EPFL

AE

Jan S Hesthaven

VPA

31.05.22

École
polytechnique
fédérale
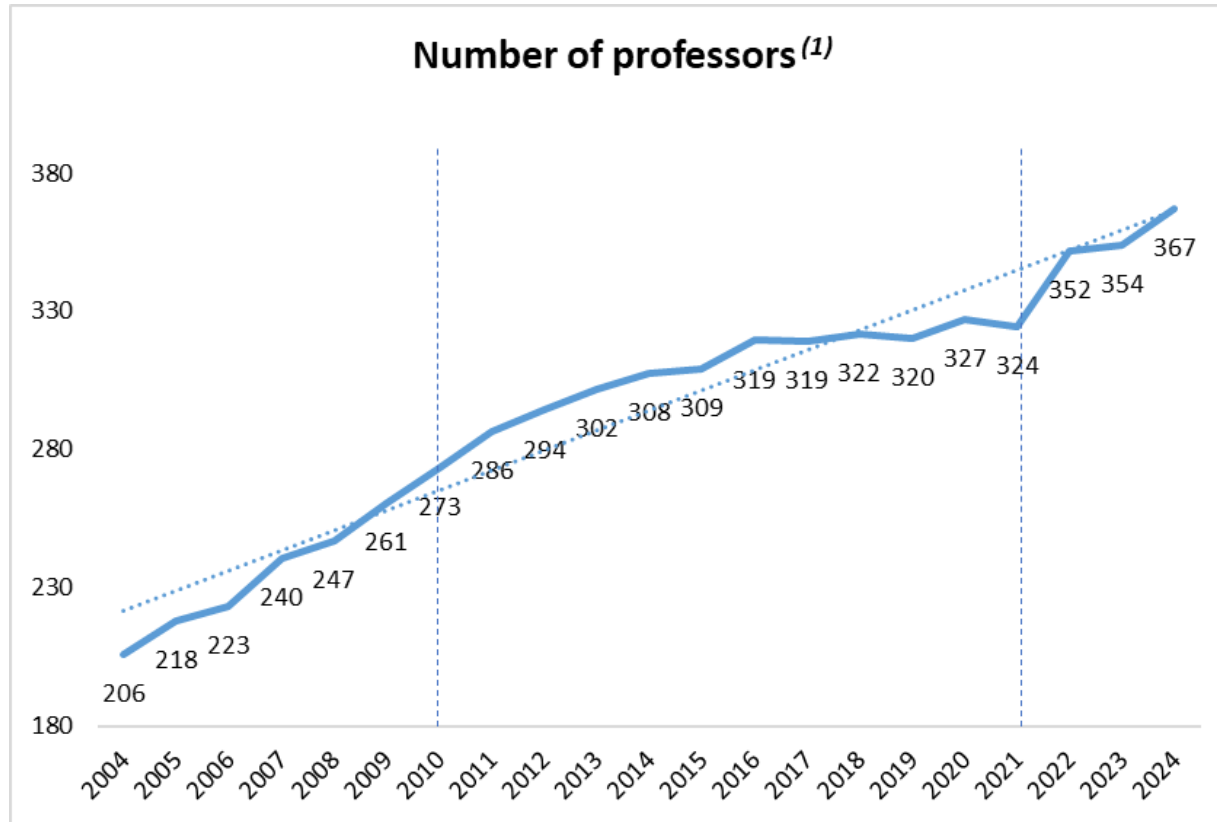de Lausanne

EPFL

A classic graph

Circulated at last meeting
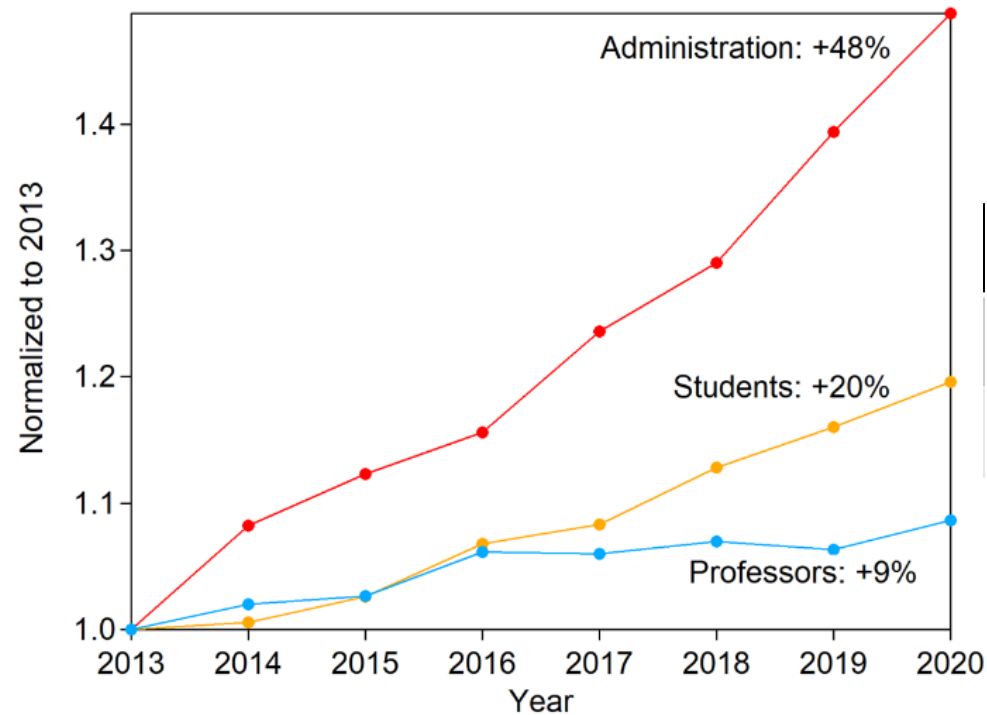
Misleading at best

