary Academic Buildings

**Study to appear in the *Journal of
Research Administration***

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Summary of Best Practices

Domain

Best Practice

Designing for Success

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Fostering a Collaborative Culture

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Clarifying Expectations

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Perspectives

Leader perspectives on design challenges including

- Aligning design with unique interdisciplinary mission
- Determining who building occupants are
- Navigating “tenant” improvements
- Uncovering pitfalls of practice and design

Building success metrics (what are these buildings supposed to do?)

- “Buzz,” “vibrancy,” “jealousy,” lack of “complaining”
- Research \$\$, large grant funding, team growth
- Measuring success is important, yet challenging



Case Study – Boston College 245 Beacon





Case Study – Boston College 245 Beacon

157,000 GSF, Opened in 2022

Not department based

Science and beyond

Home to new initiatives on campus

Academic planning parallel to Building Design process

Planning Goals

Teaching and Learning

- New undergraduate academic programs
- Integrated/applied science
- Global public health, data science and engineering

Research

- Focus in Health, Energy and the Environment
- Core instrumentation facilities

Integration

- Foster faculty / student collaboration across schools and depts.
- Integrate the natural sciences, humanities, social sciences, and professional schools



What Are The Right 'Ingredients' ?

Teaching and Learning

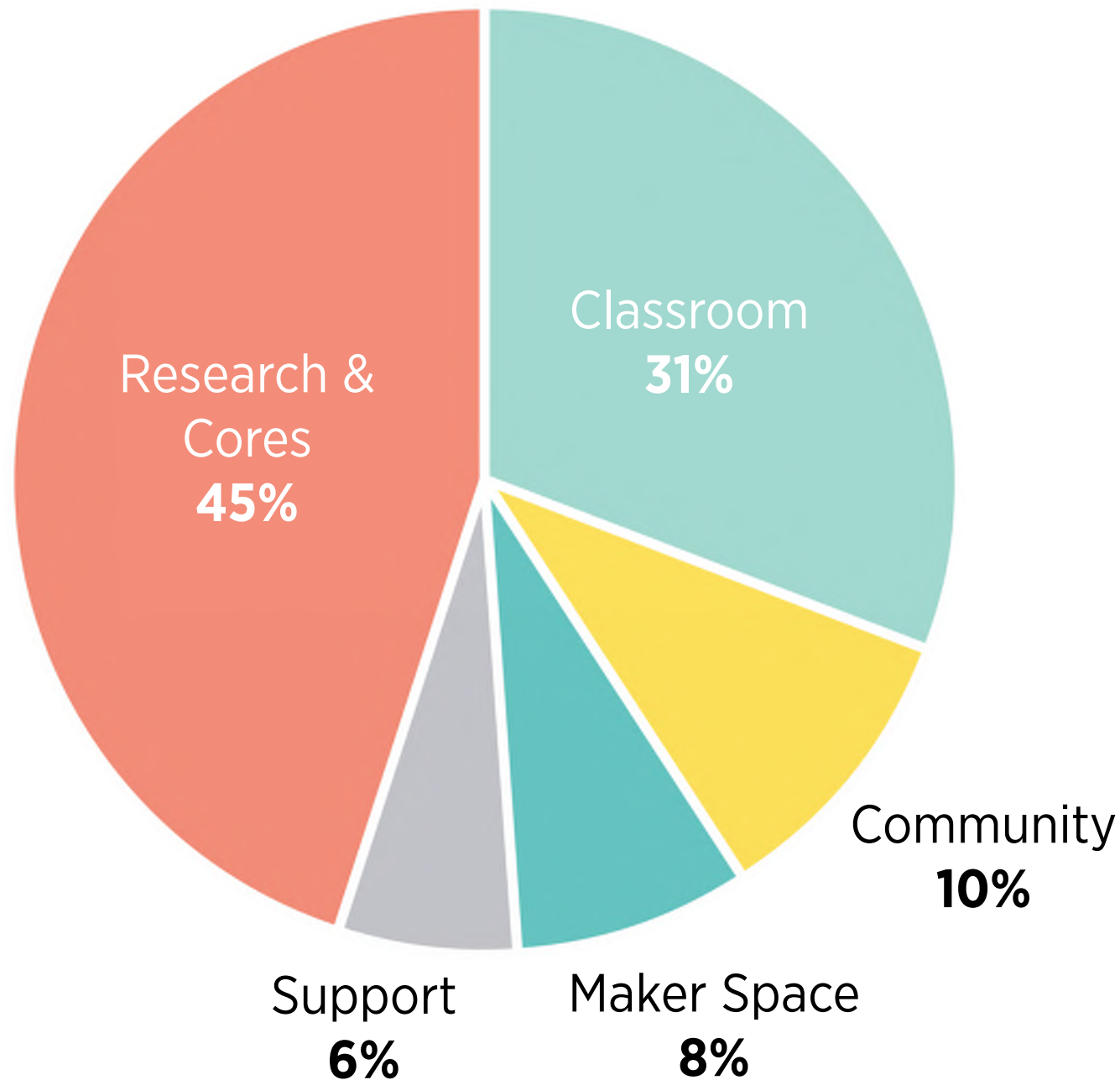
- General Purpose Classrooms
- 180 Seat Auditorium
- Comp Sci & Engineering Teaching Labs
- Maker Spaces

Research

- Flexible Labs for 22 PI+5s
- Computer Science
- Shared 'Core' Labs (incl. Clean Room)

Integration

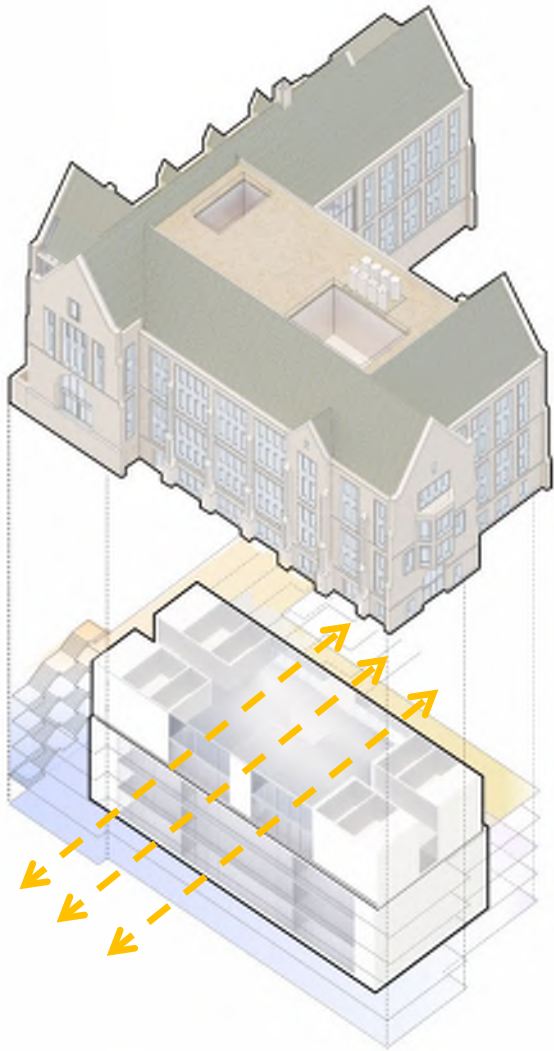
- Café
- Collaboration Commons
- Conference Rooms



