

The Challenge of Studentification: The Case of the ‘Village at York University’

Abstract

The paper analyzes the studentification of the Village at York University in Toronto as a unique case of urban transformation shaped by higher education expansion, housing market dynamics, and local policy responses. Drawing on critical discourse analysis and field visits, it explores the social and spatial consequences of student-driven demographic shifts, including housing adaptation and regulatory challenges. Unlike typical gentrification, studentification in the Village did not displace existing residents but altered the area's intended middle-class character. Policy responses, including a luxury student residence (The Quad) and regulation of houses in multiple occupation (HMOs), highlight tensions between safety, affordability, and livability. The Canadian case offers valuable insights for Polish cities facing similar trends, emphasizing the need for proactive, inclusive housing policies to balance student needs with urban cohesion.

Keywords: studentification, housing environment, housing environment policy, urban planning

INTRODUCTION

The long tradition of architectural research published in *Housing Environment* has emphasized the impact of the quality of living spaces on individuals' well-being. As Gronostajska and Miśniakiewicz rightly summarize, 'social space is not merely a matter of physical characteristics, such as architecture or aesthetics, but also a set of sociological properties that give it various dimensions' (Gronostajska, Miśniakiewicz, 2024). Therefore, architecture and urban planning call for an inter-, multi-, and transdisciplinary approach by integrating technical (engineering) sciences with the results of the humanities and socio-economic sciences. Providing livable and functional spaces, available to all, requires the formulation and implementation of housing policies at various levels of governance (Niezabitowska, 2014). As a result, choices made during urban and architectural design go beyond spatial and technical considerations and play a crucial role in shaping the overall quality of life in urban environments (Stachura, et al., 2023). In the 21st century, one of the challenges that architecture, urban planning, and housing policies must address is a specific type of gentrification: studentification. As a significant urban phenomenon, it has garnered increasing attention in academic discourse since its inception in the early 2000s. The term, first coined by Darren Smith, describes the transformation of urban neighborhoods due to the influx of university students, which parallels processes of gentrification and has profound implications for local communities and economies (Smith, 2002).

One of the primary dimensions of studentification is its economic impact. The presence of students in urban neighborhoods often leads to increased local spending, which can bolster the local economy and support the development of cultural and recreational facilities. Furthermore, studentification can help maintain the viability of local transport infrastructure by sustaining demand in areas that might otherwise face depopulation (Laidley, 2014). However, the economic benefits of studentification are accompanied by notable social and demographic changes. As students increasingly occupy residential spaces, there is a marked shift in the demographic composition of neighborhoods, often leading to the displacement of long-term residents and altering the social fabric of communities (Murzyn-Kupisz, Szmytkowska, 2015). The tension between student populations and existing residents can lead to social conflict, particularly in areas where housing in multiple occupation (HMOs) is dominant, which is the case in the Village at York University (Evans, Sotomayor, 2021). The example of the Village at York University could help in understanding the process of studentification and the efficiency of policies aimed at securing a sustainable housing environment of good quality (Evans, Sotomayor, 2021). The Village is a perfect example of the complexity of the problem, especially the social dimension of studentification and its impact on existing or newly established neighborhoods. It also enables an understanding and evaluation of possible policy and regulatory responses adopted by the City of Toronto. Since studentification is a problem that has

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already reached Poland (Murzyn-Kupisz, Szmytkowska, 2015), it is worth learning the lessons already gained in Canada to avoid mistakes made elsewhere. This could help urban planners protect the quality of the housing environment in Poland's large academic cities, such as Warsaw, Kraków, the Tri-City, and Poznań.

MATERIALS AND METHODS

The main purpose of this paper is to analyze the origins of studentification in the Village at York University, its impact on the quality of the housing environment, and the evaluation of the efficiency of policies adopted by the City of Toronto. A qualitative method based on critical discourse analysis was found to be an appropriate research approach. The central issue is not only the change in the housing environment caused by a quick and unrestricted influx of the student population but also the response of the local government to the emerging issue. Critical discourse analysis widens the scope of the investigation, as the focus is not only on regulations and policy but also on their perception and social impact. Thanks to such a methodological approach, researchers can ensure consistency while allowing necessary flexibility (Flick, 2017, Malinowska-Petelenz, et al., 2024). Critical discourse analysis proves to be an appropriate research method for investigating social inequalities (in this case, unequal access to decent housing) and for covering the full timespan of a social problem – from its origins to its ultimate political solution (Pasque, Pérez, 2015).

Due to the limited number of Polish publications investigating the problem of studentification, a necessary starting point for this paper is a comprehensive literature review to establish a theoretical background for further research. In the context of critical discourse analysis, it is equally important to remember that scholarly publications co-create and influence discourse on studentification. Therefore, knowledge of existing literature not only sets paths for further inquiries but also helps establish new interpretations of the phenomenon in question (Harris, 2020). Publications used for the comprehensive literature review were identified by employing two databases/search engines: Scopus – for publications in English (Szarucki, et al., 2022), and Biblioteka Narodowa – for publications in Polish. Since the concept of studentification is relatively recent, only texts published since 2014 were taken into consideration, with the exception of the seminal text by Smith, who coined the term in the early 2000s (Smith, 2002, Wilkinson, Greenhalgh, 2022).

Initial data for the research were gathered during two study visits to York University and the Village. The first visit, in 2010, took place at a very early stage of the studentification of the Village, while many of the houses were still not ready to accommodate any inhabitants. The second visit took place in 2012 when studentification was in full progress. Both study visits were made possible thanks to grants from the Canadian Ministry of Foreign Affairs and International Trade. To assess the efficiency of the policies adopted by the City of Toronto, publicly available documents were the main source of information.

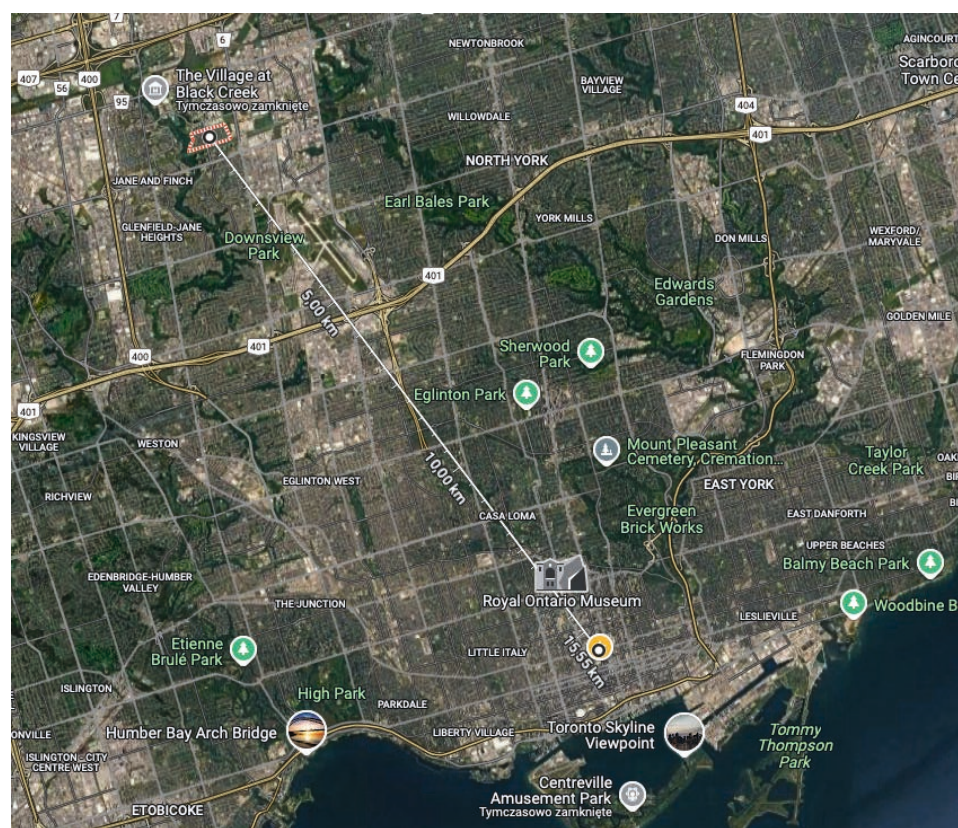
RESULTS AND DISCUSSION

Universities have become increasingly important driving forces in the development of the knowledge economy, leading to the massification of higher education or, as in the case of the Province of Ontario, the policy of general access to higher education (Revington, et al., 2020). In the 21st century, the number of students in Ontario nearly doubled, growing from 474,600 in 2000/01 to 940,722 in 2022/23, which eventually resulted in a rising demand for student housing, particularly in the proximity of higher education institutions (HEIs) (Pillai, et al., 2021).

The postwar Canadian policy of expanding HEI capacity led to the establishment of numerous new universities, with York University being a prime example of this trend. Founded in 1961, the university was granted an extensive 474-acre land plot, then situated on the outskirts of Toronto. In 1963, York University surpassed the threshold of 1,000 enrolled students; just five years later, enrollment had grown to 13,000. By the 2010/11 academic year, the number of enrolled students exceeded 54,000 – an increase of 15,000 compared to just a decade earlier (2016). However, the student housing provided by York University was insufficient to meet this growing demand. As a result, a new housing development, the Village at York University (hereafter referred to as 'the Village'), emerged as an attractive option for students seeking affordable and accessible accommodations, ultimately leading to the studentification of the area.

