

HAWORTH

# Learning Happens Anywhere Playbook



# In a Class of Our Own

## Learning Happens Anywhere: The Campus is the Classroom

The momentum for change in higher education has accelerated dramatically. Change is happening on college campuses everywhere. Environments where people learn, work, play, and restore must adapt to meet an increasingly diverse population—evolving teaching, learning styles, and new technologies—empowering people to reach their full potential.

Students need fluid solutions that allow for externalizing ideas in global learning environments. Faculty and staff require spaces to focus, research, collaborate, and engage with students through both physical and virtual interaction. Attracting and retaining students and faculty is critical.

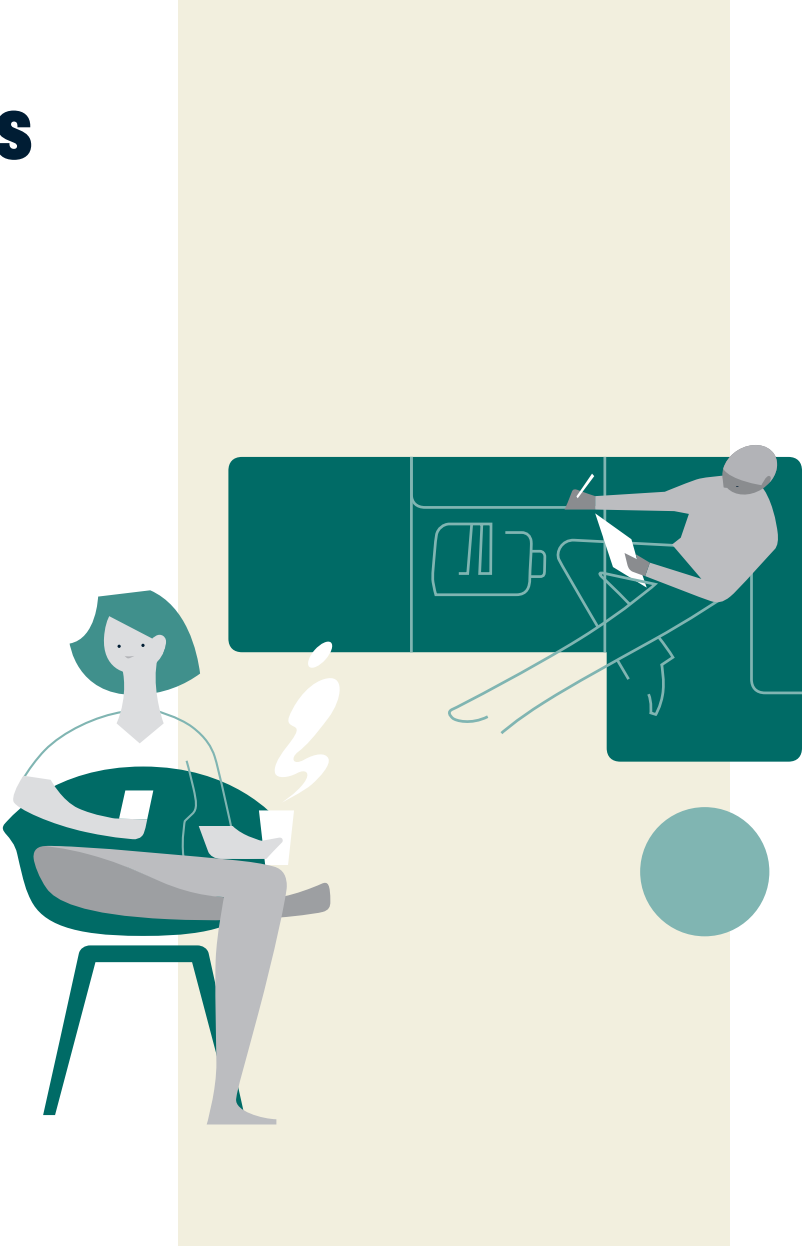
Opportunities for socialization are expectation for all. Students continue to place high value on the traditional “campus experience” in new ways. Personal interactions are desirable. Safety and security are mandatory. Virtual collaborations are prolific.