Program Stacking & Adjacencies



Historic Shell and High Performance Core



Historic Shell

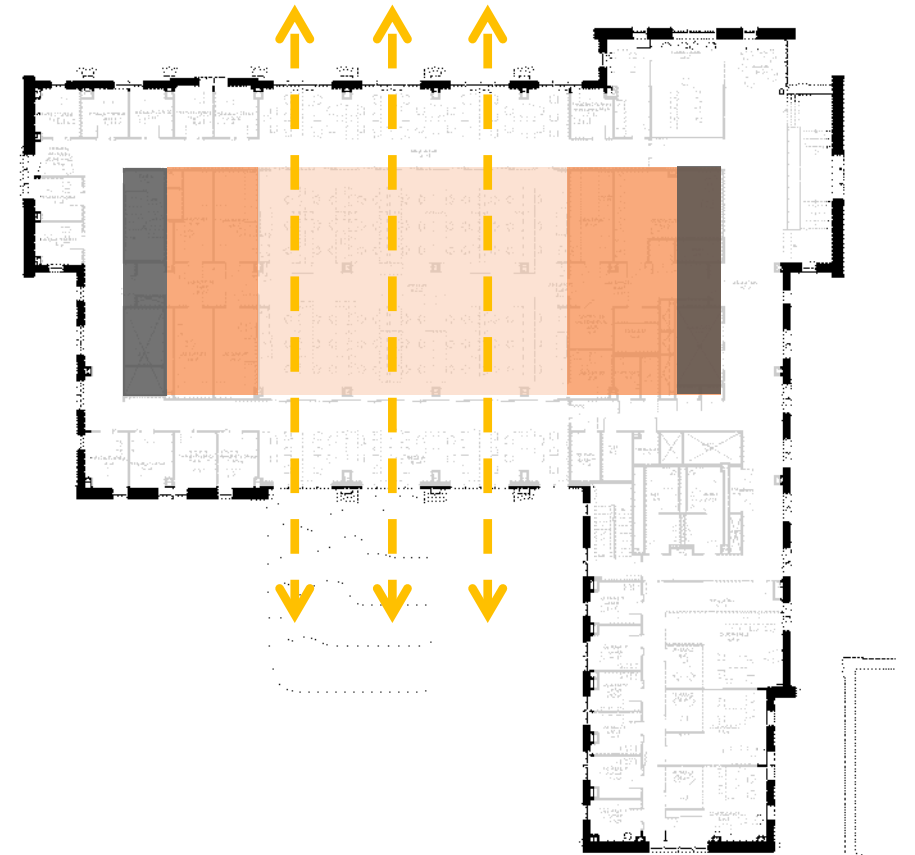
High Performance Core

Research

Teaching

Mechanical & Core Labs

Transparency





Questions for Discussion

1) Shared Resources

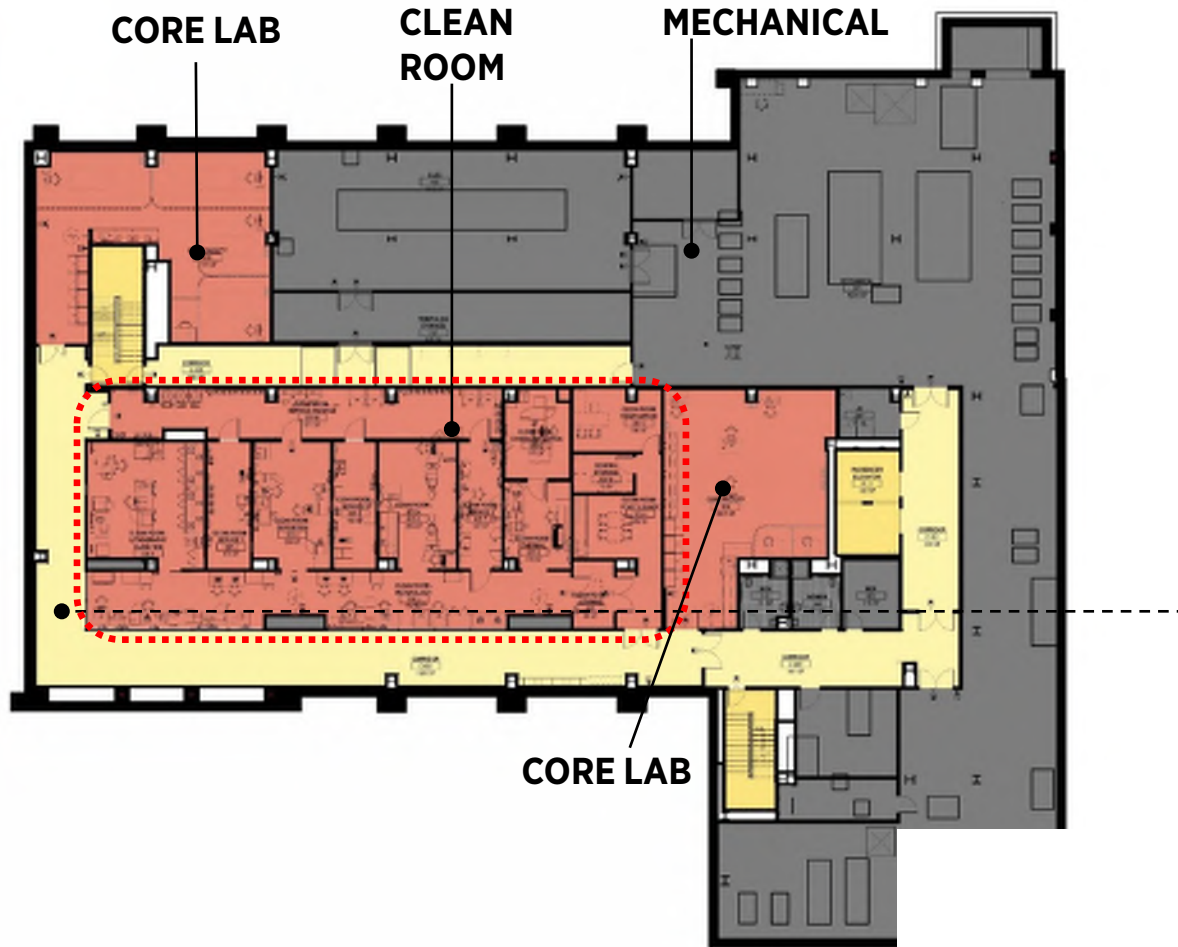
2) Transparency & Spaces for Interaction