Number of professors – catch-up ongoing

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Number of professors[1]
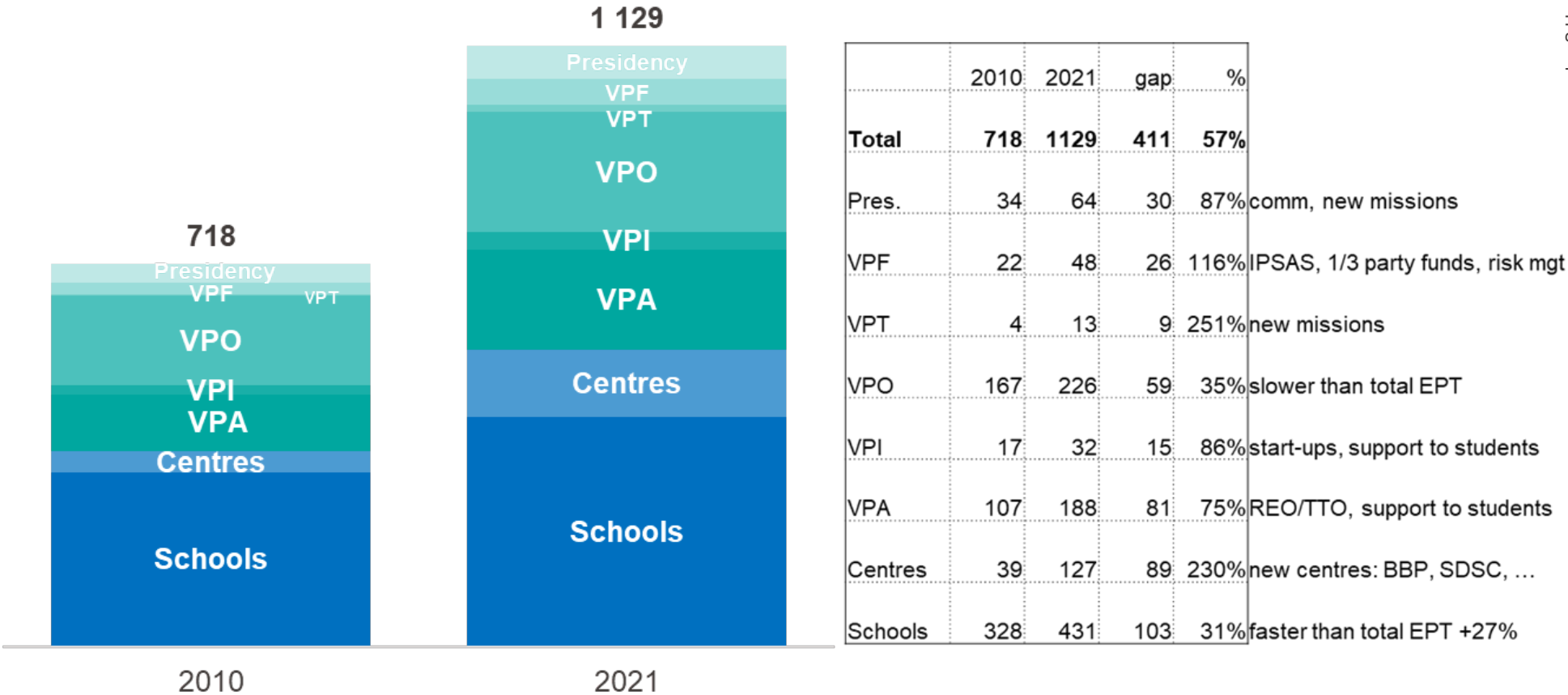
Growth 2010-2021 +19%

vs

Trend 2004-2024   +32%

*(1) Above numbers includes PO, PA, PATT, PBFN, in end of year EPT*

Increase of administrative personnel accross EPFL

	2010	2021	gap	%	
Total	**718**	**1129**	**411**	**57%**	
Pres.	34	64	30	87%	comm, new missions
VPF	22	48	26	116%	IPSAS, 1/3 party funds, risk mgt
VPT	4	13	9	251%	new missions
VPO	167	226	59	35%	slower than total EPT
VPI	17	32	15	86%	start-ups, support to students
VPA	107	188	81	75%	REO/TTO, support to students
Centres	39	127	89	230%	new centres: BBP, SDSC, …
Schools	328	431	103	31%	faster than total EPT +27%