The Village is a residential development within the York University Heights neighborhood of Toronto that was initiated in 2003. While the majority of construction was completed by 2008, additional finishing works continued for several years (2024d). Its location was determined in alignment with the City of Toronto's plan to extend the Spadina subway line, which was expected to provide a fast and reliable connection to downtown, reducing travel time by approximately 30 minutes (2011). This development was also intended to improve conditions in North York, particularly the Jane and Finch neighborhood – an area located just two kilometers from York University that had long been stigmatized for its low-income status (Krishnan, 2023, Evans, Sotomayor, 2021).

III. 1. The location of the Village at York University in relations to Toronto downtown (source: Google Maps)



Located in Northeast Toronto, approximately 15 kilometers from downtown, the Village comprises around 800 two-story townhomes (with basements) constructed using lightweight timber frame technology and clad with artificial stone or brick veneer (Evans, Sotomayor, 2021, Ahmed, 2022). Due to its architectural design, the Village visually resembles older Toronto neighborhoods such as Yorkville.

Originally planned as a middle-class residential development, the Village encountered three significant challenges from the outset. First, the Toronto-York Spadina subway extension was not completed until 2017, forcing residents to endure years of commuting difficulties. Second, the neighborhood lacked essential services, including kindergartens, schools, grocery stores, and restaurants or cafés. The nearest such amenities were located on the York University campus, which, while open to the public, was often overcrowded with students. Third, due to the limited housing options provided by York University, the Village quickly became a prime location for students seeking affordable rentals. The first two factors deterred families, particularly those with young children, from moving to the area, while the Village's proximity to the university (located just across the street) attracted students, thus initiating the process of studentification (Evans, Sotomayor, 2021).

Studentification – setting the context

There is little doubt that the presence of a large student population has a profound impact on the housing market, and universities are often wrongly blamed for the studentification of a neighborhood and the exodus of 'regular' residents. However, existing studies demonstrate that 'the housing preferences of transient students are not satisfied in the 'normal' market and require dedicated structures, such as low-price units close to university areas, which may be in short supply' (van den Berg, Russo, 2016, p. 6). Thus, in many cities, renting a room in a shared house remains the only viable option.

The transformation observed in the Village is not unique. As Wilkinson and Greenhalgh (Wilkinson, Greenhalgh, 2022) note, 'the real estate market supply-side response has typically taken the form of conversion of domestic dwellings to houses in multiple occupation (HMOs), the construction of purpose-built student accommodation (PBSA), and the conversion of commercial premises to student accommodation' (p. 2).

'Studentification is recognized as an evolving process leading to urban change, involving the movement of large numbers of transitory students into well-established residential areas in university towns or cities, displacing local residents, particularly families, resulting in social, economic, physical and cultural changes' (Wilkinson, Greenhalgh, 2022, p. 3). Due to these imposed changes in the social fabric, studentification has been classified as a specific form of gentrification, with students acting as gentrifiers. For the purpose of this paper, gentrification is understood as 'the process by which central urban neighborhoods that have undergone disinvestment and economic decline experience a reversal, reinvestment, and the in-migration of a relatively well-off middle- and upper-middle-class population' (Hwang, Sampson, 2014). This definition is particularly relevant as it does not necessitate displacement, which, as will be demonstrated, was not a defining feature of studentification in the Village at York University.

Gentrification has elicited strong reactions from various groups, including activists, residents, and local communities, who often identify displacement as the most pressing concern. 'Anxieties about residential, cultural, and job displacement reflect the lived experiences of neighborhood change and the social memory of

displacements past. These changes stem not just from individual action and market forces but also government intervention. The public sector makes investments to stimulate and respond to renewed interest in urban living; these investments put government at risk of becoming an agent of gentrification and displacement.' (Zuk et al., 2018, p. 31).

In this context, displacement should be understood as 'a process of un-homing that severs the links between residents and the communities to which they belong, something registered through a range of modalities, including experiential, financial, social, familial, and ecological' (Elliott-Cooper, et al., 2020, p. 494). However, Schlack and Turnbull emphasize that gentrification can occur without displacement, instead manifesting as repopulation by a new socio-economic group. The daily presence of a floating population – such as students or restaurant patrons – can equally alter a neighborhood's social fabric without a permanent new resident group settling in the area (Schlack, Turnbull, 2015). Students significantly influence the housing market, as their spending habits and living standards often differ from those of permanent residents. Their housing arrangements tend to be more transient, with lower protections and higher turnover rates, which can drive up prices and reduce market flexibility. However, housing markets are highly segmented, and the housing demands of students and permanent residents may not always overlap, as evidenced in research on Venice. Misattributions of student-driven displacement have led to misguided policies. Additionally, student housing needs are distinct, requiring affordable units near universities. At the same time, university settlements can increase property values, making gentrification policies a complex balancing act (van den Berg, Russo, 2016). Moreover, the implications of studentification extend beyond immediate economic and social changes to encompass broader urban planning and policy considerations. The rapid influx of students necessitates a reevaluation of housing policies and urban development strategies to ensure that the needs of both student populations and long-term residents are met (Castaldo, et al.). This has led to calls for more integrated planning approaches that involve universities, local governments, and community stakeholders in addressing the challenges posed by studentification. The Village exemplifies not only the issues and tensions arising from the studentification process but also the effectiveness of policy responses.

A comprehensive discussion of early Polish perspectives on gentrification and its associated challenges can be found in a monograph by Jerzy Grzeszczak. In a well-structured analysis, he presents key concepts and examines how gentrification theory can be applied to contemporary trends in Polish urban planning and, to a lesser extent, architecture (Grzeszczak, 2010). In Polish literature, studentification is closely linked to gentrification, which is typically categorized into three main types: economic, social, and symbolic. These types can occur simultaneously, but they may also manifest separately (Anielska, 2019). Some Polish scholars view gentrification as a form of revitalization that has the unintended consequence of displacing former residents (Jaskólski, Smolarski, 2016). Generally, Polish literature associates gentrification with the influx of wealthier inhabitants into specific neighborhoods, leading to substantial changes in their social composition (Górczyńska, 2015).

Główczyński, in his paper, observes that gentrification became a significant strand of urban studies in the 20th century, primarily due to the transition of cities from the industrial to the post-industrial phase (Główczyński, 2017). Poluk examines the impact of poorly

developed and executed housing policies, which may contribute to the marginalization of older people (Poluk, 2021). Meanwhile, Twardowski and Ros Campos investigate the effects of residential towers on local communities, using the example of New York City to explore air rights (i.e., the right to the space above a nearby low building) (Twardowski, Ros Campos, 2021).

Szafrńska analyzes the impact of gentrification on the social structure of large housing developments in Łódź. According to the author, a combination of three main processes – the aging of the original inhabitants, the outmigration of their children, and the influx of a new group with relatively higher economic status – leads to rising aspirations among residents. These aspirations manifest in an increased demand for higher-quality social services and a housing environment that meets their expectations (Szafrńska, 2012).

Kamil Nowak, in his report on housing policies, points out that for many years, the issue of housing policy has been neglected. Local housing policies, particularly at the city level, have often failed to stimulate the development of a built environment that positively influences residents' well-being. However, local governments must recognize that a well-organized and well-managed housing environment is an effective tool for strengthening social cohesion and establishing a sustainable foundation for the social and economic development of local communities (Nowak, 2023). As Mazur, Starzyk, and Koda rightly conclude: 'Poorly designed housing environments impose increased (hidden) costs on municipalities, which end up covering these expenses with rising taxes. The main reason why hidden costs are not considered is that they are not paid by the decision makers, but by the society as a whole. Poor location of a project, lack of infrastructure, or lack of jobs are just some examples of the increasing hidden costs that will be imposed on future residents, neighbors, and the society' (Mazur, et al., 2022, p. 78).

Marek Nowak, in his work exploring the concept of studentification, focuses on the transformation of cities. Initially,

studentification was associated with the emergence of 'student ghettos,' characterized by the spatial concentration of higher education students in designated enclaves of university towns. This phenomenon led to social homogenization tendencies, including the formation of subcultures, the dominance of a single age or social category – potentially detrimental to social integration – and the secondary commodification of housing by investor-landlords and real estate developers catering to student accommodation needs (Nowak, 2016).

The possible economic benefits of studentification are accompanied by significant social and demographic changes. As students increasingly occupy residential spaces, neighborhoods undergo a marked demographic shift, often leading to the displacement of long-term residents and an alteration of the social fabric (Murzyn-Kupisz, Szmytkowska, 2015). The tension between student populations and existing residents can give rise to social conflict, particularly in areas dominated by houses in multiple occupation (HMOs), as is the case in the Village (Evans, Sotomayor, 2021). This makes the Canadian experience particularly relevant, as it may help prepare Polish local governments for the challenges they are already beginning to face (Murzyn-Kupisz, Szmytkowska, 2015).

