Graduation Plan

Master of Science Architecture, Urbanism & Building Sciences

Graduation Plan: All tracks

The graduation plan consists of at least the following data/segments:

Personal information	
Name	**Jasmine Danielle Oplida Bacani**
Student number	5609267

Studio		
Name / Theme	Planning Complex Cities	
Main mentor	Rodrigo Cardoso	Spatial Planning & Strategy
Second mentor	Els Bet	Urban Design
Argumentation of choice of the studio	I chose Planning Complex Cities because I want a more urban planning-oriented direction to my thesis that is rooted in governance and policymaking. I would like to delve into the institutional and stakeholder influences towards designing or creating a new spatial plan that involves participatory processes. Issues arising from the allocation of spatial resources in different communities and the spatial outcomes or social consequences of these issues are of particular interest to me. I want to use the Planning Complex Cities studio to strengthen my ability to provide spatial guidelines and lead interventions through a variety of planning schemes and governance arrangements.	

Graduation project	
Title of the graduation project	The urban dormitory: Reducing the negative consequences of small-sized university cities
Goal	
Location:	Delft
The posed problem,	Studentification has wide-ranging effects on the urban space and the community of small-sized university cities. The tipping point caused by student numbers exceeding the capacity of the city, leads to a housing shortage and lack of social cohesion. The existing institutional approaches towards this issue lacks consideration in the integration process of both the university and the students into the local

	community, thereby widening the gap between town and gown.
	Considering existing future plans for the city of Delft and the expansion of TU Delft, more attention is needed to mitigate the intolerance between local residents and students, as well as in the increase of the student housing stock. A shift in mindset and practices from economy and quantity towards wider societal costs is now an urgent matter for the livability of Delft.
research questions and	**Main question**: How can the provision of student housing in Delft be reformed to stimulate social cohesion? • Sub-question 1: How does studentification materialize in Delft? • Sub-question 2: How can behaviour and perception be changed to enhance interaction? • Sub-question 3: How can stakeholders be empowered in to participate in the planning process? • Sub-question 4: How can different actors be aligned to mitigate the negative consequences of studentification?
design assignment in which these result.	To determine best practices and pitfalls to be avoided with regards to studentification, case analyses will be done on Lund, Gottingen, and Loughborough, cities that have comparable university sizes and student population to Delft. This unfolds different ways that studentification materializes in different contexts and what type of interventions other cities have adopted in order to mitigate this. This will be used against the framework of possibilities within Delft which is sought after using context analysis from a spatial and political dimension. By choosing intervention sites and doing spatial analyses on 2 specific and distinct neighbourhoods in Delft that experience studentification: Krakeelpolder and

