Capturing the social values of a mix-used university campus outdoor: An assessment of the Agricultural University of Tirana

Odeta Manahasa*
Manjola Logli**
Edmond Manahasa***

Abstract

Although mixed-use campuses are recognized by designers, little attention is paid to the social values that their outdoor environment generates for the wider community. Aiming to identify social values, the methodology used in this study includes a survey that is applied via an online questionnaire (N=156) to explore users' perceptions about the values the campus produces to translate into indicators of wellbeing. This study's aim is to identify indicators of wellbeing that can capture campus social value, referring to a continuously changing campus (Agricultural University of Tirana). The results indicate that the social and cultural benefits that come from a mixed-use campus are related to the adequacy of physical outdoor environments and social activities. However, compared to mixed-use spaces, outdoor spaces that preserve the functions of agricultural backgrounds (as originally designed) have higher social values. We suggest that both physical and non-physical determinants play a basic role in enhancing social interaction (this is a strong indicator), so they must be included in the policies and strategies of the higher education systems.

Keywords: mix-used, university campus, outdoor environment, satisfaction, social sustainability

1. Introduction

It is well accepted that universities in general and university campuses, together with their outdoor environments, are promoters of socio-cultural sustainability in the society for the society (Fuchs et al., 2022). There is much research that is focused on the research of the university campus and the effect that its outdoors has on the students' wellbeing and learning outcomes (Van de Bogert et al., 2020; Puhakka, 2021). Being aware of these facts, universities are spending enormous amounts of money on the construction of new buildings and new spaces about the universities that foster the relationship between the users. Especially their outdoor spaces are social and cultural activity places that enhance sustainability in a society, contributing to better urban living (Göçer, et al., 2018).

Even though university campuses are generally designed to foster social interaction and therefore sustainability, when it comes to the relationship between students and the built environment, sustainability remains a challenge. It is important for designers, researchers, policymakers, and stakeholders to understand how users, especially students, perceive the outdoors' influence on social sustainability. Students play an influential role in shaping the social sustainability of the campus outdoors; however, since their presence on campus is limited to their

*(Corresponding author) Assoc. Prof. Dr., Epoka University, Albania, ✉ odurmishi@epoka.edu.al
**Assist. Lecturer, Epoka University, Albania ✉ mlogli@epoka.edu.al
***Assoc. Prof. Dr., Epoka University, Albania, ✉ emanahasa@epoka.edu.al

studying period, there is a need to depict and capture the social values provided by the interaction that they have with the built environment.

Thinking of the triple bottom line of sustainability, the architecture defines in a way the constituents of "Design Value". Social value, as one of these components, is produced by architecture and the built environment, however it is poorly understood (Samuel & Hatleskog, 2020). Social value in the built environment refers to the social impact that any institution makes on the lives of people and communities that are affected by its activities (Raiden & King, 2021). Thus, a contextual and operational interpretation would help in the ambiguity of the social values that the outdoor campuses produce.

Outdoor spaces on campuses that are already used by the community might offer social values for both students and the wider community. These settings, which are meant to support students' quality of life, often end up promoting social segregation. In this situation, there is a need to utilize a communication tool that can bring into surface the aspects of this segregation to understand what changes may take place and to conserve or recover the functions of outdoor campus spaces. However, there is little information on how to evaluate without creating subjective uncertainty. An established culture on university campuses encounters challenges when opened to nearby citizens, and there is a need to implement some sustainable solutions in the built environment for sustainable development. Researchers (Qtaishat et al., 2020) acknowledge that there is not a definite list of indicators that assist in measuring sustainability.

To analyze this, our research applies the concepts of social sustainability and social value of the built environment to study a complex, mixed use campus. Social sustainability is defined as a condition that is life enhancing, but at the same time the process that brings to this condition (McKenzie, 2004). It aligns very well with the rapid changes in the outdoor environment of the campuses and the continuous movement of the students, and therefore it might be "counterproductive to delimit social sustainability in space and time" (Stender & Walter, 2020).

Second, a built environment generates social values, one aspect of which is wellbeing (Samuel & Hatleskog, 2020). There are two reasons for applying these two concepts; first social sustainability brings social and physical aspects together, and second, depicting the social values of the campus would help in the discourse of understanding the dilemmas and the gaps resulting from the mix-used campus and social sustainability.

In this respect, through this study, we aim to answer the following research questions:

i. How do university users establish and maintain their social sustainability?

ii. What social values are encouraged by the physical setting of a continuously changing campus, and how may they be preserved?

Through the only designed campus in Albania as a case study, this research reveals whether social interaction is sufficient to attain social sustainability and, at the same time, tries to capture the social value of the outdoors of this campus. We focused on satisfaction as one of the indicators of wellbeing on the campus. Wellbeing is a social value that architecture generates together with job creation, learning that takes place during construction, user input in the design process, and using local materials (Samuel & Hatleskog, 2020).

Spatially speaking, this campus does have a unique layout transformation, due to the special context of post-socialist Tirana, which underwent turbulent, uncontrolled urban development resulting in informal settlements. As such, this campus is being used by citizens, who are benefiting from it, yet their contribution to the institution is not what it ought to be.

For a better comprehension of the concept in the below section, we explain the determinants of social dimensions of sustainability and their relationship to campus culture so that we can identify the role that social interaction plays in the user's satisfaction and consequently look for social value conservation.