+57% increase of admin. personnel across EPFL, faster in shared services

EPFL Budget Revenues 2022

Chart (MCHF):
- Federal Contribution: 714
- Third-party funding: 385
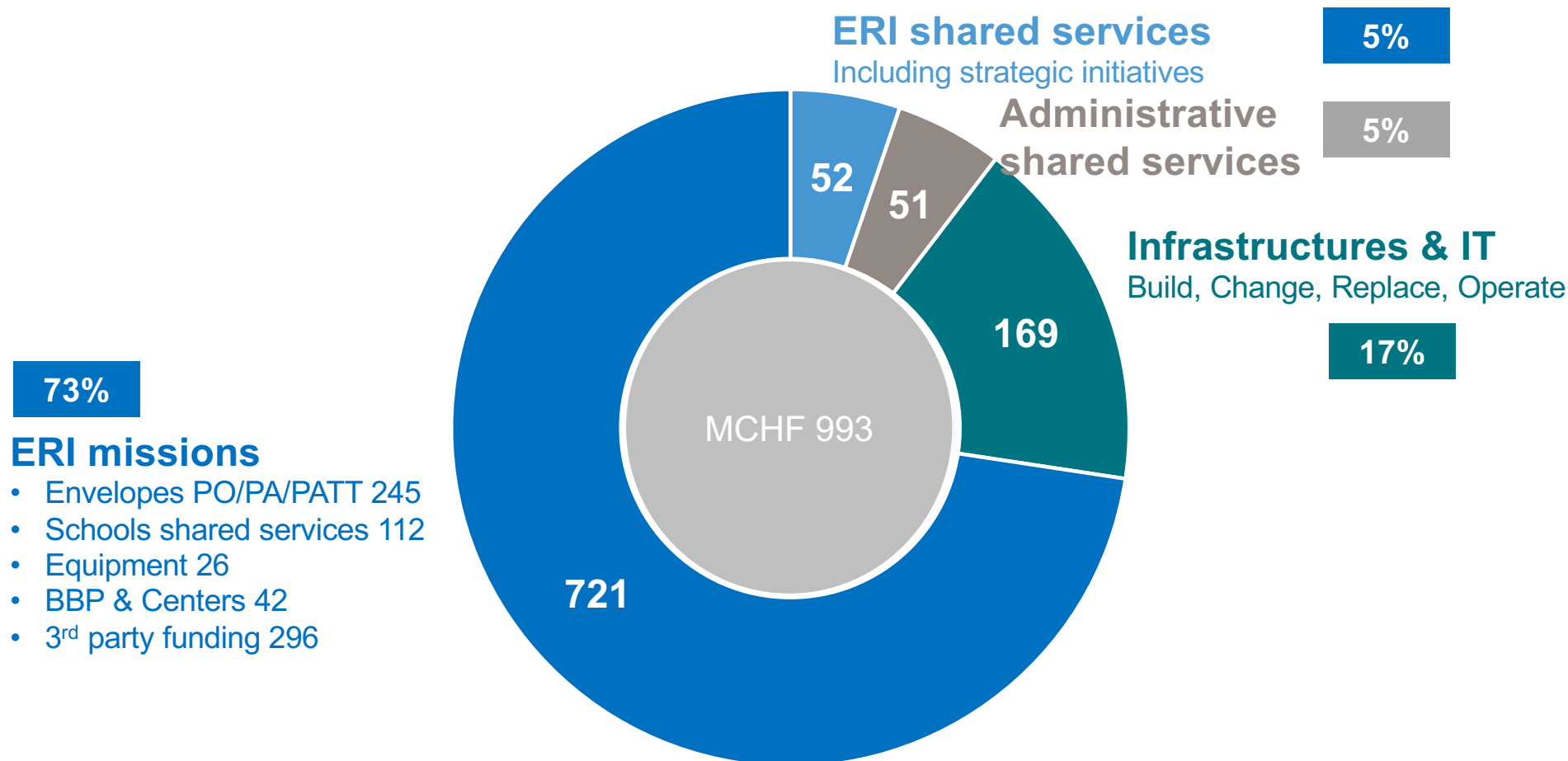- Operating Revenues: 1100
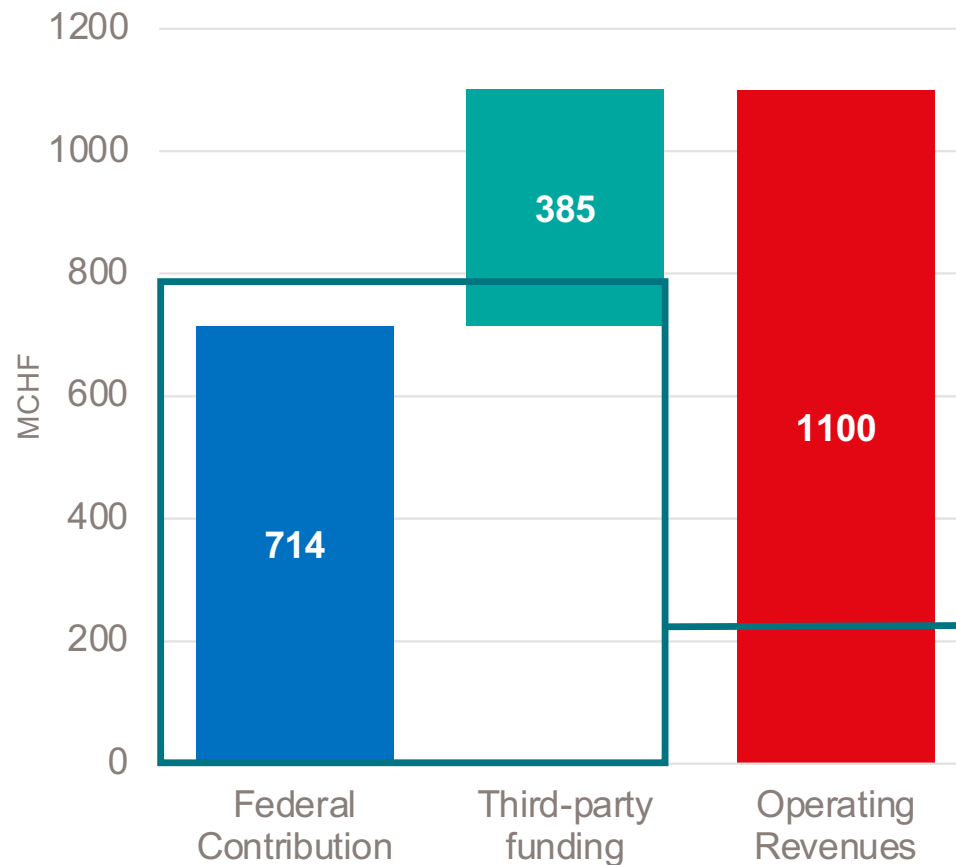
Federal contribution
MCHF 714

