KADİR HAS UNIVERSITY
SCHOOL OF GRADUATE STUDIES
PROGRAM OF MA IN DESIGN

# A SURVEY ON OFFICE WORKSPACE AND ACADEMIC PRODUCTIVITY AT KADIR HAS UNIVERSITY

YUMNA MOHAMMED ALI

ASSOC.PROF. DR.ORCUN KEPEZ

MASTER'S THESIS

ISTANBUL, FEBRUARY, 2021

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MASTER'S THESIS

Submitted to the School of Graduate Studies of Kadir Has University in partial fulfillment of the requirements for the degree of Master's in the Program of MA in Design

ISTANBUL, FEBRUARY, 2021

I, YUMNA MOHAMMED ALI, hereby declare that;

- this Master's Thesis is my own original work and that due references have been appropriately provided on all supporting literature and resources;
- this Master's Thesis contains no material that has been submitted or accepted for a degree or diploma in any other educational institution;
- I have followed "Kadir Has University Academic Ethics Principles" prepared in accordance with the "The Council of Higher Education's Ethical Conduct Principles"

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# ACCEPTANCE AND APPROVAL

This work entitled **A SURVEY ON OFFICE WORKSPACE AND ACADEMIC PRODUCTIVITY AT KADIR HAS UNIVERSITY** prepared by **YUMNA MOHAMMED ALI** has been judged to be successful at the defense exam held on **DECEMBER 4TH , 2020** and accepted by our jury as **MASTER'S THESIS.**

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(Title, Name and Surname)

Dean of School of Graduate Studies

DATE OF APPROVAL: (Day/Month/Year)

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A SURVEY ON OFFICE WORKSPACE AND ACADEMIC PRODUCTIVITY AT
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# ABSTRACT

Academic offices play a significant role on academics performance and productivity. With the increase pressure from administrations in the institutions on the academics to publish more papers, the need for a comfortable office space is a growing concern among the academic faculty. The aim of this research is to understand the office space elements that have significant impact on academic productivity. This study is based on the feedbacks of academic faculty members of various ranks at Kadir Has University in Istanbul. An online survey was sent out to 341 members and the responses from 59 participants were examined and analyzed in correspondence with this study. The results of this study show the negative aspects in the current office spaces and how academicians desire to turn their offices more comfortable. Academics spend most of their workday at their university office, yet most of them feel their office environment could be enhanced to fit their needs outside the frame of the "traditional office". Noise, lack of privacy, air quality, lighting, and lack of comfort were listed as environmental factors that play role in academic productivity.


**Keywords:** Academic productivity, Interior design, office space comfort, academic performance, place attachment, office environment.

# KADIR HAS ÜNİVERSİTESİNDE OFİS ÇALIŞMA ALANI VE AKADEMİK VERİMLİLİK ARAŞTIRMASI

## ÖZET

Akademik ofisler, akademisyenlerin performansı ve üretkenliği üzerinde önemli bir rol oynar. Kurumlardaki yönetimlerin akademisyenlere daha fazla makale yayınlama konusundaki baskısının artmasıyla birlikte, rahat bir ofis alanına duyulan ihtiyaç, akademik personel için giderek artan bir endişe kaynağı olmaktadır. Bu araştırmanın amacı, akademik üretkenlik üzerinde önemli etkisi olan ofis alanı unsurlarını anlamaktır. Bu çalışma, Kadir Has Üniversitesi'nde çeşitli kademelerden öğretim üyelerinin geri bildirimleri ile gerçekleşmiştir. 341 öğretim üyesine çevrimiçi bir anket gönderilmiş ve 59 katılımcıdan gelen yanıtlar bu çalışmaya uygun olarak incelenip analiz edilmiştir. Bu çalışmanın sonuçları, mevcut ofis alanlarının olumsuz yönlerini ve akademisyenlerin ofislerini daha konforlu hale getirmek istediklerini göstermektedir. İş günlerinin önemli bir bölümünü üniversite ofislerinde geçiren akademisyenlerin çoğu, ofis ortamlarının "geleneksel ofis" çerçevesi dışında ihtiyaçlarına uyacak şekilde geliştirilebileceğini düşünmektedir. Bu çalışmada gürültü, mahremiyet eksikliği, hava kalitesi, aydınlatma ve konfor eksikliği akademik üretkenlikte rol oynayan çevresel faktörler olarak listelenmiştir.

**Anahtar Sözcükler**: Akademik üretkenlik, iç mekân tasarımı, ofis alanı konforu, akademik performans, mekânsal bağlılık, ofis ortamı.

# ACKNOWLEDGEMENTS

To my parents

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# 1. INTRODUCTION

One of the fundamental human needs is a working environment that allows people to do their work in comfortable conditions to achieve optimal performance. Studies show that employees who work in a comfortable environment have higher productivity and better performance even if they work fewer hours than the usual (Albert et.al, 2018).

The main question here is 'What is the effect of the level of comfort on the productivity of people working in University offices? How can interior design enhance the performance of professors and encourage them to do their research in their office?'

To answer these questions we need to understand the nature of work these academicians do and focus on three main topics: productivity, mental health, and place attachment (Bland et al., 2006). Office space for professors serves more than just a space for working; it is considered as their second home since they spend most of their day at the office or in the classroom. According to Belk and Watson's (1998) research, conducted at University of Utah, many academics chose to personalize their office space with things that remind them of their families or culture to feel more like at home. Therefore, it is very important to provide a comfortable and healthy environment for university academics to increase their productivity. The nature of work that professors conduct differs than that of a regular employee at any given company because each staff member has to work on multiple and different research studies during the semester as well as giving lectures, advise students, organize course-related activities, and do other service duties. The function of the campus office is changing as the teaching methods are developing. Therefore, it is essential to understand the nature of working habits of academics to provide a comfortable working environment to increase the productivity is essential to understand the nature of working habits of academics.

In this study, I conducted a research on Kadir Has University full-time academic staff members' offices to analyze the existing problems and understand their needs. After all, office space is a very important place for academics and providing maximum comfort is essential for user productivity (Bland et al., 2006).

## 1.1 Aim and Significance

With the growing demand on academicians to publish more papers as well as maintain the institutions' standard in education, office space comfort is commonly neglected by the administrators. The aim of this research is to understand the type of work and effort academics do and their conception of office space comfort through their own assessment of the surrounding interior environment.

Kadir Has University was founded in 1997 by Kadir Has. The historic building was built in 1884 during the Ottoman era and used as a tobacco factory. The factory was eventually shut down and the building was left unmaintained for many years until Has restored it and turned it into an educational institution. Today, the university campus is very unique and significant for its historical value which reflects the old and the modern. The campus also has its very own Rezan Has Museum dedicated to culture and arts.

The offices at Kadir Has University are exclusively designed to maintain the architectural features of the original structure while serving as a functional space for the academic staff. There are different buildings and each has its own identity and design, thus the offices differ from one another. This variation is the interesting part about this study which aims to understand the effect of interior environment on the overall user productivity and satisfaction.

The aim of this research is to analyze the current interior setting of space at Kadir Has University academic faculty offices and understand the existing problems. Space planning, lighting, acoustics and ventilation are simple starting points to analyze the existing situation.

The main question of this research is:

- How can office space enhance performance and productivity?
    - What are the key environmental factors in academic productivity?
    - What is the impact of place attachment in office space on productivity?

## 1.2. Conceptual Framework

The conceptual framework of this research is based on three factors that impact academic productivity in an institution.

a) The environmental factors which include many sub-factors such as: interior environment, work communications, positive group climate, office conditions.

b) Place attachment to office space and the institution. It is always important to understand the psychological relationship between the individuals and their place work when making a study about productivity. The degree to which an academic is attached to his/her work place can help us understand the level of comfort which in turn reflects on academic productivity and performance.

c) Research productivity. Most institutions nowadays rank their assessment of academics based on their publications and research. In this study we tried to understand the factors that contribute to increase the number of publications per person and what influences them to take part in more scientific researches. Survey participants had the freedom to give their own assessment of academic performance, instead of the performance score attached to them.
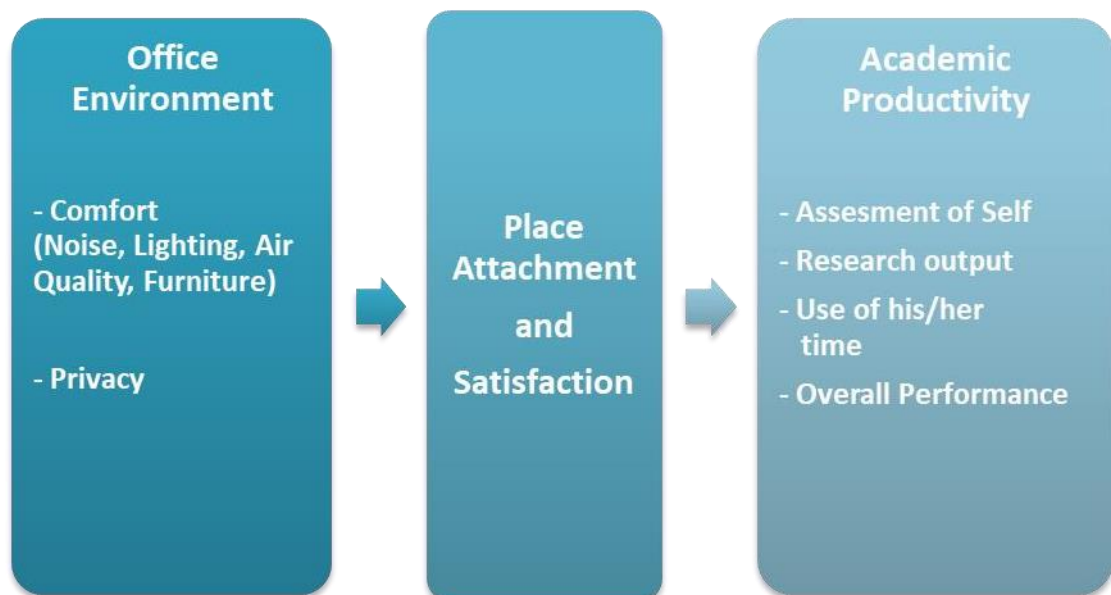


Figure 1.1 Conceptual Framework

## 2. REVIEW OF LITERATURE

This chapter discusses the role of office space on the individuals' productivity through previous studies and literature pieces on the subject. There are three main topics to be discussed with relation to office space, these are: place attachment, environmental aspect, and productivity.

### 2.1. Place Attachment and Workplace

According to Bartholomew and Horowitz's (1991) attachment theory, people who have secure place attachment visualize their surrounding as source for individuals. People who are engaged psychologically to a specific place feel anxious to relationships with new places and more attached to their trusted place (Bartholomew et al, 1991). Place attachment can be defined as the emotional relationship between an individual and space ( Scrima et al, 2017). In the scope of a workplace attachment various researchers have studied the impact of space on environmental psychology. Place attachment is an emotional positive bond between a person and space (Low and Altman 1992; Manzo 2005). According to Shumaker and Taylor (1983) theory proposed about place attachment it is defined as an affective bind between a person and a place.
Rioux (2006) stated that:

"*Workplace attachment is defined as the affective bond resulting from the dynamic interaction between a person and his/her organizational environment and is considered to be an important aspect of the quality of work life.*" (p.42)

A study done in 2010 by Dinc showed that employees are more likely to be attached to their work environments if they customize it, as well as this increased job satisfaction, performance and well-being. According to Rioux & Pignault (2013) the more employees are attached to their workplace the more committed they are to their job and show higher levels of job satisfaction. Similarly, job satisfaction helps increase place

attachment. The more attached the person is to his or her workplace the more satisfied they are with their jobs and more likely to spend more time at work with less absence. According to a research done by Hernandez et al (2007) people are more likely to be attached to a place if they feel safe and comfortable. Researchers argue that the longer you spend at a specific place the more attached you are to it; therefore we see staff who have spent more time at an institution more attached to their workplace than new comers (Scrima et al 2017). Scrima et.al (2017) conducted a study to understand workplace attachment and adult attachment styles. A sample of 351 employees was observed and the results show that highest percentage of workplace attachment style is of secure attachment style, while a lower percentage showed avoidant attachment style (Scrima et.al, 2017).

Furthermore, academics tend to decorate their offices with personal items like family pictures, travel souvenirs or anything else that reflects their personality. They feel this would give their students and colleagues a perspective about their personality and their life outside university campus (Belk and Watson, 1998). Belk and Watson studied 13 different offices and conducted interviews with the staff members with variable academic ranks and ages. The aim of their study is to discuss the perceived freedom in academic office personalization and material culture. Freedom, power, stability, connections, and mood management were the key factors for each of the interviewed individuals (Belk and Watson, 1998). The reason individuals wanted to decorate their offices with personal items was related to their status of satisfaction in their work environment.

## 2.2. Environmental Aspects of an Academic Workplace

Toffler (1981) predicted that in the future employees will spend less time at their office and prefer to work either from home or in less traditional workplace arrangement. Today we see most corporate companies still adapting the traditional cubical offices despite the shift in workplace environments towards an unstructured setting. However, it is undeniable that employees still need to access corporate information and to have spontaneous social interactions with their colleagues. Studies show face-to-face interactions and socializing during on site has positive outcome in job satisfaction statistics. Time spent at the office can also be beneficial for creative collaborations such

as group brainstorming and widening work-ties circle, as well as for a stronger sense of belonging. As a result, the demand for an open office space and privacy has changed along with other design factors. Office design is now aiming to provide comfort for those who spend less time yet more important hours at work (Elsbach and Bechky, 2007).

