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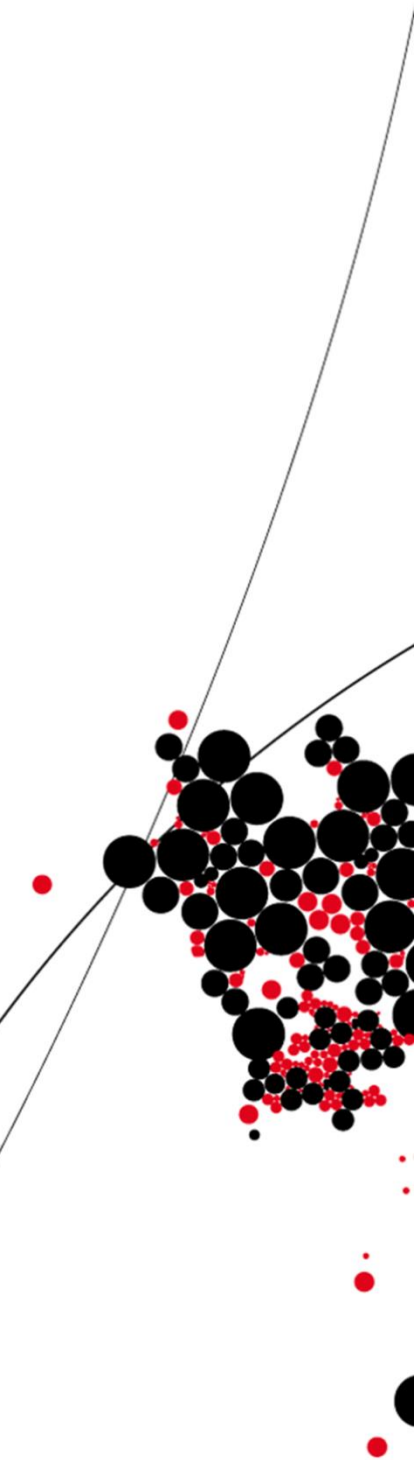
Bachelor Thesis

Citizen involvement in universities' urban planning - a case study of *Stadscampus*

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I. Abstract

In this thesis, I will explore how a university makes a city livable, assuming that if citizens were involved through community engagement in universities urban planning, the urban livability is higher. I developed a model of community engagement and citizen involvement which ranged from informing citizen up to citizen participation in social change, in order to analyze in how far the university involved citizen in urban planning. I used a descriptive case study approach to analyze the *Stadscampus* (city campus) of the Saxion University of Applied Sciences in Enschede, which is located within walking distance to the city center and train station and consists of three complexes which were opened in 2001, 2010 and 2015. The results obtained from the analysis show that the Saxion focuses on involving neighbors, they are invited to meetings and receive personal information. Citizen can retrieve information via the media channels of the Saxion and they are invited to public meetings which are initiated by the municipality. The *Stadscampus* offers a certain degree of urban livability it is an inviting and enjoyable location, although it could be more used by other people than students.

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1. Introduction

Universities may choose to expand their campus or redevelop their estates for a variety of reasons, these include internal objectives of campus design, academic program demands and increasing numbers of incoming students (Perry & Wiewel, 2005). A campus is the key symbol of institutional life – it is a demarcated place for the academic community (Bromley, 2006). Universities are facing increasing pressures of upholding research quality and attracting new students, therefore an advancement in the quality and nature of the campus is needed, as universities do not only have to offer a beneficial environment but also new facilities for both inter-and multidisciplinary research programs(Benneworth, Charles, & Madanipour, 2010). Although a university is not a typical spatial developer, campus planning has evolved as a meaningful specialization, connecting aspects of city planning, landscape architecture, architecture, civil engineering and facilities management(Bromley, 2006).

According to Goddard et al. (2013) the presence alone of a university within a city guarantees direct social, cultural, and economics effects on the urban surroundings(Goddard & Vallance, 2013) . Benneworth et al. (2010) stated that the spatial design of universities' buildings and property directly affect its connection with the city, either tying the university to its broader context or segregating it from its immediate environment. The physical development of a campus can have major influences for the regional economy, society and environment. Depending on whether a universities' campus is located in the city center, of a small city or large city or out of town has an influence on the universities' role in the urban environment. Urban settings provide a university with better access and ties to the urban environment, this implies that all details of university policies on urban planning have effects for the quality of the urban environment(Benneworth et al., 2010). But an urban location depicts a special challenge for campus expansion given the fact that universities must plan in an environment that is already densely populated and developed (Perry & Wiewel, 2005).

Although university campuses are in first instance build to be an attractive studying-and research environment for students and researchers, they may also contribute to the vitality of the neighborhood and the city(Goddard & Vallance, 2013). Universities can actively improve their surrounding neighborhoods in terms of image, livability and safety. They may actively contribute to the local culture by providing facilities to the community or offering concerts or exhibitions for the general public(Wiewel & Perry, 2008). However, local businesspeople and residents may also complain about too noisy student parties, littering, traffic jam around the universities' campus when it is in recess or 'studentification' of neighborhoods near campus (Bromley, 2006).In any case successful estate redevelopment and campus expansion needs collaboration with the community and

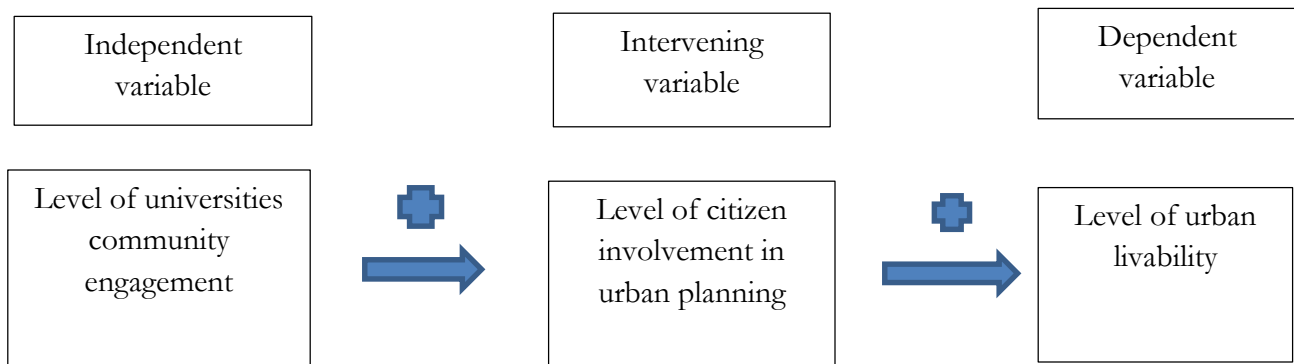especially the neighborhood(Perry & Wiewel, 2005).

Within the framework of this thesis, it will be investigated in how far a university makes a city livable, assuming that if citizen were involved in universities' urban planning than the urban livability is higher. Citizen involvement falls under the scope of universities community engagement, the main focus of this thesis lays on community engagement. It is next to teaching and research a function of the university and deals with the ways how the university interacts with the community. However, for a university is not easy to adequately handle community engagement due to the pressures it faces to concentrate on other topics. Universities may engage with the community due to a certain degree of self-interest for instance if they want to achieve greater acceptance for an urban planning project or their teaching will benefit from it(Goddard & Vallance, 2013). The assumption that if citizen were involved through community engagement, then the campus has a higher urban livability, implies that it offers a higher quality of life and is more enjoyable for citizen. It is made because citizens are the one that possess the best knowledge about their surrounding and in case they were involved in urban planning, they perceive it more positively and are more likely to visit the campus again (Hospers, 2014; Ismail & Said, 2015).

In this thesis the city campus called *Stadscampus* of the Saxion University of Applied Sciences located in the municipality of Enschede will be analyzed. The campus which only houses teaching- and research facilities but no student- or staff housing facilities, is situated within walking distance to the train station and the inner city, it is not detached of its surrounding but rather a part of its neighborhood and open to the public. The main building of the *Stadscampus* was opened in 2001, followed by further real estate development in 2010 and in 2015, which was due to growing numbers of incoming students (cf. interview).

In the following section, I will introduce and define the concepts community engagement, citizen involvement and urban livability and I will explain the relationship between these concepts. Based on this, I will introduce the research questions of this thesis. Afterwards I will explain the research design, the case selection, the data collection and the method of data analysis and operationalization. In the fourth part of this thesis, I will analyze the level of community engagement and the citizen involvement and in the fifth part the findings will be discussed and finally a conclusion will be drawn.

2. Theoretical framework

This thesis has the main assumption as previously explained that urban livability is higher when citizens were involved, therefore, it assumes the following relationship: the higher the level of universities community engagement, the higher the level of citizen involvement and consequently the higher the level of urban livability. More detail on this is provided in the section 2.5 research question. In the following I will define the concepts urban livability, community engagement and citizen involvement in detail.

