

Case Study: Qualities of entrances and main lobbies on higher education campus of Turku

Integrated Campus Development Plan

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Live Baltic Campus project

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LIVE BALTIC
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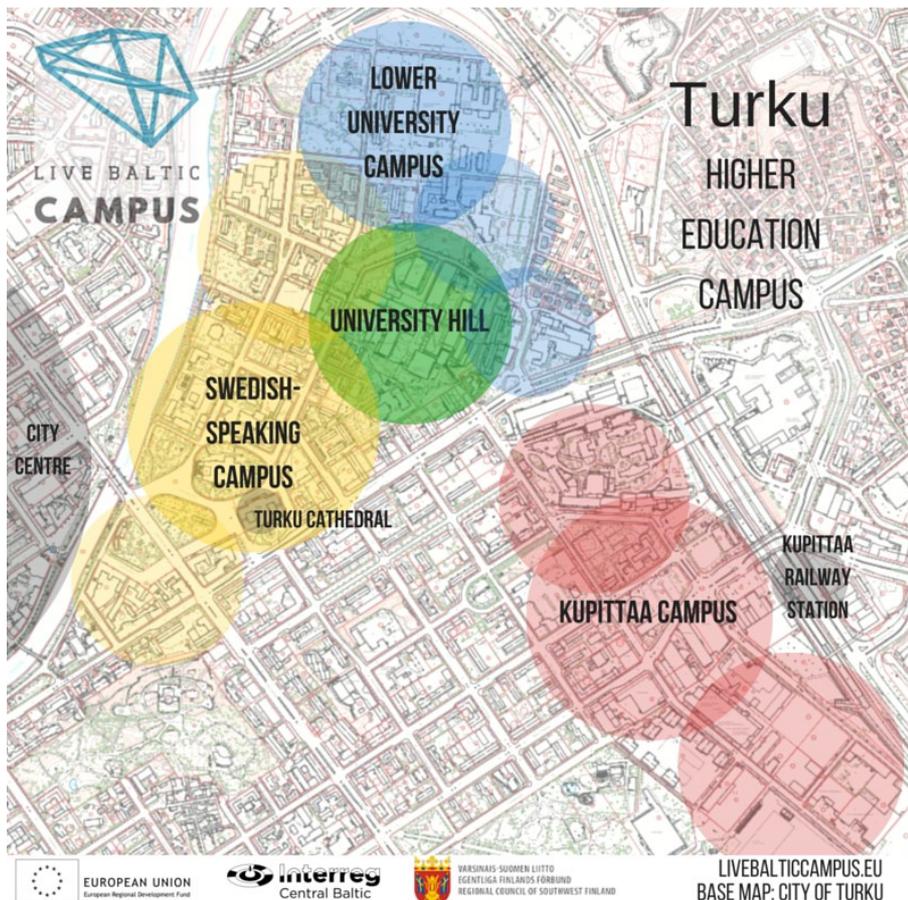
INTRODUCTION AND RESEARCH PROBLEM STATEMENT

Pilot case of University of Turku, Brahea Centre

The aim of the pilot case of Turku in the Live Baltic Campus project (2015–2017) was to facilitate the development of the joint higher education campus cluster area in Turku as a whole and not in parts, because many different institutions are operating on the area as separate units. In Turku, the Live Baltic Campus pilot area included the areas surrounded by the Hämeenkatu street, the Aurajoki river, and the Helsinki motorway, and around the Lemminkäisenkatu street. We examined, if seeing the campus cluster area from a point of view of producing services and design thinking, could offer possibilities for joint campus development, to overcome the administrative barriers, to include the people who use the area in the process in an early phase as well as testing in practice (Table 1). The end result of the pilot was aimed to be a suggestion for the service development on the area.

There are four different HEIs operating on the campus cluster area (six in total in Turku), at least 8 different property holders of the buildings, and also the land ownership is mixed. There are over 20 000 students studying on the area, and operations happen in over 80 different locations. The activities are concentrating at the moment on the new campus that is further away from the city centre, and on the other hand, next to the current spearhead development area of the City of Turku, the coming Itäharju–Kupittaa Business and Innovation hub area. The coming extension area is mainly in industrial use, and will be profoundly redeveloped. The campus cluster area will in the future be in between the two main city centres, and the campus area is also very built-in inside the grid plan, excluding the University Hill and the Lower University Campus (Picture 1).

There had been no joint campus strategy or vision for joint development of the whole higher education campus area. The situation changed notably in the end of the year 2017, when City of Turku announced the Masterplan vision for the future development of the Turku Science Park area, including as well the campus cluster area. Nevertheless, the Masterplan has not yet been accepted politically, and its implications for the actors on the area are yet unseen.



Picture 1. Higher education campus with sub-areas in Turku.

Campus development through design thinking

Design thinking is a creative, human-centered problem-solving approach that leverages empathy, collective idea generation, rapid prototyping, and continuous testing to tackle complex challenges. Unlike traditional approaches to problem solving, design thinkers take great efforts to understand the end user (the customer) and their experiences before coming up with solutions. This thorough understanding of end users or customers (for example campus users) is what guides the rest of the process. And because design thinking involves continuously testing and refining ideas, feedback is sought early and often, especially from end users and customers. (Allen, Kim H. & G. Myers 2017.)

