

University of Glasgow

Workspace Futures 2030

School of Education &

School of Social & Political Science

Diagnose Highlights

January 15, 2025

University of Glasgow

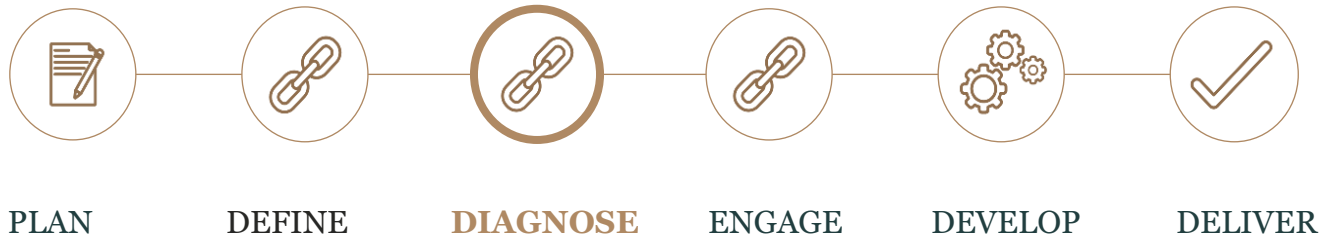
Steelcase

Applied Research + Consulting

SE + SSPS

Diagnose Methods & Audience

Research Methods



DIAGNOSE, 11th - 29th November 2025

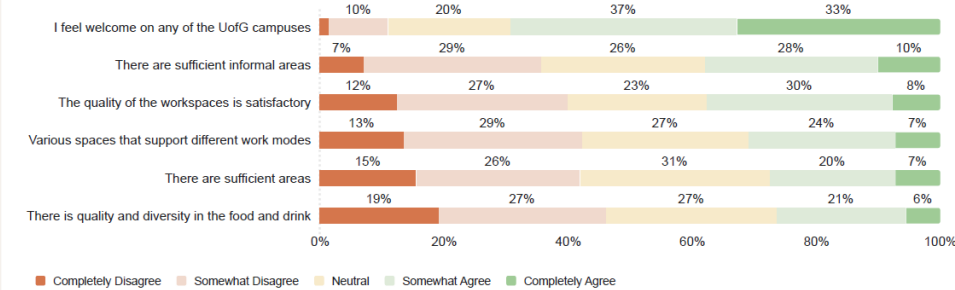
Understand how colleagues work today, how they desire to work in the future, and the scale and scope of the gap.

- ✓ Work Experience Survey
- ✓ Work Mode Study
- ✓ Observation

*Current and Future
Colleague Needs*

Work Experience Survey

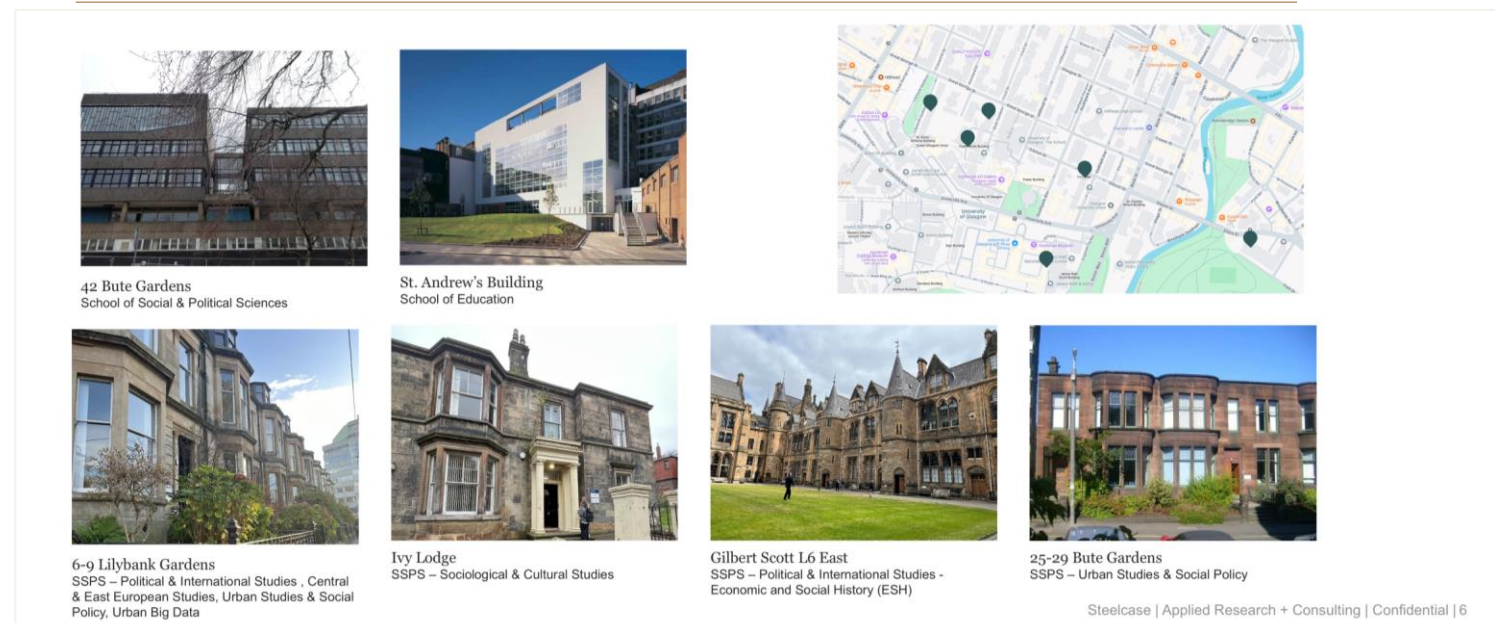
CURRENT CAMPUS EXPERIENCE



Work Mode Study

Alone Routine Tasks	Working alone on tasks that don't require significant focus and/or privacy. This could include course updates, teaching and assessment preparation.
Alone Deep Focus Work	Working alone on content that requires significant concentration and/or privacy. This could include new course/programme creation, grant applications, thesis assessment.
Collaborate Sharing information	Working with at least one other person to share information and updates. This could include teaching, advising and research/knowledge sharing activity.
Collaborate Creating content	Working with at least one other person to create content, share ideas, problem-solve or brainstorm. This could include research activity or team-teaching preparation.
Socialize Building connections	Building relationships with a colleague during informal conversations, shared coffee, lunch, etc.
Other	All other activities while working, including travel time, personal appointments, family commitments, etc.

Observation



Diagnose Audience



TOTAL PEOPLE	
	966



BY SCHOOL	
SofE	475
SofSPS	491



BY SUBJECT	
Education	475
Political & International Studies	177
Professional Services	57
Sociological & Cultural Studies	127
Urban Studies & Social Policy	130



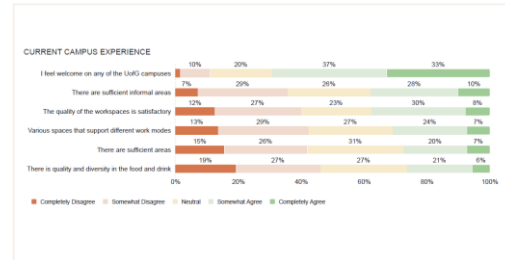
BY JOB FAMILY	
MPA / Technical	160
Research & Teaching	386
Research Assistant / Associate	89
Tutor / Demonstrator	331



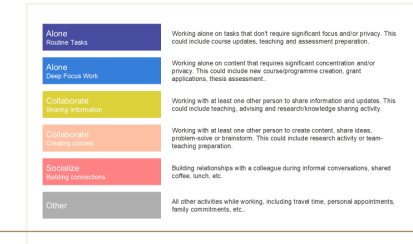
BY BUILDING	
42 Bute Gardens	297
St Andrew's Building	468
6/7 Lilybank Gardens/Ivy Lodge	65
25-29 Bute Gardens	76
Gilbert Scott Building	29
Other	8
8/9 Lilybank Gardens	23

Response Rates

Work Experience Survey



Work Mode Study



	Head count	FINAL RESPONSE Dec 2	
TOTAL	966	284	<i>Confidence level 95, margin of error 5%</i>
BY SCHOOL			
SofE	475	107	<i>Confidence level 95, margin of error 10%</i>
SofSPS	491	177	<i>Confidence level 95, margin of error 10%</i>
BY ROLE			
MPA / Technical	160	69	<i>Confidence level 95, margin of error 10%</i>
Research & Teaching	386	187	<i>Confidence level 95, margin of error 5%</i>
Research Assistant / Associate	89	16	<i>Confidence level 80, margin of error 15%</i>
Tutor / Demonstrator	331	12	<i>Confidence level 80, margin of error 20%</i>

	Head count	FINAL RESPONSE Dec 2	
TOTAL	966	114	<i>Confidence level 95, margin of error 10%</i>
BY SCHOOL			
SofE	475	43	<i>Confidence level 80, margin of error 10%</i>
SofSPS	491	71	<i>Confidence level 90, margin of error 10%</i>
BY ROLE			
MPA / Technical	160	31	<i>Confidence level 80, margin of error 10%</i>
Research & Teaching	386	75	<i>Confidence level 95, margin of error 10%</i>
Research Assistant / Associate	89	5	<i>dataset too small</i>
Tutor / Demonstrator	331	3	<i>dataset too small</i>

SE + SSPS

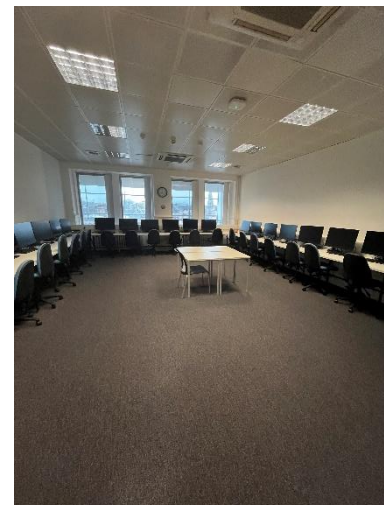
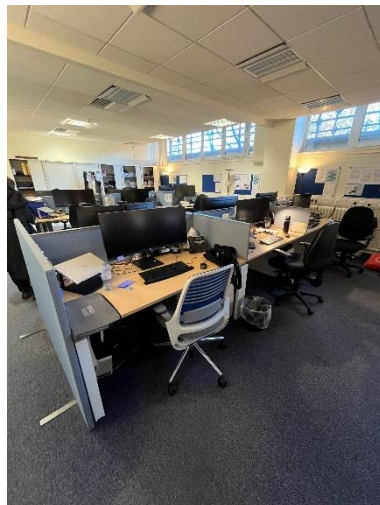
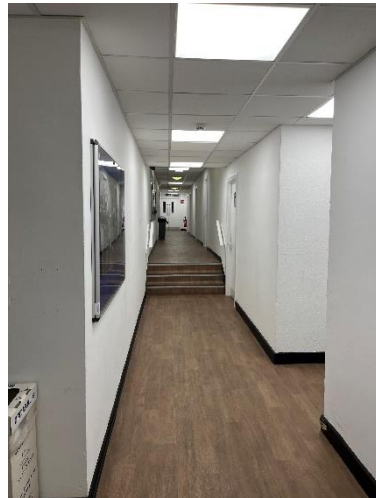
Diagnose Phase

Key Insights

Observation - Buildings Overview

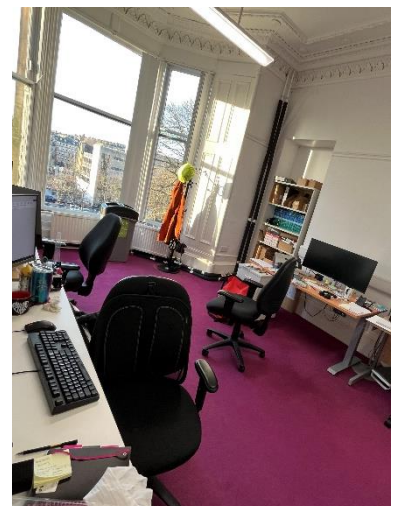
St Andrews & 42 Bute Gardens

- In contrast to the traditional buildings, St Andrews and 42 Bute Gardens are larger, and offer a wider variety of spaces to accommodate both staff and students.
- A wide mix of spaces; teaching spaces, staff offices, academic offices, meeting rooms, common rooms, kitchens supporting both staff and students
- There is a high student presence and therefore footfall can get busy.
- Subject areas are distributed across floors and corridors.
- Look, feel and layouts vary across both buildings.