+

Central revenues
MCHF 49
(3rd party funds managed centrally: overheads, tuition fees, parking, patents)
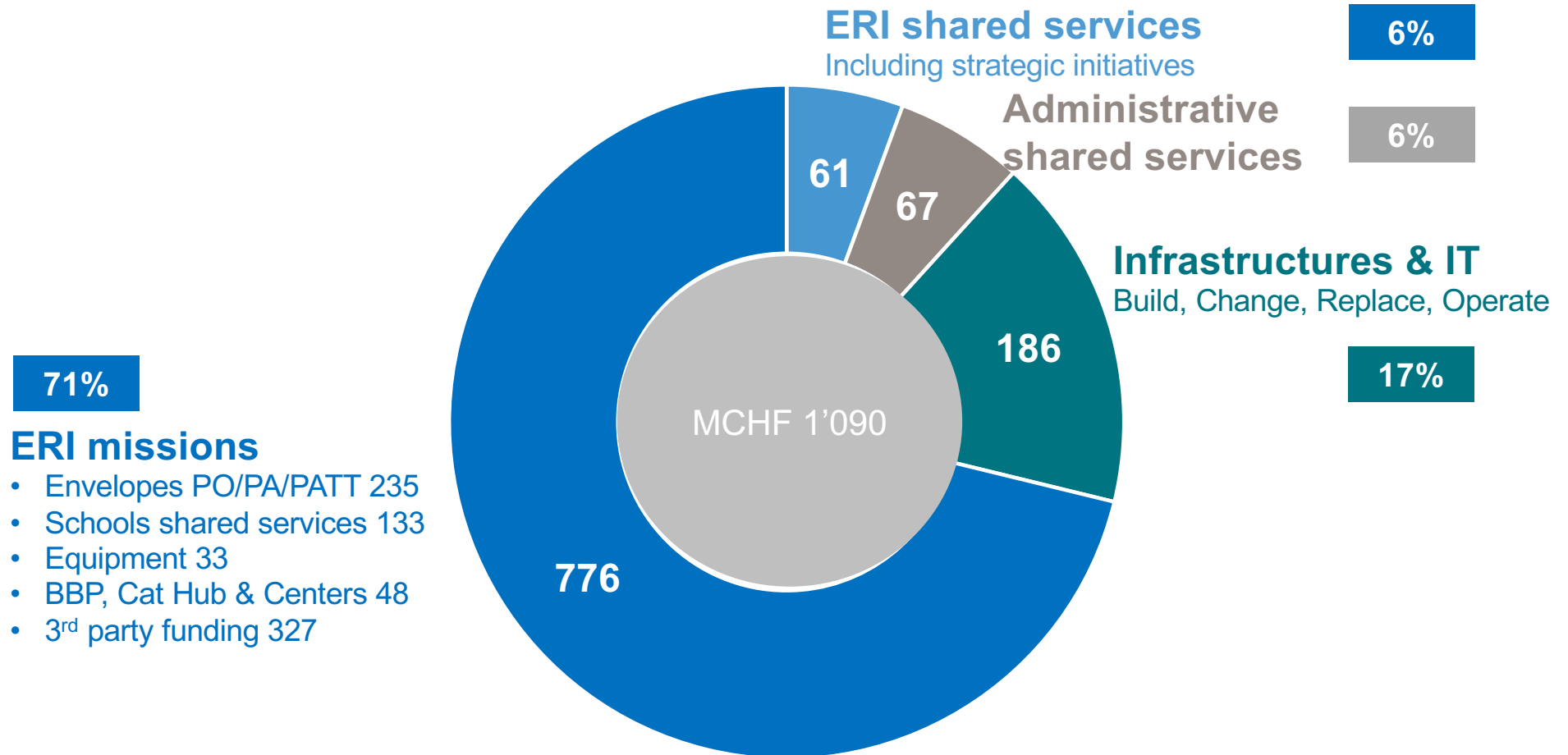
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EPFL Budget 2022
MCHF 763