A design mindset is solution focused and action oriented towards creating a preferred future. Design Thinking draws upon logic, imagination, intuition, and systemic reasoning, to explore possibilities of what could be—and to create desired outcomes that benefit the end user (the customer), and in this case, the campus user. (Creativity at Work 2017.) There are many reasons to follow design thinking principles (applied, Hoyt & Sutton 2016) within campus development, for example:

- Campuses look a lot different through campus users' eyes than it does through owners' and managers'. Anything you can do to gain empathy for what it feels like to deal with practices and spaces on the campus can help you to design a more humane, respectful, an efficient campus.

- By setting focus on ways that people in specialized roles and silos are blinded to how their work meshes with the larger system. Once people better understand how their learning and role fits into the big picture, the campus cluster area can be operated as a whole.

The pilot case applied the design thinking approach of the IDEO. IDEO’s design thinking process is not linear but a system of overlapping spaces rather than a sequence of orderly steps. Three spaces stands out, and are important in being able to orientate: 1) Inspiration, 2) Ideation, and 3) Implementation. IDEO has stated that: "Inspiration is the problem or opportunity that motivates the search for solutions. Ideation is the process of generating, developing, and testing ideas. Implementation is the path that leads from the project stage into people’s lives." (Brown 2008; IDEO 2016.) According to this approach, the moment to generate solutions starts only after a deep understanding of the context and a re-signification of the challenge have been established and are seen as steps in the process. The main steps of the pilot case of University of Turku in the Live Baltic Campus project (2015–2017) are introduced in Table 1.

Table 1. Main activities and results of the pilot case of University of Turku in the Live Baltic Campus project.

Activity	Time	Findings as commons
<p>Inspiration We interviewed some of the key persons, basically development and property managers from the Universities and Universities of Applied Sciences that operate in the campus cluster area.</p>	December 2015–January 2016, Turku	<ul style="list-style-type: none"> • Concepts and strategies for smart campus transformation, growth and shrinkage • New dynamics of campus services • Inclusive, vibrant and accessible campus communities • Functional sub-areas: Swedish-speaking campus, University Hill Campus, Lower University Campus and Kupittaa Campus.



We decided to continue with the topic of new dynamics of campus services, because we aimed at such a target which we could have an effect on in the timeline of the project at least in a small scale.



<p>Inspiration Participatory stands in four different locations on the higher education campus cluster in Turku. The locations were Agora (University Hill sub-campus) Gadolinia (Swedish-speaking sub-campus), Educarium (Lower sub-campus), and ICT-City (Kupittaa sub-campus). We asked from students, staff and visitors about what they thought about current campus services and activities.</p>	May 2015, Turku	<ul style="list-style-type: none"> • Development of more and more diverse study, work, hangout, as well as club and community spaces for students • Development of light traffic and routes, and especially biking; also development of car parking places • Development of restaurants and cafes and serving also after 2–3 p.m.
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We decided to continue with the first development need, because we saw that it included the most possibilities to have an influence and to experiment different activities by ourselves compared to the city transport planning and development of cafes and restaurants.



<p>Ideation</p> <p>The first Livable City Forum was organized in Turku and Helsinki on 8–10 June 2016. The Forum started in Turku on 8 June with the Turku Campus Challenge organized by the University of Turku. The Turku Campus Challenge was an intensive innovation camp that was based on the idea that in limited time, teams are able to present a concept or solution into the challenge of the day.</p> <p>The challenge of the day was: "How can we create a next generation "Student House" (later S.H.) that would be open for all the higher education students in Turku? What formal and informal student activities there could be, and how they would be operated?"</p>	<p>June 2016, Turku</p>	<p>The final concepts were shortly as following:</p> <ul style="list-style-type: none"> • Participatory design process to define the location, stakeholders and content development – not necessary only one house • Student House 2.0. – A multi-storey and multi-functional house, different functions in different floors • Hi-tech Indoor Forest – connecting natural and technical elements in an innovative way • Reuse an existing "problem building" to create a multifunctional S.H. • Not a physical house, but an awareness raising campaign related to resources and opportunities that international students hold • Student Boat – A new landmark and a cool venue.
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<p>Ideation</p> <p>The Turku Future Forum that was organized by the City of Turku during 28 November–1 December 2016 gathered together over 200 people to discuss and jointly develop ideas and scenarios for the development of the Campus and Science Park area. The last day of the Forum on 1 December was dedicated to higher education.</p> <p>The day included a future workshop, where people were encouraged to ideate, how Turku would become a world class student city by the year 2030. The Live Baltic Campus project team of University of Turku was actively involved in the planning and implementation of the workshop.</p> <p>The aim of the workshop was to find out significant improvements under the following themes:</p> <ul style="list-style-type: none"> • The student and international students services and their integration in the city 	<p>December 2016, Turku</p>	<p>The higher education day included many new ideas of jointly used spaces. The Live Baltic Campus pilot of Turku had been defined further and the design challenge at that point was to find out ways to meet the students' different space needs. The task was to find out what is the supply and demand for such spaces, and what could be the practice and the price tag for sharing them jointly.</p>
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<ul style="list-style-type: none"> • Desirability of the city as a student city, livability and wellbeing • Career guarantee on the region, academic employment and entrepreneurship. 		
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In the pilot project of Turku, we were in the phase of actually making experiments and test the idea of Flexible space sharing on the higher education campus in Turku. We had proceeded by following an experimental development process, and were in the stage of planning, how to test the idea in a real-life context but still affordable (Picture 2).