3) Unknown Occupants And Needs

4) Workplace Privacy Vs. Proximity

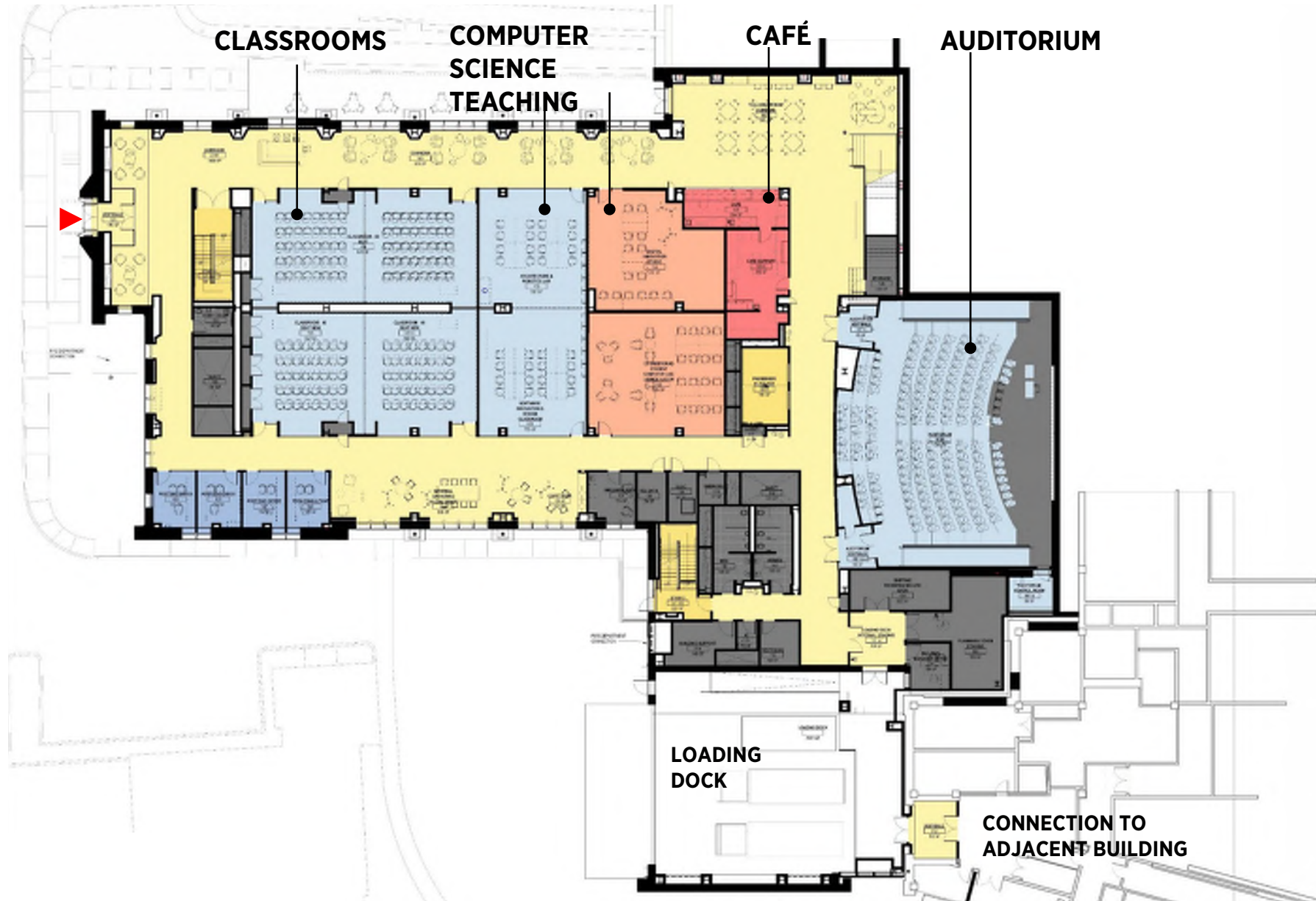


Basement – Clean Room and Core Labs



Public Corridor with View into Clean Room

Level 1 – Classrooms & Computer Science



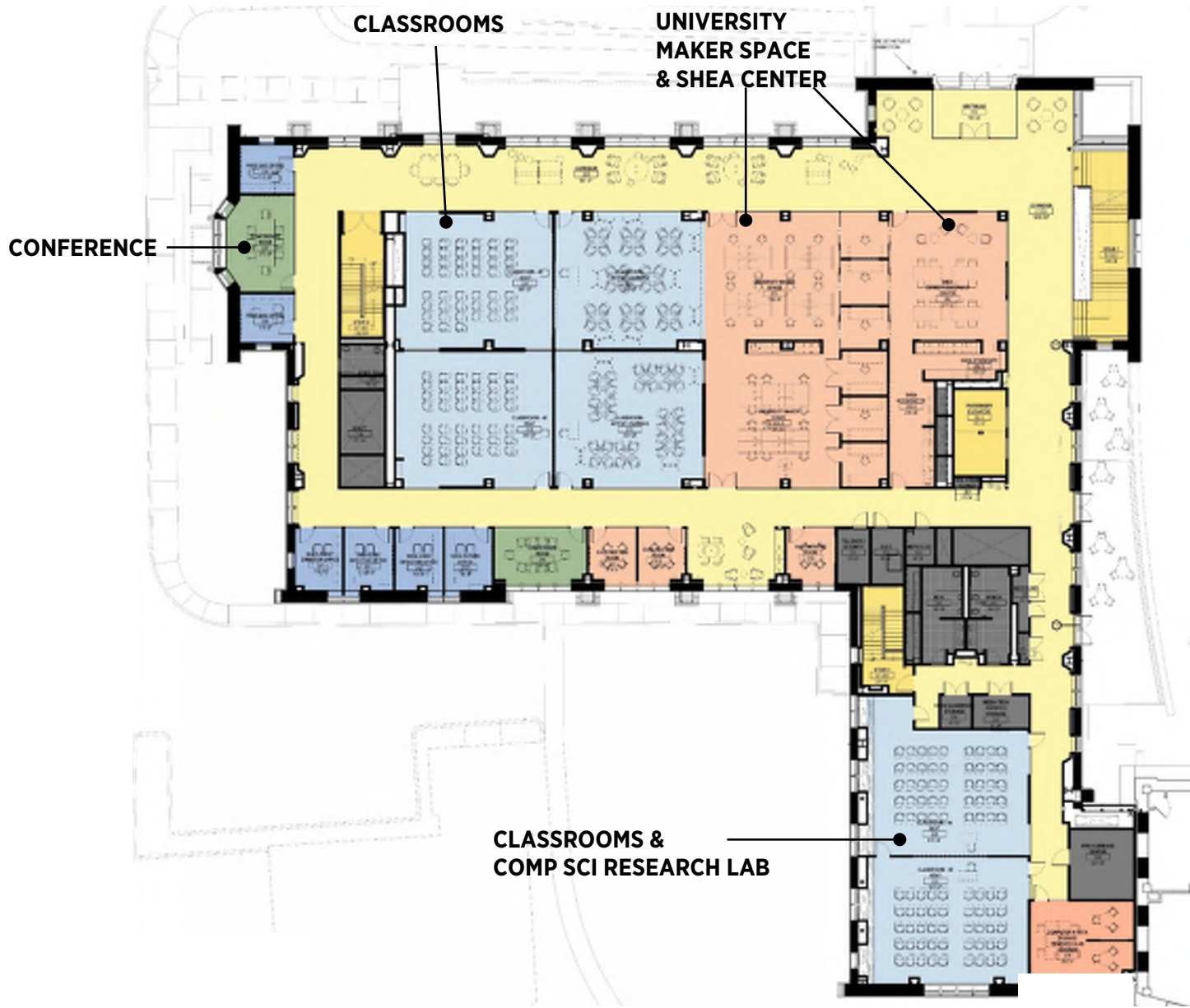




Café



Level 2 – Classrooms & Maker Spaces



University Maker Space



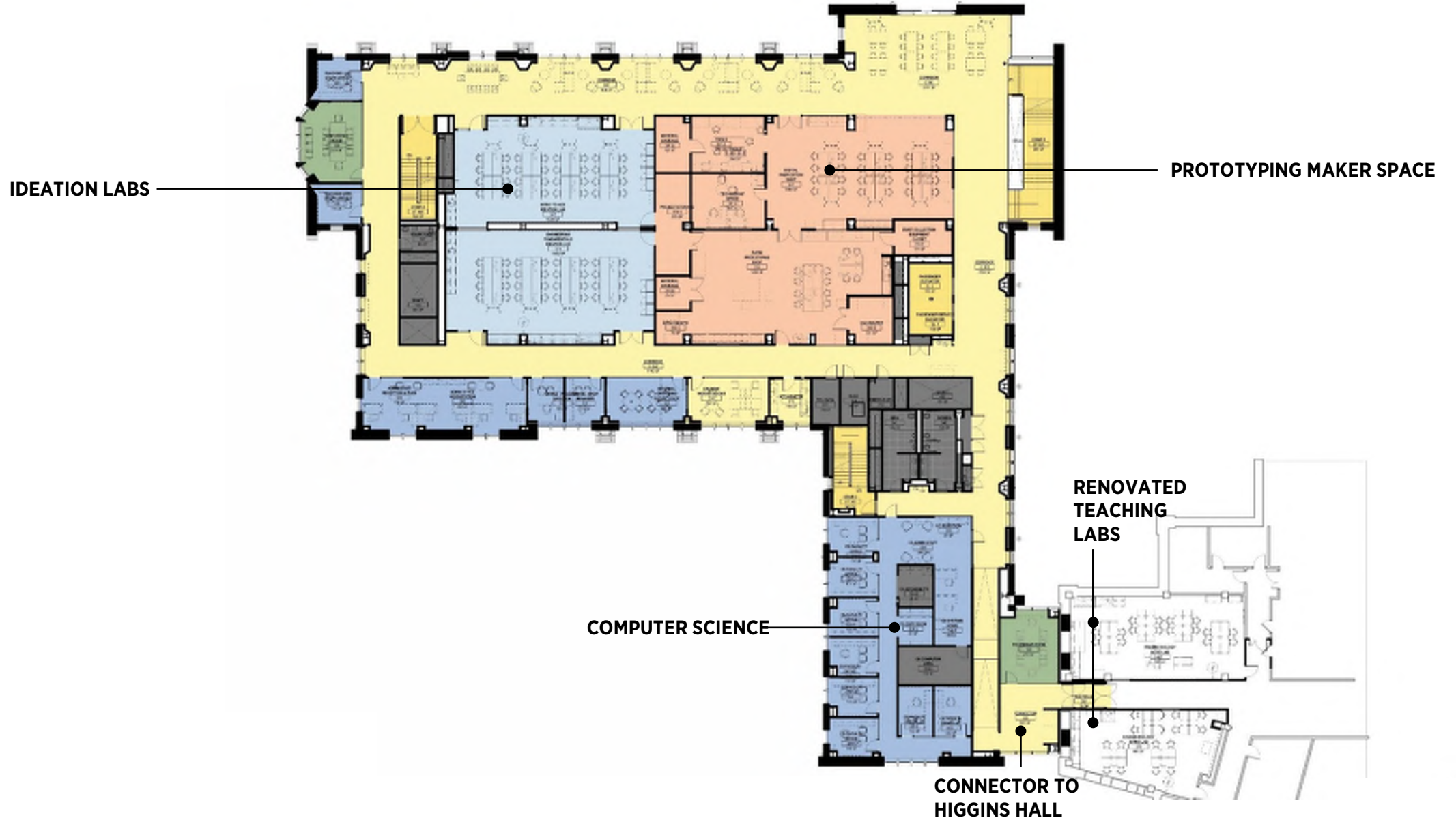
Collaboration



Conference / Collaboration



Level 3 – Engineering Teaching Labs & Prototyping Maker Space



Engineering Teaching Labs



Engineering Ideation Collaboration Space