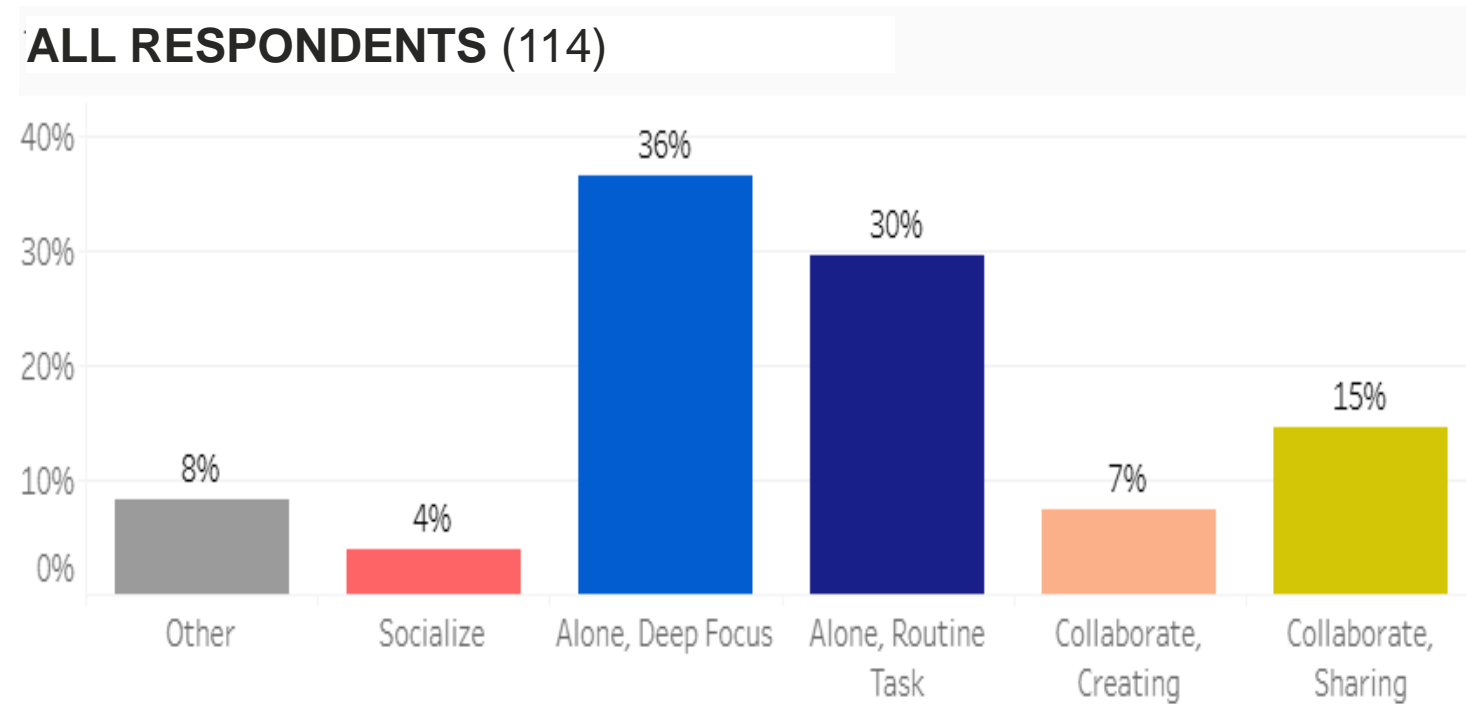


Ivy Lodge, Gilbert Scott L6 East, 25-29 Bute Gardens, 5-9 Lilybank Gardens

- Traditional buildings provide less options for those with accessibility needs.
- Spaces are predominantly made up of individual or shared offices, tea points and kitchens primarily for staff use.
- There is less student presence and limited teaching spaces in these spaces.
- Areas are allocated to subject areas and departments.
- There is some interaction between Ivy Lodge and Bute Gardens.
- Look, feel and layouts vary across all buildings.

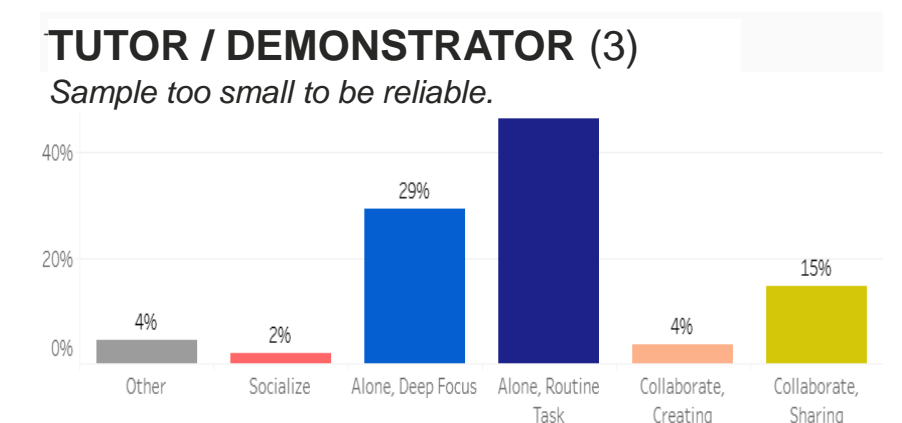
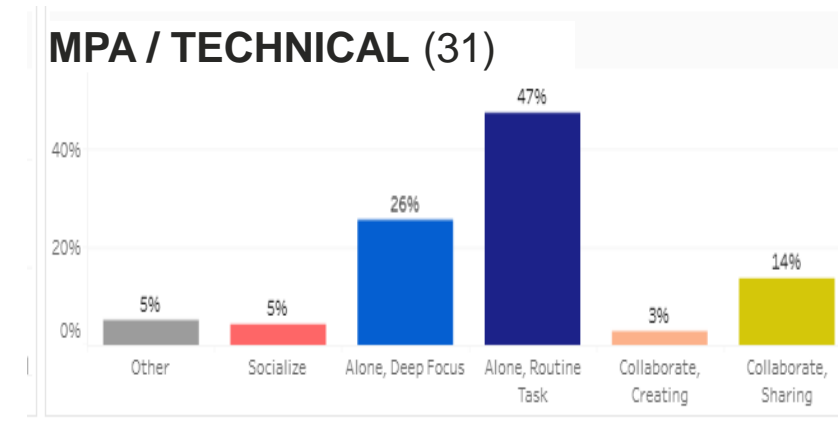
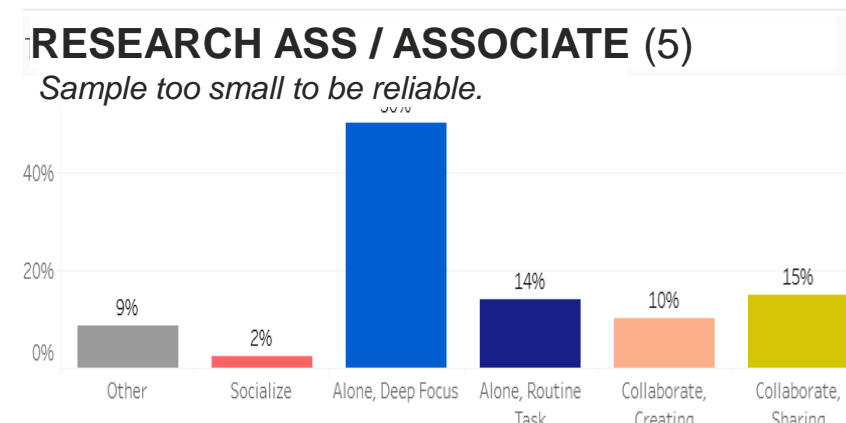
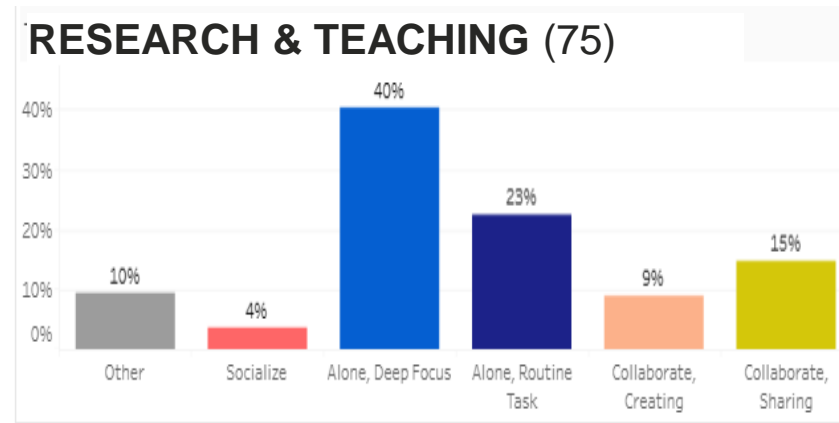


Work Mode Patterns



Individual work is predominant work mode

- Overall, the data show relative **consistency** in work mode patterns **between Schools**, but **significant variation in** work mode patterns **between roles**.
- Looking at the overall work mode pattern, regardless of location, 66% of time is spent in **individual work** with **‘Alone – Deep Focus’** as the predominant overall work mode (36%) across both Schools. There are slight variations between the Schools, but the pattern is similar.
- Individual work represents the majority of the worktime for all roles . Yet **‘Alone Deep Focus** is predominant for **‘Research & Teaching’** as well as **‘Research Ass. & Associate’***. Where **‘MPA/Technical’** and **‘Tutor/Demonstrators’*** show a predominance in **‘Routine Tasks’**.



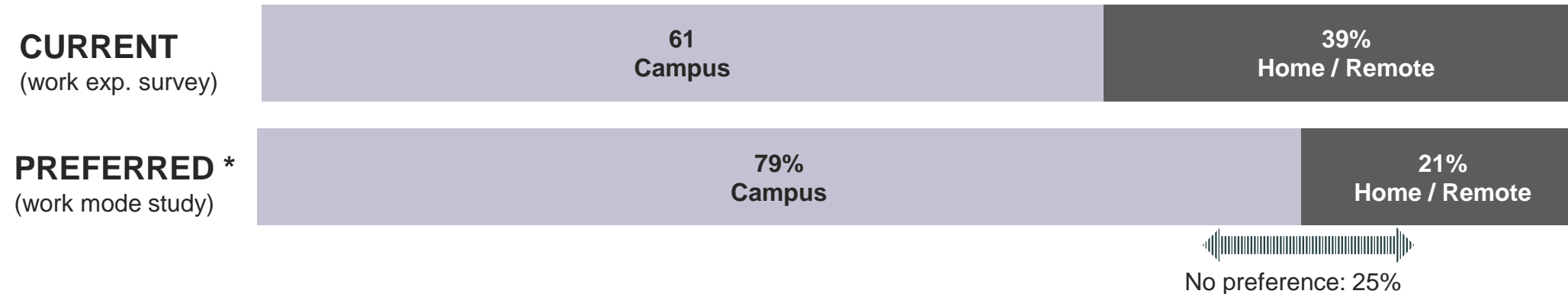
Deep Focus is predominant individual Work Mode.

Routine Tasks is predominant individual Work Mode.

Work Location – Current & Preferred

■ At Home / Remote
■ On Campus

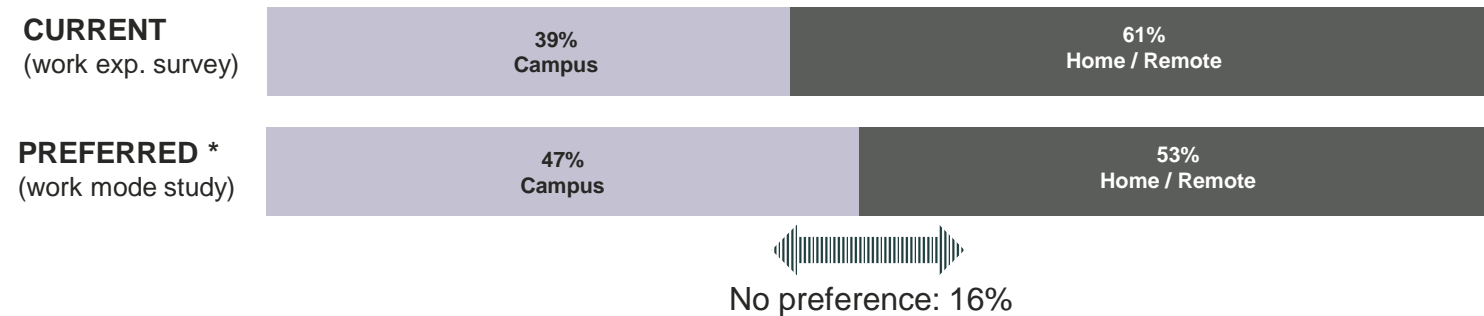
COMBINED RESULTS (114)



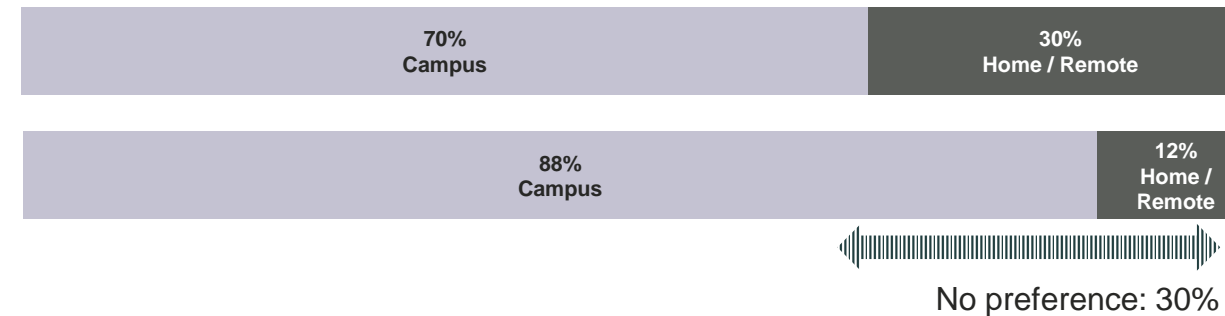
Campus as preferred location to work & teach

- Data for the 'Current work location' is taken from the results of the Work Experience Survey. Respondents were asked to provide an estimate of where they worked today (indicative)
- Data for the 'Preferred work location' is based the outcomes of the Work Mode Assessment. Respondents chose a preferred worklocation for each task over a period of 5 days using a virtual calendar.
- There is fluidity in the data for the 'Preferred work location' as a percentage of people indicated to have no preference for either location
- Overall the data indicate there is a preference to work on Campus with the exception of the role MPA / Technical.
- The roles Tutor / Demonstrator and Research Assistant / Associate show a significant gap between current and preferred work location. This can be due to the small datasets in both roles

MPA / TECHNICAL (31)