Active learning is happening across campus more outside the formal classroom than inside. From online to in labs, residence halls to student centers, spaces are being reimagined to support learning. The transformation of education is the ideal time for us to bring forward what we know about the designed workplace and social spaces.

Haworth has been providing solutions to our higher education customers for many years. Leveraging our global knowledge, unique design point of view, and product and space expertise, we combine our collective ideas to create spaces that meet evolving needs. Moving forward, it's even more critical to remain competitive and innovative.

**Active learning is happening across campus. From online to in labs, residence halls to student centers, spaces are being reimagined to support learning.**

# Table of Contents



<b>Positioning</b>	
Why Haworth Learning	4
Conversation Starters	6
Campus Considerations	8
Expanded Definitions	9
Activity-Based Spaces	10
<b>Prep</b>	
Homework + Tips	13
Stakeholder Summary	16
Academic Calendar/Sales Cycle	20
Contracts	21
<b>Toolkit</b>	<b>22</b>
<b>Glossary</b>	<b>24</b>

# Why Haworth Learning

**It's time to sharpen our focus and expand our presence on campus.**

Haworth and our dealers continue to successfully sell on many campuses across the country. There is opportunity to intentionally engage with more stakeholders because we have met the table stakes:

- Breadth of product and space solutions
- Excellent customer service
- Quality and craftsmanship
- Best-in-class warranty
- Industry-wide contracts
- Industry-leading delivery metrics

We already have a considerable presence in office and administrative areas on campus. That, along with our ability to meet the broader needs of the campus, makes us uniquely positioned to partner and create more and more diverse spaces that optimize performance on campuses and enrich the experience for everyone.



# The Opportunity is Real

Focus remains on space-related design issues that maximize learning across campus.

**3,982**

institutions that grant degrees in the US—including 2- and 4-year, degree granting institutions

**19M**

students and staff (including faculty)

**\$95B**

estimated annual construction spend—including renovating and modernizing existing buildings (5% to 7% allocated to FF&E)

**75%**

of higher education leaders cite managing change as most important challenge today and 95% have seen change ramp up over the past two years

Data as of Fall 2022.

# Conversation Starters (4 Cs)

The momentum for change in higher education has accelerated even more dramatically over the past few years.

Attraction and retention, along with flexibility and space utilization, continue to drive project decisions on campuses. Campus leaders face a myriad of issues that drive how their campuses respond.

1. Change is Constant
2. Challenge the Status Quo
3. Choice is the New Norm
4. Connection is Key



Four themes influence your conversations with campus leaders around space design.

## 1 Change is Constant

Change on campus has always been a constant. Consider what is being taught (new topics), where (in person and remote), when (on demand), and how learning happens because it is constantly evolving.

- How is change impacting your campus?
- How are you managing change on campus?
- How is the concept of “learning happens anywhere” impacting your campus?

## 3 Choice is the New Norm

Moving away from a one-size-fits-all approach is driving the need to rethink the way the campus responds to the needs and desires of students, faculty, and staff.

- How are you making the learning experience equitable and accessible for all?
- What are you doing to incorporate spaces that support a variety of activities (focused work, social connection, restoration, and team engagement)?
- Are you using outdoor spaces as part of your overall learning space offering? If so, how?

## 2 Challenge the Status Quo

Planning for “what’s next” includes testing new concepts, trying new things, and considering new approaches to teaching and learning.

- How are you planning for what’s next on campus?
- How are you ensuring spaces designed now will be relevant in the future?
- Are you testing or piloting new concepts prior to full rollout?

## 4 Connection is Key

Enabling connection between people and technology supports teaching, learning, working—and engagement for all.

- Are your spaces equipped to support an integrated learning model of in-person, virtual, and hybrid?
- What types of spaces on campus are being used for students to connect with each other as well as faculty?
- How do you see technology continuing to evolve how learning happens on campus?
- How is your campus connecting with the community?