Engineering Ideation Collaboration Space



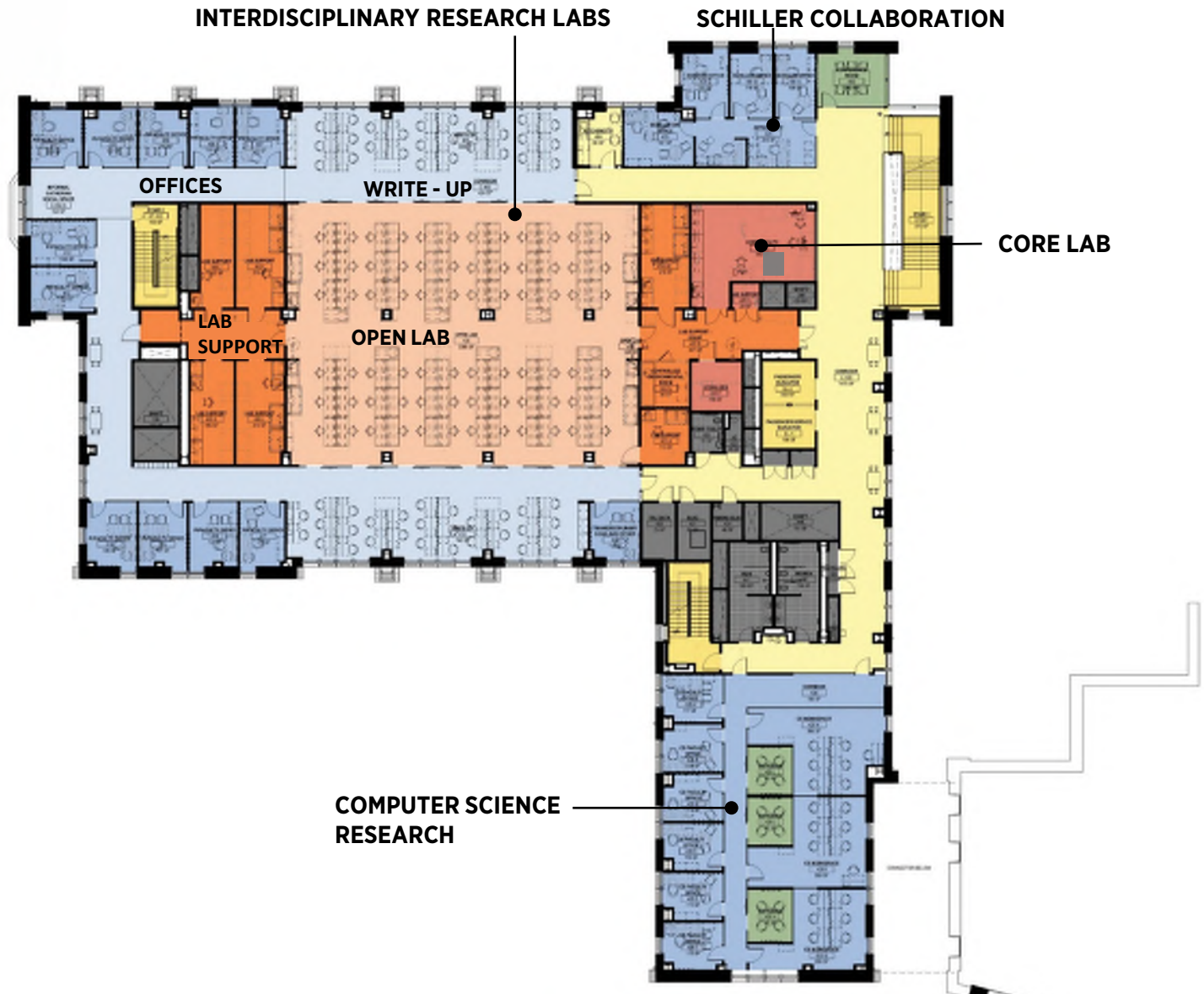
Engineering Prototyping Maker Space



Engineering Prototyping Maker Space



Levels 4 – Interdisciplinary Research Labs



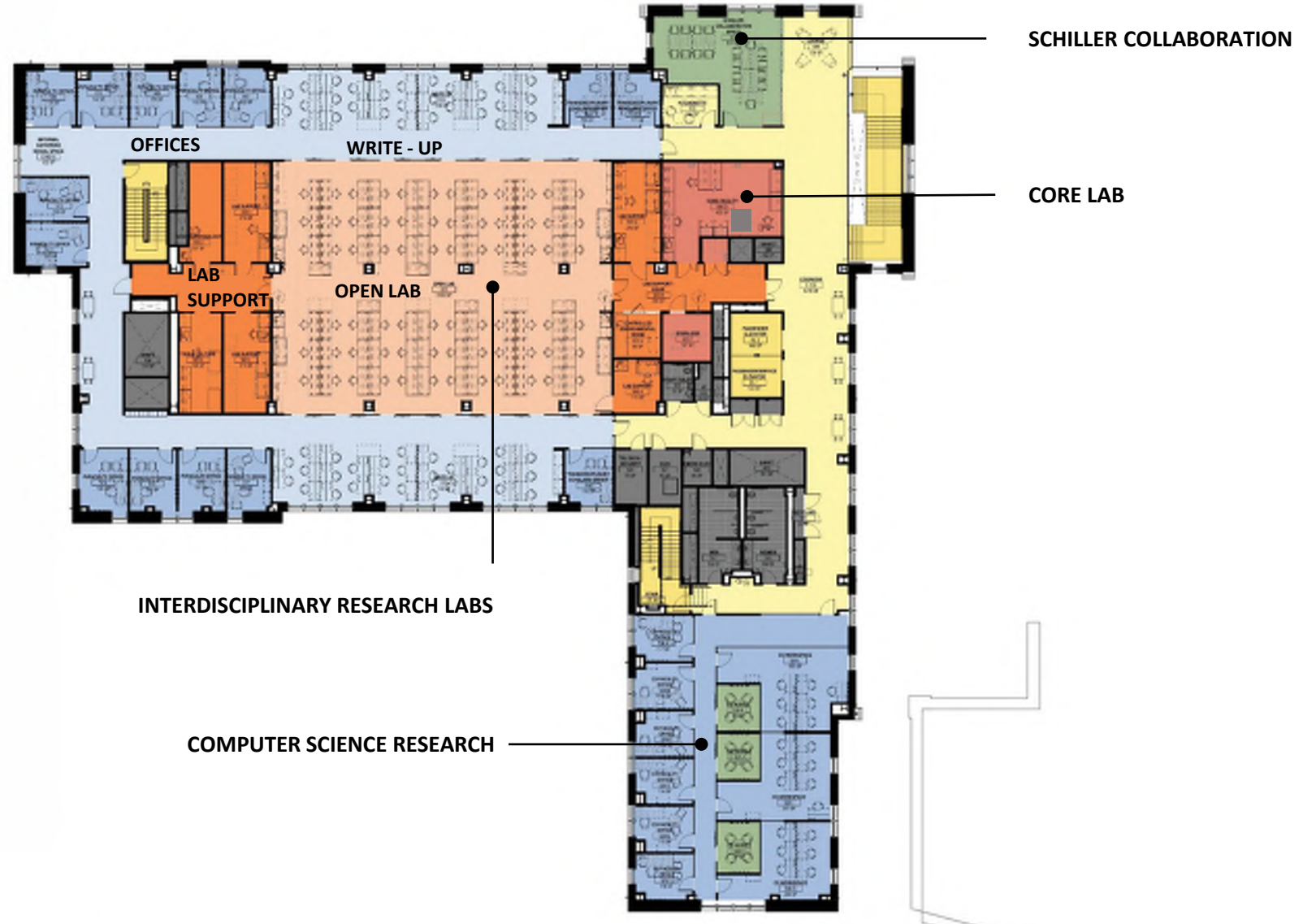
Flexible Research Lab and Write-up



Flexible Research Lab and Write-up



Levels 5 - Interdisciplinary Research Labs



Flexible Collaboration Space



Priorities

Students, Students, Students

Faculty

Flexibility

'Applied' Component to Research and Learning

Transdisciplinary



Questions for Discussion

Discuss for 10 minutes on one of these topics.