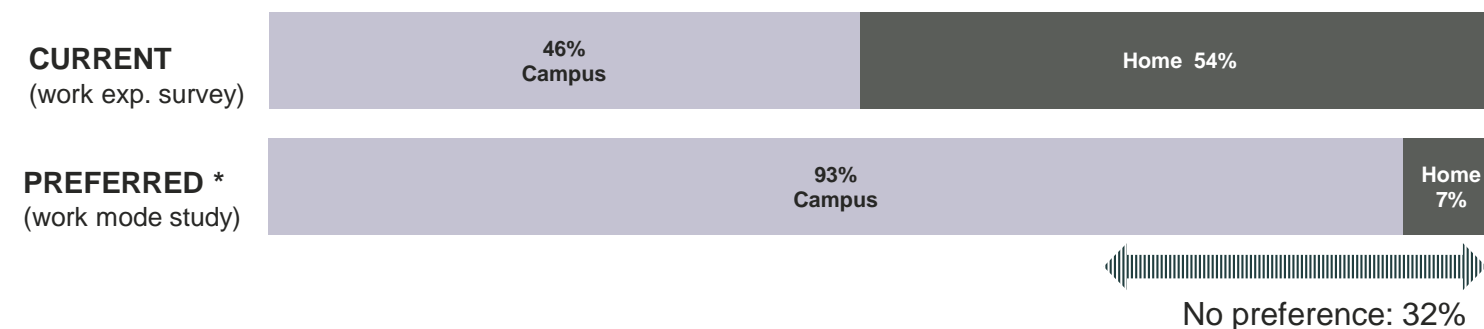


RESEARCH & TEACHING (75)



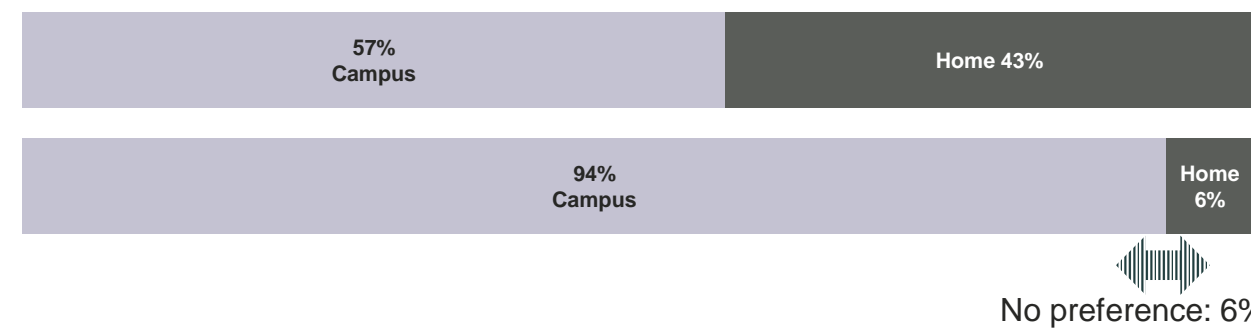
TUTOR / DEMONSTRATOR (3)

(Sample too small to be reliable)



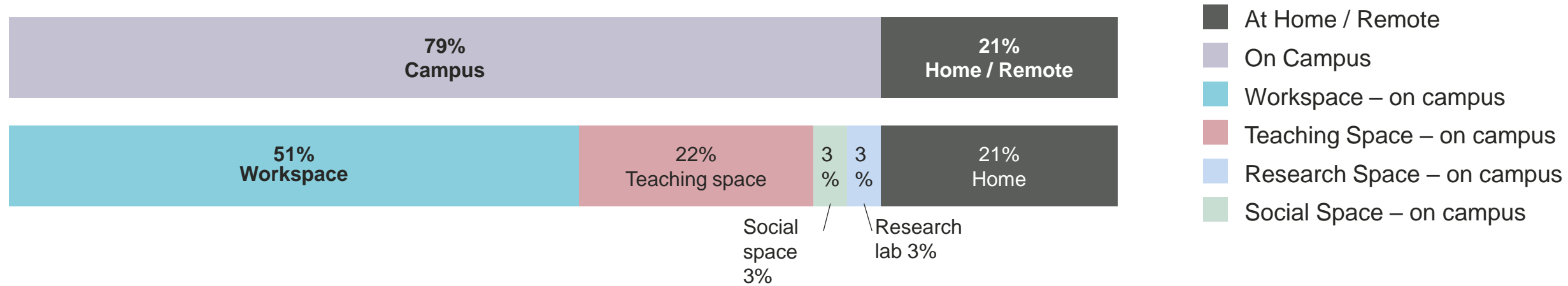
RESEARCH ASSISTANT / ASSOCIATE (5)

(Sample too small to be reliable)



Work Location Preferred

COMBINED RESULTS (114)

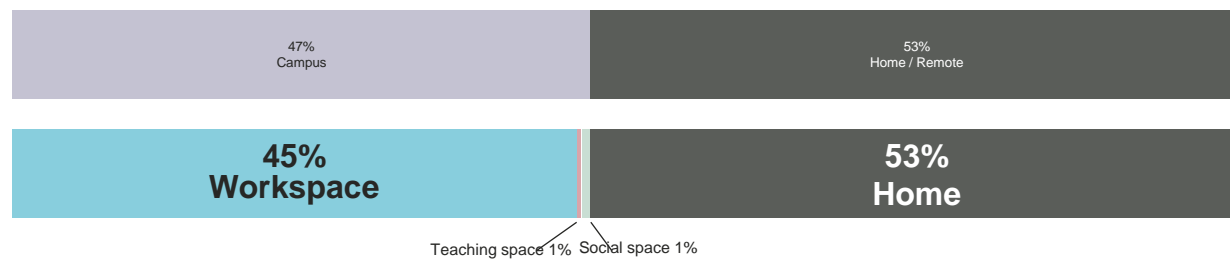


- At Home / Remote
- On Campus
- Workspace – on campus
- Teaching Space – on campus
- Research Space – on campus
- Social Space – on campus

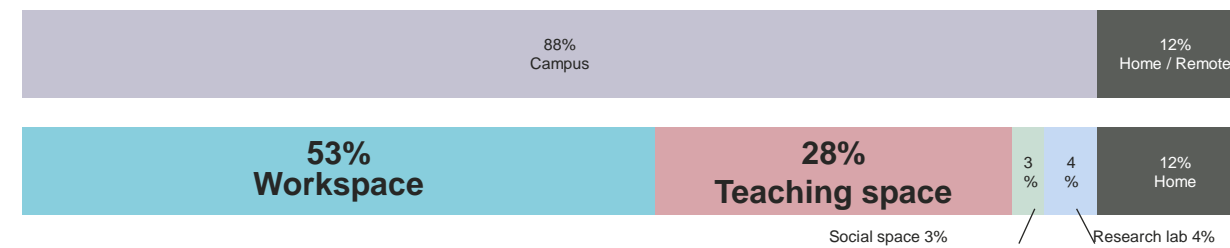
50% of work is done in Workspace

- Most roles work the majority of time **on Campus**, with the exception of the role MPA/Technical
- With the exception of the Tutor / Demonstrator role, all other roles work approx. **50% of time in the Workplace**
- Tutor / Demonstrator role work mostly in Teaching Spaces.
- The roles Research & Teaching and Research Assistant / Associate show similar patterns

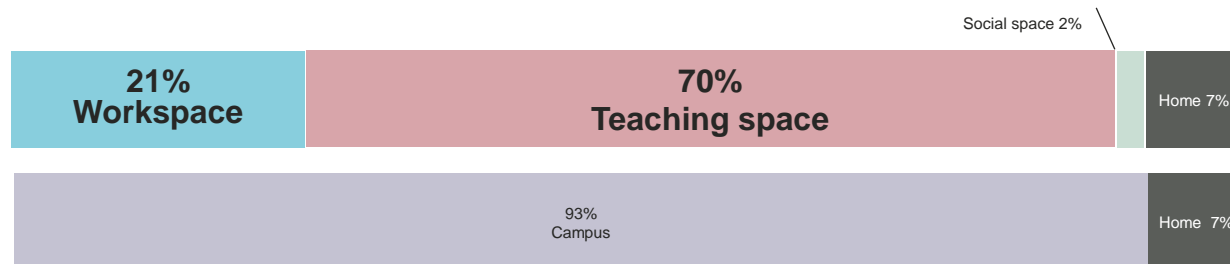
MPA / TECHNICAL (31)



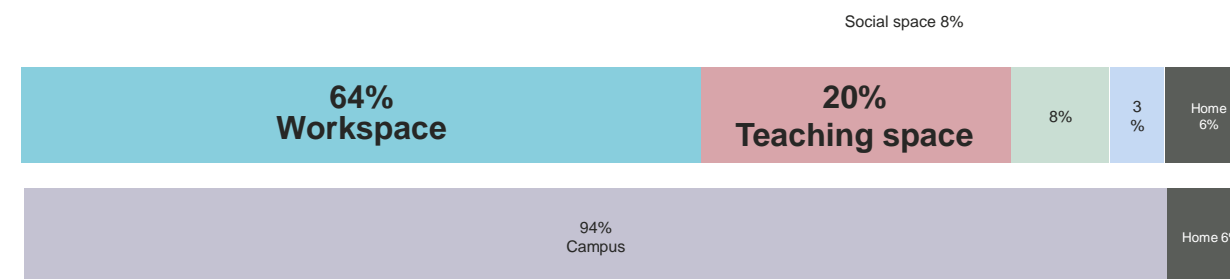
RESEARCH & TEACHING (75)



TUTOR / DEMONSTRATOR (3)
(Sample too small to be reliable)



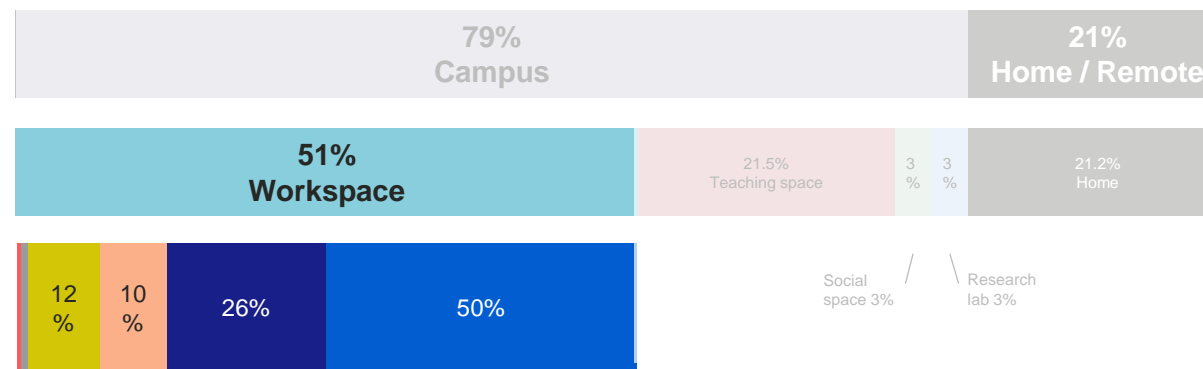
RESEARCH ASSISTANT / ASSOCIATE (5)
(Sample too small to be reliable)



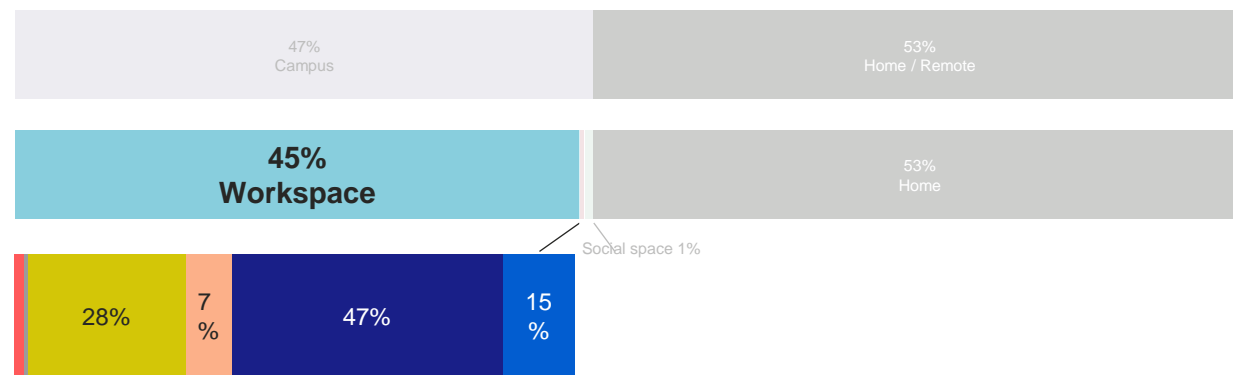
Work Modes in the Workspace

- Alone – Deep Focus work
- Alone – Routine tasks
- Collaborate - creating
- Collaborate - sharing
- Socialise
- Other

