

Current state analysis of Campus development

CONCISE REPORT

Human
Potential
Unlimited.

Spring 2019 in campus development

You have in your hands a brief summary of the current state analysis on campus development, which highlights the first findings of the data collected to form a basis for campus development.

The current state analysis of campus development was carried out with the frame of reference shown on the next page; data was gathered from February to May 2019. This information will help to create a comprehensive picture of the entire area, including the number and distribution of facilities among different users, the technical and operational characteristics of the facilities, services, user rates, and the culture, operating models, and structures related to facilities use.

The young age of the organisation was a challenge in data collection. Data retrieved from information systems is not fully consistent or comparable, and accessing the data has been challenging at times, which may be reflected in inaccuracies or shortcomings in the data. Interpretation of the data will continue. The information will be used in future reflections on campus development and supplemented according to needs that will be identified later.

The quantitative and qualitative data collected from different sources was supplemented with approximately 50 interviews last spring. The interviewees represented the leadership of both higher education institutions, staff associations and key actors, and the student perspective was provided by representatives of TREY and TAMKO.

Through the interviews, views on the most important aspects of campus development emerged, which were then crystallised into theses. The theses were complemented for over two weeks with an open Flinga platform where staff's and students' views on issues relevant to the campus vision were collected on their own platforms. The theses are presented in this report.

Our goal is to foster accountability through the integration of shared facilities and infrastructure and a functioning physical and digital environment. This goal is in line with the broader development of the higher education environment and is also reflected in the trends of facilities development. Accountability is reflected, among other things, in the cost-efficiency achieved through shared resources, the facilities' improved utilisation rates, and the increase of versatility in the

operating environment.

For its part, campus development contributes to the realisation of the breakthroughs pursued by the entire community. It is also important to note that the development of our campus environment supports the implementation of the strategy of Tampere Universities as well as the creation of the new community and operating culture. The need to advance the development of operations and facilities closely together is emphasised. Decisions regarding the facilities of the university community and aspects related to their management, ownership and service structures should be such as to support collaborative work and shared resources.

We build the future on a factual basis, which will help us to create socially, economically, ecologically and culturally sustainable campus environments.

A big thank you is in order to all those who participated in the data collection and processing, and the interviewees. I found the interviews to be important encounters and a window into the new community; they played a key role in forming the overall view.

Working towards the goal that the campus environment of the Tampere Universities community is functional and known as a pioneer in Finland and internationally will continue together.



Satu Hyökki
Director, Campus
development

PS The quotations published in this report came up in the fruitful interviews.





“Future opportunities arise from versatility.”
 Comments on Campus Development, Interviews conducted in spring 2019.



The frame of reference of the current state analysis

SPACES - what?

square footages (m²), types of spaces, distribution of spaces, condition, special characteristics, conversion, flexibility (tech.), facilities, costs, equipment, energy solutions, safety solutions

OPERATIONAL ENVIRONMENT - what kind of?

usability, accessibility, openness, greenness, convertibility, digital environments, aesthetics, indoor conditions, automation, safety culture

FUNCTIONS - how?

reservation rates vs. user rates, modes of use, accountability, facilities reservations, joint use rates, facilities administration, operational culture, multiple agency, contents of use, services, community spirit

ACTORS - who?

user groups, networks, liabilities, service providers (int./ext.), management, ownership, governance, payers

The campuses of the Universities community

The campuses of our community comprise a total of approximately 270,000 m² of space, serving as the everyday environment for 30,000 students and 4,400 staff members. Supported by these environments, 6,000 degrees from seven faculties and nine educational fields are generated annually.

The whole campus environment is formed of campuses and buildings located around Pirkanmaa. The main campuses can be found in Hervanta, city centre and Kauppi (2). The campuses in Tampere are shown on the map below.

Ownerships vary between campuses. All facilities on the Hervanta campus are owned by the University Properties of Finland Ltd (SYK). Of the facilities on the city centre campus, the ones on the same side as the Main building are owned by SYK and Linna and Virta on the other side of the street are owned by foundations and finance companies. On the Kauppi campus, facilities are owned by both foundations and SYK. TAMK is the owner of the facilities on TAMK's main campus and it rents its other facilities from companies,

associations, foundations and the city.

On the national level, the intensity of facilities use relative to the number of staff and students with data from 2018 is slightly below the Finnish average (Tampere 12m²/staff + students, average 13 m² staff + students).

Facilities use at Tampere University of Applied Sciences is about double as intensive as at the University. The proportion of labs and special facilities, particularly in the technical and artistic fields, has a significant impact on the quadratic ratio at the total square metre level (which is a commonly used reference).