Pilot Action Turku

Where do we go now?

design
challenge

How we could develop the services on the HE campus of Turku?
Lead user: Students

user
needs

Student space development:
- silent spaces to read and study
- spaces to relax and hang around
- places to meet and for group work
- places for events...

idea to
carry on

Flexible space sharing connects underutilised spaces on the HE campus (various owners) with students, who need more spaces for different purposes on the HE campus, no matter what is their home University.

testing
???

How we could create a test arrangement and simulate experiences of flexible space sharing on HE campus and learn from the experiment:
- if there are enough clients?
- if the idea is feasible?

outcomes
???

No/Go/Modify and test again?

Picture 2. Process from design challenge into testing the idea of Flexible space sharing on campus.



<p>Implementation</p> <p>We organized a pop-up student space test week. A big test space USKO of Facility planning of University of Turku was in our use for a week during 3–7 April 2017. It was furnished with different modern and innovative model office chairs and tables, and enabled multiple uses.</p> <p>The Pop-up student space was offered free of charge for students in the universities or in the universities of applied sciences in Turku. During the week we aimed to collect experiences and information from the users, where and what kind of student spaces there should be on the higher education campus in Turku? The aim was also to find out, if there is an actual demand for easily accessible student spaces in different places on the campus, no matter what is the home institution.</p>	<p>May 2017, Turku</p>	<p>During the open doors, there was low-traffic to the venue. However, reactions into our marketing efforts were positive. Feedback from higher education teachers and other staff with whom we were directly in touch to reach bigger student groups was supportive. And also some of our student contacts reported that they had received answers that “this is what is needed”, when they had forwarded the message.</p> <p>Our solution was actually more like a free temporal student lounge on campus and not a flexible shared space. Based on the test week, the problem and the solution did not meet, and both needed to be modified, if wanted to develop them further.</p>
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We examined critically the possibilities to continue with the flexible space sharing idea, and found it challenging because of the following aspects:

- *The Student Union of University of Turku would open its Students' house in the Autumn 2017*
- *The University of Turku's renewed Student services at Disco would be opened in the University Hill*
- *There were actually really few available and free spaces during the study year, and for example the lecture halls were fully booked during the lecturing periods*
- *There were huge relocations ongoing in the premises of the University of Turku because of inner air problems, and it made the space availability even more limited*
- *We lacked personnel resources to run a flexible sharing system, even it would just have been a test period.*
- *Instead, we looked again the results of the participatory stands, and reformulated the original challenge field to meet the remaining time and personnel resources during the project.*

CASE STUDY DESCRIPTION: "CAMPUS AS A SERVICE"

"Campus as a service" means in this context an user and service orientation in campus development and seeing the campus cluster area itself as a service. The physical premises and their locations, old and new, are there to enable HEIs to provide its services to their communities the best possible way. The new dynamics of campus services are important, not only because of the fast technological development of accessing services, but also, because the whole society is transforming into more service-dominant logic. The development of services can also mean opening the cluster area for new types of services and communities and new partnerships. This approach could help in overcoming the administrative borders and mixed ownership and existing communities. It doesn't have to mean administrative pairing, but more flexible and fast solutions. Regional service development is also interesting to the city of Turku, because one of its main functions is to serve its citizens, for example to provide public transportation. The pilot project also lacks that kind of legitimacy that would cover the actual premises and the land.

The approach and a joint vision in seeing the area and its development in the frame of service development would most probably have a positive influence in the future success and satisfaction of the campus cluster area users, and thus boost the attractiveness, and at the same the liveability and the competitiveness of Turku universities and universities of applied sciences. The value is not available there and once-laid-down, and waiting for the campus user, but is born while the user has interacted in and co-created the actual "delivery" together with their providers. Seeing the student or community member not just in numbers of realised exams, work places, research groups, etc. but as a customer of intertwined providers operating on the area, changes the logic. The change means that people are not just choosing a service or product, but also the experience and lifestyle they bring along, and that the satisfaction will boost productivity. (See for example Lusch & Vargo 2004.)

Traditional campuses like in Turku are not planned as sites supplied with everyday services. Nevertheless, present campus users are expecting urban qualities related to physical, economical and socio-cultural aspects of campus environments, even if it is located inside the city-centre. Issues like presence of a variety of services and consumer goods, architecture and urban space design, good public services, ease with individuals to move around (walkability, connectivity, speed), mixed use and diversity, density and minimal environmental impact (see for example Brici 2014). Those aspects can be seen as part of personal level assessments of satisfaction with the life sphere on the campuses and they concern students as well as staff and visitors. This case study focuses to evaluate the components of the campus environment which help to create the sense of satisfaction.

Research focusing questions

The basic starting point was to observe the targets, and to think, how does the targets look like and how do we feel about them? Do we feel connected with the spaces? Observation is always based on interaction between the observer and the environment. These aspects will influence the interaction:

- What is happening at the moment in the environment, and the people that exist there
- The experiences of the observer, and her knowledge about the environment and her own interests (Lähellä kaupungissa 2017).

We had been observing and examined the targets during the pilot activities, and studying and working on the campus cluster area for decades, it was not possible to be objective observers, but the observations were made based on our personal experiences and knowledge. The observations were run in September 2017, and the study year had just started.

The main research focusing questions were:

- How do the main entrances and lobbies look like on the campus, and on different HEIs?
- What physical elements are there? Indoors? Outdoors?
- What kind of usage there is? Indoors? Outdoors?
- How the entrances and the big entrance lobbies could be more livable on the campus?
- Should the entrance and lobby spaces be more unified on the campus?
- Can they be seen as landmarks?
- Are there similarities and/or differences in different sub-areas?