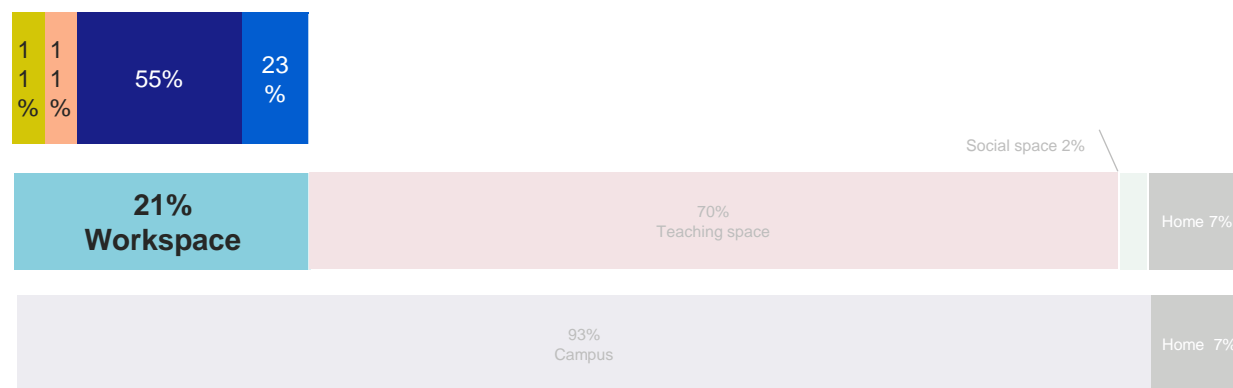
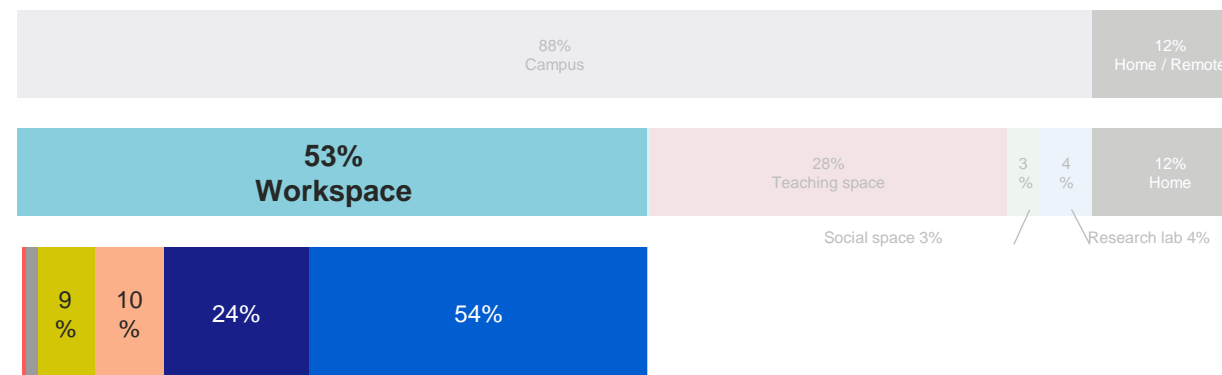
COMBINED RESULTS (114)



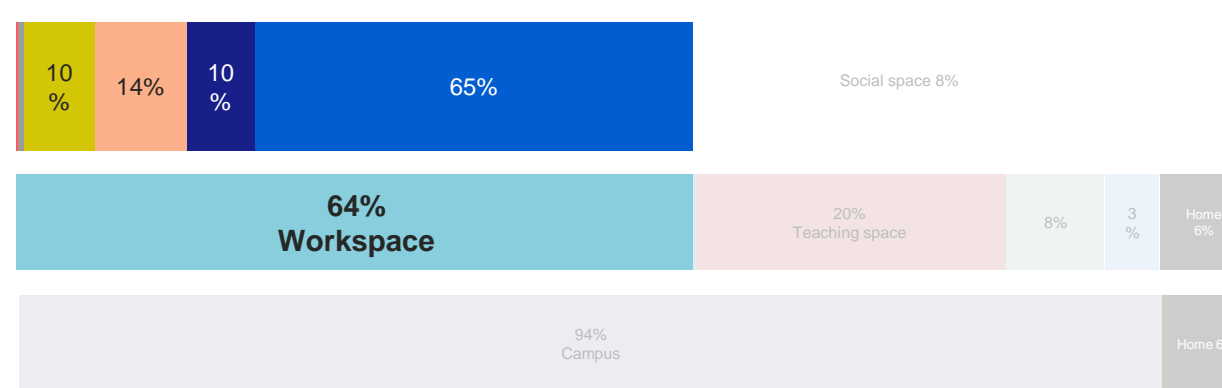
MPA / TECHNICAL (31)



RESEARCH & TEACHING (75)



TUTOR / DEMONSTRATOR (3) (SAMPLE TOO SMALL)



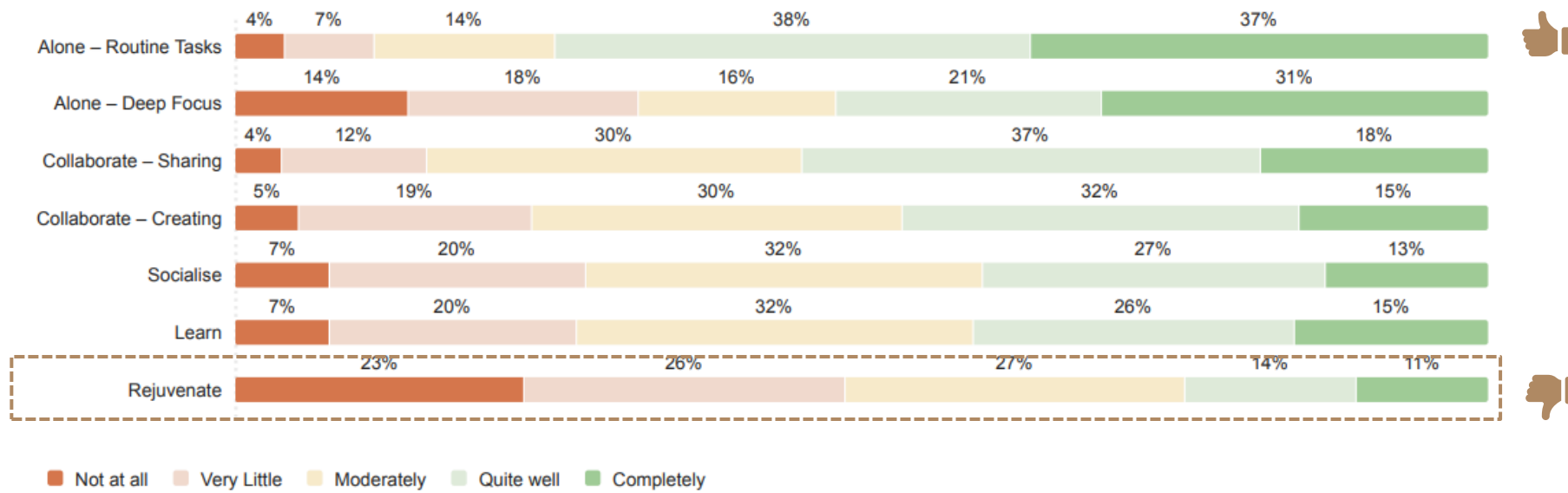
RESEARCH ASSISTANT / ASSOCIATE (5) (SAMPLE TOO SMALL)

Individual work: Deep Focus vs Routine Tasks

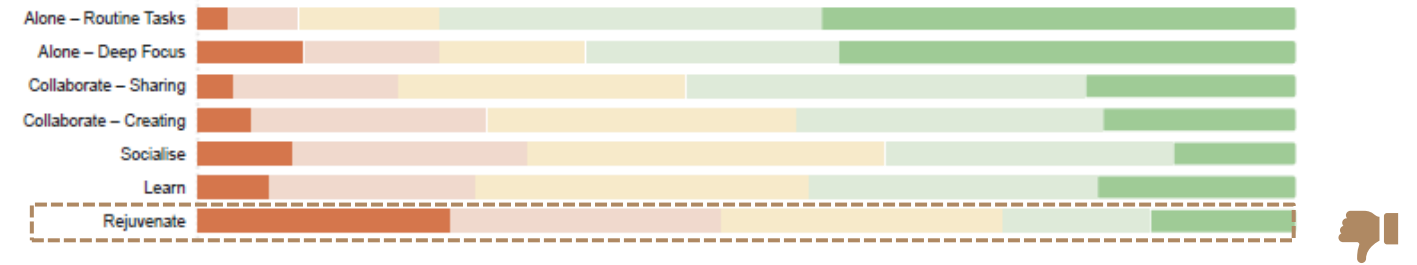
- For all roles, the individual work modes are predominant. Variation between roles:
- Individual Routine Tasks is predominant for MPA / Technical and Tutor / Demonstrator roles in the workspace. Deep Focus work is mostly done off site.
- Individual Deep Focus is predominant for Research & Teaching and Research Assistant / Associate roles. The workspace is the preferred location for Deep Focus work.

Work Modes supported in Workspace

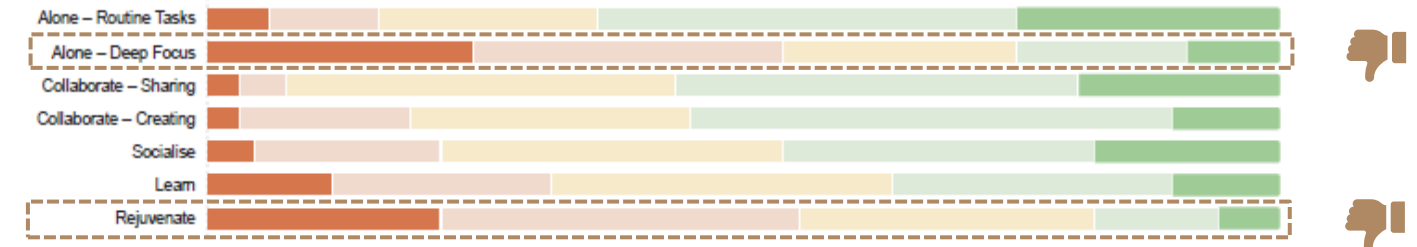
OVERALL RESULTS



RESEARCH & TEACHING



MPA / TECHNICAL



Alone – Routine

- The results show Alone – Routine Work is the work mode best supported in the current workspace.

Alone – Deep Focus

- The results show a difference in experience between roles: Research & Teaching roles indicate to feel better equipped in the workspace to do Deep Focus work than e.g. MPA / Technical roles.

Rejuvenate

- The results show consistently a lack of spaces to support rejuvenation
- Observation showed there are a lot of Tea points across all of the buildings which were either makeshift or functional tea points. Some have been personalised or decorated but most were minimal in design with predominantly instructional or protocol signage.
- Observations showed The Staff Commons Rooms are used and appreciated for breaks or social events. In some instances, there are signs indicating that these spaces are for staff only and not for students.



Tea points



Staff Common Rooms



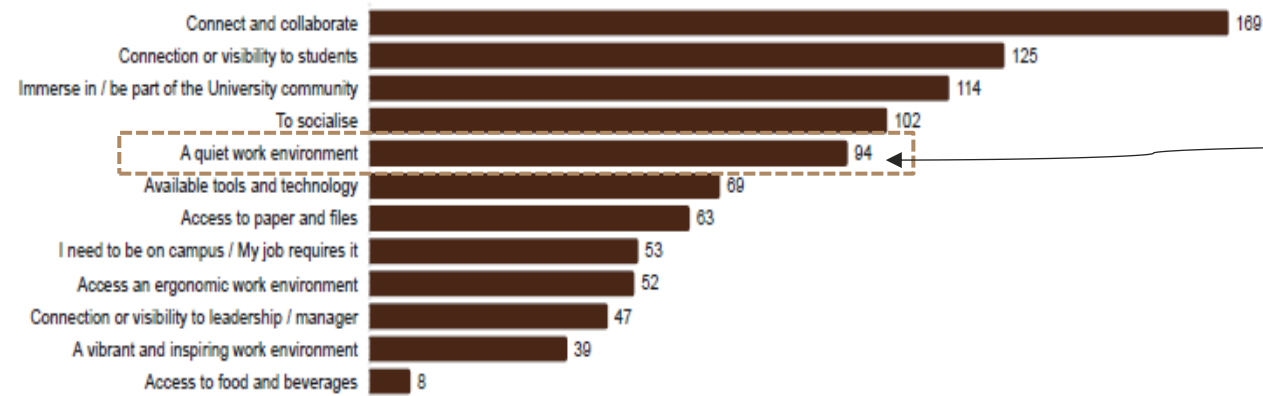
Individual Work - Deep dive

Deep Focus is the predominant work mode for the roles **Research & Teaching and Research Assistant / Associate**. These roles prefer working in the **Workspace** to do **Deep Focus** work.

