

UNIVERSITY OF HAMBURG CAMPUS EXPERIENCE INDEX 2023

ALL CAMPUSES

September 2023

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EXECUTIVE SUMMARY

The University of Hamburg is undergoing significant change. Development of the Science City campus will result in relocation of some faculties, releasing space across the historic and inner-city campuses of Von-Melle-Park and Bundesstraße. These changes are part of a cultural shift for the University as it seeks to become more internationally competitive, increase impactful research and facilitate greater connection and collaboration between departments. A Campus Experience Index survey was undertaken in June 2023 to help the university identify ways to improve the quality of spaces across their existing campuses to support these cultural shifts.

There were just under 700 usable participant responses to the survey, which generated 5,171 comments. The results have been analysed and are presented in this report, with comparisons across faculties and campuses. Whilst Überseering is no longer occupied, results and reflections have been included as there are interesting points to learn from for future decisions. Given the desire to increase international competitiveness, comparisons are also made throughout the report to results from a highly ranking internationally competitive university.

A recurring theme across all elements of the survey is that student use of UHH campuses is transactional. They attend for necessary classes and then leave as there are few places (outside of dining halls) to linger. This presents a number of immediate opportunities.

The inner-city campuses of VMP and Bundesstraße provide an accessible and central location. Students appreciate the compact nature of the buildings and

the surrounding amenity. VMP is perceived as the “main campus” and students at other campuses compare their experience.

Students who need to move around to multiple locations find the travel disruptive and some campuses are less-well connected (particularly Bahrenfeld, Überseering and Klein Flottbek). It would be beneficial to reduce required travel between campuses as much as possible and consolidate buildings to fewer locations. This will achieve the desired strategy of building greater connection and collaboration. Whilst Überseering was a temporary location, it was still quite disruptive and students were unhappy about being relocated.

Overall the sense of belonging is lower than what we see at other campuses, and an immediate opportunity is the development of high-quality social study spaces. Right now the dining halls are the most popular location for socialising and studying (these two activities often overlap). Students appreciate the outdoor spaces, but when the weather is poor they retreat inside and the dining halls become crowded. Students are clear in their desire to “linger” longer. These spaces need to be designed to allow students to stay for longer.

Many of the buildings are of brutalist design, and students described the lack of colour and dark interiors as glum and oppressive. Another immediate opportunity is to re-energise outdoor and lobby spaces with colour, plants, and fixed and flexible furniture to make them more appealing. This will help students to feel like they are on a campus, rather than at a building, and feel pride for the UHH brand.

The quality of teaching spaces across the campuses is quite variable. ESA and the Law House received more positive comments than other buildings, whereas VMP 5 and Bundesstraße 55 received very poor comments. There are some very old spaces, which students find

challenging to learn in. Poor quality spaces (such as those without daylight or comfortable furniture) work against investments being made into teaching quality. Whilst these are more capital intensive, refurbishment schedules across existing spaces should be maintained and importantly, need to be consistent and of a higher standard.

The public permeability of the inner-city campuses negatively affects the safety scores. Students feel

uncomfortable interacting with members of the public and have had unpleasant experiences, these influence how long they stay and where they stay on campus. Some of the buildings are designed in ways that feel less safe, such as corridors with heavy doors and a lack of transparency. Creating new social and study spaces will encourage students to stay on campus longer and later, and thus need to be designed in a way to ensure students feel safe, with access potentially restricted to UHH students and staff.

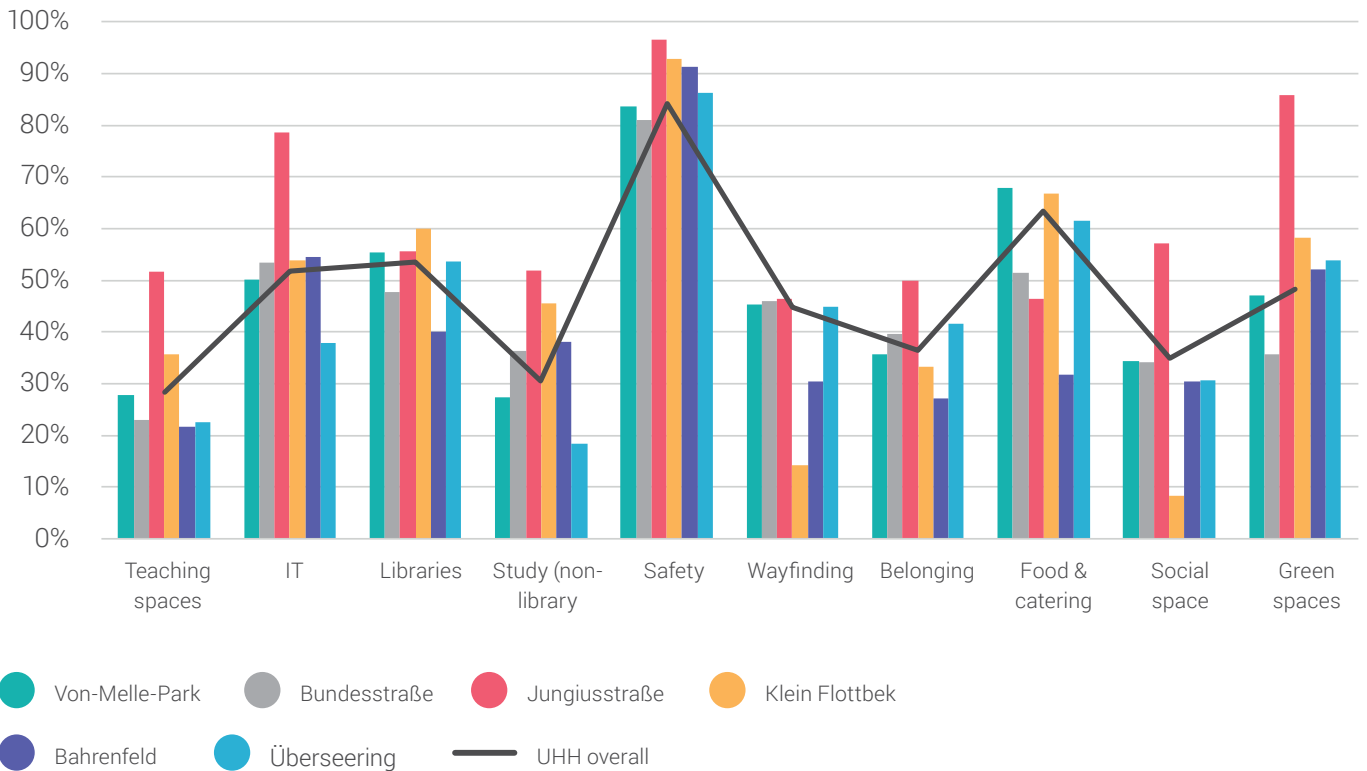
Campus Experience Index scores - UHH



The survey was distributed to students across all campuses. While the majority of responses were from the inner-city campuses there was sufficient data to compare student experience across other campuses, shown below. There were only a small number of responses from Stellingen and Sportpark so these have been excluded from the chart below,

but feedback from students at those locations has been included within the report. Students at Jungiusstraße were generally more satisfied with their experience than others. Students at Überseering were less satisfied, with the other campuses showing mixed feedback. What is clear is that the experience is inconsistent.

Campus comparisons of scores



Three big challenges for UHH campuses	Three short-term priority actions
<ol style="list-style-type: none"> 1. Aging buildings and varied design result in inconsistent (and in some cases low quality) teaching and study experience 2. The limited spaces for students to dwell on campus, affect formation of connections and networks 3. Travel between buildings and locations is disruptive and makes it challenging for students to build a circle of friends 	<ol style="list-style-type: none"> 1. Develop high quality indoor social study space at VMP, Bundesstraße and MLK. 2. Focus on colour, art and furniture installations at all locations to change the physical appearance of buildings, including outdoor areas 3. Prioritise teaching space upgrades at VMP 5 and Bundesstraße 55

WHAT STUDENTS LOVE MOST ABOUT THEIR UHH CAMPUS

1. Mensa/ cafes
2. Outdoor spaces and access to nearby parks
3. Central location (inner city campuses)
4. Friends and community

Clean toilets, large canteen, all rooms are in one building

The many cafes and libraries, the grass, the food and drink offerings

Dining halls, cafés, restaurants around, parks, city bike stations

The botanical garden and outdoor areas where you can spend time

The outdoor area, we have a lot of outdoor space that invites us to move, meet and play

Main campus centrally located and usually easily accessible by public transport

“

It is located in the heart of the city, where everything is close together in one place.

”

WHAT STUDENTS LIKE LEAST ABOUT THEIR UHH CAMPUS

1. Lack of social and study space
2. Grey aesthetic
3. Poor teaching and learning spaces
4. Outdated buildings and teaching spaces

The campus statement is "When you're done working, get the hell home." No seating.

Too few opportunities where you can exchange ideas and learn together

Long distance to the main campus and cut off from the rest of the university

No intermixing with other subjects, physics is quite isolated at Jungiusstraße

Überseering is hard to get to and not a great campus

The main campus is terrible, gray, unattractive, one does not like to stay there

Square in front of the Stabi: old plant tubs with withered plants perfectly summarize the quality of some of the university's furniture and toilets

There has not been a single lecture where the microphone has worked decently

Very old, urgent need to renew rooms, no study rooms, often you cannot ventilate, no windows in the lecture hall,

There is a lack of places where you can hang out when you don't have classes or want to pass time. In the summer, the outdoor space of the main campus makes up for a lot, but in the winter, it's mainly the libraries that remain as retreats.

EXECUTIVE SUMMARY - SCORECARD

SENSE OF BELONGING, SOCIAL AND OUTDOOR AREAS

UHH Score <i>BELONGING</i>	Global CEI	Urban & Metropolitan campus average
37%	50%	45%

UHH Score <i>GREEN SPACE</i>	Global CEI	Urban & Metropolitan campus average
48%	66%	63%

UHH Score <i>SOCIAL SPACE</i>	Global CEI	Urban & Metropolitan campus average
35%	61%	55%

The University score below the global benchmark on belonging, social and green space. Smaller campuses had higher belonging scores as it is easier to make connections here.

By design, UHH's buildings are focused on delivering education rather than inviting students to dwell on campus for longer periods. The permeability of the campus to the public plays a role in this, as common spaces are shared with others making it less comfortable to stay, especially into the evenings. Outside of libraries, dining halls and cafés are the predominant location for informal study, socialising and relaxing. Students love these spaces. In fact they are one of the most loved features of the UHH campuses (see previous page) Whilst this is not a bad outcome, students can feel pressured to purchase food.

There is an immediate opportunity to create some high-quality multi-purpose spaces across the different campuses. These could be a mix of low-to-high dwell time spaces. This is important for mental health, well-being and academic performance. These will also provide space that staff can use for campus visitors, and help encourage greater interaction and collaboration. Students would value greater access to nature, both indoors and outdoors and feel this would align with the University's sustainability commitments.

LIBRARY AND STUDY SPACES

UHH Score <i>LIBRARIES</i>	Global CEI	Urban & Metropolitan campus average
53.5%	74%	76%

UHH Score <i>INFORMAL STUDY</i>	Global CEI	Urban & Metropolitan campus average
30.5%	61%	52%

The University sits 20% below the global benchmark for library space satisfaction and 22% below the average for urban and metropolitan campuses.

Usually universities have a range of spaces that are designed to accommodate a spectrum of behaviour from quiet solo study to very social group work. Libraries that UHH students access are heavily skewed to the quiet and solo study experience, which many students indicated they appreciate. However, social interaction and peer-to-peer learning are central to the overall student experience (and becoming more so), and the libraries and study spaces at UHH are not set up to support these important activities. The students clearly expressed a desire for more group study space to allow them to talk with their fellow students while they work (either with them or just beside them), and for the rules on bags, eating and drinking to be less rigid so that they can spend more time in the library.

In addition to a low score for library spaces, the University sits 30% below the global benchmark for informal learning spaces, and 21% below the average for urban and metropolitan campuses. This reflects the overall lack of spaces where students are able or feel comfortable to linger for study purposes, outside of the libraries. This is a very different profile to what we see at international universities, where various high-quality informal study spaces are common and numerous. Eating areas (mensas, cafés etc.) are easily the most popular place to study away from libraries. Many students noted there were not enough seats available (or it was too loud), so they did not study on campus at all and instead went home. This is leading to an erosion of feelings of belonging and community at the University and limiting peer-to-peer learning opportunities.

FOOD AND CATERING

UHH Score	Global CEI	Urban & Metropolitan campus average
66%	43%	40%

UHH scored very well for food and catering, this is in part due to the food offering but also the value of the spaces for socialising and studying. Students don't necessarily understand that food and catering is not under the University's direct control, they see these venues as part of what UHH provides. As a comparison, a recent CEI for a high-ranking campus resulted in a score of 29%, their score has dropped by 40% since 2019 mainly due to cost of food. Food poverty is a considerable issue for students in the current economic climate and UHH are in a positive position to support students through this period. As this is scoring so well compared to other areas we recommend avoiding price increases where possible.

TEACHING SPACES

UHH Score	Global CEI	Urban & Metropolitan campus average
28%	67%	57%

Spaces that are easier to learn in

- Law Lecture Hall
- VMP 8 seminar rooms
- ESA O 118

Spaces that are harder to learn in

- VMP 5 seminar rooms without windows
- VMP 8 Anna Siemens Lecture Hall
- ESA Main A & B Lecture Halls
- ESA O and W Room 221
- Bundesstraße 55 lecture halls

UHH scored very poorly for teaching space, and this can largely be attributed to old building stock. The University of Geneva had similar feedback, with particularly old and heritage listed buildings contributing to the problem. This doesn't negate the challenge for the university - poor quality teaching spaces undermine investment being made into teaching quality. When students are uncomfortable and distracted, they will focus less on the content being taught. Poor quality spaces also make alternative options for hybrid or online classes much more appealing.

It is clear that German education uses a much more didactic form of teaching, visible through the room layouts and feedback from students. Globally, universities are transitioning to more active, project-based forms of learning, and teaching rooms in many universities are starting to reflect this change.

The top 4 issues raised by students were:

- Poor lighting or limited daylight access in rooms
- Thermal comfort and ventilation
- Uncomfortable furniture
- An uninspiring aesthetic

Rooms in VMP 5 were discussed particularly negatively due to teaching spaces without windows or daylight, which can make concentration very difficult. Within the report we include some best practice examples to improve comfort and productivity in teaching spaces.

Uncomfortably warm rooms will be an increasing challenge for the university as the climate changes, particularly with the (commendable) restrictions on HVAC installation. New buildings should prioritise maximising indoor environment quality because productivity (and therefore learning) falls when rooms are too warm.

Wayfinding challenges were also clear whilst analysing the teaching space data. Students were not always able to state room names or numbers clearly, but were more general in their feedback (e.g. students noted 'rooms in Wiwi Bunker', rather than specific room names).



The entire campus consists only of concrete, there are rooms without windows, all areas and buildings seem like lovelessly put down and since forgotten. One is extremely reluctant to spend time on campus, as the whole atmosphere makes one depressed.



INFORMATION TECHNOLOGY

UHH Score	Global CEI	Urban & Metropolitan campus average
52%	69%	63%

The university sits below both the global benchmark and the average for urban and metropolitan campuses. The score for IT provision is low, driven mainly by poor internet connectivity. For a European comparison, the University of Geneva reaped the benefit of city-wide investment into wifi access and has one of the highest IT scores in the CEI database. At another leading international university, 63 students mentioned internet connectivity issues, while at UHH the number is triple that. It is clear from the UHH feedback that this is the most problematic issue. Once students are spending more time on campus, access to charging points will become a priority.

There were also issues raised on inconsistencies in teaching spaces such as working projectors, microphones and whiteboards.

SAFETY

UHH Score	Global CEI	Urban & Metropolitan campus average
84%	86%	87%

What detracts from feeling safe:

- Lighting/ dark at night
- Unruly behaviour of community members
- Bike and road traffic

What adds to feeling safe:

- People around
- Presence of staff and security

Safety sits just below the global benchmark for both the global CEI and urban campuses. Women score their safety more poorly and there was much discussion around lighting in the evenings lacking, which makes traversing between buildings feel unsafe. The permeability of the inner-city campuses means students are mixing with members of the public and have negative interactions with drunk or unruly community members. For this reason students tend to avoid the campus in the evening. The score for VMP and Bundesstraße was lower for these reasons.

Road safety was also raised, with confusion around the path system for vehicles, bikes, scooters, e-scooters and pedestrians on and around campuses.

WAYFINDING AND ARRIVAL EXPERIENCE

UHH Score	Global CEI	Urban & Metropolitan campus average
45%	69%	65%

The key arrival and wayfinding challenges are:

1. Getting to less-connected campuses (especially Bahrenfeld, Überseering and Klein Flottbek)
2. Adequate bike storage and safe/ separated bike paths
3. Locating rooms on campus (especially in VMP 5)
4. Building access and universal accessibility

Students find the arrival experience easier for the inner-city campuses largely due to availability of public transport. This is a wonderful asset for student experience. Overall the arrival score was 74%. The score for Bahrenfeld was much lower than VMP. The additional train service will be essential to maintain student experience for those moving to Bahrenfeld.

Some students need to transition between campuses and don't enjoy this experience because there is not enough time between classes to make the journey. Some were not aware of the transitions that would be required when they started. Many students use bikes to travel to the city campuses - increased bike storage and end-of-trip facilities would make their experience more pleasant.

Campus wayfinding is an ongoing challenge for every university we work with. Every building is designed differently with a unique character, and as new stock is added the experience becomes increasingly complex. At UHH there are not consistent physical and digital maps available to help students navigate around. This can lead to lower than intended utilisation of some campus spaces. There were a significant number of comments related to getting into buildings and rooms. Some of these were related to universal access, and other issues such as locked rooms and difficulty finding entry points. If student do not know if they are welcome or allowed in a space, they won't use it. VMP5 was mentioned as particularly challenging to navigate.

Student support

The biggest challenge with student support services at UHH is that students are unaware of what is available to them. This was a general question about support services, but participation dropped off vastly compared to other questions. 75% of students who did participate said they don't access or benefit from support services.

RECOMMENDATIONS

1. Create high quality social study spaces (inside and outdoors)

The tables below outlines different approaches for creation of social-study space. Table 1 summarises the types of projects needed and table 2 shows locations for these projects.

These spaces need to have a mixture of furniture, charging points, wifi connection, plants, daylight access and consideration of thermal comfort.

- There are two types of spaces that need to be created:
 - High ambient noise for social interactions (such as at the mensas now, and perhaps could be extensions of existing dining halls without the need to purchase food)
 - Low ambient noise as more studious environments for group work and discussions, these are not silent workspaces but co-working areas
- High ambient noise spaces would be suitable in lobby areas in VMP 5, Bundesstraße 55, and MLK 3 (similar to what is present at MLK 6 and Klein Flottbek).
- Locations for low ambient noise spaces need to be determined, these would ideally be large areas with mixed furniture away from high traffic spaces to encourage longer dwell time.
- A lower cost alternative to create the low ambient noise study spaces is the use of existing teaching spaces, this would need to be coupled with digital signage that shows students what rooms are available for use

Table 1: Types of projects

	Project type	Description
A	Social-study (low ambient noise)	<ul style="list-style-type: none"> • Away from high traffic areas (like lecture theatres and building entries) • Quieter spaces, but not silent, used for group work, meetings, studying and online classes • High quality furniture, space needs to be broken up into smaller areas for noise control, soft and comfortable chairs, pleasant aesthetic with plants, artwork, daylight access, charging points, wifi • Students will stay for 1-4 hours
B	Social study (high ambient noise)	<ul style="list-style-type: none"> • Can be located near high traffic areas, such as lobbies and corridors • May naturally be extensions of existing mensas, but also small installations like furniture in corridors outside teaching spaces • Used for socialising, meetings, group work • Pleasant aesthetic, but less or a priority than above, design invites short stays • Students will stay for 10 mins-90 mins
C	Outdoor space improvements (large investment)	<ul style="list-style-type: none"> • Installation of flexible furniture, ideally in weather protected areas (or addition of semi-permanent structure to provide weather protection) • Installation of planter boxes and greenery • Art work to brighten aesthetic
D	Outdoor space improvements (light investment)	<ul style="list-style-type: none"> • Flexible furniture that will need to be packed away at the end of the day for use in warmer months (e.g. bright bean bags, picnic blankets, deck chairs)

Table 2: Locations of social study projects

Building name	Summary	Project type
ESA East/West	<ul style="list-style-type: none"> • Consider re-opening café at ESA East • Install more furniture to maximise use of lobby areas when temperature is comfortable • Install some flexible tables and chairs at the north of ESA West (outside) 	B, D
Rechtshaus	<ul style="list-style-type: none"> • Install furniture in undercover areas outside the building for group work and socialising. • The undercover protection will allow more flexibility in furniture choice but it will need to be heavy or fixed due to public use and access 	C, D
VMP 5	<ul style="list-style-type: none"> • VMP5 forms the natural heart of the campus and can supply the demand for outdoor seating • Remove car parking and service vehicle access in busy times in courtyard area, opening up the space for use as a social/ study/ event space. This will create an outdoor heart space between VMP 5, VMP 2 and VMP 9, and form a main meeting point at the VMP campus • Uplift this outdoor area with paint, plants and furniture that is bright and colourful. Some furniture will be fixed and some flexible. • Maximise use of this space with a place activation program (such as food trucks and markets) • Indoor spaces for social study are also needed here, the location is to be determined, ideally the ground floor, perhaps an extension of Blattwork 	A, B, C
VMP 4	<ul style="list-style-type: none"> • Clean areas around the fountain and install more furniture • Flexible options for warmer months can include bean bags and deck chairs 	D
Bundesstraße 55	<ul style="list-style-type: none"> • As this is on a main road uplifting the outdoor spaces is problematic (exacerbated by surrounding construction activity). As a short term solution, some tables and chairs could be trialled at the building entry. The entrance looks tired and unwelcoming. Furniture, some plants, paint and UHH signage will help change this. • Inside, the lobby needs an uplift to be more colourful with furniture (such as couches and tables) to invite students to stay. As the lobby is also the entry for teaching spaces this will be a louder space and an internal area should be considered for a quieter social study space. 	A, B, D
MLK 6	<ul style="list-style-type: none"> • The outdoor space between MLK 3 and 6 forms another natural campus heart space. It is more exposed so will not be as multi-functional as VMP 5 but could still contain furniture and the addition of a semi-permanent structure to provide weather protection. • This area is colourless and not clearly a UHH campus. Interesting signage would give students a chance to take photos with the UHH branding 	C
Sport Park	<ul style="list-style-type: none"> • Students have trouble grasping this as “their” campus. Precise locations are less obvious at this site, but a working hub would be beneficial. This will minimise the need for students to travel to VMP for study. 	A,B

2. Improve wayfinding across all campuses

- Consider a digital wayfinding solution as part of the current strategy so students can navigate to particular rooms and potentially find the best way to transit between locations
- Install signage at the entrance to each building that helps students navigate to rooms
- Updated PDFs to make them easier to read
- VMP5 is particularly difficult to navigate and should be prioritised
- Where feasible recommend re-direction of delivery and service trucks away from high foot traffic areas (such as at Stabi).
- Install more bike parking and end-of-trip facilities at VMP 5 and Bundesstraße
- Work with local authorities on pedestrian safety

3. Prioritise refurbishment of teaching spaces in Bundesstraße and VMP 5

- Review the list of the main locations and issues mentioned in the table on the right. VMP 5 and Bundesstraße attracted the most negative comments
- Conduct a space condition audit to understand volume of teaching stock providing a high quality environment (this may already exist). Match information with utilisation audits and phase out use of poor quality rooms.
- Implement a design guide for contractors, and furniture procurement, to ensure refurbishment of any teaching spaces follows best practice and provides a consistent outcome for UHH across teaching spaces

4. Invest in digital infrastructure

- Improve wifi access and processes for connecting to Eduroam and WLAN at all campuses
- Budget for increased demand for charging points
- Audit key teaching spaces for technology (work audio-visual equipment, whiteboards, charging points) to create a more consistent and high quality learning experience

5. Used findings for consideration in Bahrenfeld design

- A campus heart should be considered here, in a place that is not too distant to walk from all locations. This should have both indoor and outdoor space.
- Consider locations of service truck access at Bahrenfeld early to avoid similar issues seen at VMP and Bundesstraße where vehicle access limits space use
- Prioritise weather protected bike storage in design to encourage active transit, and clearly marked paths for bikes and pedestrians
- Create more transparent environments with less corridors and closed off areas to maximise utilisation and ensure students feel safe in all areas, especially in the evenings
- Ensure all new buildings prioritise thermal comfort given increasing temperatures, students will gravitate to spaces that are heated or cooled
- Design for high quality, flexible teaching spaces that will prepare the university for shifts towards more flat-floor peer to peer learning

Building	Room	Student issues to review
Allendeplatz 1 and 2	Pferdestall	Elevator not working
Bundesstraße 55	Seminar rooms, examples 1111, 1129, 1131, 1643	Some rooms have been renovated, others feel outdated, with poor layouts ventilation and furniture
	Lecture Halls	Outdated, dark, poor ventilation (stuffy), uncomfortable and connected furniture that shakes, distracting noises from ventilation, desks too narrow
ESA Main	Lecture Halls	Acoustics particularly poor in some halls (B) Lack of charging points, furniture uncomfortable for long lectures
ESA East and West	Seminar rooms	Ensure all seminar rooms have desks, some such as 221 in ESA O and W have none. Ensure all rooms have adequate technology (whiteboards, projectors), some such as 209 do not
	Lecture halls	Tilted desks, material slide down
MLK 6	Lecture halls	Uncomfortable chairs, no charging points
	Labs	Some are outdated with old equipment (no specific rooms given)
Rechtshaus 33	Basement levels	No light in some rooms (e.g. BG 7, 9) Toilets smell
Überseering	Lecture halls and seminar rooms	Not set up for teaching and learning, feels like an office environment
VMP 4	Audimax	No charging points, narrow chairs and tables
VMP 5	Seminar rooms	Students dislike learning in rooms without daylight (e.g. 2175, 2181), the building is hard to navigate and the aesthetic is dull/oppressive

METHODOLOGY

Experience mapping

Campus Intuition worked with the University to recruit a group of students that mapped how and where they spend their time on campus. This approach helped us understand the physical campus through a student lens. 25 students proceeded with the experience mapping exercise. Students kept a visual annotated diary over a two-week period, posting 161 comments with images on their experiences around the campus. Their feedback has been integrated into the report.

Campus Experience Index Survey

The CEI was designed to capture the micro-moments of experience that make up a student's day as they cross through, and into, multiple campus spaces. It has been developed on the foundation of post-occupancy evaluations, but rather than assessing an individual building it gives insight into the whole campus environment.

The online survey consisted of Likert Scale quantitative, and open-ended questions. It was administered via SurveyMonkey and open for a period of three weeks. 984 students commenced the survey, this dropped to 698 after the first question. None of the questions were mandatory, including the demographics. This is an excellent response, generating 5171 comments that have been analysed for this report using the qualitative software Atlas.ti. Benchmarking to aggregated results of other university campuses from the Campus Experience Index provide global comparisons.

The report is presented in thematic sections covering each of the main data collection points. The scores presented at the start of sections are positive ratings, calculated as per the figure on the right. Recommendations are formulated based on the student feedback and volume of responses around particular topics.

698

SURVEY RESPONDENTS

5,171

SURVEY COMMENTS

161

MAPPER POSTS/IMAGES

Example: How well do study spaces support your learning?

Very well	CEI score
Well	
Neutral	
Poorly	
Very poorly	

Participant summary

Faculties	Faculty of Law	142
	Faculty of Economics and Social Sciences	175
	Faculty of Education	158
	Faculty of Humanities	166
	Faculty of Mathematics, Informatics and Natural Sciences	230
	Faculty of Psychology and Human Movement Science	55
	Faculty of Business Administration	45
	Other*	11
Campuses	Von-Melle-Park	704
	Bundesstraße	102
	Sportpark*	8
	Jungiusstraße	39
	Klein Flottbek	20
	Bahrenfeld	31
	Stellingen*	6
	Überseering	54
	Other	19
Enrolment	Bachelor	507
	Master	251
	Promotion	87
	Stateexam	122
	Other	15
Gender	Man	201
	Woman	404
	Gender Diverse	11
	Prefer not to say	25
	Other*	2

* Comments from these cohorts were included in analysis (such as what teaching rooms they mentioned in their feedback, or what makes them feel safe on campus) but analysis by cohorts were excluded due to low sample size. This is why Stellingen and Sportpark are excluded in campus comparisons of scores.

1 SENSE OF BELONGING, SOCIAL AND OUTDOOR SPACES



37%

BELONGING

THE UNIVERSITY SITS
BELOW THE AVERAGE FOR
SENSE OF BELONGING,
DRIVEN BY THE LACK
OF SPACE TO FOSTER
CONNECTIONS ON CAMPUS

35%

SOCIAL SPACE

Belonging is fundamental to a positive overall experience at university. UHH sits well below the belonging global average (50%) and average for urban and metropolitan campuses (45%).

48%

GREEN SPACE

Community and belonging are very broad terms and how students relate to them is individual. A sense of belonging is highly influenced by what is happening in the world (such as a global pandemic, or cost of living pressures). This question is placed towards the end of the survey so that students are primed to think about the physical spaces on campus. The comments for this section are examined to look for ways that a sense of belonging affects students' desire to attend and stay on campus.

879

COMMENTS

Sometimes, belonging to a place has nothing to do with buildings and spaces, and everything to do with the people and programs within them. At UHH, as for many universities, the activities and connections forged through AStA, Council, FSRs and events are important. But there are also some spaces that do make a difference, and their existence (or lack there-of) on campus were present in the students' answers to the question about what helped or hindered their feelings of belonging and community.

Figure 1: Faculty belonging scores

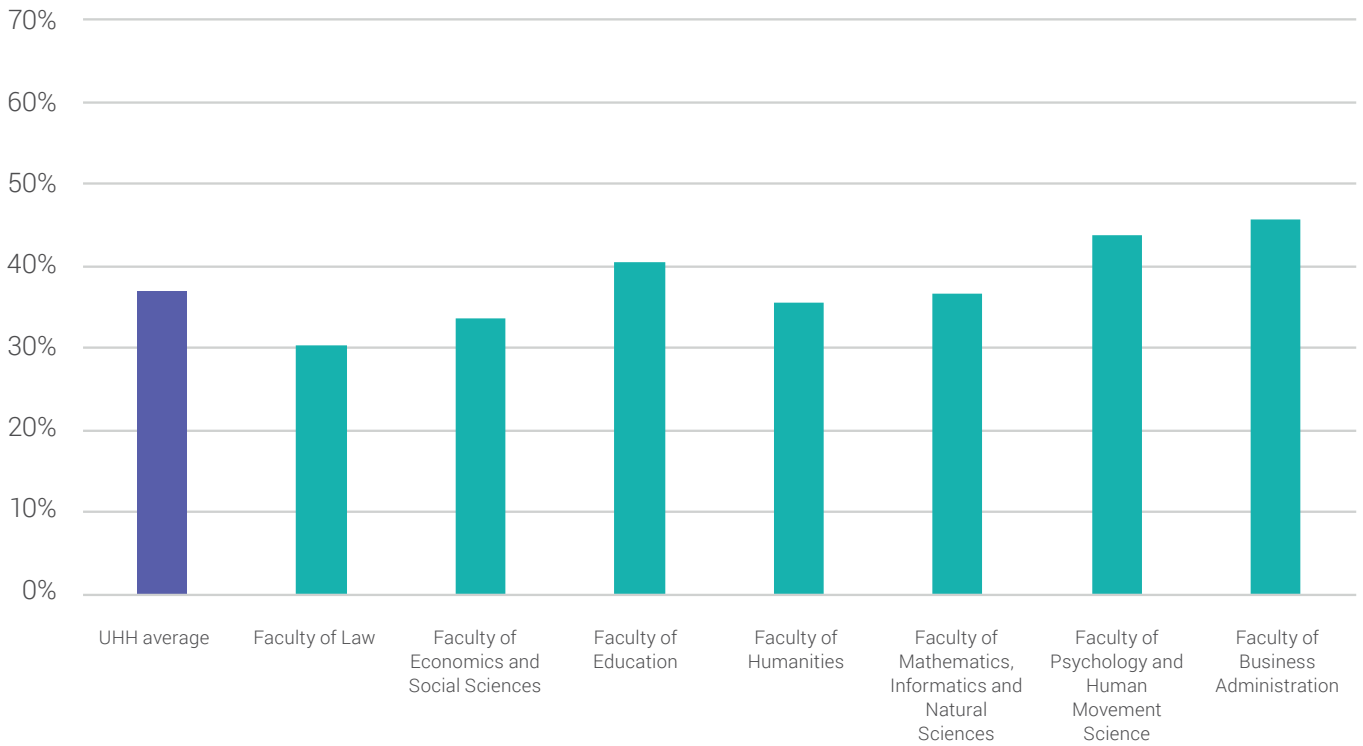
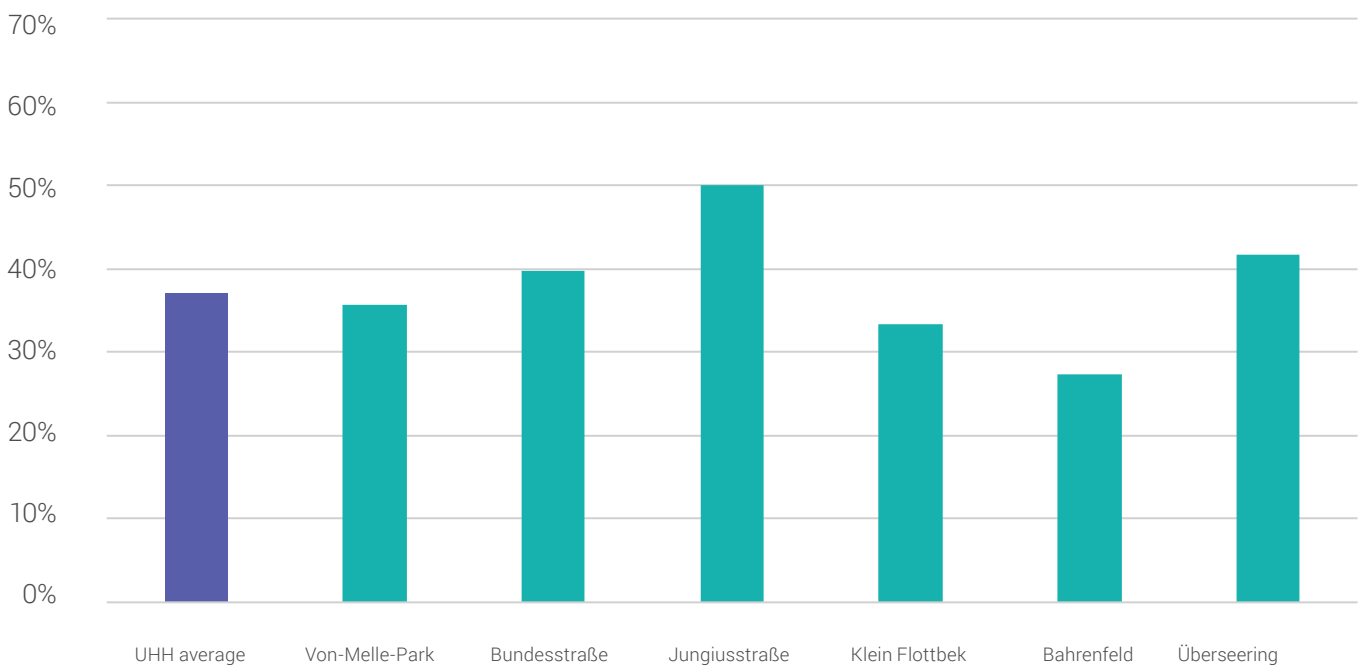


Figure 2: Campus belonging scores



We invite students to tell us what helps or hinders their sense of belonging. Figures 3 and 4 summarise these results. Events and societies are typically the first or second category that help belonging for students who actively find it easier to meet others and feel that they belong. This was evident for UHH. Students that noted events feel a greater sense of belonging. The top issues

detracting from belonging are the nature of the campus (with some buildings being isolated or dispersed), a lack of social spaces and difficulty making friends. Students find the culture of UHH quite transactional, and leave the campus when there are no classes. They feel this diminishes the potential to grow their network and create connections.