1.1. Social Interaction and Built Environment

Social contacts are considered the most important part of an experience (Bechtel & Churchman, 2002). They have a great impact on communities, contributing to a range of beneficial economic and social networks (Williams, 2005). The social network brings a good understanding of the users, but at the same time, it brings positive actions due to the encouragement of sharing ideas and activities (Bechtel & Churchman, 2002; Gehl & Svarre, 2013). Thus, the physical environment is indeed a good supporter of social interaction. Yet, the users and the social factors are the other components of this interaction (Williams, 2005) (Figure 1). What researchers stress (Karuppannan & Sivam, 2011; Bertlin, 2014; Williams, 2005) is that interaction happens in communal spaces of good quality that are accessed easily and aesthetic spaces with a safe and comfortable environment. On the other hand, there is reduced social interaction when there is poor quality, safety, and maintenance of communal spaces (Jabareen, 2006) and when segregation of users is present. The users should be willing to socialize, the environment should offer different social dynamics, and the users should share not only the space but also time and more (Williams, 2005).
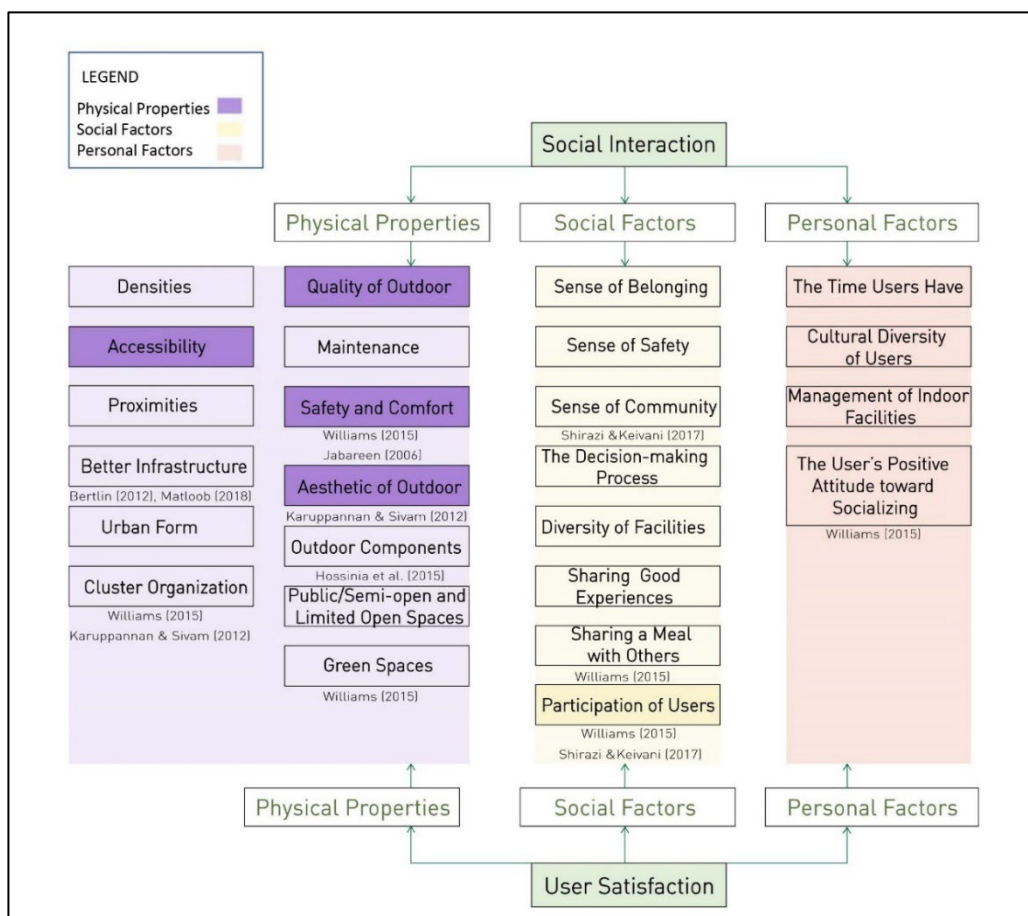
Figure 1 Variables of social interactions (Based on literature reviewed by authors)

The quality of the outdoor space with all its components is the main reason that invites users. When this quality is combined with aesthetics and the feeling of being comfortable and safe, physical qualities that considerably promote social interaction are created. The social interaction on the campuses depends deeply on access to open and recreational areas. The creation of a walkable environment on the campus relates to its layout (Benneworth, 2010). Thus, special attention should be given to the spatial developments of the university campuses. They are the medium where cities and universities meet (Matloob et al., 2014). Thus, there is a vital need to integrate all its physical, cultural, and social aspects to create a pleasing and friendly environment

for all campus users, leading to a socially and culturally sustainable environment (Karuppannan & Sivam, 2011).

In this respect, satisfaction is considered one of the significant factors that form the basis for evaluating social sustainability (Chan & Lee, 2007). Figure 1 presents a collection of the variables that push toward social interaction. Coming to some conclusions, it is seen that user satisfaction is what lays the basis for the evaluation of the campus outdoor space. User satisfaction consists of physical, cultural, and social determinants that have a direct effect on overall satisfaction among users (Karna et al.,2013; Guite et al., 2006; Hashim et al.,2016; Petruzzellis et al., 2006; Permentier et al., 2011; Esfahani, 2012).

1.1.1. Physical Environment as a Determinant of Satisfaction

Regarding physical aspects of the outdoor environment, outdoor quality, similar to the other determinants, is tested by measuring student satisfaction (Petruzzellis et al., 2006). Certainly, the quality of a built environment is viewed as basic for health and safety (Guite et al., 2006). Also, the higher the quality and maintenance, the more satisfied the user is (Petruzzellis et al., 2006).

