



Master Facility & Real Estate Management

MSc Facility Management

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Name module/course code : BUIL 1070

Name Tutor : Marc van den Hoop

Name student : Roelien Bos

Full-time / Part-time : Part-time

Greenwich student nr. : 000866403

Saxion student nr. : 413023

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Placemaking and its relation to Strategic Campus Management

Preface

My bachelor study, Hotel Management at CHN Leeuwarden, back then was my last study experience as a student. This is already 25 years ago. After working in the hospitality work field I started working at Stenden again, in the learning company of the International Hotel Management school. Four years ago I switched jobs and became a lecturer. Laws and regulations were changed and therefore the urge came to “do a Master”.

I searched for a master with the best possible link with the prior education and interest: Hotel Management and so I started studying the Master FREM at Saxion three years ago. Before the start I had a conversation with the secretary of the Master’s office then, she told it is a lot of work, doable as long as your home situation is stable and you have a healthy family. She should not have said that unfortunately.

My father became ill and this took (and I was willing to) a lot of work, study and spare time and energy, unfortunately he died seven months later. This has influenced the progress of the rest of this Master study. My mother also needs care and even in the last half year more serious care and health issues within the family arose.

Nevertheless, the end of this Master is near and therefore I would like to thank the following persons;

- The Saxion team for all support during these three years, help was there when I needed and asked for it!
- My Stenden office colleagues, they always supported me, they were patient, but something they had to kick my butt
- My family, who all understood that it was time to finish
- My manager, Harpinder Singh, who still supports me with time even after this long period.
- And lastly, Martijn, my husband, who supported me and motivated me when I thought I had different priorities.

Thank you all!!

Roelien Bos

Declaration of Authenticity

This work is composed by me.

This work has not been accepted in any previous application for a degree or diploma, by me or anyone else.

The work of which this is a record is done wholly by me.

All verbatim extracts have been distinguished by quotation marks and the sources of my information have been specifically acknowledged.

Date the 21st of Augustus, 2017

Name Roelien Bos

Signature

Abstract

Purpose

This thesis focuses on the level involvement of users, called placemaking, in the process of the creation of new place to study, work and teach as a project related to Real Estate and Facility within a Higher Education Institute in the Netherlands.

Design/methodology/approach

Combination of a literature review, a survey which has been used to select the case study institutes of Higher education. For the case study interviews have been conducted with a manager from the Real Estate and Facility department of the chosen institutes.

Findings

Based on the main research question: How is Placemaking related to Campus Management and what is the added value of Placemaking to Campus Management the findings were: the different approaches of involvement of the users within the different institutes, the different selection of groups in order to approach them, informing, consulting or with more interaction, the different types of projects, short, (extra) long and the special projects. The possible added value of placemaking to prevent gaps is also a finding, the importance environment dimensions and the role to support more satisfaction for students and employees. The importance of communication to gain support of the users and more understanding to possibly prevent gaps.

Conclusions

The application of Placemaking can be a large contribution to the overall quality and performance of the institute, but the way of selection the users for (work)groups is very dependable on the selector and the personal relations. Gaps on the other hand cannot be prevented by only placemaking but are also dependable on other internal and external factors.

Recommendations

Campus management should support the process to create the right selection of stakeholders and users. The different type of projects, have different types of involvement of users and therefore result on the likeliness of gaps. The awareness of the model should lead to different approach to prevent the gaps.

Table of Content

Preface	3
Abstract.....	5
List of Figures	8
List of Abbreviations and terms applied	9
1 Introduction.....	10
2 Literature review	12
2.1 Placemaking	13
2.1.1 Stakeholders	14
2.2 Servicescape.....	15
2.3 GAPS Model of Service Quality	16
2.3.1 Placemaking in Higher Education	17
2.4 Strategy within Higher Education	17
2.4.1 Campus Management	19
2.5 Placemaking definition.....	20
3 Research Methods.....	22
3.1 Conceptual Model.....	23
3.2 Research Design	23
3.2.1 Research Objectives.....	25
3.2.2 Operationalisation	25
3.3 Data Collection	27
3.3.1 Literature Review.....	27
3.3.2 Desk Research.....	28
3.3.3 Survey	28
3.3.4 Case study.....	30
3.4 Analysing methods.....	32
3.4.1 Analysis of quantitative data	32
3.4.2 Analysis of qualitative data.....	33
3.5 Constraints and Limitations	34
3.6 Validity	34
3.7 Reliability.....	35
4 Results and Analysis	37
4.1 Sub question 1.....	37
4.1.1 Conclusion sub question 1.....	39
4.2 Sub question 2.....	40
4.2.1 Conclusion sub question 2.....	45

4.3	Sub question 3.....	46
4.3.1	Conclusion sub question 3.....	48
5	Conclusions and recommendations	49
	References	52
	Appendices	55
	Appendix 1.....	55
	Appendix 2.....	64

List of Figures

Figure 1 The Placemaking Diagram (PPS, 2016)	13
Figure 2 Figure A framework for understanding environment-user relationships in service organisations (Bitner, 1992).....	15
Figure 3 GAPS Model of Service Quality (Zeithaml, Parasuraman and Berry (1990)	16
Figure 4 The Strategic Management Process (Daft, 2012).....	17
Figure 5 Basis of real estate management: real estate adding value to performance (Den Heijer, 2011)	19
Figure 6 Basic framework for Campus Management connecting four different perspectives	20
Figure 7 Conceptual model based on Verschuren and Doorewaard (2010).....	23
Figure 8 Conceptual research model based on the Verschuren and Doorewaard (2010).....	24
Figure 9 Explanatory Sequential Mixed Methods Design (Creswell, 2014)	24
Figure 10 Combination of the Research model and the Explanatory Sequential Mixed Methods Design (figure 5 and 6)	25
Figure 11 Operationalisation placemaking.....	26
Figure 12 Operationalisation Strategic Campus Management	27
Figure 13 Eight rungs on the ladder of citizen participation (Arnstein, 1969)	29
Figure 14 Ladder of Participation (Monnikhof and Edelenbos (2001)	30
Figure 15 Tree Diagram to derive the key concepts.....	32
Figure 16 Break down structure questions	37
Figure 17 Pie graph of levels of Placemaking of students based on 12 respondents	44
Figure 18 Project Diagram based on the research results	50
Figure 19 GAPS Model of Service Quality (Zeithaml et al, 1990)	60
Figure 20 Dutch and English version of Ladder of Participation (Monnikhof and Edelenbos (2001)	61
Figure 21 framework for understanding environment-user relationships in service organisations (Bitner, 1992).....	63

List of Abbreviations and terms applied

HEI	Higher Education Institute
NSE	Nationale Studenten Enquete / Dutch Student Survey
UAS	University of Applied Sciences
School	An education within the University of Applied Sciences
University Campus	The area where all University related buildings/venues are located/situated

1 Introduction

As employee of the school International Hotel Management of Stenden University of Applied Sciences (UAS) and Master student of Saxion Facility & Real Estate Management, the author encountered interesting situations within the own school UAS where the school is part of. These situations had to do with decisions and circumstances which were related to Facilities and Real Estate of Stenden. The examples were plans for rebuilding, extensions and new constructions at the UAS, but also the example of a special situation is in our location: A new visitor (student, guest, supplier) expects to find his way in the new school environment, but he already cannot find the main entrance, what is the main part of the school building and where is the entrance he needs? Did the organisation really think about first time visitors? Was there any research, contact with the users of the university, (for instance according the placemaking approach) or did they focus on the look of the building with 'just' the help of an architect? PPS (2016) and also Van 't Rot (2009) give examples of design squares or buildings, which are not being used, but also the other way around: ugly public spaces, but well used! Due to the fact that the (assumption of lack of) pre-information and involvement and the why, how and the what were perceived as unclear at least, these circumstances created the question how the process of decision making in this field within Dutch UAS' has been established. Which parties should be involved and (how) are they involved? However the assumption is personal based on own experience and (possible lack of) communicated information in the current work environment and therefore it is very interesting to investigate this and refute this statement if applicable.

The issue mentioned connects to the GAPS Model. (Zeithaml, Parasuraman and Berry, 1990) It is all about to be all about company perceptions and customer expectations and the gaps in between. The GAPS Model of Zeithaml, Parasuraman and Berry (1990) shows the different gaps between the company and customer and their expectations and perceptions or; in relation to this situation the Facilities and Real Estate department and the users of the university.

A term in relation to being involved in a change or adjustment of a public area, like a park, a bus station, a square or even a university is called Placemaking. Although Placemaking is an overall used term especially often in relation to squares and parks, several studies described the multiple applicability of this approach (Tureay, 2013; Van 't Rot, 2009). The key of Placemaking is the cooperation of the different linked parties in the overall process of (re)designing a public area.(PPS (2016)

Den Heijer (2011) describes the managing of a university campus. The book offers "information to support real estate decisions"(also the sub title). Although, Den Heijer (2011) focused on the 14 Universities of the Netherlands, or as Den Heijer (2011) described them as academic institutions for higher education and research or research universities. Nevertheless Den Heijer (2011) underpins the importance of the involvement of the different stakeholders within the Strategic Campus Management, which makes a clear relation to this thesis. Although this thesis focuses on the Universities of Applied Sciences (UAS') or also known as Higher Education Institute(s) (HEIs). In the Netherlands there are 37 UAS' which all use real buildings, the other UAS' have not been used for this thesis due to the fact that they apply only distance learning/ education and therefore no reason to use venues for teaching.

Kok (2015) researched Facility management in Dutch higher education. In this PHD thesis the relations and importance of the (specific) users within higher education are being explained.

In Campus NL (TU Delft, 2016) the latest developments within the universities are being discussed. The involvement of all stakeholders gets more important and clear. Den Heijer (again) was content wise in the lead of this research.

This introduction leads to the main research question and its sub question:

Main Research question:

How is Placemaking related to Campus Management and what is the added value of Placemaking to Campus Management?

The sub questions to support the main research question are:

Sub question 1:

What is Campus Management and how is it applicable within Universities of Applied Sciences?

Sub question 2

What is Placemaking and in what way is it being applied within Universities of Applied Sciences?

Sub question 3

Which gaps are applicable within Universities of Applied Sciences and is placemaking useful to prevent and solve these?

2 Literature review

The thesis will describe the research of the relation of the strategy of a Higher Education Institute or University of Applied Sciences on their facilities with the focus on placemaking with the stakeholders with a special focus on the users of the building. For the consistency in this document the term Higher Education Institute will be used most frequently. However when the terms University or University (of Applied Science) or the abbreviation UAS is used, no specific difference is meant.

Kärnä and Julin (2015) and Tanner (2009, 2000) amongst others describe the influence of school architecture, school design and/or university campus facilities on the student and staff satisfaction and student results. This shows that there is a relation between the facilities and design of school environment and the “state of mind” of the student and employee and scores related to the quality of the Higher Education Institute in the area or country. In the Netherlands the NSE, The Dutch Student Survey is the most important and biggest tool to measure the student satisfaction within Higher Education, but next to this another important purpose of the NSE is being the information provider and information comparator of all educations of the institutions, therefore the NSE is the external promotion and selling tool for the institutions to reach and influence the prospective students.

O’Rourke and Baldwin (2016) suggested in their “Student engagement in Placemaking at an Australian university campus” that engaging about design more directly with students and other campus stakeholders would benefit the organisation. This is based on their research and the feedback of the participants they received on the interactive approach of their research. The participants had the opportunity to contribute comprehensively to the placemaking ideas including interaction with the different stakeholders as well. This opinion supported their vision of the value of the involvement of the different stakeholders into the process of rearrangements within a school (building).

Kok, Mobach and Omta (2011) discuss the added value of facility management in the educational environment. They suggest that the collaborative relationship and alignment between customer and Facility Management, cost allocation and decision rights are elements of the issue of coordination of Facility Management, which implies that the stakeholder involvement is important in the process. Nevertheless Kok et al (2011) advise subsequent research to find out which of the elements are related to the added value and influence of Facility Management.

Kok (2015) and Kok, Mobach and Omta (2011), also part of Kok (2015)) suggests that further research is needed on the user involvement (i.e. students) in the facility management and consequently the establishment of the facility design. These terms Kok (2015) sums up in the part of Future research offer different lead to this thesis. Although different researches (Moore and Lackney, 1993; Tanner, 2009, 2012, 2014; Uline and Tschannen-Moran, 2008) focus on the relation to the student results, this research heads to the satisfaction of the different users in relation to the placemaking part of facilities management in order to be able to research the possible relation in this process and the awareness and degree of utilisation (of placemaking) and strategy of campus management on this matter

2.1 Placemaking

The Project for Public Spaces (PPS, 2016), founded in 1975, is a international non-profit planning, design and educational organisation dedicated to helping people create and sustain public spaces that build stronger communities. The organisation applies this in many different areas like public buildings, spaces, markets, squares, streets, parks, but campuses as well. Therefore this organisation plays an important role in the field of Placemaking.

According to Project for Public Spaces (PPS,2016) the definition of placemaking is: “Placemaking inspires people to collectively reimagine and reinvent public spaces as the heart of every community. Strengthening the connection between people and the places they share, placemaking refers to a collaborative process by which we can shape our public realm in order to maximize shared value. More than just promoting better urban design, placemaking facilitates creative patterns of use, paying particular attention to the physical, cultural, and social identities that define a place and support its ongoing evolution.”

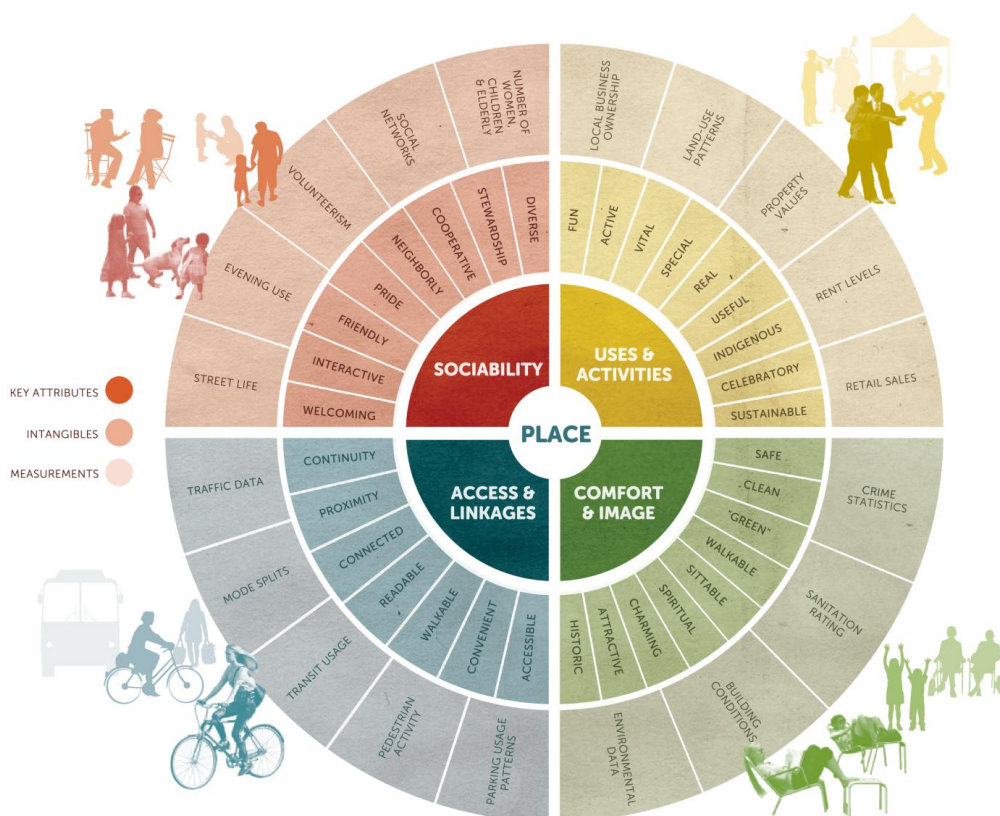


Figure 1 The Placemaking Diagram (PPS, 2016)

Figure 1 of PPS (2016) shows the a diagram which can be used to evaluate a place. PPS (2016) describes the four qualities: The area needs to have Sociability, Comfort and Image and needs to be accessible and used for activities. Next to this there are many other expects: intuitive or qualitative and quantitative aspects in the outer rings.