Independent variable	Intervening variable	Dependent variable
Level of universities community engagement	Level of citizen involvement in urban planning	Level of urban livability

Figure 1 relationship between variables

2.1 Urban livability

The concept urban livability has lately gained more and more importance in urban geography and urban policy. Planners, states and researchers have made attempts to include measures of socio-psychological conditions and more subjective judgments and perceptions of city life. This has incorporated quantification and qualification of indicators more related to the quality of urban life space(Teo, 2014). However, urban livability is a relatively new concept, this means there are competing ideas what should be covered by this concept. The Merriam-Webster dictionary offers a simple definition, livability is defined as 'suitability for human living' (Merriam-Webster, 2016). In some literature the concept livability is used interchangeably with the concept quality of life (Zanella, Camanho & Dias, 2014).

The literature offers various and more explanatory definitions for example Newman (1999) described livability as 'the human requirement for social amenity, health and well-being'(Zanella et al., p. 689) involving both individual and community well-being. Florida (2002) stated that urban livability is 'an urban life packed full of intense, high quality, and multidimensional experiences in work, living, and play spaces' (Teo, 2014, p. 917). According to the English Department for Communities and Local Government (2006) it is 'an environment that is both inviting and enjoyable,

where people want to life and work now and in the future' (Zanella et al., 2014, p. 698). Another definition is offered by the Australian Department for Communities and Local Government (2006) which stated that livability is 'the degree to which a place supports quality of life, health and well-being'(Zanella et al., 2014, p. 698). Citizen should perceive the city as healthy, safe, harmonious, attractive and affordable. Besides that, it should provide high amenity, offer good accessibility and be environmentally sustainable(Zanella et al., 2014).

To offer a high urban livability good urban design is required which is a long-term-process that continues to develop over time (Green Building Council Australia, 2011). It includes the design of buildings, clusters of buildings, spaces and landscapes, and the creation of frameworks and processes that enable successful development. It involves more than only tying together the urban landscape (Urban Design Group, 2011). Urban design can have a significant impact on the economic success and socio-economic composition of a space, the physical scale, space and ambience of a place and the social and cultural nature of a space (Green Building Council of Australia, 2011).

For the community as such, the design of urban spaces has a great influence on the well-being and attitude of users and nearby residents. The amount and quality of such places that support urban livability has an effect on citizens' patterns of activities, the modes and frequencies of daily recreation, the way knowledge about the environment is obtained and possibilities to relieve stress. Factors that increase urban livability are among others the availability of green spaces and whether these can be reached in ways beyond the usual means of transport, in fact by bicycle or foot(Panagopoulos, González Duque, & Bostenaru Dan, 2016)

Given the fact that a common definition is lacking for the concept urban livability, it will be for the purpose of this thesis conceptualized as 'an environment that is both inviting and enjoyable offering quality of life, health and well-being'. The concept livability is not objective it rather depends on the individuals' subjective perception of the environment.

2.2 Community engagement

A university itself consists of a community of communities – these loosely coupled communities are hold together by the university as a single organization (Benneworth, De Boer, Jongbloed, 2015). The expectations set by a wide and extensive group of stakeholders, the loose hierarchy to which it strives, and its duty to conduce wide public interest grant universities and especially public universities, a distinctive organizational form and decision-making structure(Perry & Wiewel, 2005). A university serves three functions these are education, research and engagement which are closely interrelated (Brennan et al., 2014).Engagement which is also called 'universities'

third mission' stresses the social, cultural, political and environmental benefits that universities can offer (Benneworth, Charles & Madanipour, 2010). In this thesis, it will be focused on the social benefits more specifically the community engagement of a university, which will be used to analyze citizen involvement in urban development. There is increasingly greater awareness that universities are able and should do more to contribute to the areas where they are situated. This could also contribute to the functions of the university in a positive way (Fernández-Esquinas & Pinto, 2014).

The Centre for Higher Education transformation defines community engagement as 'a systematic relationship between Higher Education institutions and their environment communities that is characterized by mutually beneficial interaction in the sense that it enriches learning, teaching and research and simultaneously addresses societal, issues and challenges' (Mtawa, Fongwa, & Wangenge-Ouma, 2016, p. 216).

This definition stresses community engagement to be incorporated in the process of knowledge exchange between universities and communities by means of undertaking research together, co-learning, interdisciplinary, and use of knowledge which profits academia while simultaneously solving problems (Mtawa et al, 2016).

According to Gerard Delanty (2002) the university is the institution in society most competent of connecting the needs of industry, technology and market with the claims of citizens. Due to the tremendous dependences of these forces on university based experts, the university is actually in a position of strength rather than weakness (Goddard, 2013).

Bravo (1992) developed a model of community engagement which presents the significance of university engagement activities on the degree to which they turn into institutional leading principles for other activities. The significance of universities engagement main activities is categorized in terms of commonalities of functionalism, scope and commitment to engagement. Each mode depicts a qualitative enhancement on the previous levels (Benneworth, Charles, Hodgson, & Humphrey, 2013). The model is additive meaning that activities which take place at a higher level already took place at a lower level, so for example a university which is in engaging in 'public relations' already provided information (KITE, 2010).

This thesis uses Ruiz Bravos (1992) model of community engagement, whereas Delanty (2002) assumes only the benefits of community engagement, Ruiz (1992) sees it as a gradually evolving pattern, which starts with basic engagement up to the citizen participation in strategic change. This is probably the most suitable model for this thesis as it wants to capture the level of engagement.

Table 1 presents Bravo's model of engagement more in detail.

Table 6 A developmental model of modes of university/ society engagement with external communities

Mode of engagement	Characteristics of relations	Objective of engagement	University aim	Scope of societal response	Typical examples
1: Providing information	Indirect: general public awareness raising	Informing society of university's plans, projects, opportunities and problems	Providing a positive image for HE in society, and being open about activities	"The university exists and is socially important"	News bulletins, press releases, commentaries, media announcements
2. Public Relations	Direct university presence, but temporary and topic specific	Providing information; developing community rapport; shared events.	Achieve acceptance of university as active social partner (more activity...)	"The university is a present, active community participant"	University representatives in cultural and arts groups; informal discussions
3. Dissemination of academic findings	Direct university participation in societal debates and discussions	Dissemination of university knowledge base in teaching & research	Shape public opinion, build and strengthen a critical learning society	Reflection on university position, then acceptance, rejection, critique	Conferences, round-tables, congresses, symposia, seminars, exhibitions
4. University as a cultural influence	Direct, permanent social presence as partner; reactive to community demands	Improve academic thinking & discussions with critical societal perspectives	Promote reflexive attitudes in community and desire to evolve	New demands on university from social partners; new forms of action	Capacity-building courses, technical assistance, advisory services, free chair
5. Critical engagement	Joint continuous, planned university/ community interaction & governance	Enriching societal development fed back into university practices	Forming a transformatory societal coalition based on reflective principles	Active participation in developing activities and driving change	Participatory social change in social/ economic/ environmental fields

Source: Ruiz Bravo (1992) (translation: P L Younger).

Table 1 Bravo's model of community engagement (Benneworth et al, 2013)

Although the benefits of community engagement are visible, it is not easy for universities to adequately manage the third mission, because it is not a core task of universities and therefore it is difficult to stabilize and regularize. Universities face barriers to engage with community which derive largely from the fact that communities are small and powerless and universities need to succeed. Another barrier derives from universities' fundamental spatial independence from their geographical location, meaning that universities rather focus on stimulating global performance than local regeneration. In some cases, university actors do not possess local and contextual knowledge about their geographical location given the fact they are engaged with a universal vision of knowledge production, which is declared as valid as such by the academic system (Melhuis, 2015).