- 1) Shared Resources
- 2) Transparency & Spaces for Interaction
- 3) Unknown Occupants And Needs
- 4) Workplace Privacy Vs. Proximity

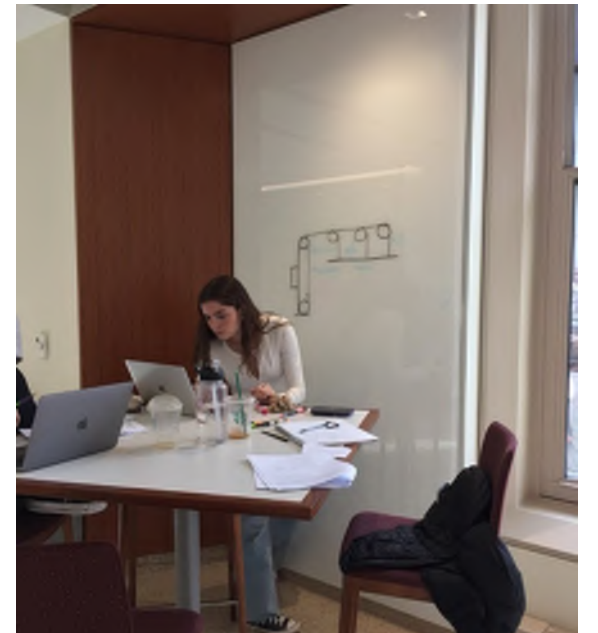
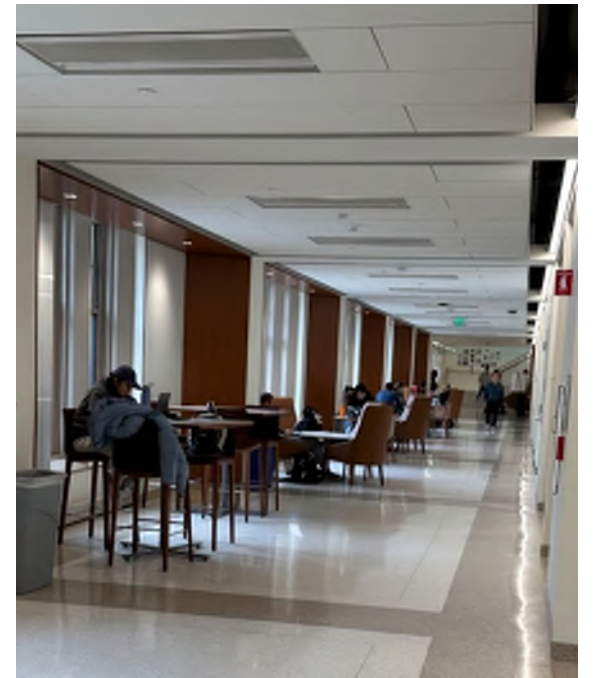


Two User Experience Surveys





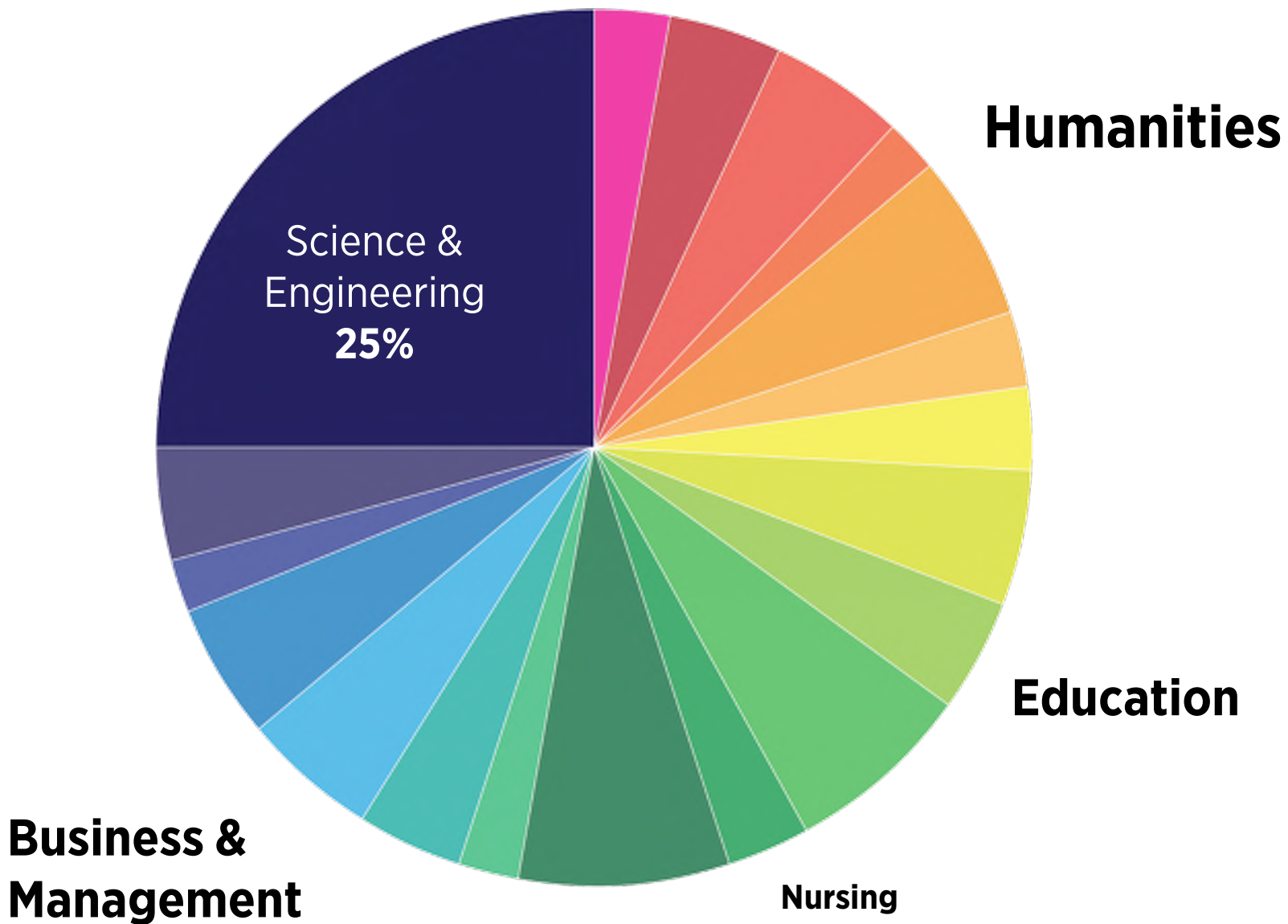
Who are these people?



Student Survey

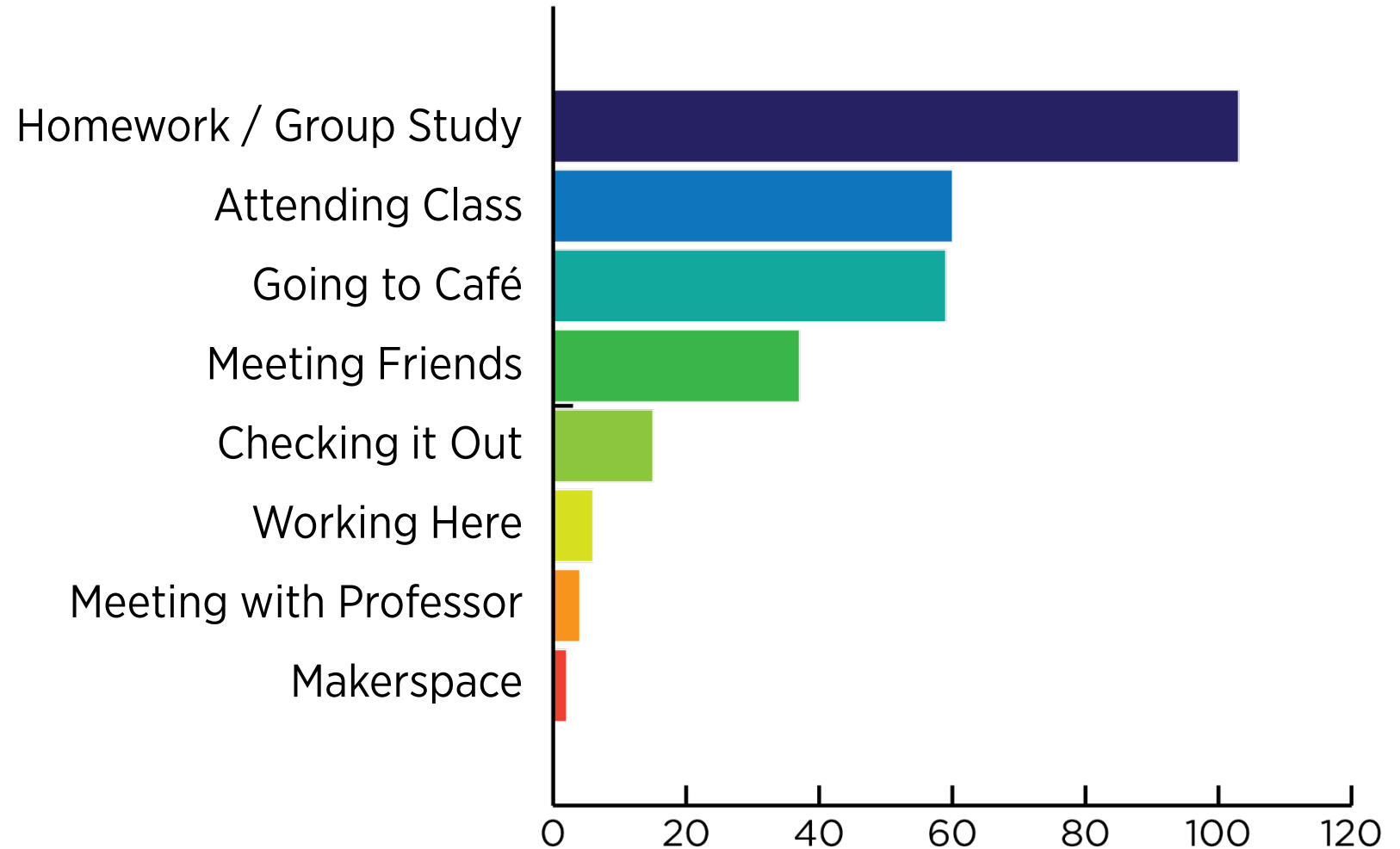
What is your major?