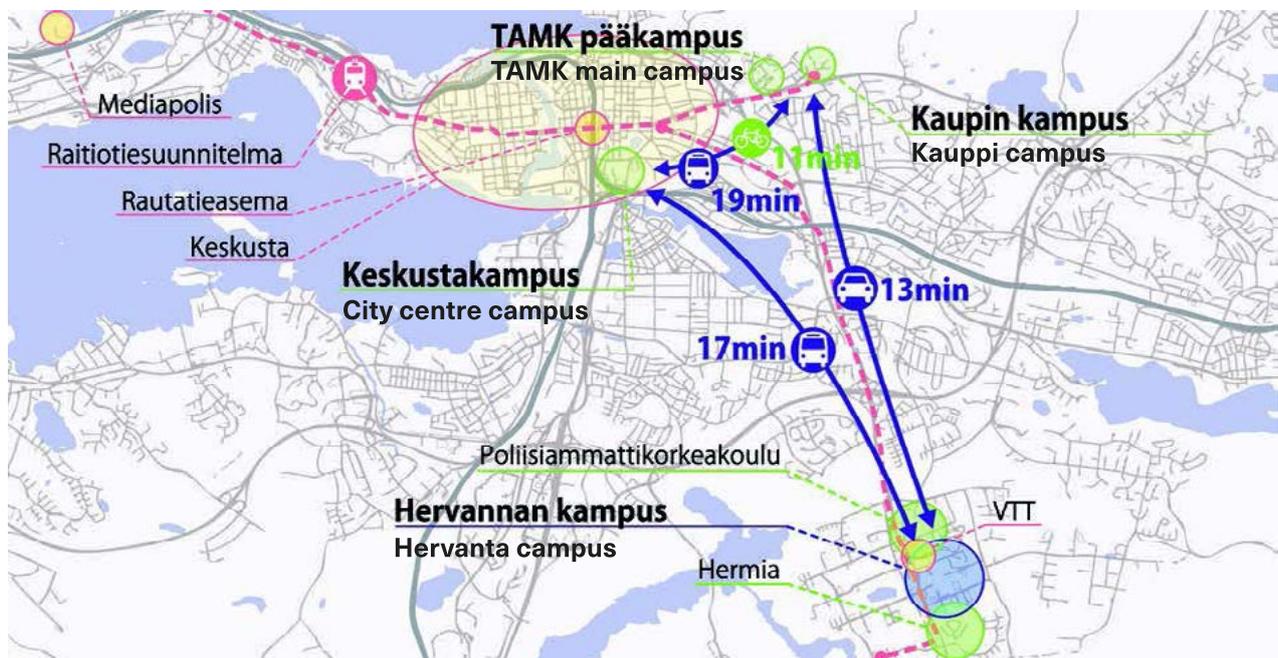
The location of facilities in Tampere

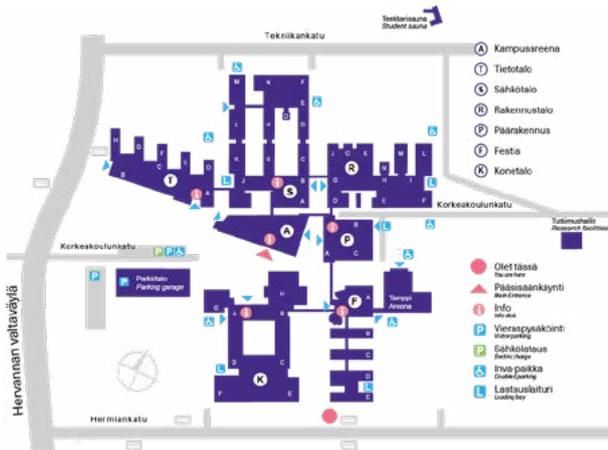
Distances between campuses

Kauppi–City centre
approx. 3 km

City centre–Hervanta
approx. 8 km

Hervanta–Kauppi
approx. 8 km

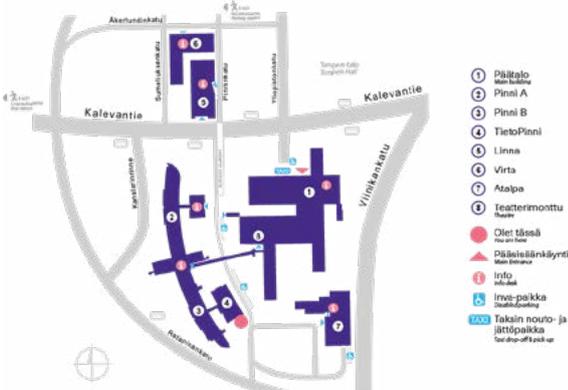




HERVANTA CAMPUS

- Located in Hervanta 7 kms from the centre of Tampere
- Facilities owned by the University Properties of Finland Ltd (SYK)
- Campus total 102,200 m² *)
- Number of students 7,800, FTE number 5,600 **)
- 1,550 person-years
- Most important users: Faculty of Built Environment (BEN), Faculty of Engineering and Natural Sciences (ENS), Faculty of Information Technology and Communication Sciences (ITC)

**) The FTE number is calculated by defining the students' absence and part-time or full-time studying. The latter is calculated by using information on absences and study records.



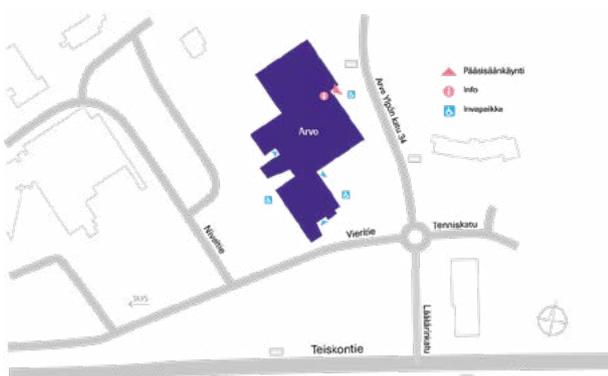
CITY CENTRE CAMPUS

- Located in the centre of Tampere
- Buildings owned by SYK (3) and foundations
- Entire campus 86,200 m²
- Number of students 11,600, FTE number 8,400
- 1,290 person-years
- Main users: ITC, Faculty of Education and Culture (EDU), Faculty of Management and Business (MAB), Faculty of Social Sciences (SOC)(SOC)



TAMK MAIN CAMPUS