EPFL **EPFL Budget expenditures 2017 incl. 3rd party funding**
78% directly for Education, Research, Innovation (ERI)

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ERI shared services
Including strategic initiatives

5%

Administrative shared services

5%

Infrastructures & IT
Build, Change, Replace, Operate

17%

52

51

169

MCHF 993

73%

ERI missions
- Envelopes PO/PA/PATT 245
- Schools shared services 112
- Equipment 26
- BBP & Centers 42
- 3rd party funding 296

721

FACULTY MEETING

EPFL Budget expenditures 2022 incl. 3rd party funding
77% directly for Education, Research, Innovation (ERI)

ERI shared services
Including strategic initiatives

6%

Administrative shared services

6%

Infrastructures & IT
Build, Change, Replace, Operate

17%

71%

ERI missions
- Envelopes PO/PA/PATT 235
- Schools shared services 133
- Equipment 33
- BBP, Cat Hub & Centers 48
- 3rd party funding 327

MCHF 1'090

61

67

186

776

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FACULTY MEETING

2017-2022: 1.4% shift from ERI missions to shared services

% 2017-2022

% 2017-2022

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ERI shared services
Including strategic initiatives — 6%

Administrative shared services — 6%

+0.4%

+1.0%

Infrastructures & IT
Build, Change, Replace, Operate — 17%

+0.0%

61 67 186

MCHF 1'090

-1.4%

71%

ERI missions
- Envelopes PO/PA/PATT 235
- Schools shared services 133
- Equipment 33
- BBP, Cat Hub & Centers 48
- 3rd party funding 327

776
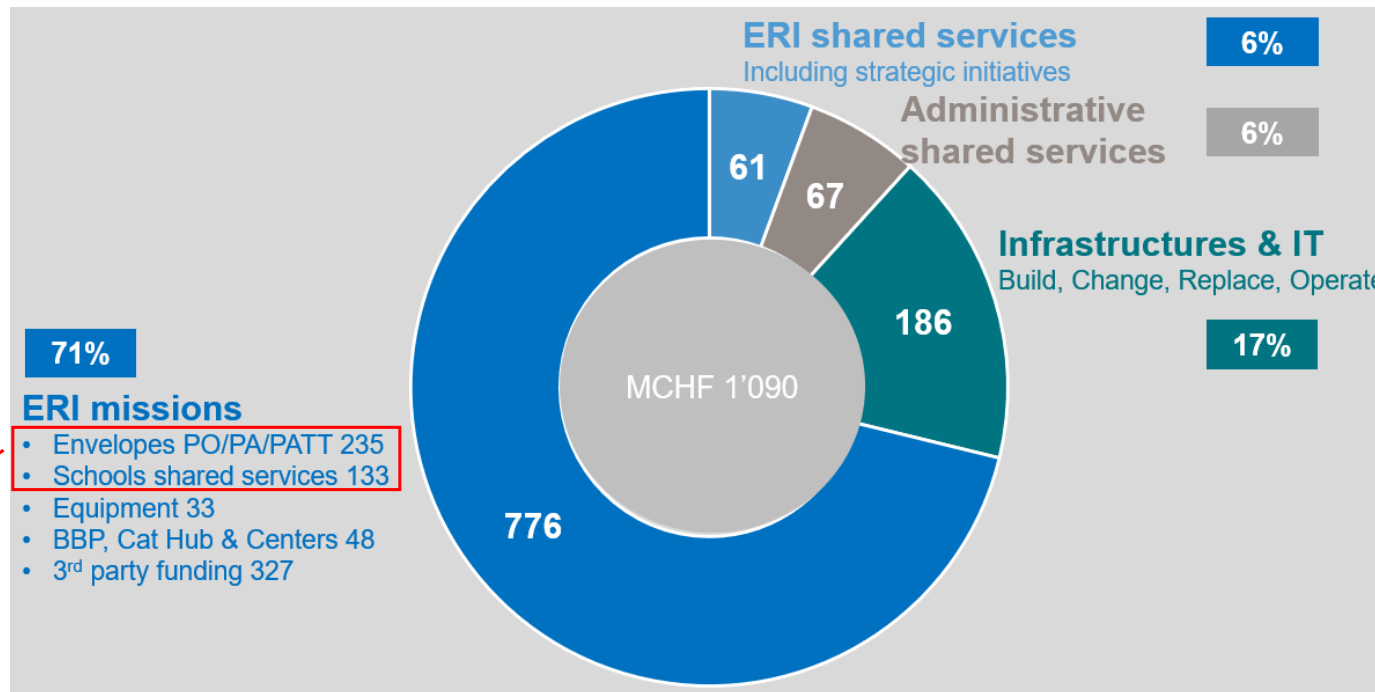
School's shared services 36.1% in 2022 vs. 31.5% in 2017