Office design can improve social interactions among groups, and better problem solving that leads to developing leadership skills and a greater sense of satisfaction among employees. Therefore, office space design is more than just space functionality and decisions about office layout, it can also make a significant improvement in individual performance. According to Elsbach and Bechky (2007), office design requires three functions that are named as: instrumental, symbolic, and aesthetic functions.

Instrumental functions primarily improve the performance and satisfaction of office employees. Design researchers focus on factors such as lighting, furniture, noise control and ambience to improve work efficiency (Silvester, 2010). However, little concern is given to the nature of work of the organizations' needs and therefore the design fails in a lot of cases that focus only on physical space.

Symbolic functions affect culture and identity of organizations as well as identities and perception of employees. It also affects the work category in an organization. For instance, employees who have specific jobs to be done need certain requirements to help them with their task. For this case organizations can provide "functional rooms" that serves and provides all the required tools to assist the workers in their research which will help them be more efficient and complete tasks in shorter periods (Elsbach and Bechky, 2007).

Aesthetic functions are related to the sensory experiences of employees related to design and décor that affect their cognitive and emotional response. Office aesthetics can vary from furniture to colors in the interior. For example, blue and green colors are calming and might help decrease heart rate and reduce stress levels(Elsbach and Bechky, 2007). Similarly, green plants and natural daylight can increase performance and productivity (Elsbach and Bechky, 2007). However, some designers fall into neglecting the difference between office design and office tasks (Elsbach and Bechky, 2007).

For example, in a study conducted by N. Kwallek and C.M. Lewis in 1990, on proofreaders where some were placed in white rooms while others were in a red room.

The individuals who were in the red room said they were uncomfortable and would prefer to work in the white room. However, the results of their proof reading showed that, despite their discomfort, those in red room had fewer errors than those who were in the white room. The color red seemed to have just enough amount of stress on the proofreaders to keep them focused during their tasks. This study helps us understand the importance of color and design characteristics on the space required for a specific task rather than only focusing on aesthetics desired by the users (Kwallek and Lewis, 1990).

According to Harrison and Cairns (2008), academic workplaces in the UK are changing for various reasons; including: Change in function of space, new technologies, financial issues, transitioning towards green spaces. It is considered that user satisfaction in academia is more important than the rate in other fields. This is because academics with certain expertise are irreplaceable and bring valuable benefits to the institution; so if they were unsatisfied with their work environments they could also take their grants when leaving which would bring greater loss for the institution (Harrison and Cairns, 2008). As a result, in order to keep some "big chairs" happy we notice the persistent presence of the single-cell office in a newly redesigned open-plan academic office space.

The open workplaces have been successful in encouraging interaction and collaboration and this was felt by many individuals to be a great benefit. For example, in one case study the interviewee expressed her ease of communication where she simply asks her colleagues instead of sending emails and waiting for a reply (Harrison and Cairns, 2008). However this openness also brings with it the problem of disruption through noise and unplanned or unwanted meetings. Of course several of the case studies had problems in the opposite direction - they were felt to be too quiet, to the degree that any conversation felt too loud and disturbing (Harrison and Cairns, 2008).

At Loughborough University it seems that they were able to find a practical solution for their work environment by having combi-office where each faculty member has their own small study located in an open office plan with additional pods for quick meetings and a number of bookable meeting rooms. The staff was highly satisfied with this new design because it serves both needs for private concentrated work and for casual social interactions (Harrison and Cairns, 2008).

The decrease in office occupancy led many institutions to minimize the square meters per person which is another reason for change in academic workplace (Al-Horr et.al, 2016). Since most universities nowadays provide off-campus access to digital resources, faculty members seem to prefer to work from home for their comfort and enjoy less interruptions by students or colleagues (Bentinck et.al, 2020).

Naturally, the case of every workplace differs from one another and understanding this difference is a crucial part of the design process. It is necessary to spend time on understanding the needs of the occupants and investing in good design. Institutions should think thoroughly about efficiency and effectiveness by fully engaging users in the design process (Al-Horr et.al, 2016).

Furthermore, the relationship between health and work environment is essential to any institution in order to identify the problems of this matter and how it could impact productivity. Lohela-Karlsson et.al (2018) investigate the prevalence of health in work environments and its influence on production amongst men and women in an academic workplace with accordance to their gender, rank, age, number of years since hiring, and position. Their method was to send a questionnaire to 5144 employees at a Swedish University in 2011, of which they selected only researchers and academics (n=3207). Then they examined the employees who had health issues during the week prior the study. The response showed that 40% of the academics have experienced either health problems or workplace environment obstacles, or both over the last seven days. The results also showed that women had a higher percentage of work health-related issues than men. Furthermore, the majority of academics who reported health problems said that these problems decreased their performance at work. Health-related and environment-related problems had higher negative impact on productivity levels mostly amongst junior staff especially young women. The conclusion of this study revealed that even though women of lower ranks, or fewer years at the institution, or younger age, reported highest levels of dissatisfaction in work environment and health conditions; there was no difference in the level of productivity between men and women (Lohela-Karlsson et.al, 2018).

In another research about the effect of the physical environment on the employees' health and well-being was conducted by Hamid et.al in 2018 at a technical university in Malaysia. The study highlights the most important health problems faced by the

employees that could lead to Sick Building Syndrome. The syndrome is known as a condition that causes health problems and illnesses to occupants in their workplace or residence (Redlich et.al, 1997). Hamid et.al (2018) sent out a survey to four buildings in the technical university which were administrative offices, lecture hall, labs, and social rooms. The selection was done randomly on 108 staff members including teaching assistants, academicians, administrative staff, and clerks. The study focused on three main physical environmental aspects: Lighting, space arrangement, and noise; as well as four main aspects related to Sick Building Syndrome, which are: visual sensory, dermal, and psychology. Based on the analysis of the survey, the highest factors were strained eyes, fatigue, and dizziness. While the least symptoms were asthma, difficulty while breathing, and sore/dry throat (Hamid et.al, 2018).

Lighting is one of the main aspects that affect productivity and performance in the office environment (Silvester and Konstantinou, 2010). Studies also suggest although lighting might not have a strong impact alone on productivity, along with other elements it could create healthy work environments and increase productivity levels (Van Bommel and Wout J M. , 2006).

Therefore, investing in the quality of work place environment can have a broader impact on the well-being of employees over the long term. This denotes that the conflicting effect on the performance of each individual does not have a significant impact on the overall productivity of individuals in the institution (Roelofsen, 2002). According to Lorsch and Ossama (1994, Lan et.al, 2010) most researchers were ignorant of the importance of the work environment and its impact on productivity. Hence, two decades ago there was a lack of interest most organizations were in their employees comfort. Thankfully, today we see most big decision makers giving more attention to their work environment as it is now considered an investment in human productivity.

Reolofsen (2002) categorized the elements that play role on productivity in the indoor environment into four categories:

*1. Sound level*. The level of noise within the office space and its surrounding area can become very disturbing for faculty members during their office hours. Noise pollution could be from windows overlooking a crowded street or from busy corridors within the building.

*2.Air quality*. According to Fanger (1999) air quality has a significant effect on productivity and performance of the employee, in both negative and positive aspects. To support his statement, a study was made on two groups of employees. The group with better air quality had higher percentage of productivity in the same given environment.

*3.Thermal environment.* The thermal environment has a stronger effect on all individuals in a workplace despite their type of activity and unlike sound and light levels, which are less likely to affect every single individual. In many cases, work place occupants disagree on room temperature levels and there is always someone or a group that feels uncomfortable in the same environment. Therefore, when employees were given access to control their work place environment temperature, results showed a higher level of satisfaction and productivity within the organization (Burge et al. 1987).

*4.Lighting* is one of the major aspects in an interior environment. Majority of the studies about natural lighting have persistently shown that sunlight has positive impact on productivity of the workers and well-being; and that they prefer to work near windows or rooms that have access to daylight (Wang & Boubekri, 2009; Silvester & Konstantinou, 2010). However, with todays' modern offices it is not always possible to have access to daylight. The different types of geographical latitudes of the workplace and the working hours/shifts mean that most individuals will need constant source of artificial lighting. Therefore, it is very important to understand the best way to use artificial lighting for the well-being of the employee and productivity (Silvester & Konstantinou, 2010).

Lighting in the workplace may impact employee performance in several ways. It could cause eye-strain and blurred vision loading the brain and head with more stress (Boyce, 2003; Silvester & Konstantinou, 2010). Lighting can also affect the overall mood and the relationships between individuals and therefore job satisfaction (Boyce, 2003). In many cases the employee might think their preferred type of lighting is best for them, but lighting professionals and researchers suggest lighting according to the nature of work done in the office. For example, offices where computer screens are the main items used to complete a job differ from an office that relies on manual work such as assembling objects or drawing. Therefore, when designing an office for academics it is

important to understand the nature of their work and the amount of daylight ambience, if there is any.

## 2.3 Academic Productivity

Productivity according to Dorgan (1994) is the increased functional and organizational performance along with quality. Sutermeister (1976) defines productivity as the quality of output per employee with minimum effort.

The scientific society describes productivity in the academic sector in terms of scientific publications, rank and scientific awards (Torrisi, 2014). Torrisi argues that academic productivity shouldn't just be measured by research performance because in reality an academic does more than just research during an academic year. Academics teach, conduct both external and internal activities, and travel to conferences as well as do administrative work. The environmental aspects that relate positively with productivity include, graduate school background, the prestige of the department, the extent of freedom the individual has to pursue his/her interests (Fox, 1983).

The study of job satisfaction among academics can be conducted through observing various factors including psychology, academic rank, family status, income and job description (Sabharwal and Corley 2009). The academic performance and productivity of academics is highly based on their job satisfaction, therefore, universities are putting more effort in providing comfort for their employees to keep them motivated (Albert et.al 2018). Hence, universities which invest in providing motivational programs for their academics to improve their productivity could achieve a higher level of satisfaction and also better performance in research and other activities (Machado-Taylor et al. 2016). Investing in research could also create a positive competitive environment amongst academics since it offers them more opportunities, promotions and higher administrative ranks. From a psychological perspective, relating job satisfaction and performance to job productivity from the academics' perspective, which shows greater motivation in jobs that require higher creativity, flexibility and conceptual understanding (Gagné and Deci 2005).

In a study made on Spanish academics by Albert et al. in 2018 results confirm that research productivity and job satisfaction are both affective on each other throughout

the career of an academic. According to Hagedorn's (2000) theory that productivity brings job satisfaction among most academics, especially when the job is more complex. Therefore, research work is considered the most challenging field in academia given it always demands new resources and is a significant factor in the academics annual report (Hagedorn 2000). With the growing pressure from universities on academics to publish more research papers, the faculty members are under constant stress to deliver these expectations in order to get a promotion in their job. As a result, younger scholars feel urged to publish more papers than the older scholars to make up for their lack of experience in academia (Albert et al. 2018). A study conducted by Albert et.al (2018) also substantiates the relationship between job satisfaction and research productivity, which will result in a brighter future for the research field in Spanish universities.

As a result, academics motivation showed higher levels of research satisfaction and so the reward system was more valuable when it was based on their contribution to research. Albert and his research team suggested that universities human resource managers and policy makers can learn from their research and recruit staff according to individual resources and autonomy rather than control (Albert et.al, 2018). They also suggested external motivation could be more efficient as rewards for less interesting but important tasks (Albert et al. 2018).

According to Torrisi (2014) academic productivity is divided into four divisions: scientific productivity in awards and publications, scientific productivity in publications, productivity in education, and productivity in matter of external relationships. Torrisi (2014) concluded, after reviewing the results of his study, that research productivity is not sufficient evidence of an individuals' academic productivity. Meaning, it was unfair to evaluate academics based on their research publications only when in reality they are consumed in various academic activities that are unrelated to their research.

Harris (1990) made a practical analysis to evaluate research performance and divided them into four divisions: impact, quality, importance, and quantity. *Impact* measures the significance of the publication among scholar and the number of citations. This bibliometric measure is usually used as academic unit for research papers as suggested by Bourke (1991). However, "*importance*" cannot be measured through bibliometric

units alone because time, in this case, is the key factor. *Quantity* is about the number of publications a researcher does and it's considered the simplest way of measure. Impact and quantity have no correlation because a person can write numerous papers and publications but add no significance to scientific research (Ramsden, 1994). Ramsden (1994) continues to argue about what and how should be considered as a valuable research publication. Would a book be counted as an equivalent to research papers? Should a paper only be accepted if it is published in genuine journals and conferences? Should performances, exhibitions and joint authors be counted? (Ramsden, 1994).

Way et. al (2019) conducted a study on 2,453 faculty members at various universities in the US and Canada in order to understand the influence of having a background in more-prestigious and the less-prestigious institutions on the productivity of an academic in a given environment. There is an imbalance in the meritocratic system that places individuals into higher positions according to their reputation, previous achievements, and the expected outcome they would offer in the future. So in this study Way and his team want to understand to which extent the faculty's work environment can affect the productivity of academics despite their educational background and position. Their method was to reconstruct their study from a unique dataset that registered information about individuals who went from being PhD students to faculty members from 1970 to 2011, along with full records of their scholarly outcomes, which involved more than 200,000 publications and 7.4 million citations. Way characterize productivity in this case as the number of papers published, while excellence and prestige as the number of citations as they were both annually measured. The faculty's publications were also examined during the first five years of before hiring and after hiring. If the location where a faculty member is trained determines their early career academic outcome, then individuals with more prestigious training should be more productive than their peers who had less prestigious training. The results of Ways' study showed that for faculty members who were at the same rank at more prestigious institutions, the person with more prestigious training was not more productive than their counterpart in the first five years after hiring. However, on average, the individual with a more prestigious training had double the citations of those who were from less prestigious training. As a result,

depending on the position of a faculty member, the research showed no evidence that training at a prestigious institution give any preference to an individuals' productivity. Furthermore, the study also has strong evidence that early career productivity is driven by the prestige of the faculty appointment type (Way et al, 2019).