- Located in Kuntokatu in Kauppi. TAMK also has several remote campuses
- The facilities are owned by TAMK and the city of Tampere
- Entire campus 47,900 m²
- Number of students 10,300 FTE number 8,300
- 680 person-years
- Main users and units: Professional teacher education; business and services; construction and environmental technology; arts, music and media; industrial engineering; health and social services



KAUPPI CAMPUS

- Located in Kauppi close to the Tampere University Hospital
- The building is owned by SYK and the Tampere University Hospital Foundation
- Entire campus 29,000 m²
- Number of students 1,560, FTE number 1,260
- 560 person-years
- Main users: Faculty of Medicine and Health Technology (MET), Faculty of Social Sciences (SOC)

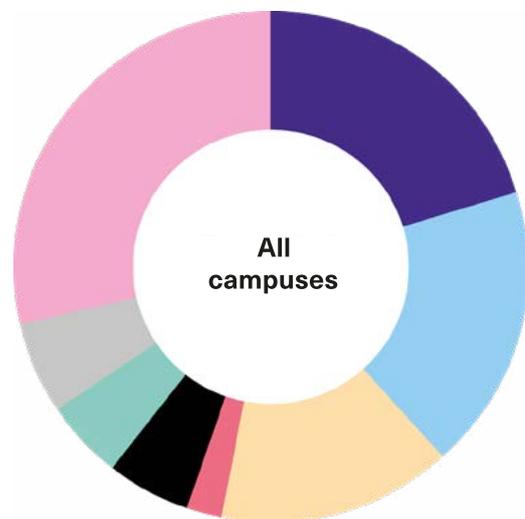
Distribution of facilities and costs

In this report, key figures on the top level are presented only at the campus level, broken down by the most significant facilities types. On the community level, the main types of facilities are the common areas, office spaces, laboratories and special facilities. Special facilities include sports facilities, libraries, machine rooms, etc. The purely laboratory facilities are shown separately. Costs are presented at the campus level.