The Village at York University – problems

The situation in the Village was unique, as studentification there was not associated with the typical displacement of existing residents. This was simply because there were no previous inhabitants in this newly developed housing area, as explained earlier in the text. Consequently, the key social issue in the Village was that the composition of the population prevented the intended middle-class families from settling there. The real problem lay elsewhere: regular homes were converted to accommodate multiple occupants, despite not being originally designed for such purposes. The Village's HMOs were remodeled by adding extra bathrooms (usually one per occupant) and additional kitchens (typically one per floor).

III.2. The location of the Village at York University in relations to York University and closes subway stations of Spadina line (source: Google Maps)





III. 3. Typical houses of the Village at York University, photo by Radosław Rybkowski

The York Community Housing Association, which advocates for fair treatment of student tenants, describes the problem in straightforward terms: 'You can find homes converted to rooming houses hosting as many as fifteen residents, with landlords seeking rent for rooms reaching \$1600/month. In some cases, homes have no kitchen or common areas and no residential rights. Most importantly, multi-tenant (rooming) houses are not permitted in North York according to the Toronto region's by-laws, which means that tenants and/or residents are subject to heightened rates of exploitation and displacement' (2024d).

The challenges associated with such accommodation were described by Bira Hamilton, a student who lived in one of the HMOs in the Village. She recalled that her accommodation felt unsafe, as four people shared an apartment and a kitchen in the basement, while six others lived upstairs, sharing a second kitchen and six bedrooms. On one occasion, she experienced a fire incident where 'the fire alarms didn't go off, which was really scary, and the fire extinguisher also didn't work, so after tons of panic, one of my roommates doused the fire with water' (Ahmed, 2022).

Another former student, Nathis Zamisa, had a different recollection of living in the Village. He resided in an 11-room house with 15 other occupants. The tenants shared two kitchens and a single laundry room. While the living conditions were far from ideal, Zamisa emphasized affordability as the key factor. At the same time, local residents expressed concerns that 'if family homes are converted into rooming houses, the prices of remaining homes will jump up and rent hikes will follow. Rooms will not be affordable for long.' Zamisa, however, pointed out the financial reality: an average single unit in a York University-provided student residence costs more than \$1,100 per month, whereas a single room in an HMO in the Village could be as cheap as \$400 per month. For most students, this price difference was worth the risk (Palamarchuk, 2021).

The Village at York University – policy response

Studentification in the Village led to very specific social and demographic changes. As students increasingly occupied residential spaces, this prevented the formation of a traditional social fabric within the local community and challenged the quality of the housing environment – contrary to the City of Toronto's original plans (Evans, Sotomayor, 2021). Due to the capital-intensive nature of housing development, the financialization of the economy affects the mortgage market and, ultimately, the housing market itself. Therefore, government policies and interventions play a crucial role in shaping new housing developments as well

as in managing gentrification processes, including studentification (Fields, Uffer, 2016).

York University was the first to respond to the ongoing studentification of the Village. In 2015, the York University Development Corporation, a subsidiary of York University responsible for real estate development and management, launched a plan to build new student housing: The Quad. Notably, The Quad remains a rare example of a Public-Private Partnership (PPP) initiative involving a public university. In late 2015, the project received municipal planning approvals from the City of Toronto, and in September 2017, the first phase – Quad Phase I – was opened to students (2024b). However, The Quad, as a purpose-built student accommodation (PBSA), did not resolve the studentification issue in the Village for a simple reason: it was marketed as a 'Luxury student residence at York University' (2024c).

The Quad offers fully furnished kitchens, a gym, lounges, laundry facilities, 24-hour business centers, and breakout study rooms. While it provides a high-quality housing environment, this quality comes at a cost. A suite-style single bedroom with an ensuite bathroom costs over \$1,700 per month, while a shared unit (two bedrooms, one bathroom) costs almost \$1,600 per month per person (2025). The completion of Quad Phase II initiated a gradual but slow process of reversing studentification in the Village, with existing HMOs being remodeled into a mix of single-family detached and semi-detached houses. However, this transition remains slow, as one can still find rental rooms in the Village for significantly less than \$1,000 per month, with some starting as low as \$400 for a cramped bedroom with a shared bathroom (Evans, Sotomayor, 2021).

A major shift occurred in 2020, when the City of Toronto proposed a radical plan to legalize multi-unit dwellings (i.e., HMOs) citywide. Previously, HMOs were only permitted in a few older Toronto neighborhoods. The proposed plan was the culmination of a lengthy process that began in 2008, the year when the first residents moved into the Village. City officials justified the change by pointing out that between 2011 and 2020, at least 14 people died in HMO fires, underscoring the urgency of regulating these dwellings to improve safety (Jeffords, 2024).

In December 2022, Toronto City Council finally amended the Municipal Code introducing a new chapter entitled 'Multi-Tenant Houses' (2024a). Under this new bylaw, an HMO is defined as a building where four or more rooms are rented out to separate tenants, who may share a kitchen and/or bathroom but do not form a single household unit. All landlords are now required to obtain a license from the City, demonstrating compliance with property maintenance standards (including fire protection) and ensuring that tenant concerns are addressed in a timely manner (Bilimoria, 2024).

The new law came into effect on 31 March 2024, and while it is unlikely to end studentification in the Village at York University, it is expected to eliminate unsafe housing conditions, such as those described by Bira Hamilton. The primary goal of the new Municipal Code chapter was not to eradicate HMOs but rather to ensure a safer housing environment for all tenants. The City of Toronto took inspiration from the UK Housing Act of 2004, which introduced licensing requirements for HMOs with five or more occupants who do not form a single household unit (Wilkinson, Greenhalgh, 2022).

CONCLUSIONS AND RECOMMENDATIONS

The example of the Village at York University represents a substantially different policy challenge: the influx of students did not

cause any significant displacement, as this was a completely new development with no prior residents. However, city policy had intended to establish a high-quality, affordable family housing environment, particularly in anticipation of the opening of an efficient subway system in the foreseeable future. Consequently, the case of the Village serves as an example of local government intervention that ultimately led to unintended outcomes. As illustrated by the experience of Nathi Zimsa, this intervention also failed to address the affordable housing needs of students. One of the few positive outcomes of studentification in the Village was the adoption of a new policy by the City of Toronto, which limited the number of bedrooms and tenants per housing unit. Additionally, it forced property owners to implement essential safety measures, such as ensuring access to functional fire extinguishers.

The Quad, a purpose-built student accommodation (PBSA) initiated by the York University Development Corporation as a Public-Private Partnership (PPP), did not resolve studentification nor did it provide affordable housing options for students from low-income families. When asked about the possibility of offering lower-cost housing for financially disadvantaged students, the developer of the Quad simply and unequivocally responded, 'no'. As a for-profit PPP, the project was required to generate revenue and could not function as a charitable initiative. However, it did succeed in creating a student housing environment that met the expectations of even the most selective students. Both York University and the Village at York University exemplify a fundamental truth: a livable housing environment comes at a cost – it cannot be cheap.

Ultimately, the case of the Village demonstrates that there is no effective way to entirely prevent studentification. A growing student population will inevitably transform any neighborhood in which it settles. The solution adopted by York University – Public-Private Partnership – provided a partial solution by expanding student housing availability, but did not guarantee affordability. This leads to the final conclusion – and an important lesson for Poland: since studentification cannot be entirely prevented, and Public-Private Partnerships alone cannot meet the demand for affordable student housing, public authorities (e.g., municipalities) must adopt regulations for houses in multiple occupation (HMOs). Without such regulations, students renting individual rooms cannot be assured that their housing meets basic safety and sanitary standards.

While Canadian cities like Toronto offer a vivid illustration of how studentification can reshape urban housing markets, the phenomenon is increasingly relevant in European contexts as well. Many university towns across Europe, including in the UK, the Netherlands, and Germany, have already experienced rising tensions between transient student populations and long-term residents. These tensions often stem from rising rents, changes in neighborhood character, and the informal conversion of family



III. 4. Typical houses of the Village at York University; in the background – the original student dorms of York University, photo by Radosław Rybkowski

homes into shared student accommodations. As European cities face similar demographic pressures and housing shortages, the experiences observed in the Village at York University underscore the need for proactive and integrated planning policies that balance student needs with long-term urban resilience and social cohesion.

Poland, with its rapidly expanding higher education sector and growing student populations in cities like Krakow, Warsaw, Wrocław, and Gdańsk, is not immune to these challenges. In fact, early signs of studentification are already visible, especially in neighborhoods adjacent to major universities. Without coordinated policies to regulate housing quality, ensure affordability, and support the coexistence of students and permanent residents, Polish cities risk reproducing the negative consequences seen in North American and Western European examples. The Polish context calls for tailored local government responses – possibly including zoning regulations, support for purpose-built student housing, and stricter oversight of houses in multiple occupation (HMOs) – to ensure that studentification does not erode the quality of urban life but instead contributes positively to neighborhood diversity and vitality.