Benneworth et al. (2015), therefore stated that the third mission must be wisely institutionalized due to the pressure university managers face to concentrate on other topics, they call this wise institutionalization 'core value-added engagement'. Considered from the micro level which means the activities that universities conduct, core value added engagement activities occurs within the process of knowledge generation and dispersion including both the university and external stakeholders. Knowledge may flow within the university through teaching students or interchanging research findings by means of conferences or academic journals. But it may also circulate beyond the boundaries of a university to produce larger societal benefits leaning on university teaching and

research. Core value-added engagement includes establishing positive coactions between the core scientific and the more societal activities, it is characterized by

- a knowledge exchange process which is connected to the core functions of universities (teaching or research),
- it includes users noticing direct or indirect benefits recognizably by (enhanced) products, services or substances,
- the universities values the cooperation as vitally due to the fact that the engagement activity creates resources which back core activities
- and the university as an entity profits by core-value added engagement improving the scope and quality of core activities (Benneworth et al., 2015).
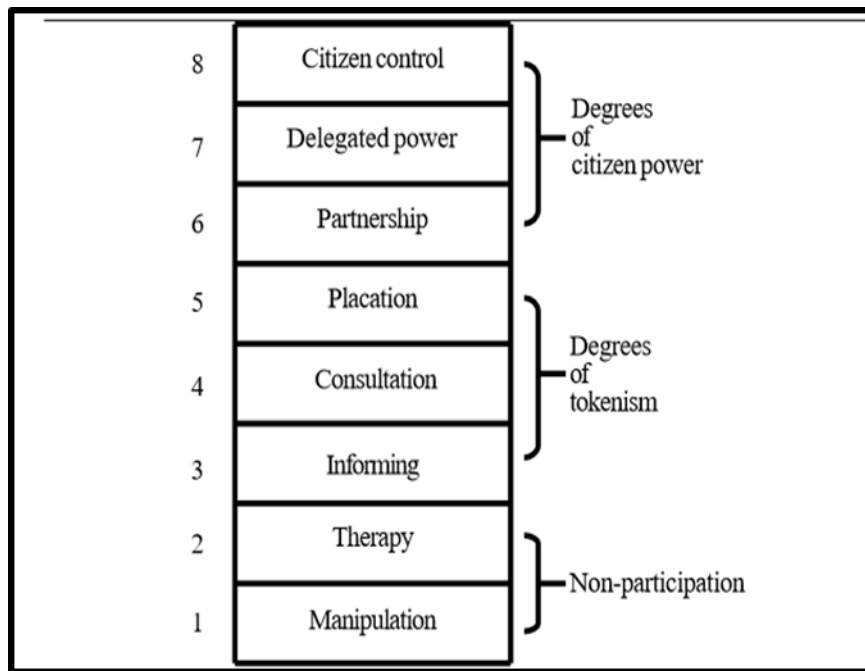
2.3 Citizen involvement

The terms 'public participation', 'public involvement', 'citizen involvement' and 'stakeholder involvement' are often used interchangeably, although they have some different nuances (Sarzynski, 2015). In this thesis it will be worked with the term citizen involvement, which implies that citizens are included in the decision-making without unconditionally ensuring effects upon the final result (Fors, Molin, Murphy, & Konijnendijk van den Bosch, 2015).

Citizen involvement pursues five main aims, these are the exchange of information, education, building support, complementary decision-making and representational input. The objectives and benefits of involvement in the planning processes among others are reciprocal understanding between citizens and institutions is increased, daily knowledge, ideas and considerations are taken into account. Besides that, it positively influences the planning process given the fact that acceptability is raised. Involving citizens and stakeholders in planning may improve the quality of outcomes by including news ideas and knowledge, offering a broader range of options, analyzing evidence and positions and approaching uncertainty and conflict (Lindenau & Böhler-Baedeker, 2014).

Amna (2010) identified six more or less co-existing, dynamic motives for an individual to change his behavior from latent (potential) to manifest (active) political participation. 'The first motive is obligation ('one ought to'), the other motives are importance ('I have to'), ability ('I can'), demand ('I am needed'), effectiveness ('it works'), and meaningfulness ('it is rewarding')' (Gustavsson & Elander, 2016, p. 8). Amna states taking together the aforementioned motives implicates comprehensive participation, in case of beneficial circumstance, anyone may be willing to be part of societal matters. These potentially active citizen is named as 'standby citizen' (Gustavsson & Elander,

2016).

To grasps the level of citizen involvement, within the framework of this thesis typologies for citizen participation will be used, given the fact that typologies for citizen involvement are not available. For Arnstein (1969) citizen participation is the redistribution of power, she established an eight- rung ladder stepwise representing participation levels beginning with non-participation, which is characterized as manipulation and therapy, and ending with citizens control at the top of the ladder (Lindenau & Böhler-Baedeker, 2014).

8	Citizen control	Degrees of citizen power
7	Delegated power	
6	Partnership	
5	Placation	Degrees of tokenism
4	Consultation	
3	Informing	
2	Therapy	Non-participation
1	Manipulation	

Table 2 Arnstein's Ladder of citizen participation (Bishop & Davis, 2002)

Building upon participation instruments referred to in several OECD national reports and upon the work of Thomas, Shand and Arnberg (1996), Bishop and Davis (2002) developed a characterization of participation levels and their corresponding instruments which will be used for the purpose of this thesis.

Type	Objective
Information	Provision of information from decision makers.
Consultation	Evaluate reactions and gain feedback.
Partnership	Involvement in decision-making.
Standing	Invitation of third parties in the (legal) review process.
Consumer Choice	Customer preferences shaping a service through choice of products.
Control	Delegate control of an issue to the electorate.

Table 3 Bishop and Davis' model of participation (Capra, 2016)

The model of Bishop and Davis (2002) is chosen for this thesis because critiques of Arnstein state that not attaining full citizen control automatically means a failure of the whole participation process, however those citizens involved may be satisfied with whatever level has been achieved (Collins & Ison, 2006).

The literature focusing on urban focusing on urban policy, stresses the intrinsic value of public involvement for several years. First of all, citizens are the one that possess the best knowledge about their surrounding and its shortcomings. Moreover, in case citizens are involved into the policy process or in the delivery of public services, policy-makers most likely reach greater acceptance for out-of-favor decisions. Moreover, public engagement is closely connected with citizen individual identification with their environment, the so-called place attachment stimulates and reinforces engagement of citizens. Being involved in the community as a citizen can also be a keep factor, residents who feel committed to their surroundings are less likely to relocate. A positive spin-off is that citizens get to know each other better, which in turn could cause improved social cohesion and a higher quality of life (Hospers, 2014).

2.4 Model of citizen involvement in community engagement

As stated in section 2.2 and 2.3 of this thesis it will be worked with Ruiz Bravos (1992) model of community engagement and Bishop and Davis (2002) typology of citizen participation. Due to the fact that these two models do not contradict each other and basically imply the same, they were combined in one model which was adapted for the purpose of this thesis to depict the citizen involvement in community engagement which will be used for the subsequent analysis. The respective dimension of community engagement leads to the dimension of citizen involvement, for example the extent to which the university makes citizen generally aware leads to the extent to which citizen receive information. This model is additive, meaning that actions that did not take place at a

lower level cannot take place at a higher level. The conceptualizations are presented in the following table.

Dimension	Conceptualization	⇨	Dimension	conceptualization
1. providing information	Extent to which the university makes citizen generally aware	Leads to	1. information	Extent to which citizen receive information
2. public relations	Extent to which citizen are temporary and topic specific involved by the university	Leads to	2. consultation	Extent to which citizen's reaction and feedback are taken into consideration
3. university as partner	Extent to which citizen are continuously involved by the university	Leads to	3. partnership	Extent to which citizen interact with the university
4. joint decision-making	Extent to which citizens are involved by the university as a decision maker	Leads to	4. consumer choice	Extent to which citizen are part of joint decision-making
5. critical engagement	Extent to which citizen have the most power admitted by the university	Leads to	5. control	Extent to which citizen take over control

Table 4 Conceptualization model of citizen involvement in community engagement

2.5 Research Question

The objective of this thesis is as previously stated to describe in how far the universities community engagement is involving citizens in urban planning projects. This means that the main focus of this thesis lays on the university community engagement, but as previously stated it is not always easy for universities to adequately manage the third function. Benneworth et al. (2015) therefore states that community engagement must be wisely institutionalized due to the pressures universities face to concentrate on other topics. Taking the barriers into account, the **main** descriptive research question of this thesis will be:

'To what extent is the universities' community engagement capable of involving citizen in urban planning considering the barriers to community engagement?'

This first research question will take a look how the universities community engagement manages it to involve citizen. This thesis assumes that if citizens are involved, the urban planning project has a higher urban livability. Here the term 'citizen involvement' is explicitly used, assuming that if there is interaction with citizens and involvement then livability is higher, but this also means that citizens do not necessarily have an influence on the final result.

In order to grasp the level of community engagement and citizen involvement, the descriptive **sub-research** questions if this thesis will be:

- To what extent is universities community engagement involving citizens?

- To what extent are citizen part of the urban planning process?

At first glance, these two sub-questions basically imply the same, however the hold a different nuance. The first sub-question will take a deeper look at the universities community engagement, using the adapted version of Ruiz Bravos model in the joint model, which was previously described as the most suitable one for this thesis, the level of community engagement will be described and then classified in one of the categories ranging from providing information to critical engagement.

The second sub-question will analyze the level of citizen involvement by the university, employing the adapted version of Bishop and Davis model of participation in the joint model, the level will be described and the categorized ranging from merely information to control.

3. Methodology

This part serves as an introduction to the case study, I begin with justifying why a case study has been chosen as a research design and then presents the selected case, which is the urban planning project *Stadscampus* of the Saxion University of Applied Sciences in this thesis. Besides that, I will discuss the method of data collection and data analysis and the operationalization of the main variables which will be needed in order to answer the main research question and the sub-questions.