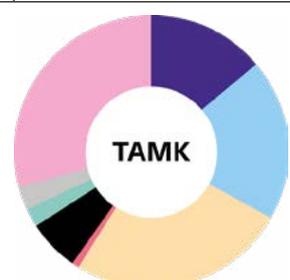
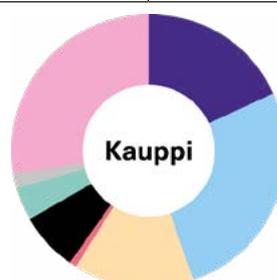
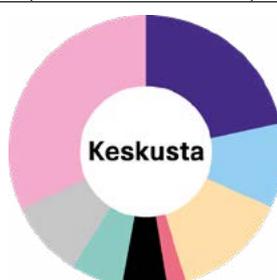
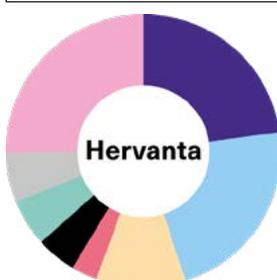
The following figures and tables show the distribution of square metres and types of facilities by campuses. Except for the shared spaces, the facilities are assigned to different users by agreement (paying +). Shared facilities refer to freely accessible spaces, such as foyers, corridors,

stairwells, toilets, etc., the costs of which are allocated according to the square metres being used. The data is from 2019 and it comes from the facilities management system. The figures have been rounded.

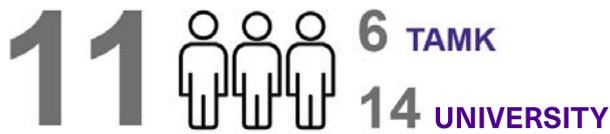
Facility type	All campuses square footages
Office and auxiliary facilities	54 600
Laboratories and special facilities	48 900
Learning spaces	39 600
Meeting rooms	5 600
Staff facilities	14 500
Stocks	13 200
Other spaces	13 700
Joint spaces	76 500
In total	266 800



Facility type	Hervanta square footages	Keskusta square footages	Kauppi square footages	TAMK square footages, only main campus
Office and auxiliary facilities	23 300	19 300	5 400	6 700
Laboratories and special facilities	22 900	8 900	7 900	9 300
Learning spaces	10 800	12 100	4 300	12 400
Meeting rooms	3 000	1 900	200	500
Staff facilities	4 900	4 700	2 100	2 900
Stocks	5 600	5 400	1 100	1 100
Other spaces	5 800	6 000	600	1 300
Joint spaces	25 900	28 200	8 300	14 000
In total	102 200	86 500	29 700	48 000



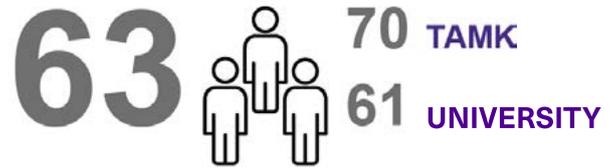
m² / STUDENT



The area of the university community premises averaged 11 square meters per student. The figure was 6 square meters in TAMK's premises and 14 square meters in the university's premises.

The FTE number has been used in the number of students. All TAMK students are compared to the area of TAMK main campus, Kuntokatu 3.

m² / EMPLOYEE



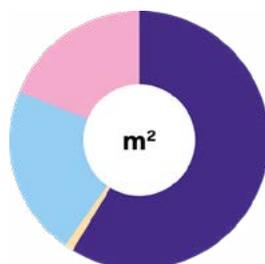
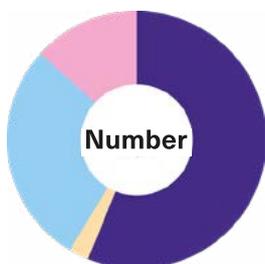
The area of the university community's premises averaged 63 square meters per staff member. The figure was 70 square meters in TAMK's premises and 61 square meters in the university's premises.

The number of employees is the same as the number of person-years.

Laboratory facilities

17% of the University's premises are laboratories or related auxiliary facilities. The corresponding figure for TAMK is 18%. If the facilities of the whole community are taken into account, about 17% of all facilities are laboratories. All paying+ facilities have been used as a reference. The laboratory facilities do not include eg specially equipped classrooms or other special research facilities that are not classified as laboratories. The table below shows the facilities defined as laboratory facilities by campus according to the facilities management system.

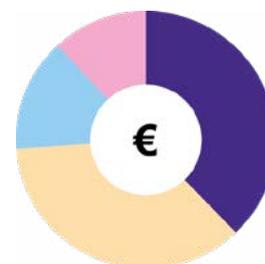
Campus	Number	Area, square footages
Hervanta	445	18 980
City centre	19	370
Kauppi	221	6 930
TAMK	105	6 020
In total	790	32 300



Facilities costs

The facilities costs comprise capital costs and maintenance rents. The costs include all additional rents, costs that are determined on the basis of the rents, and the renting costs from remote campuses. For the University, this is the 2019 annual forecast of rents and for TAMK, the realised figures from 2018. TAMK's figure includes the depreciation of approximately 1.5 million of the property at Kuntokatu 3. The costs do not include the other facilities and property costs in the domain of the real estate and facilities services.