# Smart Design for Constant Change

Anticipating and planning for constant change requires smart design with fluid solutions that enable a wide range of activities. Most students want a rich, robust campus experience with opportunities for socialization.

The following campus considerations accommodate these needs:



## A Better Experience

Ensure the campus remains relevant and a great place for people to learn, grow, and thrive.



## Measured Success

Create an environment that meets the goals of an institution whether it's graduation rates, job placements, attraction, retention, or overall rankings.



## Campus as the Classroom

Realize the full potential of space spans the entire campus and extends the potential of people and place.



## Active Learning

Expand traditional concepts of learning, and recognize that learning happens when people are engaged in discussions, sharing ideas, being creative, mentoring, innovating, and more.



## Business + Academics

Blend the academic goals with the business model of education to make meaningful, positive change.



## Role & Impact of Technology

Balance the right mix of technology to enable as well as enhance the desired work and learning experience.



## College and Community

Partner with the local community and businesses to improve educational and economic outcomes for both the campus and the community.



# Expanded Definitions

## Narrow definitions of the campus are outdated.

The following campus considerations accommodate these needs:

The **dorm** has evolved into more than a place to sleep and eat. It's a living and learning hub.

The **library** is much more than a collection of books. It's a space for work, collaboration, meeting, refreshment, and research.

The **classroom** is rarely just a room with rows of chairs.

Instead of leading with traditional definitions of spaces, let's focus on **activities** to find the best solutions, and determine space type.

### Where do people:

- Coach
- Collaborate
- Connect
- Create
- Eat
- Focus
- Gather
- Greet
- Innovate
- Make
- Meet
- Mentor
- Prep
- Present
- Reflect
- Relax
- Research
- Share
- Sleep
- Teach



# Activity-Based Design

**Campus leaders are charged with providing a holistic learning experience for multigenerational students, faculty, and staff—providing relevant spaces across campus that support new approaches.**

Efforts are less focused on traditional spaces (dorm, classroom, library) and more focused on how these spaces, along with many others, have evolved to offer more diverse opportunities. Learning happens anywhere, so campus spaces should align with the dynamic activities that respond to today's expectations and prepare for a future we have yet to define.





**Individual**

Single person space with clear boundary (either built out or workstations)—typically owned or shared by a small number of individuals. 20% of campus real estate is allocated to office and meeting space.

**Activities:**

- Coach
- Collaborate
- Connect
- Create
- Focus
- Greet
- Meet
- Mentor
- Prep
- Reflect
- Research
- Teach

**Examples:**

- Adjunct Space
- Enclave
- Faculty
- Space
- Study Nook
- Touchdown



**Group**

Spaces (typically fixed) with walls/boundary that support the work and/or learning of a defined number of people. Can support either formal or informal learning. 27% of campus space is dedicated to learning and related activities.

**Activities:**

- Connect
- Create
- Gather
- Greet
- Make
- Meet
- Mentor
- Present
- Research

**Examples:**

- Classroom
- Conference
- Lecture Hall
- Maker Space
- Meeting/Training
- Project
- Seminar



**Multi-Use**

Space with open or flexible boundaries, typically close to food or other services. Supports simultaneous activities. Space can flex in real time.

**Activities:**

- Collaborate
- Connect
- Create
- Eat
- Focus
- Gather
- Innovate
- Meet
- Present
- Research
- Teach

**Examples:**

- Café
- Library
- Student Commons
- Reception



## Living

Spaces that are tied to the student life experience—including sleeping, eating, resting, studying, socializing, and more. 22% of overall space on campus.

### Activities:

- Collaborate
- Connect
- Create
- Eat
- Gather
- Greet
- Meet
- Mentor
- Relax
- Reflect
- Share
- Sleep

### Examples:

- Café
- Community
- Courtyard
- Dining Hall
- Hospitality
- Learning Center
- Lounge
- Reception
- Residence Hall
- Student Union
- Outdoor Space



## Specialty

Spaces with unique intent, services, use, or unique equipment, requiring proficiencies for individual or group use. 31% of overall space on campus.