The problem of ensuring a high-quality housing environment for the student population has been addressed by students of the Faculty of Architecture at Kraków University of Technology. In their recent diploma projects, the students proposed new approaches to student housing (dormitories), placing it within a broader urban context. The attached exemplary project demonstrates that the new generation of Polish architects is aware of and understands the complexity of the studentification process and the challenges it may pose to Polish and European cities. Moreover, the recent graduates also show a good understanding of the positive aspects of studentification in cities such as Vienna or Karlsruhe, which deserve further scholarly exploration.

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INTERNET RESOURCES:

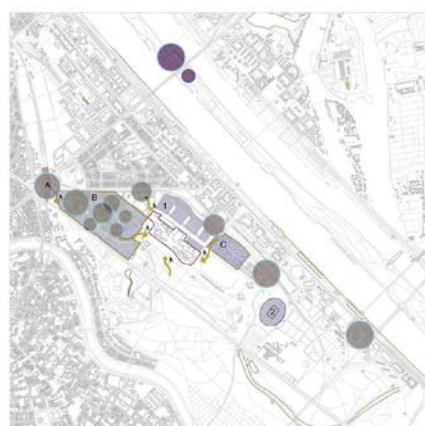
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archipel^{ag}.

etapy przedprojektowe - analizy



archipeląg.

- rekreacja
- biblioteka
- ścieżka spacerowa
- ścieżka rowerowa
- boisko
- obsługa kampusu
- asortyment spożywczy
- przestrzeń kompuerowa
- wjazd do garażu podziemnego
- przestrzeń do nauki
- obiekt gastronomiczny
- przestrzeń kulturalna

Centrum Nauczania wraz z departamentami

Centrum Dydaktyczne i sąsiadujący z nim budynek wydziału D1 zostały zaprojektowane przez wiedeńską pracownię architektoniczną BUSarchitektur.

TC/D1



Wydział 2 wraz z Centrum Strudenckim

Kompleks budynków o falistej, czarno-białej fasadzie został zaprojektowany przez japońskiego architekta Hitoshi Abe. Dwa długie i zakrzywione budynki zbudowane są z ukłonów warstw.

D2/SC



Biblioteka i Centrum Nauki

Sercem kampusu uniwersyteckiego jest obiekt zaprojektowany przez izraelsko-brytyjską architekturę Zahę Hadid. Wspólny dach budynku jest wklęsły z dachem, a szklany front skierowany jest w stronę parku Prater.

LC



Wydziały i Administracja

Organizację wyglądający zespół składający się z budynku wydziałowego 3 i budynku administracyjnego AD został zaprojektowany przez brytyjskiego architekta Sir Petera Cooka i CRABstudio.

D3/AD



Wydziały

Estudio Carme Pineda SL z Barcelony zaprojektowało geometryczną fasadę i plan piętna tego budynku z układem dynamicznie rozmieszczonych równoległoboków.

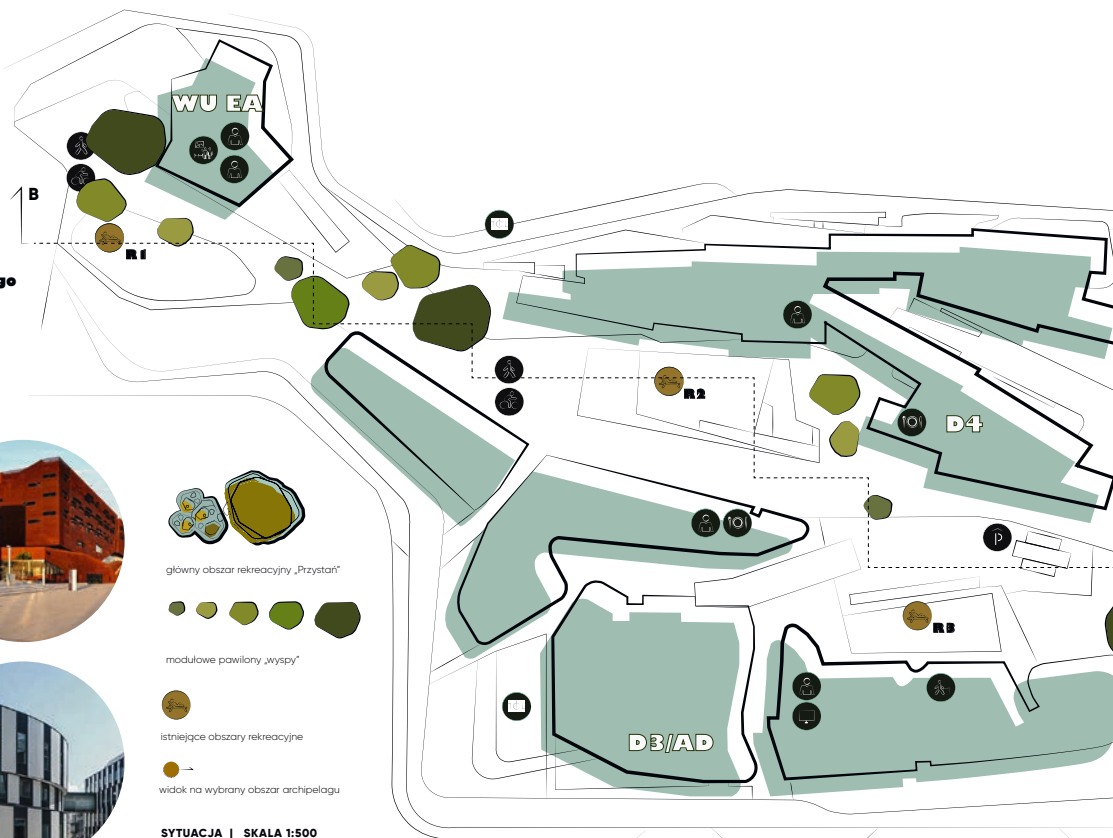
D4



Akademia Wykonawcza

Akademia Wykonawcza WU została zaprojektowana przez hiszpańskich architektów KOHADA Arquitectos z Madrytu. Jest to zwarta sześcioramienna wieża oparta na zasadzie monomaterialowej.

WU EA



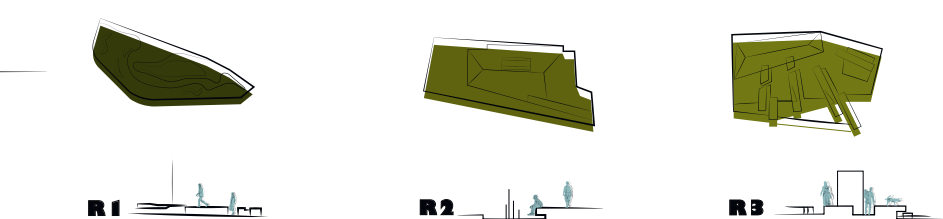
główny obszar rekreacyjny „Przystań”

modułowe pawilony „wyspy”