According to Tureay (2013), as described in his research with the focus on the development of urban areas, the definition of placemaking was “The process where inhabitants, companies and stakeholders are being involved in an early stadium of urban area development. This location will be developed from scratch or an existing environment will be changed, which will lead to a new meaning of this location or environment.”

This second definition seems to miss a link to the added value in its definition. Why should placemaking being applied when the goal is not clear, or just seems to be the development of the spot itself?

Van ‘t Rot (2009) researched the applicability of placemaking in the Netherlands, based on public areas like squares and parks. Nevertheless the cases he described in his research are placemaking examples with the goal of added value; to make it a better place together with the stakeholders.

Especially the direction of this last research is the one which would suit this research. For now, this way is the linking pin between the different objects of this research: placemaking, stakeholder involvement and awareness, covering possible gaps of the service quality model of Zeithaml et al (1990) by the involvement of stakeholders in the complete process. Later in this part of this chapter these elements will be explained. At the end of this introduction the definition of placemaking based on the information will be stated for the use in the research.

2.1.1 Stakeholders

As a result, the key element of placemaking is the involvement of stakeholders, especially, the users of the concerned area are very important. When looking at higher education and the relation to this research the focus will be on the users.

According to Den Heijer (2011) there are four different types of stakeholders within a university campus:

Strategic:	University board
Financial:	Controllers
Users:	Students, academic staff, support staff etc
Physical:	Technical managers (Facility and Real Estate department)

All of these stakeholders are very important in the process, they all have their function and responsibility accordingly, but for this research the focus is on the users. The focus users is based on the Placemaking concept. Working together as users on your new place to live, work or study.

All decisions on main issues of a Higher Education Institute (campus) will be influenced by external parties/stakeholders because of their knowledgeable input and expertise. An example of this expertise is the input and the rules and regulations of architects, government and/or authorities . However, this research will focus on the role of users in the procedure.

2.2 Servicescape

In their book “Services Management” Van Looy et al eds. (2003) explained the servicescape of Bitner (1992) as the physical environment in which the service takes place. Bitner (1992) herself described the servicescape as: “all objective physical factors that can be controlled by the firm to enhance (or constrain) employees’ and customers’ activities”. She used a framework for understanding environment-user relationships in service organisations (figure 4). In this framework different environmental elements are displayed and related to i.e. responses and behaviours of the different users. In this framework the behaviour part describes the approach and avoid situation. The approach part means that the individuals (users, like students, lecturers and support staff respond to the environmental situation of an organisation. When it is right individuals tend to affiliate, explore, stay longer, have commitment and carry out their plan. When the situation is reverse, individuals tend to leave or feel less well which might lead to drop in satisfaction or raise in turnover.

As Bitner (1992) claims that in the positive situation amongst others the loyalty is a positive respond. Loyalty is a helpful tool in staff and student satisfaction and willingness to promote the organisation to others. Zeithaml et al (2009) describe the importance for prospective students of choosing their future Higher Education Institute. They state that the physical environment of the university and campus, but the particular facilities as well are very essential. This confirms the importance of the look and feel of the university again.

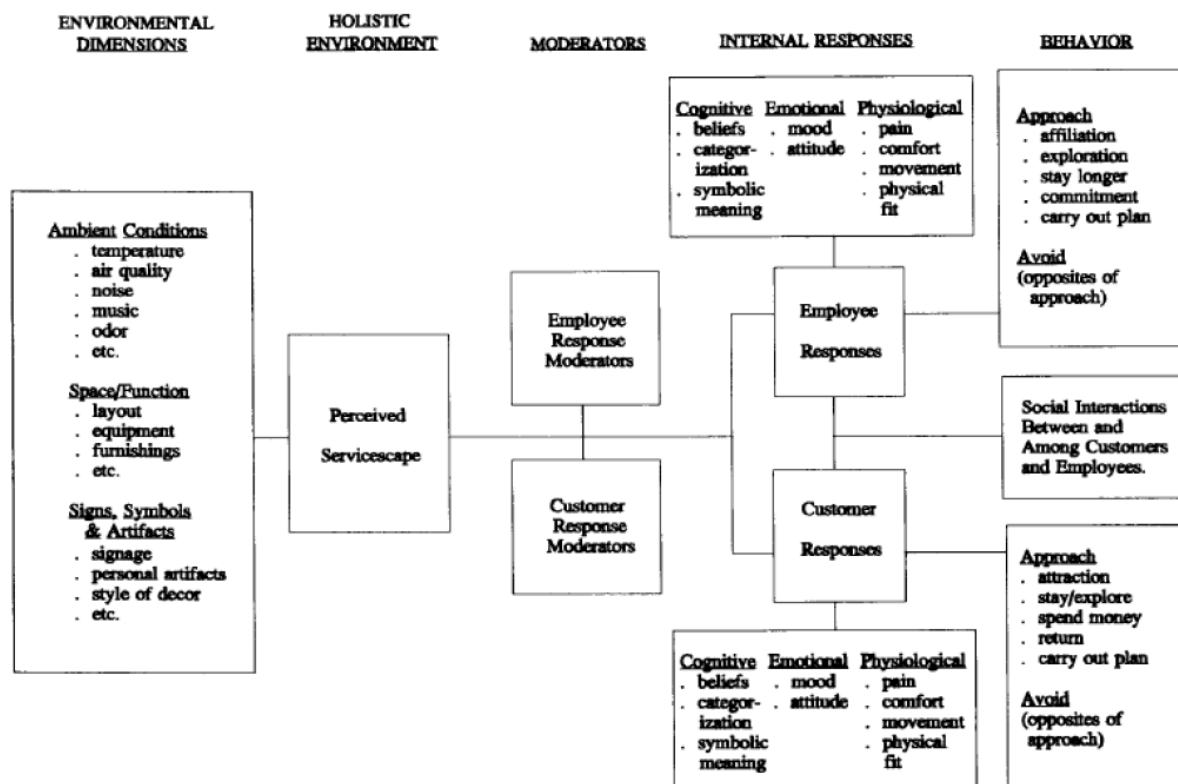


Figure 2 Figure A framework for understanding environment-user relationships in service organisations (Bitner, 1992)

2.3 GAPS Model of Service Quality

The servicescape (Bitner, 1992) as discussed in the previous part has the different elements of physical evidence. The facility elements are divided in the facility exterior and facility interior elements. The facility exterior elements are exterior design, signage, parking, landscape and surrounding environment, where as the facility interior elements are the interior design, equipment, again signage, layout, air quality/temperature and sound/music/scent and lighting. Of course there are also the other tangible elements like brochures, uniforms and web pages. (Zeithaml et al, 2009) In relation to this research and to the facilities, these last three elements are less important because of a less clear connection to Real Estate and facilities. It is obvious that compared to the earlier mentioned elements there is an overlap in these elements and the environmental dimensions of the framework of Bitner (1992).

The physical evidence is of great importance for the customers, they will appraise these items before they decide on their purchase (or the decision which UAS to choose) or assess their satisfaction during or after the usage. The development of the elements of the physical evidence is of huge importance to close the second gap of the GAPS Model of Service Quality (Zeithaml, Parasuraman and Berry, 1990) (figure 5).

The GAPS Model of Service Quality of Zeithaml et al (1990) shows the gaps between the company and the customer (in this thesis the users). It is about perceptions, expectations and perceived service of the organisation and the users and especially the differences in these, the gaps.

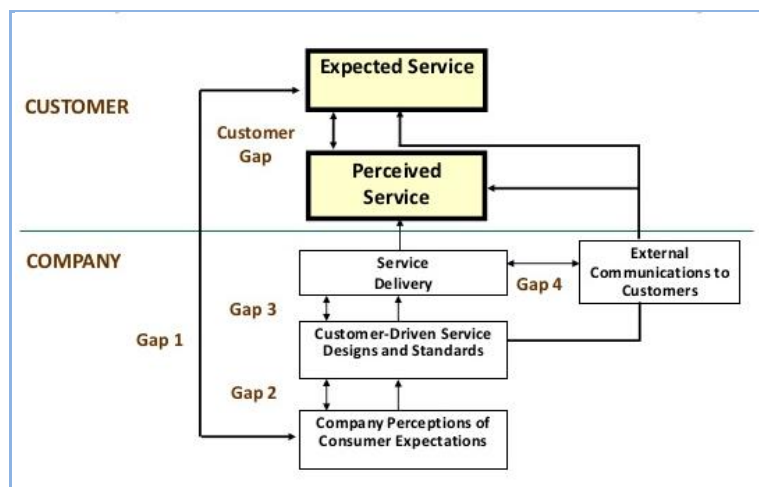


Figure 3 GAPS Model of Service Quality (Zeithaml, Parasuraman and Berry (1990))

For instance gap 2 is in between the perception of the company and the consumer (users) expectations and the customer driven service designs and standards. Or differently, it is the gap of the service design and standards. This means that the organisation needs to work on overcoming the differences between the old set standards of the company and the customer (user) requisites. As also clear in the picture, this gap is from the company perspective. Looking at the customer gap in figure 5, this is about what customers (users) expect to receive and what they actually perceive.

2.3.1 Placemaking in Higher Education

In higher education placemaking should be an important tool. Involvement of the different stakeholders and awareness of this involvement of and by the different stakeholders would influence the satisfaction of the different stakeholders. For this research the focus is specifically on the users and therefore also students. As Coates (2008) stated “Positive overall student course evaluations are related to all defined aspects of engagement, but most strongly to perceptions of academic support. When institutions offer students an environment that is supportive of their learning efforts, students are more likely to report satisfaction with the quality of academic advising, report positive evaluations of the entire educational experience, and report that they would attend the same institution if they were to start their course again.”

2.4 Strategy within Higher Education

Strategy within a company needs to have certain elements. According to Daft (2012) there are key concepts related to strategy; Strategic management and the strategic management process.

Daft (2012) describes the purpose strategic management; The purpose of strategy focuses on *core competences* (what makes the company unique, or what distinguishes them from the competitors), *synergy* (between the organisational parts of the company and organisations mutually) and *value* for the customers (stated as the centre of the strategy. Value is about the relation between the advantages and the costs.). Interesting in relation to the placemaking is that in the synergy part the relation to the customer is missing here.

The Strategic Management Process according to Daft (2012) is displayed in Figure 6.

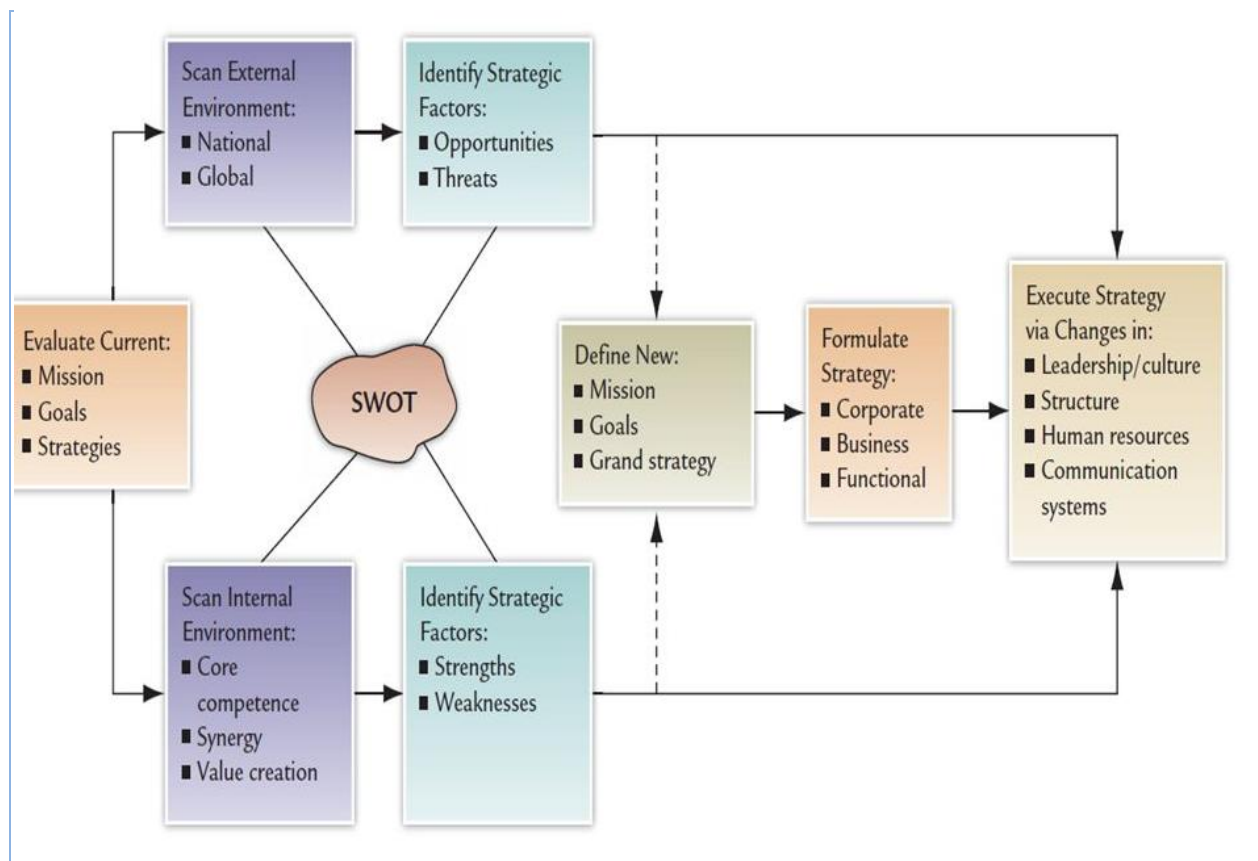


Figure 4 The Strategic Management Process (Daft, 2012)

This process offers the placemaking approach of involving the users/customers and in the focus of this report the student sufficient opportunities to be engaged in the process. Especially supporting the SWOT analysis would be a valuable start when working on renewal or new development of the strategy related to the student environment and experience and the value they will receive and propagate. Even until the very last part (of figure 6, Daft, 2012) in Executing Strategy with the communication systems shows that the user is key in the process, all stakeholders, including the user/student, need to be kept up-to-date on the process for ongoing involvement.