### Activities:

- Coach
- Create
- Develop
- Focus
- Prepare
- Teach
- Train

### Examples:

- Athletics
- Art/Design
- Computer Lab
- Dance
- eSports Studio
- Lab
- Pilot Classroom
- Printing Services
- Recreation
- Tech Support

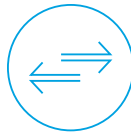
# Homework

**Selling into higher education requires the same level of preparation that you used in school. Spend time up front to increase your chances for successful interactions with campus leaders.**



## Research Online

College and university websites offer a wealth of facts and give you an overall sense of differentiators which include public vs. private, enrollment, size, number of campuses, etc.



## Take a Tour

Schedule a campus tour to see and hear about the school firsthand. While you're there, work on campus for a day and move around to experience various locations. Make a list of competitors' products that are on campus. Take note of the approach to sustainability (recycling, building design, transportation).



## Circle the Wagons

Tap into who you know and who they know. Does someone have a student on campus or relative on the faculty? Do you know someone who has connections within the alumni association?



Read the President's message, which will often outline their vision for the institution—enrollment, development, new construction, new programs, etc.



Getting a feel for the campus prior to interaction with leadership may help guide initial and ongoing conversations.



Consider donating to the President's fund and you'll be added to their mailing lists and invited to events.



**Plug into Professional Organizations**

Many key stakeholders are members of these organizations. Knowing more about these organizations can help open doors as well as create opportunities for direct interaction with decision makers on campus.



Consider joining your local SCUP chapter or sponsor your local AUID chapter.



**APPA** (formerly the Association of Physical Plant Administrators) offers programs, services and activities for members in the educational facilities community.



**EDUCAUSE** is focused on key issues and trends in higher education information technology.



The Society for College and University Planning

The **Society for College and University Planning** (SCUP) is a broad-based organization that unites college and professional planners.



**Association of University Interior Designers (AUID)** is a network and resource for interior design work at universities and the management of interior design work in higher education.



The **Education Market Association** (Edmarket) is a trade organization for dealers.

# Becoming a Trusted Advisor on Campus

Haworth puts clients first, and we are in it for them and their long-term success. It's critical to customize your approach based on their needs.



## Find Alignment

Start with the mission, values, business drivers, and goals. Demonstrate your shared desire to align people and space for optimal performance of students, faculty, and staff. When it comes to higher education, success is a partnership, not simply a sale.

## Build Relationships

The long sales cycle and often diffused decision-making require building long-term, personal relationships. Reputation matters. Staying connected—even when a sales opportunity is not present—is key to customer retention.

## It's About the Network

The best way to get into an account is to start small, demonstrate value, then work to scale solutions. Decision makers talk to their peers and colleagues, and are heavily influenced by their recommendation, so ask for referrals.

# Stakeholder Summary

There are many customers on campus today—some decide, some influence, some do both. This summary of on-campus stakeholders will help you prepare.







## Procurement

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**Title:** Director of Purchasing / Procurement / Contracting

**What we need to know:** Contracts used, existing furniture standards, approved vendors, centralized or decentralized model of purchasing and bid process/ price threshold, how they handle project vs. day-to-day business

**Drivers:** Price, service, procedural compliance, risk management, eProcurement, cost savings, efficiency, sustainability, disaster preparedness

**Note:** Register with the university as a vendor for addition to communications, bid notices, etc.



## Facilities

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**Title:** Director of Facilities / Design / Construction, Director of Campus Planning, Office of Project Management, Campus Architect

**What we need to know:** Roles and responsibilities, preferred manufacturers or dealers, decision makers vs. influencers

**Drivers:** Design, flexibility, durability, product performance, design, sustainability, service levels, experience and vendor reliability, efficiency, supporting rapid changes in technology