FACULTY MEETING

Increase of shared services to support ERI missions
… true at central but also at schools' level

2017-2022: +1.5% in administrative shared services

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Associated Campuses	**Spin-offs Participations**	**Centers & Platforms**
Flagship projects	**Schools, Colleges**	**Public-Private Partnerships**
Foundations	**Businesses (hotels, car parks, …)**	**Associations**

Catching up & preparing the future

- **Increased regulatory requirements:** special funding from ETH Domain (MCHF 3.0)

- **Adressing societal challenges:** climate change, gender equality, respect, … (MCHF 4.9)

- **Reinforced strategic drive:** new Direction 2021 (MCHF 1.7 excluding VPA/VPI) reinforcement of support functions - HR, communication, Finance (MCHF 1.6)

19.03.2019

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CLASS ATTENDANCE

On line   On site

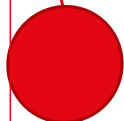The Campus Presence Pendulun
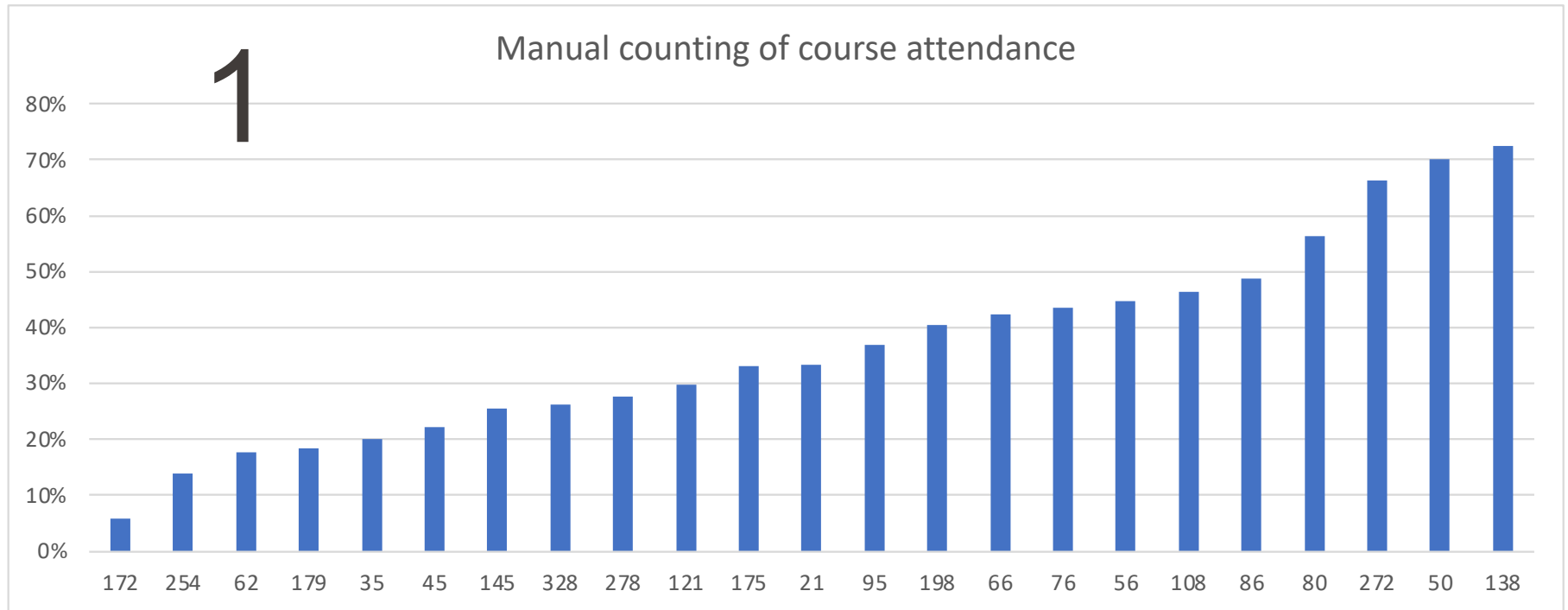
Mars 2020

Mars 2022

Mai 2022

Manual counting of course attendance
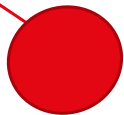
Last week, we asked students to enter into lecture rooms (not exercises or labs) and simply count the number of students
Vertically is the % of students present in class. The numbers at the bottom are the number of enrolled students in the course.