Wippolder, a starting point towards spatial guidelines for other studentified neighbourhoods in Delft can be extracted. The Defensible Space theory and Broken Windows theory will facilitate the role of urban design towards changing behaviour and thereby, perception, of different inhabitants.
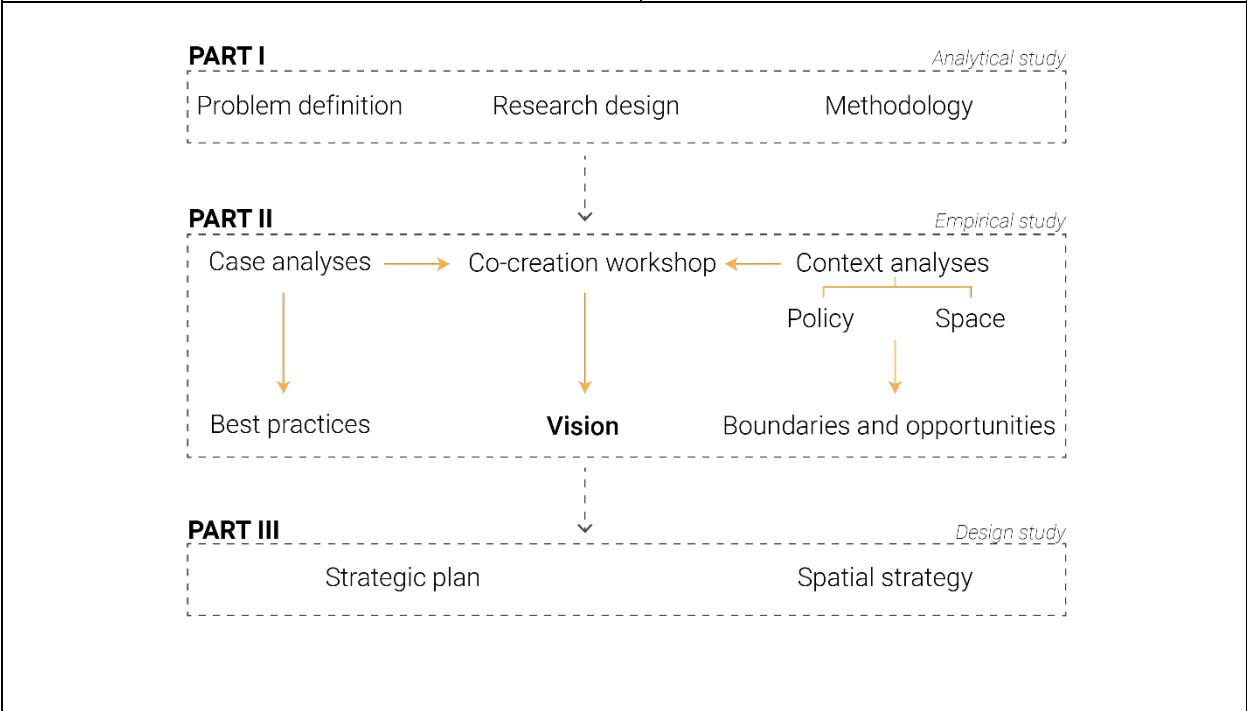
An analysis on existing institutions, policies, and strategies in Delft also provides boundaries and opportunities with regards to local policies. It also allows for a comprehensive understanding of the different goals of institutions, their roles in the consequences of studentification, and how these can be reformed to align them towards the same vision of mitigating studentification consequences in Delft. Aligning these actors towards the same goal is facilitated by the Theory of Change.

A co-creation workshop will also be used to empower stakeholders to be part of the planning process and gather insights on different design needs of stakeholders that are rooted in their own experiences of their space.

Spatial guidelines and a strategic plan will be informed by the results of the co-creation workshop and synthesized by the best practices identified from the case analyses and the boundaries or limitations from the context analysis in Delft.

PART I — *Analytical study*

Problem definition   Research design   Methodology

PART II — *Empirical study*

Case analyses → Co-creation workshop ← Context analyses

Policy   Space

Best practices   **Vision**   Boundaries and opportunities

PART III — *Design study*

Strategic plan   Spatial strategy

Process

Method description

Literature research

The critical review of scientific literature, newspapers, and magazine articles were used to inform the theoretical underpinnings behind studentification and the drivers of the student housing shortage globally and locally. They were an integral part of this research to define key terms, reflect on the transferability of global phenomenon onto Delft, and discover the context of studentification in Delft.

Stakeholder analysis

To get an overview of actors and stakeholders involved in the topic of studentification, a stakeholder analysis was required. It was necessary to understand the different goals and priorities of each group to identify existing or need for alignments. Furthermore, the stakeholder analysis clarifies which groups needed to shift power and interests in order to achieve the goals of this research.

Analyzing institutional documents

Policy documents, strategies, and established frameworks of both local and national actors informs the existing and future plans towards student housing and studentification. These were valuable sources of data and contacts for further development of the project and were able to give a guiding direction towards the expected outcomes.