To further understand the impact of appointment type on productivity of academic faculty, Bland et. al conducted a study in 2006 using data gathered from the National Study of Postsecondary Faculty (NSPF). They investigated the influence of appointment type on full-time academic faculty by understanding the difference between academic commitment and academic productivity. According to Bland et. al, academic productivity is based on three main characteristics: the work environment, the leadership of the institution, the faculty member individuality. Work environment seems to have the strongest impact on individuals' productivity (Bland et.al, 2006). Therefore, an institution that provides the elements related with high productivity will ease and speed up faculty productivity and so, academics that have access to these elements will have higher productivity (Bland et. al, 2006). The results of Blands' study indicated that when comparing full-time faculty (including recently-hired) in research and doctoral institutions to tenure appointed faculty, the latter were significantly more productive in education, research and work commitment. This is because full-time faculty feels less stressed since they have a secured job and therefore tend to be relaxed about publishing more papers.

# 3. METHODOLOGY

Various methodological approaches exist for individuals when they need to conduct a research. Deciding on a research method depends on various factors, including: the aim of the research, the accessibility to resources, and the type of research questions (Ponto, 2015). Based on these factors, I used the survey method to conduct this research. Since my research is considering academic faculty members, and considering the fact they are always very busy, I decided to go with the online survey method using Survey Monkey website, a platform specialized for conducting online surveys. Research survey is a method of collecting data from individuals through their responses to questions (Check and Schutt, 2012). An online survey was designed to increase the transparency in the responses as well as maintaining privacy of the individuals. Inclusion of both closed and open ended questions also adds deeper understanding of the human behavior and their social and psychological aspects.

Designing the survey took around two months to finalize before sending it out. First, I analyzed the aspects of work conditions at Kadir Has University, Cibali campus, by personally observing the different academic offices in each building. There are four main blocks in the Cibali campus and each of them has different characteristics and design. The offices varied in privacy, location, and access to daylight or sunlight. Some offices had multiple users in it with no windows and overlooking a crowded corridor, while others had single users with operable windows and a beautiful view overlooking the bay of Halic or Cibali neighborhood. These various conditions are key factors that impact individual comfort and productivity. Second, I made a pilot study of the survey by delivering it personally to random academic staff members at each block on campus. I asked each of the academicians to read the survey and give me their feedback about it. I noted that the survey needs adjustments and additions that were found necessary to achieve better results. Four academicians gave me valuable comments that helped improve my survey and also further understand their perspective on the matter. After making the necessary modifications to the survey and finalizing it, I sent it to the research ethics committee at Kadir Has University for approval. Once the committee approved the survey, the survey was sent to 314 staff members working at Kadir Has University. The total number of responses is 59, and 50 of them are academic faculty

members. After the initial email, a second and third follow up calls were sent as a reminder for participation.

**3.1 Survey Questions**

The survey questions were in accordance to Buchanan and Hvizdak (2009) online ethical methodological suggestions to eliminate errors. The survey has open-ended and close-ended questions to attain a more accurate response (Dillman, 2007) based on I) Academic and personal data, II) Current activities III) Surrounding Environment IV) Perception of office space. The questions under these titles are as follows:

I. Academic and Demographic Data

What is your gender?

What is your title at Kadir Has University?

How long have you been working at KHas?

How long have you been in your current office space on campus?

II.Current Work Activities

On an average week, how many hours per day do you spend at your office in Khas doing research?

While on campus, where do you usually prefer to work for the tasks below? Select area/s according to work category. You can select multiple answers per row. (your office, library, meeting room, social areas, labs).

When you work off-campus, where do you usually prefer to work? Rank based on your preference, 1 being the highest. (Home, Coffee shop, Public Library, Co-working areas).

III.Surrounding Environment

Is your office: private? Shared with one person? Shared with 2-3 people? Shared with 4 or more?

Please state your satisfaction level with the following elements at your current office: noise level, privacy, lighting, ergonomic comfort, accessibility, air quality, overall interior design.

How did you customize/change your current office space?

Does your office has the following: Windows, Daylight from outdoors, Daylight from indoors (window facing indoors), Pleasant outdoor view through window, Operable window, View to the interior of the building, Operable HVAC system, Other (please specify).

IV.Perception of Office Space

Place Attachment is an emotional bond between an individual and a physical space. Considering place attachment, how well attached do you feel to your: Campus in general, Campus of your faculty, Academic office?

"My office design plays an important role in my research productivity." How strongly do you agree?

How would you rate your productivity while working in your office on campus?

Based on self-evaluation, how would you rate your own academic performance?

What would you change about your current workplace/office to support your academic performance? Mention at least three suggestions please.

With the current situation of Covid-19 and the sudden life-style shift, how has this experience changed your perception about the significance of the traditional office space?

**3.2 Data Analysis**

After collecting the responses and viewing the results, the best way to analyze this survey is by looking at individual answers of every person, then compare the answers as a whole with regards to the needs of the respondents. I analyzed the findings according to the conceptual framework and literature review mentioned earlier to create connections and explanations to the patterns found. All the data from the survey was imported to Microsoft Excel program and a detailed analysis was made, then presented through charts and tables as shown in chapter four.

## 3.3 Informal Observation of Offices in Campus Environment

The Kadir Has Cibali campus has four blocks in the main building. Each block has faculty offices varying in design, structure, and view.

**View of neighborhood**
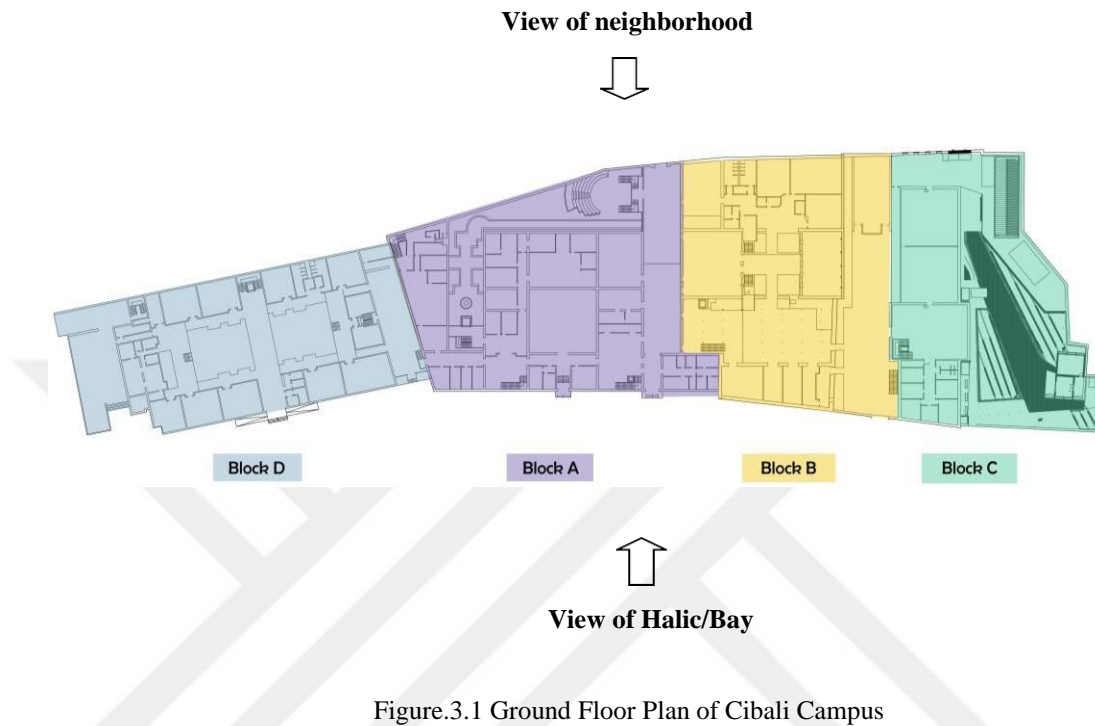


Figure.3.1 Ground Floor Plan of Cibali Campus

**View of Halic/Bay**

Block A – Faculty of Finance and Economy

The A block contains the main entrance of the original building. It contains the rector's office and other administrational offices as well as class rooms and the university library. Some academic offices in this block face the central courtyard, which is roofed with glass stained ceiling that allows in direct sunlight as shown in the figure below. The windows on both sides are mostly of administrative and academic offices. These offices have daylight access and are considered spaces with a pleasant view and ambience.
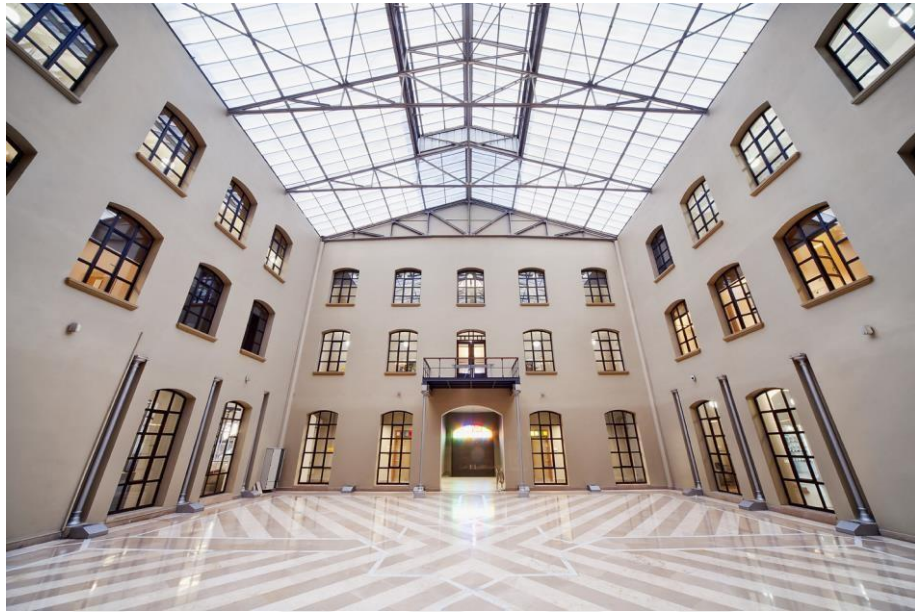
Figure 3.2 Central Courtyard in block A showing offices overlooking the interior of the space. Source: Khas.edu.tr

I examined one of the higher academic faculty office located in the first floor of the A block, which was overlooking the central courtyard. The office space was considered spacious compared to the other academic offices at the university. The space was also bigger than the users' need, since there is only one user in the room. Furniture was very basic and could use more cabinets or storage units. Artificial lighting source was very dim and most of the lighting source comes from the window. The corridor outside the office was very quiet since there were no classrooms nearby and the entire floor is dedicated to offices mostly.
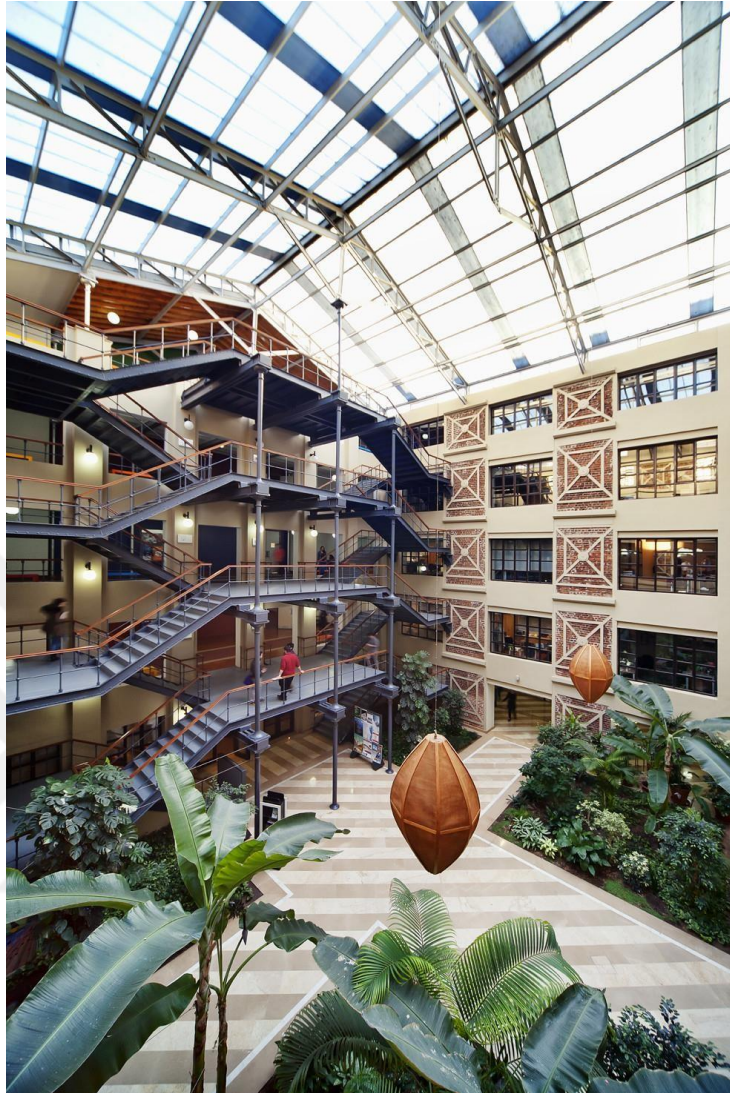
Figure 3.3 Block B, Central Courtyard, source Khas.edu.tr.