3.1 Research design

This thesis makes use of a case study as research design. According to Yin (2003) 'a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident' (Yin, 2003, pp. 13-14).

Further Ying (2003) stated that a case study as research design allows to examine complex social phenomena and offers the possibility to secure holistic and reasonable aspects of these real life events. The events being investigated can be directly observed and the persons involved can be interviewed. The case study's particular strong point is that it is able to cope with a huge variety of evidence ranging from documents, artifacts and interviews to observations(Yin, 2003). All the previously mentioned aspects comply with the case *Stadscampus*, it is a real life event and the aim of this thesis is to obtain holistic and meaningful aspects of this event, therefore a case study is chosen as the most suitable research design. Referring to Stake (1994) 'a case study is both the process of learning about the case and the product of our learning' (Stake, 1994 p.237), this also applies to this thesis, the theoretical framework can be seen as the product of learning and the data gathering on *Stadscampus* is the process of learning about the case.

Yin (2003) distinguished further between single-and multiple case studies, which can have an exploratory, explanatory or descriptive character. Within the framework of this thesis a single case study will be conducted with a descriptive nature, the single case is here urban planning project *Stadscampus*. A descriptive case study implies that a phenomenon is described in the real-life context in which it happened (Baxter, 2008). Due to the limited amount of time and resources for this thesis, it was not feasible to conduct a multiple-case study with different city campuses as cases, although a multiple-case study would have higher generalizability. A descriptive character is chosen, because it is the most suitable way to answer the descriptive research questions, the event and the context will be described in-depth. This means that the research questions will be answered by describing the involvement of citizens by the university within the process of the whole project *Stadscampus*.

3.2 Case selection

The selected case in this thesis is the urban planning project *Stadscampus* of the Saxion University of Applied Sciences located, in the municipality of Enschede.

This case was chosen, due to the uniqueness of a city campus, which is a rare phenomenon in the Netherlands and does not display the traditional campus idea which originated from England but has become most popular in the United States is commonly linked to antiurbanism (Goddard & Vallance, 2013; Saxion 2015a). The Stadscampus does not depict any features of a traditional campus which is a demarcated place for the academic community outside the city, rather it is part of its environment and this makes it interesting to study it. Another point which is also striking is the location and infrastructure of the *Stadscampus*, it is both within walking distance from the train-and bus station and the city center, and at the same it is situated in green part of the city next to the city park *Volkspark* (Saxion, 2015a). The *Stadscampus* depicts the opposite of the rural campus of the University of Twente which is located between Enschede and Hengelo. The architecture of the buildings is also unique, on the one site the fit in their environment and in the history of Enschede as city engraved by textile industry on the other hand they have a high degree of transparency which can be seen by the frequent use of glass (cf. interview). Adding up all these points, makes it worth to further analyze *Stadscampus* within the framework of this thesis.

Besides that, it was also chosen due to a number of practical reasons, which included geographical proximity and accessibility as the possibility to conduct face-to-face interviews and a field trip was available. The choice was also made by bearing in mind the limited time and monetary resources that were at hand for this thesis.

3.3 Data collection

In order to analyze the citizen involvement by the university in the project *Stadscampus* relevant qualitative data was used. These qualitative data encompassed in depth data of the ways in which the university interacts with the community and how it involved citizen in their urban planning process and relevant background data in order to get a holistic picture of the context.

It consists of secondary data published on the internet and interviews with stakeholders involved in the project. Most of the information was retrieved from the official website of the Saxion University of Applied Sciences. Announcements on *Stadscampus* made in the time span from 2001 to 2016 were taken into consideration for this thesis. Besides that, official social media accounts from the Saxion University of Applied Sciences including Facebook and Twitter were also utilized. Moreover, official documents were retrieved from the website of the municipality of Enschede, these

encompassed agendas and administrative documents in the form of proposals and progress reports. In addition to that, newspaper articles published on the website of local newspapers like *Twentsche Courtant Tubantia* were used.

The interview belongs to the most important sources of information for a case study (Yin, 2003). Within the framework of this thesis qualitative interviewing was used which focused on a set of topics discussed in detail instead of employing a set of standardized questions (Babbie, 2009). The interviews followed more the pattern of a conversation lead by the interviewer than structured questions. Most commonly for case study interviews and qualitative interviews are interviews with open-ended questions (Babbie, 2009; Yin, 2003). The respondent is asked about both facts of the event and his or her own opinion. Depending on how much the respondent contributes, he or she can be better seen as an informant rather than respondent. These informants are often crucial to the results of a case study (Yin, 2003). For this thesis qualitative interviews were conducted with respondents and informants who were involved in the project *Stadscampus*. An interview guide was prepared in advance to provide a checklist for topics that will be covered. In total five stakeholders were interviewed which belonged to the Saxion and external organizations and were part of the *Stadscampus* project in order to get a broad picture of the context and to grasp different perspectives on the context.

In addition, a field trip to the case study location was conducted in order to use the possibility of direct observation. These observations can be employed as an additional source of evidence in a case study, observational evidence are mostly helpful in offering more information about the context being analyzed. For instance observations of a neighborhood provide new information for comprehending the phenomenon or the context being investigated (Yin, 2003). For this thesis a field trip to *Stadscampus* was made in order to explore the urban livability of this location, assuming that within the regular university opening hours most likely students will spend their time there. However, the aim was to notice how many and how much time citizens spend their spare time on *Stadscampus* outside University opening hours and whether the location is inviting to citizens for instance through the provision of green spots or opportunity for seating.

3.4 Method of data analysis and operationalization

The data consisting of quantitative one will be analyzed by investigating in how far the university involves citizens. This will be done by answering in which mode of engagement and citizen involvement the university can be classified, meaning the facts obtained from the interview and other relevant literature will be linked to the respective abstract levels of community engagement

and citizen involvement. The final product will take the shape of a table which states the mode of engagement and citizen involvement.

The operationalization aims at translating the concepts community engagement and citizen involvement into measurable factors in order to answer the research questions. A score for each model will be given, implying that it will be stated for instance whether the extent to which the Saxion provides information is high or low. The operationalization of the independent variable community engagement and intervening variable citizen involvement will be based on Ruiz (1992) modes of community engagement (Benneworth, Charles, Hodgson, & Humphrey, 2013) and Bishop and Davis (2002) typology of citizen participation, for the purpose of this thesis an own operationalization of the previously presented model of citizen involvement in community engagement was made which is presented in the following table, it will be used to analyze the data.

Dimension	Operationalization	⇨	Dimension	Operationalization
1. providing information	Extent to which the university presents the project in print media, broadcast media and internet	Leads to	1. information	Extent to which citizens are informed
2. public relations	Extent to which the university involves citizen in informal discussion and meetings	Leads to	2. consultation	Extent to which citizen can make comments which are taken into consideration by the university
3. university as partner	Extent to which the university involves citizen in advisory boards	Leads to	3. partnership	Extent to which citizens are involved on a continuous basis
4. joint decision-making	Extent to which citizen are involved by the university as decision maker	Leads to	4. consumer choice	Extent to which citizen can shape the final product
5. critical engagement	Extent to which university involves citizen in driving change	Leads to	5. control	Extent to which citizen can make decisions through means of direct control

Table 5 Operationalization of model citizen involvement in community engagement

The dependent variable urban livability will be operationalized as the extent to which community engagement involves citizen, implying the higher the level of citizen involvement by the university the higher the level of urban livability. It could be said that it is a weakness of this thesis that no clear model of urban livability is employed and operationalized, however it must be taken into consideration that urban livability is a relatively new concept where neither a clear definition exists nor a model with indicators to adequately measure it (Zanella, 2014). Urban livability also depends on the subjective perception, therefore it is difficult to obtain objective data. Besides that, the main focus of this thesis lays on community engagement and how it involves citizen and to a lesser extent on urban livability. However, the urban livability will be explored by means of a field trip, looking in how far *Stadscampus* is 'an environment that is both inviting and enjoyable offering quality of life, health and well-being'.

4. Analysis

4.1 Case background

The Saxion University is a public University of Applied Sciences with three campuses in the East of the Netherlands, from whom 18.000 students and 2.000 employees are studying one the campus situated close to the city center and central station of the municipality Enschede. The *Stadscampus* consists of seven different buildings, the main building at the *M.H. Tromplaan 28*, the high-rise building at the *van Galenstraat 19* and the new complex *Edith Stein* at the *M.H. Tromplaan 15* consisting of five buildings(Saxion, 2015b).