According to Gehl (2011), visual and aesthetic aspects create the basis for architecture. Further, a poorly maintained area contributes to user dissatisfaction (Bechtel & Churchman, 2002). Also, the quality of outdoor spaces is important since it motivates the users to use that space again (Akhir et al., 2018). Additionally, the aesthetic visuality of outdoor spaces increases the pleasure of users and makes them enjoy their experiences (Abu-Ghazzeh, 1999). In consequence, a satisfied user creates special bonds with different outdoor spaces or services, encouraging a sense of belonging to that space (Akhir et al., 2018). Eventually, quality is dependent on ambient properties and architectural features. Ambient properties consist of factors, such as: 'thermal comfort, appropriate lighting, pleasant sounds, and comfortable air quality. On the other hand, architectural details are considered to give a feeling of aesthetic control and lessen the potential for dissatisfaction (Bechtel & Churchman, 2002).

Furthermore, with this configuration, satisfaction is related to other determinants as well. Good access between various services or public spaces is one of them. (Abd-Razak et al., 2012). "Accessibility is an essential sustainability indicator for university campuses, that leads to innovation and the concern about campus spaces used by pedestrians" (Eckert, 2012). Also, locations and proximity to cultural and entertainment activities or facilities influence satisfaction (Permentier et al., 2011; Lu, 1999; Harris, 2001). Thus, infrastructure places a high value on accessibility, designers should pay attention not only to walkways to provide good access, safety, and comfort for their users (Matloob et al., 2014), but to all campus outdoor environments (Abu-Ghazzeh, 1999).

1.1.2. Social and Personal Factors as Determinants of Satisfaction

It was mentioned earlier that the physical layout of the campus and its design are crucial for the social aspects of the universities and the influence they have on a sustainable environment. The existing physical environment, its improvement, and maintenance are promoters of well-being and quality of life for the present and for the future (Chan & Lee, 2007). Additionally, the spatial organization of outdoor spaces encourages interaction and influences satisfaction and performance (Bechtel & Churchman, 2002). According to Gehl (1987), if the quality of the outdoor environment is good, the frequency of social interaction increases. Furthermore, the maintenance of the outdoor environment's biodiversity and its restoration have a positive effect on improving the quality of social indicators and human wellbeing (Alba-Patino et al., 2021).

Social inclusion ensures better understanding between humans, considered a source of inspiration, attracted by seeing others in action (Gehl & Svarre, 2013). User participation in decision making helps create a sense of community.

However, there is another issue to be considered in terms of satisfaction, and that is linked with the geodemographic and cultural background of the students. These "strategic assets" are

influenced by their background in the way they behave (Karna et al., 2013). A student's gender, origin, and year that they are attending can vibrate their sense of satisfaction (Petruzzellis et al., 2006). In universities, demographic factors are seen in the composition of the campus population, in the age structure, and in the composition of the academic staff (Karna et al., 2013). On the other hand, a multicultural university campus experiences more satisfaction outcomes among its students, such as: "positive learning, democratic expositions and equality, self-confidence, campus satisfaction, pluralistic orientation, openness to diversity and cognitive development" (Clarke & Antonio, 2012). In other words, the institutions of higher education are considered "transformational agent". They do have a great impact on creating some positive habits for the students and therefore for society (Žalėnienė & Pereira, 2021). Satisfaction among campus users is related to an individual's socio-demographic composition, which is essential since it encourages social interaction.

2. Methodology and Data Collection

The methodology used in this research includes a survey, observation, and visual documentation. The survey aims to investigate the extent to which social sustainability is present within the physical setting of the Agricultural University of Tirana campus using an online questionnaire that is conducted with the students, users, and visitors of this campus. Observations and drone photo shooting were used to document the situation.

The survey's focus was on the social interactions in the outdoor spaces of the campus, based on the user's satisfaction as a crucial determinant of social sustainability. The application of the questionnaire online was due to the COVID-19 period, where a total of 156 responses from campus users were collected. It is worth remembering the need for social interaction and the social and cultural sustainability everyone had about the outdoor spaces, which pushed participants to think more about the importance of those areas.

The questionnaire was designed into two parts, to gather comprehensive data regarding personal and social factors related to the physical environment, ensuring participants' privacy and confidentiality. The first part about personal data included questions about participants' geo-demographic background, the faculty where they study or work, the time they spend on campus, and satisfaction with social diversity. The second one, involved asking questions about the variety of activities in outdoor campus environments, satisfaction with activities and their types, facilities, intensity of use of outdoor spaces, user interaction, and satisfaction with the physical changes of the Agricultural University of Tirana (AUT) campus after 90.

2.1. AUT as Study Area

The literature review showed that studying this contemporary development in the context of the university campus is a challenge. Likewise, every campus is composed of a range of physical and non-physical aspects that have a distinctive character; the Agricultural University campus of Tirana has its own distinguishing setting too.