**Note:** Determine whether an influencer or a decision maker to appropriately allocate your time.



## Administration

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**Title:** Dean, Associate Dean of a target school or college within the institution

**What we need to know:** These individuals are decision makers, typically the client on learning space projects, coordinates all aspects of academic program(s), oversees personnel and budget

**Drivers:** Attraction and retention of student, faculty, and staff, effective use of classroom space, affordability, durability, warranty, design, sustainability

**Note:** We should understand their experience with furniture manufacturers and dealers.



## Learning Environments

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**Title:** Director of Learning Environments, Center for Teaching and Learning

**What we need to know:** Trends to influence learning spaces and piloting space, technology, and new approaches

**Drivers:** Attraction and retention of students, faculty, and staff, research on “The Classroom of the Future,” effective use of learning spaces, partnership with IT, affordability, warranty, durability, design, sustainability

**Note:** Set up a meeting to learn more about their efforts across campus. Gain insights and perspectives on how space can support teaching and learning on campus.



## Library

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**Title:** Dean or Associate Dean of Libraries

**What we need to know:** Relationship of the library to the campus and intended focus. Often has its own budget and furniture standards.

**Drivers:** Attraction and retention of students and faculty, relevancy and usage, donor support, alumni engagement, aesthetics, design, quality, image, branding, diversity of purpose and flexibility for the future

**Note:** Understand their goals to make library a destination supporting new approaches to learning and collaboration.



## Student Services

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**Title:** Director of Student Housing, Residence Life, Student Life

**What we need to know:** Evolution of student housing, including spaces for learning, meeting, and collaboration being added to residence halls. Departments or services to support resident life (e.g., faculty spaces, classroom, health services, etc.)

**Drivers:** Durability, warranty, on-trend design, sustainability, service, experience, vendor reliability, contracts, pricing

**Note:** Don't underestimate the opportunity to spend time with these leaders.



## Athletics

**Title:** Athletic Director, Athletic Department Lead

**What we need to know:** Attracting top athletic talent, generating university revenue, promoting university through athletics, donor support

**Drivers:** Durability, warranty, on-trend design, sustainability, service, experience, vendor reliability, contracts, pricing

**Note:** Often has its own funding and will make purchase decisions outside normal university processes.



## Sustainability

**Title:** Office for Sustainability

**What we need to know:** Programs in place, importance of sustainability, what opportunities exist for partnership

**Drivers:** Environmentally healthy furniture and sustainable products, elimination of harmful chemicals and landfill waste

**Note:** Focus on how products are being used (a flexible space is also a sustainable space), materials being used, along with product life cycle/non-obsolence.



## Information Technology

**Title:** Campus IT Director, Department IT Leads

**What we need to know:** Insights into the future of teaching and learning on campus, standards for establishing technology-based tools