Routine Tasks is the predominant work mode for the roles **MPA / Technical and Tutor / Demonstrator**. These roles prefer working at **home** to do **Deep Focus** work

RESEARCH & TEACHING

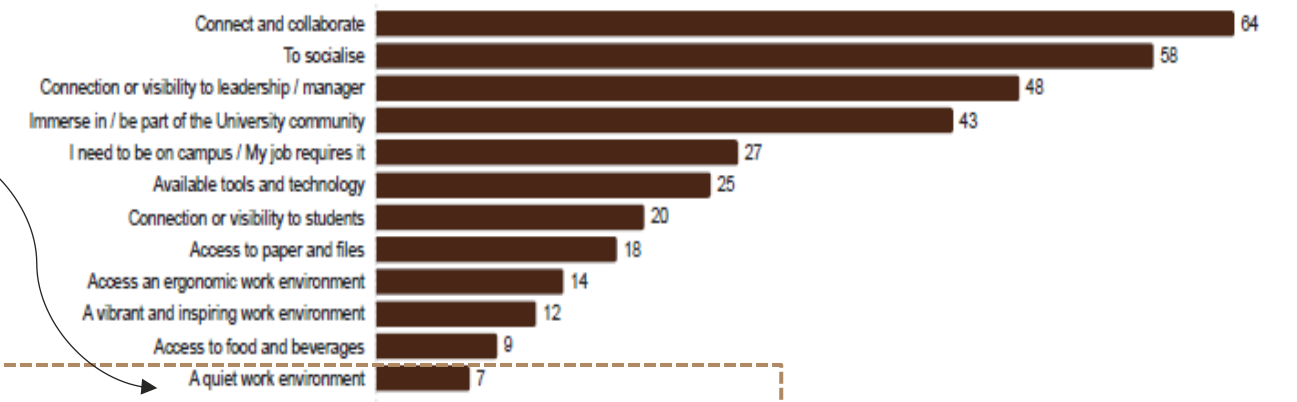
PRIMARY MOTIVATORS TO WORK ON CAMPUS



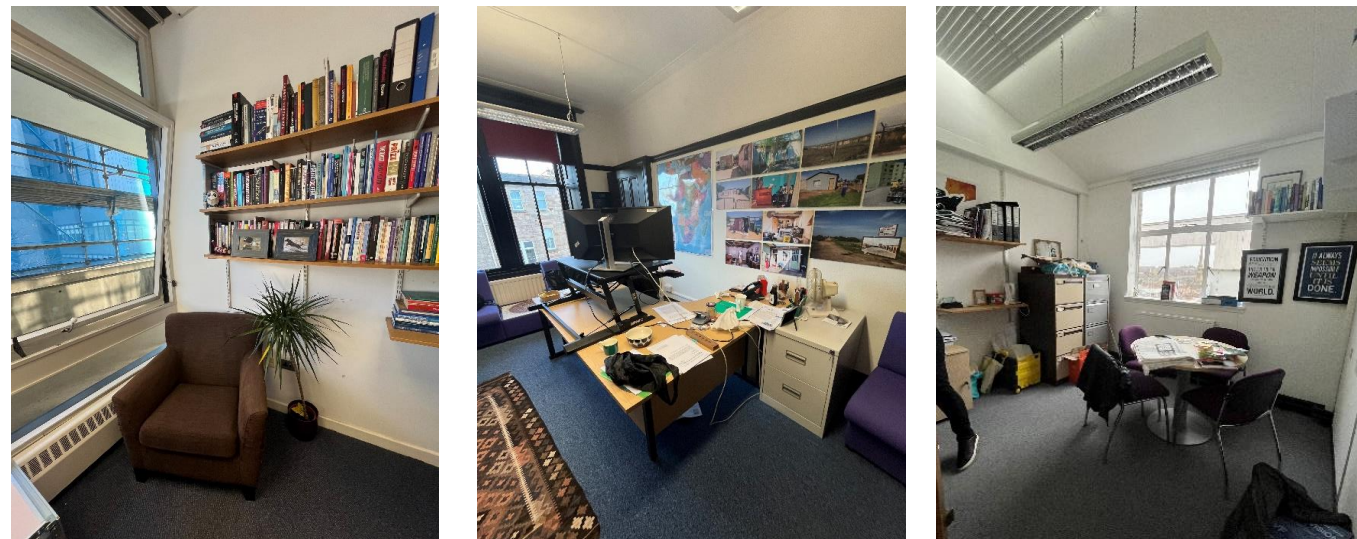
A quiet work environment

MPA / TECHNICAL

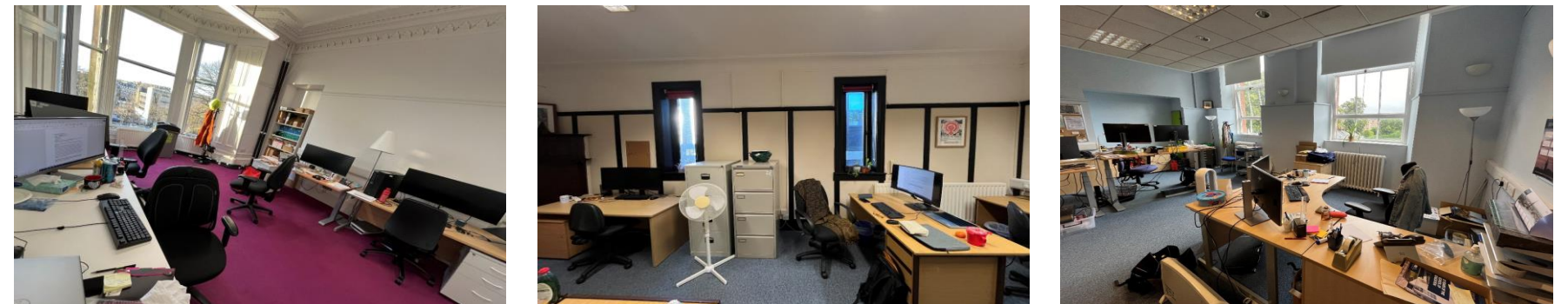
PRIMARY MOTIVATORS TO WORK ON CAMPUS



Research & Teaching work mostly in individual offices



MPA / Technical work mostly in shared group offices



Current Workspace – Observation and Contextual Interviews

Research and Teaching Workspace



- Academic offices are used by one individual or shared by multiple occupants.
- Private offices support a wide range of activities, such as academic studies and research, student meetings, phone calls, meetings with colleagues, recordings, grading, and reading. Meetings are a challenge in shared offices.
- Many academics prefer to meet students in their offices, though some indicated they might opt for alternative spaces depending on the situation
- Many academics have a substantial book collection within the office to support them in their work, in knowledge sharing and documentation. We also heard that academics prefer information at hand when collaborating or tutoring students
- Though some acknowledged this could be reduced, they don't have space to store them at home and it is also a reason to prefer to spend time in their private office.
- Some staff don't mind sharing whilst others would prefer not to, especially when they see vacant space or offices not being used around them.

MPA TECH Workspace



- Professional services teams in 42 Bute Gardens and St. Andrew's have a good team spirit and have formed a sense of community within their rooms.
- They shared that they are very comfortable with one another which enables collaboration and problem resolution.
- They have developed some protocols around anchor days, which motivates them to come into the office as they look forward to seeing their colleagues.
- They mentioned however, that they feel isolated within their space and team. Interaction with academics has significantly decreased since 2020, to the extent that they don't know who the new academics are.

Research Assistant Workspace



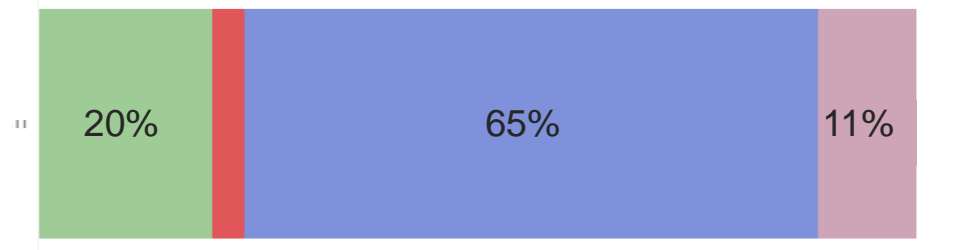
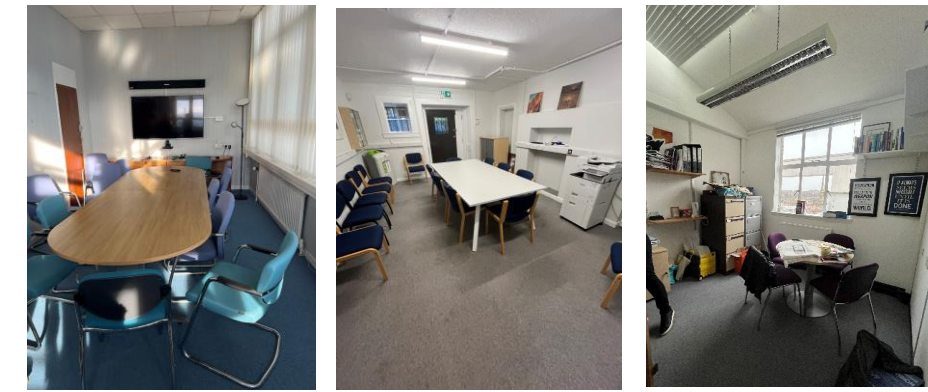
- Research assistants seemed to work from the office mostly, however their sense of community was not as strong as that of professional services, their work is not as collaborative within the room they're allocated to.
- Each building had their own groups which generally stayed within them unless to teach or meet at other parts of the campus.

Tutor Demonstrator Teaching Space

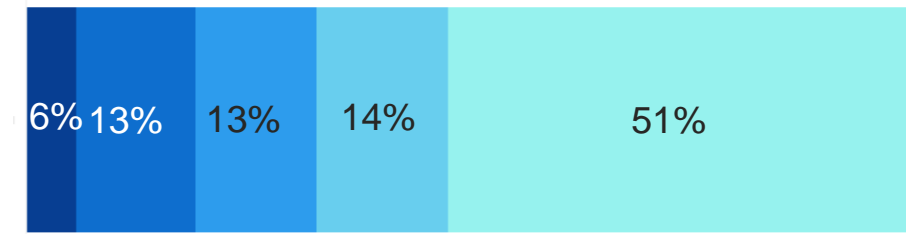


- Tutor demonstrator contextual interviews were not available at the time of observation.

Collaboration – Deep Dive (in the workspace)



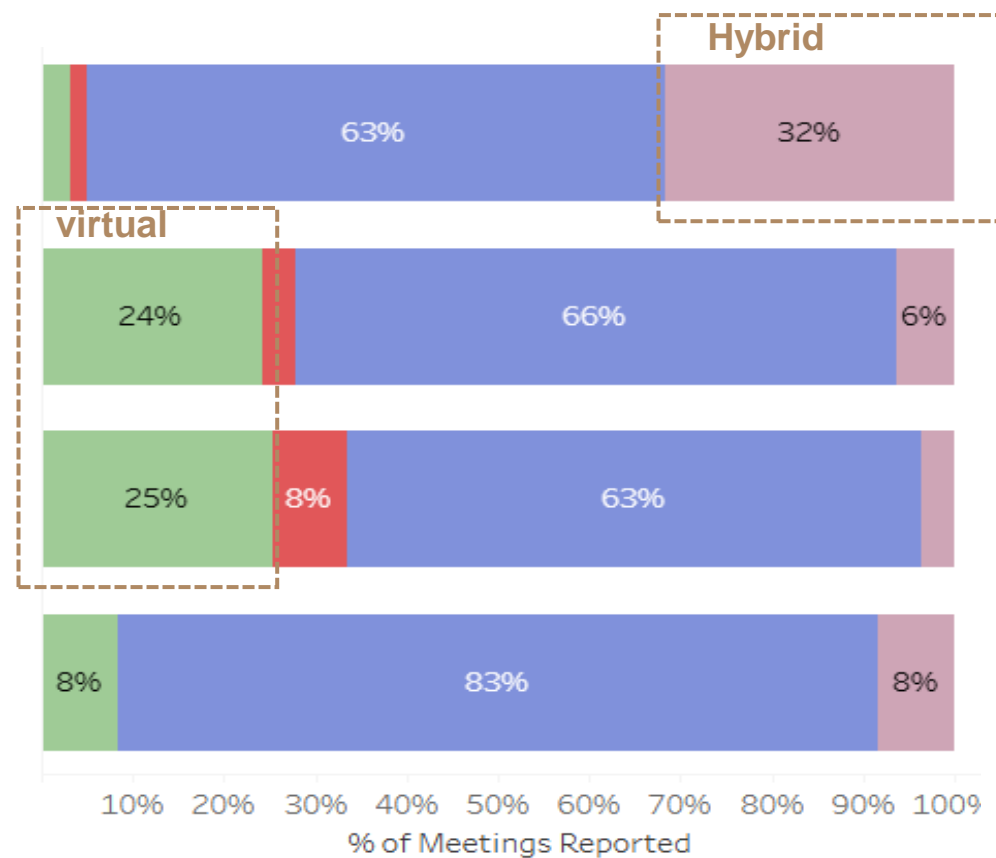
ALL (114)



Work Mode study indicates a high preference for face 2 face meetings – across all meeting sizes. Most meetings are small sizes, but significant **variation in meeting sizes** between roles.

MEETING TYPE

MEETING SIZE

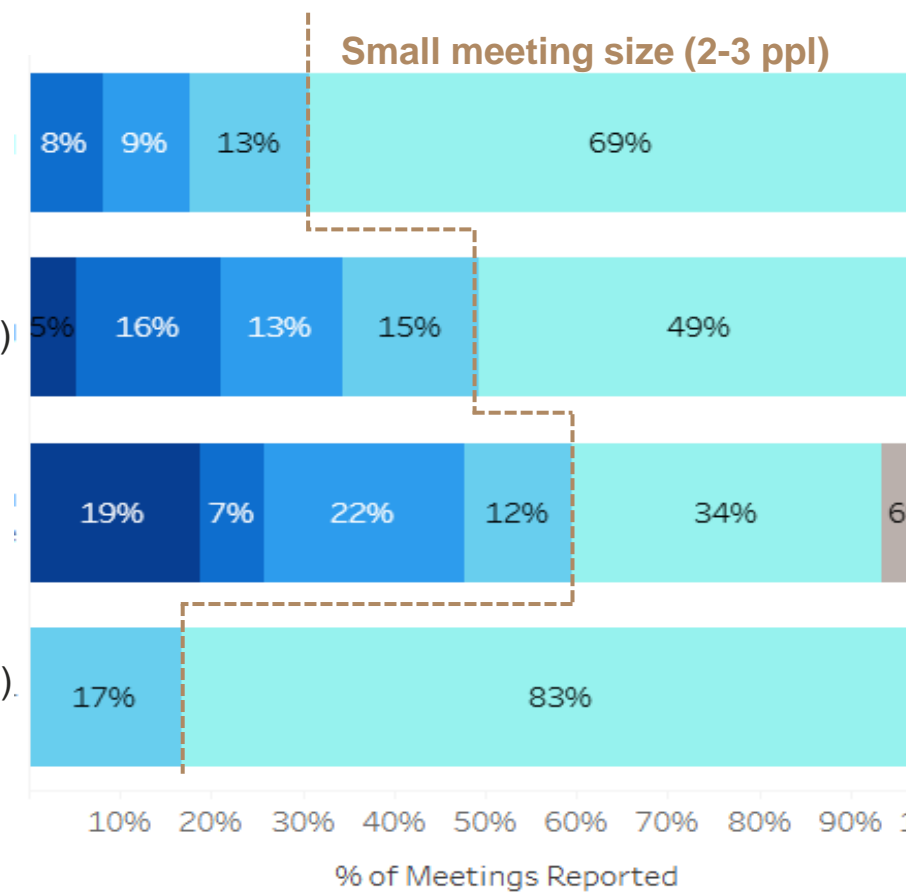


MPA / TECHNICAL (31)

RESEARCH & TEACHING (75)

RESEARCH ASS / ASSOCIATE (5)

TUTOR / DEMONSTRATOR (3)



Observation showed relatively few meeting rooms.