Figure 3: What inhibits a sense of belonging?

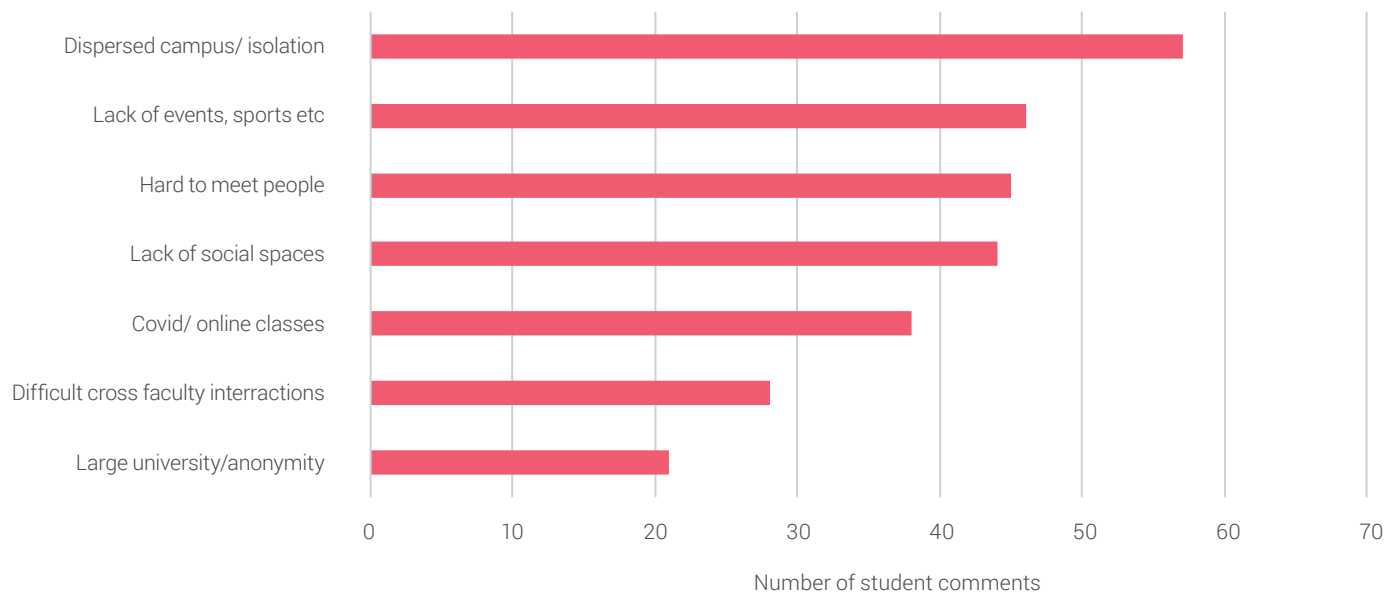
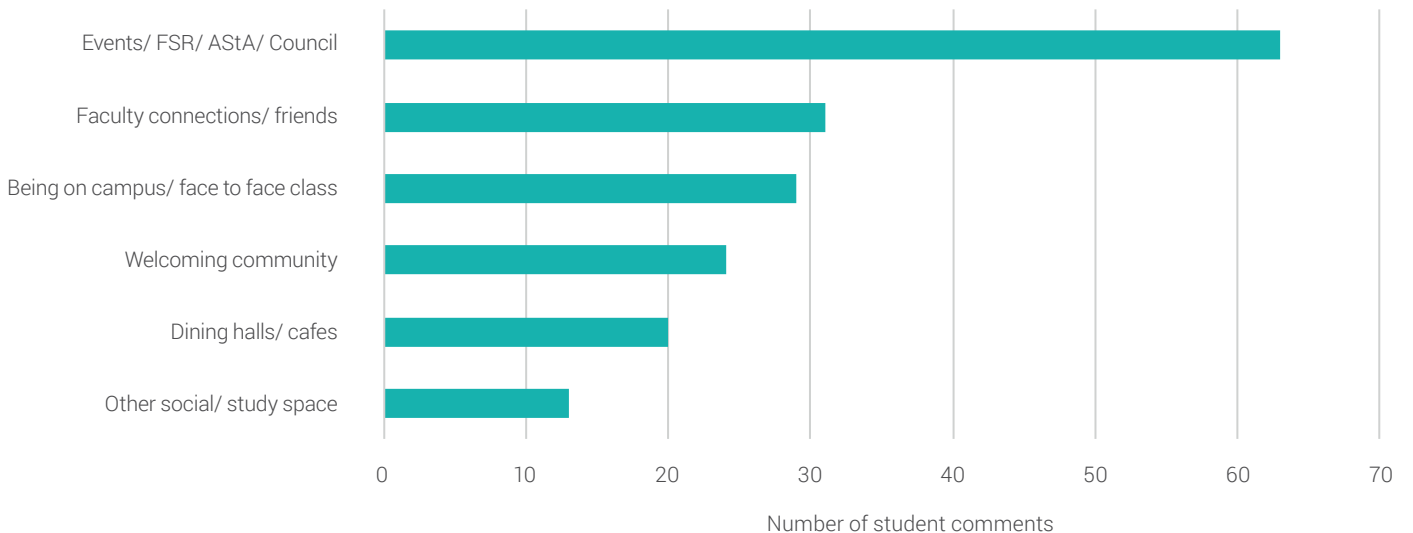


Figure 4: What supports a sense of belonging?





“Personally, I tend to spend less time on the university grounds between events. I find the main campus uninviting in most places. In the first semesters, I went to Café Paranoia from time to time, which I now find a bit rancid and run-down. In winter, I sometimes sit in front of the Campus Café in the ErzWis building, however there are not many seats and they are not very comfortable. Overall, I think that there are no nice corners in ErzWis that invite you to linger and relax. I find that a great pity.”

“As AAI students, we spend our breaks here almost daily before Covid. Regrettably, the café has since closed and our gathering place in AAI has also disappeared. There is Café dell'Arte in ESA West, however it is often crowded and not really worth going there on a short break. Otherwise, the AAI only has the foyer with a few tables, but it is relatively noisy and more of a transit area than a lounge...Overall, I find the loss of contact and exchange with other students since the closure of the café very unfortunate, because since then I spend less time in the AAI.”

“I am also very much involved in the Asta. It's nice that there are political groups where students can organize themselves. I have made a lot of friends here, which was the biggest enrichment for me whilst at the university.”

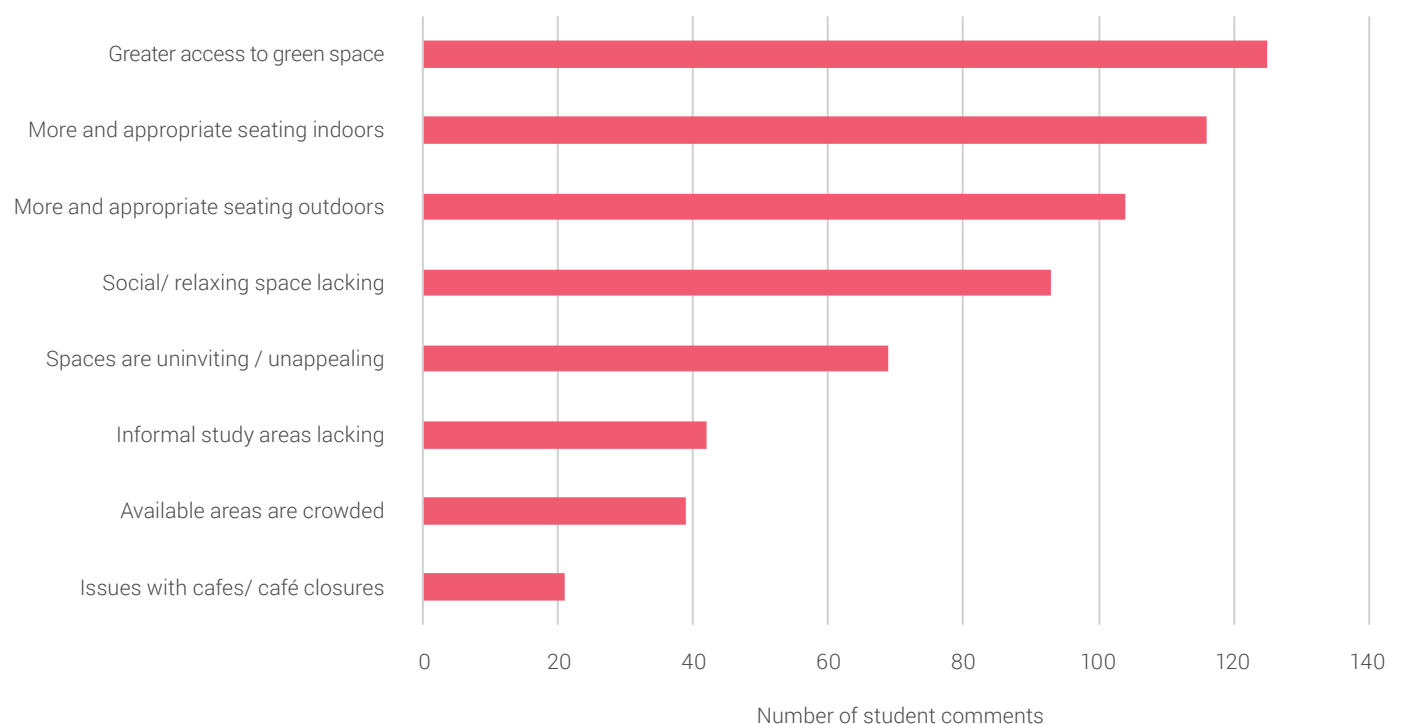


CREATING QUALITY INFORMAL SPACES INDOORS AND OUTDOORS WILL IMPROVE BELONGING, AND ALIGN WITH THE UNIVERSITY'S SUSTAINABILITY GOALS

Locations currently used by students for socialising or relaxing (indoors and outdoors) are shown in Figure 6. Notably missing from this list is faculty-based informal study areas. Some outdoor areas are very popular (such as the fountain at VMP 5) but can be made much more comfortable.

Issues raised by students for this question are shown in Figure 5. Students want more space to study, interact and relax. In particular they feel green space is lacking, and that such space is needed for the University to demonstrate an alignment to its sustainability goals.

Figure 5: Issues raised for social and green space



Social/green space - At the Grindel Café. But these are also used for learning, so you don't want to be loud or anything like that. Does not have a relaxed atmosphere

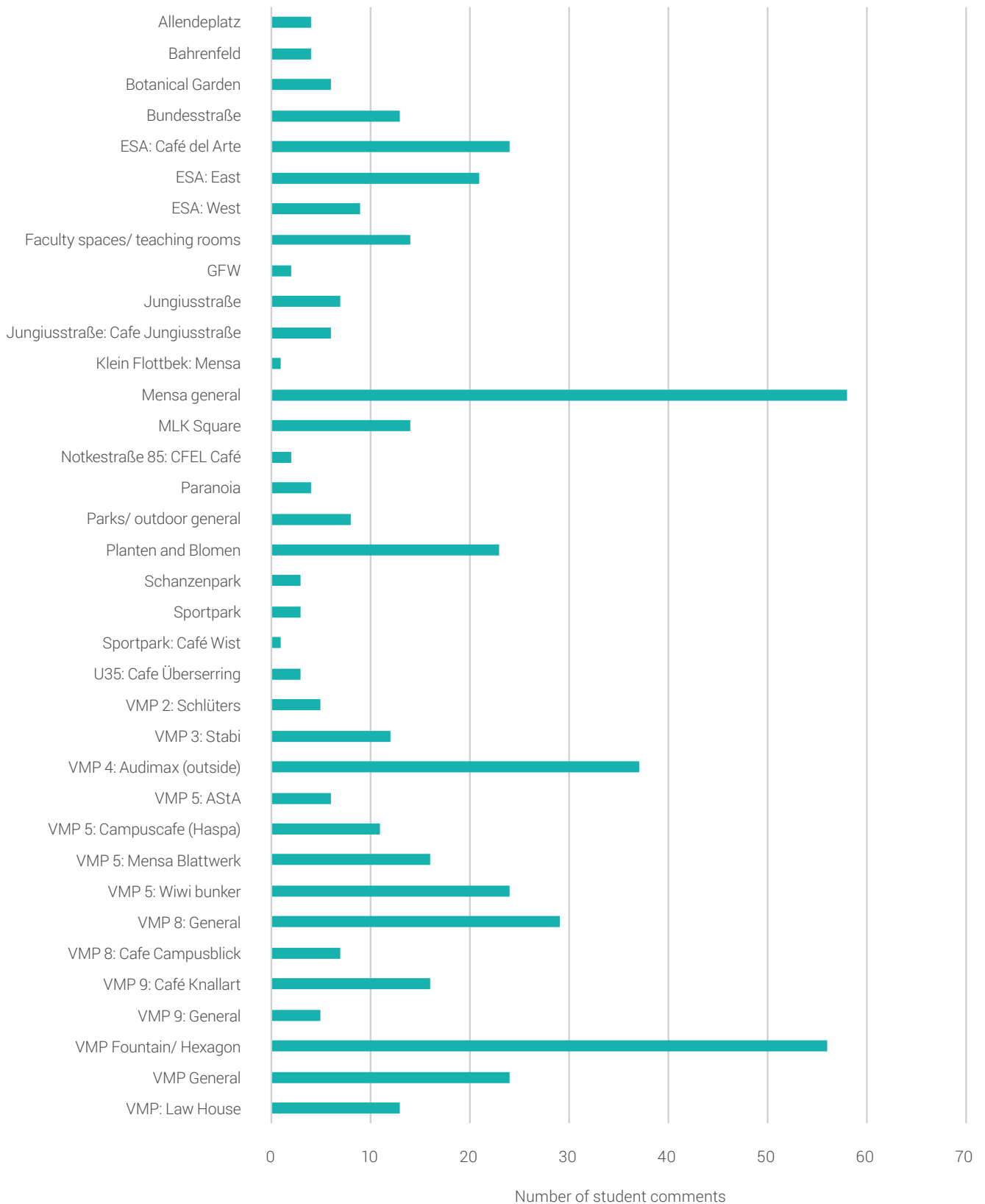
You can hardly relax, because especially, the FSR-Room and the Café del'Arte are overcrowded due to the closure of the Café Canela and you rarely find a place.

I got to the Forum down in wiwi bunker but is not nice there, definitely a quick win to change that

There are not really recreational areas on campus. The Jungiusstraße courtyard is quite depressing because it's dark and not green and you have to look at the prison; that's not so relaxing and otherwise they're all rather work spaces.

The campus could become much greener. Sure, planten un bloomen and the Moorweide are within reach and well usable, but the campus itself offers little quality of stay especially in winter and a visually depressing overall impression.

Figure 6: Social and green space locations mentioned in feedback



Indoor space improvements

Hallways, lobbies, designated (large) rooms and waiting areas outside classrooms are ideal areas to install seating that allows students to linger on campus for short or longer periods. Such installations need to be align with fire restrictions in place. Students requested expansion of many of the cafés, which may or may not be feasible given these are not under the university's control. These indoor spaces are particularly important in colder months where external space becomes unusable and the demand on indoor space increases. A mix of spaces will also support changing learning and study habits. We are seeing an increase in hybrid or online classes that require spaces with ambient background noise, where students can listen or actively participate in class. These are not necessarily suited to libraries or cafés. There is also growth in project-based learning that requires group discussion space outside of timetabled classes.

Importantly, spaces need to be welcoming and easy to locate (not behind locked or opaque doors/ walls). If they are in a faculty building, they will be accessed predominantly by students from faculties that feel they are "allowed" in that space. This is especially relevant for

a university like UHH which is already quite faculty-centric in the use of space. VMP 5 seems an ideal location as students from different faculties already naturally gravitate to this area and it seems to form the heart of the campus.

Indoors, almost all buildings at the VMP also lack inviting seating for lingering for long periods of time.

No real gathering spaces where people can just talk and are not for actual consumption of food and drink

I don't know where I can relax on campus or where I can study (other than Stabi)

Inside, there could be more student work spaces where sometimes group work can be done. If these already exist then this should be better communicated, I have already asked several times and know of no student lounges or workrooms apart from the glass box and the library

Campus at Martin Luther King place, only some "stone benches", seating could be nicer and more comfortable

Inside you can only relax in the free spaces (Café Knallhart, Freiraum ESA W, Paranoia) because the Unicafé are always overcrowded and usually all the other seats are occupied (e.g. the poufs in front of the Blattwerk). You can't really find a place to sit in the winter unless it's the Bib or a Mensa.

There is only Mensa/Café (but then you always have a slightly guilty conscience if you do not consume anything) or some foyer, which is not very nice.

it would be nice if there was an area where you could always work in peace, which is always open (during the day) and where there are enough seats and also enough space for everyone, so that everyone can learn/read/relax/work undisturbed

I sit on the floor outside the seminar rooms because the cafes and such are too noisy for me. More comfortable seating in the hallways would be nice.

There is a lack of opportunities to meet with students, as there is simply no seating (Ex. Rhs: here there is either a bench in the middle of the aisle, or steps to sit down). To always go to the cafe is very expensive.





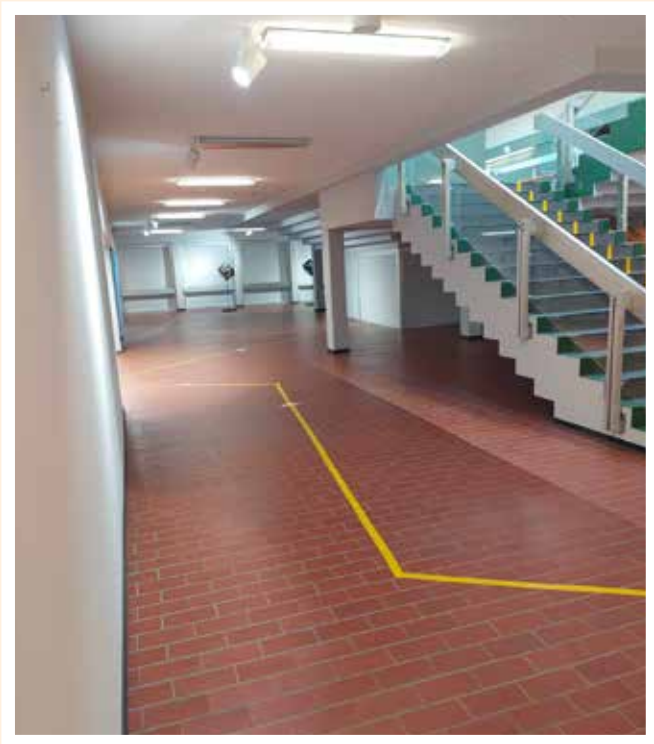
"I met with friends in the glass box at VMP5 to spend some free time there. I find this room very good because there is always a generally relaxed atmosphere here. I would like to see more rooms like this."



"The AAI is one of my favorite places at the University of Hamburg. Both ESA East and ESA West are beautiful with the trees in the foyer and have a special atmosphere...I would like to see ESA East and West being used as a model when constructing new buildings, as trees and plants create a great learning environment and a relaxed atmosphere where you feel comfortable and enjoy spending time."

"I met in the FSR room of psychology with the other FSR members for the meeting. I always feel very comfortable here."





“In the basement of the Geomatikum there is a geographical exhibition that was put up before Covid and that no one looks at any more, it is just a storage area for the posters. This is a pity as student spaces are scarce in the Geomatikum, and with some blackboards and seating one could turn the whole basement space into a place for students to learn, work and spend their free time together in an informal setting.”



“This entrance area in VMP5 is usually very dark. It's nice that seating has been installed here recently. More quality of stay would be nice. There are no lounge areas elsewhere”

“I rest either at the 2 or 3 benches in front of the Geomatikum, the student organized rooms and the foyer. Outdoor benches are nice in summer, but less so in winter. The foyer is also only moderately great, as it is quite noisy in the 30 min between event blocks and not really comfortable for longer periods. As the only real alternative is a few study rooms, but they are usually overcrowded beyond measure.”



Outdoor space improvements

More green space, outdoor furniture and weather protected outdoor areas were some of the suggestions from students. Both outdoor furniture and weather protected spaces can be relatively low cost, but provide a multi-dimensional opportunity. A range of furniture provides flexible opportunity for use. Often benches are the main type of outdoor furniture used on campuses, but these can limit connection and conversation. Greenery can also be used inside, with plants, green walls and art work. Access to nature (even images of nature) are beneficial to mental and physical well-being. Students feel that greater access to green space would align with the the UHH commitment to sustainability.

Students naturally gravitate to outdoor and green spaces to relax and unwind, but increasingly also to study. Outside of VMP 4 and the fountain are popular on VMP, as well as parks and gardens surrounding campuses (such as the Botanical gardens at Klein Flottbek).

There is not a single (reasonably comfortable) place to lie down and work outside in the greenery (nor indoors). I always have to sit down on the grass with my laptop and make my back bend and break with it.

In the Wiwibunker, in front of Audimax, It needs more seating and table tennis table and additionally between May and October of a year a beach cafe with sand and deck chairs and with cold drinks in front of AstA would be fantastic.

I would like to spend more time outside, but there are few green spaces here. The paved roads are often used by delivery trucks and the pond at the VMP looks very run down. A little more green maintenance would be super.

More seats on campus and outside, just at Bundesstraße I know nothing

“

The campus is unfortunately very gray and concrete-heavy and offers next to the cafes no to hardly relaxed seating (with backrest and possibly table)...the campus should be much more of a meeting place at all times of the day (through garden and park-like design, more nice seating, cafés and bistros.

”



“Due to the sunny weather, I noticed once again that there are unfortunately very few opportunities to sit down and eat even outside with the Mensa food. The photo was taken around 2pm (rush hour), right across from the entrance (VMP 5) of the Blattwerk dining hall. Here it becomes clear once again that it was very difficult to find a place outside.”



“At the end of the day on my way home, I pass the job fair set up on the main campus. If only the green spaces were always so lovingly landscaped in the warm months, providing places to study on campus. I would certainly have appreciated these during my exam periods.”



“Today I was at the Institute of Musicology. The building is particularly beautiful. Since I was there a bit early before the lecture, I sat on the forecourt of the institute. This is frequently used by us students. It's a nice balance to the frequent stay indoors during studies. The balcony is also frequently used.”



“For about 1-2 weeks deck chairs have been set up at the Informatikum. This was definitely a big update for the campus and are used a lot in good weather and are quickly taken, but I find the amount quite reasonable (you cannot see them all, they are spread throughout the campus).”



“In the afternoon, I like to sit somewhere outside on campus. While it's nice that there is a fountain here with the "pond", it takes up a lot of space, is dreary, and offers little seating. I would like it better if there was more grass or seating/ street furniture here as well as color.”

STUDENTS VALUE THE RETURN OF FACE-TO-FACE CLASSES, BUT SOME STILL STRUGGLE TO MAKE FRIENDS

What became obvious from the pandemic was the value of personal connection, and this is very evident for UHH with high number of students commenting on the impacts of Covid and online learning on their well-being. What lockdowns have demonstrated is that online learning does not give the benefit of social interaction that comes from face-to-face classes. Covid has changed the way education is delivered and more institutions are now offering hybrid learning. It therefore is even more important to find ways to foster these connections on-campus. Some rudimentary research in Australia has shown a positive link between time spent on campus and academic performance.

I now feel much more like I belong, which is due to the switch from online to face-to-face teaching after Covid

Regular interaction with other students promotes my sense of belonging because many desires, interests and goals are the same.

Friendships that have been and are being formed in lab practicals and exercises

By starting during Covid, there is no real sense of belonging within my degree program

Currently, I'm just writing my thesis and I'm a bit isolated. Due Covid I could not make too many contacts with other students

I have never had a circle of friends at university

I am a student and I am earning my credits, but I often feel a little alone because I have not been able to make any real friends on campus. I wish I had a real friend group that I could meet with; together to study, but also for recreational activities to feel more like a community that goes through thick and thin together.

“

Groups have already formed in the first semester through common courses (the more diverse courses you take, the fewer people you meet, the harder it is to feel like you belong)

”

Participation in events and extra-curricular activities help build these connections. Students mentioned the council, committees, ASTa sports and other events.

Membership in the Asta and the OU promotes a sense of belonging

Especially my involvement in Kalliope Theater - getting together with different people from different disciplines.

Extracurricular events such as the 2023 Champions Trophies

Student-initiated projects, student councils, and university politics (even if I don't actively participate) foster a sense of a shared student body trying to drive progress in our best interest.

THE ACADEMIC TIMETABLE AND DISPERSED LOCATIONS IMPACT STUDENTS' ABILITY TO CONNECT WITH OTHERS

The issue of the dispersed campus is both a function of the academic programming as well as location of buildings. From the comments it is clear that VMP is considered the "main campus" and students commented on the distance from this central location. Splitting up of faculties and travel between locations adds to the feeling of a dispersed community. This is important to consider for the relocation to Bahrenfeld, ensuring the co-location of relevant faculties to enable strong formation of networks. Denser campuses have been seen to have better outcomes for research and collaboration. Perhaps there are other opportunities to centralise more buildings creating 2-3 campus centres so students are not required to travel as much.

You rarely see your fellow students, as you are often split into small practice groups and internship groups, and you are not allowed to talk in the lectures... We don't have time to sit down and talk in our study program because we have to change locations all the time

*The location Überseering inhibits! You are at the a*** of the world and get nothing from student life, in a deserted office area full of construction sites*

Due to the fact that most of the Bachelor lectures are in Jungiusstraße, but the research groups are located in Bahrenfeld, you hardly have any contact with teachers and researchers (outside of the lectures)

The campus in Bahrenfeld is physically too far away from the rest of the department.

Few opportunities for contact between courses, campuses scattered throughout the city, the university is anonymous, everyone goes their own way

It is a very large university and most of the events for ALL students are at the Von Melle Park campus, but there are no science faculty there. It is hard to get to know people outside your own faculty and if you are far away for lectures anyway, you can hardly find the time to go there...

The main building and wings are very remote, which makes contact with the campus and other students difficult. Rather, a separate community is formed.



2 LIBRARY AND STUDY SPACES

54%

UHH LIBRARY SCORE

74%

CEI GLOBAL LIBRARY SCORE

31%

UHH INFORMAL STUDY SCORE

61%

CEI GLOBAL INFORMAL STUDY SCORE

1,476

COMMENTS

LIBRARIES ACCESSED BY UHH STUDENTS SCORED BELOW THE CEI GLOBAL BENCHMARK

The University sits 20% below the global benchmark for library space satisfaction and 22% below the average for urban and metropolitan campuses.

Library culture varies across universities and regions. Some academic libraries are social hubs and others are strictly quiet spaces to access resources and study alone. Universities usually have a range of spaces or library buildings that are designed to accommodate this spectrum of behaviour. The University of Hamburg libraries appear to be heavily skewed to the traditional, quiet and solo library experience, which many students indicated they appreciate. However, social interaction and peer-to-peer learning are central to the overall student experience (and becoming more so), and there are not enough informal study spaces at Hamburg to support these important activities.

Students use the libraries at The University of Hamburg in a traditional way – that is, they pick up their book loans or study between lectures in the individual study spaces and then leave. They do not hang around in library spaces because the atmosphere and spaces do not encourage this – and this may be an intentional approach.

The students clearly expressed a desire for more group study space to allow them to talk with their fellow students while they work, and for the rules on eating and drinking to be less rigid so they can spend more time in the libraries. In addition to this, the “No bags/drinks/jackets” policies of some of the libraries make entry slow, limit comfort in the colder months and shorten the amount of time students can stay before they need to pack up their things and leave.

The many libraries at The University of Hamburg attracted more positive comments compared to teaching spaces on campus. The difference in sentiment between libraries is small, but the marginal difference indicated the preferred and non-preferred spaces shown on the right.

Most positive library sentiment

1. Asien Afrika Library
2. Business and Economics
3. SLM/Philosophy Library

Least positive library sentiment

1. Stabi/State Library
2. Central Law Library
3. Geomatics Library

Figure 7 shows the feedback from students. On the left of the graph are negative comments, and on the right positive comments. For example, comments on the left of Central Law Library show the total number of negative comments about this space, and on the right, the number of positive

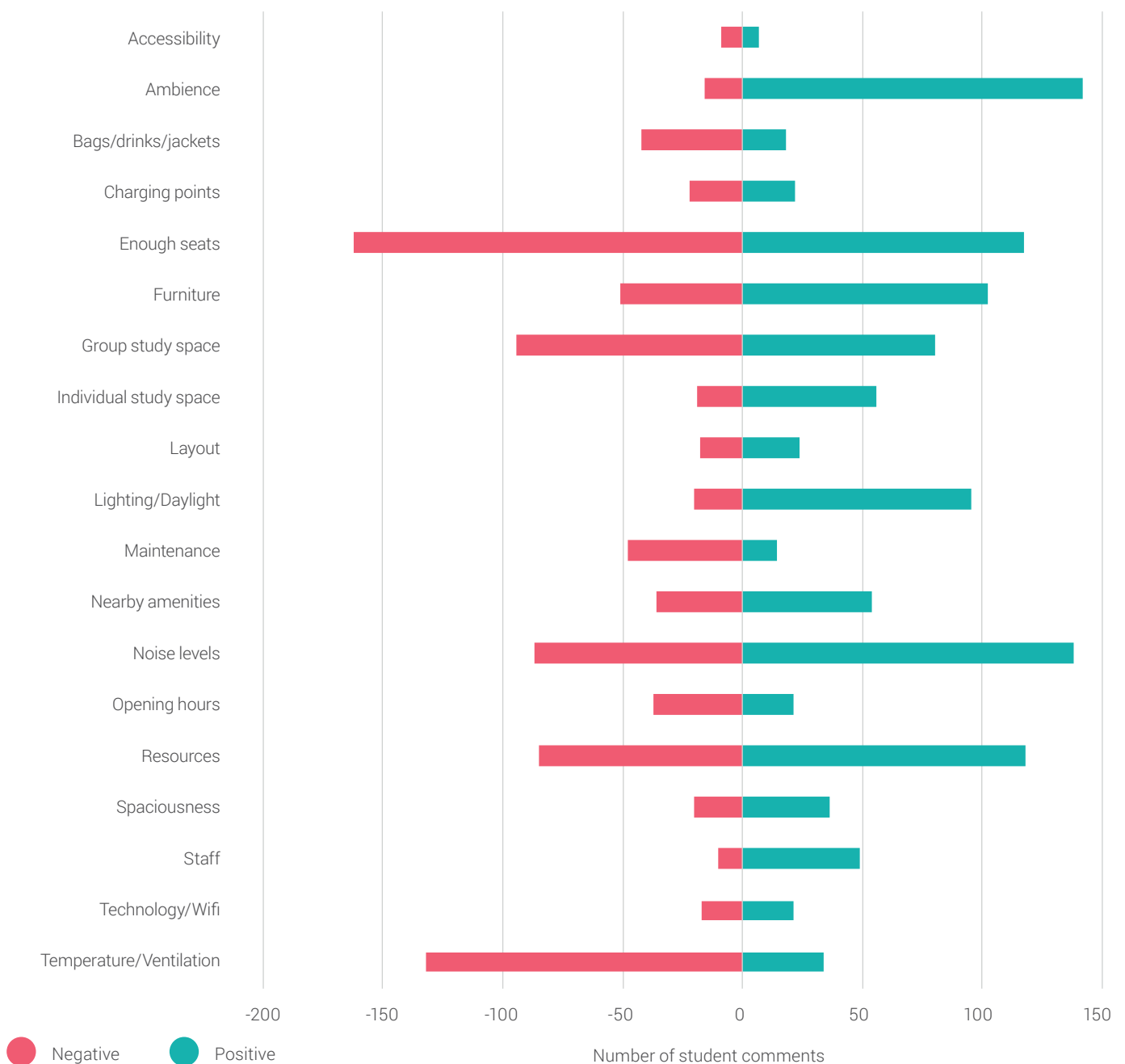
Figure 7: All library sentiment



comments. The libraries can have both negative and positive comments because they may, for example, have comfortable furniture, but a very limited number of group study spaces. Figure 8 breaks down what students commented on, for example 'furniture' comments on the left of the graph indicate negative comments about furniture and on the right

positive comments about furniture. The most common challenges for libraries that we see at most universities relate to having enough seats, charging points, and noise levels, that interferes with concentrated study. At Hamburg, while 'Enough seats' is a challenge, charging points and noise levels are not major issues. Temperature and ventilation (stuffy in summer and cold

Figure 8: Library characteristics



in winter) is the main challenge behind finding a seat, particularly for group study. This is a similar issue in teaching spaces. When asked which libraries they spend most time in (Figure 9), students generally identified one or sometimes two facilities, which indicates less mobility across the campus than we see at some universities. The State and University Library is by far the most used library, followed by the Central Law, and Business and Economics Libraries.