What is the problem at hand, and to whom it is worked for?

We examined, how the entrances and main lobbies worked from a user's perspective, and tried to find out simple solutions that could be improved with little work and in a short timeframe. The goal was to improve the campus user's sense of satisfaction while using the campus spaces.

The analysis of functionality and ambience of the entrances and main lobbies on higher education campus of Turku from a user perspective was run by systematic visual observations and photographing of the following places in September 2017:

- University of Turku: *Natura / Agora*
- Åbo Akademi University: *Arken*
- *Novia University of Applied Sciences*: Henrikinkatu office
- *Turku University of Applied Sciences*: *Lemminkäisenkatu office*
- Kupittaa: *ICT-City* (University of Turku, Turku University of Applied Sciences)
- University Hill: *Turku School of Economics* (University of Turku)
- Lower University campus: *Educarium* (University of Turku)
- Swedish-speaking campus: *Arken* (Åbo Akademi University).

We intended to observe the ways in which the supplier's offerings affected the campus users in the following categories:

- Trespassing services (mobility, accessibility, guiding, etc.)
- Destination services (library, restaurant, sport services, co-working space, shops, etc.)

- Brand touchpoint services: (to introduce customers to their products, sensibility, and philosophy).

Development of the entrances and main lobbies can be started by analyzing the present state of the targets and what kind of services they are offering, and comparing them with each other and seeing them as competitors in their offerings (Tuulenmäki 118–121: 2010). Basic features include for example trespassing services (mobility, accessibility, guiding), and all the targets are supporting them. Campus users for example take for granted that the buildings are easily accessed and by different means. They can be nevertheless negative, if user will get disappointed, neutral if they are working as usual, and positive, if for example the routes are carefully managed.

The discriminating features can include in addition for example destination services (e.g. library, restaurant, sport services, co-working space, shops, etc.). They are features that make campus users to think that some targets are actually better than others. They can also make destination worse, for example if the target is relatively far away from the daily routes or is very noisy and crowded. Neutral features could be for example if there are every now and then events ongoing that are not the main reason to come to the destination.

Energizing features can make a strong feeling or support the decision to be involved. Positive features can for example include good design or for example something that the campus user can relate with the higher education institution's brand or introduction to its disciplines, study programs, products, sensibility, and philosophy that creates a positive interest. It can be also an annoying feature, for example if the design is not functional, and for example if it prohibits the use of the space (e.g. architectural rules for the space use).

Selection of observation targets and variables

Observation targets

We chose seven targets to be included to the case study. The chosen targets were the centres of the campus per university or university of applied sciences, but they were not administrative buildings. They were also located in central locations compared to transport infrastructure. In addition we chose places that were functionally active nodes on each of the sub-areas that we had recognized earlier.

List of targets that were the centres of the campus per university / university of applied sciences, but are not still administrative buildings:

- University of Turku: Natura / Agora (Natura was under renovation at that moment)
- Åbo Akademi University: Arken
- Novia University of Applied Sciences: Henrikinkatu office
- Turku University of Applied Sciences: Lemminkäisenkatu office

Based on our earlier activities, we chose the places that are functionally active nodes on the sub-areas:

- Kupittaa: ICT-City (University of Turku, Turku University of Applied Sciences)
- University Hill: Turku School of Economics (University of Turku)
- Lower University campus: Educarium (University of Turku)

- Swedish-speaking campus: Arken (Åbo Akademi University).

Observation variables

To ensure systematic and transparent observations in every target, we defined the variables on the observation template for campus entrances and lobbies (Annex 1–7). They included questions under the following categories:

- How do you know, where you are? (Outdoors)
- How did you get into the place? (Outdoors)
- Continuation inside the building? (Indoors)
- What's happening there based on observations? (Outdoors and indoors)
- Other issues?

We also made a compilation template (Annex 8) to make an overview of the targets (Site and its surroundings) and rate them under a scale from 1–5. The themes were as following:

- Location
- Use
- Availability
- Infrastructure (outdoors)
- Characteristics like historical influences
- Existing buildings.

The templates were influenced by the process of Post Occupancy Evaluation (POE) that means in brief collecting feedback about how the buildings are performing, their facilities and operations, and how they interact with the users after they have been built and occupied for some time (HEFCE 2016). The evaluation can include for example:

- Process: how did the team perform?
- Functional Performance: how does the building support the user aspirations & business need?
- Technical Performance: How well does the fabric achieve its predefined specification?

The functional performance was the most interesting point of view to us, because we were interested about the user experience and activities on the target spaces.

Field Study

Photographing

The photographing was run on September 2017 in seven targets, and the pictures were taken both indoors and outdoors nearby the main doors. The amount of people in the pictures is not telling about the use correctly, because the photographing was operated in different targets during different points of time.

Observations

The observations were made on 20.9.2017 in seven targets. The observations followed a structured template, and we made also a compilation table. The observation time varied, because the observation was made during one day. The last target was observed by

Johanna Aaltonen alone. The average time in one target was 30–40 minutes. We moved between the targets by walking during the day. The observations were written manually to templates (Annex 1–7).