Figure 2 *Stadscampus* (Saxion, 2015c)

Figure 1 displays the buildings encompassing the *Stadscampus*, the yellow building in the right corner is the main building, cater cornered on the other side of the street is the new brick-covered complex *Edith Stein* with the Villa Serphos in the middle and behind that is the high-rise building with the vitreous facade. The project *Stadscampus* started with the opening of the main building in 2001, the high rise building in 2010 and the *Edith Stein* complex in 2015 (Saxion 2015a). Regarding the history of the *Stadscampus*, in 1998 the boards of the *Rijkshogeschool Ijselland* and the *Hogeschool Enschede* fused and became the *Hogeschool van Oost-Nederland*, in 2002 this name was changed in *Saxion Hogeschool* (sax.nu, 2008). The previously dispersed locations of these schools were also

merged, due to growing numbers of incoming students there was the demand for new buildings. The municipality of Enschede offered the Saxion two possibilities, they could either build in the city or in an area where now the location of the *Kennispark Twente* is. The Saxion made the decision to build in the city due to two important reasons, the first one is that they shared back then and still today share the opinion that students feel more comfortable in the city and the second one is that 70 per cent of the students and employees use public transport, therefore the location must be close to the central train-and bus station (cf. interview).

The *Stadscampus*, which has an area of 105.000 m², has been built on the former *Stadsweide* (city meadow). At the beginning of the last century, many textile entrepreneurs resided there in their large villas. Villa Serphos, now centrally situated on the Saxion *Stadscampus*, belonged to them. The *Edith Stein* complex is built on the former location of the Museum of natural science. The high-rise building is also located on historical land, it is both situated in the backyard of the *Hogere Textielschool De Maere* (textile college), and part of it is also situated on the place of the former *De Nijverheid* steam weaving mill. The main building is still known to many citizens of Enschede as the old hospital. The *Ziekenhuis Zieckenzorg* hospital's old stairway, with its stone steps, is still at the center of the building (Saxion, 2015a).

Figure 3 Former Museum of natural science (Mapio, 2008)

Figure 4 New *Edith Stein* complex (Vastgoed Journaal, 2015)
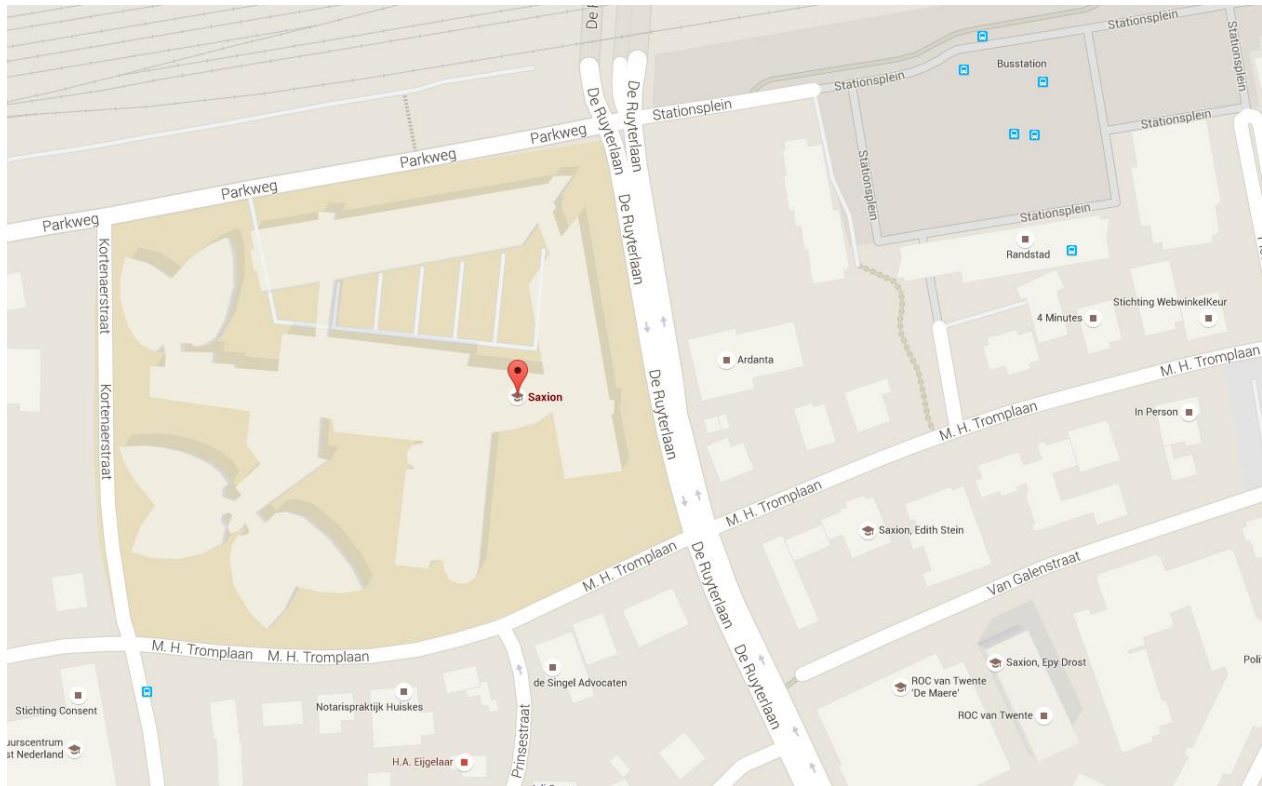
Figure 5 Map of *Stadscampus* (Google Maps, 2016)

The buildings of the *Stadscampus* are constructed with a high degree of transparency which is visible through the frequent use of glass, this implies that students can look into the outside world and the outside world can look into the buildings (interview, 2016). All buildings of the Saxion have names which are related to the Twente region. The main building is named *Ko Wierenga* after the former mayor of Enschede, the high-rise building is called *Epy Drost* after the departed F.C. Twente idol, and the new complex *Edith Stein* consists of the new-buildings *Stork, Hazemeijer, Ainsworth* and *Hofstede-Crull* named after industrialists of the Twente region. The main building houses the administration, student services and various lecture- and seminar halls, the *Epy Drost* building is the home of the School of creative technology. The new complex houses various labs, the pedagogic college, a Lego education innovation studio and the Saxion Fablap which houses among others 3D printers. The Villa Serphos is mainly used for events, it serves as a presentation- and conference hall. IAA architects was in charge of designing the architecture of all Saxion buildings (Saxion, 2015a).

In the first instance the buildings were constructed to be suitable studying- and learning environment for students and employees, and in the second instance there were constructed with the purpose that also citizens and the residents can easily access the building. The restaurants and snack bars are open to the public and the entrance halls of the buildings are suitable for concerts,

exhibitions which are most of the time also accessible for the general audience. The other purpose was back then and is still today that if the Saxion faces a decreasing number of students, they can rent parts of the buildings to companies, who can use it as offices or reception rooms. All the buildings are compatible, and parts can be rent out so they basically fulfill a multifunctional use (cf. interview).

The most important actor from the Saxion when it comes to urban planning is the *College van Bestuur* (the board) and the *Raad van Toezicht* (supervisory board) of the Saxion, it is in charge of planning and making decisions. The municipality of Enschede is an important contact person for the Saxion, it has to grant a building permit and a municipal architect must approve it. The Saxion has its own real estate agency, the *Bureau Vastgoed,* which is responsible for renting and purchasing buildings and property, the Saxion itself is then the owner of the building and the property. The planning process until the construction of the new building started approximately toke one year, working groups comprising student working groups and employee working groups were formulating ideas which served as the basis for the design of the new building, which was handed over to the architect (cf. interview). This implies that no other actors were involved and only a small number of students and staff, keeping at the back of one's mind that 70 per cent of student and staff are using public transport to go to university, meaning they are no local residents.

The municipality of Enschede finds it of importance that the Saxion is facilitated in the city center, it stimulated the idea that the Saxion constructed on the former location of the Museum of nature science, whereas it was the initial plan of the Saxion to build a construct closer to *Volkspark*, because the municipality wants increased livability in the center and it works on creating a better connection between the *Stadscampus* and the city center. The *van Galenstraat* which is located between the *Edith Stein complex* and the *Epy Drost* building and only accessible for pedestrians and cyclists will be rearranged, trees will be planted and parking space for bicycles will be provided. This investment is mostly financed by the *Ontwikkelagenda Netwerkstad Twente* and in parts by the Saxion and the municipality of Enschede (Gemeente Enschede, 2014; cf. interview).

4.2 Community engagement of the Saxion

In the facilities of the *Stadscampus* the Saxion as initiator organizes activities which are in first instance made for (prospective) students and staff but are also accessible for the general public. These events have a scientific content and foster the generation and the exchange of knowledge.

The *Studium Generale* of the Saxion organizes a wide range of cultural and community-oriented activities which are linked directly or indirectly to the various areas of study covered by

Saxion's programs dealing with professionals, science, art, culture and society. It organizes each quartile different debates, lectures, interviews, talk dinners or talk shows dealing about themes and topics having a scientific content. The activities of the *Studium Generale* are free of charge and open to everyone (Saxion, 2016a). Besides that, the *Studium Generale* initiated *TEDxSaxionUniversity*. This event is also widely accessible meaning anyone can buy a ticket. During the last year's conference dealing with *Pursuit of Happiness*, a number of speakers and artists shared their innovative ideas and stories with the audience. Following the TED-style event, these events are multidisciplinary and in English language, a variety of topics are discussed in TEDX talks and performances within a maximum length of 18 minutes (TEDx Saxion University, 2016).