Figure 10 shows that students tend to study in their faculty libraries, with only the larger State and

University Library, the Social Science Library, the Martha Muchow Library and the Business and Economics Library showing a mix of students across more than three faculties, further underscoring the transactional behaviour discussed above – students attend lectures and study in their faculty buildings because there are few reasons to explore other areas of the University. The lack of a drawcard university-wide social/study hub also keeps students in their faculty buildings, and these strong faculty allegiances coupled with a spread-out campus make it less likely that students will move between buildings.

Figure 9: Libraries where students spend most time

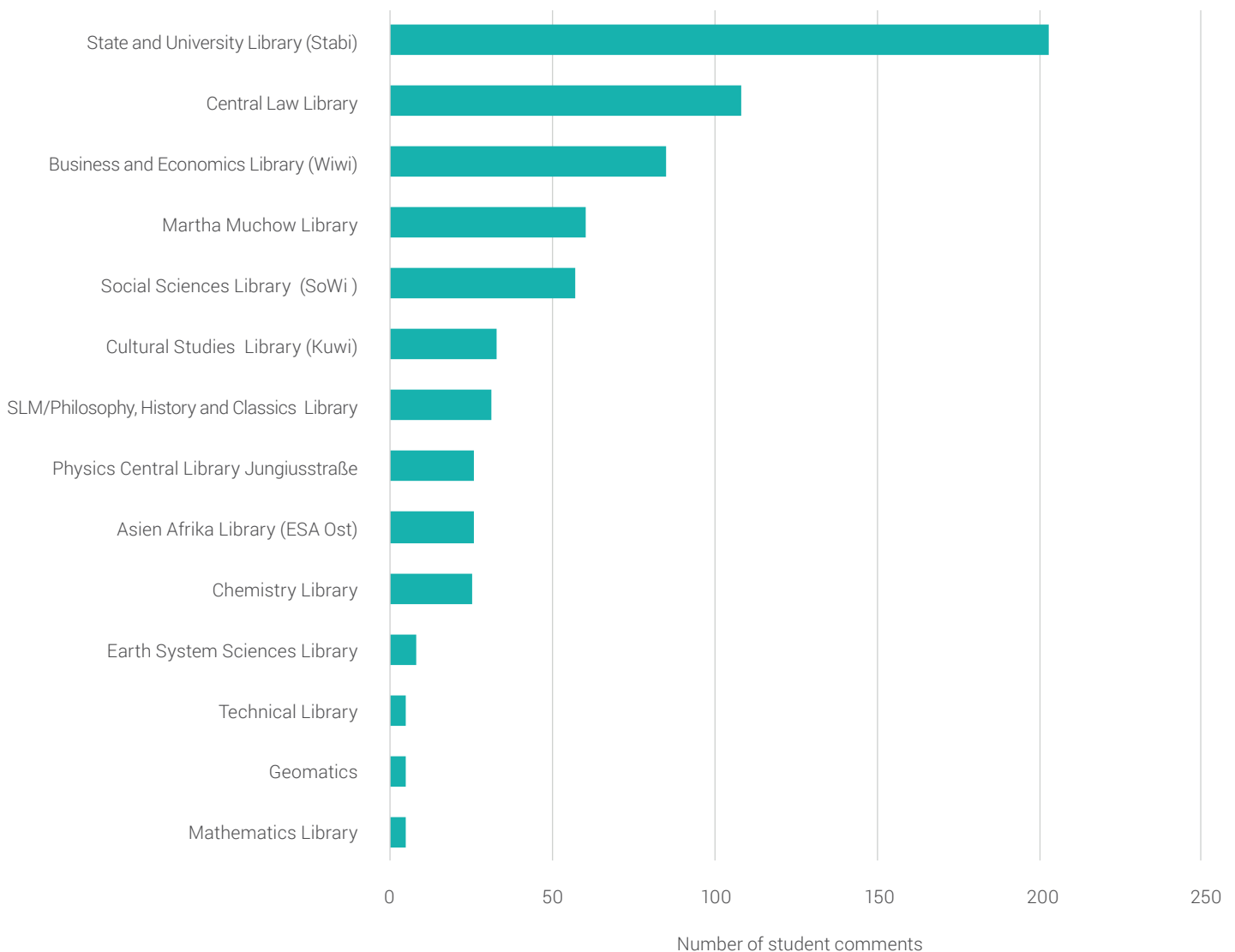
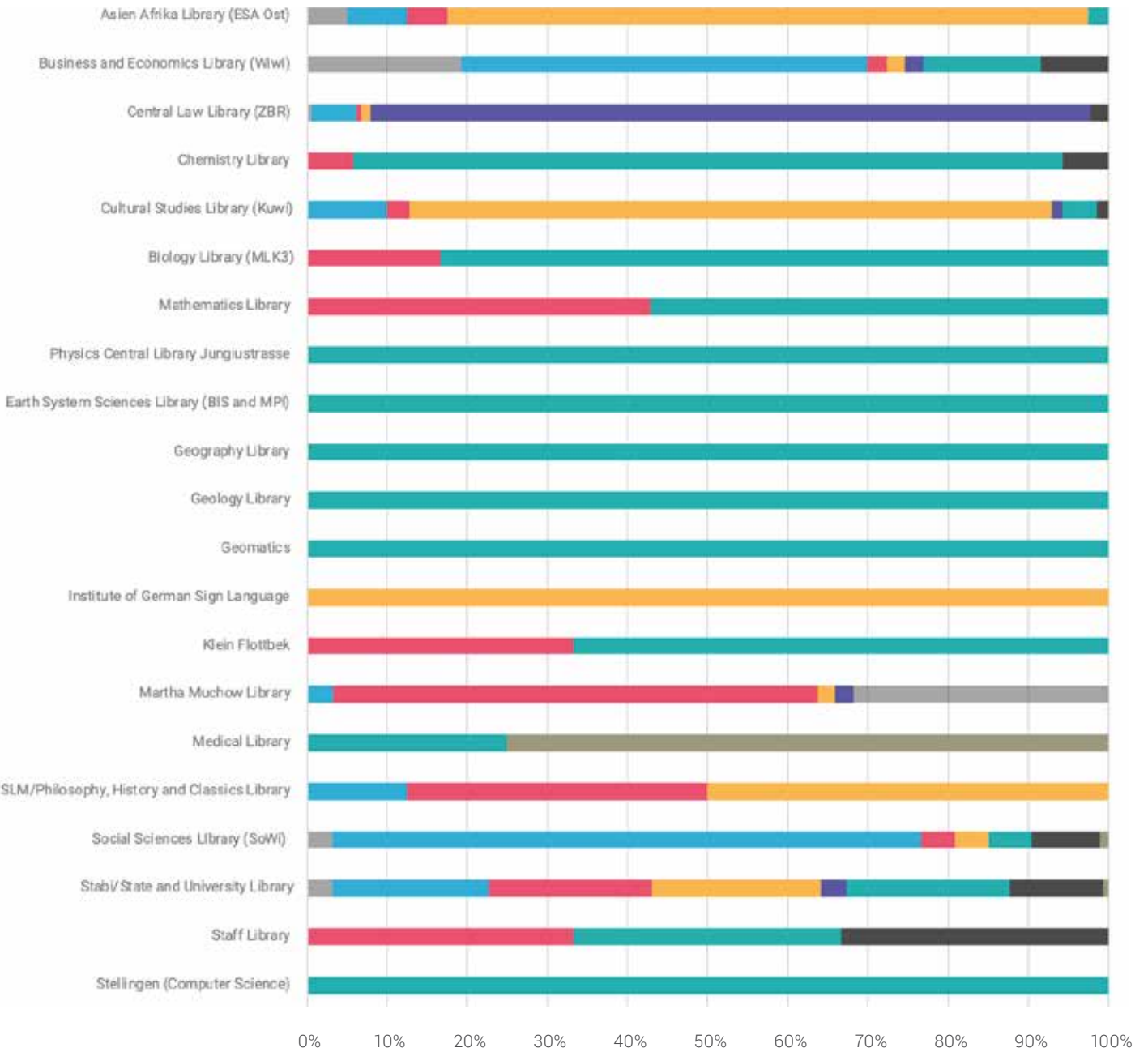


Figure 10: Library use by faculty



- Faculty of Business Administration
- Faculty of Economics and Social Sciences
- Faculty of Education
- Faculty of Humanities
- Faculty of Law
- Faculty of Mathematics, Computer Science and Natural Sciences
- Faculty of Psychology and Human Movement Sciences
- Other faculty

THERE IS A GENERAL LACK OF SEATING FOR GROUP WORK AND POOR TEMPERATURE REGULATION IN LIBRARY SPACES

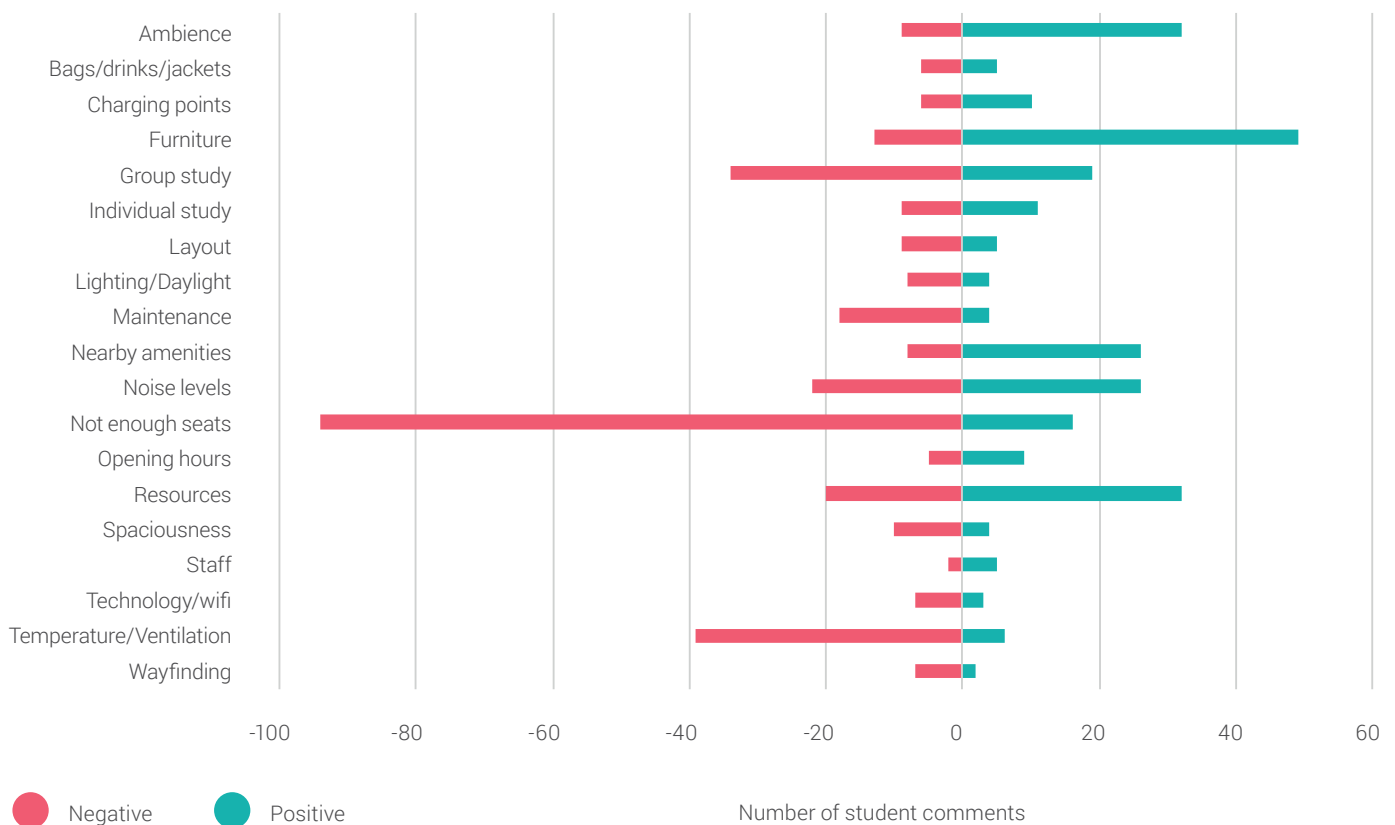
The feedback across facilities was similar across many different characteristics. The following graphs show the number of positive comments (bars to the right-hand side) and negative comments (to the left) relating to the various characteristics described earlier for each facility.

State and University Library (Stabi)

The Stabi is the most popular library for UHH students. The feedback was relatively positive for Stabi, shown in Figure 11. The strong positive responses came for the variety of seating available, resources (books, lockers, scanners etc.) and the quiet ambience of the space. It is a high-quality library space.

The most common feedback from students in surveys of this kind refers to a lack of available seating to study (particularly during examination periods). The University of Hamburg's survey reflects this universal challenge of peak demand, and it is not surprising to see that this is the main issue for the State and University Library. The students' other concerns relate to ventilation (hot in summer, cold in winter) and the lack of group study space, which also appears to be an issue in other libraries across the campuses.

Figure 11: State and University Library (Stabi)



“

Stabi has few workstations, these are quickly gone, constant supervision with not drinking, you have to leave the place, leave your things unattended otherwise the place is gone, in times of my bachelor extremely lacked group places where you can speak

”

StaBi is too small; too many people in too little space; smelly; little fresh air

Stabi has enough seats, different volume levels, different comfort levels with seating options

Different zones loud, quiet and silent is great! Many sockets, pleasant room temperature,

Stabi: unclear layout of the rooms (if necessary, introduce online signposts with room overviews), more short-time workstations on the first floor, larger lockers on the first floor, more selection in the lending centre, instructions for first-year students to the two lending "rooms" are missing, architecture (especially outside)



“The Stabi stays stable at 21 degrees even with the current 27 degrees outside temperature, which makes it the best place on the main campus to study on the hot days. There's usually plenty of room there, you have a variety of workstations to choose from, and it's pleasantly quiet. My favorite seats are these armchairs, which are very comfortable during long sessions. The green in front of the windows always lifts the mood and the Stabi has an ideal location for studying due to its centrality.”



"I was on campus looking for books in the state library for my term paper. What I always notice here is that there is little signage on where to find what. If you don't prepare online and pick out exact books, it's hard to just browse by subject. In addition, I often have the feeling that there are no real rooms or corners where you can retreat to read the books. Overall, I find the atmosphere of the state library somewhat colorless and uncomfortable."



"I spend a lot of time in the State Library, unfortunately it is often very crowded, especially in the afternoon. It would be great if the window seat row in the 2nd floor reading room would be reopened. The reading rooms are one of my favourite places to study, here I can work in a concentrated way as it's exceptionally quiet. The desks are spread throughout the hall between shelves and by the windows, so it's easy to withdraw and focus entirely on what's in front of you. I also appreciate that investments have been made in high-quality chairs and desks...The variety of options is great!"

Central Law Library (ZBR)

The modern areas of the Law Library are appreciated by students, but ventilation is a major issue (Figure 12), with students noting the stuffy conditions during summer, and the cold lower floors during winter. Students will gravitate to more comfortable spaces, so utilisation here will potentially fall during very warm or cool weather. In comparison to Stabi, there are many more thermal comfort/ ventilation complaints. This issue seems to be exacerbated through issues with the automated windows.

There is not as much of a pressing issue for this facility in finding a seat. Students appreciate the high quality design of the space and the daylight access. Noise from the elevator and automatic windows distracts students.

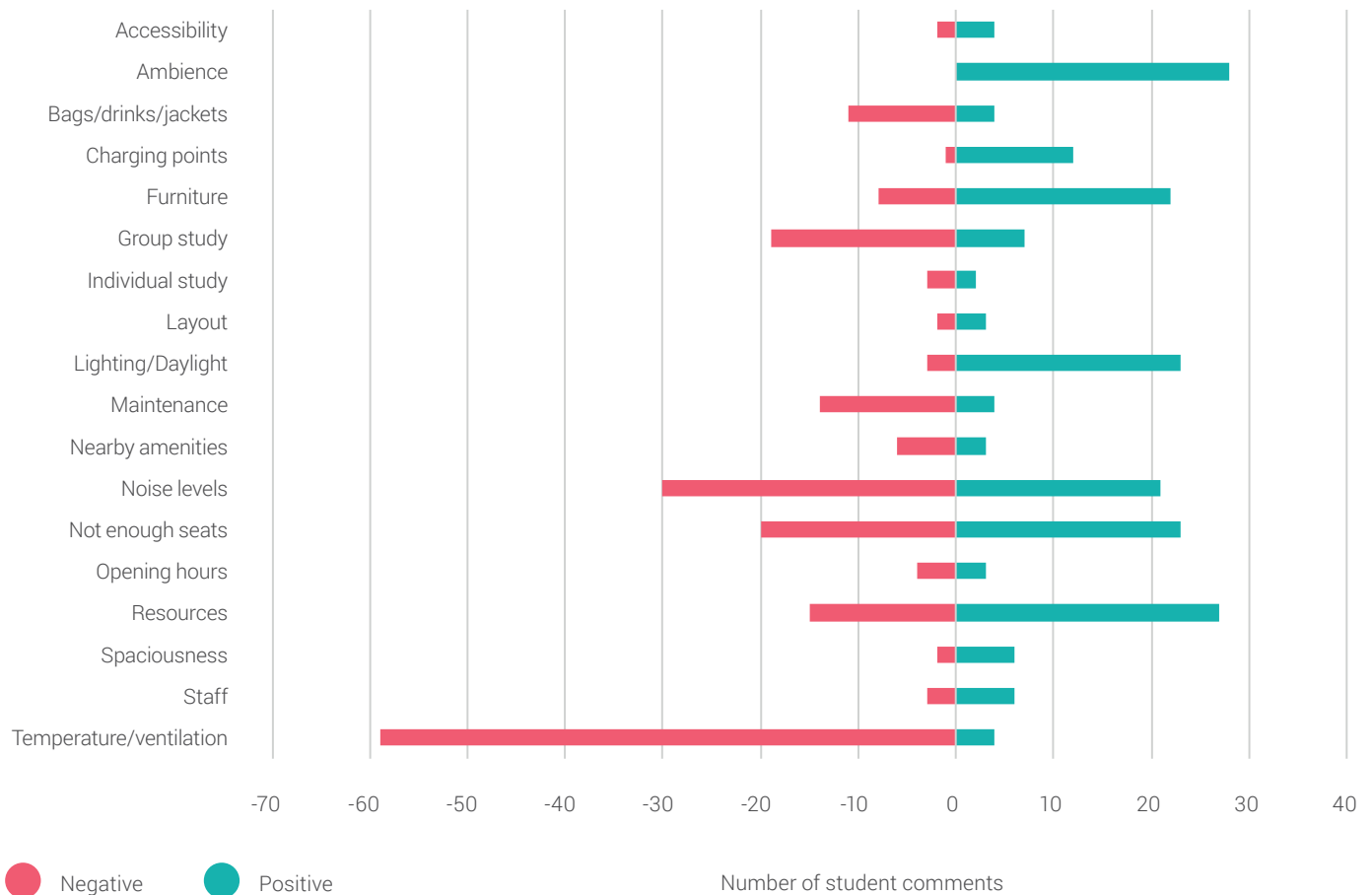
Similarly to other facilities, there is the desire for more group study space. There are group rooms available but students are not clear on the booking rules.

Law House - too few workstations, windows do not function properly, much too warm in summer and much too cold in winter

Rechtshaus library: there is a lack of rooms where people can talk. There are two group rooms but they are often too small and very poorly ventilated in the summer.

In the Law House Library, I like that it is quiet and that you can quickly get an overview there in terms of the floors and the books provided through the posters on each floor. There are also a few rooms there to exchange ideas with other fellow students.

Figure 12: Central Law Library (ZBR)

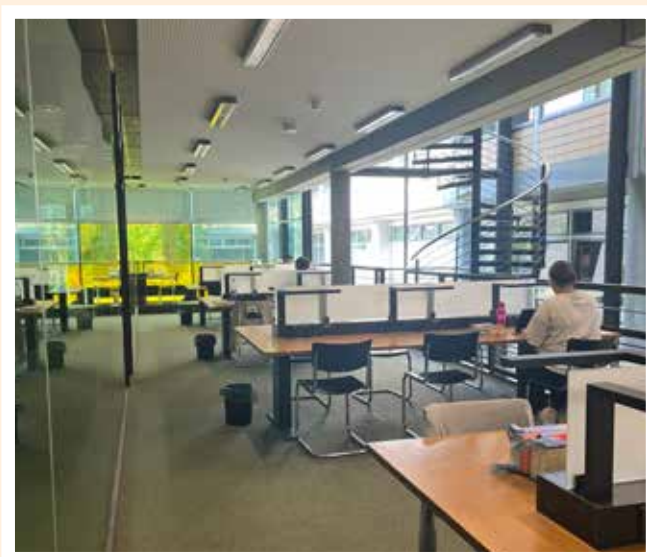




“ZBR windows are constantly broken (in winter they were sometimes open for days in sub-zero temperatures; students had to sit in the library with coats, hats and gloves). In summer there is no kind of ventilation and because of the way the library is built (glass box) it feels like a sauna. From the beginning of June, the floors above 3+ are hardly bearable.”

“At ZBR there are very few group rooms and they are poorly insulated, so the seating outside is always disturbed by sound from the study groups in the group rooms. The group rooms can only be booked on site, although it is not clear whether only for the same day or also in advance - this changes depending on the staff. A simple solution to this would be an online booking tool.”

“Jura-Bib: No water dispenser, no lounge - if you want to eat something you have to leave the whole library. Group rooms are much too stuffy. Small group rooms can be booked only for 1h at a time, which is too little”



“ZBR has an interesting and beautiful glass façade, different floors for different areas of law, information counter, magazine reading room with current magazines and commentaries, chairs, introduction of frosted glass between workstations, modern design”

“Law library: upstairs is often extremely stuffy in summer, downstairs very cold in winter, elevator is very noisy. Noise from the elevator and the automatically opening and closing windows. Little privacy, no private workstations.”

Business and Economics Library (Wiwi)

The Business and Economics Library is, in the students' eyes, the best place on campus for group study, with positive feedback for lighting, seat availability and variety, and resources. It is spacious with a cosy ambience, and good availability of charging ports. However, the policy of no bags/drinks/jackets is inconvenient, and students feel inhibits their ability to study for long periods of time.

Wiwi Bib toilets are too far away (depending on the seat), process to claim a locker is quite complicated; Only water allowed - at least coffee would be cool at the workstations, since you usually only work with your own laptop and not with books from the university stock anyway.

Wiwi-Bibliothek has good WLAN, good working atmosphere, bright, modern, well-kept

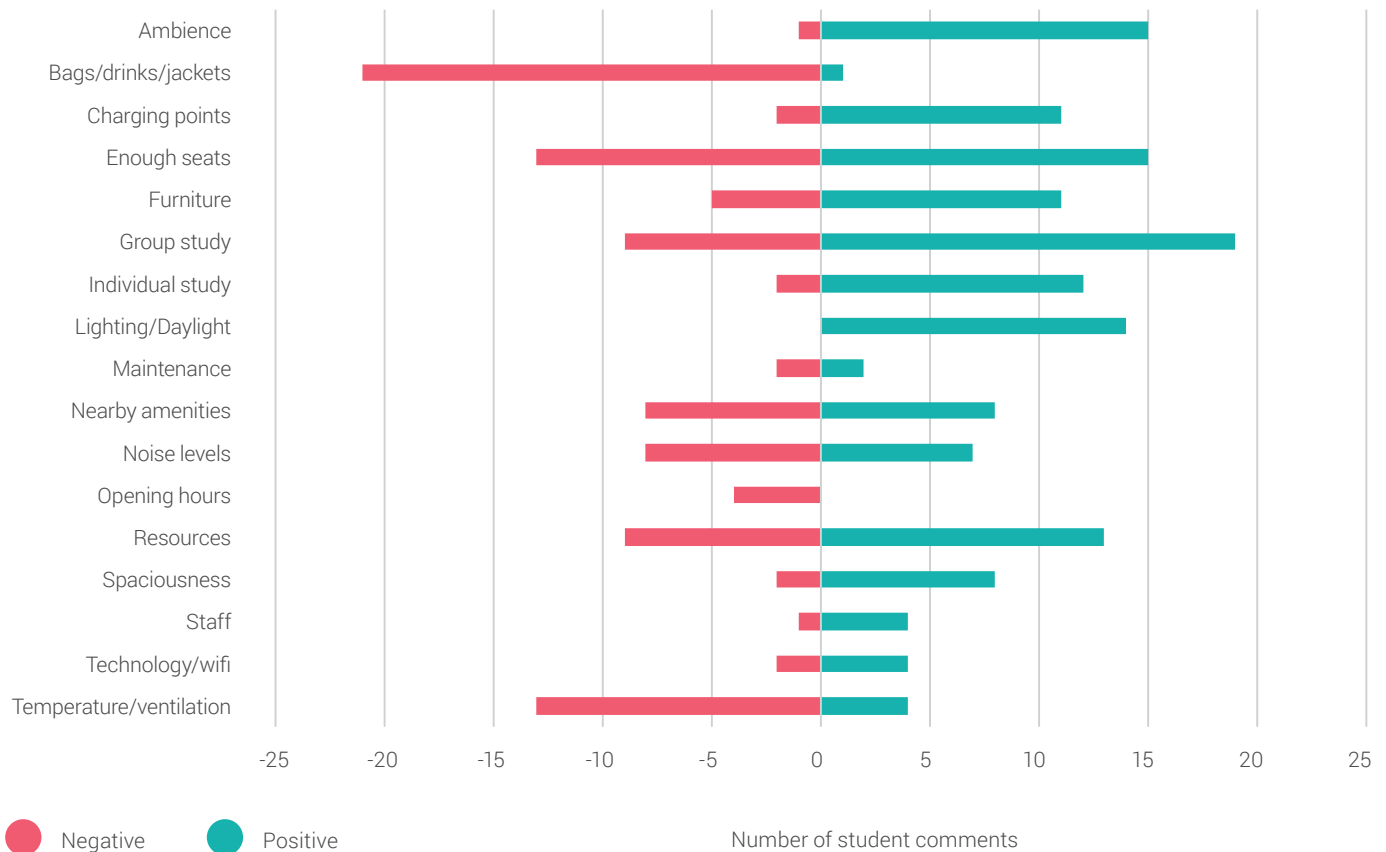


WiWi-Bib opening hours - preferably earlier, especially during the exam period. More space where you can talk on the phone or relax for a while without always having to leave the library. Drinking other beverages should be allowed.



You can usually find a seat in Wiwi because it's not crowded like at the Stabi. The books available are also appropriate for my course of study, which is helpful

Figure 13: Business and Economics Library (Wiwi)





"The Economics library is modern, care is taken to keep everyone quiet, it's air conditioned, you have enough space and modern workstations with outlets and lights"

"WiWi has nice work areas, group rooms, uncomplicated lending of books"

Martha Muchow Library

The Martha Muchow library received negative feedback relating to three main issues: noise, a lack of group study areas, and poor ventilation. Seat availability is good, and students appreciate the lighting, individual study space, group study areas and general ambience.

Martha Muchow has limited opening hours, construction site right next to it, group rooms almost never free (you can't reserve them either), more often times restless

Martha-Muchow-Library is well sorted, individual workstations, group rooms, quiet

“

At Martha Muchow you are allowed into the library with your bag and jacket, so you don't have to lock everything up first and then go into the rooms fully loaded. Much more pleasant and contemporary than other libraries.

”

Figure 14: Martha Muchow Library





“The Martha-Muchow is usually not very crowded and you have your own workstation by the window with facilities for charging technical equipment”



“I’m in the Martha Muchow Library on the main campus, at the top in a group room. I have a meeting with my SE2 team. The group study room is bright but very very stuffy. The windows are broken, you can’t open them. Unfortunately there are few good alternatives if you don’t want to do silent work.”



“To study, I sometimes sit in the bright and large study rooms in the Martha Muchow Library. There are plenty of places to sit and, if you’re working with a tablet/laptop/mobile phone, there are sockets for charging. Working here is particularly useful for writing assignments, as the books can be taken directly to the workplace. What I find unfortunate is that there are only a few group rooms (I think one per floor), which are usually quickly occupied.”



“I go to the Martha Muchow Library and can work in peace at one of the workstations directly between the bookshelves or in the study room. There are power outlets and even lamps at each workstation. This is great. In addition, this library is much emptier and quieter than, for example, the Stabi. I like it here the most because I always find a place and the working atmosphere motivates me.”

Social Sciences Library (Sowi)

With the exception of not having enough seats (as with other libraries), the Social Sciences Library received largely positive feedback. Students enjoy the daylight, quiet ambience, aesthetics and availability of group study rooms (although more would be appreciated), as well as the variety of seating.

“

Social Science Library has lots of comfortable seating, drinks can be easily brought in.

”

Figure 15: Social Science Library (SoWi)





“Social Sciences has plenty of space, own tables, lockers sufficient, windows can be opened, bright”



“Social Sciences Library The high ceilings and that the room thus appears so large and is brightly illuminated with daylight”



“Social Sciences has reservable individual rooms for important conversations via Zoom or important online tests for studies”



“My first lecture is online today, so I'm sitting down in the SoWi Bib to watch it from here. This is my favourite library because it's quiet and super cozy, and I like the individual tables and the big windows. Also, there are two electrical outlets at each table here. Unlike other libraries, you feel more like you're studying at your desk at home.”

ISSUES IN SMALLER LIBRARIES ARE CONSISTENT WITH THOSE IN THE LARGER FACILITIES

Feedback on other University of Hamburg libraries was consistent with the themes from the main libraries of lack of seating in peak times, group space, ventilation and temperature, lighting and maintenance of resources. A lack of group study rooms or areas was noted in the Chemistry, Cultural Studies, Physics, Geomatics and SLM libraries. While the Cultural Studies Library environment is light, quiet and not too busy, it received many negative comments relating to resources (mostly maintenance problems with scanners, computers and lockers). Students would also like opening hours extended for some of the libraries – Physics, SLM and Cultural Studies.

The following comments reflect the sentiment of students across some of the smaller libraries on campus.

Cultural Studies library is brightly designed, inviting and has a cafe nearby.

Cultural studies often has free seats, wide tables, pleasant air and staff.

Cultural Studies has missing baskets, lockers in desolate condition, no group rooms, sockets somewhere under the table so you have to crawl around.

Often the scanners are derective and cannot be put into operation, There are often long waiting times to scan.

Chemistry looks very outdated (no computer workstations, hardly any light) and smells dusty.

Chemistry library: few distractions, electrical outlets at every table



“This is the library in chemistry. It's very good. You can take your things inside, it is bright, flooded with light, has good air and there are always free seats. There is a courtyard that is open in the summer and where there are chairs. Also, each seat has three electrical outlets, good distance from other seats, and there are plants in the reading rooms. The group room is also very good.”



“Library Asia-Africa Institute has many seats, plenty of natural light in the work areas, quiet work always possible, tables equipped with light and any power connections”

“

No local cozy premises in Klein Flottbek. More seating, more chairs, sofas or more comfortable places, larger group work areas. No areas where drinking is not allowed. Water Dispenser. Plants for a cozy atmosphere, separated or angled areas for a pleasant learning atmosphere.

”

“

Earth System Science Library has good space and working climate, quiet atmosphere, staff very friendly and courteous. More seating and group rooms would be beneficial.

”

Mathematics no daylight, quiet workplaces are dark, stuffy and very few, the spatial conditions create a bad atmosphere

Physics library: access to important books, quiet workplaces, frequent/independent airing, close, plug-in places

The AAI's specialized library (ESA 0): Very concentrated atmosphere, the brightness, the light colors of the furnishings and the large windows, the large tables, the area behind the counter furnished a bit to match the institute. The 2 group study rooms are good and seem to be enough. There are almost always seats.

Theological library: clarity (what is where), good system, enough workstations, friendly and helpful staff and space for group work

SLM library at Ü35: relaxed atmosphere, friendly staff, enough sockets

History, Philosophy and Philology: large window areas where workstations are lined up for sufficient light, sufficient number of workstations

Biology (MLK): has no workstations, you are not allowed to go in alone, the workroom next door has no working electrical outlets

THERE IS NOT A SOCIAL-STUDY CULTURE PRESENT AT UHH

The University sits 30% below the global benchmark for informal learning spaces, and 21% below the average for urban and metropolitan campuses. This reflects the overall lack of spaces where students are able (or feel comfortable) to linger for study purposes outside the libraries. The findings in this section are a result of issues highlighted in Section 1 – social and outdoor spaces are in short supply on campus, which puts pressure on cafés and library spaces to accommodate activities they are not designed for.