Although this campus is characterized by typical components that a university campus should have, such as being open and flexible to its community, it underwent certain changes. This is related to the specific context of urban development in post-socialist Tirana when peripheral zones of city were especially subject of informal settlements. The informalities also impacted the AUT campus, parts of which were invaded by settlers, who, according to local press (AUT, 2001) were considered "enemies". These "occupations" apart from bringing the sprawling of a newcomer community to the university lands, have changed the campus layout after the transitional period. Being tolerated by the governing local bodies, the community expansion on campus land has caused the historic site to shrink (Figure 2), thus limiting campus growth, and freezing inside its historic site. Even though it is surrounded by a border across its perimeter, this campus is also accessible to all visitors, including local inhabitants, who use it for relaxing and enjoying its landscape.
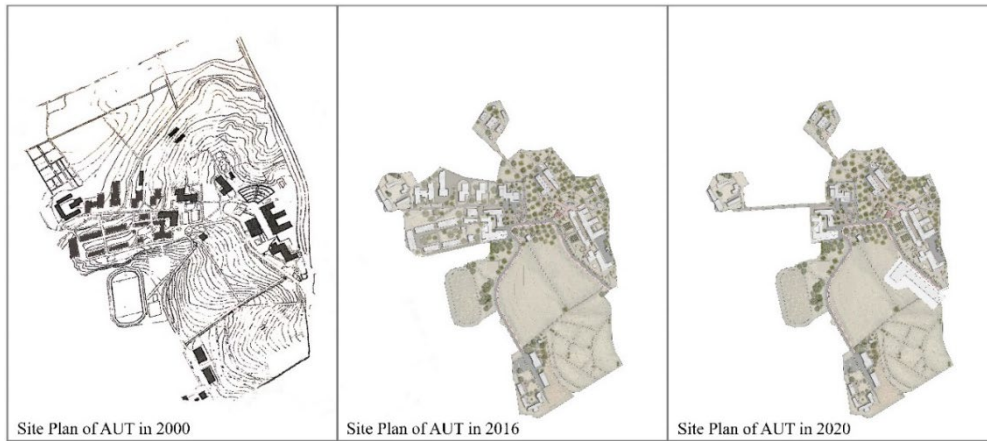
Site Plan of AUT in 2000 | Site Plan of AUT in 2016 | Site Plan of AUT in 2020

Figure 2 Site plan of AUT showing the campus size reduction from 2000 (Left-AUT, 2001), to 2016 and actual situation in 2020 (Middle and right-authors)

However, this campus has a dynamic layout and organizational structure. According to the categorization of campus layouts by Xu et al. (2012), it can be classified as a medium-sized campus (6000 students) with a band shaped space layout. It consists of two main entrances (vehicular and pedestrian entrances), circulation systems (vehicular, pedestrian, and bike paths), and a total of 25 academic and administrative buildings, including 2 recreational buildings (library and cafeteria) and 3 administrative buildings (police station, rectorate building, and parking office). The main road, which is associated with pedestrian, bike and automobile lanes, is extended along the entire territory of the campus and leads to the main faculty entrances through a branch shaped road system (Figure 3).
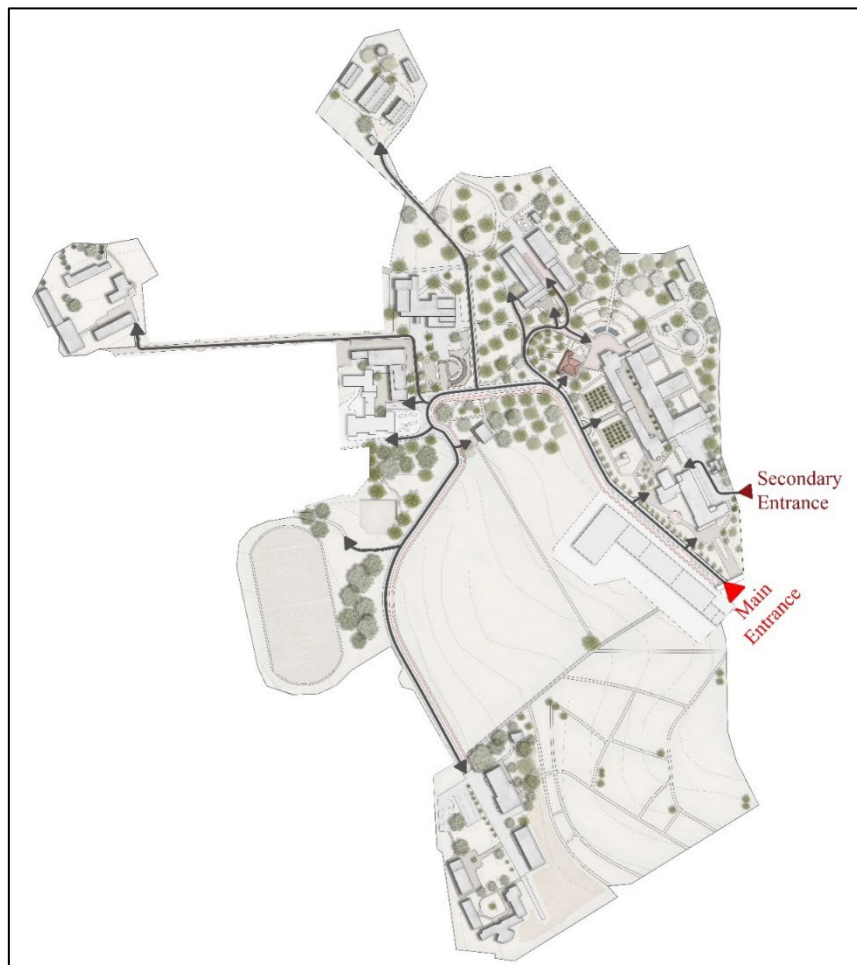

Figure 3 Interpretation of AUT campus layout based on Xu et al. (2012) categorization (Authors)