istniejące obszary rekreacyjne

widok na wybrany obszar archipelagu

SYTUACJA | SKALA 1:500



SCHEMAT ISTNIEJĄCYCH OBIEKTÓW „REKREACJI” : R1, R2, R3, R4, R5



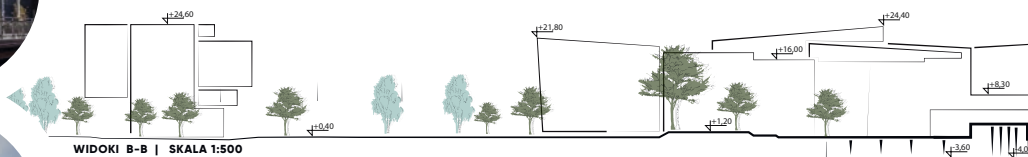
Austria na tle Europy



miasto Wiedeń na tle Austrii



kampus na tle miasta Wiednia



WIDOKI B-B | SKALA 1:500



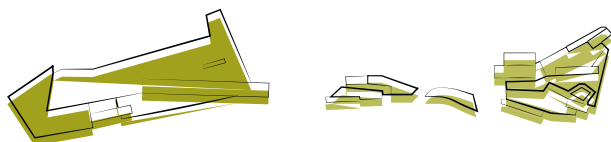
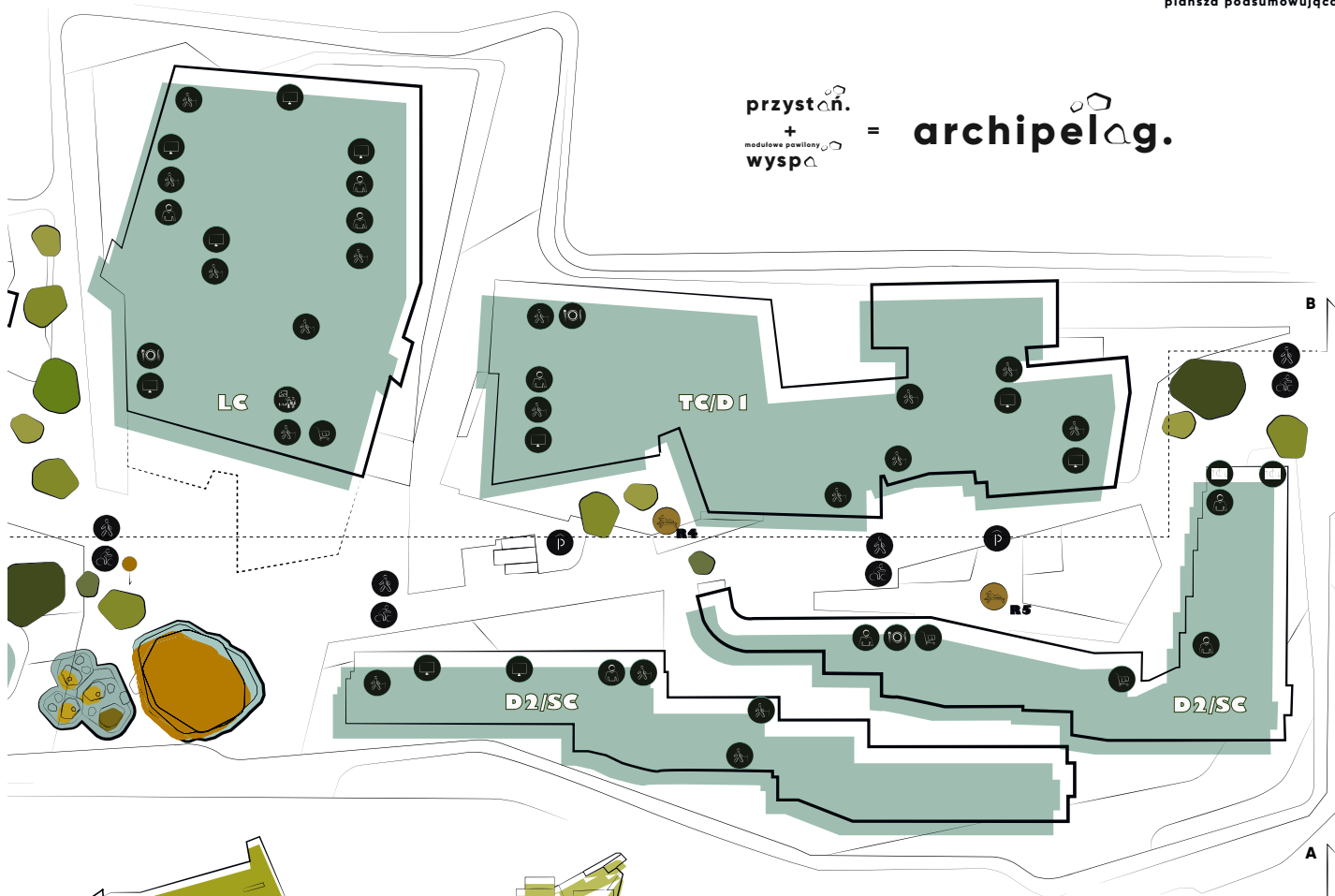
WIDOKI A-A | SKALA 1:500

2020A KOTOGRAFIE TC/D1 <https://www.wu.ac.at/en/the-university/campus/architecture/buildings/tc-d1/>
 2020A KOTOGRAFIE D2/SC <https://www.wu.ac.at/en/the-university/campus/architecture/buildings/d2-sc/>
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 10107 Library and learning centre in Vienna by zaha hadid architects complete | 2010-12 <https://www.wu.ac.at/en/the-university/campus/architecture/buildings/10107/>
 10107 Library and learning centre in Vienna by zaha hadid architects complete | 2010-12 <https://www.wu.ac.at/en/the-university/campus/architecture/buildings/10107/>

Aktywizacja tkanki przestrzennej Kampusu WU w Wiedniu

plansza podsumowująca

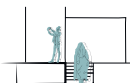
przystan.
+
modułowe pawilony
wyspa = archipelag.



R4



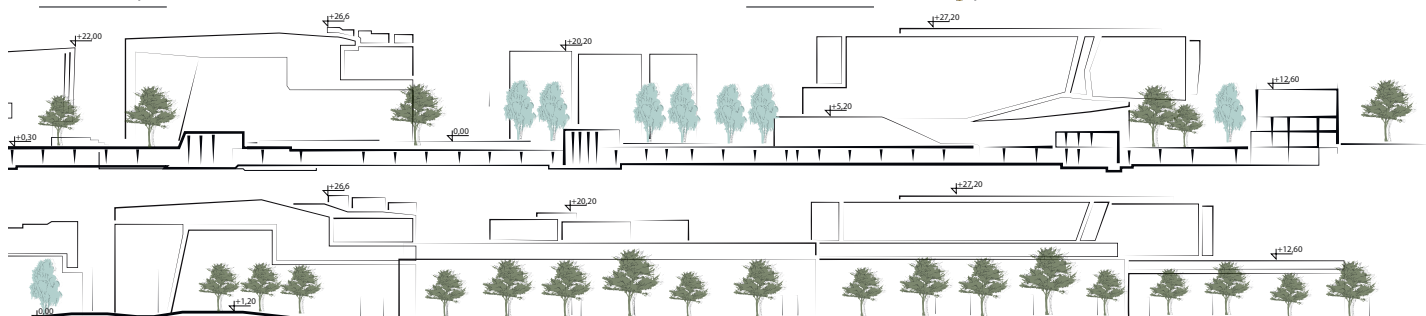
R5



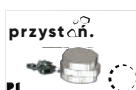
WIDOK Z GÓRY | SKALA 1:2000



WYBRANY OBSZAR ARCHIPELAGU ● |



plansza podsumowująca



Koncepcja projektu przewiduje subtelne kroki projektowe, które delikatnie zachęcają do różnorodnych aktywności na świeżym powietrzu. Uniwersalność i symboliczne nawiązanie do koncepcji ścieżek pawilonowych nadają głębszy sens, przypominając o życiowej podróży, na której każdy z nas potrzebuje czasem chwili wytchnienia i regeneracji. Co więcej, rozmieszczenie pawilonów w przestrzeni tworzy strukturę, która pozwala na odkrywanie i podziwianie unikalnej architektury stworzonej przez znane biura projektowe.

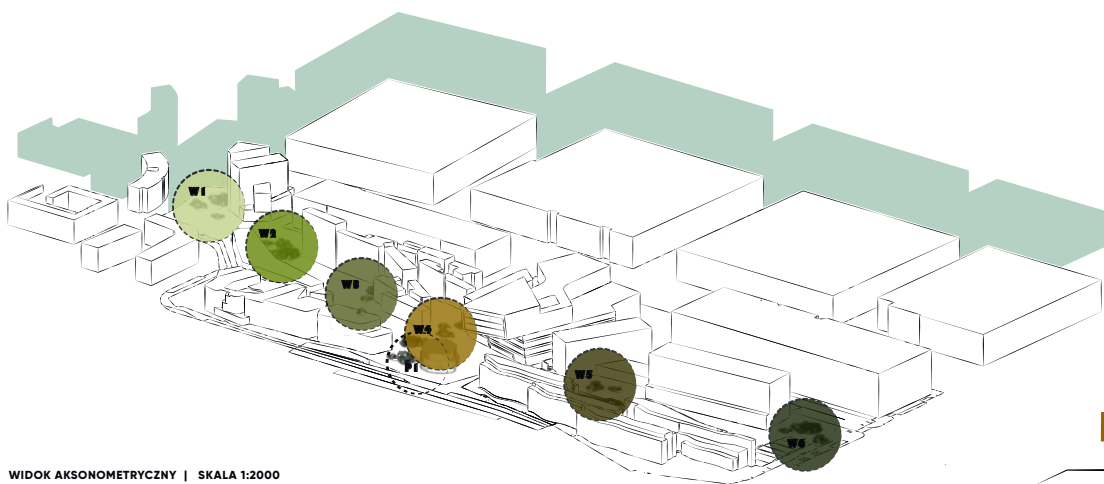
Archipelag składa się ze:

| Ścieżki Pawilonowej składającej się z modułów – obiektów pawilonowych, rozciągających się wzdłuż całego założenia obszaru kampusu. Każdy moduł pawilonowy jest określany jako **"wyspa"**.