Targets and the observation timetable:

- 08:45 Novia University of Applied Sciences: Henrikinkatu office
- 10:25 Åbo Akademi University: Arken
- 11:15 Lower University campus: Educarium (University of Turku)
- 12:10 University of Turku: Agora
- 13:45 University Hill: Turku School of Economics (University of Turku)
- 14:55 Turku University of Applied Sciences: Lemminkäisenkatu office
- 16:50 Kupittaa: ICT-City (University of Turku, Turku University of Applied Sciences)

RESULTS

Data

The examined themes that were included in the Influences of site and surrounding template (Table 2 and 3) were mainly covering issues that can be taught as Basic features: Location, Use, Availability, and Infrastructure/outdoors; and as Energizing features: Characteristics like historical influences, and Existing buildings.

The overall ranking based on influences of site and surroundings is as following, from the highest to the lowest scores (Table 2):

- Turku School of Economics (21,5).
- Agora and NOVA University of Applied Sciences (20,5)
- Arken (20)
- Educarium (17)
- TUAS Lemminkäisenkatu (16,5)
- ICT-City (14).

Table 2. Influences of site and surroundings (rating 1–5). The yellow color indicates for low scoring, grey indicates medium, and green indicates high scoring.

Place	Agora	Arken	Educarium	ICT-City	NOVIA University of Applied Sciences	TUAS Lemminkäisenkatu	Turku School of Economics
Location	3	3	3	3	4	2–3	4
Use	4	2–3	3	2–3	4	3–4	4
Availability	3	2–3	3	3–4	3	4	3–4
Infrastructure / outdoors	3–4	3–4	3	1	2	2	3
Characteristics like historical influences	3–4	4	2	1	3–4	1–2	3–4
Existing buildings	3–4	4–5	3	3	4	3	3–4
Total	19–22	18–22	17	13–15	20–21	15–18	20–23
Final	20,50	20	17	14	20,5	16,5	21,5
Class	High	High	Medium	Low	High	Low	High

The reasoning for the scores is opened up in more detail below (Table 3).

Table 3. Division in classes, and reasoning for divisions.

	Low (1–2)	Medium (3)	High (4–5)
Location: in the city and on the campus cluster	TUAS Lemminkäisenkatu	Agora Arken Educarium ICT-City	NOVIA University of Applied Sciences Turku School of Economics
Reasoning	<p>A little on the side from the city centre and partly far away from other campuses and buildings at the moment.</p> <p>Surrounded by construction sites at the moment. There is a park on the other side of the Lemminkäisenkatu, but there is not a proper visual connection with it.</p>	<p>Location on the older campus side, close to the Hämeenkatu street:</p> <p>Agora: in between the city, student apartments and Kupittaa.</p> <p>Arken: locates on the cultural historic area by the river and old town.</p> <p>Educarium: close to student village, otherwise a little aside from the city centre and Kupittaa.</p> <p>Those locations are surrounded by quite green, nice and spacious areas.</p> <p>Location on the new campus side in the Kupittaa area:</p> <p>ICT: Inside a tense quarter with intensive buildings and vivid traffic routes, little bit closer than the TUAS Lemminkäisenkatu while coming from Hämeenkatu Street.</p>	<p>Locations are easy to reach and are close to vivid transportation nodes, near to the city centre logistically.</p> <p>Part of the green University Hill area next to the city centre and the Cathedral; surrounded by quite green, nice and spacious areas.</p>
Use: Utilization rate compared with the users, diversity of activities	Arken ICT-City	Educarium	Agora NOVIA University of Applied Sciences TUAS Lemminkäisenkatu Turku School of Economics

Reasoning	There is a lot of wasted space (Arken outside and ICT-City inside) and the potential of the site is not fully used. The places lack livability excl. special events and day-time, the sites are mainly used for trespassing.	The demand is not fitting with the available space, the place is too crowded. The main activities are all concentrated in the same lobby, and the traffic is jammed, at least in the lunch time. There are a lot of users for different activities (e.g. library, cafeteria, sport).	Used very well compared to the scale, not empty space. The available space is yet well correlating with the use, there is a good fit. The spaces are used well, and they are still compact. Use also in the evenings, multiple use for the lobby space (TUAS Lemminkäisenkatu).
Availability Accessibility for enabled and mobility	Arken	Agora Educarium NOVIA University of Applied Sciences	ICT-City TUAS Lemminkäisenkatu Turku School of Economics
Reasoning	Available what comes to traffic and accessibility for enabled, but the whole area is gated and locked during evenings. It is not a public site even outdoors for that reason. Entrance by car from the Helsingintie is limited. Car parking is partly insufficient.	The accessibility is in general better indoors than outdoors. The sites are close to transport nodes and there are pretty good public transportation connections. They are also easy to access by walking and biking. Car parking is partly insufficient. Agora: Hard to access by car or enabled, there is a hillside and stairs; inside taken well into account enabled, also induction loops and marks for visually impaired; Hämeenkatu Street is close (public transportation). Educarium: Not too good public transport, but the building is open and used also evening time a lot. Hämeenkatu street is pretty near anyway. Novia: The entrance to the main street is not used; routes to the backdoor are not straightforward.	Easy to access for enabled, by car to the front door possible. The sites are close to transport nodes and there are pretty good public transportation connections. They are also easy to access by walking and biking. Car parking is partly insufficient. TUAS: It is also open later in the evening, and there is also manned info available. Close to Kupittaa station, biking lanes from Hämeenkatu street, but the Lemminkäisenkatu street suits badly for pedestrians. TSE: Available what comes to traffic, enabled are not noticed as well as could inside. There front door is not automatic and there is not clear guiding to the elevators. ICT: a little bit closer than the TUAS, better bus connections. Crowded and densely built, hard to cross the surrounding. Bike parking is partly insufficient.