**Drivers:** Simple, scalable, manageable solutions

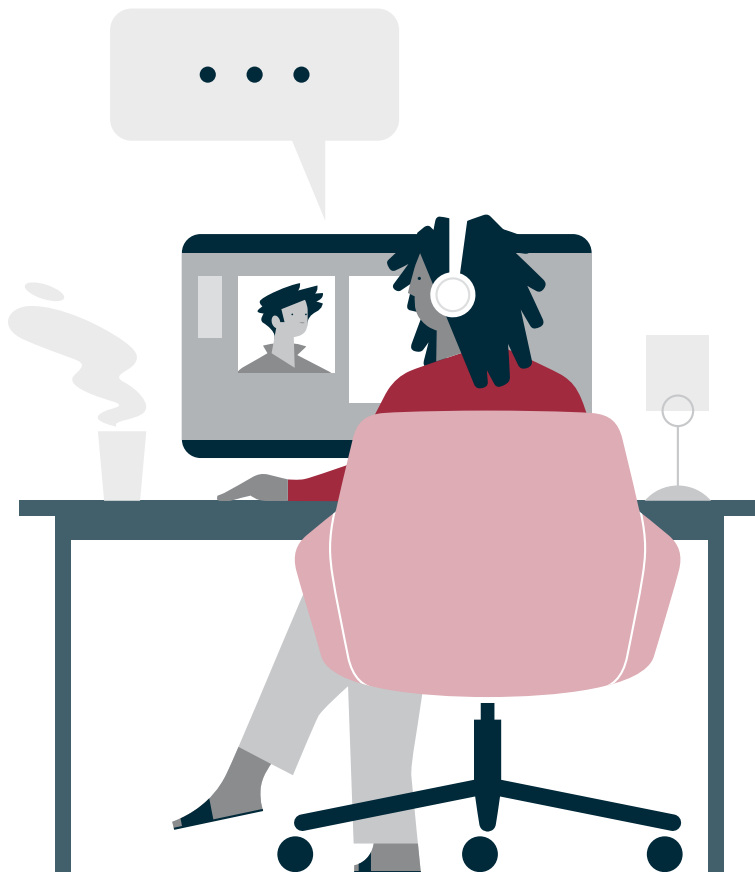
**Note:** This group tests new technologies for future use in support of teaching and learning on campus.



### And Don't Forget

You may also work with design firms, outside consultants, alumni/student advisory committees, or health services.

# Academic Calendar/ Sales Cycle



## August/September

Start of semester (depending on institution), focus will be on getting classes back in session, making things happen (calls may not be returned)

## January

Start of semester. Focus will be on getting classes back in session, making things happen

## February - April

Summer projects, design/order, prime buying season. This is a key time to be on campus and connect with leaders. Most competitors will target this timeframe as schools review and finalize plans for summer projects and installs.

## September

Fall projects

## October - November

Fall projects/end of year spending, good time to promote product enhancements, special product or price promotions. Refresh products for holiday break.

## May - August

Summer projects, ship/install

## December

Holiday break installs, select refurb/refresh projects between semesters

# Contracts

## National



**OMNIA Partners**



**NASPO ValuePoint**



**Sourcewell**

## Regional



**California Multiple Award Schedules**  
California



**Foundation for California Community Colleges**  
California



**MHEC**  
Connecticut, Maine, Massachusetts,  
New Hampshire, Rhode Island, Vermont



**Illinois Public Higher Education Cooperative**  
Illinois



**TXMAS**  
Texas

For pricing information, visit [BRC Quick Links](#) through [MyHaworth](#).

# Toolkit

The Haworth Learning Toolkit provides links to all the assets and resources you need understand and engage with this vertical market.

**Assets include:**

- Collateral
- Pricing and Contracts
- Social Media and Campaigns
- Case Studies
- Webinars/Podcasts
- Spark Articles
- Websites
- Key Organizations

Scan the QR code or visit [this link](#) to access the Learning Toolkit.



# Customer Visits

Space within our global headquarters at One Haworth Center showcases a wide variety of learning spaces.