CAFES ARE MITIGATING THE SEVERE SHORTAGE OF SUITABLE INFORMAL STUDY SPACES

Figure 16 shows the top locations where students study when not in a library. This data is a strong indication of the lack of group and social study spaces on campus. Typically we see a list of informal areas within faculty buildings, lobby spaces or student hubs. Demand for this type of space is growing due to social and pedagogical change. The rising cost of living means students are working more, and time spent on campus is more for study and less for social time (although the two do mix). Some students noted there were not enough seats available, so they did not study on campus at all and instead went home. This is likely leading to an erosion of feelings of belonging and community at the University and limiting peer-to-peer learning opportunities.

I study nowhere, because nowhere is pleasant. No nice places to stay.

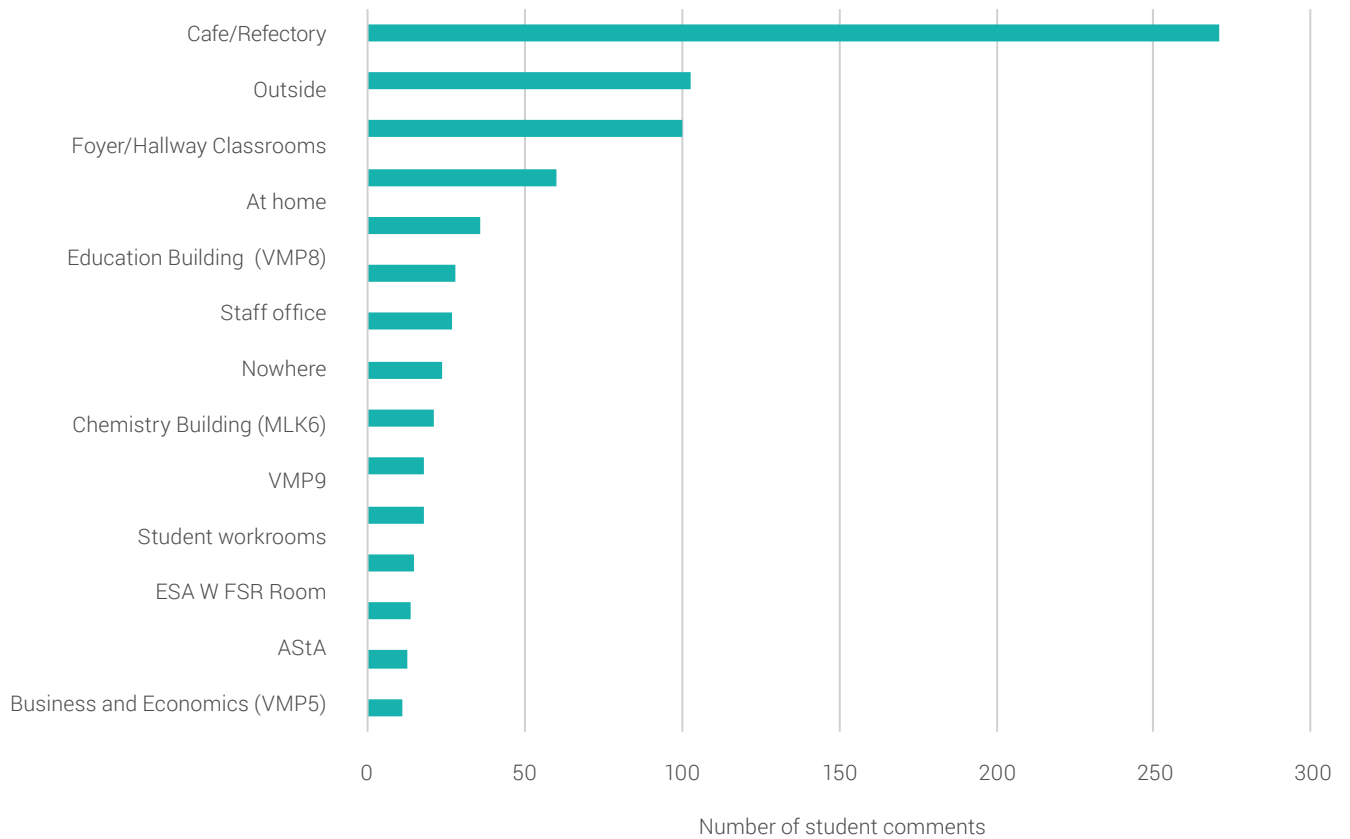
There are virtually no places to stay or they are completely overrun.

I study at home, although I would like to study at the university very much.

Cafés are easily the most popular place to study away from libraries at UHH (271 out of 494 responses), but this comes at a cost to students, either through having to buy food or drink to feel comfortable enough to stay, or not being able to study during peak meal times. It also limits commercial returns for the café if students are studying without purchasing.

The UHH cafés are inappropriate (too noisy, hard to find a seat) for study during peak mealtimes. When the weather is good, students can, and like to, study outside, but this is not a year-round proposition and not ideal for all types of study due to glare and wind. The immediate

Figure 16: Spaces where students study (outside of libraries)



recommendation would be to open up all mensa areas between meals, which is already done at some locations.

I study on the lawn or in the cafes. Unfortunately, there are hardly any retreats and workplaces beyond the library

I like to study in the Café Grindel in the PC (Physical Chemistry) building and if I only have a short time or before lectures I like to work in the Chemistry foyer (MLK 6).

Cafés (AAI Café please reopen, even just as a learning space!)

I study in the mensa after the rush because it's crowded everywhere else.

I study in Mensa. There are NO other common areas for students at the Ü35, everywhere you feel like you are standing around in the way

“

There are very few rooms in the Biology Department that you can use for studying. Most areas where there are work opportunities are directly in front of the lecture hall and are relatively noisy.

”

I can work well in the Campusblick café; unfortunately, at the Sportpark ("my") campus there is hardly anywhere to sit down to study



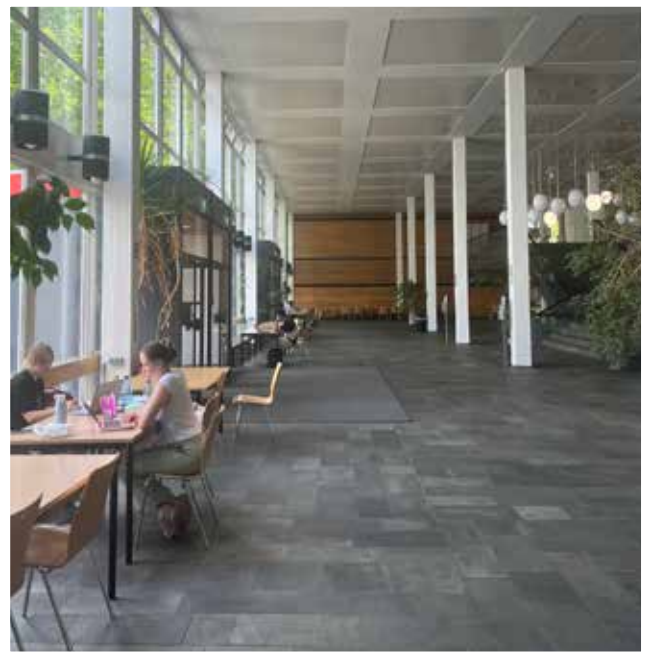
“Café Campusblick - I like to change my place of work from time to time and find the atmosphere there very nice, especially in the morning. However, it is often too crowded and noisy, making concentrated work difficult. The couches and the cozy light create a pleasant ambience in the Café Canela, now that it has been closed one is left with little.”



“The Café del'Arte and the FSR room are both permanently crowded and noisy. The foyer reverberates and even a few people make a huge noise when they talk normally. Until last semester, there were chairs and tables outside Café Canela where you could also study very well in the spring and summer. However, this possibility was also taken away from us.”



“I study in Café in VMP8 and the seating in front of it. Possibly outside in good weather, though lack of shade or electrical outlets limit that”



“In the foyer of Chemistry (Martin Luther King Square), unfortunately a lot of seating has been removed there, a lot of unused space.”



"This is Biology at Martin Luther King Square. There are chairs and tables where you can study. However, they are right in the entrance hall where people are constantly running in and out and the chairs squeak very loudly on the floor, so it's usually not a good atmosphere for studying. Also here you have to get fresh drinking water first go over to the chemistry."



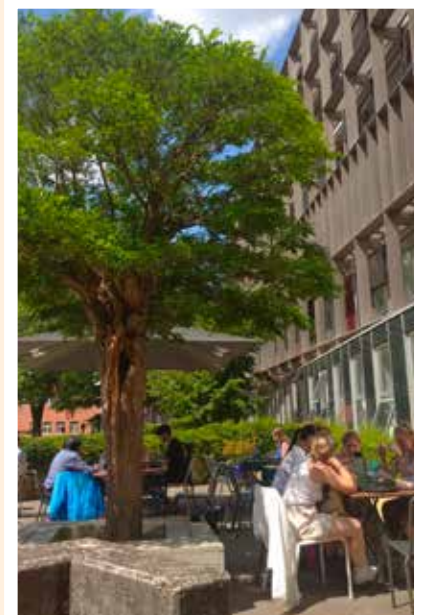
"This is the seating area in Klein Flottbek in front of the elevators. It's one of the few places where you can sit down to study. It's often mostly and noisy because the entrance is right next to it, and there are too few electrical outlets. Unfortunately, in the library in flottbek you have to hand in your things and it is dark."



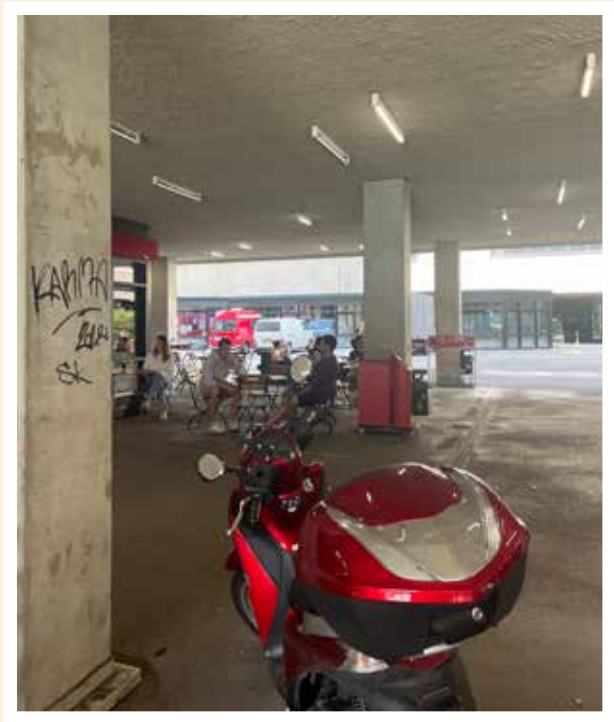
"The chairs and benches "squeak" a lot when you move them because of the tile floor. There is also a lot of reverberation in the foyer, which makes the overall picture not really inviting to stay, learn or sit down."



"In Klein Flottbek there are 2 seating niches in the foyer where there is a comfortable seat, a table and electricity. More of that please!"



"During an online lecture, we sit outside in front of the "Campus Blick Café" because otherwise all the benches were occupied on the Vom Melle Park campus. Again, power outlets would be good. In general, working/ learning outside is hard in this weather when the battery is dead."



“Outside in front of Haspa Cafe in good weather, otherwise there are no places where you can study well with a laptop”



“This is the foyer of the chemistry lecture halls, Martin-Luther-King Platz 6. Here, the students of the department have many seats to work on their assignments alone or in groups. It is especially well suited for group work, as there is a higher noise level anyway due to the location. For silent work, students have the option of walking a few meters further to the department library. I think it is very good that there is this place to learn together.”

PRESSURE ON LIBRARIES FOR GROUP STUDY SPACE CAN BE EASED WITH PROMOTION OF MORE SOCIAL STUDY SPACES AND THE USE OF CLASSROOMS

Given the comments about a lack of group study space, not enough seats and the strong ‘solo study’ culture in the libraries, the University should look to improve student spaces for the in-between times – in between meals at cafés and in between classes to take pressure off the quiet library spaces and provide options for students to stay on campus longer. While the students enjoy the outdoor spaces with seating, these are only useful during fine weather, and many do not have charging points to allow students to stay for long periods.

A number of students indicated the use of empty classrooms, which, given the shortage of spaces for group study, should be further promoted. Students may be unaware they are allowed to access these, or unsure about when classes are scheduled. It may be useful to provide electronic signage indicating timetabled classes for these spaces, as well as encouraging use out-of-hours through student communications (particularly at commencement). Postgraduate taught students are usually more likely to gravitate towards empty classrooms than cafés because they seek out more studious and quiet areas. The student workrooms were also noted as helpful for this non-library’ study time.

I usually try to find an empty seminar room, as it is pure luck to find a free workstation in the quiet area of the Bibo.

I study in Erzwissgebäude quite a lot, especially in the seminar rooms (if open, basically please open more seminar rooms also outside lectures), student workrooms

In seminar rooms when they are not being used for courses.

I often sit down in empty seminar rooms because you have more peace and quiet there than in the hallway or in a café. However, there is unfortunately no good room allocation plan, which bothers me a lot! I also sometimes sit on the ground floor of VMP8 on the seating across from the café.

In the Informatikum, most of the rooms (seminar rooms) are unlocked and that's where I study from time to time when it comes to group work.

I am learning quite a bit in the physics student workrooms. We spend several hours there almost every day as a study group; mainly to calculate the exercise sheets. There is a TV there, there are whiteboards and separate rooms. This is really super!



“This is one of the Physnet rooms in Jungiusstraße 9, 3rd floor. Here, students of the physics department can work on a PC with a Physnet account and access printers with 800 page contingent. This is very helpful for the daily life of the students. It is also generally quiet here, so I can work well here.”



“I am at the computer center. There is a lot of space, you can work well together but like in many places of the Ikum there are not many people around. As soon as my group is there, we continue working on our project.”





3 FOOD AND CATERING

63%

FOOD AND BEVERAGE

THE UNIVERSITY SCORED VERY HIGH FOR FOOD AND CATERING

This category is typically the lowest scoring in the benchmark globally, however UHH scores above both the global score and the urban/metropolitan campus score. This is an excellent result. The score was higher at Von Melle Park (68%) and lowest at Bahrenfeld campus (32%), shown in Figure 17.

43%

CEI GLOBAL

Food services are run by the "Studierendenwerk" which is responsible for student food, housing and support services for all universities in Hamburg.

433

COMMENTS

Food and cafés are an integral part of the social experience at UHH, featuring in the most popular aspects of the campus and contributing to the sense of belonging that students feel. These are spaces where students can both work and relax, although this mixed activity does raise some challenges as discussed in Section 2: Library and Social Spaces.

Figure 17: Food score by Campus

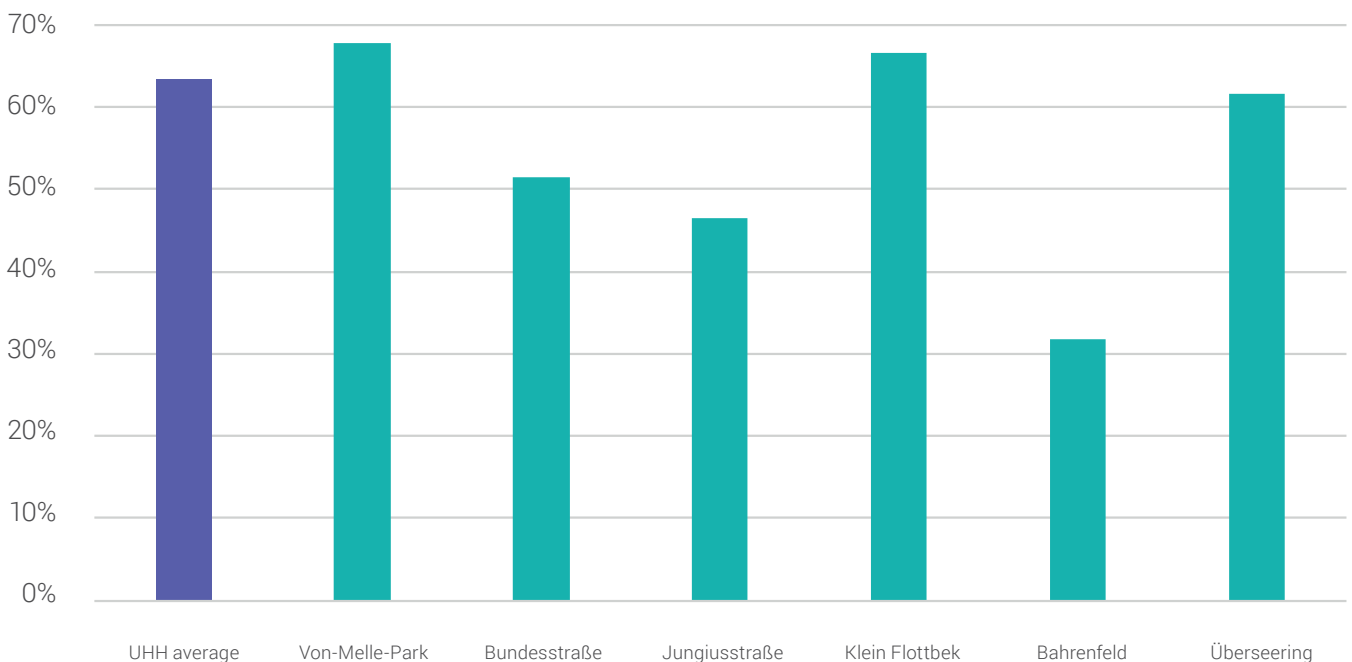
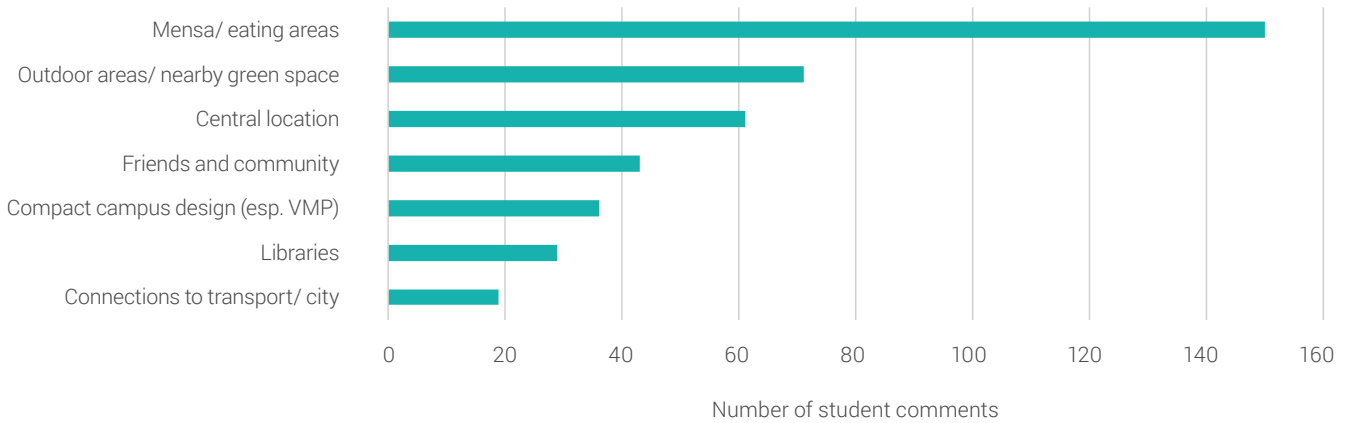


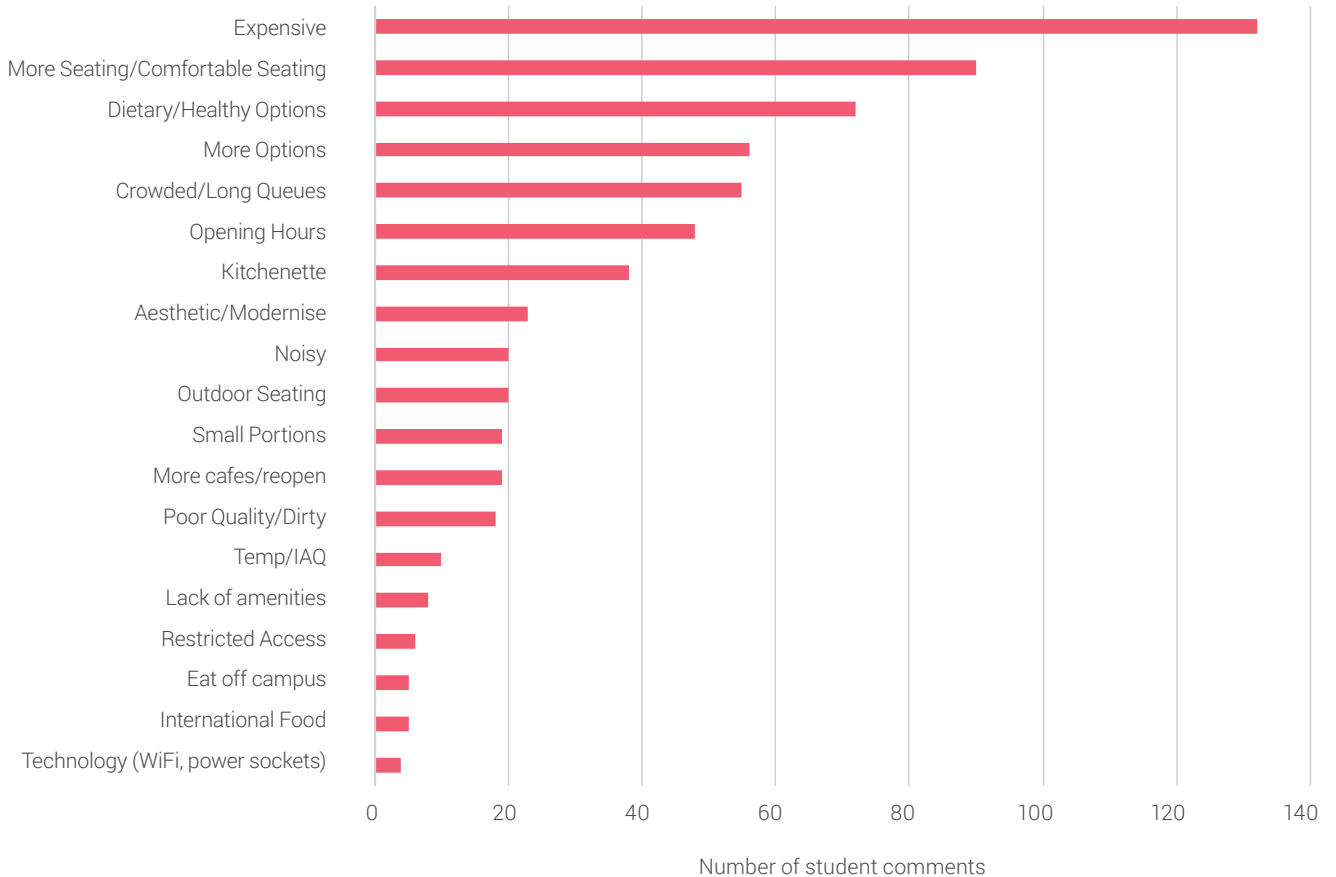
Figure 18: Best features on UHH campus



The key issue raised by students is cost. This is the same at every campus we survey, but the complaints at UHH are not as high. As a point of comparison in a recent survey at high ranking institution in Australia, the number of cost complaints were double that of UHH.

Private institutions have moved away from canteen style eating to leasing areas on campuses to private vendors. This is leading to issues due to cost of living increases. The model at UHH is insulating students from some of this pressure.

Figure 19: Key Issues with Food and Beverage



STUDENTS PERCEPTION OF VALUE CHANGES ACROSS DIFFERENT FOOD OUTLETS

Schlüters pizzeria is very popular with students as the only outlet with more positive than negative comments, demonstrated in Figure 20. It provides a well-liked high-quality product, so students are willing to pay slightly more. Students' perception of price is encapsulated by value for money. Some students commented on receiving small portions for high prices at other locations. This is particularly evident in the negative comments relating to the Blattwerk mensa, where students expect to pay a slightly lower price for meat-free dishes. Despite this, the Blattwerk Mensa is popular with the students. Although there are many negative comments, this can be attributed to the large number of students that use the Blattwerk – 73 comments referred to Blattwerk, while 31 comments referred to Mensa Studierendenhaus (the second highest food vendor). Students appreciate the dedication to a vegetarian offering on campus and the alignment with sustainability. Students further requested an increase of vegetarian and vegan food offerings (majority of dietary/healthy food offering comments) across different food outlets, which could work to reduce the strain currently placed on the Blattwerk.

Prices at the Blattwerk are sometimes quite high for small portions with little caloric value.

Partly quite expensive and the size of the portions is often relatively random and then small

Prices!!! More vegan offerings. I don't need fancy substitutes or desserts with fancy toppings like pine nuts or the like. I want healthy vegan food, preferably in different portion sizes in the canteen that I can afford

Negative comments often referenced the long waiting times and disorganised queuing systems across both mensas at VMP, contributing to a chaotic lunchtime break. Additionally, students frequently commented on having more seating, particularly more comfortable seating options, to allow for longer stays and the option to eat in larger groups. Currently, due to the overcrowding issues students don't feel able to sit and relax for long periods of time, with the dining experience feeling rushed.

The main challenge facing the Mensa Studierendenhaus is temperature and ventilation, with many students noting it is warm and stuffy during the summer. Addressing this issue, coupled with suggestions for the Mensa to be modernised, would create a more comfortable eating experience for students that students would rate it more highly.

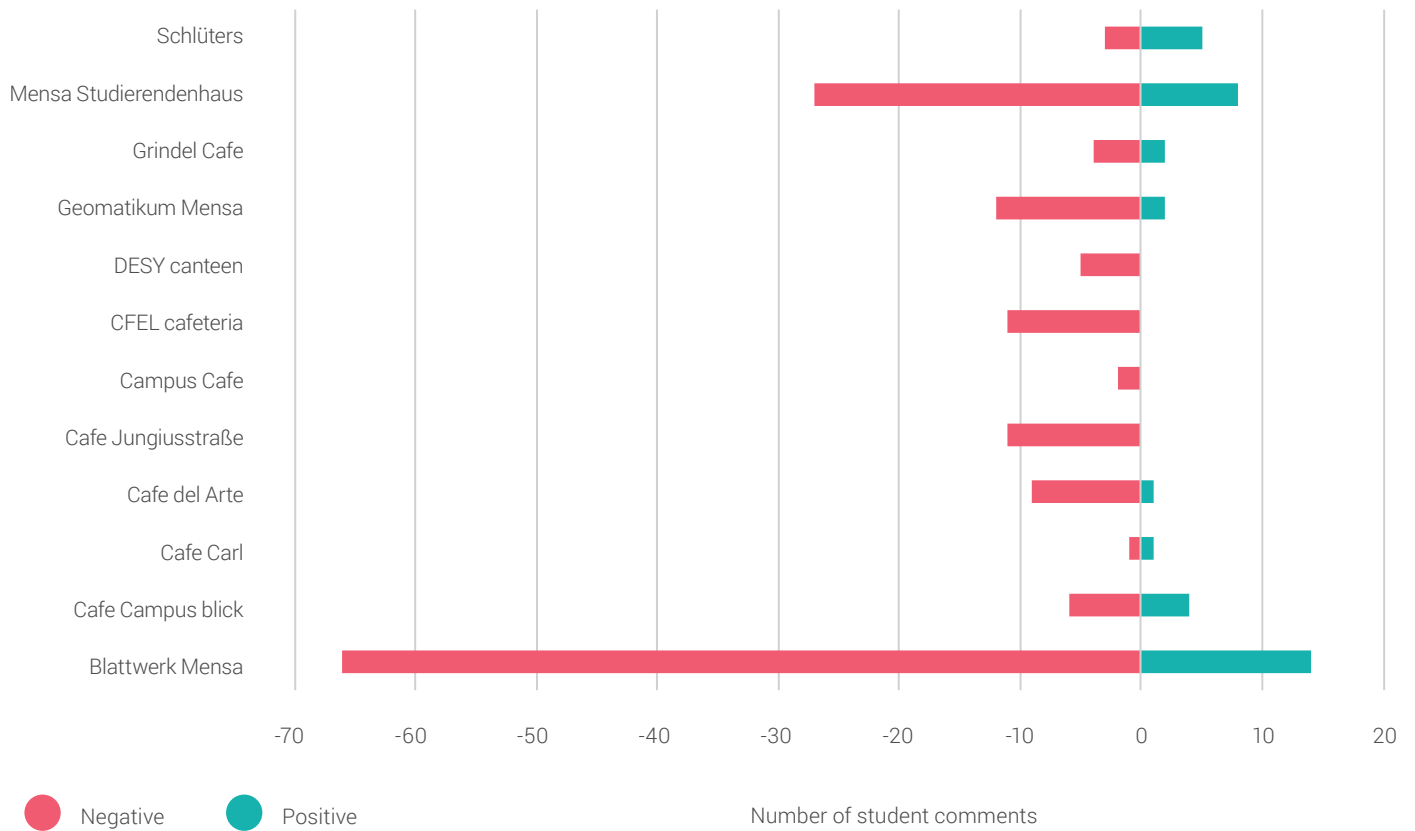
The majority of comments about opening hours were in reference to the closure of food outlets during the weekends. Students choosing to study on campus at the weekend currently have very few options for food and beverage.

Some vendors have limited food options. These comments often stemmed from the smaller food outlets that aren't located on Von Melle Park. This can largely be attributed to the small size of the outlet, limited stock and the non-central location. A large proportion of the negative comments in reference to Café Jungiusstraße referred to the small selection of offers available.

The Jungiusstraße cafeteria has only a small selection and too few seats, even though so many students depend on it. This results in long lines and shortage of space. In addition, the Jungiusstraße cafeteria often does not offer vegan options.

More variety in food offerings, longer opening hours and also opening on weekends

Figure 20: Food Outlet Sentiment



Geomatikum Mensa: The refectory is a great place to get together. Quite small for the size of the building, it provides a social and personal atmosphere and the food is good. The only thing I would criticise in this regard is that the price ratio between vegetarian and non-vegetarian dishes is not reasonable. Recently, the meat dish was available for 3.00 euros and the vegetarian dish for almost one euro more, although it only consisted of vegetables and rice. I would like to see a better pricing policy here: Vegetarian dishes cheaper, meat more expensive.



Blattwerk Mensa: "Here there is a wide selection of vegetarian and especially vegan dishes, which not only pleases the vegan students, but in my opinion is also a good point to combine studying at the University of Hamburg with personal sustainability. Unfortunately, the canteen buildings are often stuffy, especially in the summer, and sometimes overcrowded at peak times. It is impossible to think of combining lunch with an exchange with other students or studying together at the table, because the space is needed for the next hungry person. There is a lack of space, more plant-based food offerings in other dining halls, and a quieter atmosphere through noise-suppressing room dividers would be beneficial."



"The redesign of the seating has made the Mensa more comfortable, you can now spend time here between events or take a leisurely lunch break. I almost never go to the Mensa Studierendenhaus because most of the food there is meat and Blattwerk has a much cozier atmosphere."



"I sometimes go to the Blattwerk cafeteria with friends to eat, because I think the vegetarian and vegan options are great. However, this cafeteria is usually very full, so it's hard to find seats. It would be nice to have more seating in the outdoor area. There is the inner courtyard, which could be greened up and made more attractive and inviting. At the moment I find it rather dull and dreary because of all the grey."

“The Grindelcafé is also a great place to study together in groups. It is also open on weekends and during the semester break. The chemistry pool room is also accessible from here, where you can find a PC workstation for quiet work. In general, it is always quite crowded here, as it is quite popular. The café is a good addition, and there are also many take-away options nearby.”



“I like to use the student-run kitchenette in the Music Institute during breaks. Especially when it rains or in winter, it is a very popular place for students/. There is a gathering there that students and the FSR always contribute to and it is also used by some people to meet in their free time.”



NOT ALL CAMPUSES HAVE THE SAME FOOD AMENITY

The irregular distribution of food and beverage outlets across the different campuses is troublesome for students as they must travel between locations during their break time to eat and drink. This in turn impacts the sense of belonging as students feel 'their' campus doesn't support their needs to study most effectively.

Notably, students based at MLK find the lack of cafés and vending machines difficult as they are unable to get a snack while studying without having to leave their campus, affecting their ability to study. Students based largely at Klein Flottbek highlighted that the closure of the café leaves them with only one option of the Mensa. Due to the more remote location of the campus, there aren't high street vendors students can rely on instead. Also, the closure of Café Canela at the ESA O was a large grievance of the students, with many commenting on the resultant overcrowding and long queues at Café del Arte at peak times. AAI students felt they had lost their space to exchange ideas and socialise with peers.

Campus Bundesstraße and MLKP has no food/drink offer at all, Grindelcafe, Geomatikum or main campus are closest possibilities, at least one vending machine for snacks and drinks would be the least per building

Since the pandemic, the café in Klein Flottbek has closed and is no longer open. That is a great pity. So there is no possibility to get something to eat before noon

“

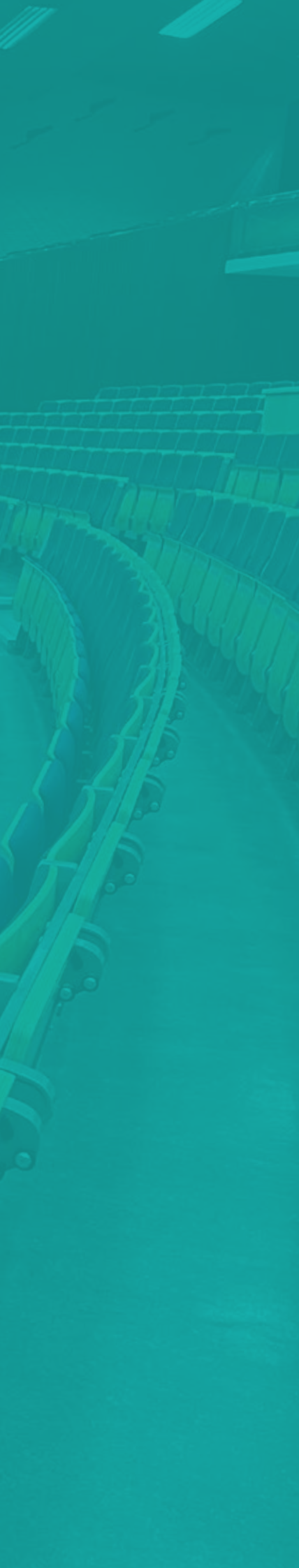
At the Asia-Africa Institute, the campus café has been closed since the pandemic began and has not reopened since. Reopening would both restore services at the Asia-Africa Institute and relieve pressure on the completely overcrowded café in ESA West

”

The café in the AAI should reopen, the space to meet and exchange is missing there since the closure of the café.