Within higher education in the Netherlands every institution or university has its strategies. Te Winkel and Juist (2012) bundled the strategies of 26 higher education institutes. They summed up all different strategy topics, main topics are education, research, valorisation, business, management trends. In the business part they describe: "Educational institutions with a campus cherish it as a meeting place and want to develop into an inspiring learning, living and working environment. On and around campus knowledge will be created, shared and visualised. It needs to become an attractive, open environment for many people, that can respond to the modern requirements of researchers and students, so it can contribute to recruit top talent."

This part of the document shows the (paper) willingness of the institutions to create a stimulating surrounding for the students. Nonetheless, in this part of the text, but also in the rest of the document the missing part seems to be the description of the involvement and cooperation of the students and also researchers to reach this situation. Although Stenden University of Applied Sciences describe that they had dialogue and meetings with internal and external stakeholders for their strategies in their strategy booklet World-Wise, the Education and research, Stenden's Compass for 2013-2017 (Stenden, 2013) or as they call it a consultative process. In this institutional plan (Stenden, 2013) a bit more specific description facility related in the broadest sense is not to be found, although it is about the five years to come at that time.

Saxion University of Applied Sciences claims in their strategic plan of 2016 -2020 (Saxion, 2016b) that they had input of at least 1000 internal and external stakeholders for their strategic plan of 2016 -2020. In their annual report (Saxion 2016a) in the part of the horizontal dialogue Saxion states "The stakeholders have an explicit role in the policy process and strategy of the university. Saxion has a transparent management and provide insight in the policy they conduct, the choice of the stakeholders and justify the choices made. This dialogue with their stakeholders contributes to the student and customer focus and stimulates the environment awareness... The Supervisory Board ensures the involvement of the stakeholders in development (and implementation) of the policy by the Executive Board..."

Saxion claims in this last quotation from the annual report (Saxion, 2016a) that they do involve stakeholders in the process of strategy. This will be interesting topic to research during the interviews with Saxion (based on availability).

Stenden (2016) says that they are a value driven organisation and that they stimulate the users (employees and students) based on this with the focus on education, but not to the facility related areas.

Although a strategic plan for universities is usually for 4 or 5 years (Saxion, 2016, Stenden, 2013 and Te Winkel and Juist, 2012), but so far hardly any specific descriptions about developments of the facility areas.

2.4.1 Campus Management

“Matching the university campus with the changing context and various stakeholder’s demands, adding value to the university’s performance” that is the definition of campus management which is stated in the book of Den Heijer (2011). This definition fits the theme of this research, but to start at the beginning it is important to understand the responsibilities of campus management.

Managing the campus is a very extensive discipline. Therefore the definition above should be seen in a strategic manner. The strategic format means operational and tactical tasks that are required to support the daily primary process of the university. Due to the fact that these tasks influence the primary process and it requires management information of all stakeholders on both levels .(Den Heijer, 2011). This specific information is used to make the relation to placemaking and the stakeholders.

The function of real estate in this framework starts with offering a place to stay in a safe way. Actually the step to Servicescape model of Bitner(1992) and the environmental dimensions is not a big one. The same relation to satisfaction and performance is there; adding value grows when the hardware is alright.

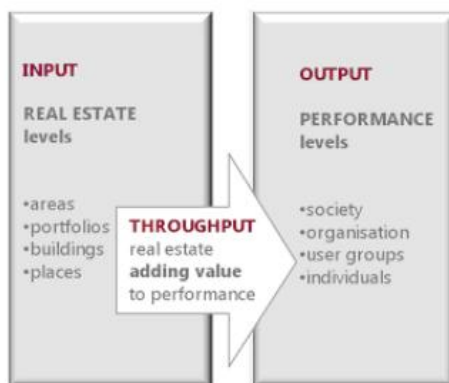


Figure 5 Basis of real estate management: real estate adding value to performance (Den Heijer, 2011)

Campus management makes decisions based on input of four different perspectives.

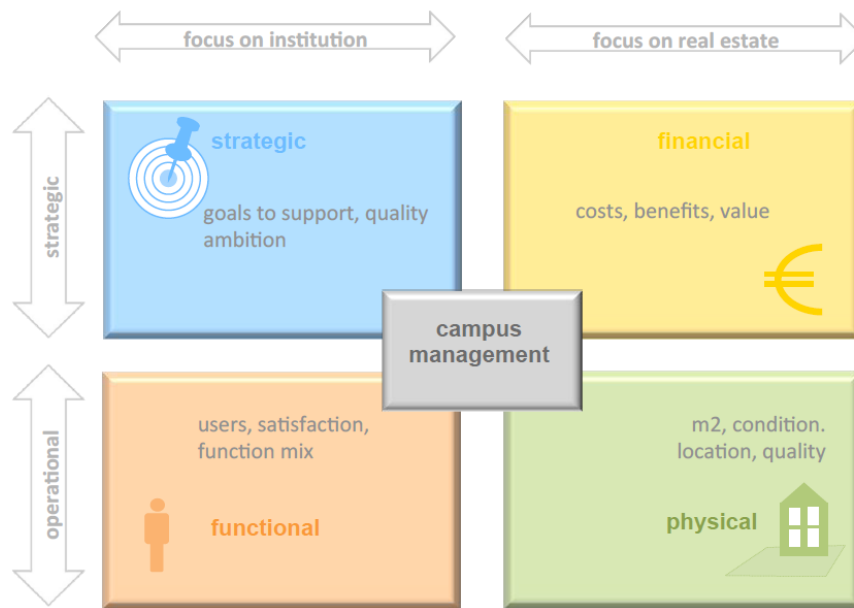


Figure 6 Basic framework for Campus Management connecting four different perspectives

Based on their input decisions are being taken. Although the users are on the four perspectives to provide management information to the campus management, they are not part of the team of management. The way of collecting the input of the users is an important factor. The awareness of the users that they support the future of their university with their management information input is an important factor for the Placemaking approach. Indirect there is even relation to the GAP model of Zeithaml, Parasuraman and Berry (1990). Communication supports the prevention of Gaps.

The research of TU Delft (2016) claims that it became even more clear that the quality of housing is strongly related to the quality of education and research. So their statement: "Investing in housing turns out to be an investment in education and research" is in line with the relation of the servicescape model of Bitner (1992).

2.5 Placemaking definition

To summarise this extensive introduction the placemaking definition will be conducted based on the above information (PPS, 2016; Tureay, 2013; Van 't Rot, 2009). This definition is specified on higher education and is the base of this research of the thesis. (The Dutch version in the survey is shorter and more straight forward (Appendix Survey and Interview))

"Placemaking inspires people to collectively reimagine and reinvent public spaces as the heart of every venue of the university area. Strengthening the connection between these people and the places they share, placemaking refers to a collaborative process by which they can shape their (part of the) school in order to maximize shared value. Placemaking facilitates creative patterns of use, paying particular attention to the physical, cultural, and social identities that define a place and support its ongoing evolution. Very short it is: to make it a better place together with all stakeholders.

This placemaking process creates loyalty to the organisation which can lead to positive opinion about their higher education institute, which might lead for instance to higher student satisfaction in the Dutch Student Survey, higher staff satisfaction and lower staff turnover.

3 Research Methods

Determined by the developments within the own institute but also by the information of informal contacts with people met at trainings and events related to Higher Education motivation arose to investigate (the level of) participation of the users within a Higher Education Institute. The term Placemaking came up from information via the Master Education and the link between these two terms seemed rather obvious. Therefore the main Research question is compiled to cover and combine these concepts as:

Main Research question:

How is Placemaking related to Campus Management and what is the added value of Placemaking to Campus Management?

The sub questions to support the main research question are:

Sub question 1:

What is Campus Management and how is it applicable within University of Applied Sciences?

With its sub questions:

- a. What is Campus Management and what is their role in developments within a University of Applied Sciences?*
- b. What is the approach of involving stakeholders in (future) developments?*
- c. How can communication being used to create support and willingness?*

Sub question 2

What is Placemaking and in what way is it being applied within Universities of Applied Sciences?

With its sub questions:

- a. How did Placemaking begin and created it its reputation and proved its valuableness?*
- b. What are different inducements to start up a project within a University of Applied Sciences which should be supported by a Placemaking approach and in which situations is Placemaking in jeopardy?*
- c. In what way do Universities of Applied Sciences apply steps of Placemaking when approaching a project?*

Sub question 3

Which gaps are applicable within Universities of Applied Sciences and is placemaking useful to prevent and solve these?

With its sub questions:

- a. What is the GAP model of Zeithaml, Parasuraman and Berry (1990) and which situations within Universities of Applied Sciences are examples of this?
- b. How can Placemaking be applied to prevent and solve the gaps within a University of Applied Sciences ?

Hypotheses

In relation to the main research question and the sub questions the following hypotheses will be discussed in the chapter of the conclusions after solid research.

Hypothesis 1 Placemaking is needed with every Campus Management decision.

Hypothesis 2 Placemaking prevents Higher Educational Institutes from future gaps.

3.1 Conceptual Model

The conceptual model (Figure 4) according Verschuren and Doorewaard (2010) is constructed based on the literature review of the three key topics of this research. This conceptual model shows the expected relation between a change, plan of project, the involvement of stakeholders /users, the influence of Placemaking and the level of expectations of a gap. The results of the survey, but especially also the information of the case studies about the practical situations will be used to confirm, extend and/or specify the conceptual model.

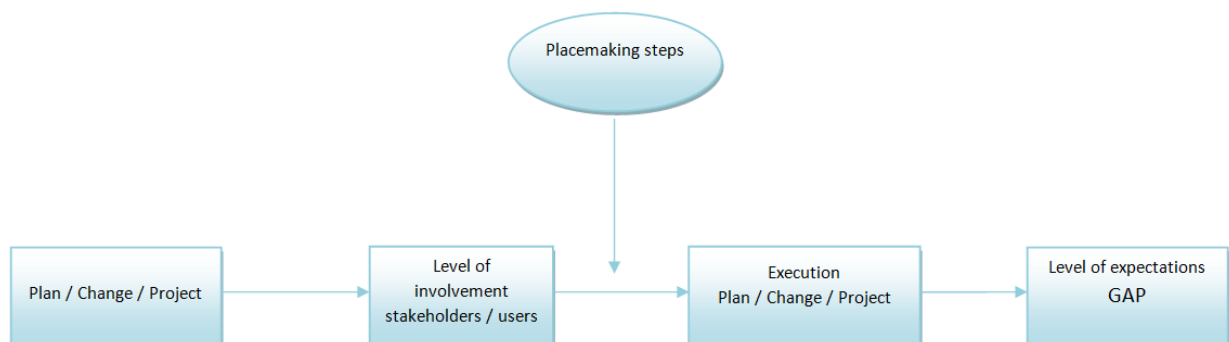


Figure 7 Conceptual model based on Verschuren and Doorewaard (2010)

3.2 Research Design

The research model (Figure 5) according Verschuren and Doorewaard (2010), shows the steps taken in this research. Three key topics:

- Placemaking
- Strategic Campus Management

- theory of Servicescape (Bitner, 1992) and Gap model of Zeithaml, Parasuraman and Berry (1990)

These are the base of the research as theoretical background, then a survey has been conducted and after the analyses of the survey selection of the institutes has been carried out to continue with the case studies. After the analysis of the interviews and combining the extended and/or deepened theory answering of the sub questions and subsequently the main research question. Next to this there are also conclusions and recommendations separate from the all research questions based on the research results directly.

The different approaches of the research will be explained after the research model and Explanatory Sequential Design model in this chapter.

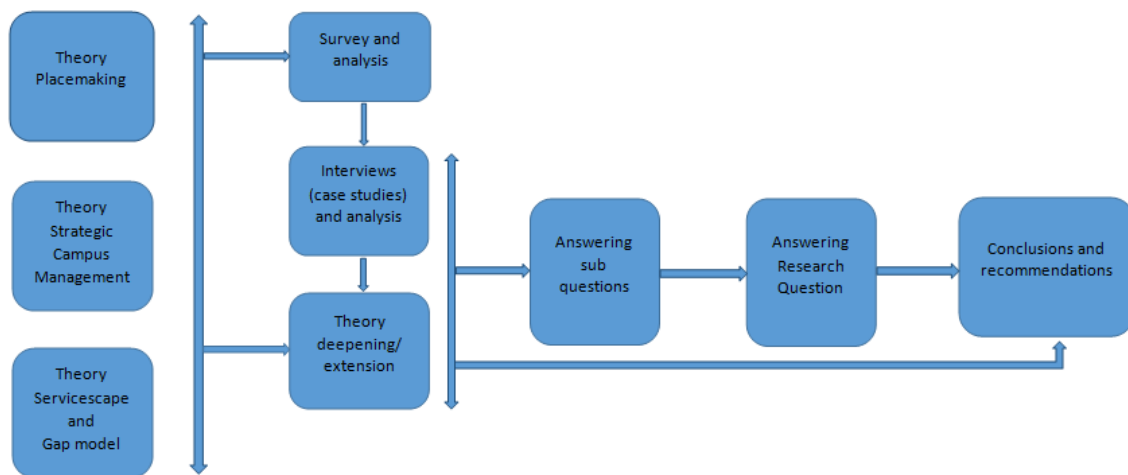


Figure 8 Conceptual research model based on the Verschuren and Doorewaard (2010)

In this chapter the research design will be explained further. The approach of this research is a two-step approach, or as Creswell (2014) described this form: Explanatory Sequential Design. This design is a Mixed Methods Design, which means that two different methods will be applied, Quantitative and Qualitative methods. Nevertheless Explanatory Sequential Design is a specific form of Mixed Methods Design. The definition of Creswell (2014) is: *Explanatory Sequential Design consists of first, collecting quantitative data, and then collecting qualitative data to help explain or elaborate on the quantitative results.*

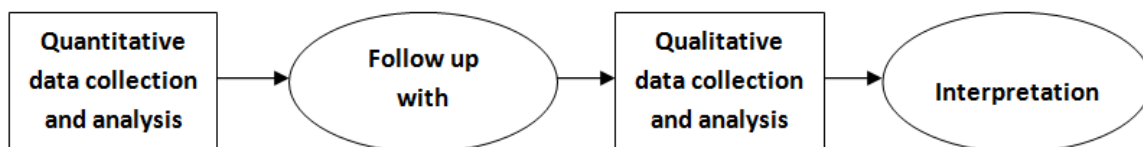


Figure 9 Explanatory Sequential Mixed Methods Design (Creswell, 2014)

This research started with collection of quantitative data by using a survey sent to the responsible managers of the Facilities and Real Estate departments of all Higher Educational Institutes in the Netherlands which offer education on their own locations, so distance education is not applicable in this research. The outcomes of the survey lead to selection of the participants of the next step of this research, the qualitative data collection.