We have to treat data carefully as course attendance always decrease in the last weeks of the semester. We should redo it in
beginning of October. In addition, some counting happened in the first 2 minutes of the lecture as if all students join on
time.

This confirms the finding for SMT survey: different courses have different rates. No clear pattern emerges from looking a
courses. **Our students hence seem to strategically select which courses thy attend to.**

BTW, teachers also strategically select which courses they attend to. (2 came in presence at the last CDS)

Our students hence seem to strategically select which courses thy attend to.

2

CAPE & LEARN will therefore run a survey mid-June to understand their decision processes.

Examples of questions

Quels étaient vos critères pour décider à quel cours assister
- J'ai privilégié les cours difficiles
- J'ai privilégié les cours avec un grand nombre de crédits (ou un haut coefficient)
- J'ai privilégié les cours que je trouve intéressants
- J'ai privilégié les cours que je trouve importants pour mes études ou ma carrière
- J'ai privilégié les cours auxquels mes amies ou amis assistaient
- J'ai évité les cours trop tôt ou trop tard
- C'était assez aléatoire
- Autre :...

Comment restez-vous à jour dans les cours auxquels vous n'assistez pas :
- Je les regarde en direct sur zoom
- Je regarde les enregistrements vidéos chaque semaine
- Je regarde les enregistrements vidéos quand j'ai le temps
- Je regarderai les enregistrements vidéos avant les examens
- Je me contente des notes d'autres étudiant.es
- Je me débrouille de diverses manières
- Autre :...

SwitchTube analytics are not very precise

3
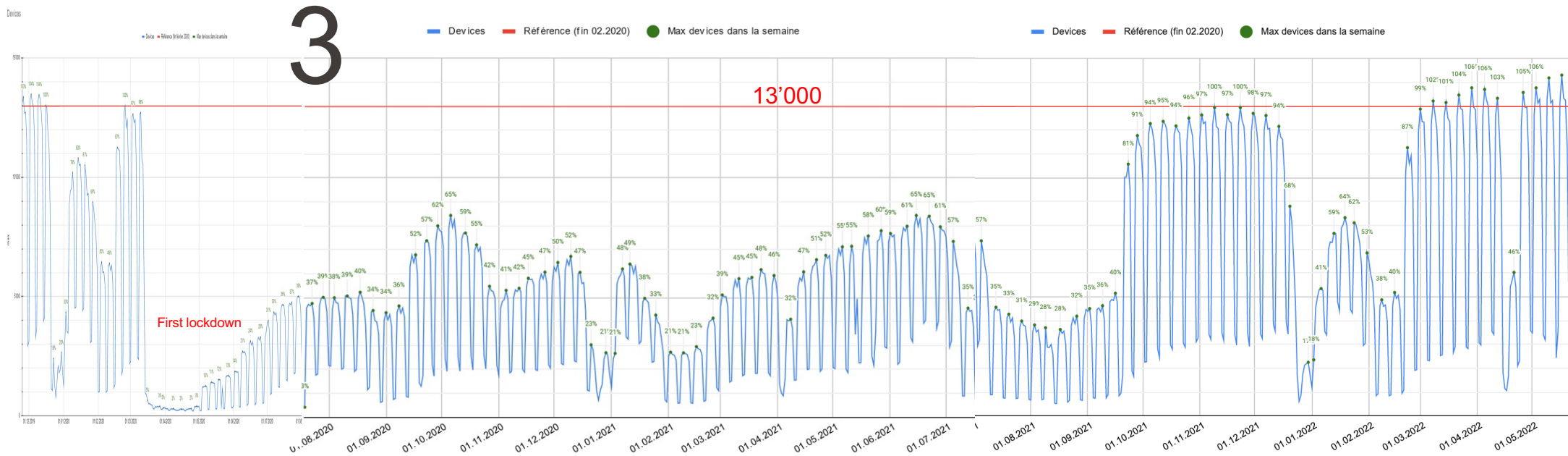
But the number of on-campus connections in the current semester (last hill on the right) is
...   the number of on-campus connections BEFORE the pandemic (first hill on the left)

Hence it seems they come on campus anyway but not necessarily in lectures but for projects, teams,….
Other universities made the same observation

Details:

- The graph includes staff and students
- One unit is 1 device connected on campus on that day, whether for 1 second or multiples time
- VPN connection are not IN
- One person with 2 connected devices is 2 units

Response rate at the indicative student evaluation.