Case analyses

Case analyses inform the everyday existence of studentification within a European context aside from theoretical understandings of the topic. The selected cities of Lund in Sweden, Loughborough in the UK, and Gottingen in Germany are used for comparative analysis
to discover different ways the consequences of studentification can unfold and which best practices and pitfalls need to be considered for the case of Delft. The selection of case analyses was based on a criterion, namely:
- 		Located in Europe
- 		Comparative population size to Delft
- 		Comparative area size to Delft
- 		Comparative student numbers to Delft
- 		Presence of local university in the city
- 		Experiences studentification

Spatial analysis

Data on the distribution of demographics and infrastructure, as well as the spatial claims of different actors and stakeholders are integral to the outcomes of this research, but they are typically not included in scientific literature; therefore, spatial analysis and mapping were necessary to inform the current spatial qualities and opportunities for design interventions in Delft.

Interviews

To gather qualitative data on how students and local residents experience the process of studentification, interviews are vital. Due to limited qualitative data on community interaction, personal experiences with the student housing shortage, and perception of institutions in Delft,

interviews with stakeholders were required to inform the analysis phase. Furthermore, interviews with experts in the municipality, university, and real estate sector were also needed to get a well-rounded overview of different drivers of studentification and strategies towards it.

Strategy-making
Strategy-making is an integral tool towards the end phase of this reasearch in order to realize the intended outcomes. Creating a strategy towards the increase of the student housing stock and stimulation of social cohesion comes in the form of long-term plans and short-term action plans. Strategy-making informs the spatial, institutional, and social strategies required to solve the studentification issue in Delft.

Iterative engagement
Lived experiences of Delft's residents is required to fully understand how studentification unfolds in the city. Furthermore, engagement with these residents also unfold their needs and desires from their neighbourhood. Because of this, input from different stakeholders is necessary to create a strategy for studentification in Delft. A participatory approach towards strategy-making and design needs to be enriched by continuous engagement as opposed to only in the beginning. This also enables participating stakeholders to feel heard and encourages them to continue participating in planning processes.

Cultural activities
To encourage residents to participate in planning processes, casual and informal activities are more inviting. Cultural activities can come in the form of food and beverages events that can ease participants into sharing their experiences of the city and their neighbourhood, as well as what changes they would like to see implemented in the future.

Co-creation
A co-creation process is a form of participatory planning that enables stakeholders to design along with different actors and urban planners. Using this approach allows actors and stakeholders to put their opinions and desires on paper although opposing with one another. This model allows for compromise towards designing a neighbourhood for all.

Literature and general practical preference

To encourage the different domains of social cohesion, the theory of Defensible Space by Newman (1973) and the Broken Windows theory first introduced by Wilson in 1982 will be used. Newman's theory is based on the idea that the physical design and layout of an urban environment is a determining factor on why some areas are more vulnerable to crime and anti-social behaviour than others. It puts forth three critical components and design principles: territoriality, natural surveillance, and image and milieu. Whereas the principles of territoriality and natural surveillance are focused solely on exerting territorial influence and observability to an environment in order to prevent crime, image and milieu rather focuses on the appearance of residential spaces that influence perception of an area and symbolizes the lifestyle of its inhabitants (Newman, 1973; Reynald & Elffers, 2009). This particular concept theorizes that a well-maintained area with a positive image can increase inhabitants' desire to maintain their environment and behave in a befitting manner, thereby reducing anti-social behaviour.

Supplementing Newman's theory is the Broken Windows theory that theorizes that minor instances of social and physical disorder in urban spaces can trigger more disorderly behaviour. This theory expands on the idea of reciprocity wherein individuals are more compelled to behave in a way, despite it being unlawful or inappropriate, because they observe others doing so (Keizer et al., 2008). This means that disordered spaces can foster unwanted behaviour. It is worth noting that the Defensible Space and Broken Windows theory have both been criticized for conflicting results upon application in various global settings and for being used to criminalize poorer neighbourhoods. To avoid these critiques, this research will only look at both Newman and Wilson's theory within the domain of social cohesion and as inspiration for the idea that well-designed urban spaces without physical disorder can stimulate appropriate and desired behaviour, which can then improve people's perceptions on one another and allow for more interaction.