Based on Akhir's (2018) classification of outdoor spaces, on the AUT campus outdoor spaces are categorized as open space (plazas, faculty entrances, courtyards, a botanical garden, orchard areas, an amphitheater), semi-open spaces, natural spaces, and viewing spaces (lawns). Each of these spaces has its own character and size, and provides enhanced experiences through different activities, inviting users to interact with each other. Because of the hilly terrain, a series of open spaces are linked with stairs, generating a flow of open spaces (Figure 4).
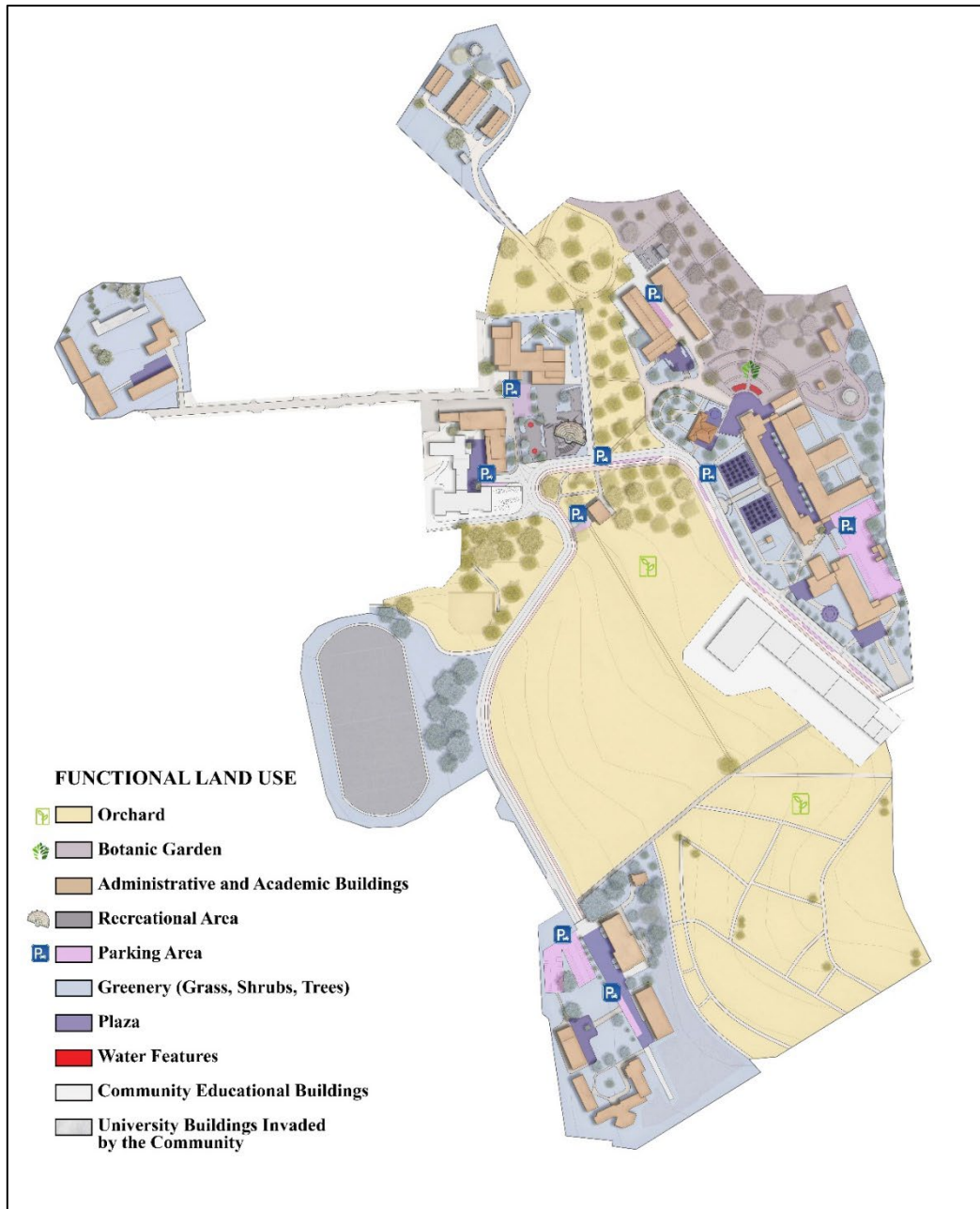
FUNCTIONAL LAND USE

- Orchard
- Botanic Garden
- Administrative and Academic Buildings
- Recreational Area
- Parking Area
- Greenery (Grass, Shrubs, Trees)
- Plaza
- Water Features
- Community Educational Buildings
- University Buildings Invaded by the Community

Figure 4 Functional land use (Authors)

Next, the sports field and amphitheater spaces used to be one of the main recreational spaces (Figure 5) for AUT users till the 1990s. A high number of socio-cultural activities were undertaken during that time, especially in the areas of amphitheater. Since all campus roads lead to this space, it was a common intersecting space for all students at the university, where they were gathered to discuss personal, or issues related to their university. The paintings on the building walls, the greenery that surrounds this space, and the fountain (though not functional) and relaxing benches generate an unprecedented aura within this outdoor space.

Figure 5 Amphitheater (left) and (right) sport field (Authors)

Furthermore, the botanic garden is one of the key areas that represents university identity. It provides a variety of experiences and interaction with different kinds of plants of the flora world, where students do different scientific studies. Botanical garden adds aesthetic values to the university campus and entails sensory experience such as feelings, smelling etc.

Figure 6 Spaces that are frequented by the public (Authors)

Also, the orchard areas are placed axially across the length of the campus layout, separating it into two non-symmetrical parts. Before the 1990s, the orchard area used to be grown 120 types of grapes, pineapples, etc.; and it was considered a horticulture laboratory (Hako & Thanasi, 2001). In recent times, horticulture practice has been reduced and consequently most of its space is transformed into lawns. These spaces attract the citizens, who go for a run or sit and relax under the tree crows that serve as shelter during the sunny days.

3. Results

3.1. Outdoor Perception and Preferences for the Physical Properties

The analysis and perception about the physical properties of the AUT environments identified three spaces as the most frequented ones including the Faculty of Medicine Veterinary (Figure 6a), the Economy and Agrobusiness (Figure 6b) and botanical garden (Figure 6c). On the other side, the sport field is the least used area in campus territory.