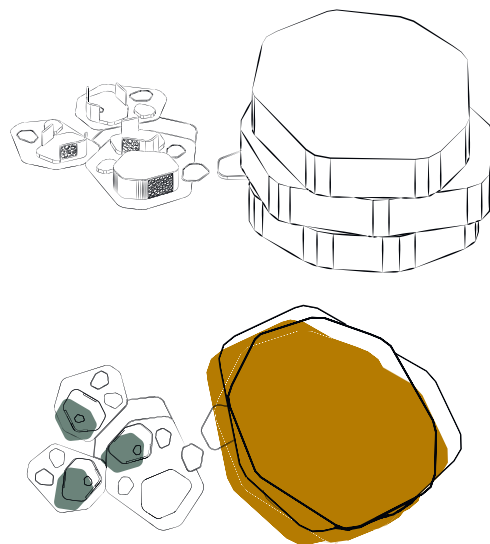
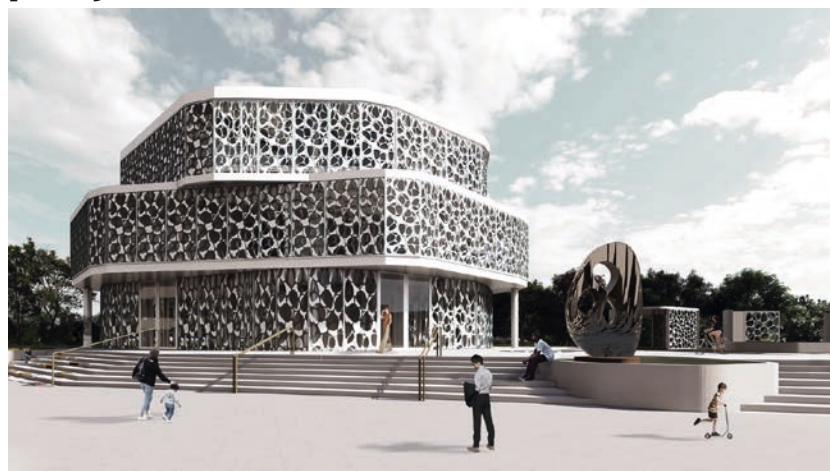
o obiekcie „**Przystań**” oraz przyległą przestrzeń otaczającą ten obiekt. Jego głównym celem jest udostępnienie wszechstronnej przestrzeni dla studentów Uniwersytetu Ekonomicznego WU, która może być dostosowana do różnorodnych celów – począwszy od codziennych spotkań integracyjnych i akademickich zajęć, aż po organizację międzynarodowych wydarzeń przez jednostki uczelni WU.

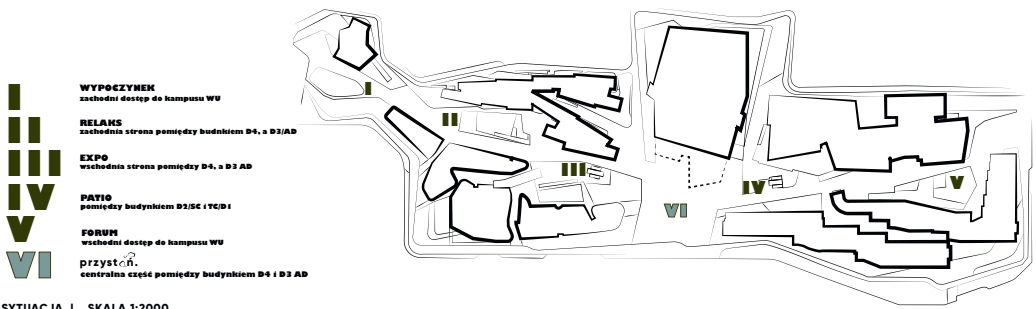
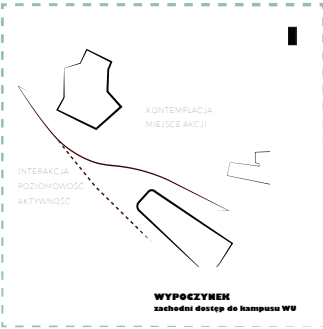
Koncepcja umieszczenia szeregu pawilonów, które biegną wzdłuż całego kampusu, umożliwia integrację różnych obiektów uczelnianych, co przekształca je w spójny element przestrzeni kampusu. Ścieżka składa się z pięciu modułów w postaci pawilonów. Niektóre z tych obiektów są mniejsze, bez zadania, inne mają pełne lub częściowe zadanie. Sama ścieżka została podzielona na trzy strefy – **zachodnią, centralną oraz wschodnią**.
Strefa **zachodnia** skupia się na aktywnej formie spędzania czasu.

Centralna strefa jest przeznaczona głównie do spokojnego spędzania czasu i może być wykorzystywana do prowadzenia zajęć akademickich na świeżym powietrzu.

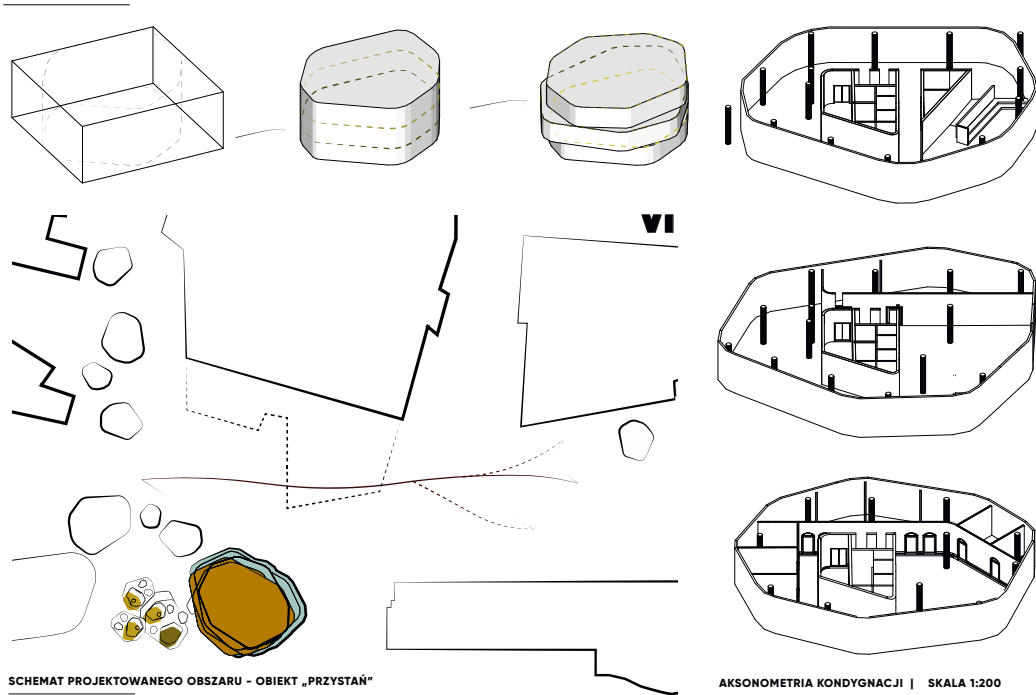
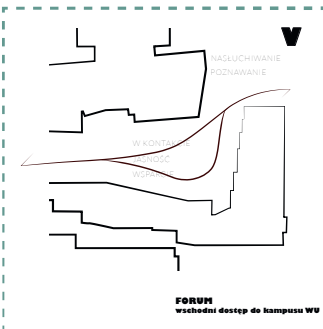
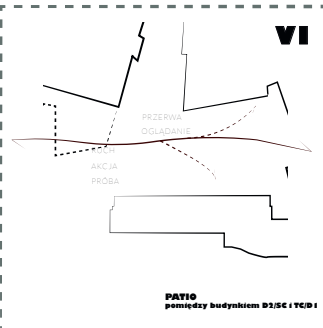
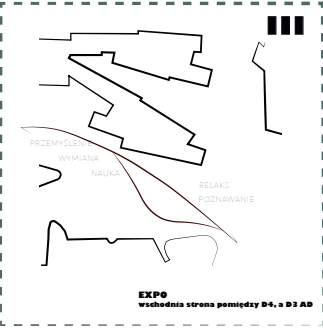
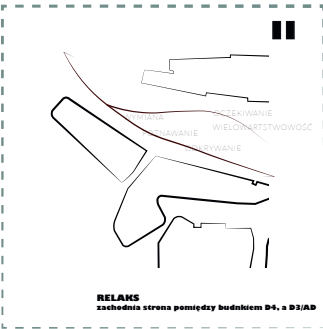


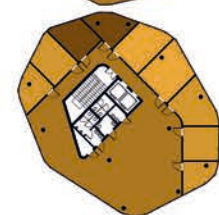
WIDOK AKSONOMETRYCZNY | SKALA 1:2000





SYTUACJA | SKALA 1:2000





-  przestrzeń „zamknięta, głęboka”
-  przestrzeń „zamknięta, cicha”
-  główny trzon obiektu
-  przestrzeń pomocnicza
-  przestrzeń rekreacyjna „otwarta”
-  przestrzeń rekreacyjna „zamknięta”
-  administracja

This architectural floor plan shows a building with a complex, irregular footprint. The plan includes a large central hall with a grid of columns, several smaller rooms, and a curved exterior wall. A circular inset in the upper left corner provides a detailed view of a corner or junction. The drawing is a technical line drawing with dimensions and annotations.