Most meeting rooms are medium to large size, accommodating groups of 6 people or more.

Some offices include meeting space for small groups (2-4 people)

SAMPLE TOO SMALL
NEED VERIFICATION

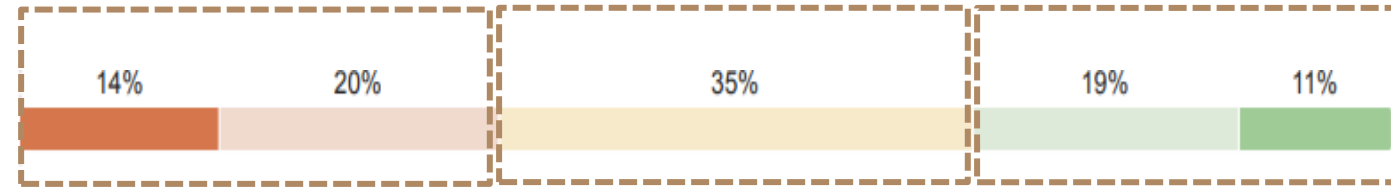
Type of Meeting
 virtual (green), in person (blue), missing (red), hybrid (purple)

Meeting Size
 You and 20 or 49 others (dark blue), You and 6 to 9 others (medium blue), You and 1 to 2 others (light blue), You and 10 or 19 others (medium-dark blue), You and 3 to 5 others (medium-light blue), Null (grey)

An Inclusive Experience

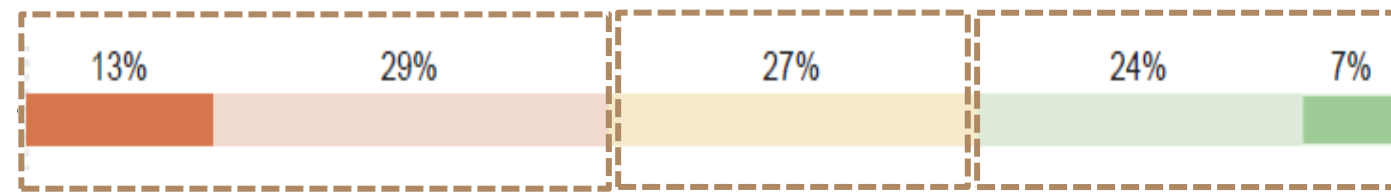
MY WORKSPACE:

Is an inclusive environment:



MY CAMPUS EXPERIENCE:

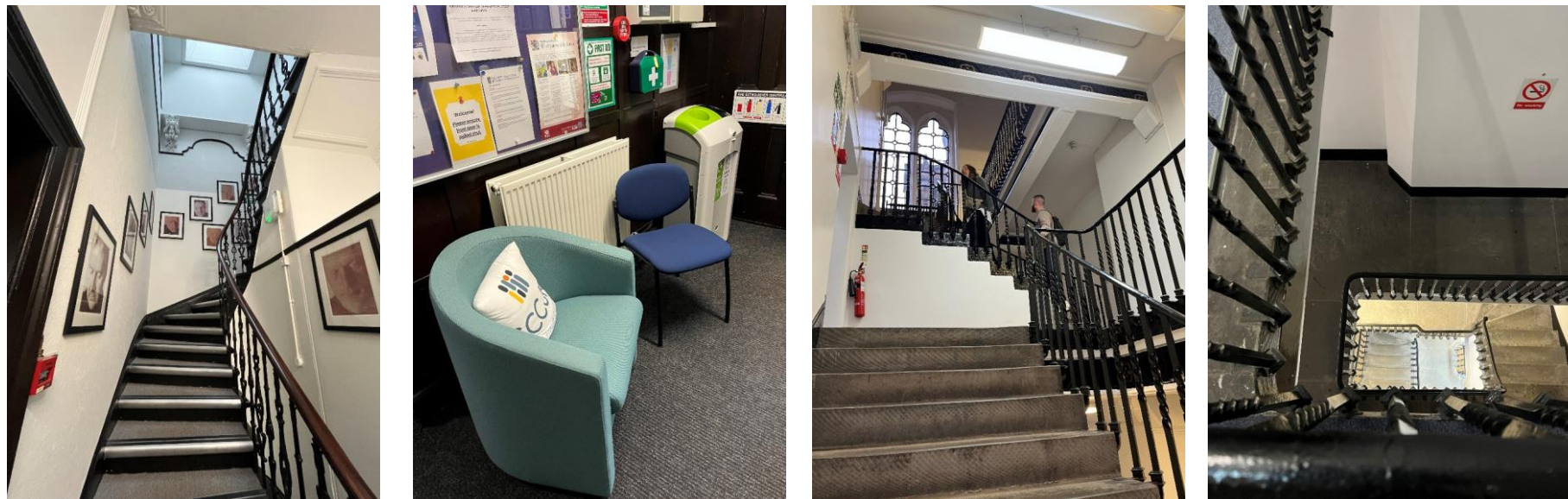
Various spaces that support different work modes:



■ Completely disagree
 ■ Somewhat disagree
 ■ Neutral
 ■ Somewhat agree
 ■ Completely agree

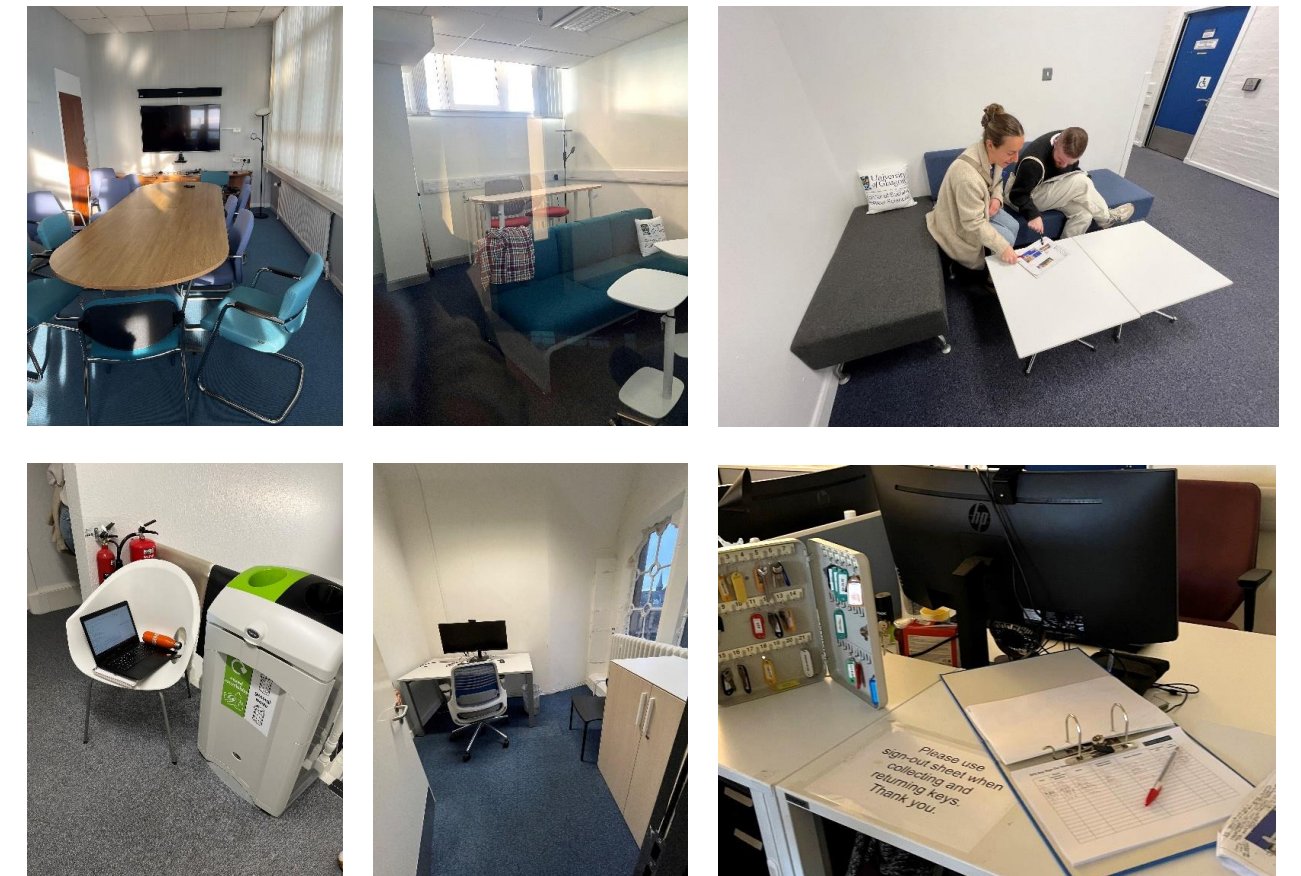
Accessibility

The older and traditional buildings pose accessibility challenges for staff with permanent or temporary mobility needs, as many lack lifts or ramps.



Diverse, Equitable and Inclusive Spaces

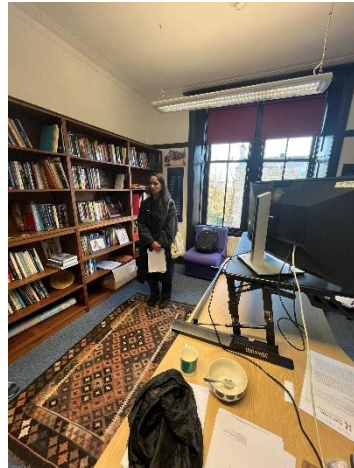
Whilst some private offices provide the ability to support different moods and work modes, most spaces across SE and SSPS do not offer variety or flexibility within the workspaces. Both academic and professional services staff highlighted the need for private spaces, areas to meet with students, dedicated meeting rooms, ad-hoc collaboration spaces, and informal gathering spots, (such as at the ends of corridors). Staff currently use alternative spaces through key access.



Equity

“This is the humblest office I’ve ever had”

“I like to have a workspace here, I’m not sure if I can use other spaces.”



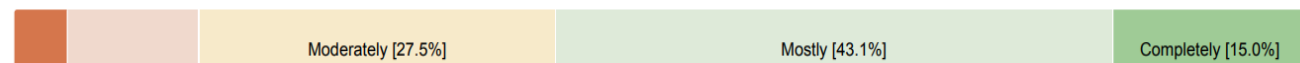
Office sizes, layouts, and ownership arrangements differ across schools and buildings. Some offices are spacious suites with generous bookcases and dedicated meeting areas to accommodate visitors, while others are small or shared spaces.

Staff members indicated they don’t know how offices are allocated or the process for requesting a change or improvement, particularly for academics sharing and dissatisfied with their current workspaces.

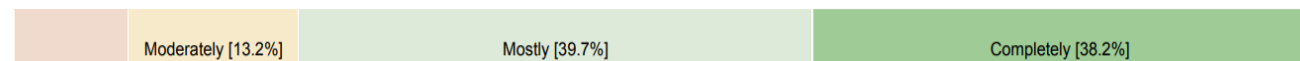
EQUITY OF TOOLS & RESOURCES - ALL



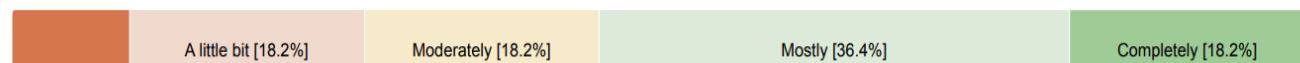
RESEARCH & TEACHING



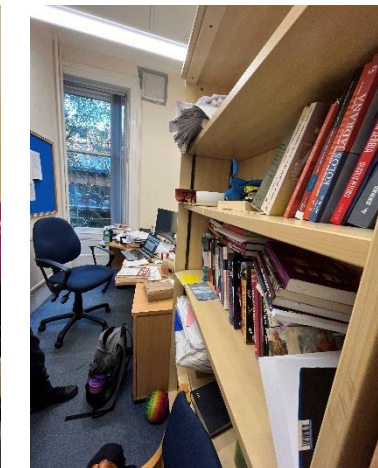
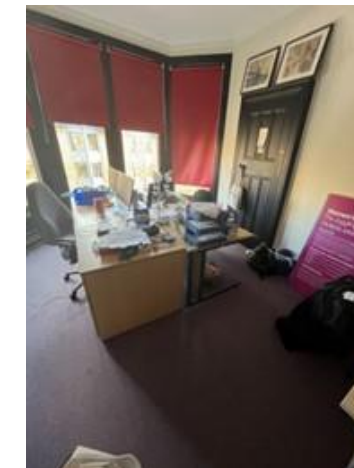
MPA / TECHNICAL



TUTOR / DEMONSTRATOR



RESEARCH ASSISTANT / ASSOCIATE



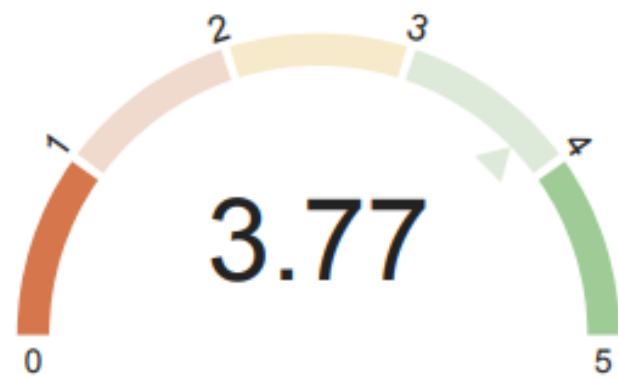
“I like collaborating and sharing office, but with calls it gets challenging. There needs to be an available meeting space to take calls.”