Block B – Faculty of Communications

This block serves as the living space for the university. It contains the food hall, student council clubs, English support unit, seminar halls, and computer laboratories. Some of the offices in this clock face the central courtyard of this block while others face the corridor. Fig.1.2 above shows some of the academic offices that face the indoor central courtyard. This courtyard is planted with real indoor plants and has a steel staircase that expands through all four floors of the building. The masonry wall of the original building (seen on the right) adds to the significance of the distinguished characteristics of this area.

Block C – Faculty of Art and Design

This block does not have a courtyard like the other ones and is smaller than the others space wise. The block contains classrooms, design studios, a theatre stage, as well as faculty offices. Most faculty offices in this block are shared and have windows with a view to the outdoors. Wood floors of the original building remain unchanged in the corridors and offices, which usually cause noise and discomfort for the inhabitants. Block C also has an underground museum, Rezan Has Museum, which is open to students and the public as well. Figure 1.3 below shows the exhibition area located in the ground floor of the block and has a glass floor in the middle overlooking the museum below.
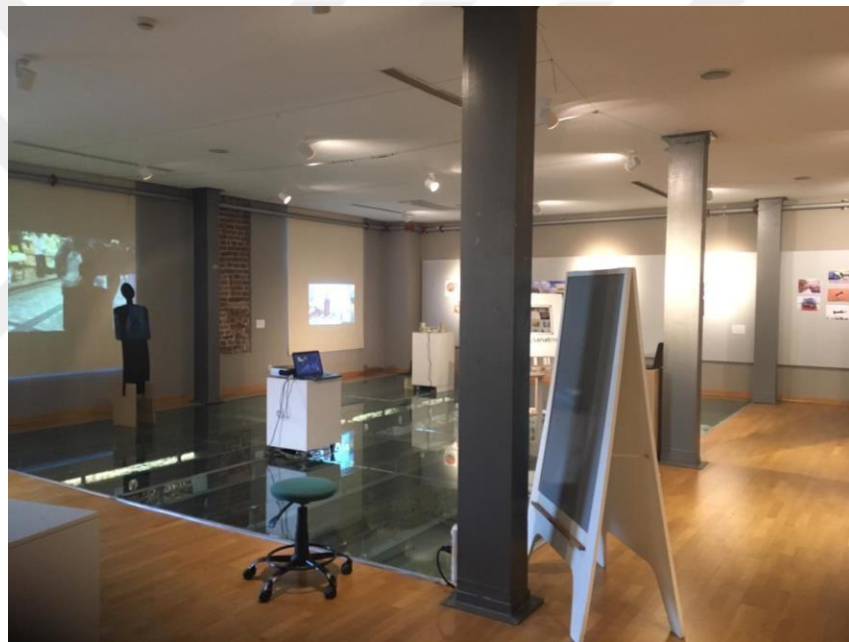


Figure 3.4  Block C Exhibition Area.

Figure 3.5 showing a crowded Teaching Assistants shared office space.

My second observation was of an office located at the first floor in block C. The office is shared by two academics. To increase circulation, the users chose to face the walls in order to have more space in the middle since the room is long and narrow. The view overlooks the Cibali neighborhood and the vast window allows in sunlight during the day.

Block D- Faculty of Natural Sciences and Engineering, Faculty of Law
This block is not part of the old tobacco factory; it was added later as part of the expansion plan of the Cibali campus due to the increase of the departments and population growth of the university. The building also has a glass-roofed central courtyard with a planted common area. Most of the faculty offices are located in the first floor, while most of the classrooms are in the ground floor.

Figure 3.6 Central courtyard at block D, sourceKhas.edu.tr

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My third observation was of an office overlooking the central courtyard in block D.
This office is used by one user since the area is small and couldn't possibly fit two.
However, the advantage here is having the desired privacy most academics need while
also enjoying the pleasant view of the central courtyard. The vast glass wall structure
makes the office feel more spacious, but with slightly less privacy because it is semi-
transparent.

## 3.4 Ethical Considerations

During the research process, the rights, values, and desires of the participants must be protected and respected (Creswell, 1999). Therefore, ethical approval and consent forms were prepared and got approved by the Universitys' ethical committee beforehand. The participants in this research voluntarily chose to take the survey and agreed on sharing their responses for research purposes. All participants are adults over 18 years and no names were collected from the participants in the survey form. The drawings of the campus were provided by campus facility management, and photos other than the ones I took myself, were taken from the university official website.

## 3.5 Challenges and Limitations

Although the purpose of using mixed-methods in the survey was to have deeper understanding of the satisfaction and productivity of faculty members, the sample that participated in the survey was not of the entire academic staff at Kadir Has University. Therefore, the results cannot be accurate enough or represent the majority of the public at the university. Furthermore, due to the Covid-19 pandemic in 2020, the surveys were sent out while academics were away from their offices and have four months working remotely at home under new rules and circumstances. This research was meant to take place while the participants were working in regular conditions prior the pandemic. The sudden and lengthy change of work conditions forced the entire world to change their perception about online and distance learning. As pandemic forced academicians to work from home, this can also help them to view and reflect on their campus office by giving a deeper thought after comparing it to an alternative. Hence, the outcomes of the survey might be biased and a slightly inaccurate as it was intended to be.

I was also intending to document my visual observations through photographs of the offices in the Cibali campus, but unfortunately the campus was closed during the pandemic.

# 4. FINDINGS AND DISCUSSION

In this chapter, I present and discuss the results of the online survey filled by 59 members of the academic staff at Kadir Has University. The mixed-methods survey consists of 17 questions and on average took around 9 minutes to be completed. The purpose of the online survey is to provide an understanding of the productivity and office conditions of academicians, in addition to their perspectives on their needs and desires for their current office space. Through the surveys, the participants were able to express themselves, their experience and how they feel about their productivity in relation to their surrounding office environment. The method in analyzing the survey is based on the results of each question then studying the physical environment of the offices to understand how it impacts productivity. Below are the summaries of the survey questions followed by the discussions with accordance to their category. The exact full answers to this survey can be found in the Appendix 1.

## 4.1 Academic and Demographic Data

Academic and Demographic data were collected through four questions where respondents were asked about their gender, title, employment date, and duration of office occupancy.

The respondents of this survey are 54% (32) of females and 46% (27) of males. However, this does not mean that Kadir Has University has more females than males in their academic body. It simply means a higher number of females took the survey; remember that only 59 out of 341 academics participated in the survey.

Chart 4.1 Distribution of survey participants.
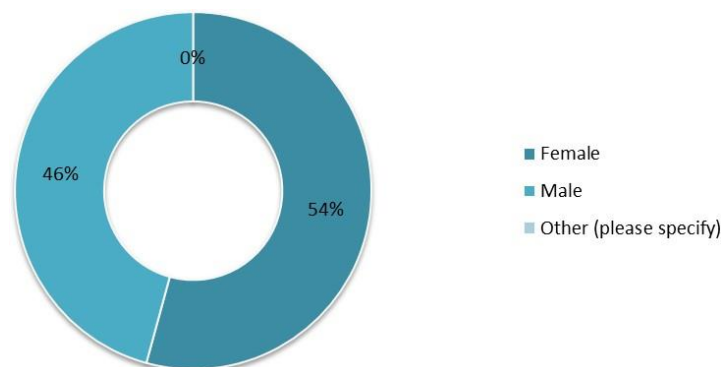
Most respondents who participated in the survey are Assistant Professors with a 42% (21), followed by 22% (11) of Professors, an 18% (9) of Associate Professors, an 18% (9) of Lecturers, and then there are 20% (10) of the respondents who are teaching/research assistants and other occupation mentioned in **Table 4.2.** The assistants' presence made the results less accurate since this research initial focus was on the academic staff. This question was answered by 50 participants.

Table 4.1 Academic Title Responses

| Answer Choices | Responses |
|---|---|
| Professor | 11 |
| Associate Professor | 9 |
| Assistant Professor | 21 |
| Lecturer | 9 |
| Other (please specify) | 10 |

Chart 4.2 Academic Title
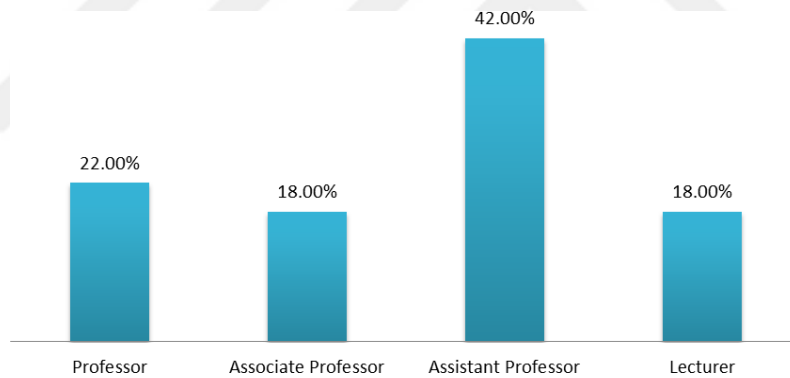


Table 4.2 Academic Position

| Respondents | Other (please specify) |
|---|---|
| 1 | Language Instructor |
| 2 | English Prep. Program Instructor |
| 3 | Tester |
| 4 | Research Assistant |
| 5 | I'm a teacher on the English Support program |
| 6 | Research assistant |
| 7 | Research assistant |
| 8 | Assistant |
| 9 | Program Coordinator |
| 10 | Dr. Research Assistant |

**Chart 4.3** below shows that 10% (6) of the respondents who have spent more than 15 years working at Kadir Has University, followed by 22% (13) of respondents working for 10-15 years, then 14% (8) of respondents from 7-9 years, 19% (11) of respondents 4-6 years, and lastly we have 36% (21) of respondents working for 3 years or less. These results show that most participants (especially academics of higher ranks) have been at KHas for a significant time, which means they have experienced working conditions sufficiently to add an accurate feedback to the survey.

Chart 4.3 Duration of Employment
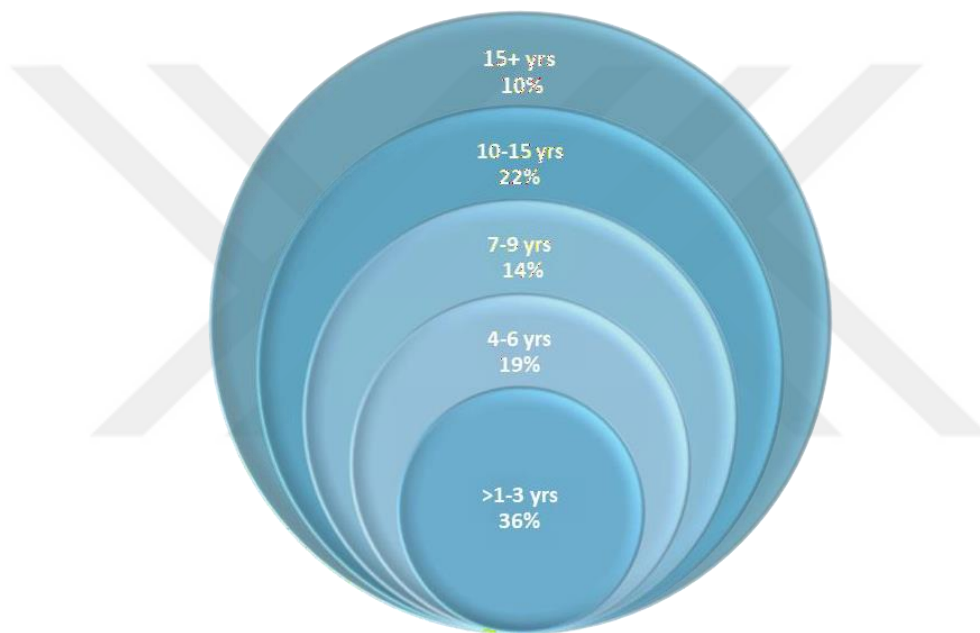


When asked about the duration of working in the current office space, 70% (41) of the respondents have spent between one to five years at their current office. The rest of the respondents are split between 3-11 months at 15% (9) and 6-12 years at 15% (9). This means that the majority have spent enough time in their current office to give valuable feedback and identify the existing problems. This will also add to the accuracy of the data in this research and therefore help understand the needs of the participants.

## 4.2 Current work activities

More than half the respondents spend 3 to 6+ hours per day doing research in their office at KHas. The numbers are as follows: 34% (20) spend 1-2 hours per day, 24% (14) spend 3-4 hours per day, 14% (8) spend 5-6 hours per day, and 29% (17) spend more than six hours per day on research as shown in **Table 4.3** below. These results show that academics spend most of their research hours in their office which requires concentration and privacy in order to have the best outcomes. In other words, if an institute wants more research from its academic staff, then they should be provided with the appropriate conditions to maximize productivity as well as comfort as suggested by Roelofsen, P. (2002).

Table 4.3 Hours per day spent at the office in KHas doing research on an average week.

| Answer Choices | Responses | |
|---|---|---|
| 1-2 hours | 34% | 20 |
| 3-4 hours | 24% | 14 |
| 5-6 hours | 14% | 8 |
| 6+ hours | 29% | 17 |

Office privacy is a significant factor in this survey. In order to understand how privacy impacts productivity, the results from this question were compared against most of the other questions in the survey. **Table 4.4** shows a total of 46% (27) of respondents have a private office; all of them are either Professors or associate professors. Followed by 32% (19) of respondents in a shared office with one person, most them are also assistant professors or full professors, 14% (8) in a shared office with 2-3 people varying from Associate Prof. to Teaching Assistants, and 8% (5) in shared office with 4 or more people mostly Lecturers and Teaching Assistants.