kształt wypuka

okładzina

faktura

podłoga wewnętrzna

projektowany obiekt

posiłek informacyjny

nawierzchnia gumowa

nawierzchnia oświetlona

projektowanie nawierzchni zewnętrznej

moduł pawilonu

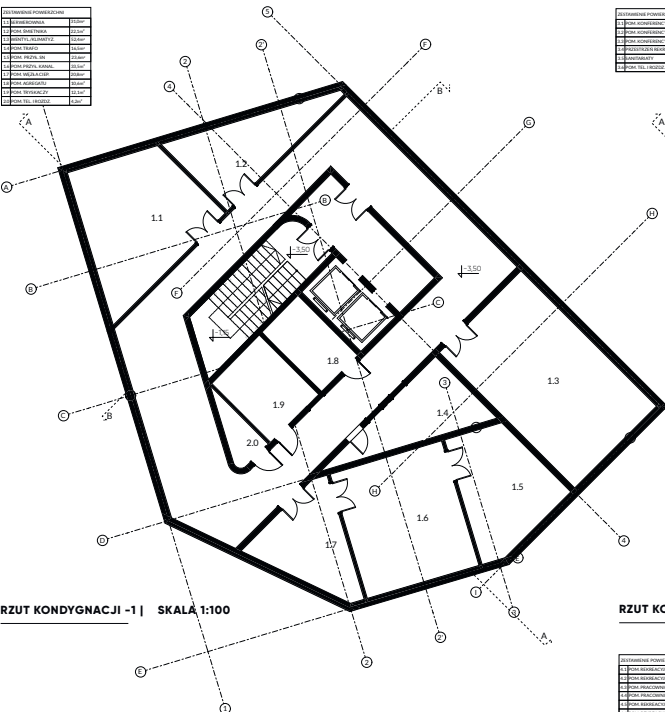
skwar dachowy

zielenik wodny

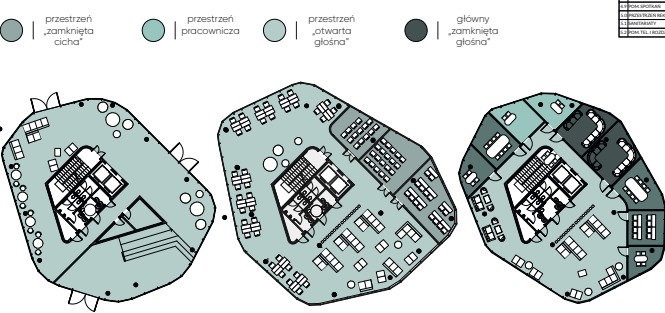
podłoga wewnętrzna

WIDOK Z GÓRY | SKALA 1:200

LEGENDA POWIERZCHNI	
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1.20	przestrzeń „zamknięta cicha”



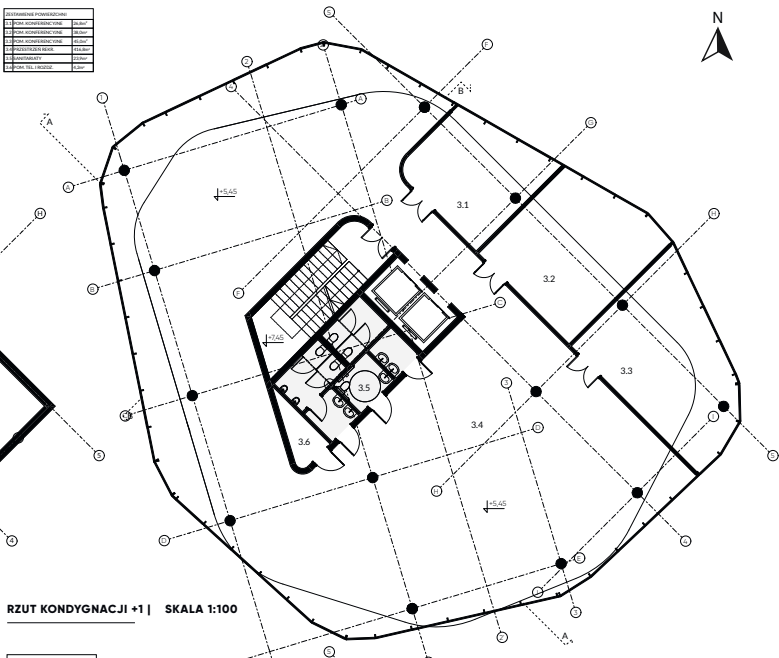
RZUT KONDYGNACJI -1 | SKALA 1:100



SCHEMAT ARANŻACJI |

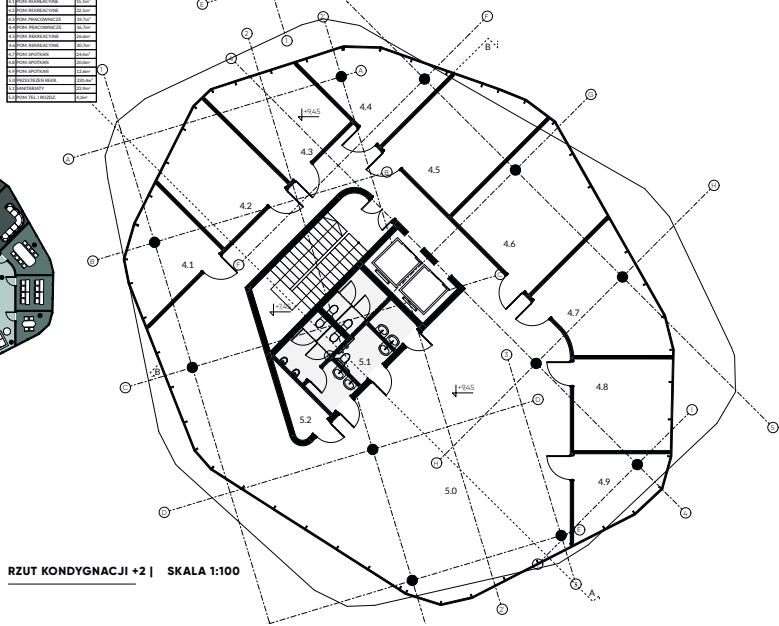


LEGENDA POWIERZCHNI	
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2.20	przestrzeń „zamknięta cicha”

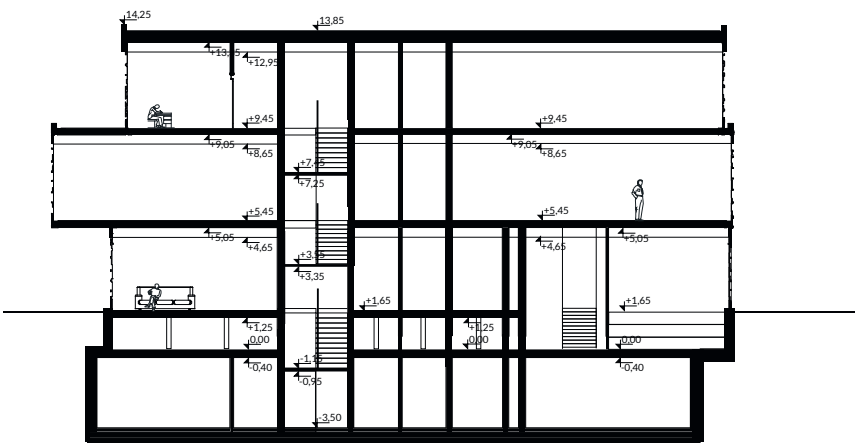


RZUT KONDYGNACJI +1 | SKALA 1:100

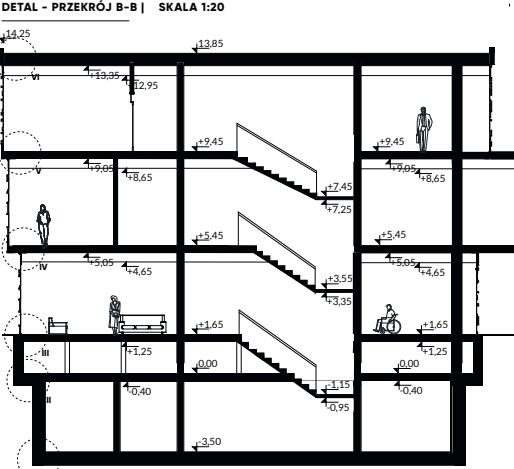
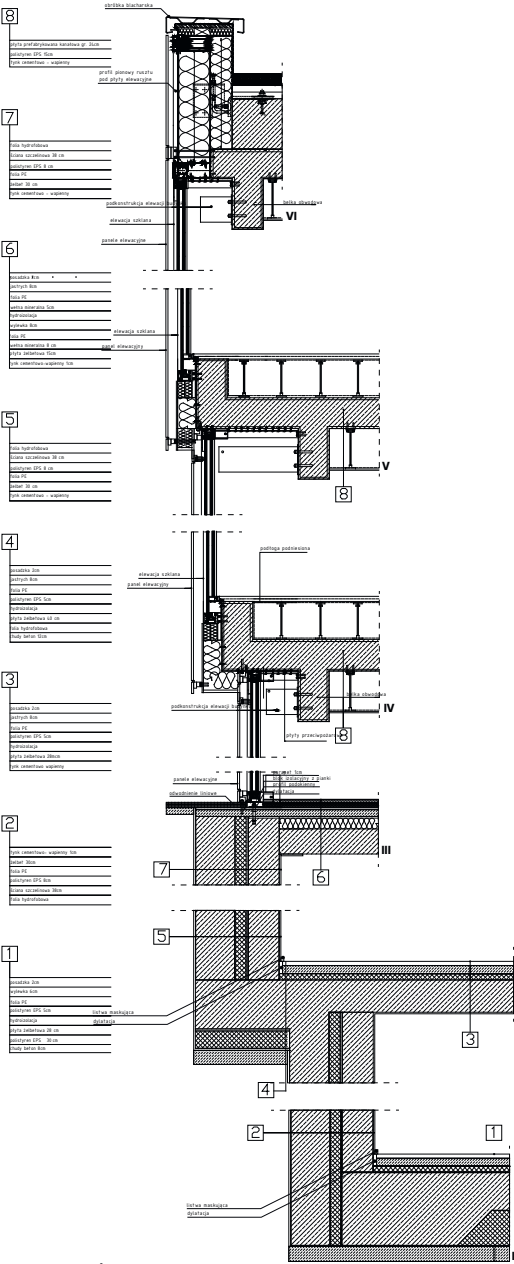
LEGENDA POWIERZCHNI	
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3.17	przestrzeń „zamknięta cicha”
3.18	przestrzeń „zamknięta cicha”
3.19	przestrzeń „zamknięta cicha”
3.20	przestrzeń „zamknięta cicha”