“I would prefer my own office. There are empty offices about and I’m not sure why we can’t have them.”

I like to have a person to talk to – academic work also happens through discussion.”

Campus = Community

WORK FROM HOME SATISFACTION

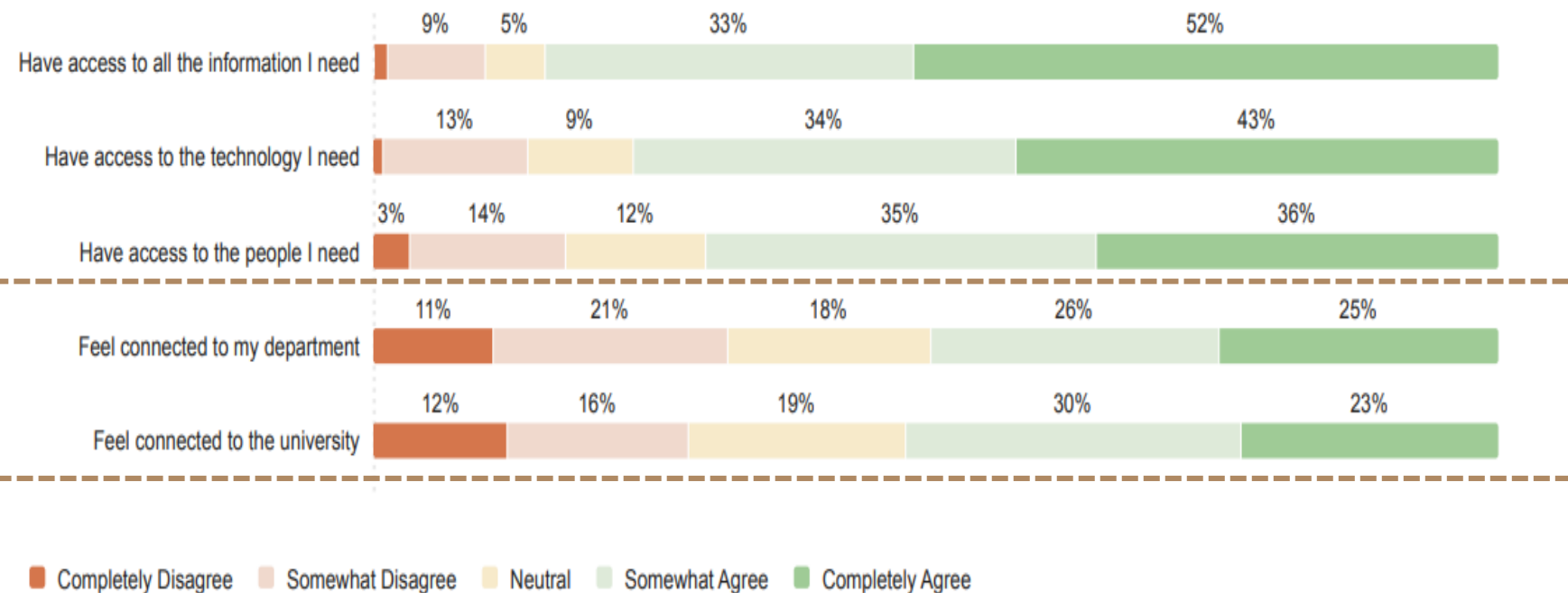


WORK ON CAMPUS SATISFACTION

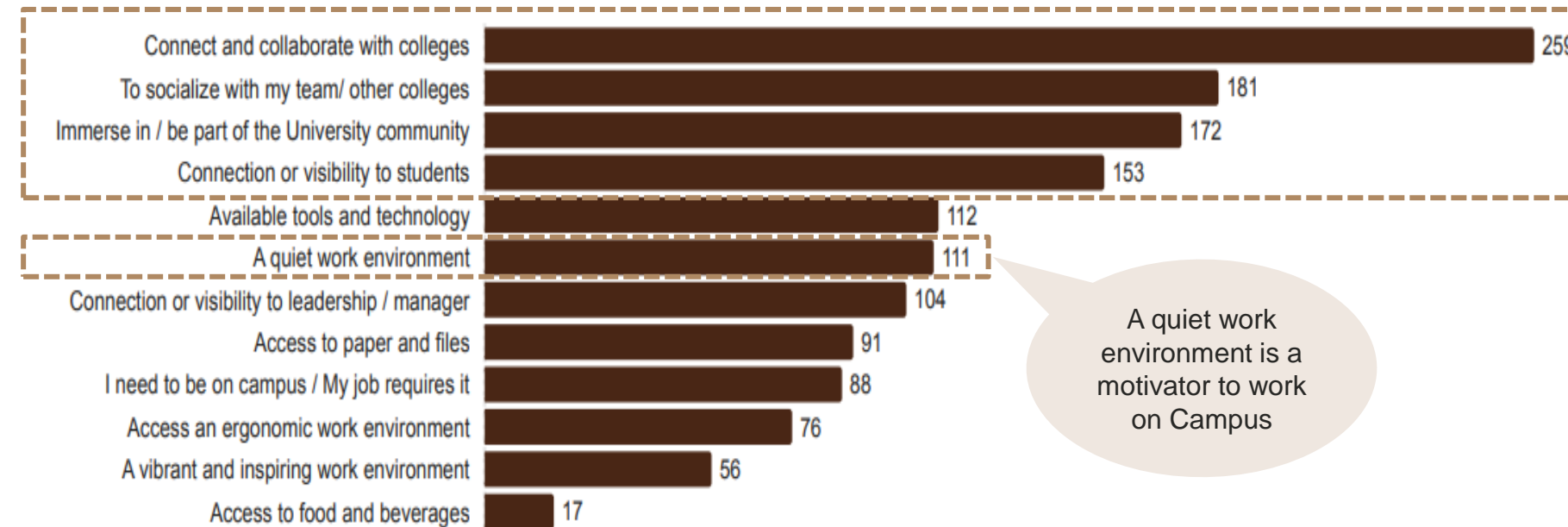


- The primary motivator to work on campus is to connect with peers and students and feel part of the University and School community
- When working from home, the connection to the University and School community is considered to be harder to maintain..

WHEN WORKING FROM HOME I...



PRIMARY MOTIVATORS TO WORK ON CAMPUS

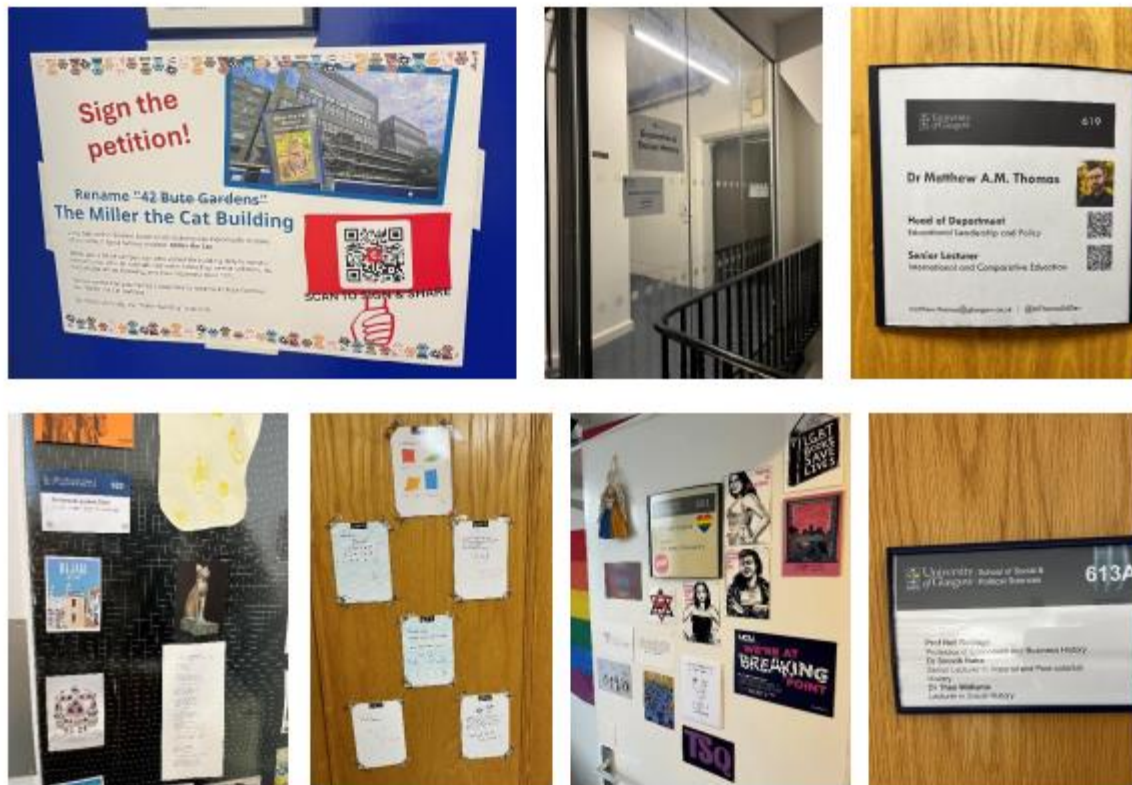


A quiet work environment is a motivator to work on Campus

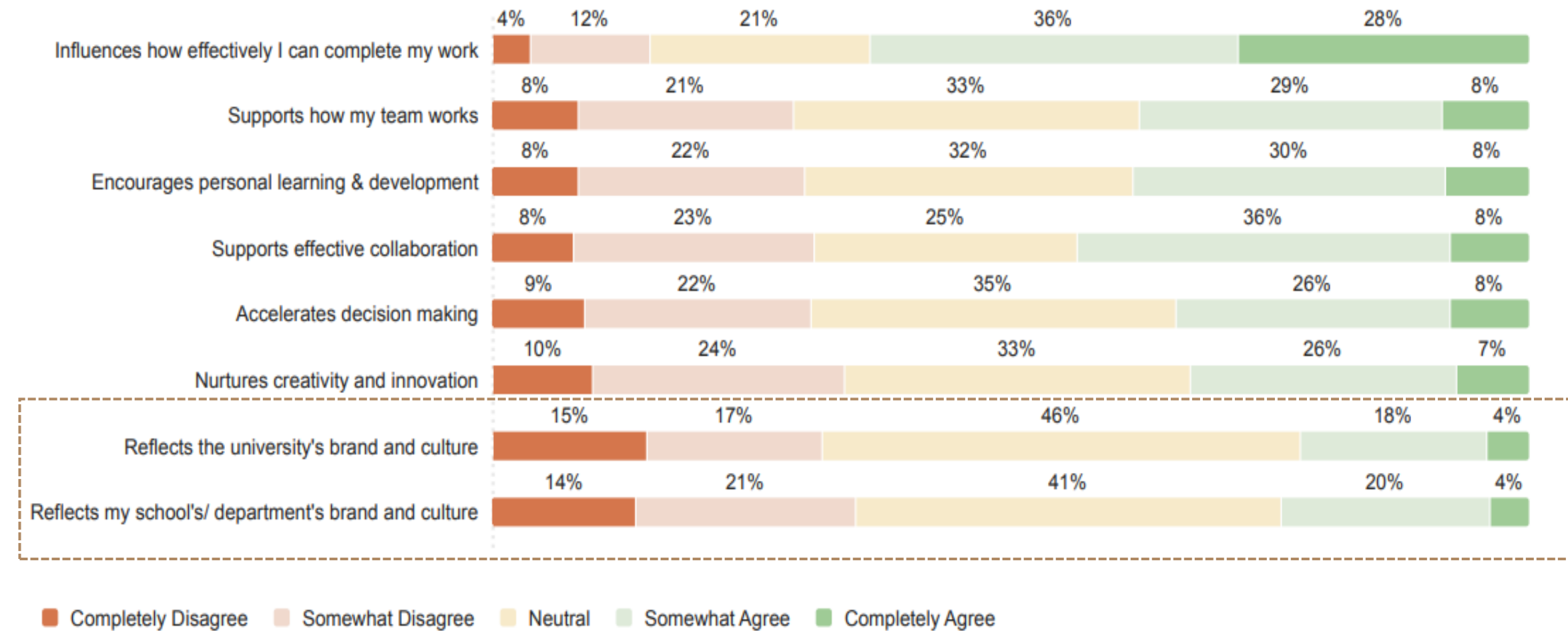
Campus - Identity

Identity

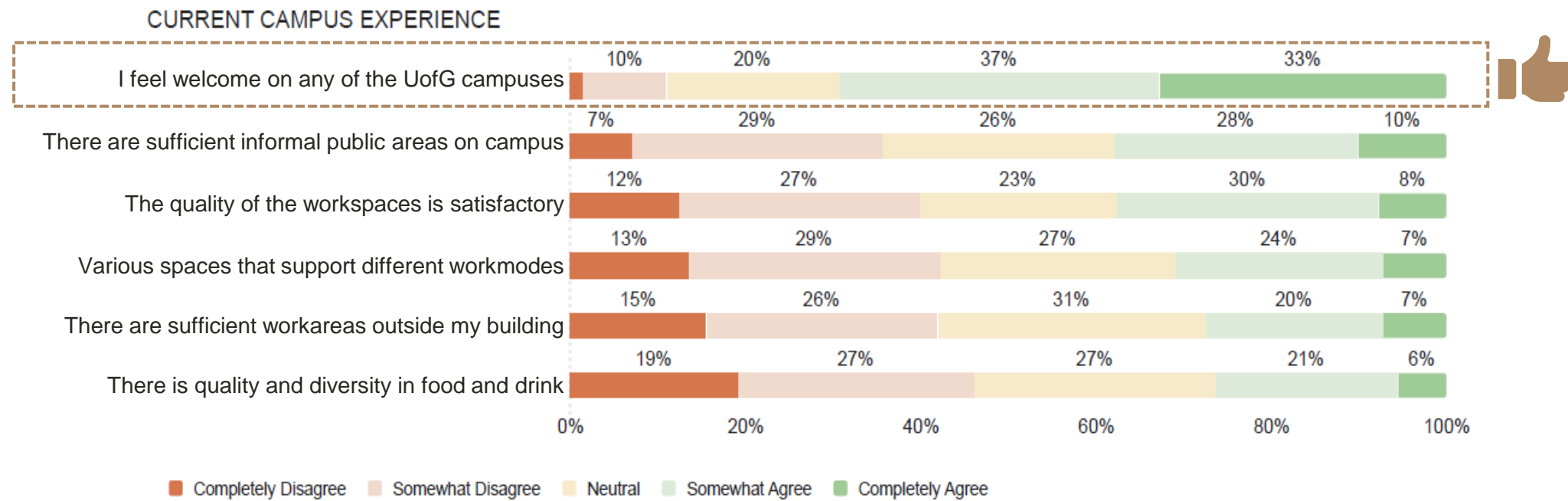
Naming and signposting buildings, schools, subjects, and staff titles play an important role not only in aiding wayfinding and guiding students but also in showcasing subject-related information, emphasizing the identity of groups and individuals.