## Individual Spaces

- Private Offices
- Enclaves/Booths
- Outdoor
- Hush Office

## Group Spaces

- Training/Classrooms
- Team Spaces
- Collaborative Spaces

## Multi-use Spaces

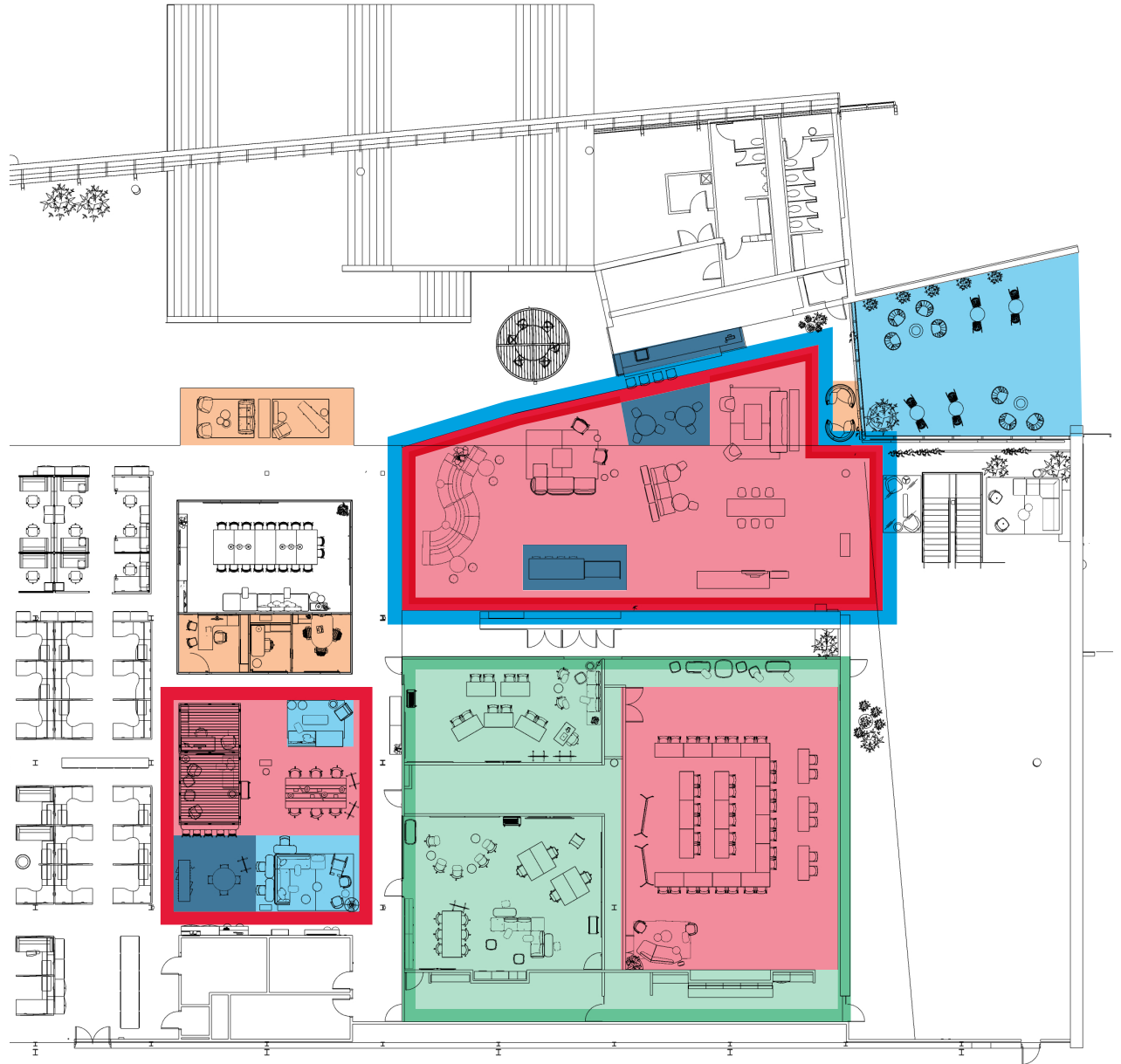
- Café
- Multi-purpose Rooms

## Living Spaces

- Café
- Lounge
- Outdoor
- Dining

## Specialty Spaces

- Coffee Bar
- Tech Hub
- Locker Zone



# Glossary

**Academic year:** Annual period during which a student attends and receives formal instruction at a college or university, typically from late August or September to May or June. The academic year may be divided into semesters, trimesters, quarters, or other calendars.

**Active learning:** A model of instruction that focuses on group activity vs. static lecture. Implies flexibility in furniture and overall approach.

**Adjunct professor:** A faculty member who is not a permanent full-time member of the university staff—could be there to just teach one class.