Building on these existing theories, which were introduced at a time where top-down approaches were the norm, the domain of engagement and participation will also be used to inform what "well-designed urban spaces" mean for its inhabitants and what types of behaviour and degree of interactions they deem desirable in their environment. By empowering inhabitants to participate in the planning process, they can also take action to initiate changes themselves for their community. It also ensures that different demographics are represented in the intended outcomes, thereby allowing for diversified spaces. It also strengthens the trust that stakeholders have towards governing institutions since their voices and opinions would be heard.

Conversely, actors and institutional powers would also need to shift their focus towards wider societal goals in order to increase the student housing stock and stimulate social cohesion in the city. For this, the Theory of Change will be used. This theory is a model that explains how a given set of interventions can lead to development change (Taplin et al., 2013).

By presenting a theory of change informed by stakeholders and within the capacity of actors, partnerships can be developed and managed. Involved actors can be motivated by being part of the process and informed of their contribution towards long-term goals. Collaboration between these

actors can therefore be strengthened as they work towards the same outcome. A common Theory of Change articulates a shared vision and strategy to align actors involved with studentification (Taplin et al., 2013).

References:

Newman, O. (1973). Defensible space: Crime prevention through urban design. MacMillan Publishing Co. Inc.

Reynald, D. M., Elffers, H. (2009). The future of Newman's defensible space theory. European Journal of Criminology, 6(1), 25–46. https://doi.org/10.1177/1477370808098103

Donnelly, P. (2010). Newman, Oscar: Defensible Space Theory. In Encyclopedia of Criminological Theory (pp. 665–668). Sage Publishing.

Keizer, K., Lindenberg, S., Steg, L. (2008). The spreading of disorder. Science, 322(5908), 1681–1685. https://doi.org/10.1126/science.1161405

Taplin, D., Clark, H., Collins, E., Colby, D. (2013). Theory of change: A Series of Papers to Support Development of Theories of Change Based on Practice in the Field. Center for Human Environments

Reflection

1. **What is the relation between your graduation (project) topic, the studio topic (if applicable), your master track (A,U,BT,LA,MBE), and your master programme (MSc AUBS)?**

The topic of studentification is primarily evident at a neighbourhood scale and is rooted at not only a spatial dimension, but also an economic and social dimension. This is what relates it to the Urbanism track that deals with the urban space from multiple dimensions. Studentification is also involved and driven by institutional practices that require an understanding of different actors and stakeholders who may not be aligned in their vision or goals. The Urbanism track puts an emphasis on this governance aspect when it comes to developing change. Rooted in space, the MSc AUBS program facilitates the required tools in order to solve the negative consequences of studentification.

2. **What is the relevance of your graduation work in the larger social, professional and scientific framework.**

The concept of studentification was first coined by Darren Smith from the University of Loughborough, identified as a precursor to gentrification due to the demographic shift that can be found in studentified areas. The consequences of the concentration of students in residential areas, especially in small- or medium-sized cities lead to an array of economic, environmental, social, and cultural consequences that are closely linked to wider topics of privatization, urban and social segregation, displacement, and urban degradation. Despite numerous studies on studentification and some new forms of legislation targeting its consequences in the UK, there is still a gap in understanding of how to better integrate students within the local community and controlling the effects of studentification apart from a quantitative regime. Further research into the micro to macro relations of studentification is essential to bridge this gap.

One of the most pressing issues in the Netherlands is the housing shortage, which is exacerbated by the influx of students in university cities. Many students defer enrollment each year or suffer from poor living conditions for high rent. The number of students in a small city does not only put pressure on the housing market, but also causes tension and conflict between students and local residents because of their different normative lifestyles. This difference can foster a social and physical divide in the form of social enclaves between different groups and a lack of social cohesion. In more extreme scenarios, studentification can also lead to the displacement of local residents who are pushed out due to high rents, nuisances, or the replacement of local and cultural characteristics in place of amenities befitting younger groups. Expanding knowledge on the local context of studentification in Delft and introducing new action and strategic plans to combat and mitigate these social issues therefore directly benefits local residents, including students.