The specific model which has been applied to be able to determine the participants, is called the participation selection model (Creswell and Plano-Clark , 2007).

This data collection includes interviews with selected participants based on their specific outcomes of the survey. The format of this part of the research is a comparative case study (Verschuren and Doorewaard, 2010). However not only the three case studies will be compared to each other, but also to the related outcomes of the research of TU Delft (2016).

The show the link between the research model and the Explanatory Sequential Design model both models are shown in one figure (Figure7). This shows that the Explanatory Sequential Design model is actually part of the total research model.

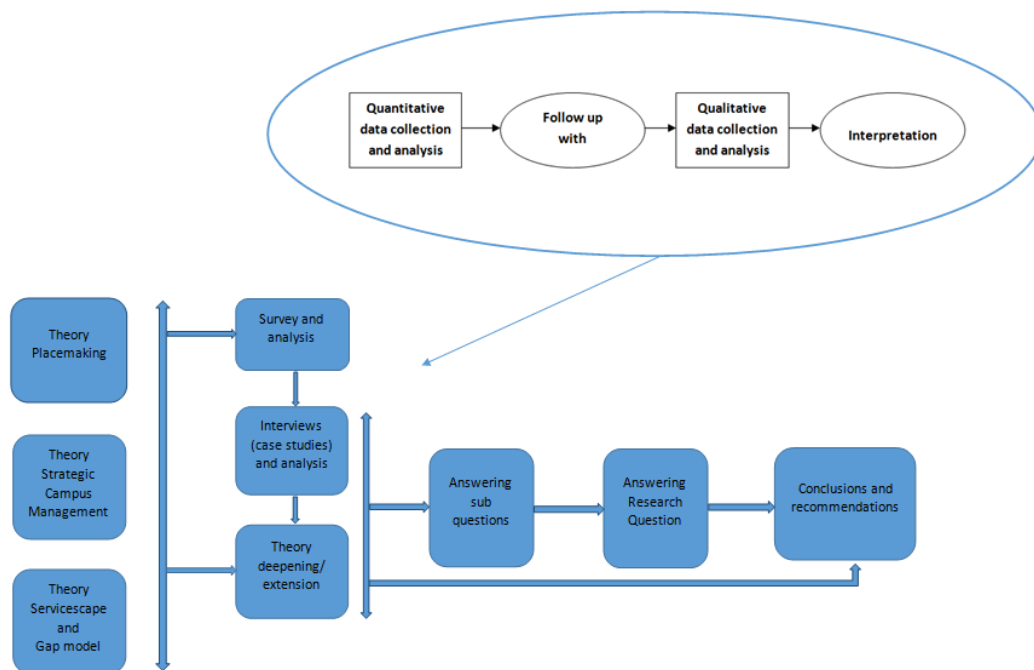


Figure 10 Combination of the Research model and the Explanatory Sequential Mixed Methods Design (figure 5 and 6)

3.2.1 Research Objectives

The two objectives of this research are:

- To prove a relation between the level of placemaking and the prevention of new (or solving old) gaps by researching the relation between the level of involvement of users within an organisation before and during Real Estate and Facility projects
- Transferring the expected honesty and self-reflection from the interviews of the case studies into *possible* recommendations.

3.2.2 Operationalisation

The two key terms needed to be operationalised: Placemaking and Campus Management. The need for this is to be able to specify and limit the term to create a base for the research and prevent a broad discussion without little depth.

3.2.2.1 Placemaking

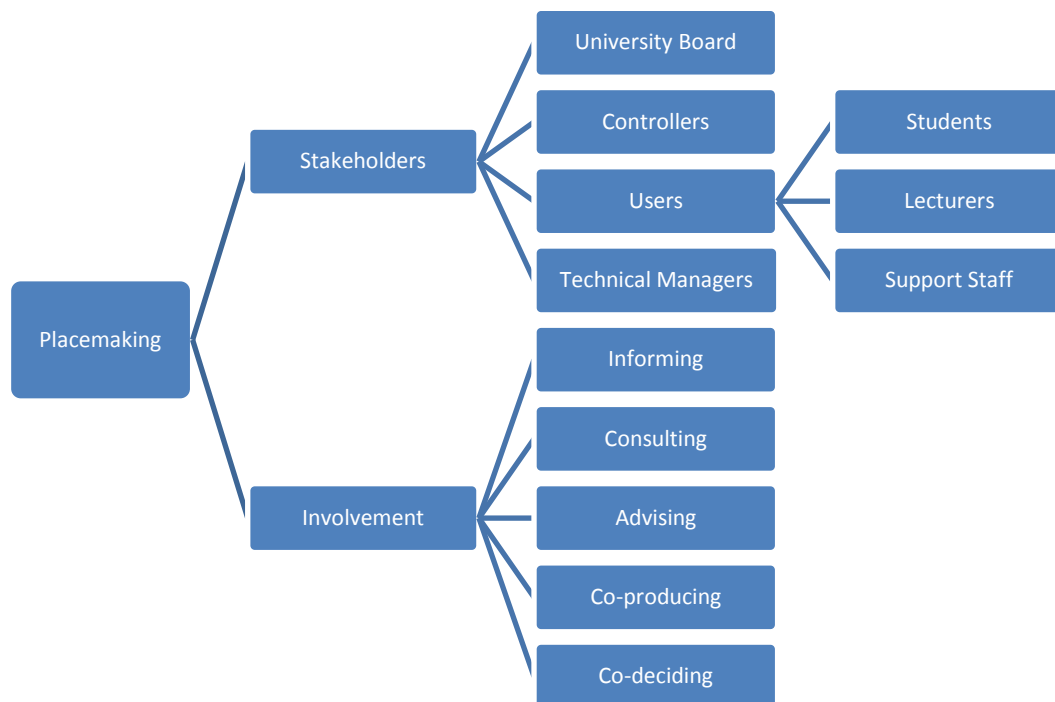


Figure 11 Operationalisation placemaking

Placemaking is the process where in a cooperative way the different stakeholders are involved in and during the process of the development of a (public) area within a organisation or location with the purpose to create an area which is accessible, comfortable, lively, cosy and multifunctional for different stakeholder groups.

To elaborate on some of the terms to limit the description within the used definition of Placemaking:

Process	All steps taken related to a development from the start to the rounding off.
Development	From the idea to the creation of something
Stakeholders	All internal parties from the higher educational institute, like board of directors, controllers, lecturers, students, support staff (these last mentioned parties are users as well and an important group in this research
Involvement	Different ways of interaction between parties, these ways have been described according the Participation Ladder of Monnikhof and

Edelenbos (2001).

3.2.2.2 Strategic Campus Management

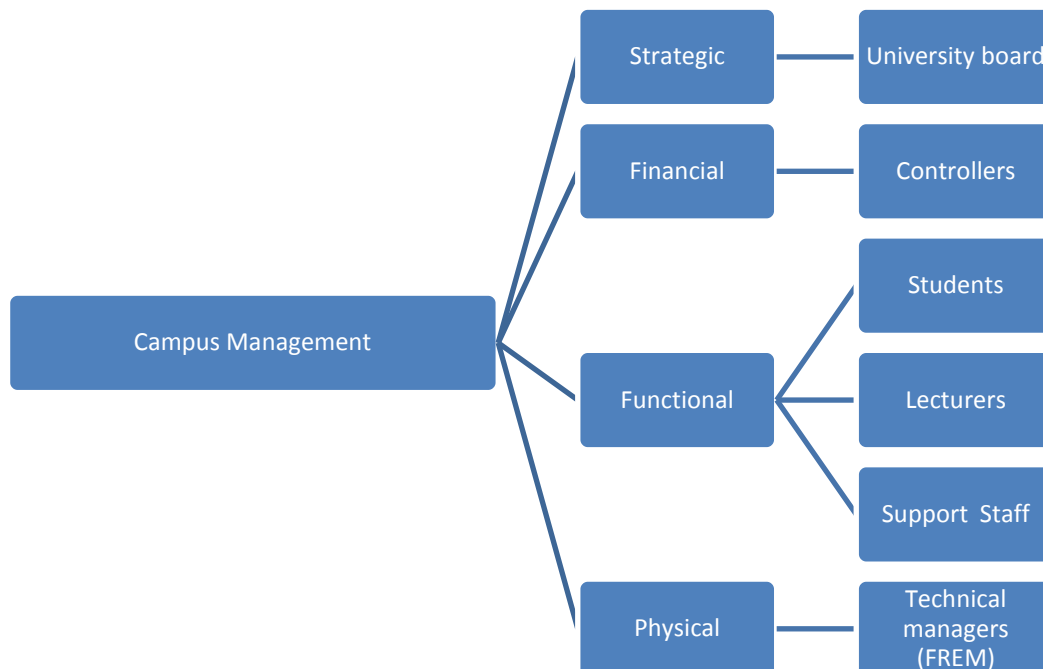


Figure 12 Operationalisation Strategic Campus Management

The operationalisation of Campus Management is based on the description of Den Heijer (2011) tuning the campus in the changing context of the university, the demands of the different groups of stakeholders and contributing to the performance of the university. The four parts in which Strategic Campus Management has been split up are in the context of:

- Strategic
- Financial
- Functional
- Physical

3.3 Data Collection

As shown in the Research model the different ways of data collection have been shown rather general. To be more specific the different ways are being explained in the next paragraphs. To be able to answer the main research question and the sub questions research needed to be done in different ways:

3.3.1 Literature Review

In the Research model the first three blocks on the left show the theory of the different topics, which means that literature have been studied to gain knowledge and understanding of the theory of the . The main areas were literature, research papers and theses on Placemaking,

Management and especially the different research articles and even books on Campus Management of, or in strong cooperation with, Den Heijer. Especially the last mentioned subject has an important role in this research although the main subject of this research should be an important influencer of the Campus Management. Next to these topics also the GAP theories have been researched in the literature and research papers with practical examples. The servicescape of Bittner is also part of the literature review and to be able to link one and other.

3.3.2 Desk Research

In the Research model the same three blocks are applicable for desk research. However desk research means that this is not literature but also prior research, proof, experiences which have relations to the research topics. However, the chapter literature review contains also parts of desk research to be able get a broader scope of the topic, especially related to placemaking.

3.3.3 Survey

In this research the survey was the tool to be able to take the next step in this research, which was the case study.

Based on this goal the focus of the survey was selecting the most appropriate institutes for this research. According to Creswell (2014) in his description of the Explanatory Sequential Mixed Methods Design the survey is the quantitative (first) phase to be able to collect qualitative information in the second phase, case study. This second phase is needed to explain and elaborate on the quantitative information of the first phase. Of course the information of the survey has been applied in the case study to be able to elaborate on certain topics.

Creswell (2014) gave several guidelines when constructing a survey; Unclearness of questions was covered by letting experts of the content read the survey and respond on the survey (pilot testing, Creswell 2014), possible jargon or technical language has been at least prevented by supplying a definition of the term. Longer questions have been split into readable paragraphs or a clear sum up of the options. Based on own experience of making tests in school environment making questions with negative sentences was a familiar guideline of Creswell (2014) too. The settings of the web-based survey obliged the respondent to answer all questions and based on the question only one answer of more were possible. When choosing the percentage of applying placemaking, the 50/50 option was not there, therefore the respondents had to choose a site. This created more clearness in the outcomes.

The survey started with some basic information questions, like the name of the institute, number of students, square meters, number of location in the Netherlands etc.

Of course the survey had a cover letter with explanations of the reason of the survey.

In the -appendix Survey and Interview- all details can be found on the survey process and all communication to the respondents and the survey itself. Next to this also the composition of the database has been explained in the -appendix Survey and Interview-.

3.3.3.1 Ladder of Participation

The focus of the survey was the differentiation of involvement and participation of stakeholders within a Higher Educational Institute. To be able to use a clear description of the different levels of participation in the survey a form of ladder of participation has been applied. The reason for this is the need of structured and solid description of the levels in order to have a consistent survey.

In 1969 Arnstein (1969) developed a Ladder of Citizen Participation based on her different work experiences. The reason she developed this Ladder of Participation is to visualize the different

levels of citizen participation. Her special attention or focus was on the have-nots (the poor) of that moment.

Nevertheless Arnstein (1969) described the applicability of the ladder also in other areas like colleges, universities, public schools, city halls and police departments. Figure 8 shows the original Ladder of Arnstein.

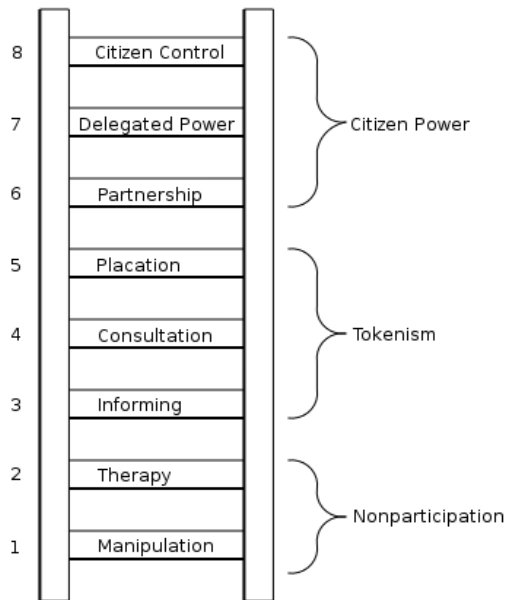


Figure 13 Eight rungs on the ladder of citizen participation (Arnstein, 1969)

This original ladder of Arnstein with the rungs which shows the different levels of participation. The levels have been divided in three groups. The nonparticipation, tokenism and citizen power.

Nonparticipation means that there is no involvement from the site of stakeholder(s) in a situation.

Tokenism means that a or a few token (representative of a group/stakeholder) has been assigned symbolically so it seems like a group of people has been involved in a process. Or as the Oxford dictionary (2016) states: “The practice of making only a perfunctory or symbolic effort to do a particular thing, especially by recruiting a small number of people from underrepresented groups in order to give the appearance of sexual or racial equality within a workforce.”

Citizen power

According to the Oxford dictionary (2016) *power* is the capacity or ability to direct or influence the behaviour of others or the course of events. Or differently stated by the Oxford dictionary (2016): A person or organization that is strong or influential within a particular context. Daft (2012) cited the explanations of Minzberg (1983) and Pfeffer (1981): “Power is the potential ability to influence the behaviour of others.”

Citizen power can be described as specially in the context of the purpose of this research as the power of the group (stakeholders) to influence, decide, control a process.

