

Reflection on the subject

The aim for this research was to develop a maturity model which was for academic relevance. The problem continues of increasing complexity of managing the campus, since the number of stakeholders involved are increased. To support the decision-making related to campus management, a tool needed to be developed to assess the current state of art. By knowing the current condition of the maturity level the institution can make the mismatch in demand and supply. After that they can think about the changing future demand, and generate plans in how to match the current supply with the future demand. This way of thinking is actually the maturity in strategic thinking of an institution.

The developed maturity model is a way to show people where they are positioned, but also making them aware of this state. Consequently, by knowing the position people tend to have more willingness to develop and become better. The results of this research contributes to the subject of supporting decision making in campus management. Campus management is part of the subject of Real Estate Management, but nowadays more and more related to Urban Development as well.

Reflection on the process/ personal reflection

Starting from the P1 my ambition was high. The subject was derived from an interest in the context of China and its campus management. The aim during this phase was conducted a case study for a university in a Chinese context. But during the research, I realized that the limitations of research resources forced me to change my subject. If I would have continued the focus on China, interviews and visits were necessary. Due to the limitations of time and resources there was no possibility to consider this option. During the P2 I made a switch on changing the focus of my subject.

Because I experienced the problem myself, I wanted to develop a case study tool, which assesses the maturity level of campus management and the performance level, but also a version in which a limited amount of research resources are available. I believed that a case study can be done without visiting the campus, nor speaking to people from the inside. And that was how the focus was changed from conducting a case study of China, to developing a maturity model.

Continuing from the change of focus I actually was glad that the focus was changed. Developing a maturity model has a higher academic value than the first idea.

During the development of the maturity model a large amount of literature have been reviewed, in order to map down the existing models, but more importantly, in how to develop one. After analysing the theory of the maturity model a rough version was made, divided in the five levels that most maturity models have. The second part was to determine the variables which affected the performance level of a university. Again a large amount of literature have been reviewed in order to note down the relevant variables. Once the variables have been determined the maturity model started to become more complete. During the fine-tuning of the maturity model, different steps and actions have been taken. The model have been revised every time new input is found from literature, mentor meetings and interviews. This iterative process made the maturity model more accurate after each feedback loop. The final model is presented in [Appendix IV](#) in the graduation report.

Lessons learned

The lessons learned during the process in the last year are extensive. The lessons learned are:

- The findings from the interviews tend to be biased. When planning the interviews in the case studies, such a problem was not yet taken into account. In the future, I will be more selective in choosing the persons.
- Conducting case studies in a different context, in the case of CUHK, the government policies and habits of the countries tend to influence the data that has been found. Some information was not found due to the fact China is reserved in sharing private information. Moreover, Chinese institutions tend to glorify the status of their institutions and leaving out negative information.
- Using qualitative research methods involving interviews are very time-consuming. The data that has been derived from the interviews are similar to the objective analysis of documents and reports of the case.
- When conducting the expert interviews in ranking the predetermined variables, the richness of data is lost due to the fact a prescribed list of variables is presented to the experts. If the interviews were conducted in an earlier phase, the variables could be derived from the expert interviews instead of literature sources. However, during the interview the experts were asked if they have additional variables to add which they found indispensable.