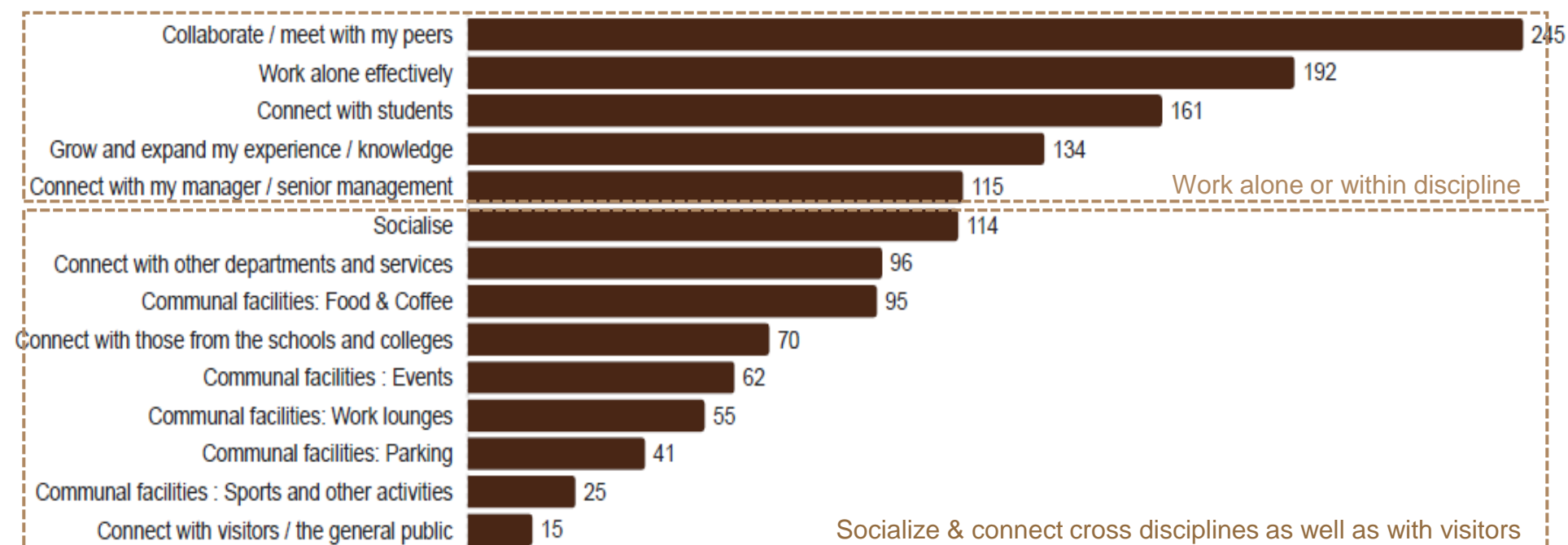
CREATIVITY AND INNOVATION: THE CURRENT WORKSPACE...



Campus Experience – current & future

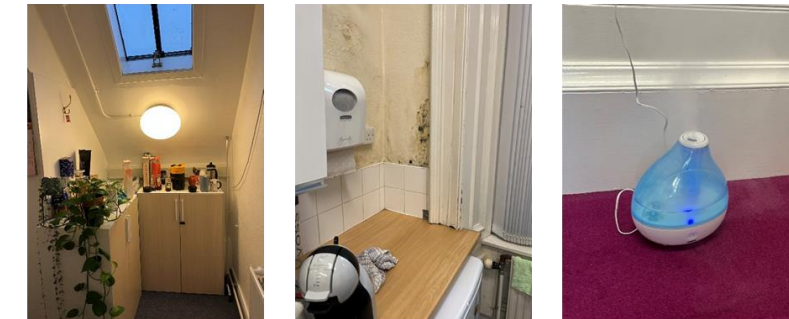


AN EFFECTIVE CAMPUS EXPERIENCE SHOULD PROVIDE / ENABLE ME TO ...



Building conditions

The buildings face several maintenance issues, including temperature (too hot or too cold), dampness, clutter, insufficient natural light, or excessive artificial lighting.



Wellbeing

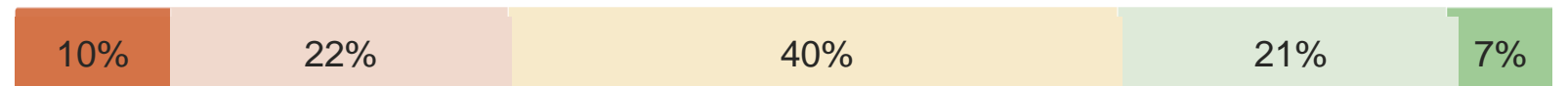
Is wellbeing valued as part of your work experience ?

OVERALL RESULTS

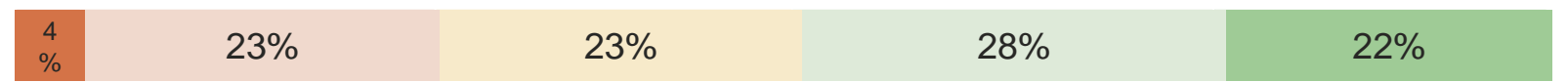


■ Completely disagree
 ■ Somewhat disagree
 ■ Neutral
 ■ Somewhat agree
 ■ Completely agree

RESEARCH & TEACHING



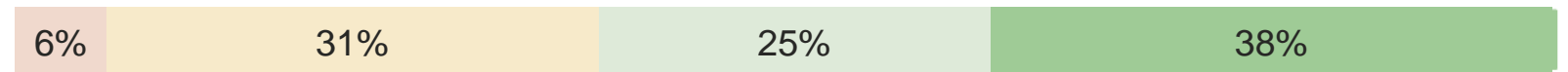
MPA / TECHNICAL



TUTORS / DEMONSTRATORS



RESEARCH ASSISTANT / ASSOCIATE



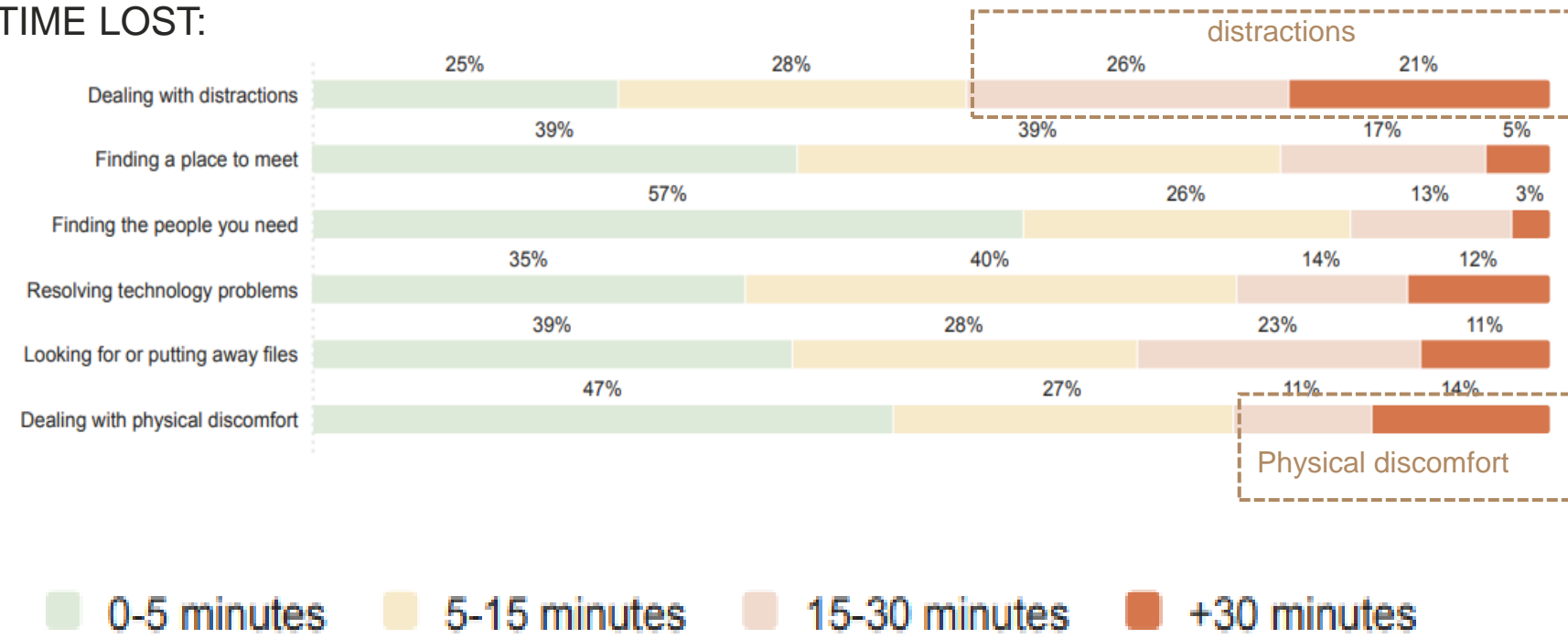
NOTE:

On average, the data show mixed experience to the extent wellbeing is being valued but overall leaning more towards a positive experience.

While there is alignment in how wellbeing is being valued between both Schools, there is significant variations between roles.

Wellbeing

TIME LOST:



NOTE

Distractions followed by **Physical Discomfort** show to be the main causes for people to lose time during the day, impacting their wellbeing and effectiveness.

For below roles, the data indicate significant higher percentage than the average of time lost :

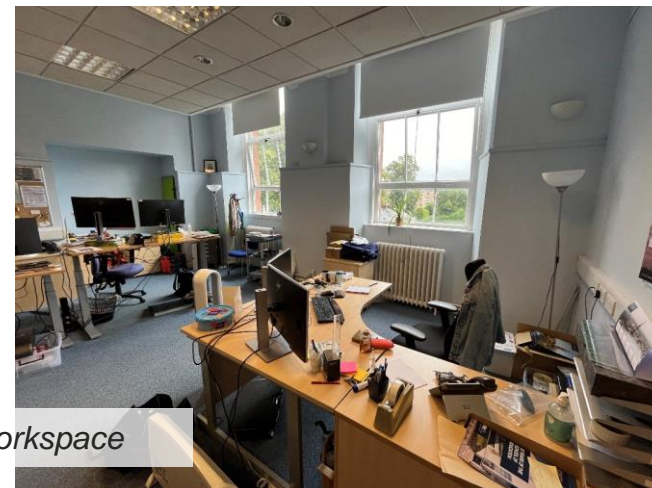
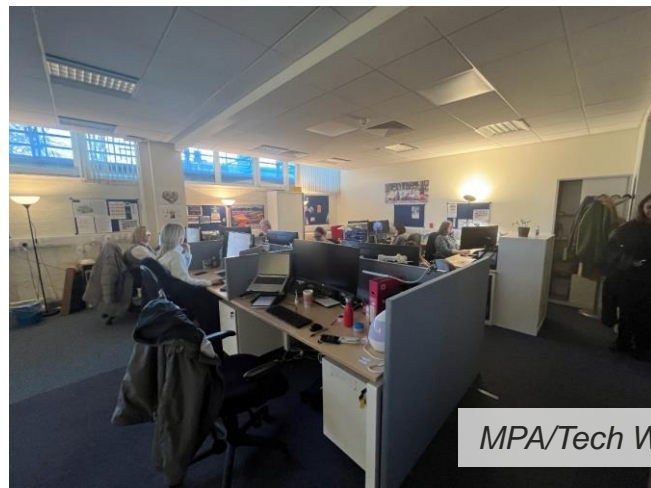
MPA / TECHNICAL:

33% of respondents indicate they loose **at least 30 minutes/day due to distractions**; with another 25% losing 15-30 minutes/day.

23% of respondents indicate they loose **at least 30 minutes /day due to physical discomfort**. 12% indicate losing 15-30 minutes/day.

TUTOR / DEMONSTRATOR

33% of respondents indicate they loose **at least 30 minutes/day due to distractions**; with another 32% losing 15-30 minutes/day.



Steelcase

Applied Research + Consulting

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