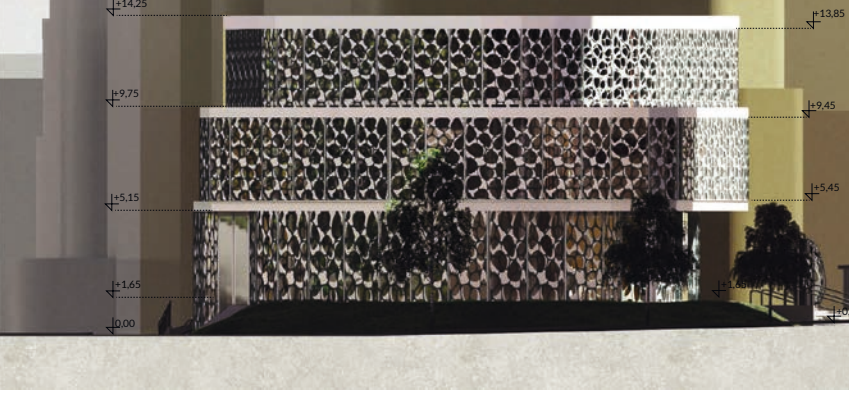
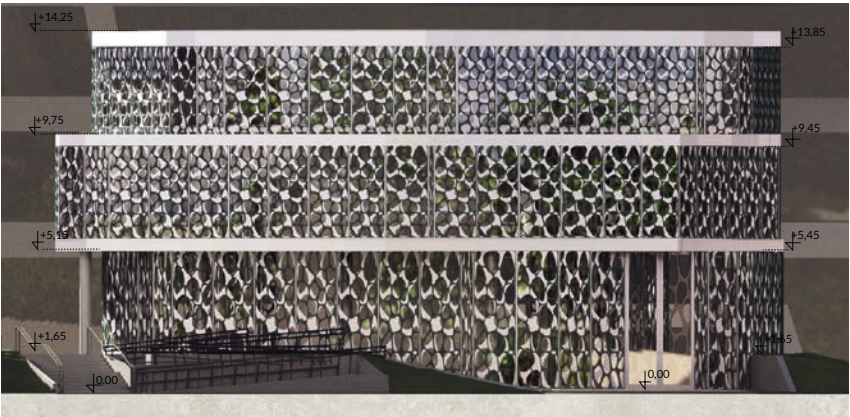
RZUT KONDYGNACJI +2 | SKALA 1:100



PRZĘCZÓJ A-A | SKALA 1:100



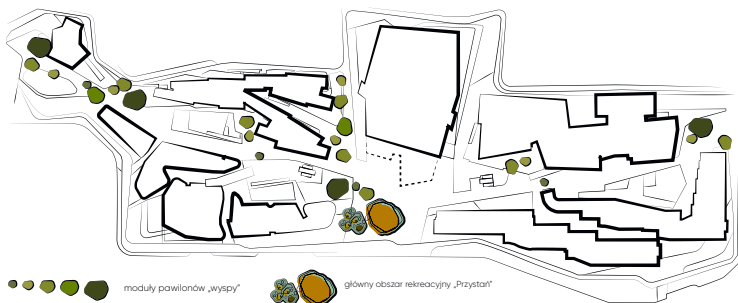
PRZEKRÓJ B-B | SKALA 1:100



archipeląg.



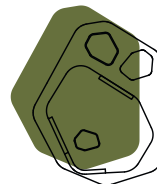
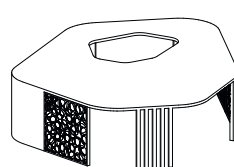
Aktywizacja tkanki przestrzennej Kampusu WU w Wiedniu
rozwiązania projektowe pawilonów „Wysp”



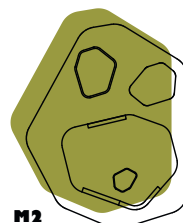
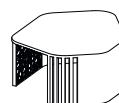
SYTUACJA | SKALA 1:2000



N



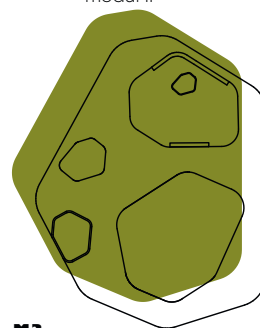
M1
moduł I



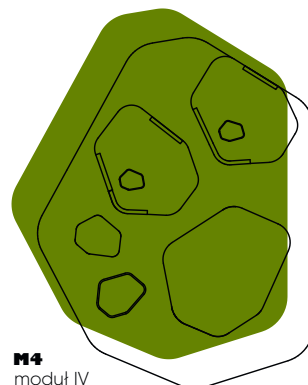
M2
moduł II



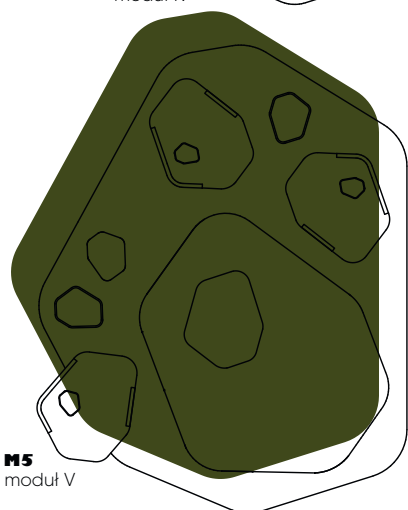
IZOMETRIA | SKALA 1:50



M3
moduł III

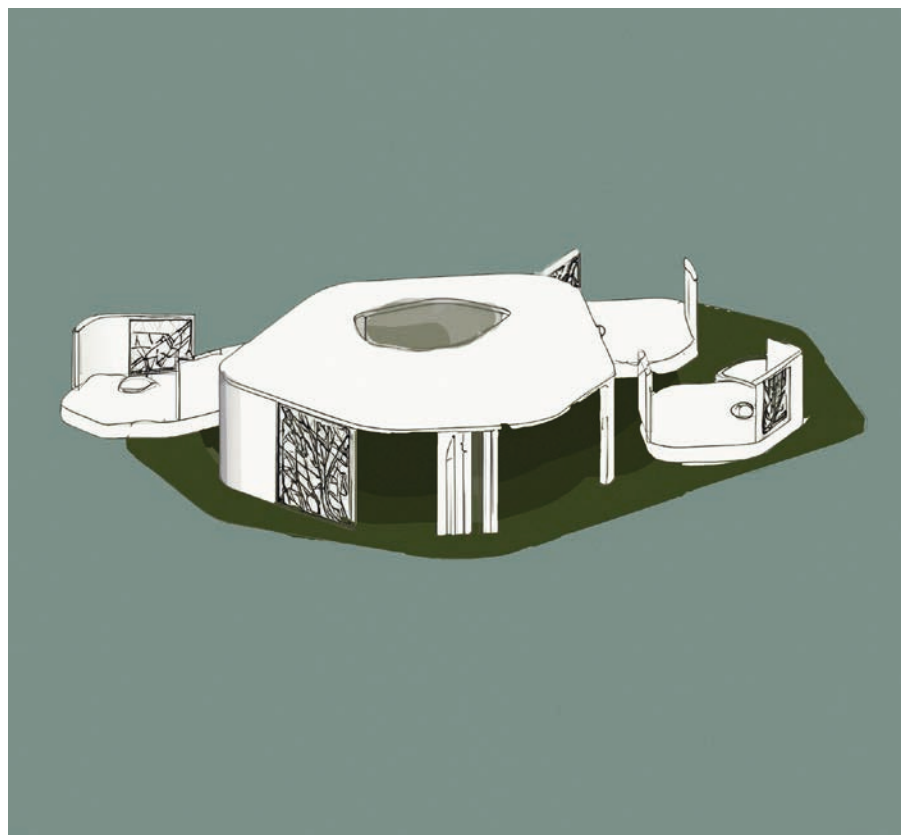
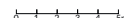


M4
moduł IV



M5
moduł V

WIDOK Z GÓRY | SKALA 1:50



RYSunek ODRĘCZNY |