**Associate dean:** Second in authority, often like a COO—typically has facilities responsibilities.

**Bachelor's:** An undergraduate degree awarded by a college or university upon successful completion of a program of study, typically requiring at least four years (or the equivalent) of full-time study. Common degree types include bachelor of arts (BA or AB), which refers to the liberal arts, and bachelor of science (BS). A bachelor's is required before starting graduate studies.

**Board of trustees:** Members have the ultimate authority and control of the university, including appropriation of funds.

**Campus:** The grounds and buildings where a college or university is located.

**Chancellor:** CEO of the University, also known as the President.

**Curriculum:** A program of study made up of a set of courses offered by a school.

**Dean:** The head of a division of a college or university.

**Degree:** A diploma or title awarded to students by a college or university after successful completion of a program of study.

**Department:** A division of a school, made up of faculty and support staff, that gives instruction in a particular field of study, such as the history department.

**Doctorate (PhD):** The highest academic degree awarded by a university upon successful completion of an advanced program of study, typically requiring at least three years of graduate study beyond the master's degree (which may have been earned at a different university). PhD candidates must demonstrate their mastery of a subject through oral and written exams and original, scholarly research presented in a dissertation.

**Endowment:** Represents money or other financial assets that are donated to the school.

**Faculty:** A school's teaching and administrative staff who is responsible for designing programs of study.

**Freshman:** A student in the first year of high school or college/university.

**Full-time student:** A student who is enrolled at a college or university and is taking at least the minimum number of credits required by the school for a full course load.

**Graduate school:** The division of a college or university, or an independent post-secondary institution, which administers graduate studies and awards master's degrees, doctorates, or graduate certificates. (See [U.S. News & World Report's](#) rankings of Best Graduate Schools.)

**Internship:** An experience that allows students to work in a professional environment to gain training and skills. Internships may be paid or unpaid and can be of varying lengths during or after the academic year.

**Junior:** A student in the third year of high school or college/university.

**Liberal arts:** Academic studies of subjects in the humanities, social sciences, and the sciences, with a focus on general knowledge, in contrast to a professional or technical emphasis. "Liberal arts" is often used interchangeably with "liberal arts and sciences" or "arts and sciences."

**Maker space:** Creative learning spaces that allow people to gather, create, invent, and learn.

**Master's:** A graduate degree awarded by a college or university upon successful completion of an advanced program of study, typically requiring one or two years of full-time study beyond the bachelor's degree. Common degree types include master of arts (MA), which refers to the liberal arts; master of science (MS); and master of business administration (MBA).

**Part-time student:** A student who is enrolled at a college or university but is not taking the minimum number of credits required for a full course load.

**Pedagogy:** The science of teaching and learning.

**Private school:** A postsecondary institution controlled by a private individual(s) or a nongovernmental agency. A private institution is usually not supported primarily by public funds and its programs are not operated by publicly elected or appointed officials. Stanford University, for example, is a private school.



**Provost:** The senior academic officer of a college or university who typically oversees all academic policies and curriculum-related matters.

**Resident assistant (RA):** A student leader who works in campus dormitories and supervises issues and activities related to dorm life. RAs often receive free housing in the dorm in return for their services.

**Scholarship:** A type of financial aid that consists of an amount of free money given to a student by a school, individual, organization, company, charity, or federal or state government. "Scholarship" is often used interchangeably with "grant." (See the [U.S. News Scholarship Finder](#) for more information.)

**School:** Any educational institution, including those that provide elementary, secondary, and postsecondary education. In the latter case, "school" is often used interchangeably with "college" and "university."

**Senior:** A student in the fourth year of high school or college/university.

**Sophomore:** A student in the second year of high school or college/university.

**STEM:** The collective subjects of science, technology, engineering, and math.

**STEAM:** Acronym for science, technology, engineering, art, and math education.

**Tenure:** A status offered to high-level faculty members at a college or university that allows them to stay permanently in their positions, after demonstrating a strong record of teaching and published research.

**University:** A postsecondary institution that typically offers both undergraduate and graduate degree programs. "University" is often used interchangeably with "college" and "school."

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