<p>Infrastructure / outdoors</p> <p>Yards, greeneries, tidiness, etc.</p>	<p>ICT-City</p> <p>NOVIA University of Applied Sciences</p> <p>TUAS Lemminkäisenkatu</p>	<p>Educarium</p> <p>Turku School of Economics</p>	<p>Agora</p> <p>Arken</p>
<p>Reasoning</p>	<p>The yards are not inviting to stay and to enjoy; the yards seem mainly to be for smokers and for trespassing. They don't look like the front door areas.</p> <p>TUAS: nice big flower pots, some green areas, no benches, big car road runs just in the front of it.</p> <p>ICT: Paving is clean but cold, absolutely nothing make people stop or stay there.</p> <p>Novia: There are some green plantings and benches, but otherwise a little unclean and in bad shape. Peaceful and on its own (could be a small oasis).</p>	<p>Basic with green areas, but there are not anything to make people to stay there; mainly used as a bike storage. They are used for trespassing, but the surrounding is still planned more carefully, more green elements.</p> <p>TSE: No benches.</p> <p>Educarium: A huge bike storage (also a disadvantage, how to get ones bike out from the middle of them).</p>	<p>Green, clean, not many nice places to spend time though.</p> <p>Really nice with the architecture, but does not activate.</p> <p>Agora: Park-like, nice topography, clean, possible to sit on grass, peaceful, benches.</p> <p>Arken: Visually the best ensemble, but poor in activities.</p>
<p>Characteristics like historical influences</p> <p>Sense of place and historical elements</p>	<p>Educarium</p> <p>ICT-City</p> <p>TUAS Lemminkäisenkatu</p>	<p>N/A</p>	<p>Agora</p> <p>Arken</p> <p>NOVIA University of Applied Sciences</p> <p>Turku School of Economics</p>
<p>Reasoning</p>	<p>The history that we know, is not seen at all (Educarium and TUAS), There are no visible elements or stories seen etc.</p> <p>Not noticed or aware of the history of the site (ICT).</p> <p>The old barracks are not used as an element too well, in bad condition (Educarium).</p> <p>The former use of the building is not seen (TUAS).</p>	<p>N/A</p>	<p>Agora: Part of the entity of the University Hill and the origin of the campus.</p> <p>Arken: The old industrial site has been embedded successfully with the new construction. Old steel mill and industrial identity embraced.</p> <p>Novia and TSE: The architecture and location are preserved even if they are renovated, close to origin of the campus.</p>

Existing buildings	N/A	Educarium	Agora
Condition of the buildings		ICT-City	Arken
		TUAS Lemminkäisenkatu	Turku School of Economics
Reasoning	N/A	In general in good condition. The buildings are pretty new or lately renovated, from the beginning of 2000. Educarium: starts to need renovation soon, heavy use seen already.	Renovated recently, and they are architecturally of high quality. The TSE maybe a little more casual, but it is still renovated among its time period and in good condition.

Classification of being-trespassing and single-multiple functions by targets

We divided the targets by valuating them to -1 (low), 0 (medium), and +1 (high) in the following categories:

- Trespassing: telling, if the target is mainly used as a route and for passing by
- Being: telling, if the target is used also as a destination itself and provides reasons to stay
- Single: telling, if the target is supporting limited use
- Multiple: telling, if the target is supporting various use.

The valuation was made based on the collected information templates by targets (Annexes 1–7). The aspects were inspected both indoors and outdoors to reflect in a simple way, what's happening there based on observations?

When the features are examined in the four fields (Table 4 and Table 5), it is possible to have a general overview of the targets in Basic features (trespassing into being) and in Discriminating features (single function into multiple functions).

Table 4. Indoors.

Target	Basic features (trespassing, neutral, being)	Discriminating features (single function, neutral, multiple functions)	Value
University of Turku: Natura / Agora	medium	medium	0 medium
Åbo Akademi University: Arken	medium	medium	0 medium
Novia University of Applied Sciences: Henrikinkatu office	high / being	high / multiple functions	2 high
Turku University of Applied Sciences: Lemminkäisenkatu office	high / being	high / multiple functions	2 high
Kupittaa: ICT-City (University of Turku, Turku University of Applied Sciences)	medium	high / multiple functions	1 high
University Hill: Turku School of Economics (University of Turku)	high / being	high / multiple functions	2 high
Lower University campus: Educarium (University of Turku)	high / being	high / multiple functions	2 high