Over the years different parties adjusted the original ladder of Arnstein (1969) due to different visions, objections and situations. Different versions of the ladder have been developed by for instance Hart (1992) with a focus on children, Monnikhof and Edelenbos (2001) and of course many research has been done based on Participation ladders. The version which has been applied for the survey of this research is the ladder of Monnikhof and Edelenbos (2001). This

version has been applied because the lowest rungs of the Participation Ladder of Arnstein (1969) are actually non participation levels where as the survey is about ways of (more active) participation.



Figure 14 Ladder of Participation (Monnikhof and Edelenbos (2001)

The descriptions of the applied terms connected to the five rungs in relations to this research are:

Informing: The notifying of the stakeholders, without giving room for public participation.

Consulting: Offering participation moments in which the stakeholders are seen as fully-fledged discussion partners, but the input from these moments can be used for further purposes, but this is not always taken into account in the final decision

Advising: The stakeholders have an expanded role in the process, they may also suggest topics and solutions which then also trying to take it further in the decision.

Coproducting: The entire process is in mutual consultation with and shared solutions and joint decision-making.

Co-deciding: The stakeholders are supported by the government in their decisions on their part of the development process and whether the government adopts this after examining conditions.

3.3.4 Case study

The next step in this research in applying case studies. Based on the outcomes of the survey three contact persons of Higher Educational Institutes and respondents of the survey have been chosen to participate in the follow up of the survey, namely the interview (case study). Yin (2014) describes a case study as a study that researches a current situation in depth and in its present context. In this research the case studies focused on the application of placemaking within Higher Education Institutes and the influence on gaps within the organisation from the perspective of the Real Estate and Facility Management side. Just as Yin (2014) described in the chapter about being concrete or less concrete: To be able to justify applying case studies it is important to be specific in describing the case. In this case an organisation is concrete, therefore the application of the institutes fits the description. The choice to have three case studies was very valuable to get a broad perspective on the research subject.

In this main document no names of the interviewees or their UAS' will be mentioned. In the separate appendix all information will be available. Therefore there the differentiation will be made like Case 1, Case 2 or Case 3.

3.3.4.1 Interview

The case studies have been executed in the form of interviews. To get a more in-depth interview, the semi-structured format has been applied. As Baarda, Van der Hulst and De Goede (2012) and Saunders, Lewis and Thornhill (2012) claim that this format gives the opportunity to ask extra questions (interrogate) to get more clearness, extra focus or elaboration on certain areas of the interview or on the answer. Different descriptions for semi-structured interview are also qualitative or in-depth research interview. This shows the suitability for a case study, because it is about detailed information. Although there is a structure in the preparations of the interview, room for extending is part of the semi-structured approach. This approach is very useful due to the application of placemaking within a time frame. Every interviewee can describe more or less the whole process in his or her own order, therefore extra questions are very helpful to cover all items of the interview. Also omitting is possible according Saunders, Lewis and Thornhill (2012). A description of the process of the interview is available in the -appendix Survey and Interview-.

According Baarda, Van der Hulst and De Goede (2012) and Saunders, Lewis and Thornhill (2012) general interview schemes with broader formulated questions are useful for this kind of interviewing. The elaboration on questions supports the qualitative level of the information.

3.3.4.2 Deriving the key concepts

To determine the key question content for the interviews it is important to derive this from the main Research Question. This tree diagram (Verschuren and Doorewaard, 2010 and Baarda, Van der Hulst and De Goede, 2012, Creswell, 2014) helps to limit the scope of the research and the interviews. The topics of this tree diagram are equal to the first layer of the Axial coding. The key question content is used for the interview as foundation per content area.

With the aim of creating this tree diagram the some of the models from the main document were used; the ladder of Monnikhof and Edelenbos (2001), the GAP Model of Zeithaml et al (1990) and the Framework of the servicescape of Bitner (1992). Besides using these in the questions the models have actual been shown and applied in the interviews to support the discussion.

The full interview structure is added in Appendix 1.



Figure 15 Tree Diagram to derive the key concepts

3.4 Analysing methods

Analysing means that the researcher analyses the data which has been collected. The information can be displayed in many different ways, but at the end the goal is being able to answer the questions which have been stated in the applicable research. (Creswell, 2014). Nevertheless Saunders, Lewis and Thornhill (2012) focus their explanation on analysing more on making little pieces of the data to be able to explain the parts and the connections of them. Splitting up in separate items matches of course with the method of coding, which is being described below.

3.4.1 Analysis of quantitative data

According Verschuren and Doorewaard (2010) the purpose of a survey is collect broad information to get an overall view or pattern of this specified part of the research.

They gave some features which belong to the survey:

In general a survey should have a considerable area and extensive data generation, little into depth, the sample is random rather than strategic it the survey should be remote/ digital.

Relations between the output variables.

In the survey of this research some of these features are applicable like the digital format and there were relations between figures although they were not influencing the interview, these are just used to select the most suitable institutes, therefore no extensive data generation. Also the number of surveys sent was rather limited, just the total number of all Higher Educational Institutes within the Netherlands.

3.4.2 Analysis of qualitative data

A part of the qualitative data has been collected by the interviews, which have been transcribed and coded. The audio recordings as well as the transcribed and coded interviews are all separately available on the USB stick with accompanies the hard copies of this documents.

The coding process has been described in the following steps:

1. After transcribing the interviews, open coding, the 'in vivo' approach, has been applied. According to Saldana (2010), Creswell (2007) and Tesch (1990) cited by Creswell (2014) this 'in vivo' approach, means coding by using words which cover the content of a certain part of the text. While executing this approach structure of (sub) codes arose already to be more specific in this first coding phase. After coding the first interview and during the second interview an structured overview (code tree) has been made of all these open codes (figure 1 in the -appendix Survey and Interview-). These open codes have been applied in the remark system of Word, so all remarks are visible on the right site of the text.
2. After finishing the three interviews with this open coding, the code tree of the open codes has been used and partly applied in the construction of the axial code tree, including the sub (sub) codes as described by Saunders, Lewis and Thornhill (2012) and Verschuren and Doorewaard (2010) and a code tree with the numbering of these codes (Phase 2, figure 2 and 3 in the -appendix Survey and Interview-).
3. Axial coding is based on a structure which is already linked to the theories from the literature review (Saunders, Lewis and Thornhill, 2012 and Verschuren and Doorewaard, 2010). The author is aware of the rather extensive way of open coding, nevertheless this was very supportive in the second coding phase, the axial coding and sub (sub) coding.
4. To keep the overview of the numbers and the relations between de main/axial codes and the sub codes numbering has been continued in the sub codes, so the origin is traceable very easy.
5. On the printed interviews with open coding, there has been applied a transfer to the numbers of the axial and sub coding. (example page , figure 4, in the -appendix Survey and Interview-.)
6. Lastly the numbers of the axial and sub coding have been digitalised in the Word document by replacing the open codes into the numbers.
7. All codes received a separate remark although in the previous steps several remarks had more than one code, so the text selection of remark has been copied and provided with separate prior determined code. (see coded transcript from page 15 on in the -appendix Survey and Interview-.)
8. The use of separation of the codes in these word documents is helpful and convenient to use for analysing. The marked text with the codes in the remarks has also been transferred into an excel file to process the information in a easier way.

3.5 Constraints and Limitations

This thesis focuses on the role of placemaking in relation to the Strategy on Facilities within Higher Education Institutes. Information has been collected via in-depth interviews with a contact person and manager from the department Facilities and Real Estate of the different Higher Education Institutes, selected by conducting a survey; desk research and literature review.

Due to the fact that different Higher Education Institutes are involved; cooperation and availability of the responsible staff members of these institutes might be an issue. Next to this is the openness of some managers in relation to strategic (marketing) choices and internal procedures and targets (performance agreements) might be challenging to create. These institutes are competitors in the market.

The content of the interviews is in the context of the employer Higher Education Institute, but the personal opinion and vision of the interviewee will influence the content in any case by the form of data collection, the interview. This is a constraint, but on the other hand it also offers opportunities in the research which might lead to extra information and even recommendations in the end.

Due to the unfavourable organisation of this document, the availability of some of the prior available respondents changed, therefore other new respondents had to be contacted. This was a limitation on a certain moment, however the input of the newly chosen interviewees was unexpected interesting and very much applicable to the main topics. So this limitation turned out to be an opportunity.

The ladder of Monnikhof and Edelenbos (2001) has been chosen to specify the forms/levels of placemaking to visualise the levels of participation in the survey. The concept Placemaking has not official connection to the ladder of Monnikhof and Edelenbos (2001).

The Campus management research of TU delft and Den Heijer is based on Research Universities. Logically these universities differ from the UAS' (Universities of Applied Sciences), which is the topic of this research. However, the context of this research is based on the assumption that these two type of universities are equal on this matter.

3.6 Validity

According to Saunders, Lewis and Thornhill (2012) validity is about the data collection methods and the correctness of what has been measured. Different types of validity will discussed, these types are:

- Internal validity
- External validity
- Construct validity

The key topics of this research and the survey have been operationalised to demarcate not only the survey, but the whole research, the operationalised terms have been explained earlier in this chapter.

The selection of the interviewees was based on the results of the respondents of the survey. This is part of internal validity. To ensure different input of the interviewees the survey has been conducted. Although the smallest institute (survey outcome) was not available, other criteria has been chosen to select the interviewees. So the diversity of the information of the interviews was guaranteed after all.

When repeating the interview with other interviewees, every interviewee will have different information because of the difference in institute, however the context of the Real Estate and Facilities or Campus Management with Higher Education Institutes is the same. Therefore replication of the interview is possible. (external validity)

3.7 Reliability

Reliability refers to data collection techniques and analytic procedures and especially the consistency of the outcomes when the research would be repeated. It is a distinctive feature of quality research. (Saunders, Lewis and Thornhill, 2012)

There are four threats important to focus on in relation to reliability (Saunders, Lewis and Thornhill, 2012):

- participant error
- Participant bias
- Researcher error
- Researcher bias

For the methods Survey and interview these threats have been discussed as far as applicable:

Survey

As described in the survey process (Appendix Survey and Interview) the content of the survey has been checked by two colleagues from the Real Estate and Facilities Department. Both completed the survey and gave feedback on the survey to make the survey more specific and clear. The final version was checked by another direct colleague.

For some of the questions the jargon has been explained with definitions in the introduction of each question.

For further research the stakeholders should be better specified or clearer grouping the users. Based on information of the interviews it became clear that the interviewees had different interpretations of the stakeholder facility staff. One of the interviewees interpreted the facility staff as the management of the department, where the other interviewees understood the facility staff were all employees of the department.

In the separate appendix Survey and Interview all steps of the composition of the database has been described as well as the complete database has been added to this appendix.

Interview

After the first interview the order of the questions has been adjusted to get a better flow in the interview and some key words have been added to the structure of the interview to get a more complete process description. All process steps have been described in much more detail in the separate appendix Survey and Interview as well.

After the interviews have been taped, the interviews have been literally transcribed to be sure everything clear and complete. The audio and the transcriptions are available on the supplementary USB stick.

All interviews were in quiet rooms. The complete reflection of the interviews is also available in the prior mentioned separate appendix.

Although no names of persons or names of institutes have been used in this document, the information is available in the same appendix.

Although some bias was present at the beginning of the research, which even lead to avoiding the institute of the author's employer of the institute. However as described earlier, the interview brought very interesting information and let the bias disappear.

The semi structure of the interview, it is a threat in the researcher bias due to the possibility of asking extra questions which was of course a way to increase the quality of the interview. Nevertheless, the level of acquaintance was equal in all interviews, because of the frame of reference.

4 Results and Analysis

In this chapter the results will be discussed and analysed in the order of the overview of the questions stated in chapter 3. Per sub question the information of the case studies will be linked to the literature and if applicable also to the results of the survey. Every sub question has two or three sub questions on his own, therefore a conclusion per sub question will be provided. All answers and conclusions should lead to the answer of the main research question. A break down structure of the sub(sub) questions is shown in the figure (12) below:

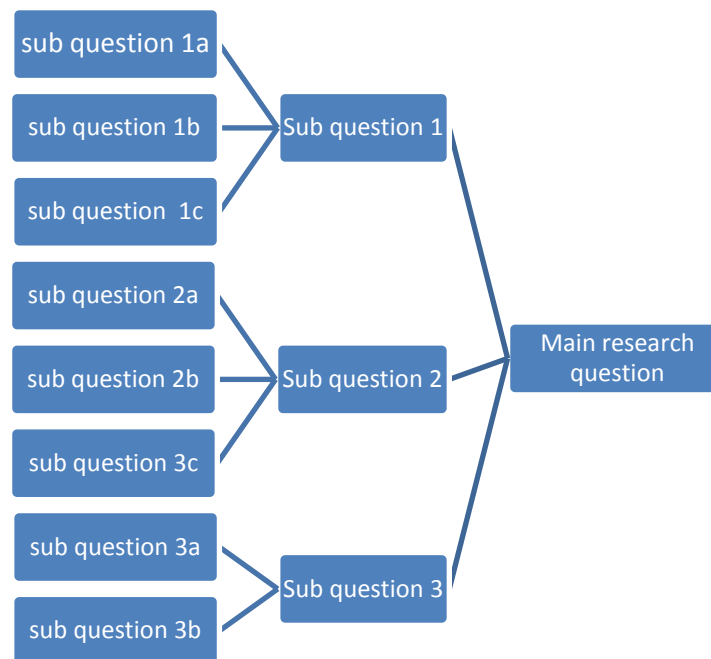


Figure 16 Break down structure questions

4.1 Sub question 1

What is Campus Management and how is it applicable within UAS’?

a. What is Campus Management and what is their role in developments within a UAS?

As described in the literature review campus management is a strategic body within the organisation. They decide based on the input of the different entities and have (make) guidelines from the strategic (housing) plan.

The information of the case studies show that when decisions were made by the responsible persons related to campus management or by the board of directors directly, partly examples of the past, participation (having a say) of users was limited. Outcomes of the case studies are: Older projects based input of heads of department, the vision then: “everything is from everyone”, which resulted in a overall lack of ownership. That time, there was a large split between customer and company (GAP model, Zeithaml, Parasuraman and Berry (1990).

The result of this was that it changed into community areas, so the other way around, a home base for a group or school. This version has been developed and implemented in cooperation with the users. Nevertheless the guidelines are set, safety, construction wise and a certain look and feel instruction. (on the background also the multi usability, is it reusable.)

Another example of little input of the users and strict decision making is the short term prioritising of projects based on an insufficient result of the Dutch Student Questionnaire, quick win decisions. Examples are the change of the restaurant catering concept (case 3). Large changes are also part of the strategic housing plan, on the other hand some changes need to be executed in a quicker way than according the strategic plan, for instance (case 3) increase of student numbers against the expectations.

In one of the other case institutes there has been a decision on change of educational approach. Recently several new style class rooms have been built based on this new approach. However the details of this new style class rooms are not clear to the future users, nor the scheduling department has a clear vision of the use of it. The decision is made years ago, but the new way of working, teaching is hardly clear, education changes in the program are not developed.