Huge discrepancies between sections (SIE the highest and SAR the lowest belong to the same school)
We hope to increase the rate by making this feedback soon enough to benefit to the students themselves

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Legend: 2022 (red), 2021 (teal), 2019 (black)
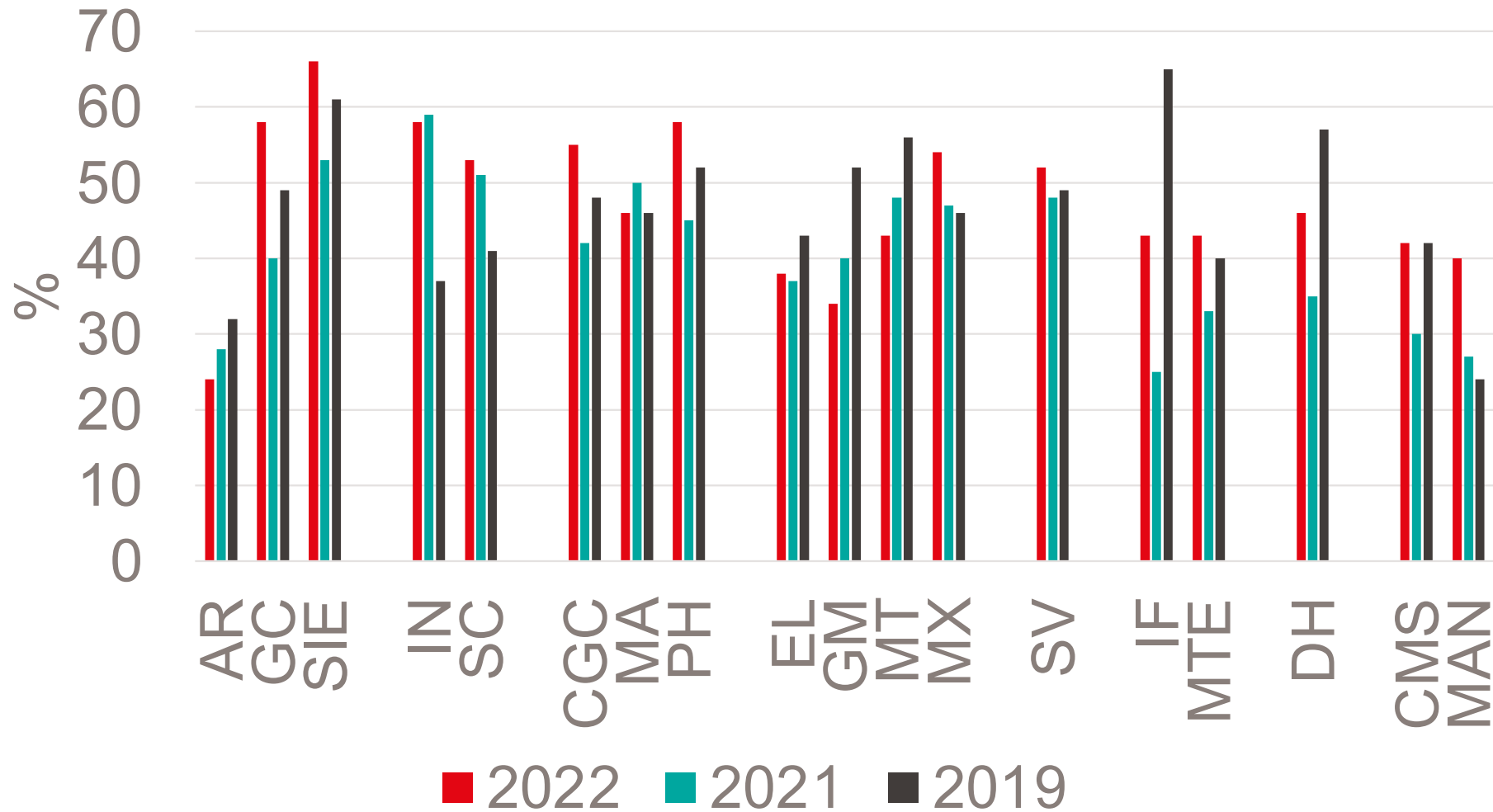
SOFTWARE ASSET MANAGEMENT

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What is this ?

Purpose: To collect details on EPFL computers - not phones/tablets.

- Security
  - Ability to detect security breach
- Compliance
  - Global license agreements, audits
- Cost
  - Minimize license budgets by global agreements

Project initiated in 2020 with steering committee, input from deans and faculty members –decision on solution medio '22

Review of Lex for mobil phones has just been initiated with working group – a SAM may be chosen here as well

What does it do ?

Key facts

- It can not be used for activity monitoring, eg
  - Frequency, length, data use etc are not assessed.
- Privacy by design, minimized data processing –
  - User name, account, domain
  - Hardware details and OS
  - Software details (name, version)
  - Software use – last use

It is the digital equivalent of a physical equipment inventory

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Q&A

FACULTY MEETING