Where the Institute of Zoology and Chemistry is located, unfortunately there is no cafeteria or similar in the direct vicinity. Probably this is not feasible due to the lack of space, however, I could possibly imagine that snack machines would be suitable, since the next (university) food option is only in the Grindel Café.

Sometimes I really don't have time to eat, especially in the cafeteria, because it's too far away from the Turmweg, when I only have a 30-45 minute break between events. I would like to use it more often. Our student café "Wüst" has very limited opening hours and possibilities. Support from the studierendenwerk would be awesome here.



4 TEACHING SPACES

28%

OVERALL TEACHING SCORE

67%

GLOBAL CEI TEACHING SPACE

878

COMMENTS

THE LOW TEACHING SCORE IS INFLUENCED BY POOR SPACES MAKING LEARNING CHALLENGING

Teaching spaces are considered those where students take classes, such as auditoriums, seminar rooms, laboratories and lecture theatres. These scores vary quite significantly depending on campus typology; smaller, specialised campuses generally score higher than campuses with greater generalised teaching space.

The University of Hamburg sits well below the global benchmark for teaching space (67%), and below the average for urban and metropolitan campuses (57%). The University of Geneva also scored quite poorly and this can be similarly attributed to Hamburg's limitations across heritage buildings. Poor quality teaching spaces undermine investment being made into teaching quality improvements. When students are uncomfortable and distracted, they will focus less on the content being delivered.

It was also clear that German education uses much more didactic forms of teaching, visible through the room layouts and feedback from students. There were many fewer references to rooms supporting or inhibiting peer to peer learning than we normally see in the survey. Universities in Australia and the UK are transitioning to more active, project-based forms of learning, and teaching rooms in these countries are starting to reflect this change.

Figures 21, 22 and 23 show the variations across faculties, campuses and student cohorts. Results for Sport Park and Stellingen so have been excluded due to low response rates. The main outlier is Jungiusstraße, scoring just over 50% for teaching space quality (which seems to be influenced by the student work rooms available).

Figure 21: Faculty variation - Teaching space score

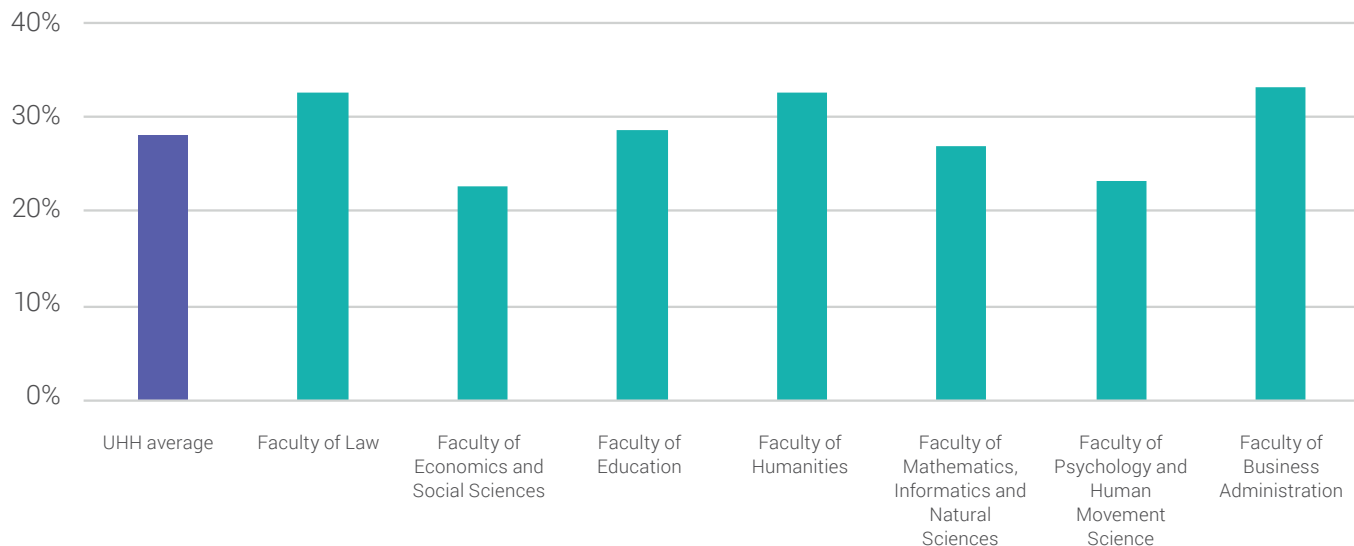


Figure 22: Campus variation - Teaching space score

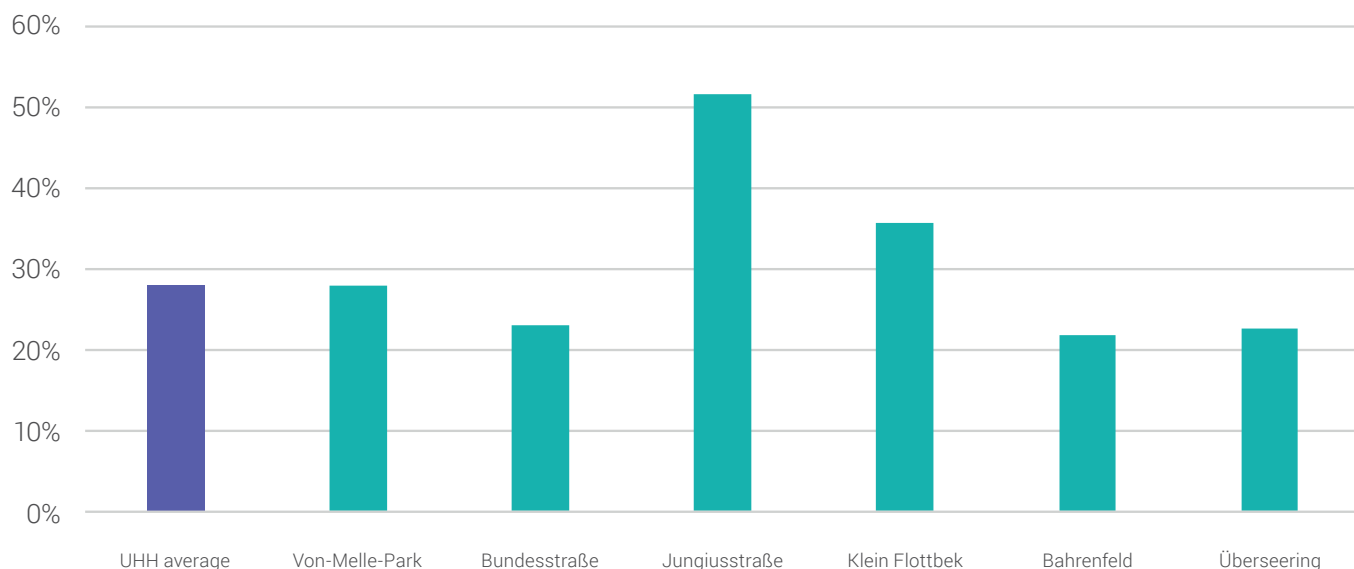
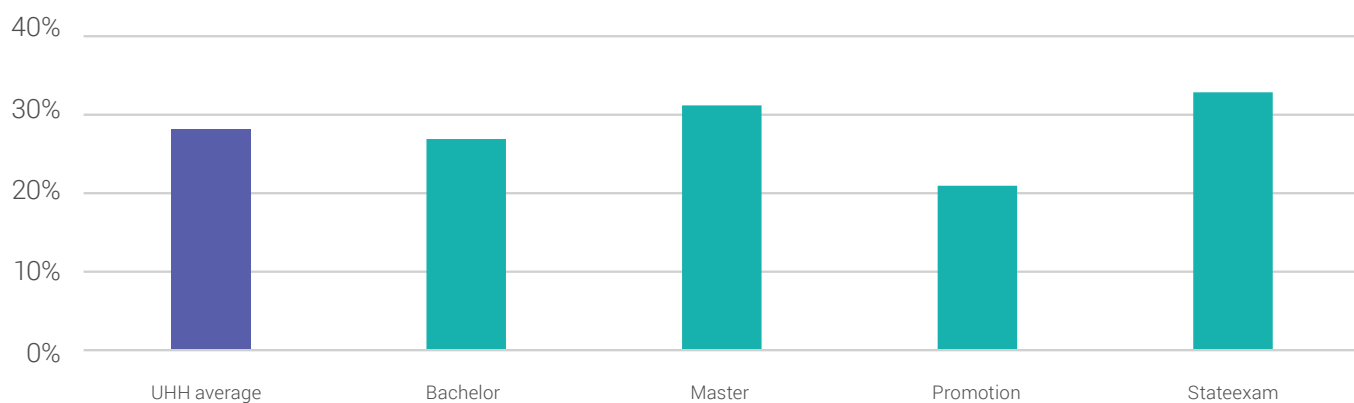


Figure 23: Student cohort variation - Teaching space score



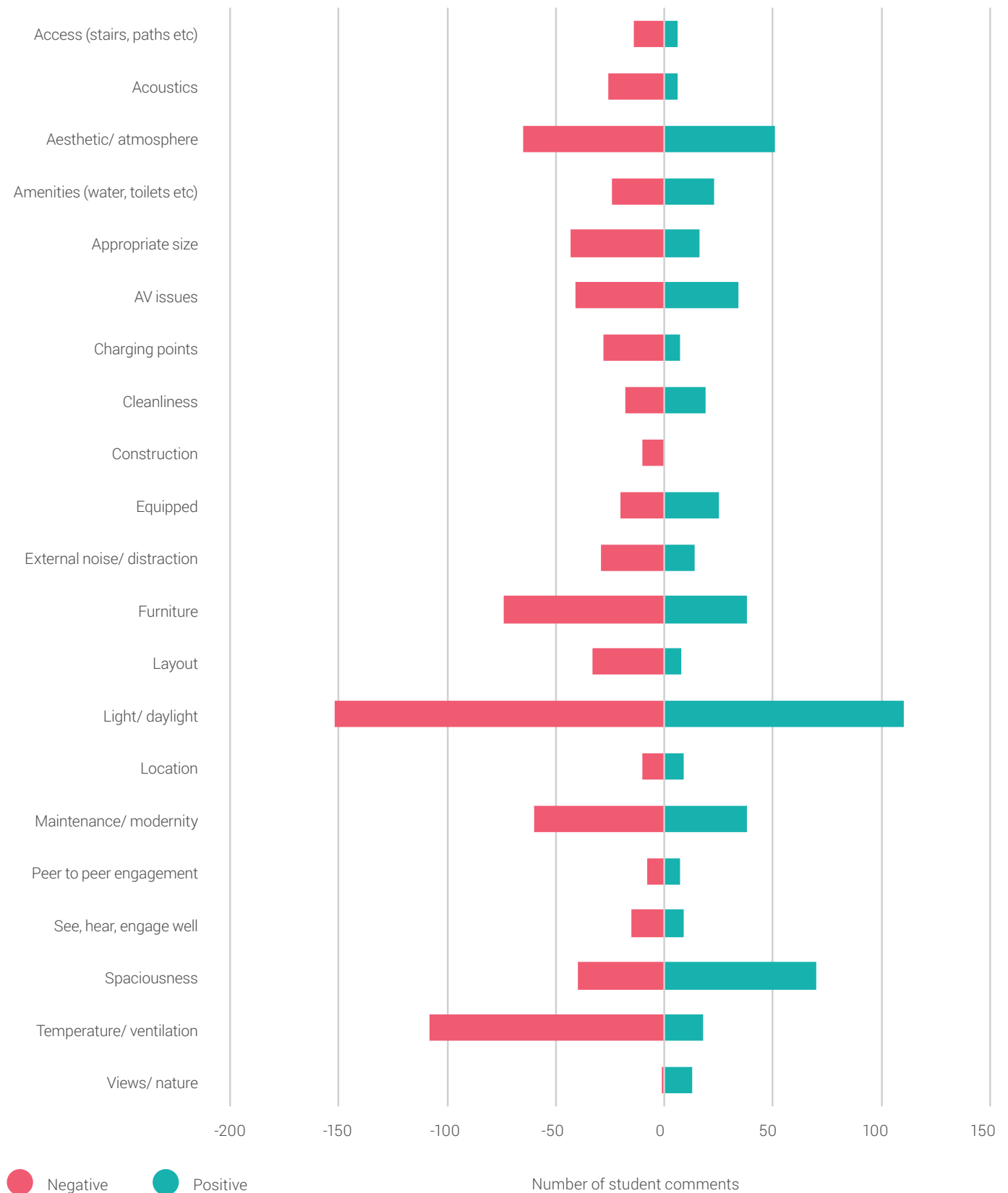
LIGHTING AND THERMAL COMFORT WERE THE KEY ISSUES RAISED BY STUDENTS

Figure 24 offers a summary of the ways in which students described spaces that either enhance or impede their learning experience. Negative values (on the left of the chart) count comments related to what impedes learning, and the positive values (on the right) are what enhance learning. As an example, those on the left of light/daylight indicate rooms that are too dark or windowless, whereas those on the right are those with excellent daylight access or overhead lighting.

There are characteristics seen across the CEI frequently that create more comfortable environments that are easier to learn in, outlined on page 76. There is an abundance of scientific research behind many of the space characteristics students mention in their CEI feedback. For example, daylight access and ventilation both improve concentration. Spaces without windows and adequate air change rates (leading to elevated carbon dioxide levels) are often described as sleepy or hard to maintain focus in. Research also supports a strong connection to nature which can be achieved through external views outside, indoor plants and indoor finishes in natural colours and materials. These help create a calming atmosphere. All of these factors combine to create environments that are easy to learn in.

For University of Hamburg there is a noteworthy negative spike in comments regarding aesthetic, temperature/ventilation and lighting that will be further discussed. The issue of thermal comfort is a significant challenge ahead. The University's strong approach to climate change coupled with Germany's policies on HVAC instalment are highly commendable (and much more advanced than the UK or Australia). However, as temperatures continue to rise, the use of spaces not designed with such climates in mind will be less feasible. People are less productive in spaces that are uncomfortably warm.

Figure 24: Teaching space characteristics



GLOBAL INSIGHTS FROM THE CEI: WHAT DOES A GOOD TEACHING SPACE FEEL LIKE?

Lecture theatres/ auditoriums

- Ability to see, hear and (sometimes) engage with lecturer
- Desks that are solid (rather than flip) allowing room for laptops and other material. Or sturdy flip desks that are large enough to accommodate items and lay flat so devices don't slip.
- Ability to move in and out of rows easily
- Charging points near to all seats
- Soft padded seats with high backs (especially for spaces with long lectures)
- Finishes that are interesting (e.g. use of nature-based colours and themes as opposed to grey carpet/ white walls)
- Working AV and lecture recording
- Clean
- Comfortable temperature, ventilation and acoustics



Seminar/tutorial rooms

- Ability to easily see and engage with lecturer as they move around the room (no columns, AV allows movement, multiple screens, good sound)
- Daylight access
- Spaciousness – desks that allow material to be spread out and ability to move around easily (spaciousness is often inhibited by too much furniture)
- Interesting and inspiring finishes, not too sterile
- Comfortable and moveable furniture
- Ability to see easily in flat floor spaces
- Desks and room layout that match the pedagogy (a key issue is seating in rows when peer-to-peer engagement is needed)
- Comfortable temperature, ventilation and acoustics



Images from a range of universities

GLOBAL INSIGHTS FROM CEI: : WHAT IS A SPACIOUS TEACHING ROOM AND WHY IS THIS IMPORTANT?

The single most common point of feedback received from students on every campus is the preference for spacious teaching rooms, and that such spaces enable them to learn more easily. Spaciousness is created through the physical design of a room, layout of furniture, daylight access and the volume of people in a room.

Abundant research has linked daylight, external views, thermal comfort and ventilation to better outcomes for building occupants. If the indoor environment is comfortable, they are more satisfied, have lower cortisol levels and are in a frame of mind to learn better.

Spaciousness is a more elusive concept and harder to measure than other environmental factors. The research that does exist points to spacious

environments increasing concentration or “time on task”. Odd shaped rooms, or those with lots of angles, have seen increases in eye movements for users, reducing their concentration span. Occupants associate the words comfortable, free, happy and calm with rooms considered to be spacious. Whereas when describing narrow rooms, words such as busy, crowded, dark, suffocating are used. Open rooms encourage an open and receptive frame of mind, small or narrow rooms incite closed-off thinking. This is validated by the CEI research, as this is how students describe spacious verses cramped rooms.

Creating positive learning environments means challenging traditional space utilisation metrics, as those with high utilisation could reduce the spaciousness and thereby potential learning opportunities.



Images from a range of universities

THE AESTHETIC AND MODERNITY OF BUILDINGS INFLUENCES STUDENTS' PERCEPTION OF UHH

The volume of comments about campus aesthetics is high compared to other universities. The language used to describe buildings was also much stronger, with words such as “dull”, “dreary”, “unappealing”, “impersonal” and “oppressive”. VMP 5 drove most of the comments for this, with many references to the concrete finish in and around the building and windowless rooms. Lack of daylight and colour in internal spaces are both linked to mood and performance. Other buildings offer ample daylight access, and students note these rooms as more comfortable (albeit some come with temperature challenges).

VMP5, StaBi, ErzWis – Visually unacceptable, the entire campus consists only of concrete, there are rooms without windows, all areas and buildings seem like lovelessly put down and since forgotten. One is extremely reluctant to spend time on campus, as the whole atmosphere makes one depressed

WiWi Bunker (VMP 5) – Does not look like a university, but a ghetto building. When the university looks like this, you don't want to go there or learn anything there

WiWi 2175/2181 – no windows with triggering oppressive feeling

Otto Stern Lecture Hall – Has windows, bright and open atmosphere.

ESA A&B – They are beautiful, there is daylight, you feel comfortable

When students were asked to describe the best and worst features of their campus in a few words, outdated buildings and teaching space were three of the top four features (fig 25). Being surrounded by buildings and spaces in poor condition is high on students' minds, and likely feeds into perceptions of being undervalued by the university.

Martin Luther King Square 6 – Very old lecture halls with poor acoustics, no windows....In addition, in the corridors are very large holes in the ceiling under which there are buckets. The laboratories are also outdated, as they have not been renewed since they were built.

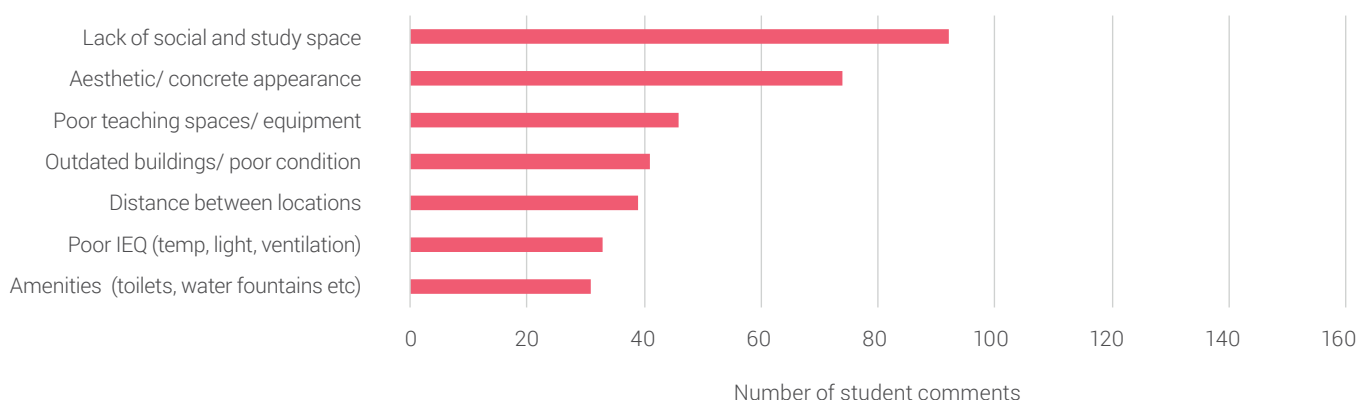
Smaller teaching spaces that have obviously not been renovated for some time, especially at MLK Square. Worst equipment.

Bundesstraße 55 is very old and looks neglected.

At VMP 9 everywhere there are stickers and posters, looks very messy

Geomatics is run down, ventilation drones in the seminar rooms, in the toilets the vents flow from the ceiling, not to mention the mold in the ventilation, the windows can very often not be opened, the lecture halls have no windows and the light flickers sometimes, the elevators are frequently out of order

Figure 25: Worst features on campus



THE LAW AND ESA BUILDINGS RECEIVED THE MOST POSITIVE COMMENTS FOR TEACHING SPACE, AND VMP 5 AND BUNDESSTRASSE 55 THE MOST NEGATIVE

Comments left by students are analysed for space characteristics to understand what contributes to a space that supports, or inhibits, learning. Each comment is then given a positive or negative sentiment and also coded to a building and (where possible) a room. Figure 26 shows the sentiment of comments for teaching spaces mentioned at University of Hamburg, by building.

Many buildings have positive and negative sentiment because some rooms have better functionality than others. The same room can also have positive and negative comments because it may have features like convenient charging points but inadequate daylight. Buildings that attracted the most comments are discussed individually.

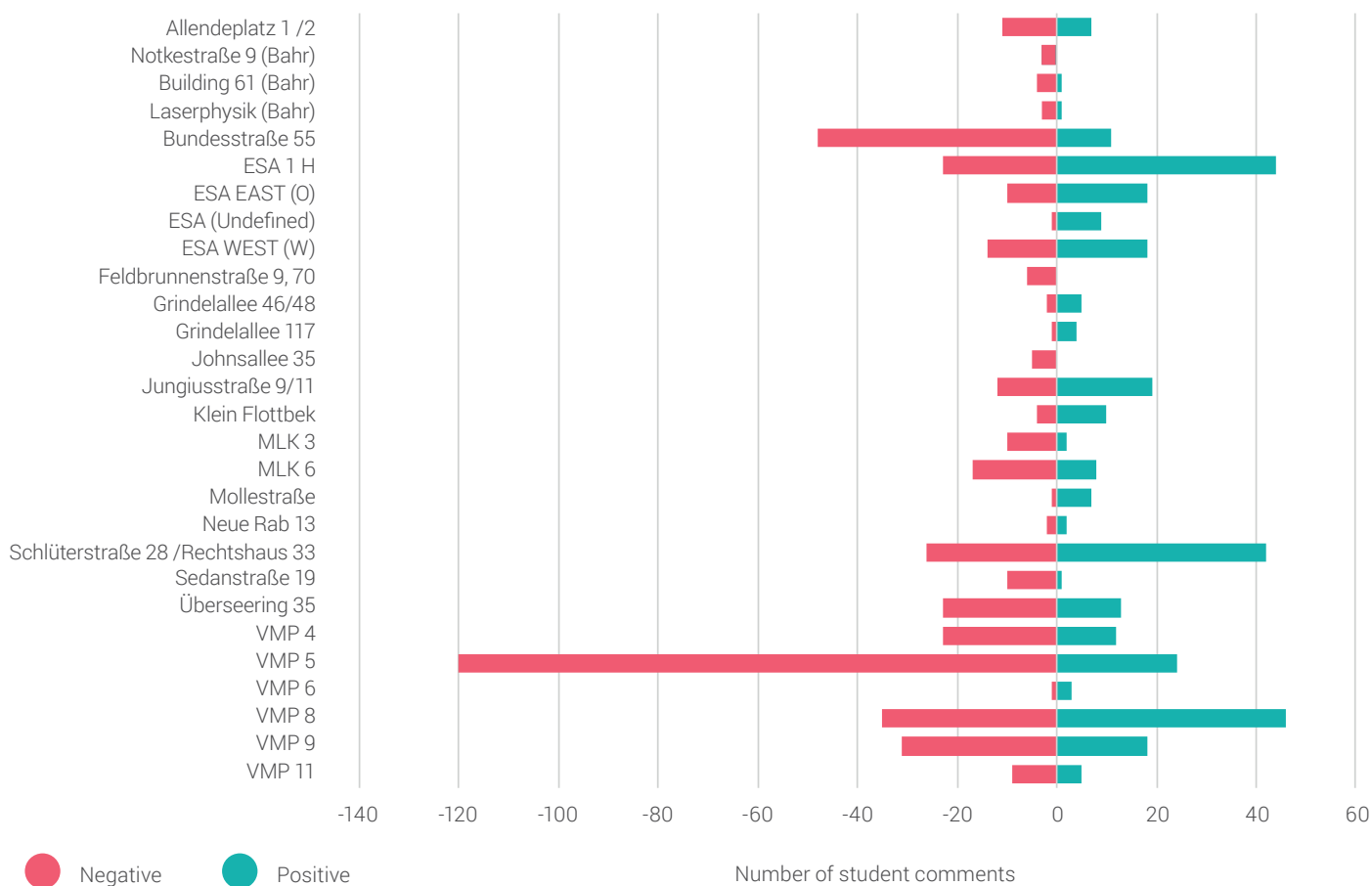
Spaces that are easier to learn in

- Law Lecture Hall
- VMP 8 seminar rooms
- ESA O 118

Spaces that are harder to learn in

- VMP 5 seminar rooms without windows
- VMP 8 Anna Siemens Lecture Hall
- ESA Main A & B lecture Halls
- ESA O and W Room 221
- Bundesstraße 55 lecture halls

Figure 26: UHH - teaching space sentiment by building

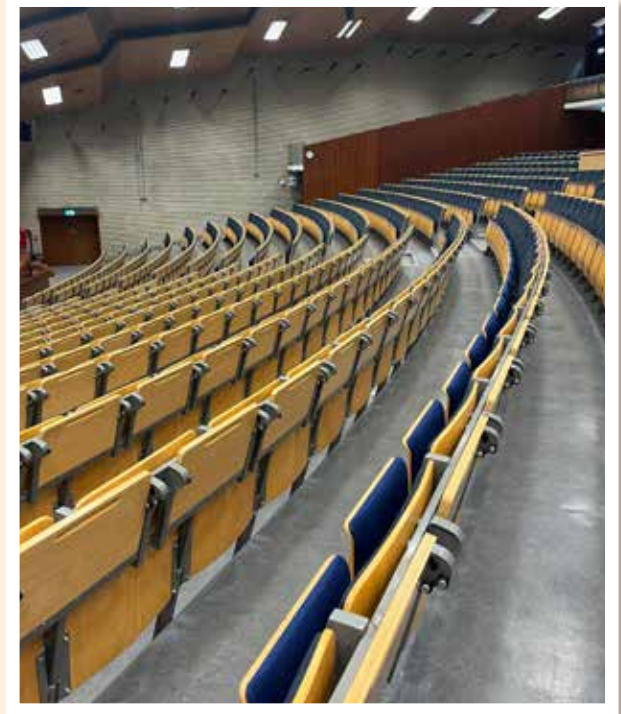


VMP 4

The Audimax theatres in VMP 4 received mixed feedback. Some lecture theatres feel cramped, but this is not the case here. Students feel they (mostly) have enough space and can see the lecturer or screen from all seats. However, the furniture is uncomfortable to sit on for long periods and students find the lack of daylight problematic and too dark.

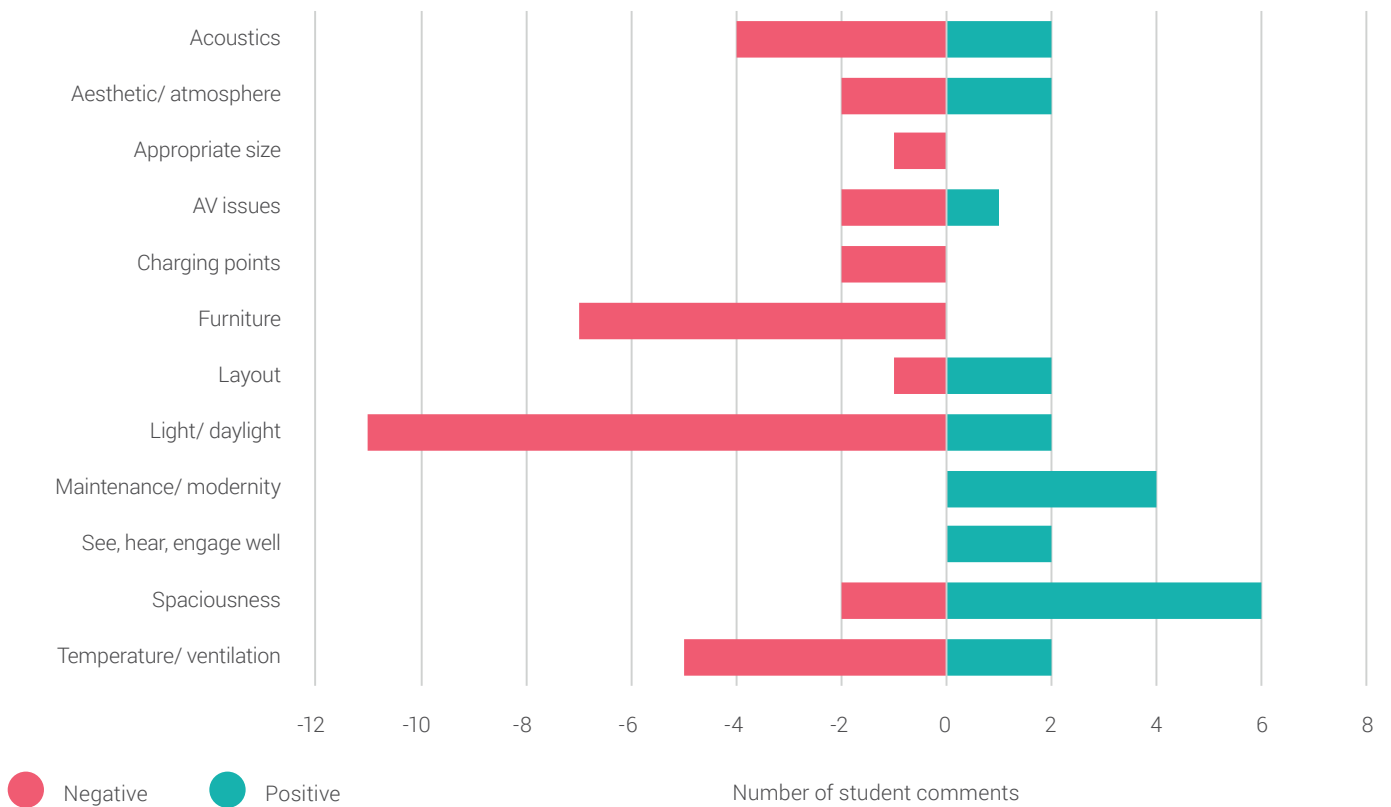
Auditorium 1 & 2 - Large, inside is good air and you can see well from all seats

Audimax, and generally large lecture halls - Benches are super narrow, you always have to squeeze under the folding table



“The Audimax is unfortunately a bit depressing without any daylight (lamps). Windows or other light would be great”

Figure 27: VMP 4



VMP 5/ Wiwi Bunker

Figure 28 summarises the student feedback to VMP 5, where it is clear that lighting, aesthetic and temperature/ventilation dominate feedback. This building received the highest number of comments. The students find this building particularly problematic for wayfinding.