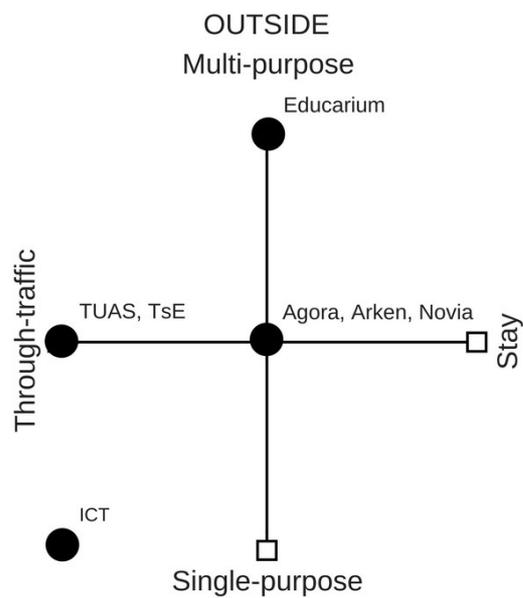
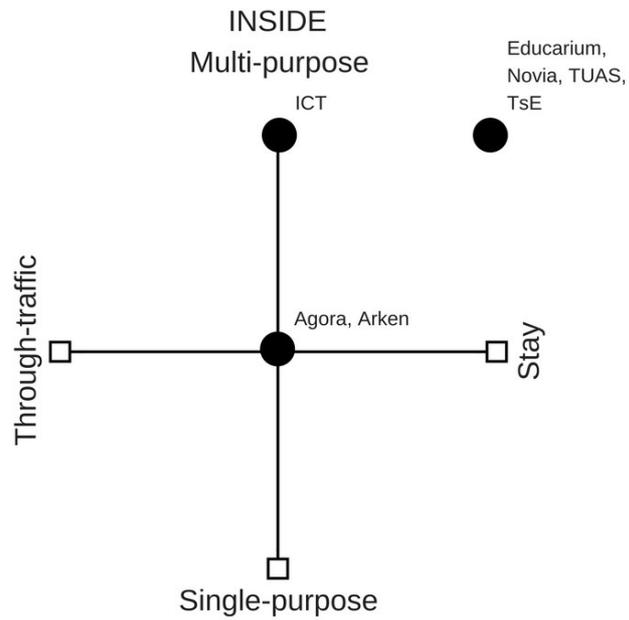
Table 5. Outdoors.

Target	Basic features (trespassing, neutral, being)	Discriminating features (single function, neutral, multiple functions)	Total
University of Turku: Natura / Agora	medium	medium	0 medium
Åbo Akademi University: Arken	medium	medium	0 medium
Novia University of Applied Sciences: Henrikinkatu office	medium	medium	0 medium
Turku University of Applied Sciences: Lemminkäisenkatu office	low / trespassing	medium	-1 low
Kupittaa: ICT-City (University of Turku, Turku University of Applied Sciences)	low / trespassing	low / single function	-2 low
University Hill: Turku School of Economics (University of Turku)	low / trespassing	medium	-1 low
Lower University campus: Educarium (University of Turku)	medium	high / multiple functions	+1 high

Table 6. Indoors and outdoors, total.

Target ranking	Total Indoors and Outdoors
Kupittaa: ICT-City (University of Turku, Turku University of Applied Sciences)	-1 low
University of Turku: Natura / Agora	0 medium
Åbo Akademi University: Arken	0 medium
Turku University of Applied Sciences: Lemminkäisenkatu office	+1 high
University Hill: Turku School of Economics (University of Turku)	+1 high
Novia University of Applied Sciences: Henrikinkatu office	+2 high
Lower University campus: Educarium (University of Turku)	+3 high

When the validations are visualised in the joint pictures (Picture 3 and Picture 4) one can notice that based on our observations, the inside development has in general been more present than outdoor development within the chosen targets.



Picture 3 and **Picture 4**. Four field approach to the targets and their functional services (Through-traffic and Stay) and destination services (Single-purpose and Multipurpose), both Indoors and Outdoors.

Table 7. Summary of targets' Basic, Discriminating and Energising features.

Target	Basic, indoors	Basic, outdoors	Basic, detailed, points (max 20)	Discriminating, indoors	Discriminating, outdoors	Energising, points (max 10)	Total
Agora	medium	medium	13–14	medium	medium	6–8	high
Arken	medium	medium	10–13	medium	medium	8–9	medium
Educarium	high	medium	12	high	high	5	high
ICT-City	medium	low	9–11	high	low	4	low
NOVIA University of Applied Sciences	high	medium	13	high	medium	7–8	positive
TUAS Lemminkäisenkatu	high	low	11–13	high	medium	4–5	medium
Turku School of Economics	high	low	14–15	high	medium	6–8	high

When the total scores are located by the sub-areas, there are differences, and the other sub-areas are outperforming the Kupittaa Campus sub-area, when assessed by the chosen targets:

- Swedish-speaking: Arken (medium), NOVIA University of Applied Sciences (High)
- University Hill: Agora (High), Turku School of Economics (High)
- Lower University Campus: Educarium (High)
- Kupittaa Campus: ICT-City (Low), TUAS Lemminkäisenkatu (Medium).

IDEATION FOR IMPROVEMENTS IN SHORT TIME-FRAME

We have discovered some issues to be considered for the targets that have been given rating of 1–2 or 2–3 in the data compilation (Table 2). The aim was to highlight the aspects that are now considered to be under the average level among the seven targets.

Location

TUAS University of Applied Sciences

- How to compensate the ongoing construction sites around?
- The opening of the Palloiluhalli next to the building, is it making the location better?
- What would make the location more appealing within a shorter timescale than the “Masterplan” development?
- Also the new campus building will change the remote location within some years
- What could be done to the little remote and messy outlook of the present situation?
- What services could improve the location, and would make the need to go to the city centre or closer the centre lesser?

Use

Arken and ICT-City

- How to start to build the locations as destinations instead of trespassing?
- What e.g. temporary activities there could be to live up the spacious yards and lobbies?
- What activities and structures would invite people to stay longer and feel cosy and welcomed to stop for a while?
- In the entrance lobby of ICT-City, there could be for example something that creates positive feelings, like a huge greenwall and some swings, because there are big windows and one could look out; a green place for serenity in the otherwise mostly unoccupied indoor spaces.