In 2015 the Saxion organized the *Open day* which offered everybody the chance to get an insight in what happens in a University of Applied Science in the area of education and research. These kind of events commonly take place on a Saturday and organized in a way that they are interesting for people from any age group, including offering child care. Last year visitors got the chance to the see the FabLab with 3D printing, mechatronics lab, electronics lab and textile lab and could attend lectures dealing with among others nanotechnology. Besides that, they could actively experiment with Nano coating, fingerprint and 3D design (Sax.nu, 2015).

Besides that, Saxion participated last year in the *Weekend of Wetenschap,* which offered everybody the chance to experience science and technology and its opportunities (Saxion, 2015d). The facilities of the Saxion are on an occasional basis are used by the municipality as a location for meetings and conference, however this is rather the exception than the norm (cf. interview). In the FabLab of the *Edith Stein* complex, Saxion offers companies but also individuals like artists to use its machine which consist among others of 3D printers and laser cutting-off machine (FabLap Enschede, 2016).

Next to providing events in its facilities with a scientific content, the Saxion offers services in on a seasonal basis, for example, students in economics and finance provide assistance for elderly people in completing their tax declarations which creates benefits for both students as they gain practical experience and citizens because they get assistance (OECD, 2006; cf. interview). Outside its facilities, the Saxion makes from time to time art exhibitions in the city center which are accessible for the general public, and it is also one of the initiators of the *Science Café Enschede*, where speakers present recent scientific developments to the public (sax.nu, 2015b; Science Café Enschede, 2016).

Summarized, the Saxion offers a range of events which foster the generation of knowledge and may

create mutual benefits, but this event take place from time to time, and do not belong to the core functions of the Saxion.

4.3 Analysis model of citizen involvement in community engagement

Using the previously established model with the five modes, the community engagement and citizen involvement of the Saxion will be analyzed in the following part.

4.3.1 Providing information

The Saxion has a *Public Relations Department* which is responsible for all marketing and communication activities. This Service Department has a coordinating and advisory role towards the Schools, other Service Departments and Saxion's Research Centers. The Saxion provides recent information on its general activities on its corporate website *saxion.nl* and *sax.nu* which is website of the magazine Sax of the Saxion (cf. interview). But it also makes use of social media which increasingly represents an important part of communication strategy for universities and which is at the same time relatively inexpensive (Rutter, Roper, & Lettice, 2016). The Saxion is active on the social media platforms Twitter, Facebook, Pinterest, Snapchat, YouTube and Instagram, next to a general social media account, several accounts are made to inform about specific issues of the Saxion. On Twitter and Facebook, a web care team is every working day between 9.00-17.00 available to answer questions and to receive complaints (Saxion, 2016b). According to the Saxion, they started to use social media in 2014 for the first time more consciously to draw attention. The social media channels aim at informing (prospective) students, employees but also the general public. Besides that, Saxion also makes press release to local broad cast media. Information on Saxion events and the development of the *Stadscampus* is provided in the local newspaper *Twentsche Courant Tubantia* and the regional broadcasting service *TV Oost* (cf. interview). In addition, lecturers and researchers in social or political sciences of the Saxion regularly act as commentators in regional broadcasting services or the newspaper (OECD, 2006).

The Twitter account and the Facebook page *SaxionBouwt* is specifically providing information on the urban development projects of the Saxion in Enschede, Deventer and Apeldoorn. The Twitter account which is available since 2011 and the Facebook page which is available since 2013 provide detailed information about the construction phase of the new Edith Stein complex starting with the demolishing of the old museum of nature, the restoration of the old Villa Serphos and the whole construction phase of the new building and the design of the interior. Besides that, the whole construction of the new *Edith Stein* complex could be followed by a webcam on the internet. Before the opening of the new *Edith Stein* complex the Saxion launched a campaign, consisting of opening

activities, a video wall on its website, the twitter hashtag *Stadscampus,* and a special edition of the newspaper Tubantia focusing on the whole construction of the *Stadscampus* (cf. interview). In 1999 and 2001 the Saxion published two books with the title *'Hogeschoolmaken'* dealing with the process of creating a modern, good-functioning building for a Universities of Applied sciences (Saxion, 2015a).

In case the Saxion wanted to construct a new building, it informed its direct neighbors before the whole planning process started, that happened even in the 90s when the planning process of the first building begun, to spread information the Saxion made at that time use of printed documents. The process of informing neighbors about the planning of a new building took place for all buildings encompassing the *Stadscampus*. The Saxion did not only inform its neighbors before the planning process of a new building started but also during each construction phase of a new building. The neighbors received than photos and drafts. Neighbors were also invited formally by letter to the opening of the new building (cf. interview).

It can be said that the Saxion fulfills the first mode, it is providing information in the media and raises general public awareness. The Saxion makes use of various channels of media and therefore citizens are aware of the existence and it is presumably perceived as socially important by the citizen. By providing information, it is the aim of a university to offer a positive image for higher education institutions in society and being open about ongoing activities. Providing information is only a mono-directional flow of information, but there is no interaction with citizen.

The extent to which the Saxion presents the project *Stadscampus* in print media, broadcast media and internet will lead to the extent to which citizens are informed about it.

The fact that the Saxion provides much information on its website and on various social medial channels, and press releases are published in the local newspaper *Twentsche Courant Tubantia* speaks for the fact that citizens are well-informed. Citizen can also ask questions via social media, Facebook states that the official page of the Saxion has a quick response rate when it comes to messages. The official Facebook page which is publishing information in Dutch and English has 10036 likes and the Facebook page *Saxion bouwt* which is publishing in Dutch has 197 likes (Facebook, 2016a; Facebook, 2016b). The Twitter account *Saxion bouwt* has 433 followers (Twitter 2016a).[1]

The high percentage of Dutch people using social media, speaks for the fact that citizens

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[1]. According to Statistia, the Netherland had 10 million Facebook users in 2015 and this number will rise in the upcoming years, in 2013 23, 6 per cent of the Dutch Facebook visitors were older than 55 years, 21, 1 per cent between 45 and 54, and 19, 8 per cent between 35 and 44 (Statistia, 2016a; Statistia, 2016b). In 2015 Twitter was visited by 17 per cent of Dutch internet users, 15, 9 per cent of the Twitter users were between 24 and 34, 23, 3 per cent between 45 and 54 and 21, 3 per cent older than 55 (Statistia, 2016c).

must be well-informed. But the extent to which citizen are informed, depends also on the citizen themselves meaning in how far their interested in the urban planning projects of the Saxion or in how far they are affected. Probably neighbors are better informed than ordinary citizen, as they were invited to meetings and the received information from the Saxion during the whole process.

According to Bishop and Davis (2002), information aims at conveying facts about the urban planning project, however it can hardly be characterized as any instrument of participation or involvement because there is only a one-way flow of information. Transmitting information is an important accept in the urban planning process, however there is no interaction going on with citizens (Bishop & Davis, 2002).

It can be concluded that the frequent presence of the Saxion in the media leads to the fact that citizen must be well-informed.

4.3.2 Public relations

Comment sections on the internet offer the opportunity to have a two-way dialogue and engaging in informal discussions. Social media like Facebook or Instagram provide the possibility to express one's opinion by liking or commenting posts or pictures. Twitters offers the opportunity to retweet, comment and like tweets and thereby creating an informal discussion. In terms of the Saxion involving citizens in informal discussion dealing with *Stadscampus*, it can be said that although the Saxion is quite active on social media, most discussion is going on in the comments of press releases from the Saxion published in the local newspaper of the Tubantia (Facebook, 2016a; Tubantia 2013a). Observing Facebook and Instagram, the comments of citizen on information provided by Saxion on *Stadscampus* are throughout positive not creating any kind of discussion. The comments consist of positive feedback or questions, which are read and answered by the Saxion. The same applies to Twitter, keeping an eye on the account *Saxion bouwt* only retweets and likes can be seen but not any kind of feedback which could potentially create a discussion can be observed, under the hashtag *Stadscampus* created by the Saxion only positive feedback is observable as well (Twitter, 2016). The lack of informal discussion on social media, would speak for the fact that citizens are satisfied with *Stadscampus* and do not have anything to complain about.