Campus	Annual costs
Hervanta	16 255 200 €
City centre	15 398 300 €
Kauppi	6 079 500 €
TAMK	5 102 700 €
In total	42 835 700 €



“Science thrives on slightly cramped conditions.”

Comments on Campus Development, Interviews conducted in spring 2019.

“Digitalisation is something else than the current process in digital form.”

Comments on Campus Development, Interviews conducted in spring 2019.

Facilities – current status and development needs

In interviews with management and key personnel, a questionnaire was also used to map views on the facilities, the operating environment and operations.

The interviewees' views on the current state of the facilities, the operating environment and the most significant components of operations, as well as the most relevant factors and development needs were collected with questionnaire responses.

Facilities

Views on the facilities were gathered through the following sections; conversion flexibility, energy efficiency, space distributions, cost efficiency, condition of premises, safety, space equipment and sufficiency of premises. Of these, the greatest emphasis was placed on conversion flexibility and the sufficiency of facilities.

The most important development targets were the flexibility, sufficiency and space distributions of the facilities.

Operating environment

Views on the operating environment were gathered through the following areas; indoor air conditions, adaptability, digitalisation, aesthetics, ecology, suitability for use, transparency, safety culture and accessibility. When evaluating the operating environment, suitability for use clearly became number one. The variability of the operating environment and indoor air conditions were as follows.

Flexibility, indoor air conditions and suitability for use were selected as worthy of development.

Operations

Operational views were gathered through the following areas; responsibility, space management, sharing, space reservations, space services and use. In terms of operations, the greatest emphasis was placed on shared use, use of facilities and responsibility.

These were also the most important areas for development.

**“Location creates a sense of identity;
collaboration requires shared environments.”**

Comments on Campus Development, Interviews conducted in spring 2019.

Status of the digitalisation of facilities

Current status - City centre and Kauppi campuses

Campusta has been mainly responsible for developing and maintaining the AV facilities. There are different equipment acquired at different times. The development and maintenance of the equipment has not been based on the life cycle model. Instead, the solutions and equipment have been acquired on a case-by-case basis within the budget. On the city centre campus, the AV equipment is partly outdated and does not correspond to current standards. In Arvo on the Kauppi campus, the AV equipment are versatile and up-to-date. The equipment was acquired at the same time as the building was constructed.

Current status - Hervanta

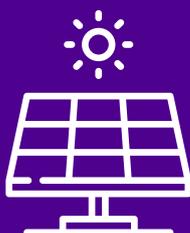
The facilities services have mainly been responsible for developing and maintaining the equipment. Different configurations of equipment acquired at different times are used. The development and maintenance of the equipment has not been based on the life cycle model. Instead, the solutions and equipment have been acquired on a case-by-case basis within the budget. The AV equipment is mainly up-to-date, but the user experience varies between the facilities.

Current status - TAMK

IT services have been responsible for the AV equipment in the facilities, as well as the related solutions and services. The equipment has been systematically developed and maintained according to the life-cycle model: the equipment and accessories are registered in the IT service's AV equipment register. The equipment of regular classrooms and meeting rooms has been designed with ease of use and simplicity in mind. The auditoriums are well equipped and have as compatible interfaces as possible. The AV equipment is mostly up to date.

Development steps already undertaken

Tampere University and Tampere University of Applied Sciences have joined Hansel's framework agreement on presentation equipment and services 2016-2018 (2020). The University and TAMK have implemented a space-specific modelling standard for AV equipment, which classifies classrooms and meeting and conference rooms on different levels. Equipment in these categories is standardised with options. The aim of the standardisation procedure is to harmonise the equipment base across all campuses.



Since the beginning of 2019, the facilities on the campuses of the Tampere Universities community have been using 100% renewable electricity.

Facilities use

The facilities use of universities typically peaks according to the days and times of the week with relatively little use in summer. Regardless of university, occupancy rates have traditionally been low and the rates are still lower than reservation rates, for example, due to uncancelled reservations, other booking practices or the mobile work of the employees.

The use of facilities at the Tampere Universities community was viewed against this background. Space use surveys were conducted in teaching and meeting rooms in week 15. In addition, the use of staff facilities was surveyed in week 20. The results of the space use survey are looked at the general and not the individual level. Information on the use of the facilities was collected through walking surveys using the Your Survey tool and tablet on all campuses simultaneously.