Rooms without windows - Dark, bad air, unfriendly wall color

Too dark, no windows, small rooms & old equipment (some lecture halls lack chairs & tables)

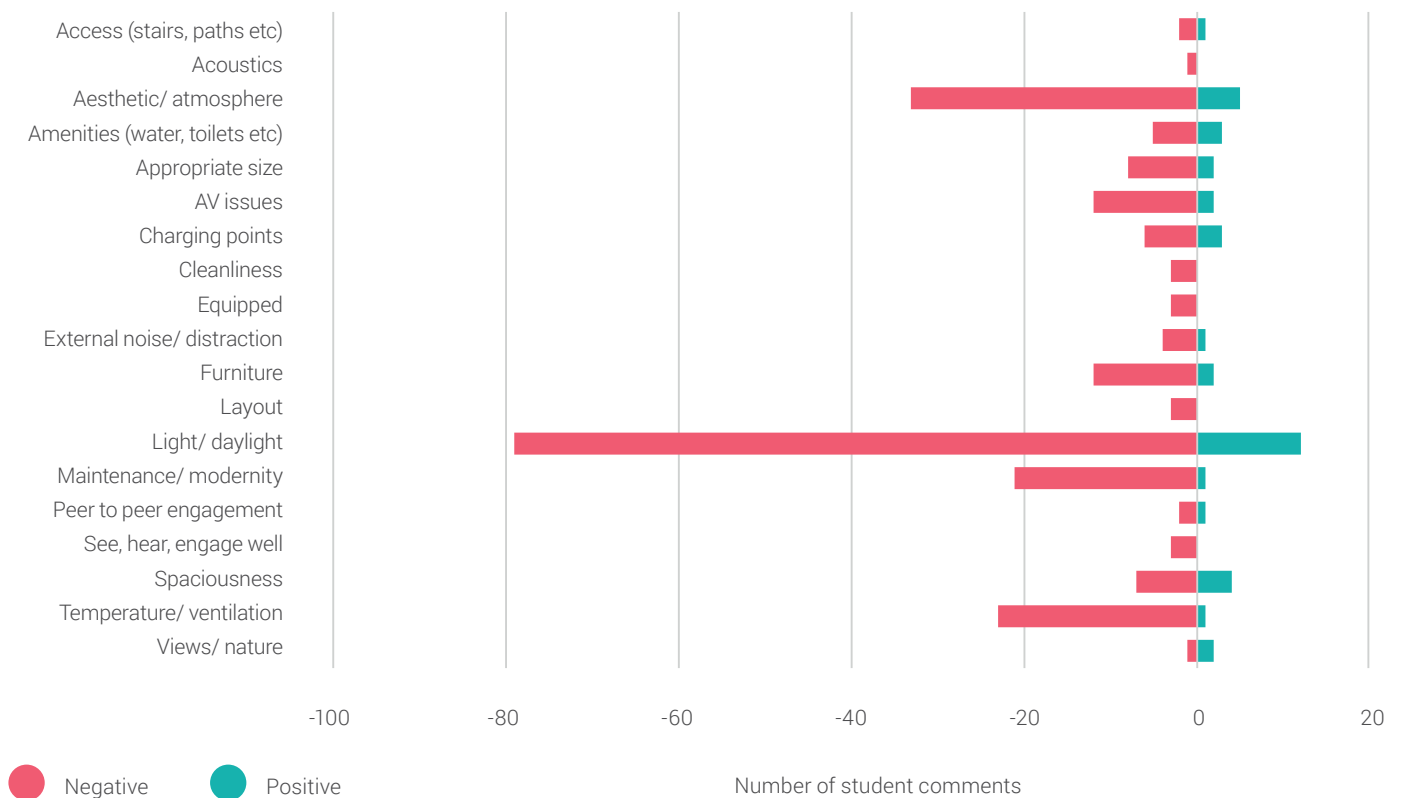
Almost all rooms in VMP5 - no windows, outdated technology, uncomfortable chairs, sometimes you can't see anything if you sit all the way in the back, no/too few electrical outlets

VMP 5, all rooms - old carpet, screen too small (difficult to see from last row), columns(!) in the middle of rooms, tw. also rooms without windows



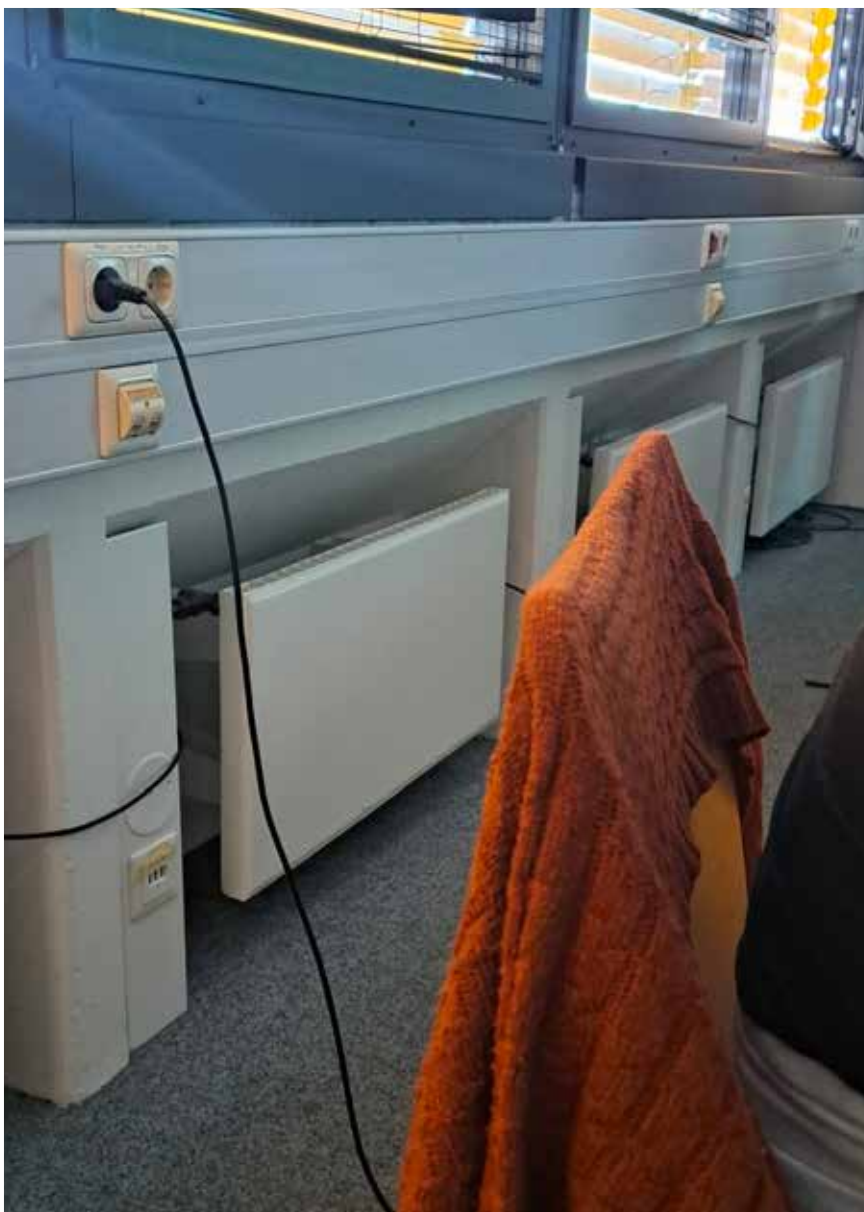
"I find the large rooms on the first floor very convenient for seminars. However, I often have seminars on the second floor in room 2175/2181 and I find this room extremely uncomfortable. There is no window and no way to ventilate. I think for both students and teachers the room is not very nice and does not create a good atmosphere."

Figure 28: VMP 5





"I now have class in VMP5 in room 3017 Data Analysis. I really like the open floor plan with all the windows. However, more outlets would be very beneficial as I have data analysis here and it would be good to be able to charge the laptop."



"Today I have a seminar in VMP 5. The seminar rooms basically have too few sockets, so I almost always have to remember to charge my laptop beforehand. Here (room 4047) there are only 5 sockets, all on the same side of the room"

VMP 8

VMP 8 had mixed feedback, with many of the rooms positively perceived due to functional layout and daylight. The upper floors can become particularly warm in summer. Feedback on appropriate sizing of the rooms was mixed, with some students noting the rooms are too small for the number of participants. Comments on the lecture hall (Anna Siemsen/ Erzwiss H) were mainly negative. Whilst students appreciate the windows and daylight, the furniture is uncomfortable. Chairs and tables with a downward slope making them hard to work from. There are also some issues with the AV and acoustics. Some students refer to the lecture hall as Anna Siemsen and others use Erzwiss H or just lecture hall in VMP 8. This is an example of how the naming protocols can lead to wayfinding difficulties.

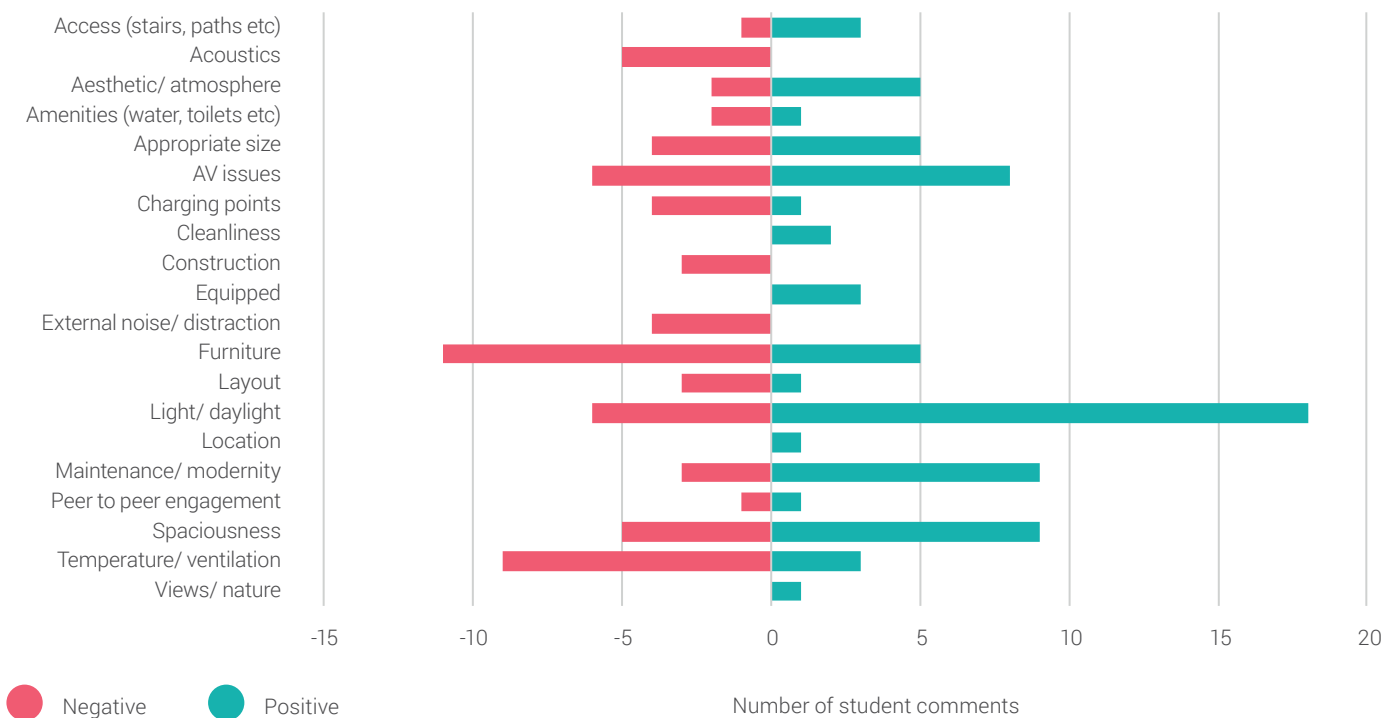
Rooms at educational sciences - modern, beautiful, bright

In my entire time as a student, the size of the seminar rooms has never correlated with the number of students (-> always too small); the south-facing seminar rooms heat up (especially in summer); windows do not open completely



“Uncomfortable seating where you usually slide down, crooked "tables" which therefore have an unpleasant plastic strip that is extremely uncomfortable when typing, bad acoustics”

Figure 29: VMP 8



VMP 9

VMP 9 attracted much of the same feedback as other buildings (Figure 30). The rooms have windows, but some spaces are too small for the class size. There are some issues with projectors, technology and availability of charging points, but the main challenge for this old, outdated building is ventilation in the warmer months.

VMP9: too small rooms or too many seats in too small a space

Stickers and posters everywhere, looks very messy

VMP 9 H has large tables, plenty of space, windows

The only toilets for women that are not disgusting in VMP9 are in the basement and very often locked.

Figure 30: VMP 9





VMP 9 Seminar rooms and lecture hall "The main problem is a lack of power outlets."



VMP 9/B130 "Roof falls down, not air-conditioned"



VMP9 B136 "Technology does not work properly, quickly stuffy and full"

Schlüterstraße 28 Rechtshaus/ Rechtshaus 33

Feedback for the law buildings have been grouped together as it was not always possible to determine which building students were referring to. Figure 31 demonstrates more positive feedback compared to other VMP buildings. Law spaces scored higher than the average for teaching space.

The lecture hall has windows and feels spacious - students compared it more favourably to other lecture halls. Some of the teaching spaces overlook the street and footpath which can be distracting, but the daylight makes the rooms feel spacious and bright. The main negative feedback related to the basement rooms with no windows. Unpleasant smells from the toilets were mentioned.

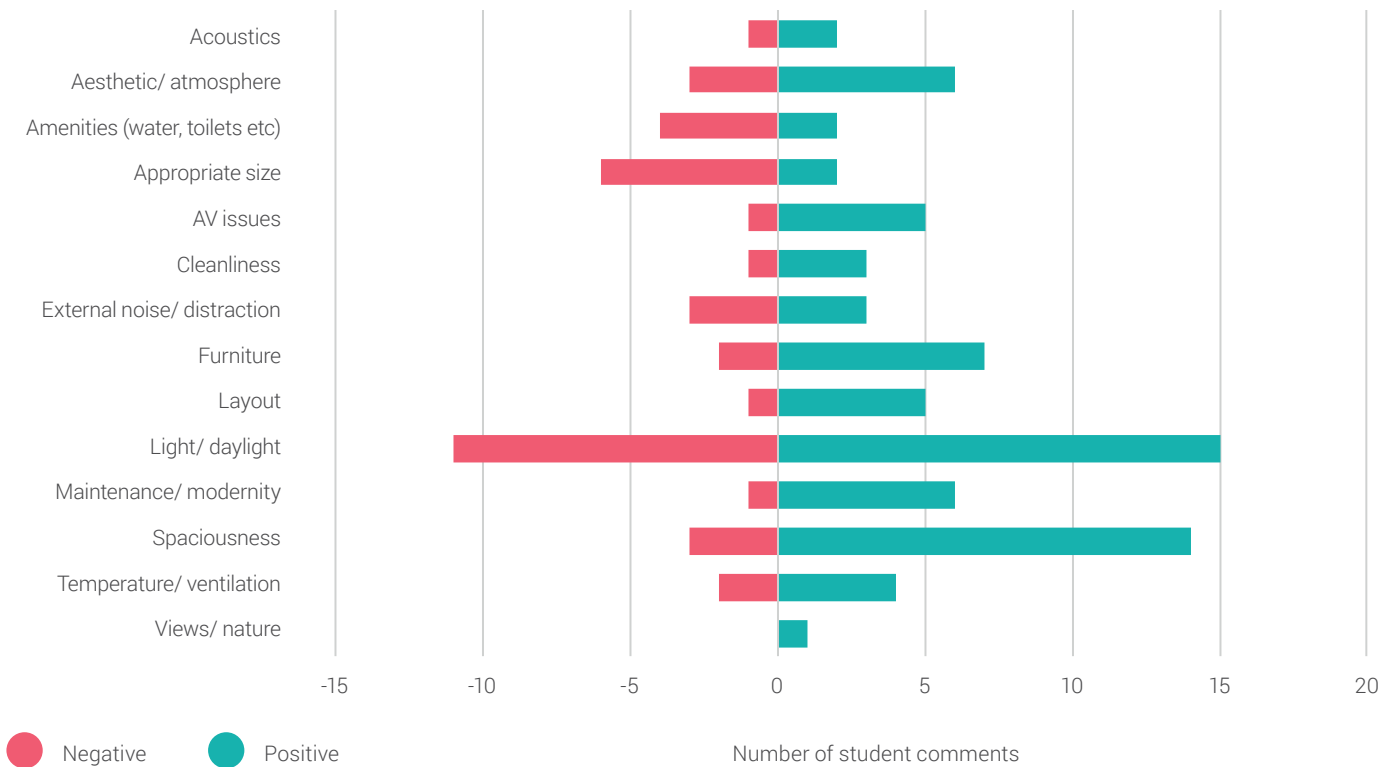
Law House Lecture Hall has more space between rows than in other lecture halls, no slanted tables

Law house, all rooms on the first floor with large window fronts - distraction from people passing by

Rooms on the ground floor of the legal building are bright, well ventilated and large enough for most seminars/AGs/ focus lectures and have good tables and chairs (especially compared to the fixed ones in Audimax or Rhs).

ESA, rooms in legal house Much too small for the number of students, you often don't get a seat

Figure 31: Schlüterstraße 28 Rechtshaus/Rechtshaus 33





Ro33 BG 7 "has no windows"



BG 9 "windowless, gray concrete walls"



"EG 18/19 in the Law House is modern, spacious, pleasant atmosphere"



"Law Lecture Hall is well set up, good lighting conditions (pleasant lighting/daylight), not as cramped as other lecture halls, pleasant atmosphere"



"In the law house auditorium, sockets are missing! It is extremely annoying if you have no more battery during the lecture, because there are only individual sockets on the walls, which are too far away from the seats. The chairs are also very uncomfortable, especially when you have to sit for several hours."

ESA H, O, and W

Data for the ESA buildings was challenging to code as students did not always distinguish between the three buildings in their feedback. What was clear was that the historical architecture and daylight access in the main (ESA H) building makes it a much-loved space, although the furniture and acoustics of rooms makes it hard to stay focused.

ESA Main is bright, with window, good air, beautiful from inside and outside

ESA Main has no sockets, sloping tables on which you can not put anything

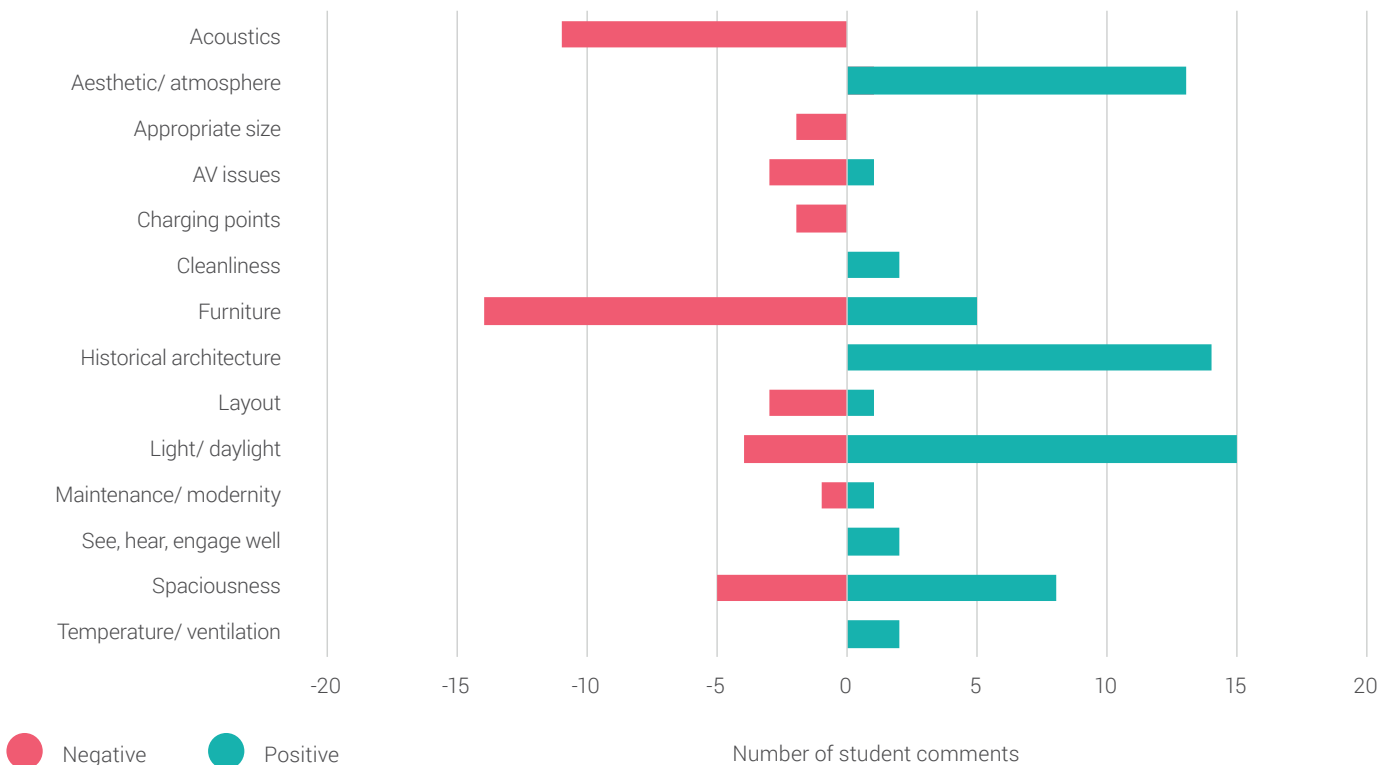
The lecture halls do not have enough tables, when we wrote exams there we have to do it on our knees

ESA A & B have Horrible acoustics. When the lecturers speak there is always a reverberation so that listening becomes exhausting. Also, quiet conversations from fellow students are extra loud in these rooms



"I think the room itself (ESA M) is very nice because it is very bright. However, the acoustics are pretty bad when the person is not speaking into the mic. At least today, the microphone didn't work, but you could permanently hear a low hissing noise. From the outer seats you can't see the material because it is distorted. For me as a small person, the fold-out tables are too high when seated, making taking notes difficult and leading to back or neck pain. The room is also bad for less mobile people or those who rely on aids such as a walker or a wheelchair, as it has steps and there is no flat surface."

Figure 32: ESA 1 H



ESA East and West attracted more positive comments overall shown in Figure 33. There is, however, a clear spike in comments about temperature and ventilation. Whilst these buildings provide excellent daylight access, the atrium creates a very warm environment internally. Some of the rooms are better equipped with smartboards, and some also do not have desks which makes participation difficult.

Asia-Africa Institute, ESA O 118 has comfortable chairs, good technical equipment, quiet location

Asia-Africa Institute - All of the smaller/medium sized seminar rooms are too hot and stuffy in the summer because the windows either cannot be opened due to street noise or there are not enough ventilation options.

ESA-W has a bright and friendly atmosphere. However, technically the rooms are not well equipped. The projectors are constantly not working.

In ESA W No blackboards are available, only projectors - whose projections you can't see if someone in the row in front of you is sitting there

The large rooms are too wide, there is no pleasant conversational atmosphere. The small rooms are too stuffy and poorly equipped with technology.

Figure 33: ESA East and West





120-123 ESA O "They are all relatively small but at least they have tables, chairs and a Smartboard."



ESA O and ESA W Room 221 "The classroom is terribly uncomfortable for lectures as there are no desks."



"Room 09 feels small and stuffy"



"ESA W R120 is large, technology works"



"The sockets are a disaster? Hidden under what feels like tens of kilograms of covers on which there are usually chairs or tables that first have to be moved to then fear every time you stumble or fall into one of these socket holes. This is really stone age and not excellence university."

Bundesstraße 55 and MLK

Bundesstraße 55 feedback was very negative (Figure 34) about the appearance of the building as well as functionality of spaces (particularly the lecture theatres). Problems extended to drafts internally, rattling of the HVAC causing distraction, broken or uncomfortable furniture and a lack of spaces to sit and study before or after class.

This building is due for a significant refurbishment in 2026/27, so many of these issues will not need to be addressed now. Until this time the most valuable areas to focus would be on furniture for students to use for waiting for class and studying between classes.

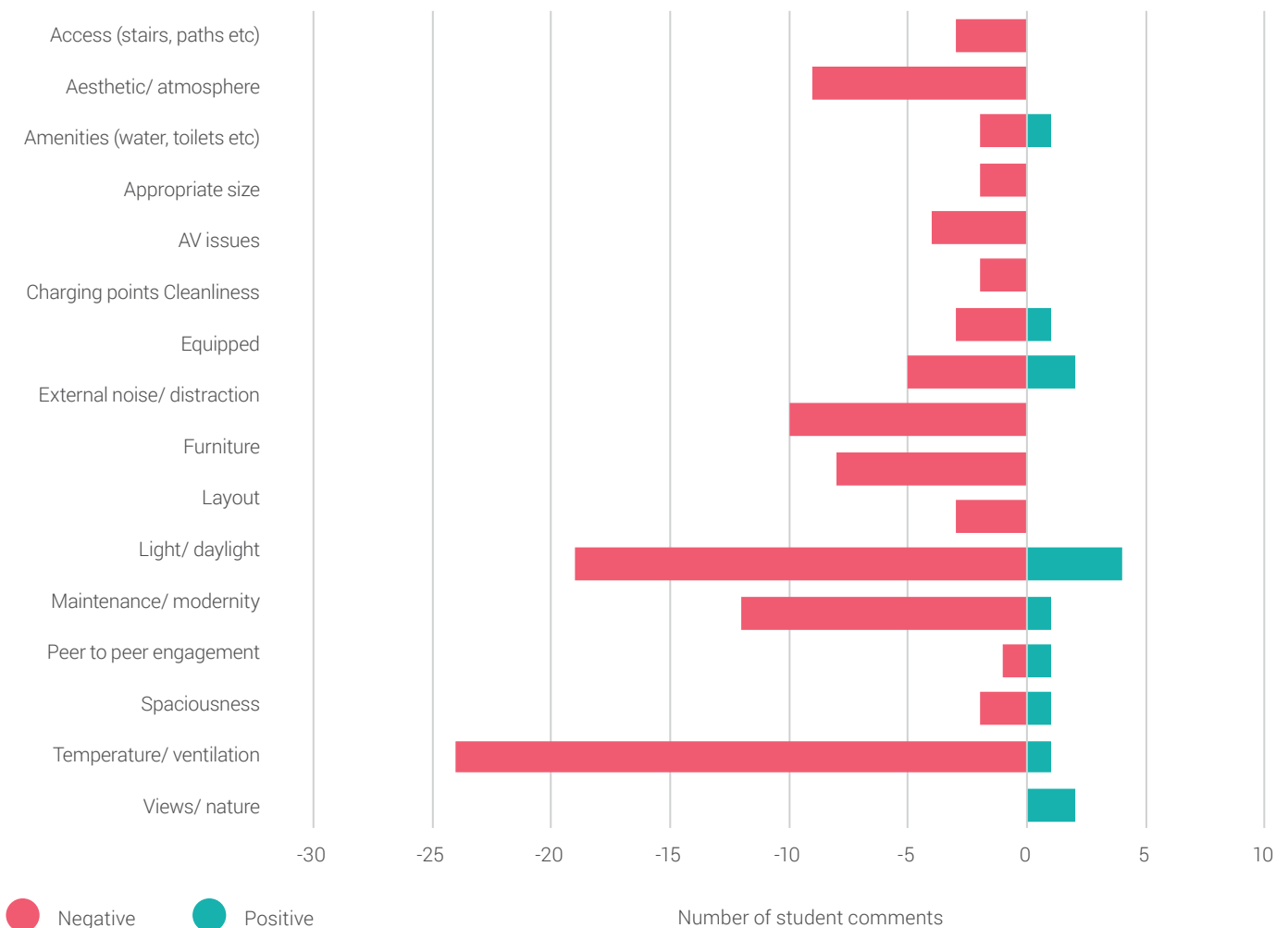
Few group study rooms, few places where you can stay if you have to bridge several hours between seminars.

The lecture halls are extremely unergonomic and outdated, there are constantly annoying noises caused by the blackboards, some seminar rooms are so outdated and outdated that it is no fun to study there

Geom lecture halls, mineralogy lecture hall All seats are connected; as soon as someone wiggles their feet or something it feels like the whole room is shaking

Geomatics is run down, ventilation drones in the seminar rooms, in the toilets the vents flow from the ceiling, not to mention the mold in the ventilation

Figure 34: Bundesstraße 55





“Geomatics, learning/leisure spaces there are hardly any possibilities to sit down for free working/ learning, only the foyer with a few high tables give seating possibilities. There are no provided study rooms for earth sciences, the library is also not a good option due to opening hours”



“Rooms 1129, 1111 and 1131 have Poor ventilation, unfavorable room layout for lectures, unattractive furnishings”



“Geo 1536a, Geo 1536c, Geo 1548 have modern equipment and are neat rooms”



Geomatics Room 1643 “very loud heating/ ventilation and leaky door”



“The building is fundamentally dilapidated: the façade is crumbling, mould can be seen creeping out of the vents, and in many toilets the ceilings are so damp for some reason that the weight of the ventilation pipes causes the vents to flow out of the ceiling. The sockets that are embedded in the floor are so full of sand that they don't work... In short, the condition of the building is more than miserable and this definitely has a negative impact on campus life and especially on learning.”



“The lecture rooms in the tower, unlike those on the first floor, have windows that let in daylight, which creates a pleasant atmosphere. Unfortunately, the ventilation is poor. It is pleasant if doors or windows can be opened to the outside. On the first floor, unfortunately, very little light comes in from outside. There are no electrical outlets in some lecture rooms. But they are important in case the power of the laptop decreases during the lecture.”



“The lectures are always held in the lecture halls on the first floor. Due to the flat roof, it is warm and stuffy in the evenings in summer, but otherwise I usually like to be here. Especially now with the nice weather, it would be great if there was a possibility to hold the lecture outside in the shade, that is, if the university would provide benches and blackboards.”



“My university day at the Geomatikum begins with a proseminar in one of the practice rooms on the 4th floor. Although the windows offer a lot of light, it is very warm here, especially in summer, and the windows cannot be opened for ventilation. In addition, there is a ventilation system, but it makes a strong rushing noise. Perhaps there is a conversion for these rooms so that you can ventilate independently.”

There was only limited feedback about MLK 3 and 6 (Figure 35). Comments about these spaces were similar, with the lecture halls being particularly problematic, and feedback mixed on labs and seminar rooms for both buildings. Students would like to use the foyer of MLK 6 for study purposes if it was more comfortable.

MLKP/Foyer only accessible room without authorizations, very crowded, noisy, no concentrated atmosphere possible

Chemistry Library and Main Campus - Martin Luther King Square Foyer is large but you have to walk 5-10 minutes to the nearest cafe and there is only one drink/snack machine which is sparsely filled.

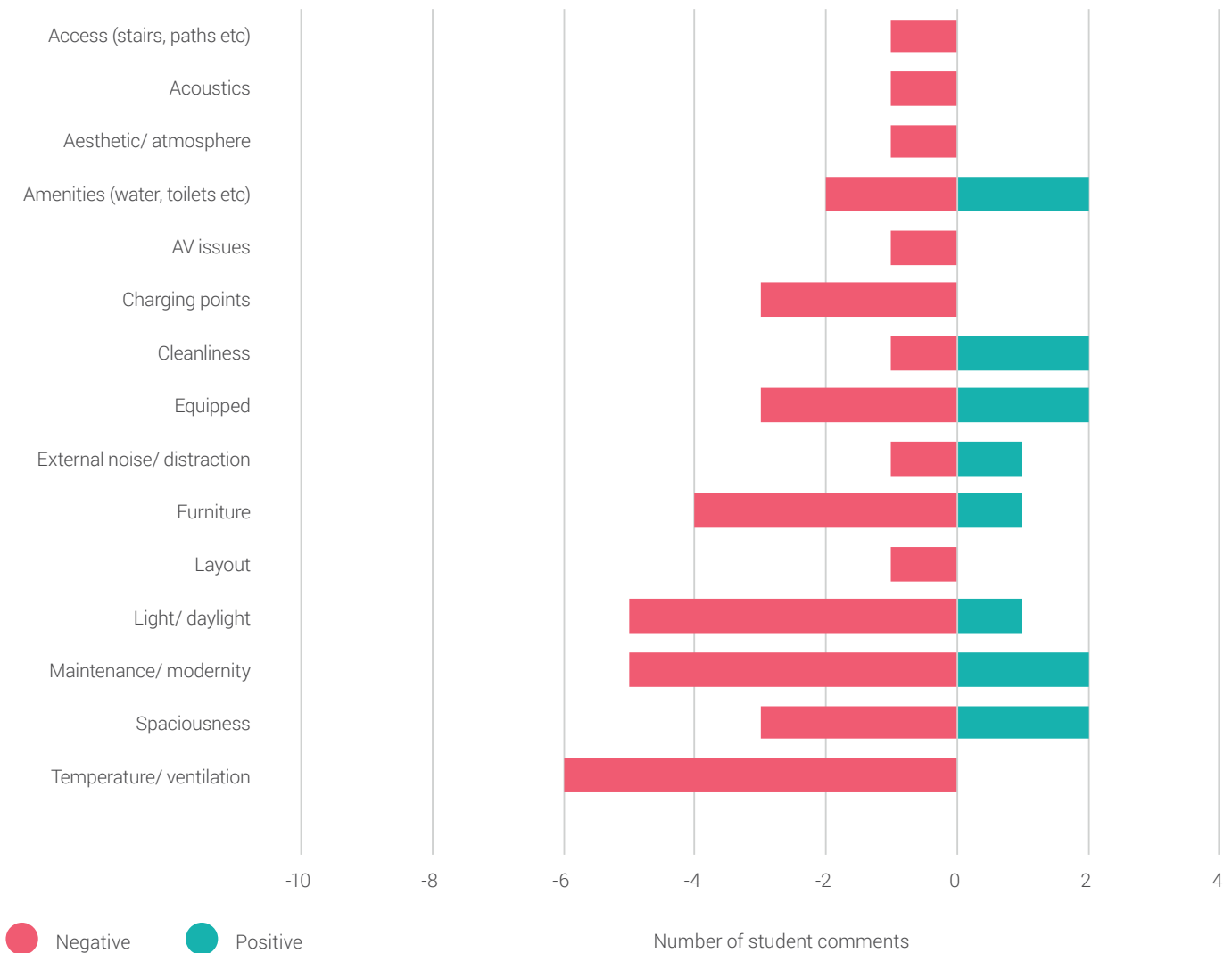
Department of Chemistry, seminar rooms have good technical equipment

I like the zoology building seminar rooms as they make the sessions very comfortable and interactive

Biology building at Martin Luther Platz Dark, hardly any electrical outlets, hardly any opportunities to sit down and study there outside the lecture halls

MLK3 lack of free learning spaces, the space in the BIB is very sterile, the library corridors are very dark

Figure 35: MLK 6





*"MLK 3, large lecture hall; MLK 6, all lecture halls
Broken chairs, cramped, no outlets, tables are impractical; chairs very uncomfortable, no outlets (especially difficult when taking exams on laptop)"*



MLK 3 "inadequate equipment in some labs"



Lecture Hall A Chemistry "No possibility of power connection for charging technical devices; Very dark, very stuffy/smelly air in summer"



Martin Luther King Square 6 "Very old lecture halls with poor acoustics, no windows....In addition, in the corridors for some time are very large holes in the ceilings under which there are buckets. The laboratories are also outdated, as they have not been renewed since they were built."