Based this same housing plan of 2011 the set parameters to score all locations. The outcome was amongst others that the main building had a shortage in capacity, another building was for instance too expensive, these are examples that the board of directors decides, just like that.

The other case institute (case 1) has a fixed structure in deciding: the Board of directors always decide and the real estate department always advises them prior to the deciding moment. After the decision every project has on every step of the way user groups related to that specific future location to give input. Partly due to their environmental issues their strategic housing (decisions) is five to ten years in advance.

b. What is the approach of involving stakeholders in (future) developments?

As mentioned in the literature review on campus management stakeholders and therefore users give input in order to be able determine the (near) future. However giving input does not imply any step of the ladder used to define the levels of Placemaking, although it might be helpful.

c. How can communication being used to create support and willingness?

The interviewee of case 3 mentioned the use of a communication plan, already before the start of the project, content wise when the group meets, which setting on which moment, but next to this structure also a plan about which forms of communication are there, what is necessary, what should one think of and what is definitely necessary to communicate before the execution starts.

It is also important how the board of directors supports the plan. What are the plans in relation to communication of a project and which tools are available to share the information, options

mentioned by the interviewees are; intranet, newsletters (by (e-)mail, magazines, (hard copy) signs in or around the building. Of course information meetings are very important. To prevent overkill in information target groups should be determined as well. The focus of communication of a part of a building where a specific team works, send it to them and not to 10.000 employees, this will prevent that employees will become (too) selective in reading the information.

Nevertheless communication is two ways, so therefore one of the interviewees mentioned the open dialogue culture. Dare to speak up to the person when there is an issue. Do not talk behind other people's back. Norms, values and manners do matter in this. Keep up a positive approach to come to success. (case 3)

Changes are sometimes or more often difficult for people. Therefore communication, understanding and openness and willingness necessary. The users need to aware that not everything is determined for them, but users are not always aware of the level of participation, they can and should set rules, manners, norms and values for their own project, changes. It is all about themselves, together. They should wonder: How do we want to be(have), what is acceptable and what is not according our standards? When dealing with large projects within a school at least in case 2 the HRM department has a role in the changes process, to support the change to let it become a success.

4.1.1 Conclusion sub question 1

What is Campus Management and how is it applicable within UAS'?

Campus Management is as said before a strategic body. They make decisions based on input from their stakeholders the University board, controllers, the users, students, academic staff, support staff etc and the Technical managers (Facility and Real Estate department).

As shown, there are big differences in approach between the cases. In case 1 mostly decisions are being made by the board. Users groups are involved in the projects and communication is in time and structured via newsletters, magazines and intranet.

Case 3 discussed the communication plan, which is a proof of structure as well. However the involvement of all users in developments of the institute is more intensive that in case 1.

In case 2 the awareness of changes for the users is clear, therefore the HRM department supports the project, without understanding of the new goals from the strategic plan, certain project steps are not taken, especially in case of specific user groups.

The strategic plan is the red thread for the near future, therefore it is necessary to inform the users on future plans, which direction is the future and why is that the way to go.

4.2 Sub question 2

What is Placemaking and in what way is it being applied within UAS'?

Sub questions:

a. How did Placemaking begin and created it its reputation and proved its valuableness?

In the sixties Jane Jacobs started with developing and designing existing cities, not for the functionality of the area, but for the people. The community and living space was important. Do they feel at home in that specific place where they live? That was the start of placemaking. The use of the term and the official approach of Placemaking was implemented much later (PPS, 2016).

As stated in the literature review, Tureay (2013) wrote about the early involvement of stakeholders in the project. Tureay used the term embryonic phase. He meant that the start of a development was most important for succeeding a project. Or, even stricter, before starting the project inventories the needs and requirements of and with the residents, companies and stakeholders. This phase is part of the initiative phase. Tureay concludes that all parties need to be aware of the (longer) time this phase takes to get a solid start and recommends that co-producing with all involved stakeholders during the complete project makes the project much more successful (Tureay, 2013).

Van 't Rot (2009) also researched Placemaking too. He was critical to all the steps described when applying Placemaking according PPS. Especially the example from the United States of Park with the commerciality in it, made him doubting about the social role and function of it. Commercial influences made it less just ordinary. Nevertheless he concluded that the involvement of stakeholders in a project supports the success of a project, with the condition also that the stakeholders/users need to be empowered in the first place.

b. What are different inducements to start up a project within a UAS, which should be supported by a Placemaking approach and in which situations is Placemaking in jeopardy?

There are many inducements to start up a development, a plan, a project, a change. Based on the input of the interviews different reasons came up as inducement to start up a change. Sometimes these encouragements were based on internal and rather small changes in requirements whereas others had larger impact and lead to large tenders to execute the need of the change.

Many inducements are based on developments within the educational discipline, where other developments might be internal, so even within in UAS itself. Trends are usually not only within a UAS, but in the educational world field or even outside the educational area and in the world overall.

A worldwide development is the ongoing digitalisation, this seems to be a unstoppable development. The moment a new development has been implemented, new developments are

already there. Or as the interviewee of case 3 said: “You can never move as quick as the developments of the digital World, you are always behind, whatever you do”.

The New Way of Working is a trend which is applicable in Higher Education as well: Larger work areas for groups of colleagues instead of all separate cell offices.

Although individualisation in the world and therefore also within education is a fact, nevertheless group work becomes the trend. This means that a change within school buildings might be bigger rooms where students can cooperate with peers. Within the UAS’ of case 2 and 3 developments of breakout rooms, ateliers and other community areas are highly required at the moment.

In the institute of Case 3 the development or the movement from one large school building with a lack of ownership of the users to a building with new to create distinction based on individual schools or department. So, group clustering takes place to create community sense within an area of the total building, this development saves also a lot of time because the distance of the different locations due to the clustering becomes smaller. This development is also applicable in the institute of case 2.

There are also inducements from outside the educational world. Needs or requirements are based on differences between generations, of based on visions of top management or even because of globalisation.

Even health trends are applicable influencer at the moment. “Sitting is the new smoking” becomes an important key when developments need to be started up. New or adjusted requirements for work places are nearby.

Ambitions of the Campus Management or Board of Directors will be an inducement to start a new project too, although a direct relation to support quality of education not always seems to be clear.

Next to the overall inducements there are also short and long term inducements for starting up a change.

Two main reasons of short term actions are the change in student numbers, the meaning here is the enrolment of much more students for the new school year. As the interviewee of Case 1 explained; at the first of May it is clear that the number of the new upcoming students is much higher than the current year, therefore quick solutions and actions are needed to cover the new student numbers in September, for instance extra class rooms need to be created.

Another short term inducement is the result of the NSE (Dutch Student Questionnaire). This is the report based on opinions of students of all UAS’ in the Netherlands. The interviewee of Case 3 explained that the quality of the catering facilities were unsatisfying and therefore there has been decided to adjust this on the short term to create a quick win on the score of the NSE.

The examples of long term inducements have an overlap with the prior mentioned reasons. The change of student numbers over a period of years might be a reason to start a project, these kind of reasons are usually in the housing plan.

Looking at all these inducements different approaches of the use of Placemaking are unquestionable. To support the projects and have ultimate success without gaps timely communication and placemaking are both necessary.

In which situations is placemaking limited or not applied, although there is a reason to do so:

According all interviewees it is hard to get the right or balance of users in for instance a project group. There are several reasons for that. Students seem hard to bind because of difficult time planning, scheduling and also jobs. Kok (2015) discusses the question whether students feel more like a visitor or that they just expect the service level they experience and have no extensive demands. Or, are the numbers of students too high to hear them?

Next to this the question raises how the students are being approached to be involved in the process of thinking along. Are they invited or asked by the academic dean or management team of a school within the institute. The freedom selecting their own project team makes the involvement of all users also out of control of the facility department, and again should the facility department be responsible for the selection of a project team.

Several examples were given in the context of decisions from “the top” and money. Choices to develop, build or change things because they felt it needed to be executed. Examples are an enormous multifunctional auditorium with a capacity which is just needed several times a year, the combined options within this venue seem handy according the interviewee, however only one plenary session is possible in this newly built room. Consultation of future users seems doubtful. The prioritising of projects is not often clear. The considerations are not clear, or is this a discussion about the level and way of communication and the lack of understanding as a consequence of that?

In one of the case locations ateliers have been build according the new strategic (housing) plan. Design Based Education is the upcoming teaching method. However the schools are still working on, or just have been starting to work on this new method. From the new school year on, the ateliers are ready for use, but just a few know how such a venue looks, what the features are and most important how to use this.

One of the case locations has environmental issues, therefore the process of a larger project including (re)building takes years longer than ordinary projects. This makes it hard or even impossible to keep the users in the user group or project group, just because they switch jobs or get into a next phase of the education.

Within two cases the role of the general participation council was being discussed. The interviewees acknowledge the position of this council, however both doubted the content orientation of the council. Let them decide on the financial plans and the overall policies, but not a building concepts and details. However, the position of this participation council and the rights and obligations seem to differ within the institutes.

Another issue in all cases is the political issue and personal opinion of people within the organisations which lead to prioritised decisions, which do not seem to be fair. Who yells the

loudest, get most and quickly, whereas the quiet people keep on dealing with their limited means.

c. In what way do UAS' apply steps of Placemaking when approaching a project?

The word ownership was mentioned several times. Letting the users feel responsible, owner of their part to the school. Based on that in two of the three cases turnarounds are visible. Case 3 is already working longer on creating own areas within a building per school. Clustering all activities of one school within their own part of the school, this will support ownership. The function of (future) ownership will support the involvement of the (future) users of the part of the school. Especially with the use of future, it shows the early stage of the cooperation. Of course other stakeholders are also involved to take care of certain (money, facility, and architect wise) in the process. In this structure the individualisation or own atmosphere of a school is a fact, therefore the need of a school oriented representative team is a fact.

Within all three case studies there were meetings organised with the future users and stakeholders to inventory the needs, wishes, requirements (good coffee in the social area) of future purpose of the venue. Later information meetings or work sessions were held to at least consult, get advice or even co-producing when other stakeholders like the architect joined the session.

As described before in this last situation the question stays, who participates these meetings? Although it seems all users types are represented, do they represent the user group, are they the right people for the job? At least within one of the case studies it is up to the dean who will participate in his team, how is the selection executed to get a reflection of the school team. And again, what is the follow up to the school team communication wise. Do others have the opportunity to give input too?

It is also important that the users not just think that they get something new according to the interviewees. One of the interviewees even claimed, no input, no action. It is not just moving furniture as she said, it is the full package, including the change of behaviour of the new users or the users in the new environment. Therefore even the HRM department was involved in this whole change too. If there is even no will to change, the moving will not happen.

Expectation management was also a term used, the managing of the expectations, communicate the expected goals and results and share the updates on these in a realistic way.

Although it is hard to meet the students, as users for instance of the study landscape, in an organised way, however in the institute of case 2 they were able to arrange it twice, including the coffee and the cake. They discussed the expectations, wishes and needs of students in this area. Or another example; the very popular lounge sets in the neighbour institute, the students of the institute of case 2, were not interested in that. Round tables and normal chairs were fine!

In the institute of case 3 they use the trial error method too. Make a trial set up and let it experience the users. Give feedback on the it and implement it on a bigger scale or on other locations as well. Also implementations of one school, can be checked by another school to see and experience their new approach. This can support their new project as well.

Survey results

However the main goal of the survey was the inventory of the different levels of Placemaking of the institutes and select the applicable institutes for case studies.

All figures of the question about the level of placemaking from the survey have been presented in the appendix. An example of those pie figures is the one of the levels of Placemaking of the students. The pie graph is the collection (which is 100% in total) of all input of the respondents (12) for students. The numbers printed in the colours of the pie are related to the different case institutes, next to the percentage per level. Interesting is that in case 1 students only are being consulted, case 2 students are only being informed where as in case 3 the students are allowed to co-produce. The interviewee of case 3 was during the interview exactly in line with the information. Case 1 gave almost all stakeholder groups a consulting level in the survey, however in the interview some advise input was also possible. In relation to case 2 there must be explained that interviewee was a different person than the respondent of the survey. Therefore a higher level of placemaking is applicable than the ones shows in the pies and the overall overview of the outcomes of the survey.

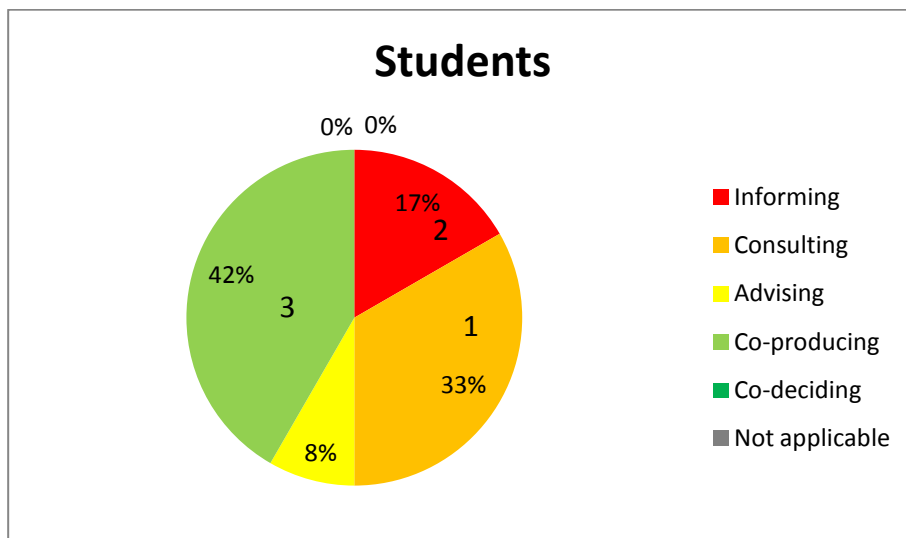


Figure 17 Pie graph of levels of Placemaking of students based on 12 respondents

A clear result on this questions was that the users are overall lower on the ladder of participation than the higher positioned stakeholders.

4.2.1 Conclusion sub question 2

What is Placemaking and in what way is it being applied within UAS'?

Placemaking is a form of cooperation to create a new common place, where all users feel comfortable.

According to Tureay (2013), Van 't Rot (2009) and also according to the interviewees the involvement of the users is important for the success of the project.

In all three cases different levels of placemaking are being applied, however the framework of projects is part of the strategic housing plan and therefore decisions based on different motives might have other approaches than the common ways of participation by the stakeholders.

All other examples seem well oriented on placemaking, the willingness and urge of it too, but the frequency of the meetings, the levels of the input and the representation of the users seem variable in execution and therefore a threat for the reality and quality of the input of the participants. The determination of the representation is therefore a weakness within the procedure.

When new concepts have been developed and built, especially the ones which were developed based on different motivations than other projects, the need of information about the applicability of this new concept for the users is essential otherwise these new concept are doomed to fail, abuse of the venue for instance or left empty. Next to that a scheduling office also needs to know the features of such a new of lecture room to be able to support the users in their choice of lecture room.