119 Student Responses



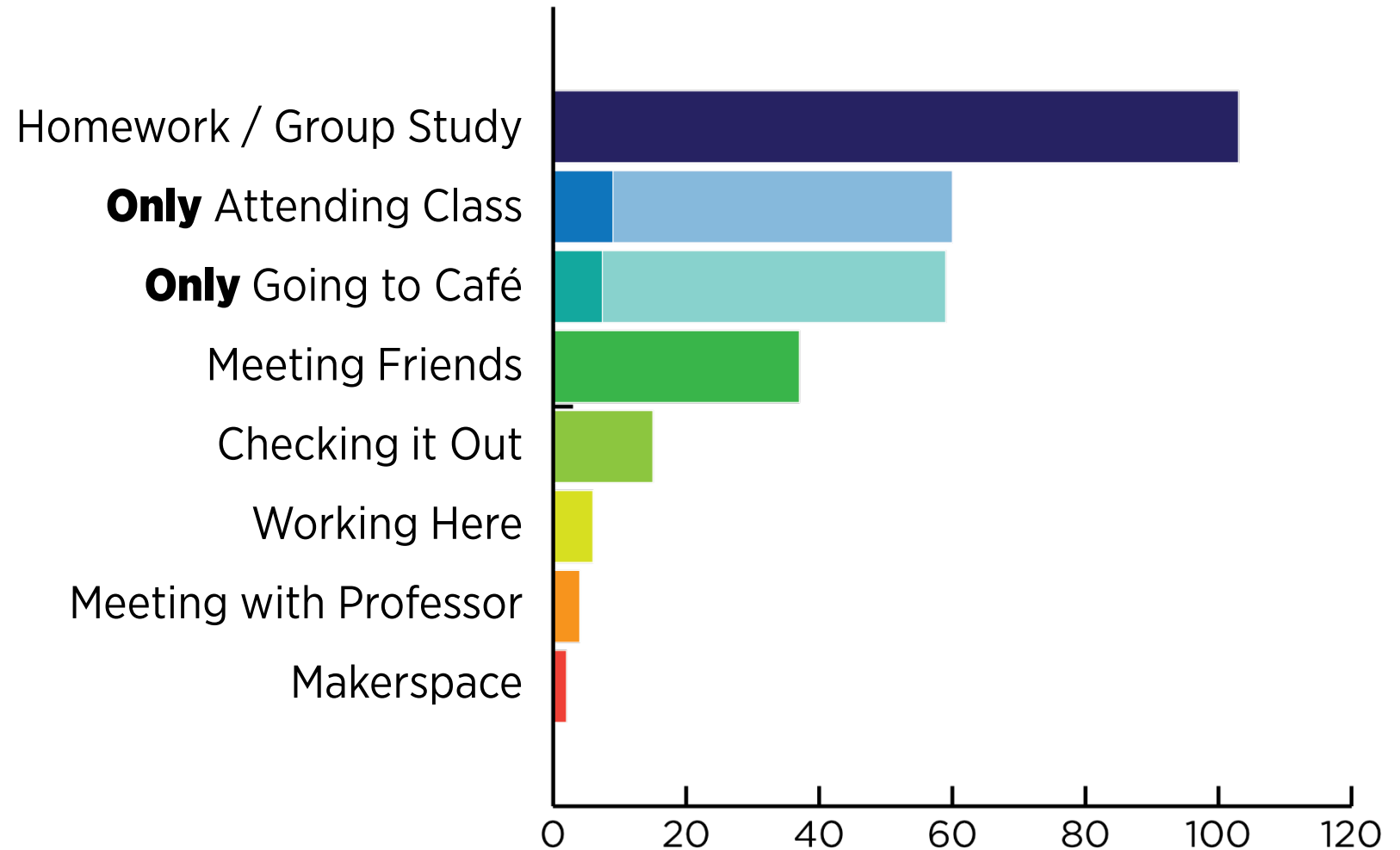
Student Survey

What brings you here?



Student Survey

It's more than just coffee
and class...



Student Survey

It's more than just coffee
and class...

It's such a great study space and I don't even have a class here—I just wish there were more outlets by all the common areas in the halls

It's my playground it makes me weird♥

My fav building !!! The light is amazing. Good vibes all around!

Add more tables please in the cafe! need lots more

A lot of the outlets don't work on the second floor and there is a lack of outlets in general near the study spaces. Otherwise great!

Faculty, Staff, Researcher Survey

41 Faculty

8 Staff

7 Grads &
Postdocs



245 Beacon - Space Survey

The human experience in architecture is at the heart of our practice at Payette. An important step in our design process is following up with occupants to evaluate how buildings perform.

In this 5-min survey, we focus on the quality of interaction and characteristics that make the building welcoming to everyone.

Your feedback will provide valuable knowledge for the planning and design of future buildings. Your input is deeply appreciated. All responses will be anonymous.

For technical support please email: surveysupport@payette.com

START THE SURVEY



245 Beacon - Space Survey

The human experience in architecture is at the heart of our practice at Payette. An important step in our design process is following up with occupants to evaluate how buildings perform.

In this 5-min survey, we focus on the quality of interaction and characteristics that make the building welcoming to everyone.

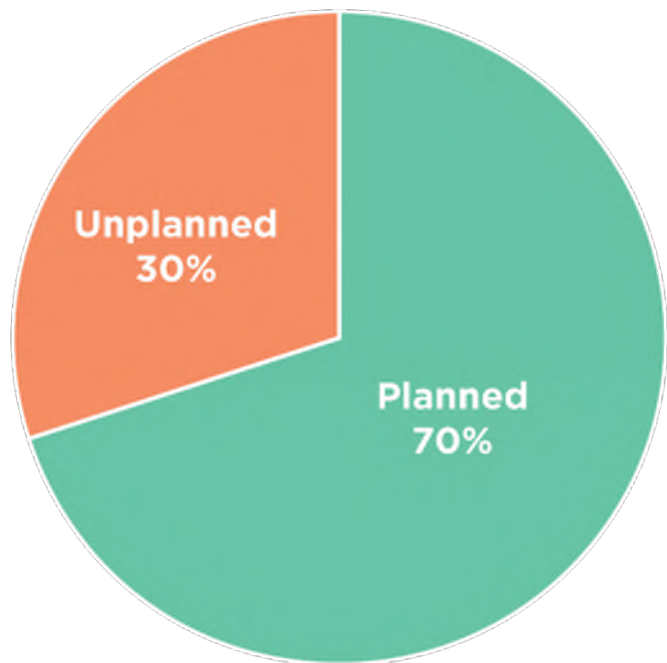
Your feedback will provide valuable knowledge for the planning and design of future buildings. Your input is deeply appreciated. All responses will be anonymous.

For technical support please email: surveysupport@payette.com

SURVEY IS NOW CLOSED

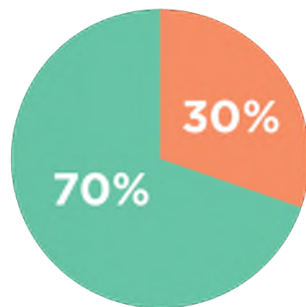
You may demo the survey but your responses will not be saved.

Where Do Interactions Take Place?