Laboratories in the Department of Chemistry "Old equipment, no air conditioners"



"Some seminar rooms in chemistry are spacious and well maintained"

Klein Flottbek, Juniusstraße and Überseering, sport park

The campuses of Klein Flottbek, Überseering, Sport Park and Juniusstraße had fewer comments about teaching space, these have been summarised below.

Juniusstraße was the highest scoring campus (52%). There were smaller fluctuations in the scores across the others. At Juniusstraße the student workrooms were the most popular location students referenced, with almost all positive feedback. Whilst these are not typical classrooms, but used as study areas, they have influenced the teaching score for the campus. There were very few complaints about light and daylight in teaching spaces, and students find rooms here spacious. The main negative issue raised was uncomfortable furniture in lecture halls.

Student workrooms 11c - Quiet atmosphere, Internet, easily accessible

Ju 11, Lecture Hall - The tables are impractical as everything slides down

Jungiusstraße seminar rooms & library - Bright with daylight through windows & quiet

Klein Flottbek also had mainly positive comments. Students distinguish between the 'new' and 'old' parts of the building. Students find they have access to modern and well equipped spaces.

Large lecture hall Klein Flottbek - Open motivating teaching atmosphere; light in the room

Lecture halls in Klein Flottbek - Modern, lots of light, enough sockets 1

CvL HS3 - Bright, good air, pleasant seating, pleasant size

The old parts of the building are very dark, poorly insulated, no electrical outlet



"I am in Jungiusstraße 11 in room A208 for a physics exercise. The room is very large and bright. It offers enough space for the event. Unfortunately, there are no decorative elements, which could be improved."

At Sport Park comments were few, and mixed.

Turmweg - The seminar room feels like a storage room, has no windows and is cramped. The building generally lacks learning spaces for thinking work.

Mollerstraße, Feldbrunnenstraße - no direct sockets for laptop or similar in the lecture hall seating is too cramped, everyone has to stand up to let someone out.

For Überseering the feedback was largely negative, particularly across location, light/daylight, temperature/ventilation, and aesthetic. This is interesting to consider for future temporary relocations.

It's office space, and we've been there much longer than we planned.

Lecture halls A, B and C very dark, too few chairs in too much space, very cold (climatically as well as decoratively)

They are not actual lecture halls, but just large rooms

Seminar rooms They are very elongated and narrow. And they are very plain, not colorful design and are not very beautiful otherwise.

5 INFORMATION TECHNOLOGY



52%

INFORMATION TECHNOLOGY

69%

GLOBAL CEI TECHNOLOGY

337

COMMENTS

THE SCORE FOR IT PROVISION IS LOW, DRIVEN MAINLY BY INTERNET CONNECTIVITY

The university sits below both the global benchmark for IT provision (69%), and the average for urban and metropolitan campuses (63%).

For a European comparison, the University of Geneva reaped the benefit of city-wide investment into wifi access and has one of the highest IT scores in the CEI database.

At another leading international university, 63 students mentioned internet connectivity issues, while at UHH the number is triple that. It is clear from the UHH feedback that this is the most problematic issue. Students find connecting to Eduroam or the WLAN difficult and inconsistent.

Figure 36: IT scores by campus

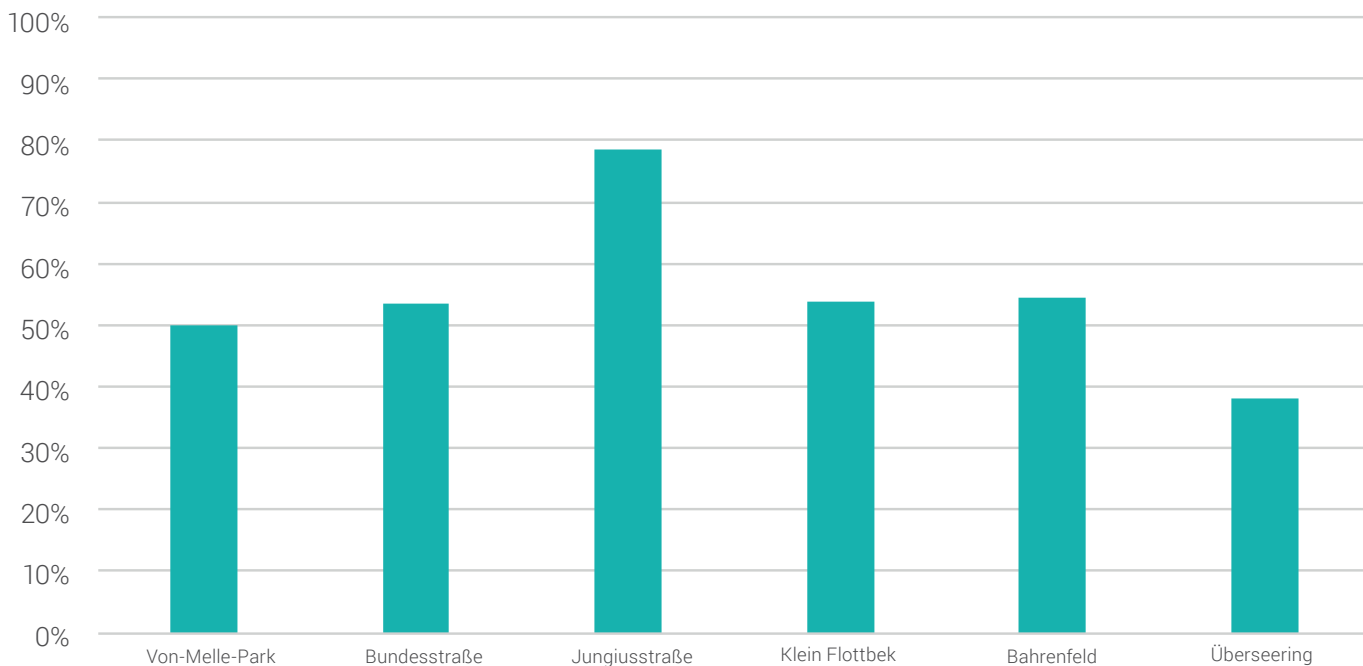
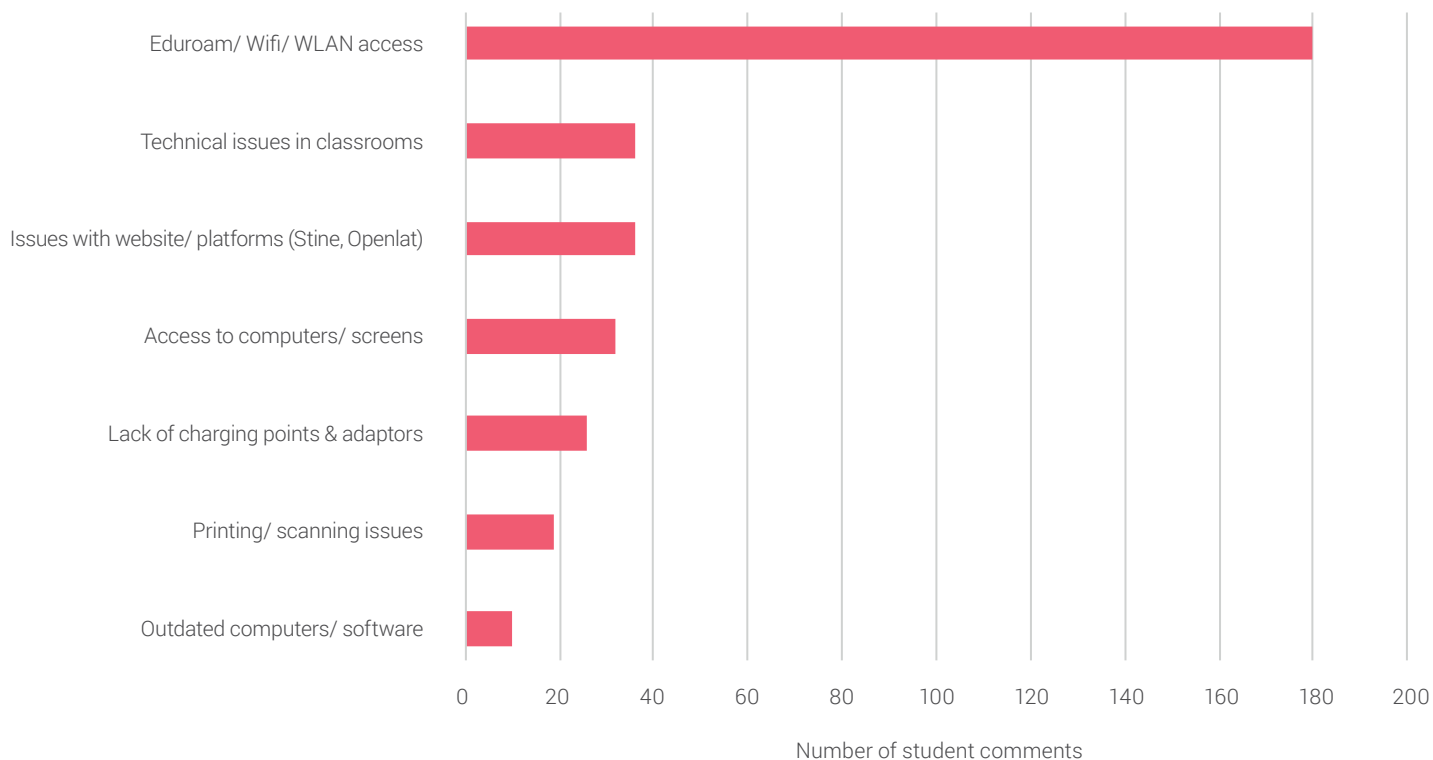


Figure 37: IT issues



WIFI CONNECTION IS DIFFICULT AROUND THE CAMPUS AND IN SOME ROOMS

Students discussed various issues around internet connectivity:

- Difficulty with initial connection and set-up
- Internet connectivity can drop out
- Some rooms and campus areas don't have coverage
- Not all devices connect

People have different experiences. Some students find Eduroam accessible and can't get onto WLAN, others vice-versa. But the total volume of comments for this issue demonstrates that it is a frustrating experience, and will affect the students' productivity. Students will likely choose places to study where internet connectivity is stable. One location mentioned by multiple students is Mensa Studierendehaus. It would be ideal for students to use this outside of meal times for study. Similarly, Stabi was mentioned as having poor internet on the lower floors.

Eduroam access is extremely unreliable, especially in the Geomatikum. I have perfect internet with the setup on my cell phone in all kinds of German higher education institutions... just not at Geomatikum. Where I actually need it....Not to mention that the user-friendliness of setting up the certificate could certainly be worked on.

WLAN setup (UHH WLAN; not eduroam) difficult and complicated; therefore only have eduroam

WLAN often very slow, VPN does not always work. Connection through library website to other databases is problematic and does not always work immediately.

Better wifi coverage on campus, and in the Studihaus dining hall would be good.

I now have 3 apps just to make sure I have access to the university wifi.

TECHNOLOGY ADJUSTMENTS WILL HELP IMPROVE STUDENT PRODUCTIVITY

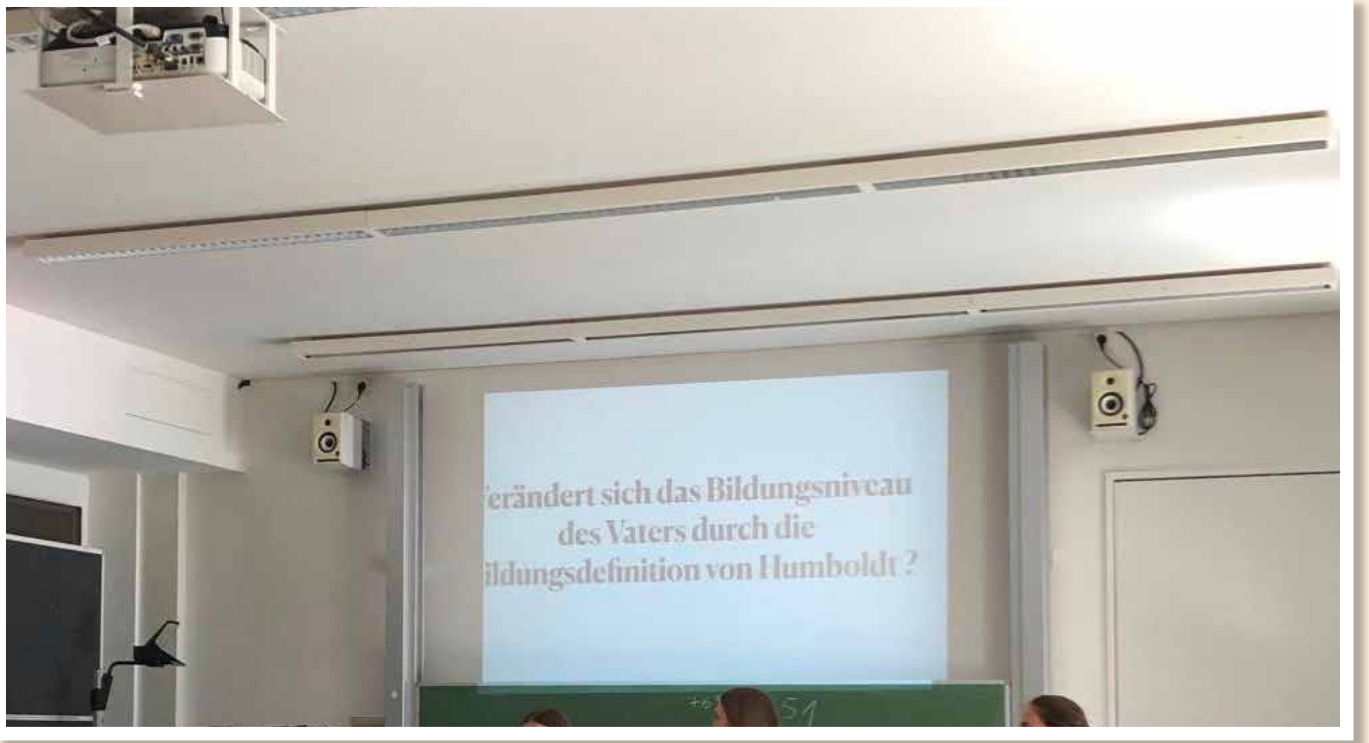
We were expecting to see charging points as a bigger issue for students, but what seems likely is that the collective issues of wifi/WLAN and limited space for studying between classes, mean students currently don't stay the whole day on campus. If the University chooses to create more comfortable spaces to encourage longer stays, charging points will be in high demand. In study areas at other universities, we are seeing demand for additional screens and a variety of charger adaptor shapes and sizes requested (particularly for Apple and international devices).

There are multiple platforms students access, some of these are through the libraries and outside the University's control. Stine was mentioned the most frequently, and considered confusing with low functionality.

More electrical outlets in lecture rooms! We students now mostly write our notes digitally, but during a long unit day the laptop's battery eventually gives out and there is no way to charge it and continue using it during the day.

Stine is extremely cluttered and confusing. Openolat is less confusing and more helpful

No IT problems, except for Stine, which could be upgraded to a more modern system.



"We were just at the sports campus on Mollerstr. 10 in seminar room 13 and wanted to connect our laptops to the screen. With the HDMI cable there was a distorted picture, only with the VGA cable it worked in the end, although 25% of the presentation was not visible on the mounted screen. There was also no adapter for Apple products, which should be quite standard given the wide distribution."



6 SAFETY

84%

SAFETY

SAFETY SITS JUST BELOW THE GLOBAL BENCHMARK

Safety sits just below both the global benchmark (86%) and average for urban and metropolitan campuses (87%).

86%

GLOBAL CEI SAFETY

The open-ended question asks students to identify things that help improve or impede their sense of safety on campus, and whether there are particular locations where they feel unsafe. There are common features that help improve safety perceptions on campus. These are typically a combination of having people around, a security presence and adequate lighting. Suburban campuses tend to score lower for safety, whilst they often have better green space this results more open unlit areas at night. Both Geneva and Hamburg have scored lower than most campuses due to both lighting at night, but also the permeability of the campus to the community.

273

SAFETY COMMENTS

“

I feel unsafe when homeless and drug-addicted people walk past me. I feel unsafe in places that are poorly lit. I feel unsafe when there are tall hedges around me.

”

Figure 38: What detracts from safety

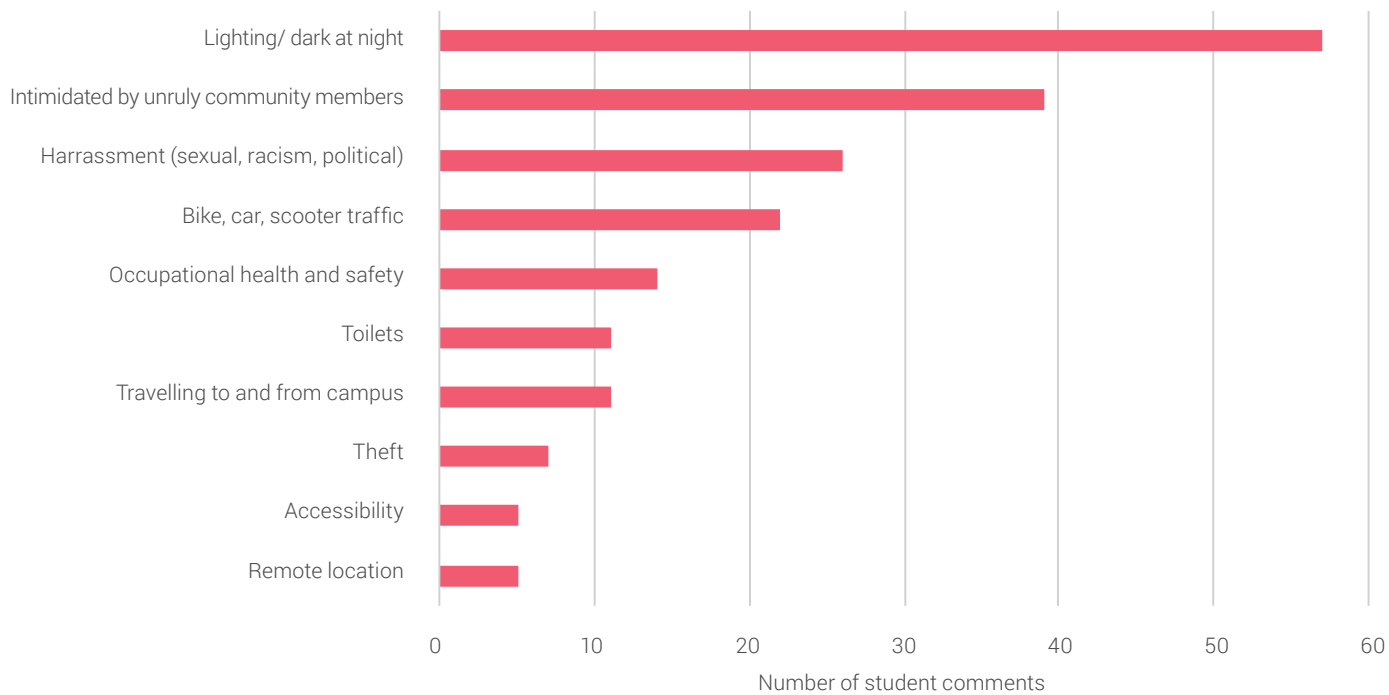
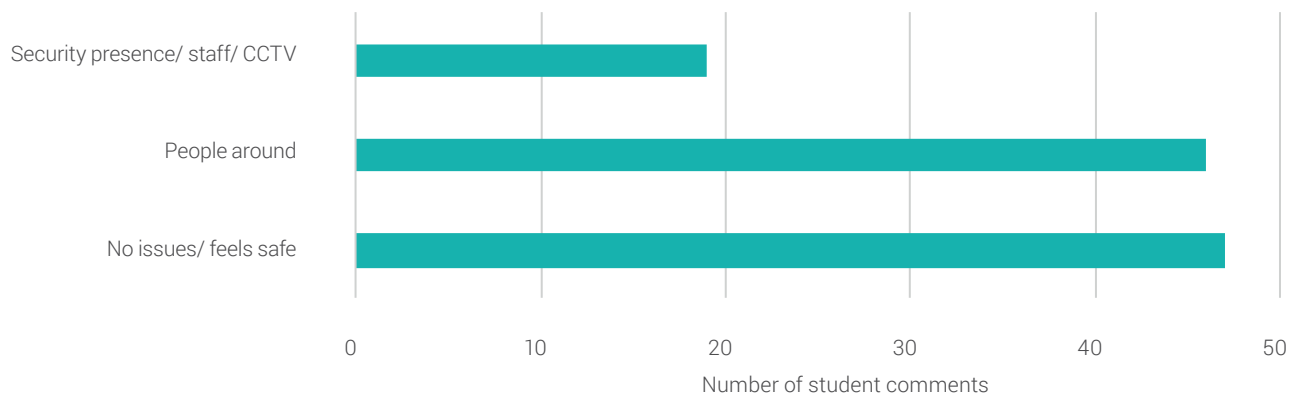


Figure 39: What adds to safety



THOSE IDENTIFYING AS WOMEN AND GENDER DIVERSE FEEL LESS SAFE ON CAMPUS

Many of the safety comments related to lighting at night, which is similar to what is seen on other campuses. The score was 8% lower for those identifying as female or gender diverse, and lower for those not identifying their gender. Females commented more on lighting issues at night. Males commented more on the campus just feeling safe, with many of them also recognising that they feel safer because of their gender.

Once students have a negative interaction on campus, they will change their behaviour. This was evident in some of the comments where interactions have discouraged students from coming to campus in the evenings.

The main campus is not well lit at night and people are not around, so even though the Stabi is theoretically open late, I don't stay there that long.

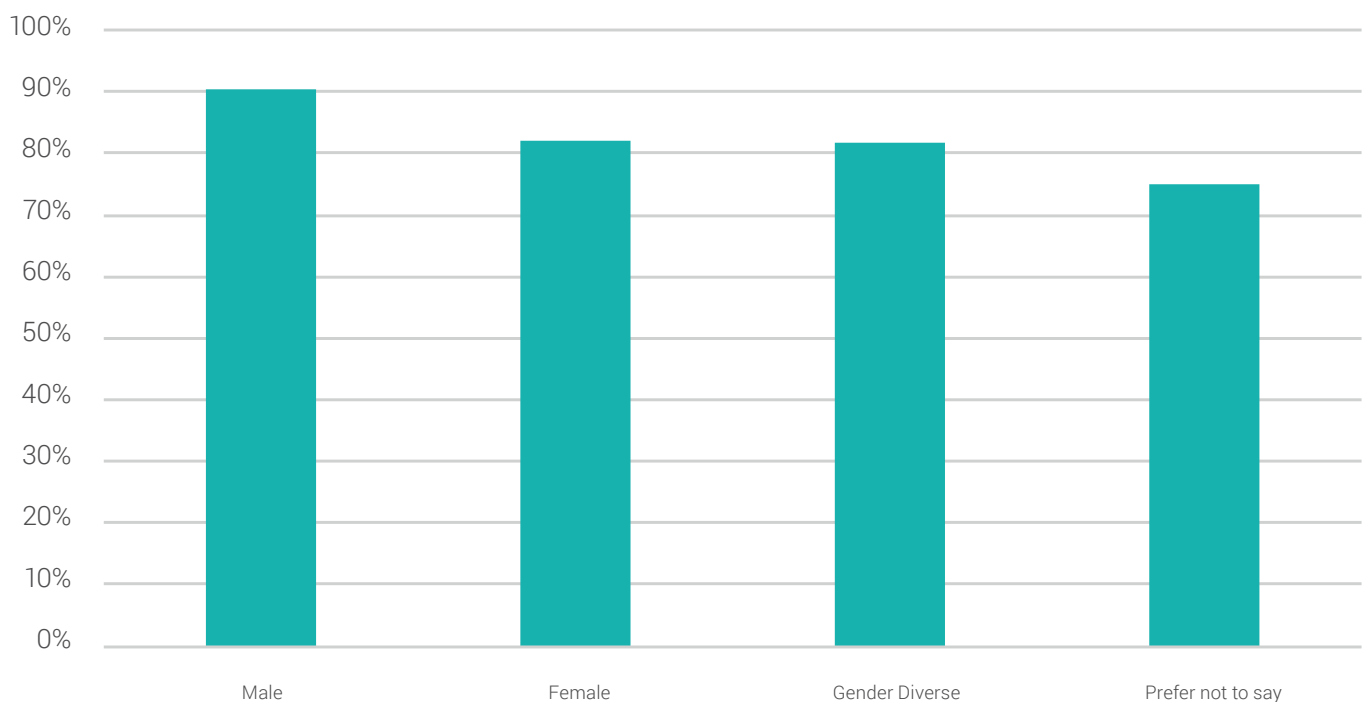
At night I walk faster, especially in the area between the Audimax and the Philo Tower by the bicycles, I quickly feel "boxed in" and vulnerable.

In the corridors VMP5 in the evening. The lights are off and suspicious men hang out in hallways/restrooms/stairwells. This has happened several times now, especially when working late and the hallways are otherwise empty.

At night, I just quickly walk to bus 5 (behind the Stabi) across campus from the Rechtshaus, because the campus is not very well lit and many paths are not so level in case you do have to run.

Geomatics is mostly very empty on upper floors, especially late afternoon/evening uncomfortable to be alone, especially for women

Figure 40: Safety scores by gender



THE PERMEABILITY OF THE CAMPUS TO THE PUBLIC REDUCES SENSE OF SAFETY

Whilst students appreciate that the university is a public institution and is open to the community, the interactions they have with some people are intimidating. Feedback was similar to what was seen at the University of Geneva (also with a similar safety score). Students described quite negative interactions that impact where they go and times they use the campus. The scores were lower for VMP and Bundesstraße.

VMP is not well lit in the evening, especially the narrow passage from the water basin to the stop Grindelhof where now some weird container stands where always people smoke pot and pee into the bushes is dark and unpleasant

At the WiWi-Bunker I was sometimes already harassed and followed by beggars or people who have mental problems. Even in the canteen in the WiWi bunker, homeless people come in & beg even when you are eating.

Many people addicted to drugs and/or alcohol go to the campus in front of the auditorium. I understand that this is a public place, but you are unfortunately verbally abused

Figure 41: Safety scores by campus

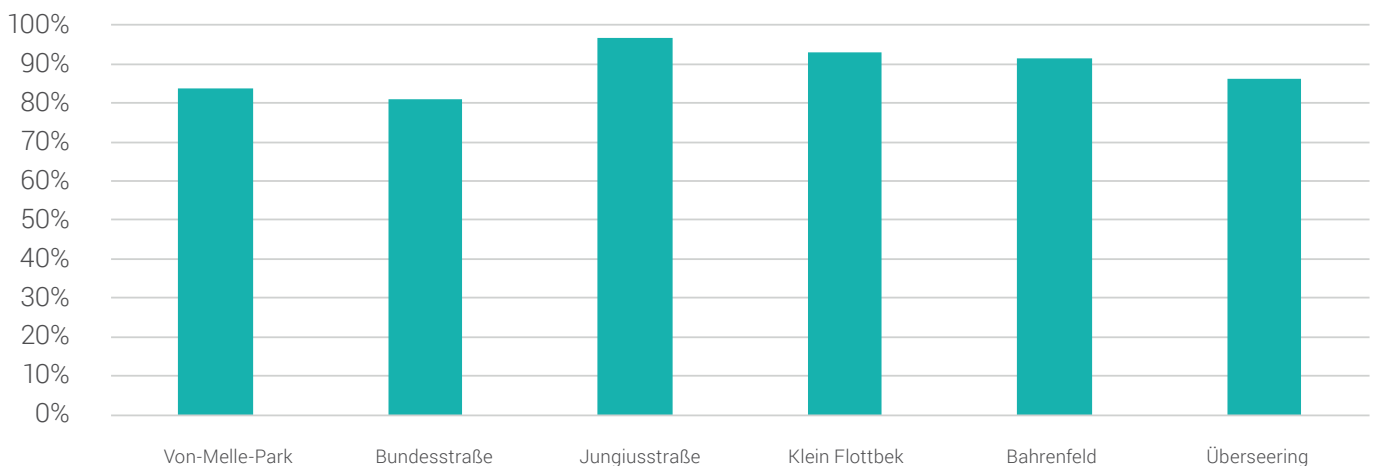
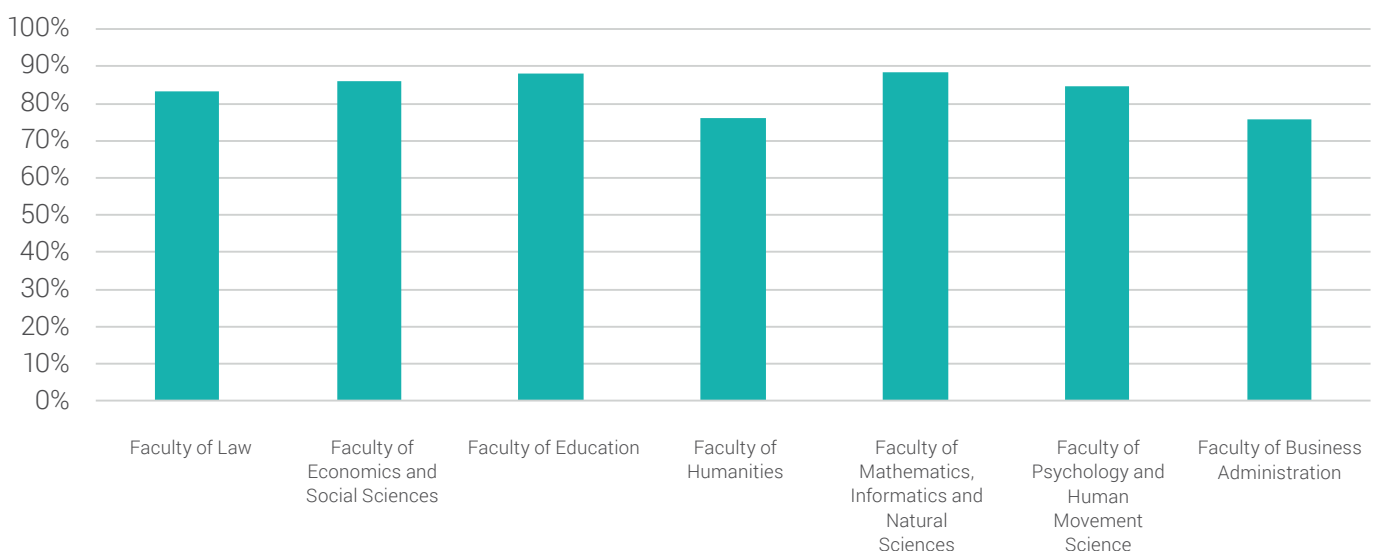


Figure 42: Safety scores by faculty



and insulted or even physically hurt by such people. Unfortunately, I had to experience the first one. These destroy the sense of security enormously. Moreover, this destroys the image of an excellence university, as it should stand for education and teaching and not for drug and alcohol abuse.

The area in front of Education Science (Hexagon, i.e. the 'pond with the water fountain') is frequented a lot by non-campus people. Often it is not possible to sit there undisturbed with fellow students and enjoy the weather without being harassed by people from socially precarious situations. The feeling of safety is so bad that I tend to avoid campus in the evenings or make sure I am in a group.

Martin-Luther-King-Platz/Bundesstraße: numerous homeless people, drunks, partly dirty.

At MLK Square, I sometimes don't feel completely safe due to the people who pass through there who are not part of the university.

Since there are always people on the main campus and also at Jungiusstraße, I feel safe

There are always a lot of people at Überseering and the building is under video surveillance all around. This makes me feel safe there.

It is always pointed out that there is a lot of theft in the sports park, especially in the locker rooms. The lockers are very basic and not very secure. It would be nice if the sports students could get fixed lockers of a slightly higher quality. We always have a lot more than just a laptop with us for various practice trainings, sportswear, swimwear, towels, sports shoes, change of clothes, rackets, judo suits, etc.

There were some specific locations mentioned where students did not feel safe. Some of these are outside of the direct control of the university, such as the train station.

Campus	Location	Safety related comments
VMP	Outside around VMP 5/ Audimax / fountain	<ul style="list-style-type: none"> • Dark, feels unsafe walking from point to point (such as Audimax to Mensa Studierendenhas) • Students approached by or interact with members of public on drugs or drunk • Few lines of sight so feels more unsafe at night, you can't see around you • Fast moving bikes and scooters can conflict with pedestrians
VMP	ESA to VMP	<ul style="list-style-type: none"> • Dark at night, feels unsafe walking between these points
VMP	Stabi / Mensa Studierendenhaus	
VMP	VMP 5	<ul style="list-style-type: none"> • Unsafe at night outside the building, but also inside as community members can enter. There are few people around at night and areas with low visibility (hallways, rooms, elevators, toilets)
MLK	MLK Square	<ul style="list-style-type: none"> • Construction site dangerous to walk around • Negative interactions with homeless or those who are drunk/ on drugs • Chemistry labs have some health concerns (fumehoods) and some rooms and corridors feel unsafe at night
	Bundesstraße	<ul style="list-style-type: none"> • Building feels old and unsafe • Construction blocking sidewalks, making it unsafe • Empty upper floors, in later afternoon and evening feels unsafe

ROAD, BIKE AND SCOOTER TRAFFIC REDUCES SENSE OF SAFETY FOR VMP AND BUNDESSTRASSE IN PARTICULAR

There was a notable number of references to safety around cars, bikes, scooters and pedestrians at VMP and Bundesstraße. These issues are exacerbated in the evening due to inadequate lighting. The paths are not clear nor used appropriately for their intended users. Car traffic was raised as an issue around MLK/ Bundesstraße.

It's too dark on campus at night, so it's dangerous for cyclists and pedestrians because the risk of accidents increases.

There is a lack of marked bike lanes. Especially difficult during peak hours.

The path network, which serves wheelchair users and as a guidance system for the blind, is used as a bicycle path, especially in the summer months, making it unsafe and dangerous for those who need it.