Table 4.4 Office Privacy.

| Answer Choices | Responses | |
|---|---|---|
| Private | 46% | 27 |
| Shared with one person | 32% | 19 |
| Shared with 2-3 people | 14% | 8 |
| Shared with 4 or more people | 8% | 5 |

**Table 4.5** below shows the results of the responses in each of the office environmental elements asked in the survey, the respondents chose multiple answers from each category. A total of 49% (28), 21% (12) of them are very unsatisfied, of the respondents are unsatisfied with the current noise level at their office, 24% (14) are neutral, 21% (12) are satisfied, and 7% (4) very satisfied. This shows that noise insulation at KHas academic offices is poor and could be enhanced. The next element is privacy, with the following results: 14% (8) very unsatisfied, 19% (11) unsatisfied, 26% (15) neutral, 26% (15) satisfied, and 16% (9) very satisfied. Office lighting results are: 10% (6) very unsatisfied, 10% (6) unsatisfied, 24% (14) neutral, 41% (24) satisfied, and 15% (9) very satisfied. Ergonomic comfort results show that majority of the respondents are content with 46% (27) being satisfied, 12% (7) very satisfied, 27% (16) feel neutral, 10% (6) unsatisfied, and 5% (3) are very unsatisfied. Next is office accessibility which has the highest level of satisfaction with 26% (15) very satisfied, 55% (32) satisfied, 9% (5) neutral, 5% (3) unsatisfied, 5% (3) very unsatisfied. The air quality results also show that 7% (4) of the respondents are very satisfied, 29% (17) satisfied, 22% (13) neutral, 20% (12) unsatisfied, 22% (13) very unsatisfied. Finally, the overall interior design satisfaction level is mostly neutral with 40% (23) of the responses, while 28% (16) feel satisfied and 5% (3) very satisfied, then 21% (12) feel unsatisfied and 7% (4) feel very unsatisfied. This shows an overall level of satisfaction with the interior design.

Table 4.5 Office Satisfaction

| | Very Unsatisfied | | Unsatisfied | | Neutral | | Satisfied | | Very Satisfied | | Total Responses of each answer choice |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Noise Level | 21% | 12 | 28% | 16 | 24% | 14 | 21% | 12 | 7% | 4 | 58 |
| Privacy | 14% | 8 | 19% | 11 | 26% | 15 | 26% | 15 | 16% | 9 | 58 |
| Lighting | 10% | 6 | 10% | 6 | 24% | 14 | 41% | 24 | 15% | 9 | 59 |
| Ergonomic Comfort (chair & desk comfort) | 5% | 3 | 10% | 6 | 27% | 16 | 46% | 27 | 12% | 7 | 59 |
| Accessibility | 5% | 3 | 5% | 3 | 9% | 5 | 55% | 32 | 26% | 15 | 58 |
| Air Quality | 22% | 13 | 20% | 12 | 22% | 13 | 29% | 17 | 7% | 4 | 59 |
| Overall Interior | 7% | 4 | 21% | 12 | 40% | 23 | 28% | 16 | 5% | 3 | 58 |

This question focused on exploring the work place preferences among the academic staff at KHas. The participants were asked to select multiple answers in each category. The results show that office space is the most preferred place to perform all types of work with 90% (53) for class/teaching preparations, 86% (51) for research, 81% (48) for service/administrative work, and 71% (42) for meetings/office hours.

The library is mostly used for research with a 93% (26) of the responses, 25% (7) use it for class/teaching preparations, and 4% (1) use it for service/administrative work. Moreover, 77% (27) of the respondents use the meeting room for meetings, 40% (14) for service/administrative work, 14% (5) for research, and 9% (3) use it for class/teaching preparations. Social areas are also mainly used for meetings with a rate of 81% (22), 22% (6) of the respondents use them for service/administrative work, 15% (4) for research, and 11% (3) for class/teaching preparations. On the other hand, labs are mainly used for class/teaching preparations by 77% ( 10) of the responses, 31% (4) use them for research, 8% (1) for service/administrative work, and 8% for meetings/office hours. Four respondents added their own answers separately; the first said there are no meeting spaces in their block; second person said they work in the class/studio after-hours; third person said they prefer to work at home for teaching prep and research, and the fourth person said they work in an empty classroom if it has better air circulation and is quieter than their office.

Table 4.6 - Preferable locations to work while on campus.

| | Class/ Teaching preparation | | Research | | Service/ Administrative | | Meetings/ Office Hours | |
|---|---|---|---|---|---|---|---|---|
| Your office | 90% | 53 | 86% | 51 | 81% | 48 | 71% | 42 |
| Library | 25% | 7 | 93% | 26 | 4% | 1 | 0% | 0 |
| Meeting Room | 9% | 3 | 14% | 5 | 40% | 14 | 77% | 27 |
| Social areas | 11% | 3 | 15% | 4 | 22% | 6 | 81% | 22 |
| Labs | 77% | 10 | 31% | 4 | 8% | 1 | 8% | 1 |
| Other (please specify) | there are no meeting spaces<br>Sometimes after-hours in studio (class)<br>For teaching prep and research I prefer to work from home.<br>Empty classrooms - if they have fresh air and are away from noise. | | | | | | | |

Chart 4.4 Work Categories

■ Class/ Teaching preparation ■ Research ■ Service/Administrative ■ Meetings/ Office Hours
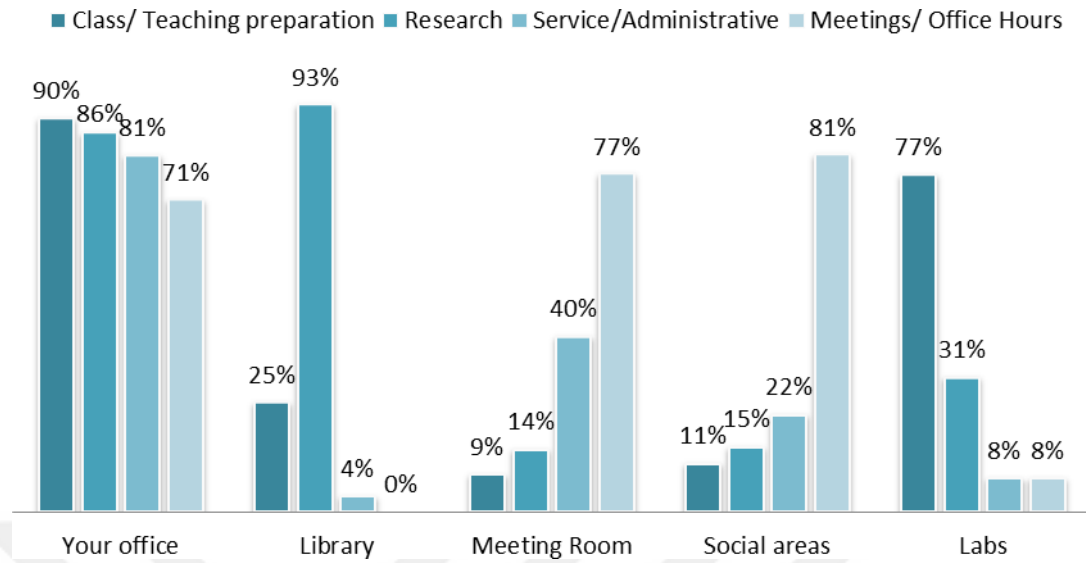


Some people tend to change their work place to break the routine, or get more privacy, or for more comfort. Therefore, the participants were asked to rate their preferred place for work while off campus. 93% (combined 1 and 2 of the ranking scale, 1 being the highest) of the respondents said their home is their preferable place to do academic work, which makes a home the only alternative to the campus office. Second most preferable place are coffee shops at 76% (combined 1 and 2), public libraries came in third with 26%, and fourth are co-working areas at 17% (combined 1 and 2).

Table 4.7 Work Preference

|  | 1 (highest) |  | 2 |  | 3 |  | 4 (lowest) |  | Total | Score |
|---|---|---|---|---|---|---|---|---|---|---|
| Home | 87% | 47 | 6% | 3 | 6% | 3 | 2% | 1 | 54 | 3.78 |
| Coffee shop | 17% | 7 | 59% | 24 | 20% | 8 | 5% | 2 | 41 | 2.88 |
| Public Library | 0% | 0 | 26% | 10 | 32% | 12 | 42% | 16 | 38 | 1.84 |
| Co-working areas | 3% | 1 | 14% | 5 | 36% | 13 | 47% | 17 | 36 | 1.72 |

Answered 55
Skipped    4

The physical characteristics of the Kadir Has offices of those who participated in the survey are as follows: 88% (52) have windows, 75% (44) have daylight from the outdoors, 66% (39) have operable windows, 46% (27) have an operable HVAC system,

34% (20) have a view to the interior of the building, 32% (19) have a pleasant outdoor view through the window, and 31% (18) have daylight from the windows. Another person added they have noise insulation.

Chart 4.5 Office Features
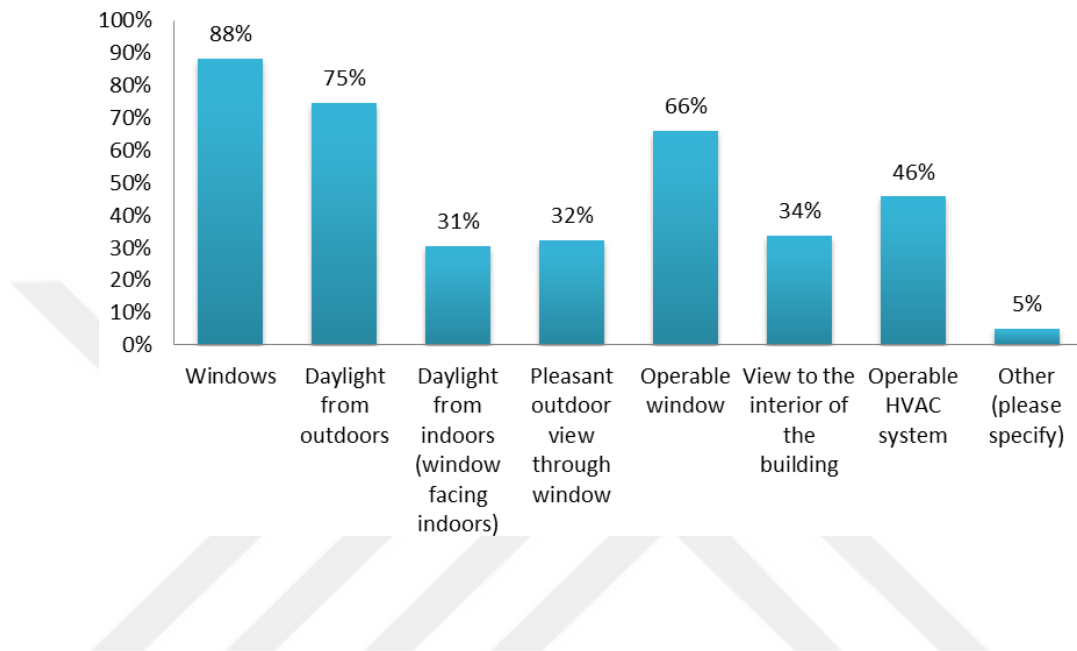


Place attachment is a very important aspect in any space and it has a significant impact on the overall comfort (Scrima et.al, 2019). For this reason, it is necessary to understand the degree of attachment of the individuals to their office space in this survey. The respondents described their attachment to the campus as follows: 14% (8) felt very strong attachment, 39% (23) strong, 32% (19) neutral, 12% (7) weak, and 3% (2)very weak. They described their attachment to their faculty with 7% (4) very strong, 43% (25) strong, 31% (18) neutral, 12% (7) weak, and 7% (4) very weak. Then to their academic office as follows: 21% (12) very strong, 33% (19) strong, 28% (16) neutral, 14% (8) weak, 5% (3) very weak. We can conclude that the respondents are fairly attached to the campus of their faculty and office space. Also this supports their overall satisfaction with the interior design in question seven earlier.

Table 4.8 Office Attachment

|  | Very weak |  | Weak |  | Neutral |  | Strong |  | Very strong |  | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Campus in | 3% | 2 | 12% | 7 | 32% | 19 | 39% | 23 | 14% | 8 | 59 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| general | | | | | | | | | | | |
| Campus of your faculty | 7% | 4 | 12% | 7 | 31% | 18 | 43% | 25 | 7% | 4 | 58 |
| Academic Office | 5% | 3 | 14% | 8 | 28% | 16 | 33% | 19 | 21% | 12 | 58 |

## 4.3 Perception of Office Space

Individuation of space helps increase place attachment, as discussed earlier in chapter two, which leads to better performance and higher job satisfaction (Dinc, 2010). **Table 4.9** shows the responses of how the participants customized their office space. 25% (15) of the respondents ordered new furniture from school, 24% (14) brought/bought furniture from home, 7% (4) painted the office walls, 27% (15) changed the lighting, 43% (24) added family/ personal pictures, 68% (38) added artworks/ posters, and 55% (31) added desk toys or fidgets. Other answers include adding plants, books, and up-cycled unused/old furniture. The overall outcome of the results show that the respondents made an effort to feel attached to their office space, which means they want to be comfortable and productive in their own space.