Results from the facilities use surveys

Teaching and meeting rooms

Usage	Not reserved		Reserved		Summary	
	University	TAMK	University	TAMK	University	TAMK
Not used	73 %	60 %	40 %	31 %	63 %	50 %
Used	27 %	40 %	60 %	69 %	37 %	50 %
Number of visits	2 019	840	894	427	2 913	1 231
Rate of occupancy	10 %	10 %	30 %	30 %	20 %	20 %

Staff facilities

Usage	Hervanta	City centre	TAMK	Kauppi	Summary
Not used	55 %	61 %	52 %	52 %	57 %
Used	45 %	39 %	48 %	48 %	43 %
Number of visits	3 515	4 650	1 020	792	9 977
Rate of occupancy	0,6	0,4	0,8	0,9	0,6

The reservation systems and practices vary between the campuses. The Tikkari and Lukkari projects are currently developing this issue. TAMK's facilities are in a different system.

Effective facilities reservation and release practices enhance the use of space.

The teaching and meeting facilities included in the study covered all the facilities in the facilities management systems on all (main) campuses and were checked 6 times: once between 8-9, twice between 10-12 and 12-14, and once between 15-16. Space use and the number of users vs. size of space (in percent) were noted. The total number of visits to the premises during the survey was 4,144. The data is inaccurate because the system used was unable to collect time stamps from the time the records were done, meaning that comparisons with reservation data for the two-hour periods is not entirely reliable. This is why the latter hour was eliminated from the two-hour periods.

In mapping the facilities used by staff, the goal was to report on the use of the facilities as well as to what capacity they were used. All facilities

used by staff were visited at 9-11 and 13-16. The weekdays when the survey was undertaken were not agreed beforehand. The walking survey was undertaken four times on each campus during one week. The facilities were visited a total of 9,977 times. On a space-by-space basis, a status check and the number of employees present were recorded in the application.

Similar space use surveys will be repeated in the autumn. However, the results from last spring offer a good indication of the current user and occupancy rates. Another issue to be further investigated is the occupancy rate of the facilities, ie how well the appropriate size of the teaching groups and the available spaces are linked, and how well the size of offices corresponds to the number of people working in them.

Towards joint campus environments in the Tampere Universities community

The aim of campus development is to jointly create a campus environment that serves the productive operations of the Tampere Universities community in a relevant manner. As campus development has a broad sphere of influence and interfaces with all activities in the community, it is particularly important to involve the entire community in the development of solutions through a dialogue on spatial and operational development.

The campus development project is one of the university's five strategic projects. The existence of campus development is based on the strategy of the university community.

In 2019 the current state analysis of campus development was published. For the analysis, an active dialogue was conducted with the users of the facilities through interviews and surveys, and common goals were set for the development of the campuses.

The campus development theses are themes that re-emerged in the approximately 50 interviews conducted last spring. The interviewees represented the leadership of both higher education institutions, staff associations and key actors, and the student unions TREY and TAMKO.

The theses were complemented for over two weeks with an open Flinga platform where staff's and students' views on issues relevant to the campus vision were collected on their own platforms.

With the interviews and Flinga, the themes have been honed into the eight theses of campus development: Multi-purpose and adaptable space solutions, Spaces where you can meet people and do things together, Physically and digitally accessible campus, Work and learning environments that support goals, Cozy, attractive and well-being campus, Collaborative and responsible approach, An open community that affects its environment and A model that promotes the construction of a university community.

The analysis of the current state and the formation of theses are followed by the definition of a vision that serves common goals, the deepening of user understanding, the scenario of different space and campus solutions followed by the review of implementation options, and the creation of a campus development strategy.

Campus development does not proceed in the traditional linear model. Instead, development in user interaction is cyclical and iterative in nature.

It is important that short-term measures contribute to the longer-term campus vision.

“On campus, you can get a life-like flow experience.”

Comments on Campus Development, Interviews conducted in spring 2019.

Campus according to its users

The most appropriate environments are ones that truly meet the user needs. The operational choice of campus development in the Tampere Universities community is being user-centric. In practice, this means that the different user groups of the facilities are involved in the development. This is manifested in the participatory approach, among others in gathering source data for facilities changes, and creating design solutions.

11 Collecting user experiences and taking them into account in further work reinforces this approach.

“Reducing the community’s mental gaps by physical proximity.”

Comments on Campus Development, Interviews conducted in spring 2019.