The participation council does not have a clear role in the decision making process related to projects. The intention of the interviewees was clear, let them decide on the main topics, but do not interfere with the layout of the project, due to lack of knowledge in the field of expertise. They have their responsibilities on for instance the finances of a plan, or even the total strategic plan.

4.3 Sub question 3

Which gaps are applicable within UAS' and is placemaking useful to prevent and solve these?

Sub questions:

- a. What is the GAP model of Zeithaml, Parasuraman and Berry (1990) and which situations within UAS' are examples of this?*

As described in the literature review the environmental dimensions are the foundation of the servicescape. (Bittner, 1992) These tangible components influence the success of the organisation. When the quality of these parts does not meet the expectations, this will result in a gap or gaps. According to Zeithaml Parasuraman and Berry (1990) there are different possible types of gaps as can be seen in their model, presented in chapter 2, figure 5.

The example of the originated gaps within the institutes of the case studies are not all intentional (lack of input or involvement of users or lack of research), but also due environment changes or developments for instance.

Examples of gaps from the different case studies mostly based on decisions in the past. Here the question is whether the projects back then were developed in consultation with stakeholders and/or users or that the content experts, stakeholders only were involved.

When looking at Case2 their two buildings have six entrances, which create a indistinct situation. Even the main reception was not clear visible near the official main entrance. However, the official main entrance is not located at the main road or near bus stop. The bus stop, or actually 2 bus stops, were located near the other five entrances but not near the main entrance. Luckily in the current re-building project these items are being taken into consideration and even the contact with the bus company are being taken into consideration. The motivation of the location of the main entrance is based on the locations of the bike shed and the one of the parking lots of the case itself. Developments of the Campus area and the neighbour UAS, large new parking lots at the main road made the location of main entrance therefore even more unfortunate.

The routing and signage of buildings is also an important reason for gaps. In two of the three UAS' delay due to illogical signage and construction is an issue; students and lecturers and all employees do have delay within their own building because they got lost. Both of the institutes are currently working on this matter based on feedback of the users. Redefining the building to clustered areas with a common goal is also a big step of improvement.

Climate is a large gap too. However climate control is a very complicated one. Individual expectations and habits cannot be put into a overall climate system which would suit every user.

The situations explained before are items part of the environment dimensions of the servicescape of the model of Bitner (1992). Based on this model the importance of these examples of gaps are clear. When those gaps exist the users will have thoughts and feelings

about it and as a result it will influence the behaviour of users and this will lead to changed job satisfaction and productivity, avoiding the work location and try to work from home and even a raise in staff turnover might occur. Of course other influences are possible too.

Looking at the gaps described above and applying them on the GAPS Model of Zeithaml, Parasuraman and Berry (1990), we end up in a lot of communication gaps, the expectations of the customers do not match the actual situation. When for instance will be explained clearly how a climate system works, what the basic settings are of the climate installation, the gap can be covered for a large part.

Signage is a way of communication in the first place, but nevertheless when the numbering of the signage within a building or campus is not clearly, logically structured, communication is not right.

The example of the structure of the building with all the entrances and the illogical position of the main entrance and main reception a knowledge and customer gap. Did the organisation imagine oneself in somebody else's position or did they apply some form of placemaking, did they get in touch with the users? How do the users travel? What kind of research has been applied?

b. How can Placemaking be applied to prevent and solve the gaps within a UAS?

As Van 't Rot (2009) already described, the earlier the involvement of users is, the better the result will be. Even in a rather different research but still in the same context Van Sprang (2011) describes that the early way of involving users in the development of workplace concepts is recommended. Users who were involved in the development, were more satisfied than their colleagues who were not involved.

The example of sub question 2b about the building of the very large venue which is suitable for plenary 460 persons and is constructed with a diversity of set ups in the same total setting is most likely to become gap. The authority who decided to let this venue build, must have had high expectations of this venue. Other reasons to make this decision might only be speculation. Although the way the application of this large venue was explained in a rather enthusiastic way, the author, in the role of lecturer, foresees challenges. The multifunctionality of this venue, so letting different processes happen at the same, like giving a lecture (plenary) and using other parts of the venue as silence centre or study landscape might cause misunderstanding between the different type of users. Information on the application of Placemaking is not available, but that this decision based on money would assume not much placemaking has been applied in this specific part of the (re)building project.

Dealing with newly arisen gaps due to short term decisions or decisions based on secondary reasons at least from the point of view of the educational priorities in the preliminary phase is very important because of the expectation of difficulties in the customer expectations (Zeithaml, Parasuraman and Berry, 1990) which lead to lower satisfaction of the users (Bitner, 1992).

Adding value examples coming from the case studies are a comfortable study environment which would lead to better study results (Kärnä and Julin, 2015 and Tanner, 2009 and 2000),

the quality within the building of maintenance, cleaning, (catering) facilities, technical features, well equipped study landscape, inspiring (meeting) areas and community feeling. These examples are not only relevant for the students but for all users of the institute.

4.3.1 Conclusion sub question 3

Which gaps are applicable within UAS' and is placemaking useful to prevent and solve these?

In this sub question the overall relation between the models becomes most clear.

The GAP model of Zeithaml, Parasuraman and Berry (1990) describes the gaps which appear when expectations of the users and the perceptions of the campus management are not aligned.

The conclusion is that many different reasons are applicable when gaps exist: no appropriate involvement of stakeholders, illogical decisions from the board of directors, developments within or outside the institute, but all of these have also a relation to the way of communication in relation to the situation.

Preventing or solving gaps by the application of forms of participation leads to added value within the institute and that leads to more student- and staff satisfaction and even better student results (O'Rourke and Baldwin, 2016)

5 Conclusions and recommendations

The involvement of stakeholders, even the involvement of the users happens almost always on one way or another. Even a diversity in levels according the ladder of Monnikhof and Edelenbos, 2001) is a fact. Although overall the level of participation of users was lower than the management kind of stakeholders. However, the selection of users, numbers, type of users, or other criteria which might be relevant when selecting the appropriate persons are less clear. Within all cases user groups, project groups and /or steering groups are compiled and involved, but whether the right persons are in that group that is a large question. When compiling usually the campus management delegated this task to the management team of the school itself. Often this is based on personal opinions or contacts and this is basis for the optimal team. Therefore detailed guidelines or even standard operation procedures set by the campus management based on best practises within or even broader for instance via Vereniging Hogescholen would be highly recommended.

Higher Educational Institutes have a strategic (housing) Plan. This plan is usually developed and set for a number of years. The content of such a plan is not widely shared within organisations. This creates unsatisfactory situations like the newly built ateliers in one of the case studies. Although some developments are slowly starting up within the school, the use of the total new format class room is not clear at all. Apparently the strategic plan with large changes also in the educational field were unknown by a lot of users, in this case educational staff. This shows that timely communication about future plans are recommended to execute, via the possible formats of the institute, this will protect the organisation from adhoc issues.

Next to this when communication is lacking, limited, or when decisions have been made without a lot of consultation of the (future) users, gaps come in. Misunderstandings will pop up even before take-off. This is a large threat for the organisation. When the GAP Model of Zeithaml, Parasuraman and Berry (1990) is applied on this situation, several gaps will arise. So even when the decision is not widely shared with stakeholders and/or users, it is advised to inform and involve as soon as possible and be open for feedback and input. Otherwise the project is not an added value but the creation of a large gap.

Also openness of strategic plans, what have decided, although they did claim they involved stakeholders, the main part of these stakeholders have no easy insight in or connection to/with the information. Involve the stakeholders by structured information what can be expected again, this will support the overall quality and satisfaction of the organisation due the support of those same stakeholders.

The new developed model based on the sub questions and on the concept model:

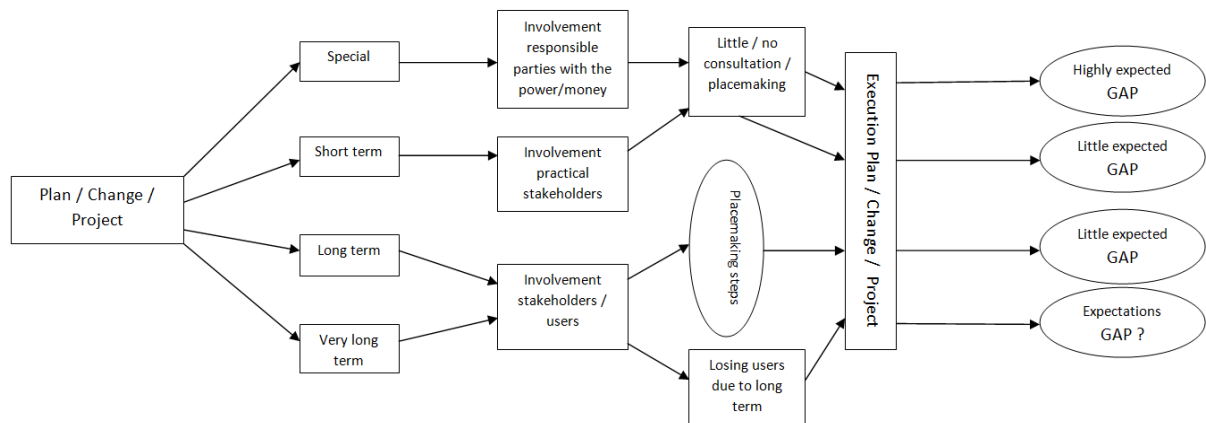


Figure 18 Project Diagram based on the research results

The model shows the different types of projects. As explained in the sub conclusions, extensive manners on placemaking cannot always be the case. Especially when short term decisions and actions need to be taken. Problems need to be dealt with and solved. Therefore gaps are not being expected on this short notice.

As described earlier in this conclusion, the special plans without much consultation of stakeholders and users and when there is no accurate action before the execution is finished, gaps are very likely to come up.

The long term projects with the involvement of and placemaking with the stakeholders and users will not lead to gaps rather quickly.

The very long term projects lose their users in the process due to in their environmental reasons which causes this delay of sometimes years. It is highly recommendable that in such cases communication keeps on going and interesting newly expected future users have the opportunity to become part of the involvement to prevent gaps on the long run as well.

The first hypothesis: *Placemaking is needed with every Campus Management decision*. This hypothesis is a very idealistic one. Each user type or group involved in every decision would definitely be perfect, but practically this is not possible as mentioned in the explanation of figure 18. When decisions need to be taken quickly and the action should be right after the decision, the involvement of the different stakeholders and users will be limited, therefore this hypothesis is disconfirmed.

It is a very important goal within an organisation to prevent gaps as described by of Zeithaml, Parasuraman and Berry (1990). Nonetheless, gaps cannot be prevented all the time, time changes situations, there are developments within the institute, just outside the institute, technical revolutions, many things can happen and therefore gaps can grow. This is an example why management information supplied the four perspectives as described by Den Heijer (2011) is very important. This needs to be an ongoing process, so the campus management is able to tackle the gap when it is on his way.

This recommendation is directly contrasting the second hypothesis: *Placemaking prevents Higher Educational Institutes from future gaps*. Practising placemaking is very helpful to prevent gaps, just as it is also visible figure 18. However due to internal and external development gaps are always on the watch. This hypothesis is disconfirmed.

The different (even the higher) steps of Placemaking are being applied within Higher Education Institutes depending on situation of the development, plan or change. Even though the term and the concept as a whole is less known and applied within the organisations, some way or level of placemaking is being applied. The structure, the steps of the ladder Edelenbos and Monnikhof (2001) do give grip, insight and awareness of the ways of participation within an organisation. Therefore a description of these steps of participation in that same standard operating procedure is recommendable.

Based on the conclusions and recommendations, for further research as recommendation is the way of improvement in cooperation of the different stakeholders and how to involve larger groups of users in the placemaking process and preventing even more gaps.

All research results, sub conclusions, these conclusions and recommendations lead to the answer of the problem statement:

**How is Placemaking related to Campus Management and
what is the added value of Placemaking to Campus Management?**

Placemaking is a very valuable tool to support the policy and the strategic plans of the Campus Management. The input of the four perspectives to have the management information (Den Heijer, 2011) to determine the next steps for the future is also partly been taken care of by the users.

Placemaking means being involved as stakeholder and user in future development of the institute, where the user works, studies and / or teaches. Being involved is not only being informed, but many more steps are possible.

The added value of all this is working on the environmental dimensions of Bitner (1992), which lead to better place (the institute) and therefore the advantages as Bitner claimed them; higher staff and student satisfaction, improved staff retention, better study results, higher productivity, so happy people!

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Appendices

Appendix 1

Interview

Introductie:

Hartelijk dank voor uw moeite en tijd die u al had genomen voor het invullen van de enquête en nu voor uw bereidheid om dit interview te willen doen ten behoeve van mijn onderzoek.

Onderwerp van het interview / onderzoek

Dit interview is onderdeel van mijn onderzoek die gaat over de mate van; en de manier waarop de diverse stakeholders/ users worden betrokken bij projecten van/binnen een hogeschool met betrekking tot nieuw-/ver- of uitbouw (met/of mogelijk een andere bestemming) van een van de schoolgebouwen. Ik heb een theoretisch kader gemaakt mede op de onderzoeken van Alexandra den Heijer. Zij heeft veel onderzoek gedaan naar het managen van University Campussen in Nederland en ook nog heel recent in 15/16 met TU Delft onder leiding van Den Heijer een onderzoek gedaan naar huisvesting en faciliteiten van de Nederlandse Universiteiten. Ook heeft Herman Kok zijn Phd in 2015 afgerond over Facility Management in Hoger onderwijs Hij heeft hiervoor 7 hogescholen gebruikt. Twee zeer interessante studies die ik een kader geven voor mijn onderzoek.

Duur van het interview

Het interview zal maximaal ongeveer een uur duren.

Vertrouwelijkheid/opname

Uw gegevens zullen uiteraard vertrouwelijk worden behandeld; voor de verwerking van alle gegevens wordt een opname gemaakt. Ik zal echter mogelijk ook aantekeningen maken om er voor te zorgen dat alle onderwerpen behandeld worden.

Gegevens verwerking

De opname zal worden uitgewerkt/uitgeschreven (transcriberen) en deze gegevens worden verder geanalyseerd . Uw gegevens zullen niet met naam en toenaam in het verslag worden verwerkt.

Testen van apparatuur

Dit interview gaat over

De mate van en de manier waarop de diverse met name interne stakeholders worden betrokken bij projecten van/binnen een hogeschool met betrekking tot nieuw-/ver- of uitbouw (met/of mogelijk een andere bestemming) van een van de schoolgebouwen.

In dit interview wordt het woord *verbouwing* gebruikt maar alle voorgenoemde projecten worden bedoeld.

Uitdraai ingevulde gegevens geven als basis/handleiding

Placemaking nog een keer: voor de duidelijkheid:

(Vraag 6): Placemaking is het proces waarin op coöperatieve wijze de diverse stakeholders worden betrokken bij en tijdens het ontwikkelen van publieke ruimten van een organisatie of locatie met als doel om de ruimten ondermeer toegankelijk, comfortabel, levendig, gezellig en multifunctioneel te maken voor meerdere stakeholder-groepen.