Table 4.9 Office Individuation

| Answer Choices | Responses | |
|---|---|---|
| Ordered new furniture from school | 24% | 15 |
| Bought/ Brought furniture from home | 24% | 14 |
| Painted the walls | 7% | 4 |
| Changed the lighting ambiance | 27% | 15 |
| Added family/personal pictures | 43% | 24 |
| Added artworks/ posters | 68% | 38 |
| Desk toys & fidgets | 55% | 31 |
| Other (please specify) | 16% | 9 |

Now that the participants have developed a sense of their personal perception and understanding of their office space through the survey, question thirteen is based on their own judgement to understand how they feel about productivity. When asked if office design has a role on their research productivity; 19% (11) said they strongly agree, 49% (29) agree, 19% (11) are neutral, 10% (6) disagree, and 3% (2) strongly

disagree. This means that majority (68%) of the respondents agree with the importance of office design for improving research productivity as shown in **table 4.9**.

Table 4.10 Research Productivity

| Strongly Disagree | | Disagree | | Neutral | | Agree | | Strongly Agree | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| 3% | 2 | 10% | 6 | 19% | 11 | 49% | 29 | 19% | 11 | 59 |

Question fourteen is a follow up question to question thirteen because it helps understand the participants' perception of productivity while working in their office on campus. On a scale of one to five, one being the lowest, 7% (4) rated their productivity at five, 34% (20) at four, 32% (19) at three, 19% (11) at 2, and 8% (5) at one. Again, the majority of the respondents (66%) feel quiet productive while working in their campus office. This means that productivity levels are moderate, but still higher than the overall interior design satisfaction (33%) and place attachment (54%).

Table 4.11 Office Productivity

| 1 (lowest) | | 2 | | 3 | | 4 | | 5 (Highest) | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| 8% | 5 | 19% | 11 | 32% | 19 | 34% | 20 | 7% | 4 | 59 |

When asked how the participants would rate their academic performance, 2% (1) said exceptional, 24% (14) said outstanding, 47% (28) said successful, 25% (15) said satisfactory, and 2% (1) said modest. Most Professors 73% ranked themselves either as successful or satisfactory, despite having more privacy, a higher rank, and more positive features in their offices.

Assistant and Associate Professors also mostly (67%) ranked themselves as satisfactory and successful, with only 25% of them have shared offices, and a reasonable amount of positive features. Those who ranked themselves as outstanding are mostly Assistant Professors at (63%).

Chart 4.6 Academic Performance
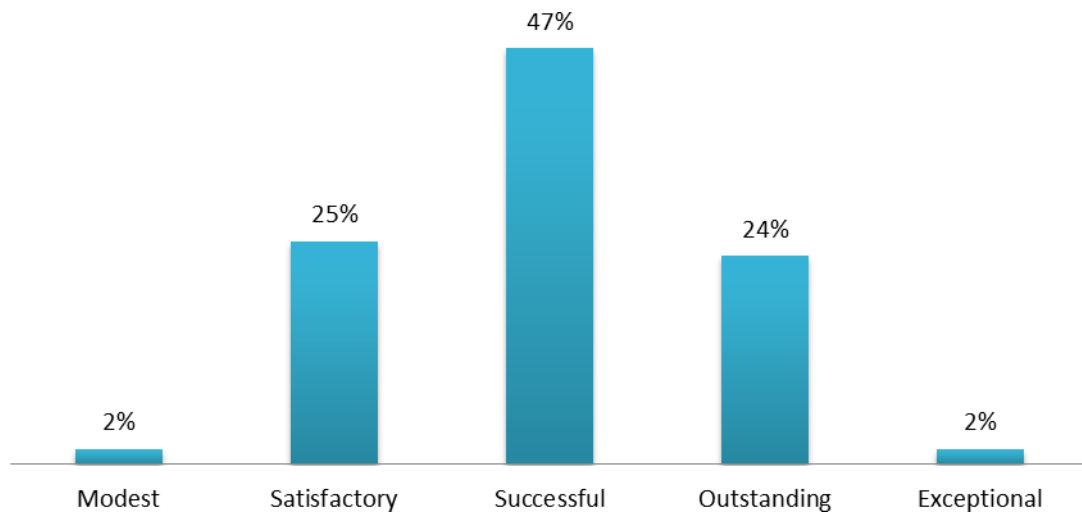


Most academics at Kadir Has expressed their discomfort with the current office environment, so they were asked to propose changes that can be done to improve comfort and productivity. The most persistent problems are: sound insulation, ventilation, lighting, and privacy. Other problems include: Meeting rooms, furniture, wall treatments, spacious office space, and break rooms for staff. While 14 participants skipped this question, 24% (22) respondents suggested improving sound insulation, 20% (18) suggested having better ventilation and control to the HVAC systems, 14% (13) suggested better lighting and access to daylight, 12% (11) respondents suggested private and more spacious offices, 8% (7) respondents suggested having windows with a view to the outdoors, 6% (5) suggested having staff kitchen or a break room, 3% (3) staff meeting room, and 3% (3) wall treatments. Noise insulation is the most common problem and has a great impact on productivity while working on campus. The main reason behind this problem is that the university campus is small and most of the times classes are on the same floor of the offices. For example, in Block C the offices are very close to the design studios and are mostly overlooking the corridor connecting the classrooms. The wood flooring makes things much worse and so does the nearby steel staircase. Since there are building restrictions because of the historical significance of Kadir Has, the administration are very cautious before making any construction works. The second most common problem is ventilation; many suggested having access to the

control switch in their office. This is due to a central HVAC system that is controlled by the technicians that is shared by multiple offices. Furthermore, not all windows are operable, which makes it difficult for fresh air to reach the offices; this was also a common suggestion by the participants. The third most common suggestion is lighting and access to daylight. Many respondents expressed their distress with the lack of daylight reaching their offices and sometimes there was no daylight at all. These are crucial conditions for individual comfort and productivity (Silvester et. al, 2010).

Table 4.12 Office Improvement Suggestions

| Suggestion | Responses | |
|---|---|---|
| Sound Insulation | 22 | 24% |
| Ventilation / HVAC | 18 | 20% |
| Lighting/ Daylight | 13 | 14% |
| Furniture/ Paint | 11 | 12% |
| Private/Bigger Office | 8 | 9% |
| Windows/ Outdoor view | 7 | 8% |
| Staff kitchen/ Break room | 5 | 6% |
| Staff meeting room | 3 | 3% |
| Wall treatment | 3 | 3% |

The Covid-19 pandemic caused a drastic change in office space perception and the sudden change forced a lot of employees to adjust to the new lifestyle. This question was asked to understand the perception of office space after working at home. The majority of the respondents described their Covid-19 experience changed their perception of distant and online education. They came up with new ways to cope with working from home while surrounded by their families. On the other hand, some respondents realized their need for a campus office became more persistent.

Comments about the Home Office
 Remote working at home have changed the perception of many participants in this

survey. Below are some of their opinions on the subject and the way it changed their productivity.

*"Before covid, I would spend at least 6+ hours a day in my office. At first I thought it would be difficult to adapt to working from home. Now, I feel that it will be difficult to spend more than a couple of hours a week in the office (once the Covid situation is over) even if my suggestions in question 16 of this survey were fulfilled. Having an office is great but definitely not a necessity for me if I were given the option of working off-campus aside from my teaching duties."*- Assistant Professor, private office.

*"your office can be anywhere you can focus on working as long as you have the access to the technological devices needed. And a coffee machine in your working area is a must :)"* – Language Instructor, office shared with 8 other people.

*"I'm a lot more productive at home anyway, and when I had my desktop delivered to my home, my productivity hit its highest in years."*-Associate Professor, private office.

*"I managed to turn a part of my home into office space, which is much more convenient especially in terms of noise and privacy matters."*-Assistant Professor, private office.

Comments about the Campus Office

Furthermore, some academics expressed their need for change in work environment. Meaning, they appreciate working from home now but they also need to work in their campus office to have better focus and productivity.

*"One needs change. I can work at home too, but being constantly at home is a serious problem in terms of productivity. I wish I could work at my office at least for a couple of days. I'd go if I didn't need to use public transport."*- Associate Professor, private office.

*"Although we can get things done from home, I strongly think that proper office space increases my productivity."* – Assistant Professor, private office.

*"I realized the importance of the traditional office space; as working at home remotely is problematic for concentrating on work for me."*- Assistant Professor, private office.

*"I don't believe in home office systems where all functions have merged into each other. Systemic co-operation with peers at the office environment and in the campus environment is the key to keep the productivity alive. I miss my office. İ miss my old normals at the campus."*- Associate Professor, office shared with 2-3 people.

*"I do not usually do a lot of work at home, so I didn't have a designated part in my home for work. It took me some time to create a real work space at home for which I also had to buy furniture. I realized that for serious and sustained work, I couldn't continue working on my bed or on a couch with the laptop on my lap. I needed a serious workspace that was comfortable and also blocked outside noise and other distractors. In that sense, the traditional Office space psychologically puts me in "work" mode while sustained serious working at home is more difficult."*- Lecturer, shared office.

*"My productivity adversely affected from the pandemic due to the lack of a proper office space."* – Assistant Professor, office shared with one person.

It is good to see the diversity in answers, because this also supports my argument that we can't set one model for a productive office space to all individuals. What a person really needs is more flexibility and freedom to decide when and where they feel more productive. One fixed setting should not be forced on all because humans in their nature desire to break the routine from time to time.

This chapter discussed the survey results and responses. The respondents expressed their opinions clearly about the current office space at Kadir Has University. The results showed an overall dissatisfaction in the physical environment mainly in sound insulation, privacy, lighting, and ventilation. This discomfort decreased productivity and place attachment as expressed by the respondents. Moreover, the recent Covid pandemic has changed the perception of office space to many academics, some feel more comfortable to work at home, while others feel the necessity of an on campus office is undeniable.

# 5. CONCLUSION

Since offices are usually considered a second home to most academics, studies suggest that employees who work in a comfortable environment are more likely to be productive and have greater achievements (Albert et.al, 2018). This study discusses the office environment in relation to productivity at an academic workplace. The purpose of this research was to understand how office environment is crucial for academic productivity through supporting the needs of individuals. Kadir Has University was chosen as an ideal case study because it provides a large array of office space with varying qualities due to its historical renovation.

In order to achieve maximum comfort in any interior setting we need to analyze the nature of work performed by the individuals. Academics teach, give academic advising, do research and publish papers, and other administrative work throughout the semester. The literature review of this research helped develop a thorough understanding of the academic office environments and build a strong structure for this thesis. There are three main categories that were studied in this research; Place Attachment and Workplace, Environmental Aspects of an Academic Workplace, and Academic Productivity. All three aspects are related to one another and together they can provide a healthy workplace environment.

The visual observation of the Kadir Has University campus revealed the physical conditions surrounding the offices in each block/faculty. Many offices are located too close to classrooms and some are located near busy corridors and common areas. Also, some offices are too crowded and the space is too tight for some users. Another observation is that in some blocks, nearly half of the offices have windows overlooking the interior of the building, which means they get only some daylight and no sunlight access.

The survey was designed to have both open-ended and close-ended questions in order to give the participants a better chance to express themselves and collect an accurate feedback. The survey questions were designed in four categories that are: (1) Academic and personal data, (2) Current work activities, (3) Surrounding environment, and perception of office space.

Environmental aspects, such as noise, lighting conditions, air quality, privacy, place attachment and overall satisfaction were the main factors that impact productivity in this study. This research was done on a sample of 59 academics who participated in the online survey, which are approximately 17% of the academic faculty. The survey results also showed that 67% of the respondents agree that office design plays an important role in productivity.

**5.1 Significance of findings**

The findings of this research emphasize on the significance of the work place environment with regards to academics comfort and productivity. The results show that most academicians demand improvements in their current office space to be more comfortable and productive. Noise, lack of privacy, inadequate lighting, and lack of control over HVAC systems are the main problematic factors at the Kadir Has office interiors.

Noise was reported as a major factor for decreased productivity while on campus as 49% of the respondents were unsatisfied with the noise level. Despite the discomfort, 90% of the respondents do most of their academic work in their office, even though only 66% of them feel productive while working on campus. There were ninety suggestions in total; twenty-two (24%) of them were about sound insulation improvement. Some suggested soundproofing the walls while others suggested moving the offices away from classrooms as most of the complaints regarding noise pollution come from the fact that classrooms are placed on the same floor and very close to the faculty offices. Another source of noise pollution is the outdoor noise from the nearby busy street and neighborhood, some respondents suggested soundproofing the walls and windows.

Privacy is the second most common factor that causes discomfort to the academics according to the survey participants. Most of them felt lack of privacy due to their shared office in a small space. Only 40% of the respondents feel positive about their office privacy. On the other hand, faculty members who have private offices felt more satisfied with the overall environment, more attached to their office and more productive. There were eight (9%) out of ninety suggestions regarding privacy, some

suggested adding tinted finishes to the glass walls that face the campus while the majority suggested having their own office space instead of a shared one, however, the current campus too small to have an individual office for every academician.

Lighting (artificial and daylight) is also a primary factor in interior comfort as the responses indicate. Around 50% of the respondents felt satisfied with the lighting level in their office space. However, 80% suggested improving lighting in their current office, indicating there is still a lot of room to grow about lighting in the university. There were thirteen (14%) out of ninety suggestions regarding lighting improvements. Most suggested having direct sunlight in their office because many of the offices have windows overlooking the indoors of the campus which rarely lets in any direct sunlight. Furthermore, seven of the respondents suggested having a nice view to the outdoors which shows that not all respondents have a pleasant view from their window.

Working in a poorly air ventilated office space can cause various health problems and stress. According to the survey results, ventilation and fresh air are insufficient in most of the KHas academic offices. There were eighteen out of ninety suggestions by the respondents who desire having better control over ventilation. Most offices have a fixed central control unit of the HVAC system which makes it difficult for individual offices to control the temperature as desired. Furthermore, a number of respondents explained their desire to have access to operable windows in their office, as fresh air has a better impact on health and productivity.