The environment that the respondents considered to have the sense of belonging, are the outdoor spaces of Faculty of Medicine Veterinary, because of the greenery (35.7 %), the maintenance and the shaded areas. In addition, the qualities of campus environments that the participants in this survey found more satisfying were greenery spaces and campus size. Furthermore, they expressed their satisfaction with the maintenance of the campus and the quality of pedestrian roads.

The participant's perception might change because of the time spent in the campus spaces, thus, the frequency of attending outdoor areas is valuable. The majority of the respondents (48.1%) have been attending AUT for 1-2 years, 64.1 % of whom frequent about 5-7 days a week. Also, of all the respondents only 14.1 % had the opportunity to live on the campus of AUT for about 3-9 months. In this context, when asked about the familiarity they have with the campus, results show that 33.3% of users are neutral, while only 22.4% of them know this university campus very well (Graph 1).
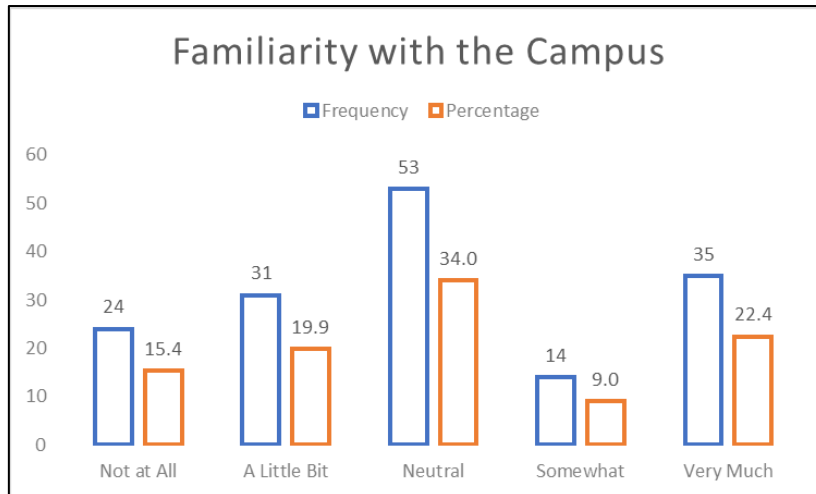
Graph 1 Familiarity of users are with AUT campus

3.2. Social Perception, Preferences and Perceived Activities for Social Values

Based on the data collected in the second part of this questionnaire, the level of social interaction appears to be high. The majority of respondents (76.6 %) have networked with students and academic staff from other departments and faculties, and 70.8 % of the participants interact with their colleagues in other areas of the campus than their faculty. Only 29.2% of the participants interacted with the professors and teaching assistants. On average, 50.6 % of the respondents associate with 4-6 users in outdoor spaces. Most respondents (81.8%) spend a considerable amount of time in the outdoor spaces of the campus (1-3 h).

AUT organizes a variety of extracurricular activities, and 55.2 % of the replies were positive about them, but only 61% participated. The most frequented activities are academic activities (46.3 %) followed by agricultural ones (28.4 %). These activities are the most undertaken during the morning (54.9 %) and others during midday (31.9%).

Despite the activities that the university offers, there are other activities created by students, but 44.8% of the respondents were not even informed, so as a result, either their interest in participating is low or the information system is poor. Despite that, only 24.7% answered that there are activities created by students and that most of those activities are undertaken in the Faculty of Economy and Agribusiness, while a 23.9% percentage of students responded that these activities are developed outside campus territory. Additionally, 18.5% of the participants added that they were not conscious of where these activities were undertaken.
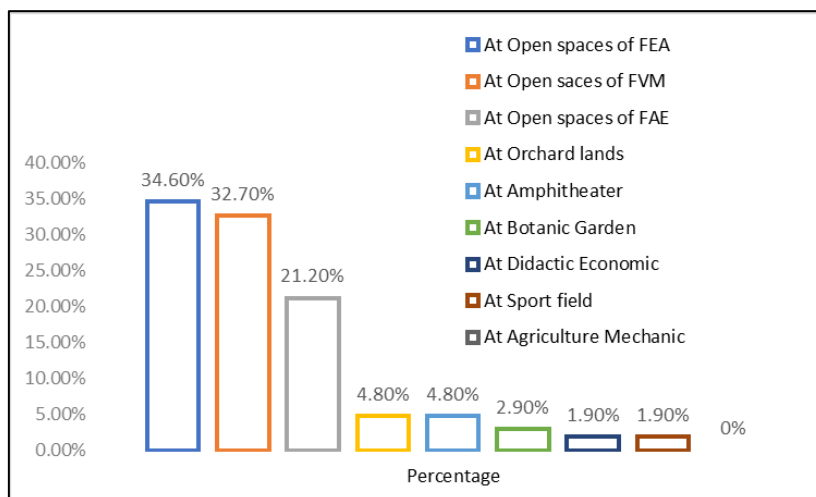
Graph 2 Activities' intensity in outdoor spaces of each faculty of AUT

Regarding all types of activities, most of them are undertaken in the open spaces of the Faculty of Economy and Agribusiness (34%).

3.3. Socio-demographic Factors Influencing Perception

The questionnaire collected socio-demographic data of the campus users, of whom 96.8 % were students. Their position in the university, their background (origin), gender, age, faculty they belong to, and any possible disability are the data that help to monitor the participants sampling (Table 1).