Availability

Arken

- The whole area is gated and closed during the evening times, and the yard is not public in that sense, but not much can be maybe done for that, if the property holder wants to keep it closed; could it temporary be open during evenings as well, for some repeating community event or something else?
- It is limited to get easily / directly to the place by car, there is only one main route to the location from the old town side
- At least there could be minor parking lots for comers from the Helsingintie side, or better guiding, where one can put the car?

Infrastructure/outdoors

Notes for all the targets in this topic:

- The yards should be created more inviting to stay and to enjoy, for example by adding nice tables, benches, green plantings, taking care that the covers are in good conditions (e.g. no pot holes)
- The yards seem mainly to be for smokers and for trespassing, but there are no official cigarette carbages pins often (smoke free campuses)
- They should look like the front door areas.

ICT-City

- There is not much inviting outside, not even the “inside hidden” organization names are seen
- There could be added at least some plantings and benches
- There would be a lot of space for light art installations, for example.

TUAS

- The big flower pots are very nice, keep them!
- There are no inviting places to sit down, and the view is trafficked
- Could the direct contact with the street be somehow closed to calm the atmosphere down; green outer wall for example?
- Could the yard be covered partly to make feeling of intimacy, and create a terrace-like in front of it with some nice lights?
- The yard is not stimulating.

Novia

- The back yard should be cleaned and the covers repaired, there are for example pot holes
- Easier access for unabled, and more detailed and finished routes and stairs to the entrance via backyard
- Embrace the calm and oasis like feeling and greenness in the backyard
- Open cigarette carbages are unattractive
- The plantings and lightning could improve the overall feeling easily
- There was people there, so it is in use, which is a good thing
- It is hidden from the front side door (also by guiding).

Characteristics like historical influences

Educarium

- There is a lot of white outer walls, and the history of the barracks could be reflected on them
- The current barrack structures (buildings) are not in good condition
- Keep the birch alleys, if possible
- How the landscaping and green areas could repeat the old barrack structures?
- There are not places where one could read about the history; use of modern visualization and augmented reality could be applied?

ICT-City

- There are no stories seen, why it was created like that? Who designed it? What it was created for?
- What existed on the place before the present building?
- The building is new, from 2006
- There are not too much anything industrial left, so the building should create its own image more clearly.

TUAS Lemminkäisenkatu

- It is a former industrial building that is renovated, but that is hard to notice
- How to diminish the feeling of being similar to a public hospital?

Existing buildings

No recommendations were made.

CONCLUDING NOTES

How do the main entrances and lobbies look like on the campus, and on different HEIs? What physical elements are there? Indoors? Outdoors?

The targets are photographed, and can be examined to get an overall overview of the present state of entrances and lobbies on the higher education campus (Annex 9).

What kind of usage there is? Indoors? Outdoors?

The usage is described in details in the collected templates by targets (Annex 1–8). We examined mainly the Basic features and the Discriminating features in every target.

How the entrances and the big entrance lobbies could be more livable on the campus?

The short-term development proposals are given in the section of Ideation for improvements in short time-frame. The basic idea of the desirable development is to aim for positive Basic, Discriminating and Energising features, and in that order.

Are there similarities and/or differences in different sub-areas?

The results are only indicative, because the collected material is not for example covering all the targets on the sub-areas, and they are not for example repeated and run in different seasons and times of the day. A campus user interviews and surveys would also give more material for making generalisations. Based on our collected material, it seems that at the moment, when the total scores are located by the sub-areas, there are differences, and the other sub-areas are outperforming the Kupittaa Campus sub-area, when assessed by the chosen targets and features:

- Swedish-speaking: Arken (Medium), NOVA University of Applied Sciences (High)
- University Hill: Agora (High), Turku School of Economics (High)
- Lower University Campus: Educarium (High)
- Kupittaa Campus: ICT-City (Low), TUAS Lemminkäisenkatu (Medium).

As a similarity, the indoor areas were in general more satisfactory than the outdoor areas in almost every target.

Should the spaces be more unified on the campus?

It seemed that the Universities and Universities of Applied Sciences are not using their full potential to make their different buildings to be recognised to belong to the same institution, even some basic guiding and sign posts were missing, mainly outdoors. In addition, there would be a lot of potential to improve the Energising features in single institutions. The presence of Study in Turku brand was almost totally missing and unseen, and that could be used as the unifying brand on the higher education campus more widely.

Can they be seen as landmarks?

This cannot be answered definitively, but targets who reached high scores in Energising features (Agora, Arken, NOVA University of Applied Sciences, Henrikinkatu and Turku School of Economics) could have at least potential to be seen as landmarks.

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ANNEXES

Annexes 1–7. Physical observations of seven targets on 20 September 2017:

1. University of Turku: Natura / Agora
2. Åbo Akademi University and Swedish-speaking: Arken
3. Novia University of Applied Sciences: Henrikinkatu office
4. Turku University of Applied Sciences: Lemminkäisenkatu office
5. Kupittaa: ICT-City (University of Turku, Turku University of Applied Sciences)
6. University Hill: Turku School of Economics (University of Turku)
7. Lower University campus: Educarium (University of Turku)

Annex 8. Site and surroundings

Annex 9. Photographs from seven targets both indoors and outdoors.

Annex 9.

Photographs from seven targets both indoors and outdoors

Agora



Arken



NOVIA University of Applied Sciences, Henrikinkatu



Turku University of Applied Sciences, Lemminkäisenkatu



ICT-City



Turku School of Economics



Educarium

