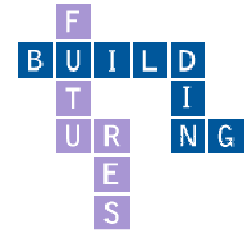


Growing by Degrees: Universities in the future of urban development

7.5.2009 Eeva Berglund

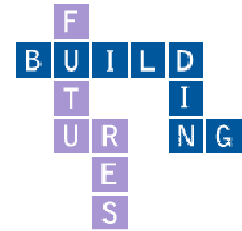


Introduction

Universities - What are they? What were they?

What is Higher Education?

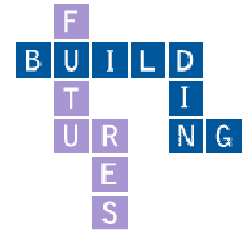
What is built?



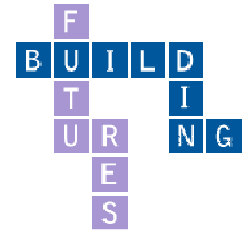
UK trends and patterns

- 2008 there were 169 Higher Education institutes - 109 University status
 - total number of students - 2,362,825
 - figure is a 50% increase on 1998
 - 109% growth in part-time undergraduate courses between 1995 and 2007
 - 40% of all 17-30 year olds participate
 - 1 64,875 academic staff - rise of 11% between 1995 and 2000
-
- higher education worth £12.8 Billion to UK economy in 2000 rising to £16.8 by 2004
 - 1.2% of all jobs in UK

A Global Market



QuickTime™ and a decompressor are needed to see this picture.



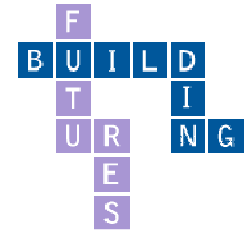
Global trends and patterns

- “China and India”
- 1996 China produced 5000 PhDs, 2008 numbers up to 30,000 - set to overtake USA
- overall - students numbers up 41% between 1999-2004

□□ Drivers include:

- demographic change
- disposable income
- lifestyle choice
- Increased mobility

At what scale should we think and plan?



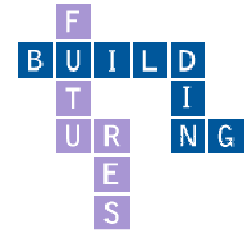
What if? 2029

Universities and other higher education institutions carry on as they are? Paul Temple

- The international market remains much like the present
- Some institutions benefit others do not

The availability of student residences gets out of step with the policy to increase places of study? Darren Smith

- private initiative or purpose-built halls of varying quality?
- yet more ghettoised urban geographies?
- if the expansion doesn't happen?



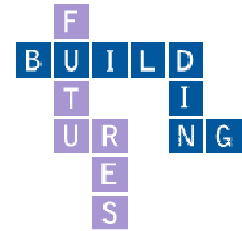
What if? 2029

Students stay at home? Eeva Berglund

- credit becomes a luxury - most remain with parents
- what becomes of dedicated student accommodation?

Students re-engage from the bottom up? Torange Khonsari

- housing a privilege
- under-investment or over-investment?
- students organise themselves - make a virtue out of their predicament



What if? 2029

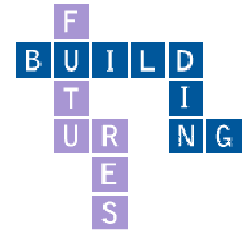
The direction of travel of international students is reversed?

Eeva Berglund

- UK institutions cease to become attractive option even for domestic students

Education as a whole has been revalued? Rupert Cook

- the curriculum responds to environmental sustainability - walks the walk
- a “post-globalisation” world
- the advantages of acting early



What if? 2029

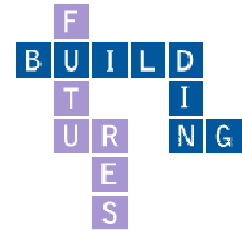
Regions and super universities? Alastair Blythe

- regional behemoths through mergers and acquisitions
- towns with no knowledge base?
- the role of the state? provider of infrastructure?
- social stresses in new urban landscapes

The university library exploits the newest technologies?

Prue Chiles and Anna Holder

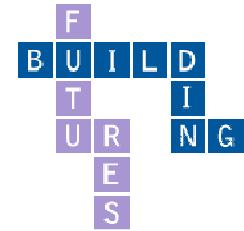
- its reason to exist?
- an universities develop technologies for the benefit of all?



What if? 2029

Education becomes totally integrated? Andrew Harrison

- distinction between childhood, youth and maturity loses meaning
- universities spreading out their already varied functions
- UK institutions vertically and horizontally integrated
- institutions flexible and creative
- business, leisure, retirement communities



What if? 2029

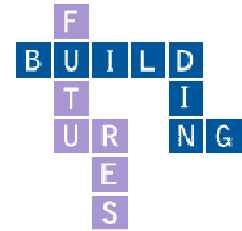
Public engagement been successful? Rupert Cook

- decision makers are able to draw on the university
- local resource for the long term (e.g. London South Bank)
- working in networks (“Bloomsbury Group”)
- tools to develop collaboration

Higher Education is designed around mobile technologies?

Prue Chiles and Anna Holder

- “Embassies” and “mixing desks”
- new and virtual networks combine with traditional social spaces



Scale & networks, what links and what obstacles or objections

Age and social identity - what for whom?

Exploit the location - bridges to nowhere?

Security, access and quality of life

The credit rethink