Informal discussions can only be observed in the comments of press release from the Saxion on the website of the local newspaper *Twentsche Courant Tubantia* showing differing opinions of citizen towards *Stadscampus* (Tubantia, 2013a). The discussions do not only focus on the design of the buildings but also on general dissatisfaction with the Saxion, criticizing it for spending too much money on real estates (Tubantia, 2015a). Whereas some people find the design of the new building

quite appealing, saying it fits into the surrounding and contributes to the livability in Enschede, others criticizing it for being too expensive, stating that too much tuition fees have been spent (Tubantia, 2015b). The idea of constructing four new buildings around the villa is approved as positive by some citizen, while others dislike that idea saying that it does not create a unity. The problem with the parking-lots is also addressed, some state that there are enough parking-lots in the city center free of charge, whereas others say that the problem of missing parking areas will even get worse. Some citizens even criticize the location of the Saxion in the city center itself, claiming that a location outside the city would be better (Tubantia, 2013b). The renovation of the *van Galenstraat* between the *Edith Stein* complex and the *Epy Drost* building is seen by some citizens as a positive contribution to livability whereas others fear littering and too many bikes placed there (Tubantia, 2015c). The purchase of the Villa Serphos by the Saxion was the biggest discussion, some citizen like the idea that the villa is bought be the university and will persist, however other citizens accusing the Saxion of spending too much money turning it to a discussion about general dissatisfaction with the Saxion (Tubantia, 2014).

While every citizen has the opportunity to engage in informal discussions, meetings are only accessible for neighbors. In case the Saxion wanted to construct a new building, it always informed it neighbors beforehand this happened meaning before the whole planning process started. The neighbors were one to two times invited to get informed by the Saxion about their project and they could express their opinions and wishes, they consist of private persons and enterprises who have their office there. The initiative to invite the neighbors was taken by the Saxion themselves and not by other actors. Saxion's ideas for their urban planning did not deviate from the ideas from their neighbors, although their neighbors had to get used to a growing number of students in their surroundings. The urban planning by the Saxion was aimed to fit into the environment for instance the Saxion had the vision for the new *Edith Stein* complex that it should not be higher than four floors, an idea that was welcomed by the neighbors which shared the same vision. The Saxion shared the idea that if you talk to your neighbors the risks that conflicts will occur is limited and it is important for them to live harmoniously together with their neighbors (cf. interview).

The planning process was then done by working groups comprising of student and employee working groups who developed ideas for the new building, the main decisions were taken by the board and the supervisory board. During the planning process, citizens were not continuously present, meaning there was not any working group consisting of citizens. However, during each construction phase of a new bulding, the Saxion invited its neighbors to have a look and that they could get an idea off what is happening there. They were also formally invited to the opening of a

new building (cf. interview).

The Saxion did not offer any meetings for the general public, when it wanted to construct a new building. They received information via the newspaper or social media or there were public meetings initiated by the municipality of Enschede. The public meetings initiated by the municipality dealt with the connection *Stadscampus*- city center, citizen had the chance to present their opinions and ideas, however the further development process was done without citizen involvement (cf. interview).

Relating to the second mode public relations, the Saxion has a direct presence on specific topics and is probably perceived as an active organization by citizen. The aim of the university to engage in public relations is to achieve greater acceptance of university as an active social partner. The mode 'public relations' is a bi-directional flow of information with universities' aim to shape public opinion. Citizens probably reflect on the universities position resulting either in acceptance, rejection or critique.

The extent to which the university involves citizen in informal discussions and meetings lead to the extent to which citizen can make comments which are taken into consideration by the university. Due to the fact that the Saxion solely organized meetings for its neighbors to express their opinions and wishes, the neighbors' comments are probably more taken into consideration than the one from ordinary citizen. Although the Saxion was also part of meetings for the general public which were initiated by the municipality of Enschede, these mainly dealt with the development of the outside area, where citizen got the chance to express their opinion and ideas. The option of engaging in informal discussions on the internet was available for both neighbors and citizen, the Saxion actively read these comments which speaks for the fact that they have taken it into consideration. Relating to Bishop and Davis (2002) consultation supposes a certain degree of reciprocity, the decision makers accept that the citizens being consulted have the capacity not only to make comments but that they may also to affect the final proposition of the planning idea, however decision makers still remain in control. Consultation collects voices and safeguards that they are taken into consideration when choices are made, however it does not assume any significant shift in the final decision of urban planning. It seeks at gathering information from the community and demonstrate decision makers the community views, which may improve the content and the acceptance of the urban planning project. Due to the principle of social justice implying that citizens are affected by the decision in their everyday life, consultation is a common instrument of involving citizens (Bishop & Davis, 2002).

To sum up, the option of attending meetings was only available for neighbors, however both could

engage in informal discussion which leads to the fact that citizens could make comments which were taken into consideration by the university. Due to the presence of neighbors in meetings, their opinion was probably more taken into consideration than the one of ordinary citizen.

4.3.3 University as partner

During the urban planning process, citizens were not present in advisory board to work together on urban planning. Solely in the beginning of the process, they were invited to meetings to express their wishes and opinions. During the process, the were invited to have a look at the construction of the new building and to witness the whole process, however this did not imply any kind of involvement in the decision-making (cf. interview). Citizens as representatives in advisory boards can offer decision makers direct and unstrained views. This two-way exchange can give greater community input into decision-making and gives decision makers the possibility to explain their approach and aims. Community and university may work together among others by means of co-production – university and citizen work together to develop and deliver a product, or co-regulation where university and citizens work together agree on a set of regulations. However, it provides limited possibilities for broad participation meaning that only a small number of citizens can be part of an advisory board and most citizens are excluded from the process (Bishop & Davis, 2002).

Due to the fact that citizens were not present in any advisory boards or any other groups either, it can be said that they were not continuously involved. As previously stated, working groups comprising student working groups and employee working groups were formulating ideas which served as the basis for the design of the new building.

4.3.4 joint decision-making

The urban planning process in Enschede was described according to the municipality of Enschede and the Saxion as a harmonious process without any conflicts with citizens, except the minor problems with the parking lots therefore the extent to which citizens were involved in decision-making cannot be objectively measured. However, at its location in Deventer in 2011 the Saxion faced problems with citizens in their urban planning (cf. interview).

Due to a growing number of incoming students, the same reason why the Saxion expanded in Enschede, the university decided to construct a new building on an area of 4.500 square meters. The *Stichting Veensnip* (which is the association of residents living in the neighborhood of Saxion Deventer) filed a complaint dealing with the *omgeevingsvergunning* (environmental permit) granted to the Saxion for the construction. The complaint was focusing on the increase of traffic and the

location of the parking lots. In order to meet the objections from the *Stichting Veensnip* the Saxion developed a plan to reduce the traffic, this plan was discussed with the *Stichting*, however they asked for a more concrete elaboration and therefore did not draw back their complaint. During the whole construction process the Saxion was keeping in contact with the *Stichting Veensnip* (Nationale Onderwijsgids, 2011). The objection of the *Stichting* caused a delay of almost two months for the construction of the new building (De Stentor, 2011b).

The case even went before court during the construction phase, based on an objection to the environmental permit granted, the *Stichting Veensnip* asked to suspend the construction, however their appeal was rejected. The *Stichting* was questioning whether the municipality of Deventer and the Saxion did enough to safeguard their interested, fearing also nuisance and illegal parking. Accusing that the two parties did not always comply with the agreements in the past and therefore the trust was gone. According to the municipality and the Saxion, the concerns were taken into consideration, stating that there were regular talks with the residents. The option of introducing one-way traffic in order to reduce the overall traffic was presented. Saxion also stated that it made concessions to the residents in terms of the parking lot (De Stentor, 2011b).

It can be said, that in case problems with the community occur the Saxion has a direct, social presence and it is reactive to the demands of the community. The discussion with the residents gave a new critical societal perspective on the urban planning and lead to new forms of action by the Saxion. Probably due to the fear of a court procedure the Saxion more or less involved neighbors in decision-making, however there was no joint decision-making. The extent to which citizen are involved by the university leads to the extent to which they can shape the final product.

Consumer choice may offer news possibilities for citizen to influence the design and the delivery of the urban planning project (Bishop & Davis, 2002). During the meetings that toke place at the beginning of the urban planning process in Enschede, the neighbors could express their opinions and wishes. The opinions the neighbors expressed did not deviate from the Saxions own ideas, therefore it cannot be said whether citizens made choices which shaped the final product of the *Stadscampus*. Regarding the conflict in Deventer, the citizen could to a certain extent shape the final product. Although it was the citizen initial plan to stop the whole construction process of the building, the Saxion made concessions to citizen and offered a plan to reduce the traffic. Most likely, the Saxion would not have made this plan without the conflict, therefore it can be said that in case of conflict, citizen have to a certain extent the chance to shape the final product.

To conclude, in case of conflict the university is more or less forced to involve neighbors in decision-

making and therefore neighbors can shape to a certain extent the final product, however there is no joint decision-making.