Martin-Luther-King-Platz/Bundesstraße: Construction site situation dangerous, noisy and road crossing is not granted by motorists despite crosswalk

I find the cobblestones a bit strenuous, especially when wheelchair users and cyclists get in each other's way on the stones, which are slippery.

My only problem is commuting at lunchtime between VMP9 and the main building at Dammtor, a clear bike lane would help here and provide more safety.



“Chaotic situation between pedestrians and cyclists”



“Traffic safety is not always given: There is delivery traffic crossing the campus”

7 ARRIVAL EXPERIENCE AND WAYFINDING



74%

ARRIVAL EXPERIENCE

45%

WAYFINDING

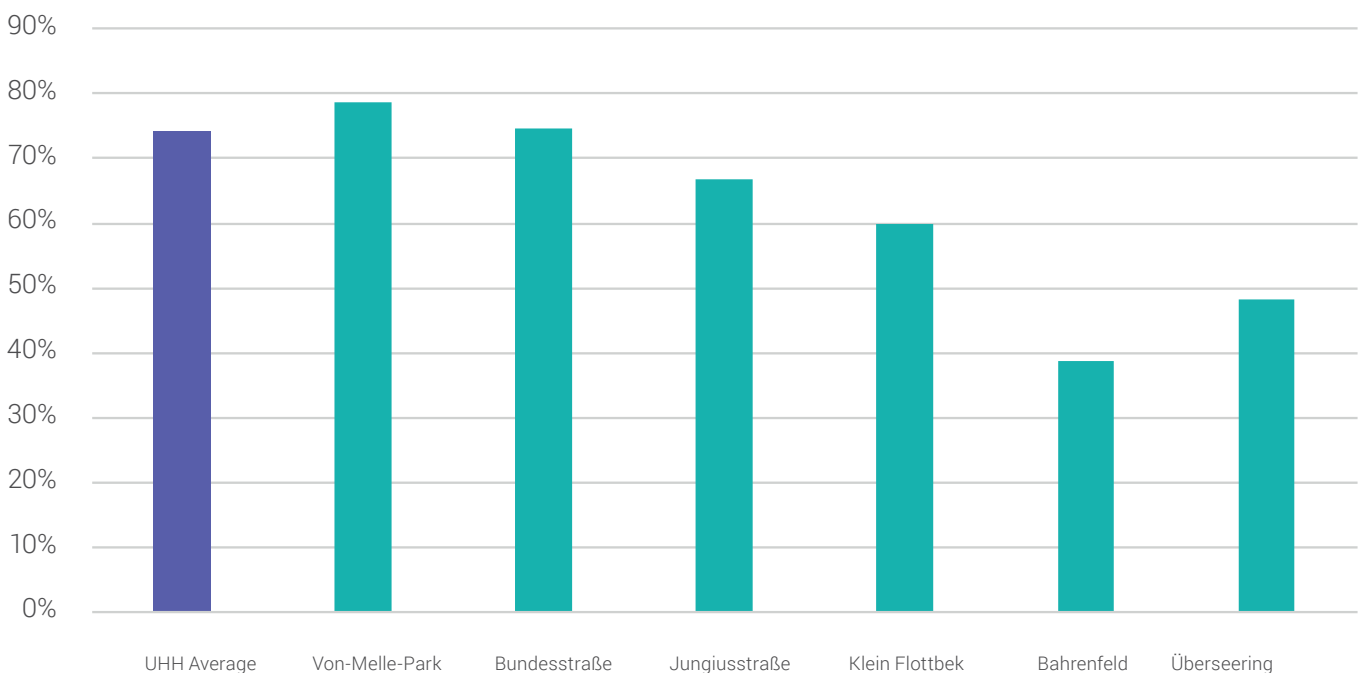
757

COMMENTS

STUDENTS IN INNER CITY CAMPUSES HAVE A BETTER ARRIVAL EXPERIENCE

Students were asked how they travel to campus, and to rate their satisfaction with their arrival to university. Figure 43 shows the scores across the different campuses compared to the average score of 74%. The inner-city campuses had much higher scores compared to Bahrenfeld and Überseering, where students rated their experience much more poorly. This can largely be attributed to the availability of public transport and connectivity.

Figure 43: Arrival Scores by Campus



Figures 44 and 45 demonstrate the most popular modes of travel used by students, also broken down by campus.

Figure 44: Most popular mode of travel

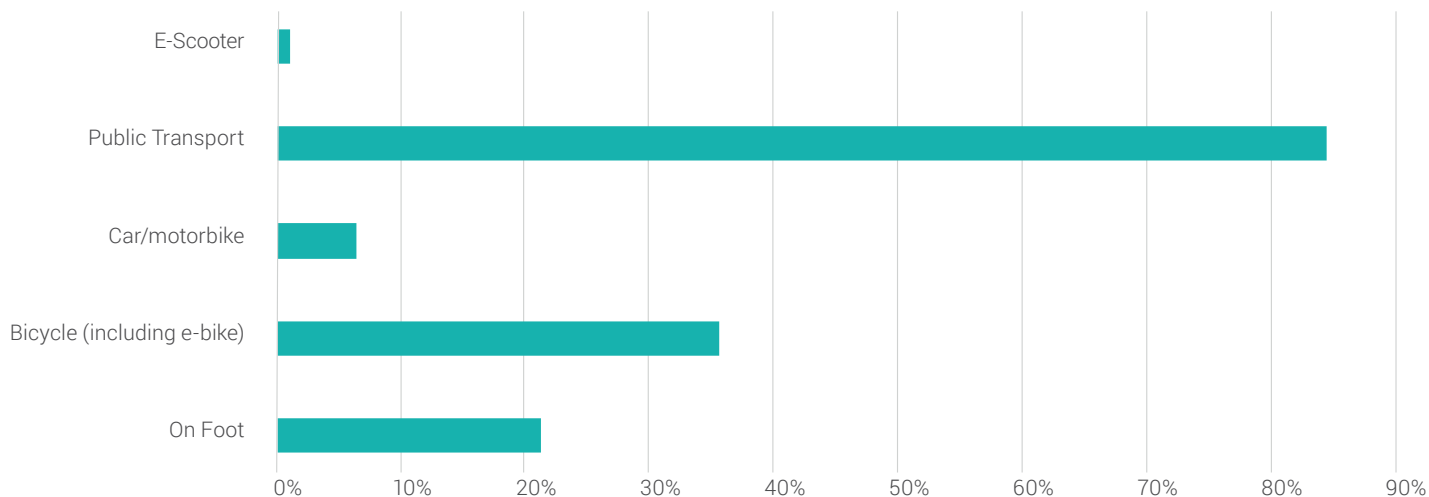
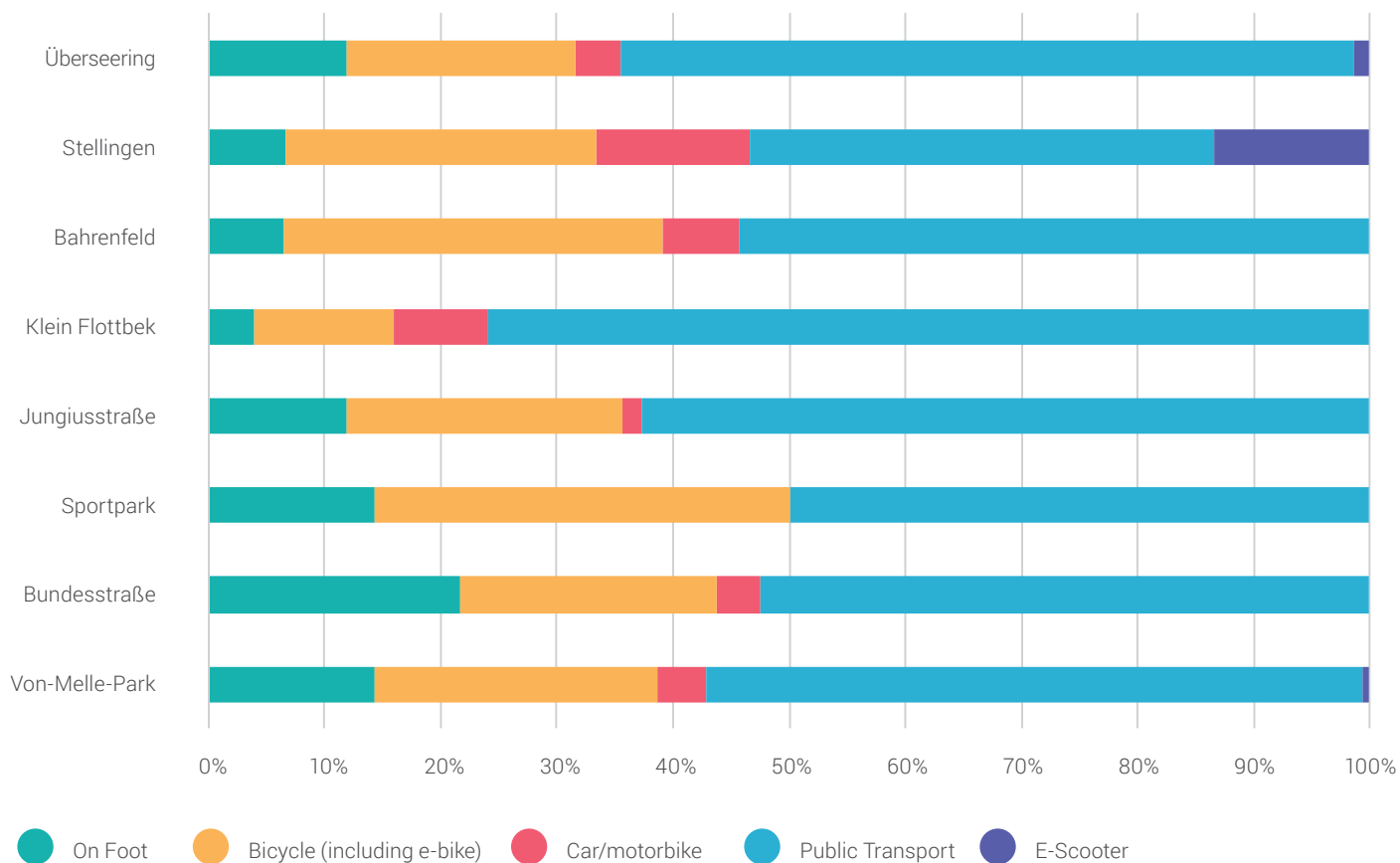


Figure 45: Mode(s) of Travel by Campus



Campus	Summary of feedback
Von-Melle-Park	<ul style="list-style-type: none"> • Public transport is close to the VMP campus but neither trains nor buses are reliable, which is problematic for attendance • Buses are often overcrowded • Students specifically mentioned the lack of safety due to short crossing times at the pedestrian crossing by Dammtor to the ESA main building • The main issue identified is a lack of bike storage on campus, closely followed by bike lanes to increase campus safety • Students felt a train/metro station on campus or close to campus would be beneficial • Students requested increased bus connections along Rothenbaumchaussee to support students at the Rechtshaus
Bundesstraße	<ul style="list-style-type: none"> • Overwhelming proportion of students described issues with bike storage – both traditional bike racks and covered storage. Cycling appears to be the main mode of travel to the campus so the University needs to provide adequate infrastructure. • Some students mentioned issues surrounding the provision of car parking spaces and the cost of parking • Students similarly mentioned unreliable transport and the need for more frequent transport, particularly buses
Sport Park	<ul style="list-style-type: none"> • Few comments, mainly in reference to better transport connections, bike racks and expensive parking • The students mentioned the availability of rental bikes
Jungiusstraße	<ul style="list-style-type: none"> • No overarching issue – students commented on lack of bike racks, bike lanes, proximity to bus stop
Klein Flottbek	<ul style="list-style-type: none"> • Students commented on the large distance between campuses and unreliable public transport impacting their arrival experience
Bahrenfeld	<ul style="list-style-type: none"> • Students most commonly commented on the need for better transport connections, while also requesting a station close by or on campus • Given this lack of direct transport connections, students are frustrated with congestion and traffic, and unreliable travel to the campus
Stellingen	<ul style="list-style-type: none"> • Few comments – students want better connections of public transport including more frequent buses
Überseering	<ul style="list-style-type: none"> • Construction is the main issue, which impacts the location of bus stops. Students commented on better connection to public transport • Students also commented on the large distance between the campuses

INCREASED NUMBERS OF BICYCLE STORAGE FACILITIES WILL IMPROVE THE ARRIVAL EXPERIENCE FOR MANY

A large proportion of UHH students travel to university by bicycle, and therefore require secure bike storage. Students raised concerns about the difficulty in finding bicycle storage, while also highlighting the need for weather-protected bicycle storage facilities. With increased bike usage, students also requested additional amenities including repair stations and changing/shower rooms.

More covered parking spaces (so that e.g. the helmet can be connected but not rained on)

More and especially secure parking for bicycles – ideally inside/covered and accessible only to students. Shower facilities on campus

Safe and weather-protected bike racks would ensure that I would ride my bike to the university more often (even in bad weather)

I would be very happy to see bike regulation (e.g. via signs or markings) – often I don't know where I'm allowed to ride and where maybe not



“I like to ride my bike to college, but sometimes there aren't enough bike racks. Maybe the stands could be moved a bit more to the side or to the wall of the building to use the space in the middle differently.”

STUDENTS FIND IT DIFFICULT TO NAVIGATE AROUND BUILDINGS AND CAMPUSES

The overall score for wayfinding was lower than the global benchmark. The wayfinding score tends to be lower when students have difficulty navigating to both buildings and rooms. Scores are not always related to campus size. For UHH, the main issues relate to locating rooms, accessibility, and a lack of maps and signage.

The wayfinding scores were significantly lower for Klein Flottbek and Bahrenfeld (Figure 46). Promotion students scored more poorly (36%) compared to Bachelor (46%) and Master (42%).

Poor wayfinding can lead to space utilisation issues. If students cannot easily get into areas they are allowed to use, or are unsure where they are allowed to go, they are less likely to use spaces. If UHH adopts some recommendations within this report for more social and informal spaces, the location and wayfinding are

important considerations to ensure students can easily locate spaces and feel welcome.

I often feel insecure when looking for the rooms, I don't know which corridors I am allowed to use to find the rooms or how I can best get there

Figure 46: Wayfinding scores by campus

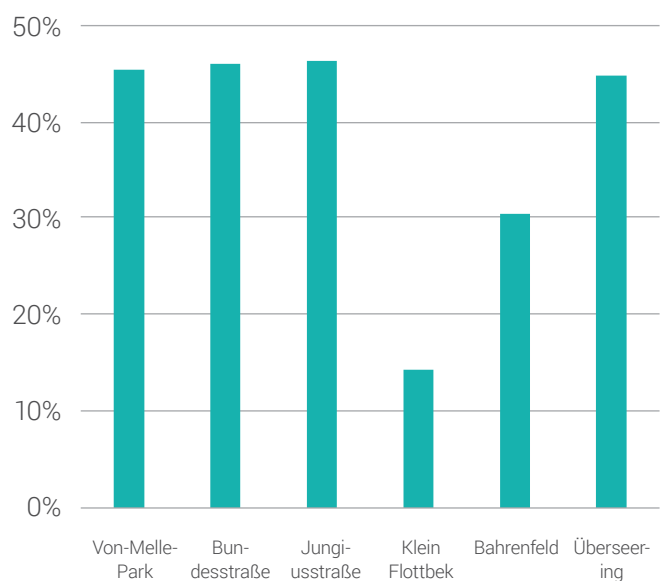
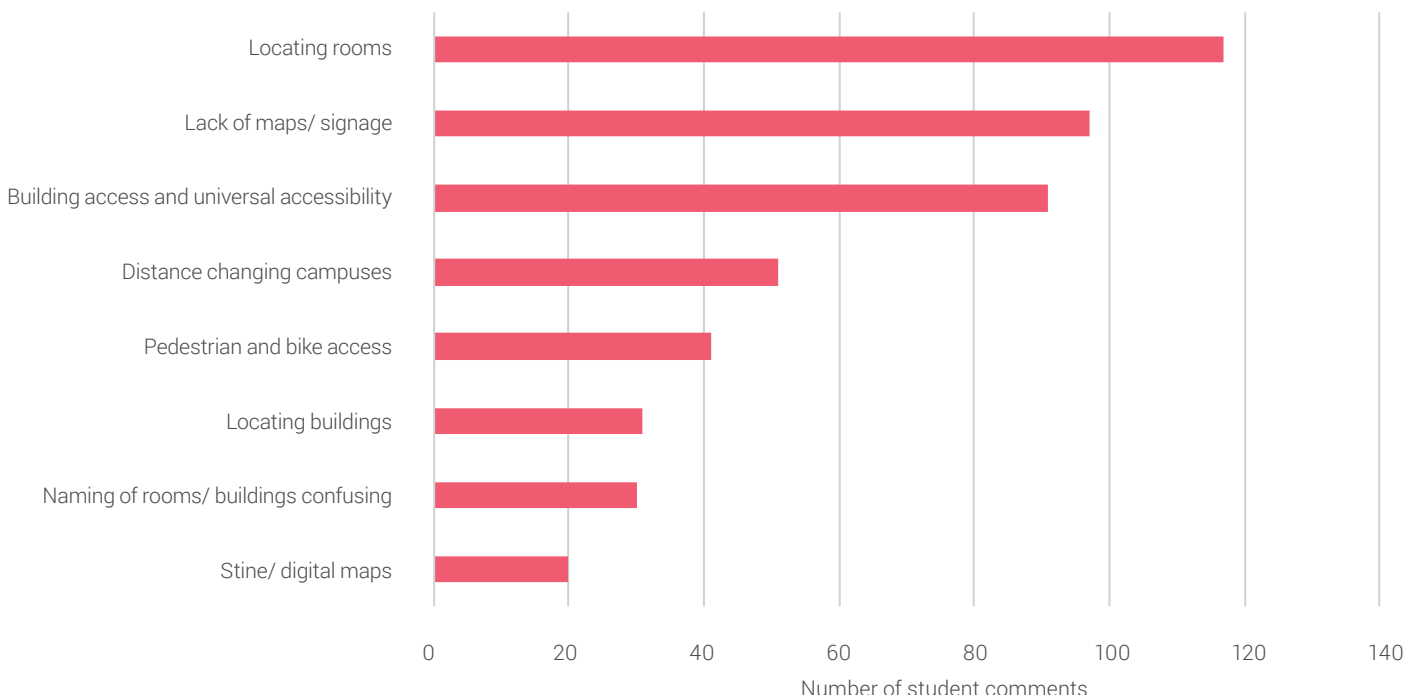


Figure 47: Key wayfinding issues



NAVIGATING TO ROOMS CAUSES IS PARTICULARLY FRUSTRATING

Locating rooms is a core issue for UHH. Timetables, physical and digital maps do not always align and naming protocols are not always intuitive. As a point of comparison Figure 48 shows wayfinding issues for a high-ranking urban campus in Australia. This campus had almost exactly the same number of respondents (708). Locating rooms is an issue for 55 students, compared to 117 for UHH. Building access (lifts, doors and stairs) and universal accessibility were also much higher for UHH.

Some students move around to multiple buildings for their classes, and orientating themselves is difficult due to inconsistent numbering of levels and rooms. They are using the evacuation plans to locate rooms. The physical signage could be more consistent to help locate buildings, but physical signage to locate rooms is difficult so a better digital solution is recommended.

I have often had to help out as well as ask others questions myself, you don't understand the plans on campus until you know the buildings. Wiwi bunker has 4 digit room numbers, Erzwiss 3; no discernible system behind it.

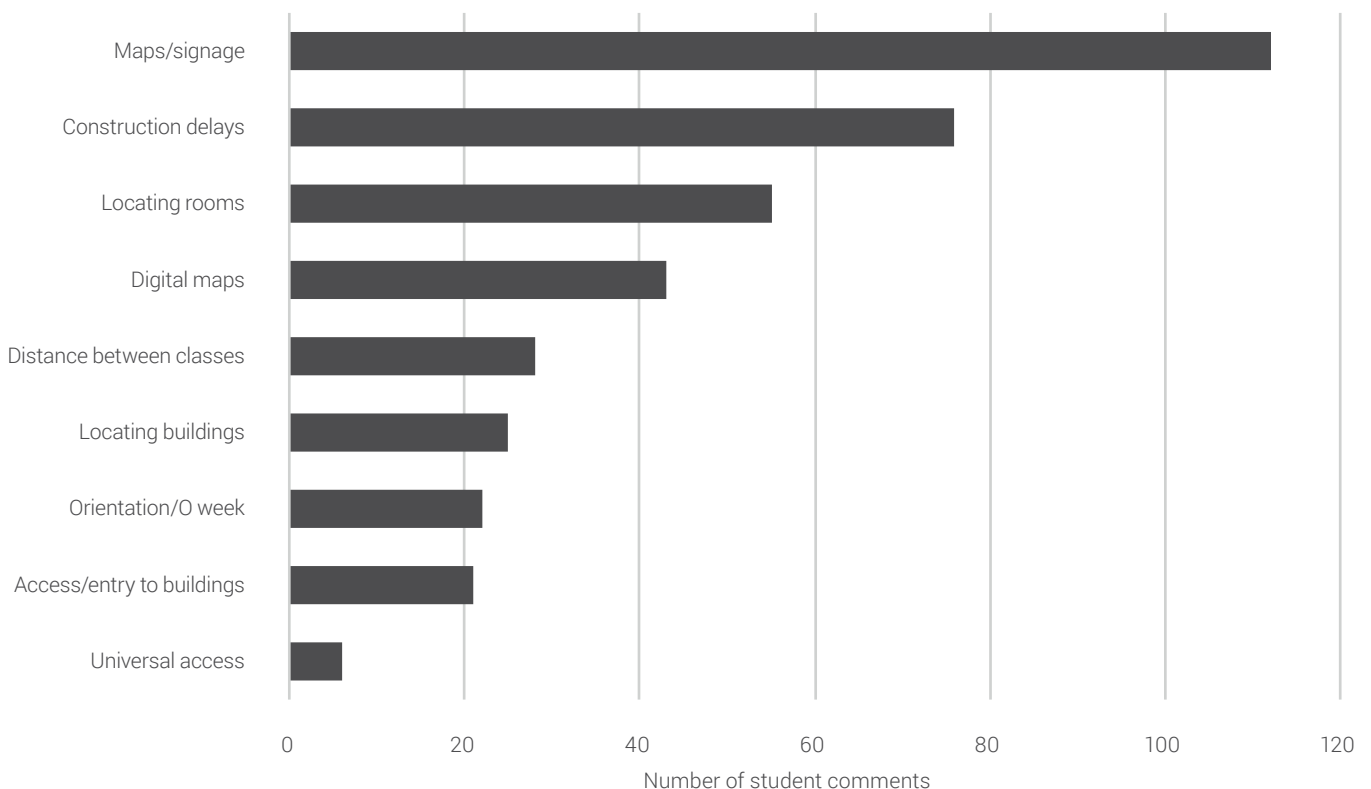
If you don't already know where to go, you usually can't find the building on your own without quite a bit of effort. The campus map is hard to use on mobile devices such as a smartphone or tablet.

For Bahrenfeld you have to rely on a poorly labelled PDF. ... the clutter of the UHH website doesn't make things easier to find.

In Stine, unfortunately, there are no maps of where the lecture halls are located in the buildings. The names of the lecture halls sometimes do not correspond to the names of the subject areas (e.g. Physics AP)

University-wide uniform signage would be good, if you don't know your way around somewhere the signage is way too inconspicuous

Figure 48: Wayfinding issues (Internationally competitive urban campus, Australia)



We need a room map where you can enter your room designation online and then a site map opens up. In the Wiwi bunker you can search forever, and even in the Rhs no one is clear which basement is now "BG".

In some buildings the site plan is incomprehensible, incomplete and outdated so that you have to ask or search in the building. A modern digital site plan with which all rooms can be easily found would be nice.

Some buildings have multiple entries, multiple elevators and hallways that lead to different places. Students don't feel like it is an intuitive process to find the way from A to B. VMP 5 is particularly problematic. There were 160 location-specific comments for wayfinding, and VMP 5 was mentioned in 41% of these. As a point of comparison ESA was the next most popular location, mentioned in 8%. Because VMP 5 also is quite closed, with little daylight access, it is hard for people to know where they are when they come out of a lift or elevator.

Rooms in VMP5 are partially accessible only through certain stairways. Since I have several courses with different risers, I still mix them up a lot.

Everything works well, only in VMP5 I regularly get lost, the numbering and corridor guidance is quite opaque and could be better signposted already on the ground floor, e.g. by indicating where which rooms are or by writing the staircase to the rooms

In the WiWi-Bunker it is sometimes hard to find the right staircase or not to get lost in the corridors

In the first semester I would have liked to have a description of where which seminar rooms are located. If you don't know the VMP5 building, you can't see at first sight which entrance (A,B,C) it is.

For some rooms, it is difficult to figure out which building they are in. Especially if you don't normally spend time in these buildings. For example, it took a bit of time as a science major to figure out what the WiWi bunker was and to find the room of a language course.



"Detailed campus maps of Von Melle Park would be great (Where is what room? How do I get to the building? Where is the entrance?)"



"Entrance VMP5 Staircase B: there is no signage at all. Externals cannot see that there is a stairwell/elevators here. The staircase and the seminar/office rooms are also not signposted."

STUDENTS DON'T ENJOY TRANSITIONING BETWEEN CAMPUSES

In addition to the fact that dispersed campuses affected feelings of belonging (Section 1), some students find the distance between buildings or campuses too far to get to their destination on time and some campuses are not well connected by public transport. This supports the need to rationalise campuses to make it easier for students, and to reconsider faculty timetabling issues in the interim.

Getting from Jungiusstraße to other campus buildings often takes a lot of time. E.g. we often have to walk from Jungiusstraße to Sedanstraße or to the Geomatikum and that often takes 25 to 30 min

The campuses are so far apart that it is almost impossible to be on time, especially as a teaching student when you are commuting between MLK, Flottbek, VMP 8 and Ü35 in half an hour and the faculties do not adhere to the time slot model.

The faculties are too widely scattered throughout the city. The travel time between Von-melle-Park, Überseering and Klein Flottbek campuses make attending some events impossible in terms of time

I didn't expect to have a class in Max Brauer Allee.

At the beginning of my studies I had difficulties to switch between the rooms on the Desy campus (e.g. Lecture hall 61) and those in Notkestraße 9; the commute takes a long time, sometimes 15 min are lost and there is not enough time to eat.

It takes a relatively long time to get from the Musicology Institute to the university and the refectories, so you can't just go there in between



“Teachers study in at least two, usually more like three faculties, and these are usually across several locations. I commute between the main campus, the Martin-Luther-King campus, Klein Flottbek and Überseering 35. It's stressful, teachers don't usually stick to the time slot model and it's sometimes impossible to attend classes one after the other.”

In the first semester, I had to change campuses several times a day because the modules were distributed throughout Hamburg (e.g. IZ, IPM or at the Fischmarkt). This often led to delays because the breaks between two modules were insufficient or very short.

Klein Flottbeck is very remote and it takes a while to get there. If the S-Bahn does not run, you hardly have a chance. Therefore, a parking lot that students are also allowed to use would be beneficial.

Buses that only go around the university campus commute at regular intervals, so normal public transportation is sometimes not as crowded at peak times.

THERE ARE SOME BUILDING ACCESSIBILITY ISSUES

There were a significant number of comments related to getting into buildings and rooms. Some of these were related to universal access, and other issues such as locked rooms and difficulty finding entry points. As mentioned previously, this can make it very hard for students to fully utilise spaces and feel welcome in buildings. If the intent is to encourage students to stay around the campus for longer, they need to be able to move around easily and feel they are allowed into spaces.

Broken/restricted elevator in AP1 to SoWi Bib is a big problem

Not all elevators are always in operation (Geomatikum)

The elevators in the Ü35 are completely overloaded at peak times, so you sometimes have to wait 15 minutes for an elevator The building is not accessible

From Mollerstraße there is a through gate to the sports park, but sometimes it is closed. Then a very large detour has to be taken and that is annoying.

At first it is confusing to understand where all the campuses are. Especially when you have classes in multiple locations within a day. Some buildings (LIV on the UKE campus) are locked and you have to wait to be let in. The same applies to the Campus Research (UKE) seminar room on the 2nd floor.

the buildings are partially connected to each other on different levels & some doors are always open others can only be operated with a key. this can mean that you get out or in somewhere, but not back

Group study rooms or seminar rooms that are supposed to be available for learning are often locked (Campus Bahrenfeld)

To get to the lower level of the library you first have to go to the 1st floor, only to go down a flight of stairs again, although there is even a door at the bottom that leads directly to the foyer, which I think is stupid. Also, I believe large portions of 9 and 11 Jungiusstraße are not wheelchair accessible.

Some of the universal access issue reiterate points raised in safety, and designated access pathways around VMP being used by bikes and pedestrians.

I am chronically ill and getting to the building by Ernst Cassirer Park is a challenge, the stairs are a problem (ground level entrance or elevator would be very helpful)

Some buildings are not really accessible (a fellow student in a wheelchair has to be carried to a seat in the lecture halls by friends, otherwise he can only sit all alone behind the last row). I think this is a pity, because it makes contact with fellow students more difficult.

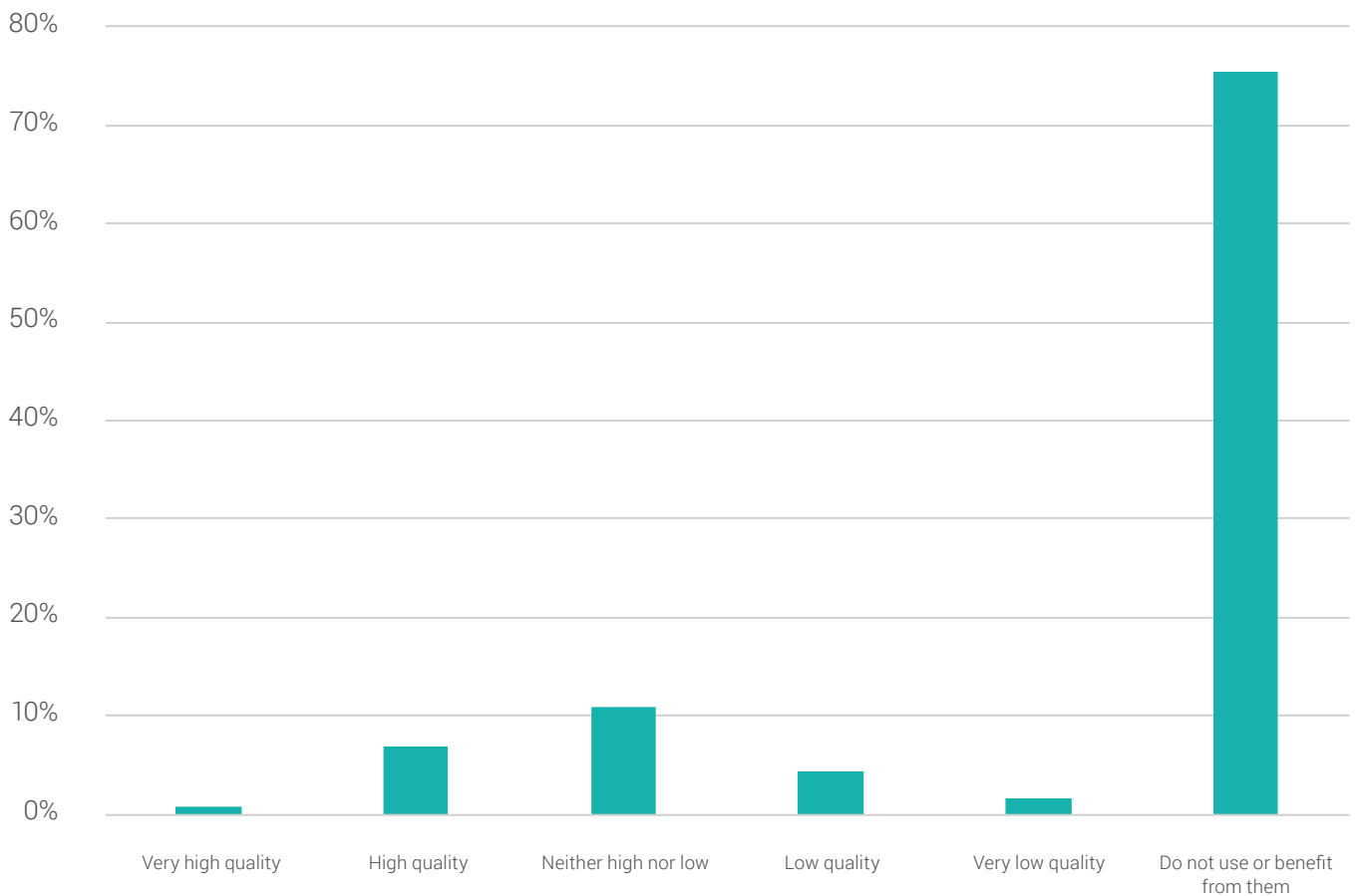
8 SPORTS AND STUDENT SUPPORT



STUDENTS ARE LARGELY NOT AWARE OF SUPPORT SERVICES AVAILABLE AT THE UNIVERSITY.

Students were asked a generic question about sport and support services provision at the University, and provided comments about the offers available alongside possible suggestions for improvement. Student support scores need to be treated with caution due to the low response rate for the question. The smaller number of comments means we cannot draw representative conclusions from the data.

Figure 49: Student Rating of Availability of Student Support



It is evident that a large proportion (75%) of students who responded do not engage or benefit from student support services on campus (Figure 49). Students most frequent comment regarding student support was that they weren't aware of services available to them. Students suggested increased social media presence or marketing of support programs would help to raise awareness of such offers.

Of the students that had used the support services available, they highlighted issues regarding long

wait times and too few spaces at the kindergarten. Limitations to student support often related to long wait times and individual staff members acting as barriers. Some commented on positive experiences from careers services, mental health support and support with impairments and disabilities.

The faculties of Business Administration and Law rated their experience slightly more positively than the other faculties..