Uw gaf als antwoord op de vraag of u Placemaking toepast binnen uw Hogeschool JA

Had/ heeft u bij de vraag of u Placemaking toepast binnen uw organisatie beantwoord op basis van de term of op basis van de beschrijving van Placemaking?

Terug naar het begin:

Proces van een nieuw-verbouwing:

Overzicht stakeholders conform enquête:

- College van Bestuur
- Financiële controllers
- Opleidingsmanagers/ Heads of School/ Academic Deans
- Docenten
- Studenten

- Onderwijs ondersteunende medewerkers
- Facilitaire medewerkers
- MR
- Anders, nl.....

➔ Per stap kijken naar de rol en taken van de stakeholders, specifiek van de users; student/docent

Hoe gaat zo'n proces? Waar begint het ?

Op wiens initiatief en/of wat is de aanleiding voor een project, als we kijken naar dit huidige project als voorbeeld. Is er/dit een routine in project(en)? Wordt altijd dezelfde aanpak toegepast?

Kunt u voorbeelden geven?

Wat zijn (mogelijke) aanleidingen:

- studenten aantallen
- andere benodigheden/lesvormen
- trends/eisen in onderwijs
- onderzoek
- gebouw/faciliteiten verouderd
- onderwijs ontwikkelingen
- Strategisch plan
- ontwikkelingen werkveld/wensen stakeholders
- (klachten/opmerkingen) NSE / MTO

➔ **Betrokkenheid stakeholders, hebben (welke) stakeholders al een rol ?**

Is in deze fase ook al een stuurgroep actief bij een verbouwingsproject en zitten daar ook stakeholders/gebruikers in?

Wanneer en op welke manieren / zijn er een soort projectmatige (Prince) stappen erbij betrekken

- *Inventarisatie wensen*
- *Vaststellen van het project*
- *Uitvoering van het project*
- *Onderwijl bijstellen of fine tunen, terugkoppelen naar de stakeholders*
- *Afrondende fase, test/pilot fase*
- *evalueren*

Als er geen stakeholders, zoals docenten en studenten in de stuurgroep zitten, worden ze dan op eniger wijze al wel betrokken voor de beslissing/invulling van de verbouwing?
Zo ja, hoe wordt dit gedaan? Zo nee, waarom (nog) niet?

Beslissing om te doen

Welke kaders worden al gesteld bij de beslissing (op hoofdlijnen?) op zich?

- €
- Doelen
- M²
- Tijd(sduur) / planning
- Deelnemers, zoals....
- Medewerkers, zoals (functies)...
- Projectleiders, in- of extern
- externe partijen, leveranciers, bouwbedrijf, architecten
- Anders, nl

Wanneer en hoe worden externe stakeholders benaderd om mee te doen in een ontwikkeling

(Architecten, bouwbedrijven, bouw commissie, gemeente overheid, financiële instellingen?)

En welke invloed hebben zij op het proces. Zijn de stappen van de ladder hier ook van toepassing?

Betrokkenheid stakeholders, welke stakeholders hebben welke rol hier ?

Plan ontwikkeling, na de beslissing

Vraag 7: Wie bepalen de procedure van het ontwikkelingsproces van dit nieuw- of verbouw van openbare ruimten binnen uw hogeschool en hoe vaak bepalen zij dit?

Kunt u toelichten hoe en wanneer de diverse stakeholders worden betrokken. Kunt u dit per stakeholder benoemen?

- College van Bestuur
- Financiële controllers
- Opleidingsmanagers/ Heads of School/ Academic Deans
- Docenten

- Studenten
- Onderwijs ondersteunende medewerkers
- Facilitaire medewerkers
- MR
- Anders

Vraag 8: Op welke manieren worden de stakeholders betrokken tijdens het proces van het ontwikkelen van publieke ruimten binnen uw hogeschool?

Informeren - Raadplagen - Adviseren – Coproduceren - Meebeslissen

- College van Bestuur
- Financiële controllers
- Opleidingsmanagers/ Heads of School/ Academic Deans
- Docenten
- Studenten
- Onderwijs ondersteunende medewerkers
- Facilitaire medewerkers
- MR → De MR stond niet in de oorspronkelijke enquête, maar kunt u daar toch nog iets over zeggen?

Uitvoering

Welke rol hebben de stakeholders nog op het moment dat er “uitgevoerd wordt, dus tijdens de (ver)bouw?

Een project in het algemeen met de focus op de verschillende interne stakeholders, uiteraard zijn er vele factoren in een project, maar dit onderzoek gaat over de rol en de betrokkenheid van deze stakeholders.

Welke stappen worden er genomen over de gehele periode ten aanzien van een plan/project/ verbouwing/ontwikkeling. Hoe ziet zo’n proces eruit met betrekking tot de betrokkenheid van de stakeholders?

Contactmomenten

Wat vindt u van de tijdigheid van de contactmomenten in het proces van ontwikkeling en waarom?

Welke rechten hebben de verschillende stakeholders in het proces en krijgen de stakeholders daar deze ruimte voor of wordt dit ruimer aangehouden?

Naast het proces had ik ook nog andere vragen (mits deze niet al beantwoord zijn tijdens het bespreken van de verschillende stappen van het proces.

GAPS

Is/wordt er een inventarisatie gedaan vooraf om wensen/expectations (verwachtingen) in kaart te (relatie GAP model) brengen?

Zijn/waren er gaps expected / unexpected, vooraf achteraf.

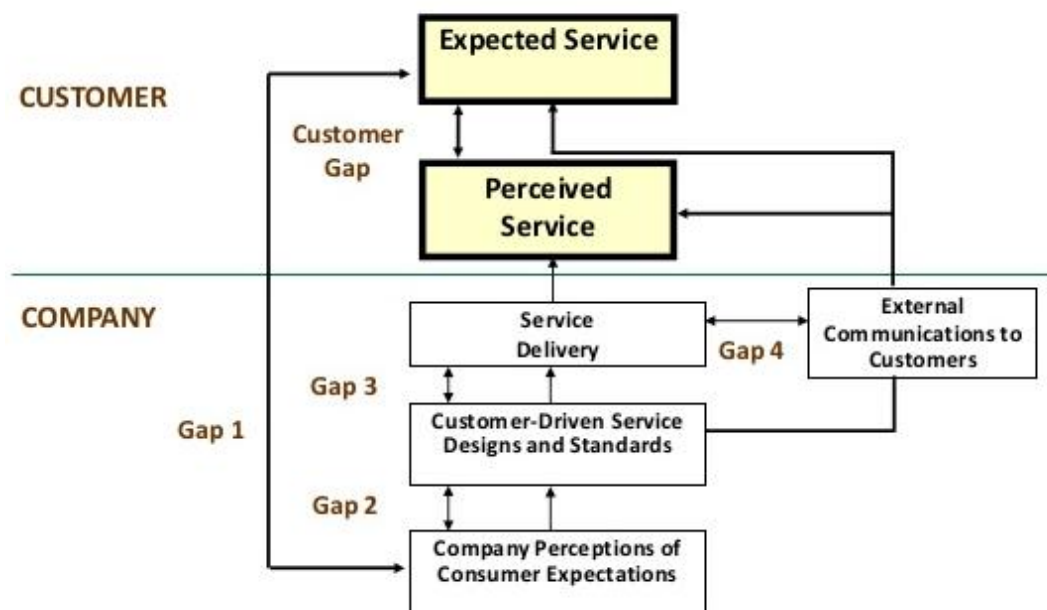


Figure 19 GAPS Model of Service Quality (Zeithaml et al, 1990)

Denkt u dat het tijdig (vanaf de eerste stap van een aankomende verbouwing) betrekken van de stakeholders zou kunnen voorkomen dat er gaps ontstaan, of in ieder geval te beperken of bestaande juist op te lossen of voorkomen in een vernieuwde situatie?

Kunt u dit indien van toepassing per stap van de ladder benoemen:



Figure 20 Dutch and English version of Ladder of Participation (Monnikhof and Edelenbos (2001))

Onderzoek KOK

Onderzoek van Kok (2015) geeft 2 splitsing aan van cvb/fac man. versus docenten/studenten aan:

CvB/fac man: zeggen dat 3 factoren van de fysieke faciliteiten en diensten bijdragen significant bij aan kwaliteit van onderwijs, nl. representatie, onderwijsruimten en FO

Terwijl onderwijs managers en docenten vinden dat alle factoren bijdragen, en dan gaat het dus om het facilitair ontwerp als bijdrage voor de kwaliteit van onderwijs.

Herkent u deze beschrijving? Hoe worden dit soort zaken bij uw Hogeschool (h)erkent en wordt er iets mee gedaan.

Zijn er eventueel andere specifieke gaps waar uw Hogeschool mee moet omgaan?

Wordt er geïnventariseerd wat wensen/benodigdheden zijn? Hoe wordt dit gedaan?

Wat is de rol van student en/of medewerkers tevredenheid in het proces van een verbouwing? Speelt/telt deze mee in de keuzes?

Campus NL

Zoals gezegd is een belangrijk document voor mijn onderzoek het onderzoek van TU Delft van vorig jaar: *Campus NL, investeren in de toekomst*. Dit onderzoek is gedaan bij de 14 universiteiten van Nederland. Hieruit zijn een aantal kernpunten gekomen.

- Een van deze kernpunten is dat kwaliteit van onderwijs en onderzoek sterk afhankelijk is van de kwaliteit van de huisvesting. Verouderde gebouwen leiden tot productiviteitsverlies en ontevredenheid, verouderde labs brengen innovatieambities in gevaar. Investeren in huisvesting blijkt een investering in onderwijs en onderzoek.

Wat is de visie van uw organisatie?

- Een ander kernpunt is dat zo'n 10 jaar geleden een tendens was om steeds meer thuis te werken en afstandsonderwijs te stimuleren, en dus die fysieke campus deels te vervangen door een virtuele. Anno nu is er juist weer de ambitie om de hedendaagse student zoveel mogelijk op de campus te faciliteren. Uit de interviews met huisvestingsverantwoordelijken van de universiteiten bleek dat de tevredenheid van de studenten en hun rendementen beide gebaat zijn bij de laatste ambitie. Het creëren van thuisbasis met eigen identiteit blijkt belangrijk voor een groter wordende universitaire gemeenschap.

Herkent u zich hierin en zijn de ontwikkelingen bij uw Hogeschool vergelijkbaar?

Kunt u dit toelichten? Hoe heeft u deze informatie ingewonnen?

- De slotconclusie van het eerder genoemd document van den Heijer/TU Delft is dan ook dat strategische keuzes voor de huisvestingsopgave integraal moeten worden afgewogen op universiteitsniveau – dus met bestuurders, gebruikers (medewerkers en studenten), controllers en beheerders. Het bepalen van de huisvestingsopgave is door de grote impact op de veel universiteitsdoelstellingen een verantwoordelijkheid van de hele universiteit.

Bent u het voor uw organisatie eens met deze conclusie? Zo ja/nee, kunt u dat toelichten?

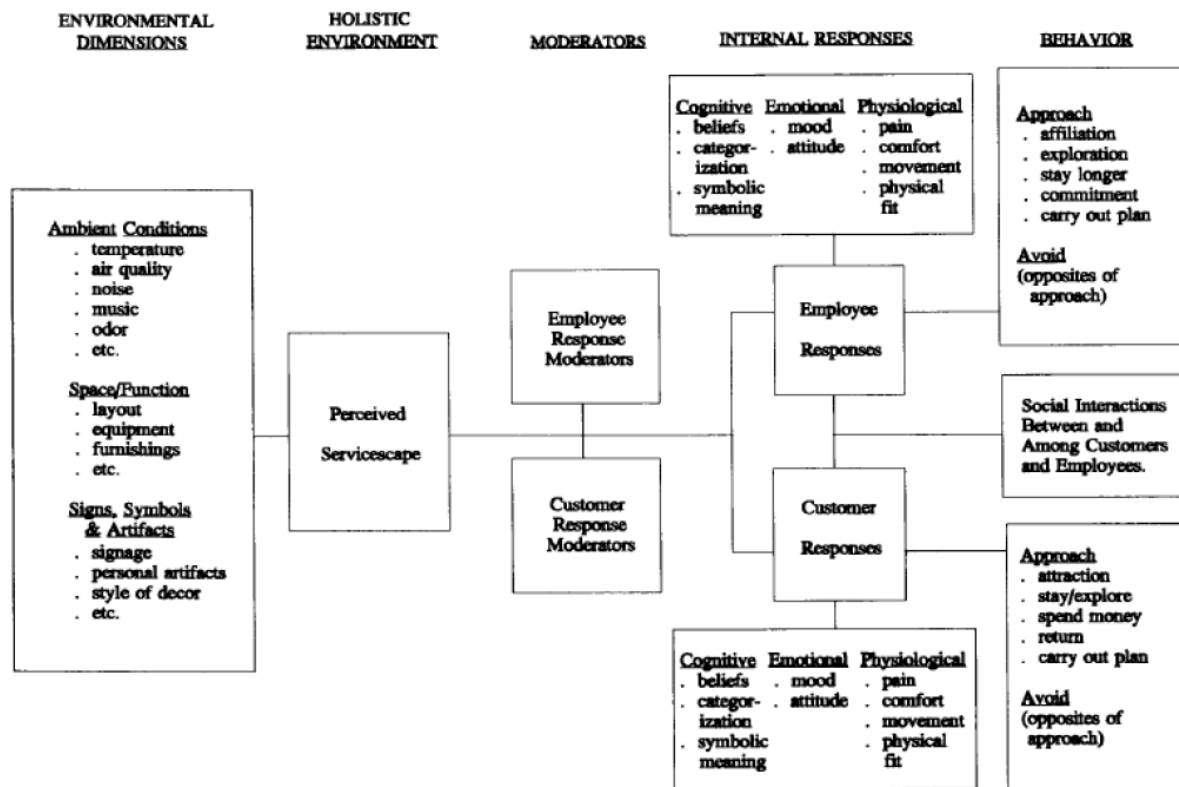


Figure 21 framework for understanding environment-user relationships in service organisations (Bitner, 1992)

Is dit model en met name alle onderdelen die in dit model van Bitner staan uitgesplitst ook thema of specifieke aandachtspunten voor Hanze Hogeschool? Worden deze als speerpunten in een strategisch plan benoemd specifiek of breed?

Overig

Zijn er nog onderwerpen niet besproken in de context van het interview waar u nog iets over wilt zeggen?

Heeft u nog aanvullingen om het onderzoek te ondersteunen?

Heeft u nog tips/tops voor een volgend interview?

Wanneer het onderzoek is afgerond, stelt u prijs op een kopie van het rapport?

Hartelijk dank voor uw genomen tijd en moeite!

Appendix 2

Pie Graphs of the results of survey question:

In which way are stakeholders being involved during the process of the development of public areas within your institute?