Table 1 Participants Socio-demographic Data

Participants No	Gender	Origin	Position	Age	Faculty
156	61.5% females	44.9% from metropolitan areas	96.8% students	39.1% 20-22 years old	56.9% FMV
	38.5% males	29.5% from peripheric area	1.3% academic staff	28.2% 18-20 years old	20.3 % FAE
		25.6% from rural areas	0.6% administrative staff	27.6% 22-24 years old	17.6% FEA
			0.6% personnel staff	5.1% +25 years old	3.9 % FFS
			0.6% visitor		1.3% FBF

FMV: Faculty of Medicine and Veterinary; FAE: Faculty of Agriculture and Environment; FEA: Faculty of Economy and Agribusiness; FFS: Faculty of Forest Sciences; FBF: Faculty of Biotechnology and Food

The participant's perception might change because of the length of time spent in the campus spaces, thus, the frequency of attending outdoor areas is meaningful. Most of the respondents (48.1%) have been attending AUT for 1-2 years, 64.1% of whom frequented about 5-7 days a week. Also, only 14.1% of them had the opportunity to live on the campus of AUT for about 3-9 months. In this context, when asked about the familiarity they have with the campus, results show that 33.3% of users are neutral, while only 22.4% of them know this university campus very well (Graph 1).

From the results, we noted that the ones who are very well acquainted with the campus are not from the students' group but from the staff, either administrative or academic. Students recognize more the activities organized among themselves, than the academic ones; in return, they identify the need for social interaction among themselves more than with the other users of the campus. Although there is always a continuous physical change on the campus, all the respondents show no significant change in their perception of satisfaction with the outdoor built environment.

3.4. The Relationship that Physical, Social and Personal Factors Have with Social Interaction

Out of 156 respondents, we see a unanimous evaluation of the social factors that influence their satisfaction and, consequently, well-being. The perception of the activities as crucial elements of social interaction was almost neutral. Participants reported that it is a great challenge to translate their thoughts about the activities into social values since they are almost never co-creating the activities. Thus, they evaluate their adequacy as not valid at all (Table 2).

Table 2 Evaluation of Social Factors of User Satisfaction

Levels of satisfaction	Very dissatisfied	Dissatisfies	Neutral	Satisfied	Very satisfied
Adequacy of activities	X				
Diversity of activities			X		
Quality of activities			X		
Diversity between users			X		
Social Security			X		
Social Life			X		

We found that social interaction among the users on the campus is associated with the maintenance of the open spaces and the greenery in those spaces, with the number of activities that the campus provides, and with the time the people spend there. The social values of the campus are mainly linked to the physical (maintenance and greenery) and activity (number of activities) components. We found that satisfaction in each category (physical, social, and personal) is related to good social interaction. Student satisfaction is unaffected by whether or not they attend a mixed-use campus.

4. Discussion

4.1. Social Values Exploration Due to the Physical Properties of the Campus

The evaluation of the physical properties of the campus helps to find out the physical indicators of satisfaction that can enhance students' lives on the campus. We specifically identified that the physical changes on the campus whether good or bad have neutral impact on spatial perception. Firstly, the diversity of the spaces on the campus has changed. This is due to the drastic transformations that emerged in the 1990s, which included the invasion of the dormitories by immigrants and the invasion of the campus land by nearby dwellers. However, there were preserved many physical spaces that express the campus culture and mission. such as the botanical garden, parks, the campus entrance, the "mechanics` environment", and the stables of the didactic economy.

The results show that physical spaces are perceived for the function and the culture they cultivate. If the changes in the physical settings are not serving the people's needs, it leaves the opportunity to enhance social satisfaction. (Lees & Phillips, 2018). On the other hand, we found that the preferences for spatial usage are related to the sociodemographic characteristics such as the faculty the students are studying. The result is consistent with other research (Lu, 1999; Harris, 2001; Permentier et al., 2011), where the location and proximity to the activities and facilities influence satisfaction. At the same time, it shows immediate access with the nearby spaces (the open space of the faculty of Economy and Agribusiness), which agrees with the importance that accessibility does have in the sustainability of campus outdoor environments (Abu Ghazzeh, 1999; Matloob et al., 2014).

4.2. Social Interaction as Indicator of Social Values

Researchers highlight the importance of social networks (Bechtel & Churchman, 2002; Gehl & Svarre, 2013) and sense of community (Fujiwara et al. 2021) as indicators of social value measurement. In this sense, identifying the social values that students and users perceive is crucial, since it can measure the changes and define ways to capture their intangible impacts, so that they can be preserved in the future (Samuel & Hatleskog, 2020). In this context, monitoring and evaluating social interaction gives feedback about the usage of the campus and identifies the role of social activities as tools that promote actions for successful sustainability.

According to our findings, 70,8% of participants interact with colleagues from different faculties and use the outdoor campus environments in groups. Most of them use the outdoor facilities for 1 to 3 hours per day (Table 3).

Table 3 Campus Usage Time Intervals

Campus Usage Variables	Division	Division Percentage
Length of Stay in the Campus	1-2 years	47.4%
	3-5 years	48.1%
	+6 years	48.1%
Weekly Attendance Frequency	5-7 days a week	64.1%
	3-5 days a week	20.5 %
	0-2 days a week	15.4 %

Daily Duration of Indoor Spaces` Usage	1-3 h	82.1%
	4-7h	14.1%
	+8h	6%

These results show that there exists a great interest and positive attitude among university users toward socialization, which identifies personal and social factors as variables of social interaction (Williams, 2005). The latter is the most enjoyable part of an experience. (Bechtel & Churchman, 2002). The high level of social interaction contributes to creating a harmonious and dynamic environment (Cowan, 1997), and in turn it is associated with enhancing satisfaction and, therefore, wellbeing, establishing so an indicator of social value. According to the high percentage of interaction attracted by seeing each other in action (Gehl, 2011), students are socializing in large groups of 4-6 persons.