Comfort in a space leads to place attachment, so if a person is not comfortable enough, he/she most likely feel unattached to their office (Rioux, L., & Pignault, A., 2013). This explains why 46% of the respondents felt weakly attached to their campus and office. Around 92% of the survey participants made an effort to feel more attached to their office space by decorating it with personal items or bringing in more furniture to feel more comfortable, however only 66% felt productive in their office. Other suggestions include having access to a private kitchenette near staff offices, meeting areas for faculty members to socialize and collaborate, changing the furniture, and painting the walls and redecorating the interior according to their personal preference.

## 5.2 Limitations of case study

The primary limitation of this study is the Covid-19 global pandemic that took place in the year 2020 and changed the entire work system around the world. The survey was sent to the participants while they were on lockdown and teaching remotely. Although being away from their offices gave the academics a deeper realization of the importance of a campus office; it also created some bias in the responses because the participants had spent almost four months working from their home office. Another limitation is lack of equal presentation in academic ranks as the research would have been more accurate if the survey was distributed on the same number of participants of each rank. Also, the presence of research/teaching assistants in the survey also made a wider gap in the average of results since the office conditions differ significantly from that of the academic staff.

## 5.3 Design Guidelines

Based on this case study, below are some design guidelines to have better office spaces for the academics when they can be more productive.

- Design each work space according to the individual's type of work and needs, rather than bulk designing all offices with the same design approach.
- Improve privacy.
- Provide office space occupied by one individual by calculating the exact minimum square meters per individual to be comfortable in a space.
- Provide flexibility for on-campus presence.
- Provide office rotation, so that everyone can experience different work conditions around campus or even within the same faculty.
- Maximize use of daylight for cases where natural light is not accessible.
- Reduce noise level in corridors and common areas and use sound insulation in walls to help reduce discomfort among the employees.
- Provide healthy ventilation systems that incorporate the use of outdoor air and provide control panels in every office.
- Increase comfort levels for individuals by providing ergonomic furniture designed for body comfort.
- Provide restorative features such as pleasant view, plants, and ease of access to outdoors.

The overall productivity level among Kadir Has academic staff can be resolved through simple yet impactful interior design solutions. By improving the physical working conditions and office-hours flexibility, the institution could invest in better academic performance of the faculty and thus improve the overall productivity level. Further studies can be conducted by involving comparison groups based on the quality of office space and incorporating their productivity as measured by the university. Overall expectations from academics by university administrators are on the rise but ideal work place should also be provided to all without any difference based on rank or performance.

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# CURRICULUM VITAE

**Personal Information**

Name Surname               : Yumna Mohammed Ali

**Education**

Undergraduate Education   : Bachelor in Interior Design, Ajman University, United Arab Emirates, 2014.

Various elective courses in English Literature, Arts, History and Science, while doing a year abroad at the University of Minnesota, USA, 2010.

Graduate Education          : Master of Arts in Design, Kadir Has University, Turkey.

Foreign Language Skills     : Fluent in Arabic and English

**Work Experience**

Name of Employer and Dates of Employment:
2014-2017 Teaching Assistant and Administrator at Ajman University, UAE.

**Publications and Activities**

Co-published a research paper and presented it at the DRS Learn and Design Conference 2019, METU, Ankara, Turkey.
https://doi.org/10.21606/learnxdesign.2019.11110

Participated in various design workshops and seminars organized by Kadir Has University, Arter museum and Salt Galata in Istanbul, 2017-2019.

**Honors and Awards**
- 2nd place winner of the Student Design Challenge at Dubai Design Week, Dubai, 2012.
- Graduated with Honors.
- The UAE National Day art installation recognition by Ajman University.
- Awarded for contributing with my graduation project during Green Week at WETEX Dubai, 2014.

# Appendix A
# Full Survey Questions and Responses

**Q1 .What is your gender?**
Answered: 59     Skipped: 0

Female     Male               Other (please specify)

ANSWER CHOICES  RESPONSES
Female     54%  32
Male       46%  27

Other (please specify)     0% 0

OTHER (PLEASE SPECIFY)
     There are no responses.

**Q2 .What is your title at Kadir Has University?**
Answered: 50     Skipped: 9

Professor   Associate Professor     Assistant Professor     Lecturer

ANSWER CHOICES  RESPONSES
Professor              22%   11
Associate Professor    18%    9
Assistant Professor    42%   21
Lecturer               18%    9

| #  | OTHER (PLEASE SPECIFY) |
|----|------------------------|
| 1  | Language Instructor |
| 2  | English Prep. Program Instructor |
| 3  | Tester |
| 4  | Research Assistant |
| 5  | I'm a teacher on the English Support program |
| 6  | Research assistant |
| 7  | Research assistant |
| 8  | Assistant |
| 9  | Program Coordinator |
| 10 | Dr. Research Assistant |

**Q3 How long have you been working at KHas?**

Answered: 59     Skipped: 0

| # | RESPONSES |
|---|---|
| 1 | 1.5 year |
| 2 | 10 years |
| 3 | 1 year |
| 4 | for 3 years |
| 5 | 9 years |
| 6 | 2 years |
| 7 | 5 years |
| 8 | 4.5 years |
| 9 | 11 yrs |
| 10 | 11 months |
| 11 | 3 years |
| 12 | 6 years |
| 13 | 11 yrs |
| 14 | 10 years |
| 15 | 3 years |
| 16 | 1,8 years |
| 17 | 3 years |
| 18 | 11 years |
| 19 | 2 years |
| 20 | 2 years |
| 21 | 1 |
| 22 | 3 years |
| 23 | 7 years |
| 24 | 6 |
| 25 | 9 years |
| 26 | 8 years |
| 27 | 14 years |
| 28 | 1y7m |
| 29 | 17 |
| 30 | six years |
| 31 | 3 years now |
| 32 | 21 years |
| 33 | 20 |
| 34 | 8 years |
| 35 | For 10 years |
| 36 | 8 years |
| 37 | 8 |
| 38 | 10 years |
| 39 | 18 years |
| 40 | 3 years |
| 41 | 4 years |
| 42 | 10 years |
| 43 | 20 years |
| 44 | 4 Years |

45    6 years
46    1 year
47    16 years
48    12 years
49    12
50    9
51    6 years
52    3 years
53    5 years
54    4 years
55    9 months
56    1 year
57    10 years
58    10 months
59    14 years


**Q4. How long have you been in your current office space on campus?**
Answered: 59      Skipped: 0

\#      RESPONSES
1      3 months
2      4 years
3      1 year
4      for 2 years
5      1 year
6      Almost a year
7      1 year
8      Since I started working at Khas
9      3 yrs
10    10 months
11    3 years
12    1 year
13    11 yrs
14    2 years
15    7 months
16    1,8 years
17    6 months (including the pandemic period)
18    5 years
19    1 year
20    5 months
21    1
22    3 years
23    5 years
24    5
25    8 years
26    4 years
27    6 years

| | |
|---|---|
| 28 | 1y7m |
| 29 | 5 |
| 30 | four years |
| 31 | 3 years too |
| 32 | 5 years |
| 33 | 5 days a week |
| 34 | 5 years |
| 35 | For 6 years |
| 36 | 4 years |
| 37 | 8 months |
| | |
| 38 | 1 year |
| 39 | 5 years |
| 40 | 3 years |
| 41 | 4 years |
| 42 | 10 years |
| 43 | 5 |
| 44 | 2 Years |
| 45 | 6 years |
| 46 | 1 year |
| 47 | 2 years |
| 48 | 8 years |
| 49 | 6 |
| 50 | 5 |
| 51 | 2 years |
| 52 | 3 years |
| 53 | 2 years |
| 54 | 4 years |
| 55 | 9 months |
| 56 | 6 months |
| 57 | 10 years |
| 58 | 10 months |
| 59 | 2 years |

**Q5. On an average week, how many hours per day do you spend at your office in KHas doing research?**
Answered: 59    Skipped: 0

1-2 hours    3-4 hours    5-6 hours    6+ hours

| ANSWER CHOICES | RESPONSES | |
| --- | --- | --- |
| 1-2 hours | 34% | 20 |
| 3-4 hours | 24% | 14 |
| 5-6 hours | 14% | 8 |
| 6+ hours | 29% | 17 |

**Q6 Is your office..?**
Answered: 59    Skipped: 0

Private        Shared with one person      Shared with 2-3 people Shared with 4 or more people      Other (please specify)

| ANSWER CHOICES | RESPONSES | |
| --- | --- | --- |
| Private | 46% | 27 |
| Shared with one person | 29% | 17 |
| Shared with 2-3 people | 14% | 8 |
| Shared with 4 or more people | 3% | 2 |
| Other (please specify) | 8% | 5 |

| # | OTHER (PLEASE SPECIFY) |
| --- | --- |
| 1 | 8 people (there are 2 more desks that can be taken anytime) |
| 2 | shared with 8 other people |
| 3 | Shared with lecturer from another department |
| 4 | First year private, second and third shared with one person |
| 5 | sheared with 11 people |

**Q7. Please state your satisfaction level with the following elements at your current office.**

Answered: 59     Skipped: 0

| | VERY UNSATISFIED | UNSATISFIED | NEUTRAL | SATISFIED | VERY SATISFIED | TOTAL |
|---|---|---|---|---|---|---|
| Noise Level | 21% 12 | 28% 16 | 24% 14 | 21% 12 | 7% 4 | 58 |
| Privacy | 14% 8 | 19% 11 | 26% 15 | 26% 15 | 16% 9 | 58 |
| Lighting | 10% 6 | 10% 6 | 24% 14 | 41% 24 | 15% 9 | 59 |
| Ergonomic Comfort(chair & desk comfort) | 5% 3 | 10% 6 | 27% 16 | 46% 27 | 12% 7 | 59 |
| Accessibility | 5% 3 | 5% 3 | 9% 5 | 55% 32 | 26% 15 | 58 |
| Air Quality | 22% 13 | 20% 12 | 22% 13 | 29% 17 | 7% 4 | 59 |
| Overall Interior Design | 7% 4 | 21% 12 | 40% 23 | 28% 16 | 5% 3 | 58 |

**Q8. While on campus, where do you usually prefer to work for the tasks below? Select area/s according to work category. You can select multiple answers per row.**

Answered: 59     Skipped: 0

| | CLASS/ TEACHING PREPARATION | RESEARCH | SERVICE/ ADMINISTRATIVE | MEETINGS/ OFFICE HOURS | TOTAL RESPONDENTS |
|---|---|---|---|---|---|
| Your office | 90% 53 | 86% 51 | 81% 48 | 71% 42 | 59 |
| Library | 25% 7 | 93% 26 | 4% 1 | 0% 0 | 28 |
| Meeting Room | 9% 3 | 14% 5 | 40% 14 | 77% 27 | 35 |
| Social areas | 11% 3 | 15% 4 | 22% 6 | 81% 22 | 27 |
| Labs | 77% 10 | 31% 4 | 8% 1 | 8% 1 | 13 |

| # | OTHER (PLEASE SPECIFY) | DATE |
|---|---|---|
| 1 | there are no meeting spaces | 8/5/2020 9:49 AM |
| 2 | Sometimes after-hours in studio (class) | 7/22/2020 10:50 PM |
| 3 | For teaching prep and research I prefer to work from home. | 7/22/2020 6:25 PM |

**Q9. When you work off-campus, where do you usually prefer to work?**
**Rank based on your preference, 1 being the highest.**
**Answered: 55    Skipped: 4**

ANSWER CHOICES RESPONSES
| | | |
|---|---|---|
| Windows | 88% | 52 |
| Daylight from outdoors | 75% | 44 |
| Daylight from indoors (window facing indoors) | 31% | 18 |
| Pleasant outdoor view through window | 32% | 19 |
| Operable window | 66% | 39 |
| View to the interior of the building | 34% | 20 |
| Operable HVAC system | 46% | 27 |
| Other (please specify) | 5% | 3 |

OTHER (PLEASE SPECIFY)
noise insulation
good view, small window, poor natural light
Window not opening

**Q10. Does your office has: (select as needed)**
**Answered: 59    Skipped: 0**

ANSWER CHOICES RESPONSES
| | | |
|---|---|---|
| Windows | 88% | 52 |
| Daylight from outdoors | 75% | 44 |
| Daylight from indoors (window facing indoors) | 31% | 18 |
| Pleasant outdoor view through window | 32% | 19 |
| Operable window | 66% | 39 |
| View to the interior of the building | 34% | 20 |
| Operable HVAC system | 46% | 27 |
| Other (please specify) | 5% | 3 |

| | OTHER (PLEASE SPECIFY) | DATE |
|---|---|---|
| 1 | noise insulation | |
| 2 | good view, small window, poor natural light | |
| 3 | Window not opening | |

**Q.11 Place Attachment is an emotional bond between an individual and a physical space. Considering place attachment, how well attached do you feel to your..?**
**Answered: 59    Skipped: 0**

Campus in general
Campus of your faculty
Academic Office

| | VERY WEAK | WEAK | NEUTRAL | STRONG | VERY STRONG | TOTAL | WEIGHTED AVERAGE |
|---|---|---|---|---|---|---|---|
| Campus in general | 3%<br>2 | 12%<br>7 | 32%<br>19 | 39%<br>23 | 14%<br>8 | 59 | 3.47 |
| Campus of your faculty | 7%<br>4 | 12%<br>7 | 31%<br>18 | 43%<br>25 | 7%<br>4 | 58 | 3.31 |
| Academic Office | 5%<br>3 | 14%<br>8 | 28%<br>16 | 33%<br>19 | 21%<br>12 | 58 | 3.50 |