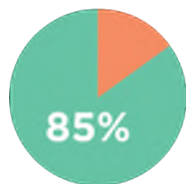


total responses

Research 51 responses



office

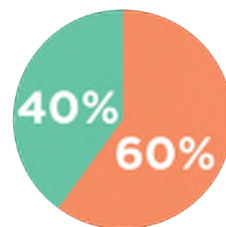


lab

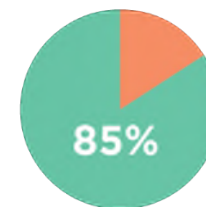


write-up

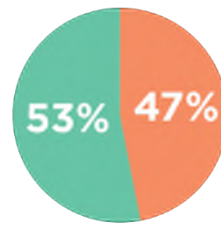
Community 100 responses



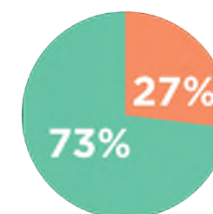
informal meeting



enclosed meeting

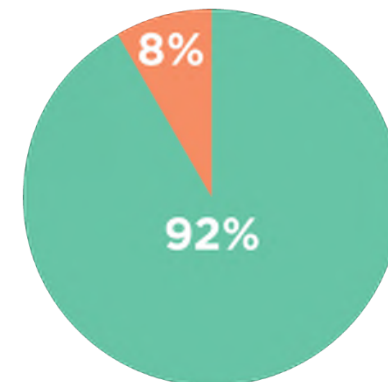


kitchens

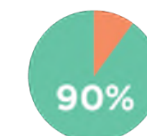


café

Learning 54 responses



classroom

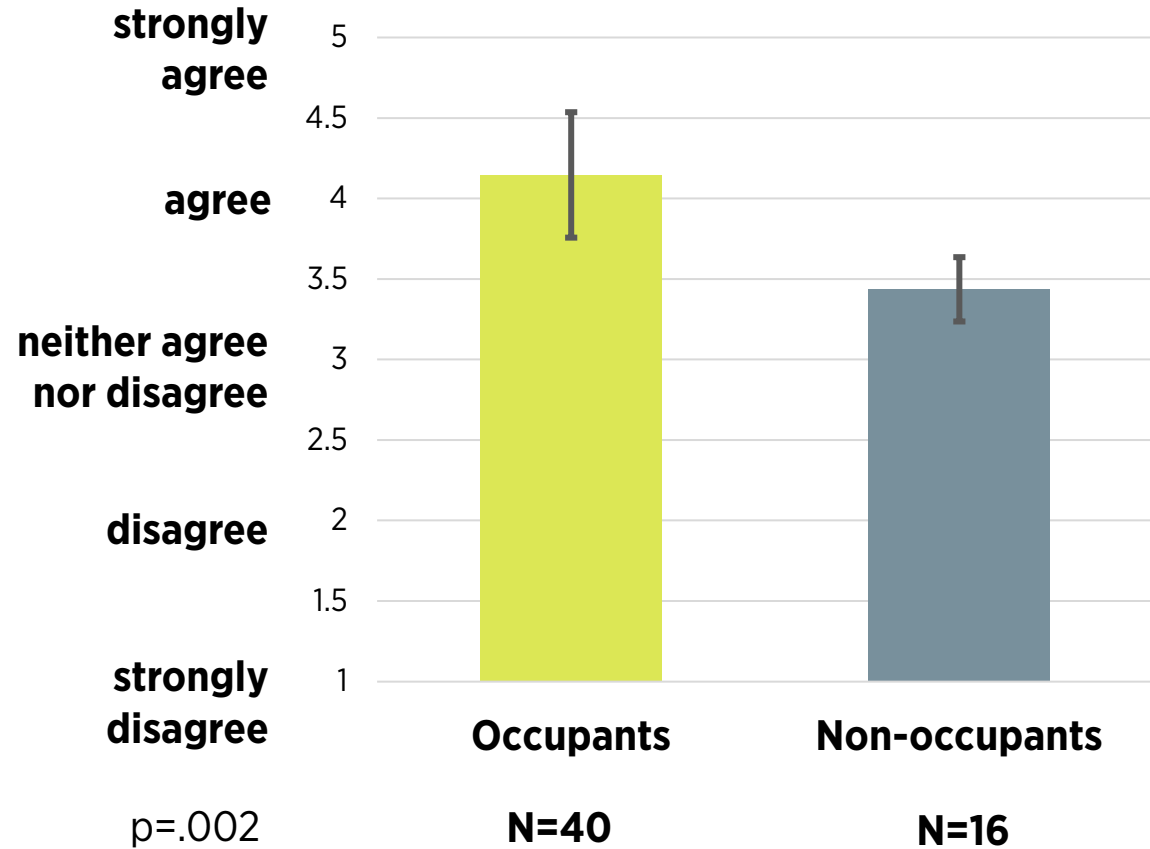


makerspace

Increase Opportunities for Interactions

Question:

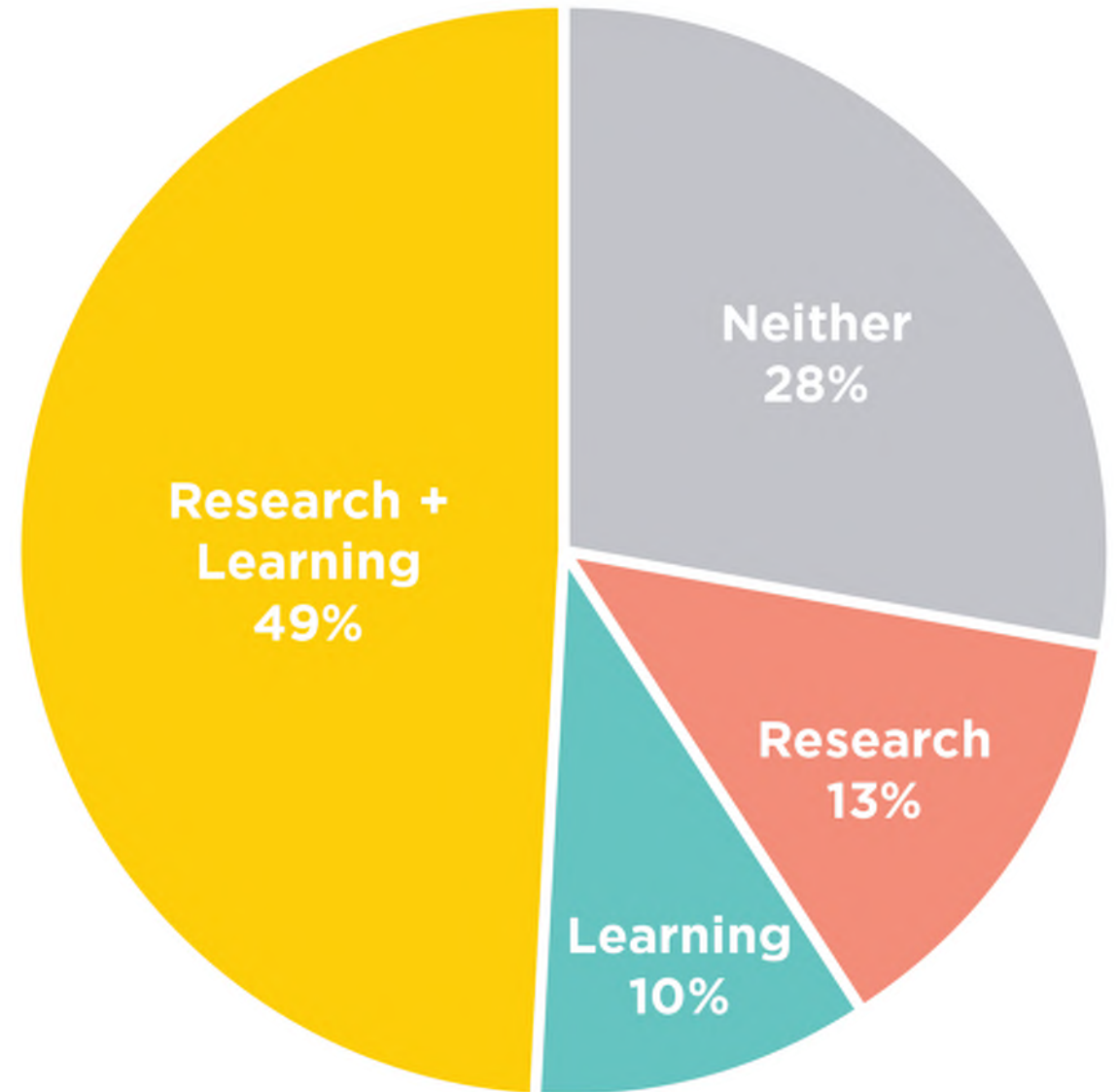
In comparison to my previous
(or current) building, this
building has increased
**opportunities to interact
with others.**



Benefits of Interaction

Question:

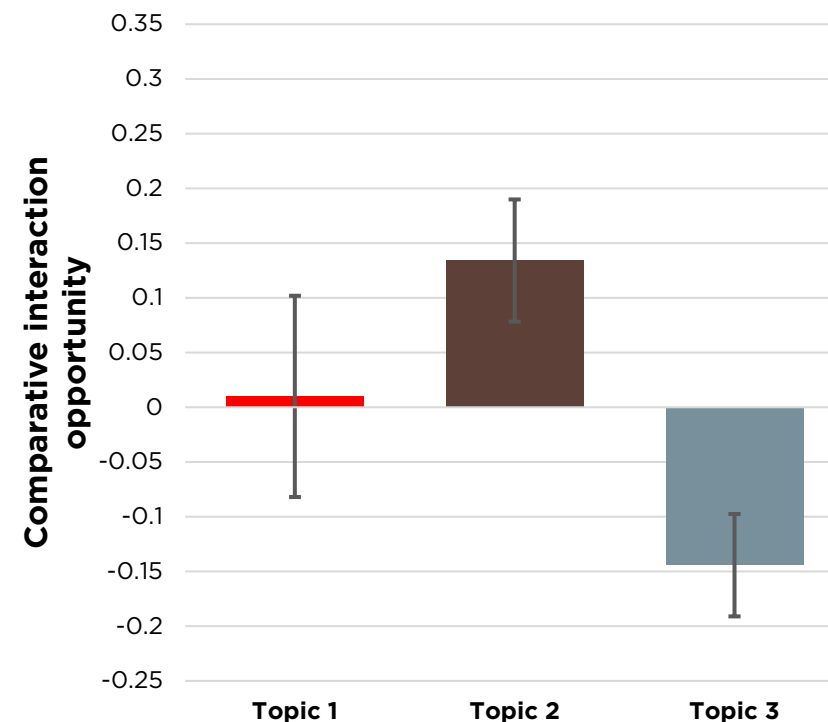
Do interactions in this building **benefit your...?**



Faculty, Staff, Researcher Survey

Question: What impact does this building have on the **quality of your interactions**?

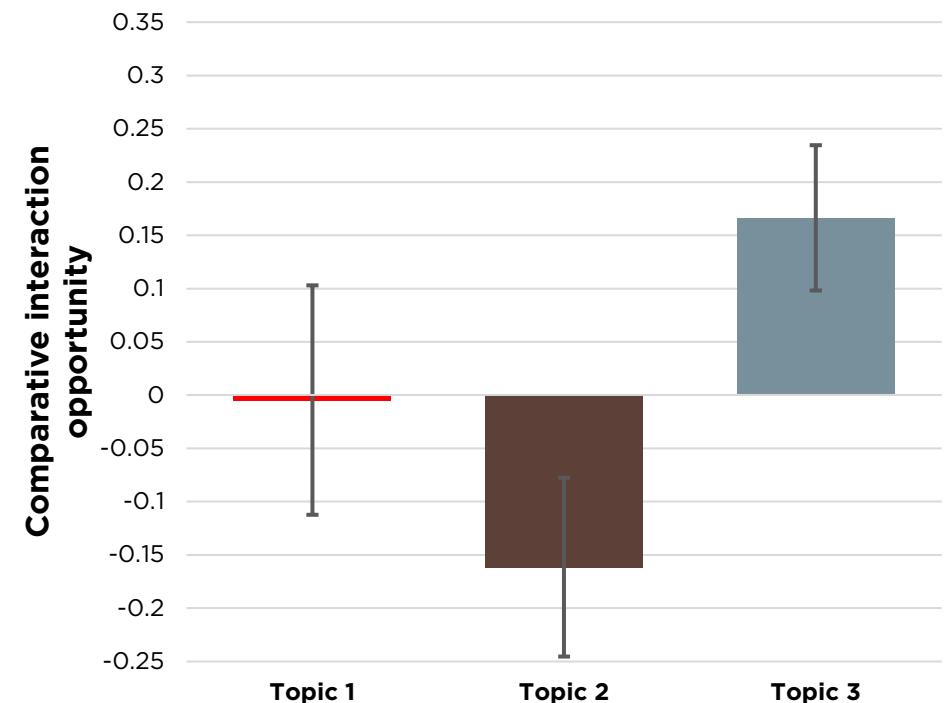
Topic #	Topic name	Example comment
1	Student-Centric Spaces	"I don't really have interactions beyond teaching in the building."
2	Interdepartmental Connectivity	"Good spaces for interactions. Transparency helps show who is around and provide a feeling of opportunity and connectedness even if I feel like a zoo animal when tours go by."
3	Office layout	"I interact a bit less with people than i used to because I am down in the basement but when I do interact with people it is usually more purposeful and pointed."



Faculty, Staff, Researcher Survey

If you could **improve or change** anything about the design of the building to improve interaction or collaboration, **what would you suggest?**

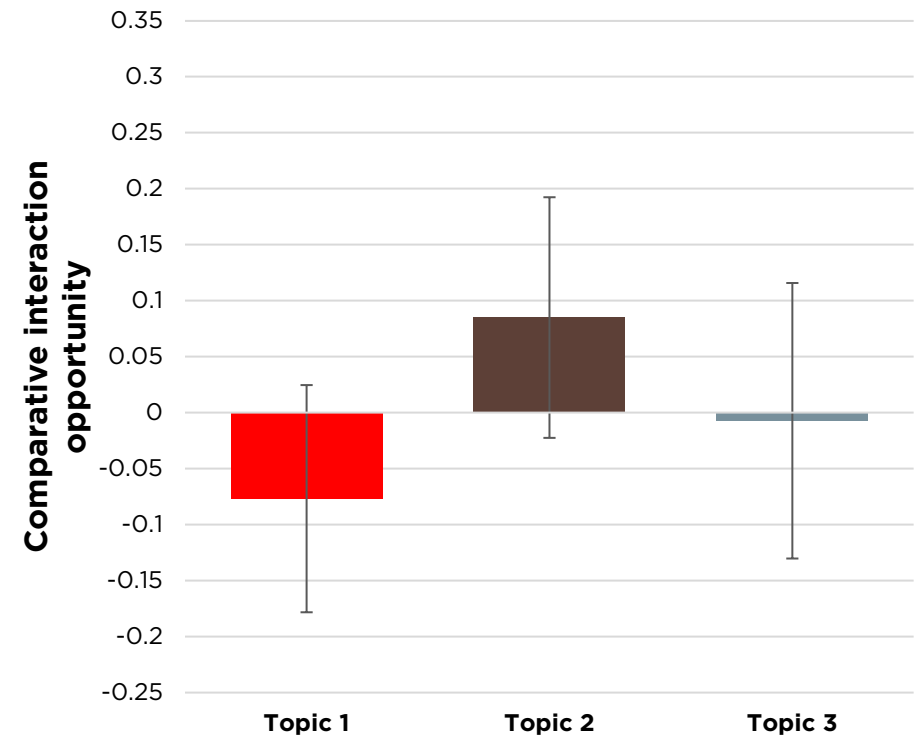
Topic #	Topic name	Example comment
1	Classroom Dynamics	“Pleasant environment. Excellent office spaces except that the round table in my room for students winds up taking a bit too much space and is awkward. Students and I struggle to get around it to get to the whiteboard etc. It’s not that I need more space it’s that the furniture is not well suited to the space.”
2	Social Infrastructure	“The lack of lounge area is not helpful for faculty bonding. The glass offices create a kind of hostility it goes against social convention.”
3	Learning After Class	“Several comfortable areas to talk with students after class”



What role, if any, can building design play in fostering interaction or collaboration?

What role, if any, can **building design play** in fostering interaction or collaboration?

Topic #	Topic name	Example comment
1	Cross-Departmental Encounters	“The staff events such as walk across campus and talks that I’ve been to have been wonderful and made for a great collegial working environment.”
2	Layout and Communication	“It increases the frequency with which I interact with others from different departments. In particular I tend to meet with people more for coffees and attend meetings/seminars meant to foster conversation and collaboration.”
3	Proximity vs. Privacy	“Mixed. Proximity to those from other fields is a plus but lack of privacy in some of the spaces is a minus.”



Survey Design Suggestions

POEs for Interdisciplinary Academic Buildings

1. Value added by interdisciplinary buildings

“To what extent do you agree that, ‘In comparison to my previous building, this building has increased my opportunities to interact with others?’”

2. Life in the building

“To what extent do you agree that, ‘Informal interactions with those who work outside of my day-to-day group or team has led me to a new research idea?’”

3. Free-response questions

“If you could improve or change anything about the design of the building to improve interaction or collaboration, what would you suggest?”

4. Specific areas or design features of interest

“Please share your thoughts on [insert area or design feature that is of particular interest, e.g., café, open lab space, use of glass, etc.]”

Handout Discussion: Suggested Survey Instrument

**Read & discuss the suggested questions for 10 minutes.
Be ready to share your thoughts:**

- Do these questions seem relevant to you?
- What questions are we missing?
- What questions do you propose?

An Invitation to Continue the Discussion

Do you want to continue the conversation on best practices for interdisciplinary buildings?

Do you want to participate in an ongoing group to gather and share POE results?

Please email: schiller.institute@bc.edu
or call Erik Sjostrom **617-552-3503**



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THANK YOU!