4.3.5 *critical engagement*

In terms of universities urban planning, there was no joint continuous planned university and community interaction which involves active participation in developing activities and driving change. University may engage in critical engagement because they want to form a transformatory societal coalition based on principles of reflexivity. In the case of the Saxion, critical engagement did not place, probably due to the lack of conflict and bearing in mind that it is not easy for a university to engage with the community due to the pressure they face to concentrate on other topics. During the whole urban planning process in Enschede, citizen did not make any decisions through means of direct control this is probably due to the previously stated lack of conflict and as Bishop and Davis state citizen control is mostly time consuming, expensive and divisive and participation as control risks decisions that are not grounded in appreciation of implications and consequences (Bishop & Davis, 2002). In the case of Deventer, citizen tried to exercise direct control through the court as an external partner, however that did not work out as their appeal was rejected.

It can be summarized that citizens were not involved in driving change and therefore they could not make any decisions through means of direct control.

4.4 Field trip

A fieldtrip was conducted in order to get an impression of the urban livability of *Stadscampus*. Through various flags and signs it is well visible that you enter the *Stadscampus*, especially the Hollywood sign at the *De Ruyterlaan* is conspicuous. The Saxion is located in a green neighborhood, which gets more lively in the direction of the train station and the city center. The surrounding streets of the Saxion are mostly characterized by old villas, trees and low volume of traffic which give the impression of a safe and courtly area. The villas located at the *M.H. Tromplaan* mostly house lawyer's -and notary offices and other kind of offices, only a few houses seem to be private households. Only *the De Ruyterlaan*, which separates the *Ko Wierenga* building from the rest of the *Stadscampus* has quite a high volume of traffic and seems to belong to the principal streets in Enschede, however the noise level is not disturbing. The buildings of the Saxion are inviting, any kind of fence or other barrier which could potentially hinder citizen to enter the buildings is missing. Any signs of decay like graffiti, rubbish, weeds, decrepit buildings and places is absent either. The buildings and streets seem to have the right size and type for that place, they are well maintained and cared for. Moreover, they are visually and aesthetically pleasing. The glass front of the Saxion buildings allow to look inside the buildings, once you enter the building you get the impression of

being in a business building rather than a university, especially moving stairs is not what is commonly associated with a university.

During university opening hours, most people which seemed to be students and employees spend their time outside the *Ko Wierenga* building close to the *M.H. Tromplaan*, using the seating-accommodations and the green space, these people seemed to enjoy themselves and each other's company. The outside area of the *Epy Drost* and *Edith Stein* complex were quite empty, students only used the Edith Stein complex to get to the *Epy Drost* building. This is probably due to the lack of any kind of benches, people could only sit on the stairs of the *Edith Stein* complex. The *van Gaalenstraat* between the *Epy Drost* and *Edith Stein* complex seems quite sterile, although there were recently some trees planted, benches or other things to make it more livable are missing at this point and it does not some to be used by citizen.

The *M.H. Tromplaan* makes the most livable impression, students use it to go from the train station to the *Stadscampus* and to the city center and vice versa. But also outside university opening hours it is used by other residents to go from the neighborhood to the city center or vice versa and it is also used as a way to enter the *Volkspark*. However, outside university opening hours the areas around the Saxion buildings seems quite empty and also the *van Gaalenstraat* is not used by citizens or residents, however they still make the impression of a safe area where you can walk on your own which is inviting, although the vibrancy is missing.

Figure 6 Van Gaalenstraat

4.5 Summary of results

In the following table, the results are summarized:

1. **Providing information => Information**   The frequent presence of the Saxion in the media leads to the fact that citizen must be well informed.
2. Public relations => Consultation   The possibility of attending meetings was only available for neighbors, however both could engage in informal discussion which leads to the fact that citizens could make comments which were taken into consideration by the university. Due to the presence of neighbors in meetings, their opinion was probably more taken into consideration than the one of ordinary citizen.
3. University as partner => Partnership   Citizens were not present in any advisory boards and there were not continuously involved either.
4. Joint decision-making => Consumer choice   In case of conflict the university is more or less forced to involve neighbors in decision-making and therefore neighbors can shape to a certain extent the final product, however there is no joint decision-making.
5. **Critical engagement => Control**   Citizens were not involved in driving change and therefore they could not make any decisions through means of direct control.

Table 6 results analysis citizen involvement in community engagement

5. Discussion

In terms of engagement in urban planning a clear distinction between citizen and neighbors must be made. Ordinary citizen can retrieve information via various channels, the Saxion provides frequently information on its social media accounts, its website, and through press releases in the local newspaper *Twentsche Courant Tubantia*. Through comment sections citizens have the opportunity to engage in informal discussion, observing these informal discussions it was apparent that most citizen are satisfied with the urban planning projects of the Saxion, although some discussion was going on, on the website of the *Tubantia*, however these could also stem from general dissatisfaction with the Saxion. Only neighbors are involved one step further, they are invited to meetings to give comments before the whole urban planning process started and they receive information from the Saxion on urban planning. The comments and opinions made in informal discussions by citizens and in meetings by neighbors are taken into consideration however they did not deviate from the ones from the Saxion. Using the previously developed model of citizen involvement in community engagement, the Saxion can be classified in mode 2 *public relation => consultation*, implying that citizens were involved in informal discussions and neighbors in meetings where they could make comments which were taken into consideration by the Saxion. To sum up, there was only temporary and topic specific involved by the Saxion. The same applies to the general community engagement, Saxion offers events to foster knowledge generation or makes exhibitions to contribute to the vibrancy of the city which are accessible for citizens however, there is no further interaction going on with citizen.

The case of Deventer showed that if conflicts occur, the Saxion interacts more frequently with citizen, however they were not present in any kind of advisory boards. Citizen were to a certain extent involved decision-making and could shape the final product, but this was probably due to the ongoing conflict and pressures the Saxion faced as even a court trial was at hand.

6. Conclusion

It can be concluded, that the Saxion as such with its inviting and enjoyable city campus which is easily accessible for people offers a degree of urban livability and makes the city more livable. Comparing Figure 3 and Figure 4, the new *Edith Stein* complex is definitely more attractive and let the area appear safer and more inviting than the abandoned old museum.

In terms of community engagement, it can be said that the Saxion definitely has the capability to engage with citizen on a temporary and topic specific basis, this is shown in the general community engagement and when it comes to urban planning.

To achieve a higher level of urban livability it could be a potential solution to interact more with citizen than it was done in the previous urban planning projects. However, making these recommendation, it must be ensured that citizen involvement is value-added engagement, it would not make any sense to involve citizen as joint decision-making partner when it is not wisely institutionalized. The previously developed model of citizen involvement in community engagement could serve as a guideline, however it would not make sense if citizens are too powerful (mode 5), as universities urban planning deals in first instance with creating suitable study-, research and teaching-environments which serve the academic community.

An option would be for instance that students and staff of the Program Urban and Regional planning work together with citizen with local knowledge on a continuous basis to develop ideas and plans for an urban planning project. This could potentially benefit all actors, students gain practical experience, staff could learn more about the local surrounding by citizen and citizen feel that they are taken serious and they ideas are taken into consideration. Such a collaboration could enhance the urban planning process by giving greater input and more diverse views. The Saxion offers an Urban planning degree in Deventer (Saxion, 2016c).

In case a university faces substantive barriers to community engagement, it might be a possibility to work on universities' urban planning within a quadruple helix where citizens are added as the fourth helix. This implies that businesses in the urban planning sector, the university, the municipality and citizen collaborate on universities' urban planning. The university is the one who experiments and generate new ideas, business deliver the product, the municipality regulates and citizen bring new input, these actors work together on the basis of mutual trust. This would imply that urban planning is not only considered from an economic perspective but also from a social one, in order to make such collaboration successful good communication across the sector boundaries, substantive knowledge, cross-sector experience and the willingness of the actors to change the way they do things is required. A quadruple helix can create cross-sector networks that are more diverse

and richer and can potentially offer a climate that stimulates innovation and rewards creativity and collaboration (Hague, 2013). In practice that would mean that the university, the municipality, businesses in the urban planning sector and citizen would sit together and would work out how to make a location livable.

To get a broader and more holistic picture on increasing urban livability, it might be an option to analyze how other actors in universities' urban planning process contribute to urban planning. In this thesis, the municipality which definitely contributed to urban livability, was not taken into consideration in the theoretical framework in part 2 and therefore their actions were not sufficiently analyzed in section 4. Moreover, the context meaning the location where the urban planning process takes place and its history are also of importance. The main building of the Saxion in Enschede was built on the former location of a hospital, which implies that people living or working in the surrounding streets were used to people around and traffic (cf. interview, 2016). This could be a possible reason why there were no conflicts going on, when the university started a new urban planning project. The situation in Deventer with an active citizen group is quite and different one, preferably universities' urban planning should adapt to such situations to avoid conflicts and achieve urban livability.

Having said this, to obtain valid and reliable data on urban livability a clear model which operationalizes urban livability is needed, this is missing in this thesis due to the fact that there is at this moment of time no clear established model on urban livability.

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