4.3. What Are the Social Values AUT Campus Produces?

If we analyze the social values of a mixed used campus, we find that AUT has a layout with the largest possible values in the country. However, its value is not acknowledged, because most of the outdoor spaces are invaded, because of the lack of maintenance and because some of the functions are not preserved. In the foundation time, the campus design was in support to the educational and residential aspects of students' lives. However, in the transitional era, the campus was massively changed and transformed to move toward a mixed-used environment. Different studies have tried to determine what the future of the campuses should be like, with a focus on mix-used environments (Penn, 2003) and the transformation of these changing logouts into "living labs" (Den Heijer & Curvelo Magdaniel, 2018) to test and understand different issues related to social values.

The results suggest that this intensively changing context is still productive in terms of social values. There exists good student-professor interaction in outdoor campus spaces except in classroom environments, which can be explained by the fact that most professors have experienced this university first as students than as professors. So, this university appreciates its students' values, giving them job opportunities in its environments, encouraging a sense of belonging toward this university, and promoting positive work performance (Bechtel & Churchman, 2002; Eizenberg & Jabareen, 2017). Being appreciated and recognized refers to one of the other determinants that enhance users' satisfaction and compounds an indicator of the social values in the built environment (Samuel & Hatleskog, 2020).

Following the distribution of the activities, the university organizes different extracurricular activities in outdoor spaces, mostly academic and agricultural. The data shows that there are activities that each faculty organizes in its own outdoor environments. These findings fit with factors that generate a lively atmosphere on campus. They are equally distributed, which encourages all users to be part of them, and consequently, the state of being isolated is reduced. (Eizenberg & Jabareen, 2017).

As aforementioned, the degree of participation in activities, strategies for socializing, traditional activities, the existence of certain physical objects, and notable stories that illuminate the founder determine the cultural character of a campus environment (The New York Times Company, 2004; Axelsson et al., 2013).

Likewise, every university that has its own characteristic traditions, every year AUT campus celebrates its opening day, which is a big celebration not only for this university, but for the higher education system in Albania. Referring to the collected data, more than 72 % of the participants seem to be unaware of the traditional activities on AUT campus, while only 9.7% have reacted positively to that.

Also, the Agricultural University of Tirana organizes fairs and conferences in outdoor environments that help students guarantee a future job, while recreational and student activities seem to be quite low. Non-diversity of activities has a negative impact on sustainability development since it can prevent the university from providing an enriched environment. On the

other hand, through different activities, the environments of university campuses enhance levels of satisfaction, giving users a sense of belonging and a feeling of being welcomed (Purdy, 2012).

Consequently, most users are not satisfied with the diversity and adequacy of the activities that are undertaken in campus environments, but they feel neutral about the quality of these activities, social security, and social life. Despite that, these results also show that there is great integration and a strong social network and support, not only between students, but with professors as well. These aspects represent some of the main objectives of socio-cultural sustainability. (Ali & Faruquie, 2015) and are bases for generating some social values that lead to the user's wellbeing (Samuel & Hatleskog, 2020).

5. Conclusion

Maintaining a socially sustainable university campus, while being spatially connected to the community, is a challenge. This paper appraises the case of the AUT campus, with the aim of identifying and exploring the social perceptions and preferences for the outdoor areas of the campus to depict the social values of the campus and find their impact on wellbeing.

We present a case of a continuously changing campus as a result of many social influences. Social value is what we wanted to explore on a mixed-used and spatially shrinking campus. We employed a questionnaire in the Covid-era, when the need to depict the social values of outdoor environments reached a new level. We illustrated that user satisfaction drives the users' interaction and, thus, their wellbeing. The study found that the user`s interaction is a crucial determinant of social value and pertains to the built environment and the activities it offers.

The main contribution of this research is that universities maintain their social sustainability if the built environment generates actions and promotes activities. Social value here lies more in the built environment, which should be preserved alongside the functions of the agricultural background, than in the mix used. Specific recommendations that our study reveals include raising awareness about the conservation of outdoor spaces and cultural activities, depicting elements of social value, and incorporating them in support of university campus welfare.

Future research can be conducted on this specific campus typology that addresses social issues not only related to students but also to the wider community.

Funding and Conflicts of Interests

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Resume

Assoc. Prof. Dr. Odeta Manahasa is a lecturer of architecture at Epoka University, Tirana, Albania. She has a long-standing interest in understanding environmental psychology in its larger context, particularly in relation to children and child space perception. She is developing this interest as two lines of inquiry: (i) child space perception knowledge, with a focus on a systematic structure for thinking on environmental behavior phenomena from different methodological perspectives, and (ii) improving the quality of learning environments. Thus, her areas of expertise and research interest include architectural education, children and architecture (e.g. children's participation in architectural design), participatory design, school design, environmental psychology, post occupancy evaluation, and environmental behavior and design.

Manjola Logli is an architect and assistant lecturer based in Tirana, Albania. With a background in both professional practice and academia, Logli's areas of interest extend to the environment and user behaviors, user well-being and the interaction between sustainability and design regarding socio-cultural dimension, spanning the latter one on a larger scale, in that of livable communities. Recently, she has participated in a research on the well-being and cognitive functions of senior residents focused on retirement homes in Tirana, Albania.

Assoc. Prof. Dr. Edmond Manahasa has been working since 2008 at Epoka University in Albania as a lecturer in the department of architecture. He is focused on two main research areas: i. environment-behavior psychology, and ii. history of architecture. Within the first research area, he has conducted research on the themes of place identity and place attachment, urban identity, neighborhood identity, housing typologies, gated communities, city image and post-socialist housing developments. In relation to the second area, he has conducted studies on Ottoman period architecture in Albania and Kosovo.