**Q12. How did you customize/change your current office space? (select multiple as desired)**
Answered: 56      Skipped: 3

| ANSWER CHOICES | RESPONSES | |
|---|---|---|
| Ordered new furniture from school | 25% | 14 |
| Bought/ Brought furniture from home | 23% | 13 |
| Painted the walls | 7% | 4 |
| Changed the lighting ambiance | 27% | 15 |
| Added family/personal pictures | 43% | 24 |
| Added artworks/ posters | 68% | 38 |
| Desk toys & fidgets | 55% | 31 |

| OTHER (PLEASE SPECIFY) |
|---|
| Plants |
| books |
| plants |
| Large blackboard was provided by university; [color] printer, projector, screen, controller etc. provided by my project budget |
| did nothing |

Get a reasonably operable window

need air

Up-cycled unused and old furniture from storage

Rug from home

**Q.13 "My office design plays an important role in my research productivity."**
**Answered: 59    Skipped: 0**

| STRONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY AGREE | TOTAL |
|---|---|---|---|---|---|
| 3% | 10% | 19% | 49% | 19% | |
| 2 | 6 | 11 | 29 | 11 | 59 |

**Q14. How would you rate your productivity while working in your office on campus? (1 being the lowest)**
Answered: 59    Skipped: 0

| 1 | 2 | 3 | 4 | 5 | TOTAL |
|---|---|---|---|---|---|
| 8% | 19% | 32% | 34% | 7% | |
| 5 | 11 | 19 | 20 | 4 | 59 |

**Q15. Based on self-evaluation, how would you rate your own academic performance?**
Answered: 59 Skipped: 0


Modest Satisfactory  Successful Outstanding  Exceptional

ANSWER CHOICES RESPONSES
| | | |
|---|---|---|
| Modest | 2% | 1 |
| Satisfactory | 25% | 15 |
| Successful | 47% | 28 |
| Outstanding | 24% | 14 |
| Exceptional | 2% | 1 |


**Q16. What would you change about your current workplace/office to support your academic performance? Mention at least three suggestions please.**
**Answered: 45 Skipped: 14**


ANSWER CHOICES RESPONSES
| | | |
|---|---|---|
| Suggestion 1 | 100% | 45 |
| Suggestion 2 | 91% | 41 |
| Suggestion 3 | 67% | 30 |
| More suggestions | 18% | 8 |


| # | SUGGESTION 1 |
|---|---|
| 1 | I would change wall painting and furnitures |
| 2 | improve the ventilation of the building |
| 3 | improve noise isolation |
| 4 | more areas to come together to share ideas and for collaboration |
| 5 | Share office space with fewer people |
| 6 | Better noise isolation |
| 7 | less noise |
| 8 | Less noice |
| 9 | larger space |
| 10 | Sound proofing |
| 11 | Windows that I can open so that I can get fresh air |
| 12 | A more comfortable chair would definitely help |
| 13 | Office with privacy- no transparent glass walls and doors |
| 14 | not shared |
| 15 | less noise from outside |
| 16 | Individual office |

17    Air conditioning quality
18    May be filters for the windows, as it gets too hot after 14:00 in the summer-- even the AC is not enough
19    noting
20    noise insulation
21    more pleasant outside view
22    More powerfull isolation from noise both from within and outside the campus
23    fresh air
24    private office for each faculty
25    individual office
26    Bigger office space
27    I'd like it if it was closer to the library
28    Move to a less crowded floor/corridor.
29    Adjustable lightning
30    Noise barrier (ambient noise is excessive; acoustically terrible
31    air quality
32    More lab space
33    furniture design / appearance
34    Reducing the incoming noise to the office from inside and outside the building by applying proper sound insulation to walls, office door, and windows.
35    to have private office or to have less than 3 people per office
36    Paint color
37    Office with an opening window
38    Daylight
39    a room with daylight and fresh air
40    Change glass walls so I can have more privacy.
41    A more remote office where people don't constantly barge in.
42    Better air con I can control
43    Fresh air
44    If a kitchen were available near the office it would be nice
45    Possibility to work from home more

| # | SUGGESTION 2 |
|---|---|
| 1 | I would change the room |
| 2 | improve lighting |
| 3 | increase the area |
| 4 | good lighting - sometimes the lighting in the room causes headache when I spend long hours in the office |
| 5 | Have better lighting (currently it's too bright and artificial) |
| 6 | hand washing facility in the room |
| 7 | window opening outdoors |
| 8 | noise insulation |
| 9 | Solid door +walls not glass door or walls |
| 10 | Air conditioning system (it is extremely hot in my office and I cannot work properly for that reason) |
| 11 | Having fewer interruptions when the university is in full operation. The noise level can be distracting |
| 12 | Minimum sound from outside so separating classrooms and offices |

13    plants
14    Better heating / cooling
15    Movcing theatre department studios to a different location-Too noisy
16    noting
17    better furniture
18    better furniture
19    Betterment of air quality
20    sound isolation
21    noise insulation
22    quiet location away from student circulation
23    Better network connectivity
24    I'd like it if it was closer to the garden
25    Have my own coffee/tea machine
26    -
27    More privacy (whole wall is glass)
28    private office
29    Better computational lab
30    more natural light
31    Cleaning the office thoroughly and regularly (ideally once a week) based on a schedule agreed upon by the faculty members: The university does not allow the cleaning staff to go into and clean our offices over the weekend or in the evening, probably due to security reasons, however, it would be much more efficient if we do not have to schedule a cleaning day and  time with the cleaning staff and give them an office key every time we need our office to be cleaned. It is unnecessarily time consuming and it requires coordination among office mates if it is a shared office.
32    Better lighting
33    Better lighting
34    Fresh air
35    a room of my own
36    Move classrooms away from my office.
37    A little more space for a sectional desk and additional drawers for a better organized office.
38    Correct signs that says whose office is whose so there are less interruptions by people looking for others
39    Daylight from outdoors
40    Day light from outside
41    Make my walls opaque (they're glass)

#     **SUGGESTION 3**
1     I would a better HVAC system
2     increase the size of the window
3     I know it's difficult to make changes in our campus area but green areas really help to focus and work out of the office (just like the garden in the campus)
4     Better air conditioning (centrally operated, either very cold or very hot)
5     more frequent cleaning service
6     making the air conditioners available in winter time as well
7     reliable air conditioning
8     Carpet +sofa

9    ..
10   lightning
11   Less noise in the building
12   noting
13   water insulation
14   better private library organisation
15   More of those small kitchens for staff
16   standalone hvac system for each office
17   larger working surfaces
18   Renew/add furniture
19   -
20   Network cabling system in my office
21   better hvac
22   Responding to faculty members' requests about improving the workspace conditions in a timely manner and trying to really solve the issues rather than telling the faculty that fixing the problem is very difficult (and closing the case as if the problem is solved) or postponing the implementation for years.
23   Better furniture
24   More comfortable furniture
25   Quiet
26   a clear separation of office hours and research hours
27   Change windows so I can get fresh air - I can hardly open them due to strong winds.
28   Tinted windows so I do not have to close blinds to stop people looking in on the stairs
29   View
30   Soundproofing

| # | MORE SUGGESTIONS |
|---|---|

1    a private office    8/12/2020 4:19 PM
2    Have a nicer colour of paint on the walls (currently it's light gray)
3    more regular cleaning of the ACs
4    windows with outdoor view
5    Cleaning the filters of air conditioners regularly and thoroughly to improve the air quality and avoid respiratory health issues. The heating/cooling system should be controllable in each office instead of being connected to a single central system. If it is impossible to split each office's heating/cooling controls, then the central heating/cooling system should be operated when it is needed at comfortable temperatures (not too hot when it gets colder outside and not too cold when it is hot outside), not just until the end of the administrative staff shifts at 5 or 6 pm, faculty members have more flexible working schedules and they may want to work in their office for longer hours if the physical conditions are favorable.
6    silence
7    Change furniture style/colour + color of walls + lighting preferences.
8. Redesign classrooms so they better support teaching and learning not lecturing.
9. Faculty meeting rooms/social spaces for academic discussion and collaboration.

**Q17. With the current situation of Covid-19 and the sudden life-style shift, how has this experience changed your perception about the significance of the traditional office space?**

Answered: 46     Skipped: 13

**#     RESPONSES**

1     i realized once more that i enjoyed my routine in the office: coffee, preparing lecture notes, research and talking with the students in office hours.

2     Before covid, I would spend at least 6+ hours a day in my office. At first I thought it would be difficult to adapt to working from home. Now, I feel that it will be difficult to spend more than a couple of hours a week in the office (once the Covid situation is over) even if my suggestions in question 16 of this survey were fulfilled. Having an office is great but definitely not a necessity for me if I were given the option of working off-campus aside from my teaching duties.

3     your office can be anywhere you can focus on working as long as you have the access to the technological devices needed. and a coffee machine in your working area is a must :)

4     I don't feel comfortable sharing an office space with 4 other people; I feel nervous about having to go back to working in an office space with a limited airflow (small windows)

5     Radically

6     My productivity adversely affected from the pandemic due to the lack of a proper office space.

7     I don't beleive in home office sysytems where all functions have merged into eachother. systemic co operation with peers at the office environment and in the campus environment is the key to keep the productivity alive. I miss my office. İ miss my old normals at the campus.

8     Although we can get things done from home, I strongly think that proper office space increases my productivity.

9     Working from home is the best.

10     An efficient private office is important for research, administrative work and health security

11     crowded rooms will need to be rearranged. lunch waiting lines need to be reorganized.

12     I do not usually do a lot of work at home, so I didn't have a designated part in my home for work. It took me some time to create a real work space at home for which I also had to buy furniture. I realized that for serious and sustained work, I couldn't continue working on my bed or on a couch with the laptop on my lap. I needed a serious workspace that was comfortable and also blocked outside noise and other distractors. In that sense, the traditional Office space psychologically puts me in "work" mode while sustained serious working at home is more difficult.

13     Change of place for study always increases productivity.

14     I have always been an advocate of remote work. After the pandemic, I am even more convinced that traditional office spaces are not very useful, they may even be counter- productive.

15     It hasn't really made a huge difference, because we have a quiet and airy flat, and my children are quiet. In addition, my course lends itself to online work, as I am

teaching the writing of research papers. That may well change when we are focusing on other courses from September/October.

16    It would be good working on office and reach teachers from there
17    not really
18    very important
19    none
20    NO
21    Not much. I still work at home when I am not working from office.
22    No
23    completely changed; we do not need the campus
24    They can be organized better

25    I can't say it did change my perception, because I didn't believe in the traditional approach to working spaces / offices.
26    showed that office is not important...
27    Very much valued compared to home office and coffee shops. Privacy by itself is the most important aspect of an office as well as insulation (both for noise and room temperature). Also I always wish to have a nice outdoor view just for relaxing...
28    home became the office, In some ways it is much more effective, yet the need for academic interaction with other colleagues is growing.
29    Most of the time I feel more productive working from home. I also feel more productive when I visit my office once a week, as very few people were around, therefore the campus was very silent.
30    One needs change. I can work at home too, but being constantly at home is a serious problem in terms of productivity. I wish I could work at my office at least for a couple of days. I'd go if I didn't need to use public transport.
31    Did not changed at all.
32    Traditional office space is more important than I thought. I feel my productivity diminishes when I do research in a place for a long period of time (definition of "long" changes"). Thus, I shift from office to home and from home to office time to time. Having this opportunity is a good thing.
33    I do miss the social aspects of being on campus, but working from home is preferable for me because i'm able to control the factors of acoustics and privacy.
        7/23/2020 2:42 PM
34    Currently, I use my office one or two afternoons per week. I have been working at home since the COVID-19 started.
35    That it is not a real necessity given the work (research & administrative) you can do at home and practically anywhere with a wi-fi.
36    As a person who works in a shared office, I used to prefer working at home before the COVID- 19 pandemic forced us to stay at home. The main reasons were the uncomfortable conditions of the office (noise from outside and inside the building, visitor traffic most of which is not related to me but I cannot isolate myself from, sharp white ceiling lighting, etc.). The recent months have really proven that going to an office may not be necessary for much of the work that faculty members do. Besides, commuting to an office in which you cannot work even half as much efficiently as you can at home is not productive and should not be forced on faculty members unless there is an absolute necessity. I must say that I miss our interactions with my office mates

and the random encounters on campus that are hard to replace by online communication.

37    my home is my castle :)

38    I haven't had a real attachment to office space for many years but that is even more the case now. I hope we can re-evaluate how and where we work in light of the experience of Covid-19.

39    Significantly, in a positive way.

40    sharing the office with mates doeant make sense anymore. But ı have closterphobia also, so single offices with no outside windows triggers anxiety.

41    for research: i am more productive outside of my office. for teaching: i can integrate a hybrid model but face to face classes have to be a part of teaching. for administration duties: can be a hybrid system of both online and offline work.

42    I managed to turn a part of my home into office space, which is much more convenient especially in terms of noise and privacy matters.

43    If there are no young kids at home, one can continue teaching and research without much difficulty. However, with children at home, it is IMPOSSIBLE to do any work.

44 1. For us at KHAS not so much because I do not feel our campus set up easily facilitates regular interaction between academic staff which leads to healthy academic discussion and collaboration; however, in my previous University the design of the campus did this, so not being on campus for long periods would be more disappointing. 2. For me working from home is fine as I live alone, but if it is to become regular the university should better support staff to assist their performance and the ease of working from home. E.g. Better computers and other hardware for use at home, or financial assistance for necessities such as high-speed internet.

45    I realized the importance of the traditional office space; as working at home remotely is problematic for concentrating on work for me.

46    I'm a lot more productive at home anyway, and when I had my desktop delivered to my home, my productivity hit its highest in years.