On campus development measures

Analysing the current state and reflecting the community’s strategic objectives and values, campus development measures should be related to attractiveness, relevance, accountability and empowerment. This will form the basis for four large sets of measures addressing the research infrastructure, learning environments, work environments and encounters. These are described in more detail in the table below.

Basic campus development measures

WORKING ENVIRONMENTS SUPPORT THE COMMUNITY’S RENEWAL

Creating action-oriented work environments that support community renewal.

Modernise work environments by creating better-performing work environment solutions suitable for different work profiles, supporting intra-community mobility and collaboration, and enabling reduced facilities use. Developing service environments so that they are accessible both spatially and digitally.

LEARNING ENVIRONMENTS ENABLE

The renewal and development of learning environments to support adaptability, versatility, not being tied to time and place, and new pedagogy.

Upgrading learning environments to meet the requirements of versatility, adaptability and the utilisation of digitalisation and the creation of professional competences, increasing use of space and improving the utilisation rate of learning environments with functional solutions.

ENCOUNTERS ARE SUPPORTED BY SPATIAL MEANS

Creating solutions that enable meeting and opening up within the Tampere Universities community and towards the operating environment.

Making working and studying on campus more flexible, improving the attractiveness of the campuses, developing regular and well-being services on campus, creating multi-user environments that arise from the needs of the university, and engaging with the community in development phenomena and environments outside the campus,

RESEARCH INFRASTRUCTURE IS WORKING AND IMPROVING

Maintaining and developing high-quality research infrastructure in appropriate locations.

Identifying infrastructure development needs, opportunities for shared use, and best locations for common goals, intersectional use of competences and the flexible development of the facilities as a whole. The high level of the infrastructure attracts the best talent and enables both good projects and high-quality teaching environments.

Special points to consider

The perspectives of continuous learning on learning environments and the pace of digitalisation and its effects on our learning and work environments (Digivision) bring their own spice to campus development. Both of these are likely to be reflected in the future campus solutions and they should be predictable, just as other variables, such as demographics and its apparent impact on the future space needs of higher education institutions.

Community-wide solutions

One of the key objectives of the interviews was to find out the views of key personnel on how campus development should be viewed from the perspective of the entire academic community. How clearly should common facilities resources really be the direction to move towards and what could that mean in practice? The discussion is well summed up by identifying shared environments that are required for collaboration and common goals and implementing them in solutions that treat the different parts of the academic community equally.

The key themes to be explored in more detail are the economic boundary conditions, concrete campus solutions and the direction they are going to, the identity of the various parties in the community; infrastructure-based, collaborative activities that result in new encounters, leadership of change, and substances and phenomena. The student perspective emerged perhaps less than expected. In the short term, collaborative workplace solutions across all campuses were seen as important.

Things people said about the entire campus development

“Let’s keep the people rather than the facilities.”

“The need to mix people up should override power relationships.”

“The gaze should be directed to the future, not downwards, and we should soon move forward in all aspects.”

“As long as we remember to foster diversity, the differences will bring us opportunities in the future.”

“Silos between fields of science are not desirable; if we do not mix things up, we will not be able to renew our operations.”

“Collaboration is key.”

“We should identify collaborative arenas for the next-generation higher education institution.”

“Do 30,000 move or 4,400?”

“Multiprofessionalism and multidisciplinary require spaces that enable encounters.”

“Infrastructure should not dictate our solutions.”

“It is important to maintain the university of applied science’s community and profile.”

Comments on Campus Development, Interviews conducted in spring 2019.

Moving forward together

In campus development, the next expedient thing is to provide insights into the overview and direction of development, after which measures can be taken to support the agreed direction, both in the short and longer term and in smaller and larger measures. The Tampere campus structure is extensive and nationally important if measured with both square metres and student numbers, which sets its own requirements for development.

Through user-centric selection, various experiments, prototypes, and demos along the lines of campus development enable interaction with users and create the basis for larger-scale solutions.

The campus development theses



VERSATILE AND ADAPTABLE FACILITIES SOLUTIONS

The facilities are flexibly used for various activities. The users come from within and outside the higher education community. As open learning environments, the facilities enable multidisciplinary use.

The facilities solutions of the Tampere Universities community are multipurpose, convertible and flexible according to use. The facilities are functional and suitable, and ergonomics take precedence over aesthetics. The spaces are used together and shared among different types of user groups.

As pedagogical trends change, the need for traditional learning spaces lessens. Collaborative spaces and open learning environments will play a greater role without forgetting quiet workspaces. Digitalisation will enable educational cooperation, which also emphasises international cooperation.



FACILITIES FOR ENCOUNTERS AND COOPERATION

The facilities enable the coming together of people and phenomena, and collaboration. The community is strengthened by doing things together.

The benefits from merging a university and a university of applied sciences should be realised. Strengths stemming from the union of health, technology and society will create new functions. In the midst of digitalisation, the significance of social encounters in physical spaces is emphasised.

In order to enable collaboration, spaces where ideas and people can meet will be needed. Cross-institutional study should be made easy and flexible.



COZY, ATTRACTIVE AND THRIVING CAMPUSES

Services are part of the campus experience. Getting to the campus gives you more; the facilities provide comfort, and you want to spend time there and meet others. The campuses are alive and reflect their users.

It is timely to think about what will add to the attraction of coming to the campus at the same time as digitalisation is increasing. Fostering community and emerging digitalism are trends that point to two different directions. There is a need to invest in the comfort and diversity of the shared spaces. Learning environments should be visually appealing. Services are part of the campus experience. Well-being and supporting it are at the heart of development.



SHARED USE AND THE RESPONSIBLE APPROACH

The facilities are efficiently used by a wide range of actors. The facilities are sustainable and environmental issues are taken into account. Society becomes part of the campuses.

Responsibility is strongly linked to cost efficiency, good utilisation rates and shared resources. One way to improve the occupancy rate is to divide the premises among the different actors.

The theme of responsibility is also linked to the accessibility of services, how they are physically centralised while maintaining close support, and creating functional digital service channels. Attention is also paid to the greenness of the premises and environmental issues.

The campus development theses are themes that re-emerged in the approximately 50 interviews conducted last spring. The interviewees represented the leadership of both higher education institutions, staff associations and key actors, and the student unions TREY and TAMKO.

The theses were complemented for over two weeks with an open Flinga platform where staff's and students' views on issues relevant to the campus vision were collected on their own platforms. With the interviews and Flinga, the themes have been honed into the eight theses of campus development.



PHYSICALLY AND DIGITALLY ACCESSIBLE CAMPUS

The campus is independent of time and place: work where you are. The physically and digitally seamless environment provides the framework for flexible working.

The campuses do not depend on time and place; they provide the setting for flexible working. As digitalisation increases, students may attend lectures from their sofas or in learning spaces.

Physical accessibility is a success factor. The location of the campuses and cooperation partners is important. Both facilities in general use and areas of strong specialisation attract users.

Digitalisation is no longer a bottleneck but depends on the culture and teaching methods. The facilities need a unified interface and equipment and must have sufficient electricity and communications network.



WORK AND LEARNING ENVIRONMENTS SUPPORT REACHING OBJECTIVES

Different learners and working methods are taken into account when the facilities are planned. The facilities are functional, appropriate, and of high quality; spaces for silent work, spaces that support collaboration, interaction and learning, and special environments for research.

Suitable learning and work environments are needed for multidisciplinary learning and different work situations so that the facilities may be used in as a versatile manner as possible. Support spaces and zone thinking are important.

From the point of view of expert work, the services and infrastructure should function properly everywhere to make it easy to operate on any campus. All campuses should have joint facilities for staff and students to use and to easily reserve and cancel. Research environments are of high quality and evolve according to needs.



AN INTERACTIVE AND OPEN COMMUNITY

The university campuses open to their operating environment, and the university is part of society. The campuses are perceived as a common space where interaction is easy and the facilities are a living room used by everyone.

The campuses work seamlessly according to the global operating environment. They should have the courage to spread widely and open doors. Location and accessibility are important. Research, education and continuous learning should be brought close to people. Cafeterias and other services could function as public spaces open to all.

The higher education community should respond to the megatrend of rapid societal engagement, where the ability to open up and engage in a dialogue is significant.



A MODEL THAT PROMOTES BUILDING THE HIGHER EDUCATION COMMUNITY

Let's do it together. The Tampere higher education community is boldly building the new. As a community, the campuses create opportunities.

Multidisciplinary is an advantage and a way to differentiate. New innovations and solutions require cooperation of technology and human sciences. In the future, the campuses are divided with businesses as is already done in Hervanta and Tohloppi.

From the point of education, it is important that research environments are up-to-date. It should be possible for employees in a certain unit/function to work in close proximity.

Impact through integration!
CAMPUS DEVELOPMENT

campusdevelopment@tuni.fi



Instagram:
TAU&TAMK Kampuskehitys



Twitter:
Tampereen korkeakoulu yhteisön
kampuskehitys