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Master Thesis:

"University as Part of the City: Models for the Openness and Integration of NaUKMA's Accessible Campus into Podil's Urban Environment"

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Abstract. Despite the potential for mutual enrichment between university and urban communities, traditional campus closure creates barriers between academic environments and urban contexts. In post-war reconstruction conditions, finding solutions that ensure both accessibility and security becomes particularly relevant. This research at NaUKMA employs mixed-methods design, combining online survey, participatory session, and expert interviews to examine campus-city integration possibilities. The study revealed polarization in attitudes toward campus openness, with architectural monuments having highest integration potential while security concerns emerged as primary barriers. The thesis outlines spatial, organizational, and cultural strategies for enhancing openness while ensuring historical preservation through participatory approaches.

Keywords: campus integration, accessibility, university and city, NaUKMA, Podil, participatory planning.

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INTRODUCTION

The traditional closure of university spaces creates not only physical but also cultural barriers between the academic environment and the urban context, limiting the potential for mutual enrichment of both communities. In the conditions of a modern city and future post-war reconstruction, the search for architectural and organizational solutions that simultaneously ensure accessibility and security, creating value for both the university community and city residents, becomes particularly relevant.

The National University of Kyiv-Mohyla Academy (NaUKMA) with its historic campus in Podil has a unique opportunity to become an example of integrating university space into the urban environment, enhancing its accessibility for different categories of users while contributing to the qualitative development of urban spaces that typically remain isolated.

This research aims to answer the question: **How can the integration of NaUKMA campus into the urban space of Podil serve as a tool for enhancing its accessibility for different categories of users and contribute to the qualitative development of urban spaces that typically remain isolated?**

I have chosen an exploratory research design with elements of a participatory approach for this study. This methodology will allow for a thorough investigation of the complex relationships between university and urban spaces, while actively involving stakeholders in the process of developing solutions. The exploratory design is particularly appropriate given the unique context of NaUKMA and the evolving nature of university-city relationships in Ukraine.

This thesis is structured as follows: The **Literature Review** examines the evolving relationship between universities and cities, analyzing international models of campus-city integration and participatory planning approaches. The **Analytical Framework** develops conceptual definitions of university public space, accessibility, and integration while establishing theoretical mechanisms and research hypotheses. The **Methodology** section justifies the mixed-methods exploratory design and describes data collection procedures including online survey, participatory session, and expert interview. The **Findings** section presents results from both quantitative survey data and qualitative participatory research, revealing stakeholder perceptions, integration barriers, and potential solutions. Finally, the **Conclusions** interpret these findings within the broader academic discourse on university-city relationships and provide practical recommendations for implementing graduated campus integration while maintaining institutional security and academic mission integrity.

LITERATURE REVIEW

The Evolving Relationship Between "Town and Gown"

Universities and cities have always been intertwined, but recent years have seen intensified debate about how integrated or isolated campuses should be within their urban contexts. Traditionally, many university campuses were conceived as "cities unto themselves," self-contained enclaves separate from the surrounding city – a pattern dating back to medieval "colleges" and reinforced by 20th-century campus planning (Christiaanse, 2018).

This "ivory tower" model treated the campus as a refuge for scholarship, often enclosed or at least functionally distinct from urban life. However, post-war expansion and mass higher education led to vast new campuses (often on city peripheries) that sometimes became isolated monocultures within cities. By the 2010s, a counter-movement had gained momentum: calls to reconnect the ivory

tower with everyday life, embedding universities more deeply in the social and spatial fabric of cities (Gattupalli, 2023).

Scholars and planners began arguing that the "campus-city relationship" is strategic for both sides – essential for universities to achieve their missions and for cities to leverage universities as drivers of innovation and urban vitality. A 2022 systematic review confirms that a strong university–city partnership can unlock benefits for both, from economic growth to cultural vibrancy (Mohammed et al., 2022).

In short, the old paradigm of separation is giving way to a vision of mutual interdependence. Yet the nature of city–university relationships is complex and often fraught. On one hand, universities can be powerful urban "anchor institutions" that bolster local economies, provide jobs, spark innovation, and attract talent. They also contribute to a city's cultural capital – universities host museums, libraries, theaters, and lectures, and their students and staff add youthful energy and diversity to city life.

On the other hand, unresolved tensions persist about openness vs. exclusivity. Many campuses still function as "micro-cities" with their own rules and rhythms, sometimes perceived as detached from surrounding communities. Recent comments mention an ongoing "debate on the exclusivity of universities from their local communities" that is shaping new campus developments (Gattupalli, 2023).

In Europe especially, universities have started "reconsidering their position in society," questioning the old model of the secluded campus and undertaking major physical and organizational reforms to open up to the city. This reflects a broader shift toward the idea of the "civic university" – one that embraces a third mission of community engagement alongside teaching and research.

Cultural, Social, and Civic Roles of Urban Universities

Modern urban universities are increasingly expected to play multifaceted roles beyond their core educational mission. Culturally, universities often serve as stewards of knowledge and arts in the city. Many campuses house public museums, art galleries, theaters, and libraries; they host concerts, film screenings, festivals, and lectures open to city residents. In doing so, they act as cultural hubs that enrich the entire community.

For example, Columbia University's new Manhattanville campus in New York includes the Lenfest Center for the Arts and the Wallach Art Gallery, which offer public exhibitions and programming "for both students and neighbors". Such

initiatives invite the city's population onto campus for shared cultural experiences, blurring the line between campus and city life.

The presence of students and scholars also contributes to a city's cultural diversity and creative energy – what one author calls "the social capital of campuses," enhanced when universities are in close proximity to housing, businesses, and other urban functions. Mixed-use environments that integrate academic spaces with cafes, shops, and public venues encourage informal interaction between "town and gown," fostering a richer cultural milieu.

Socially, universities in cities can function as key community anchors and social infrastructure. They provide spaces for dialogue, public debate, and civic events – from town hall meetings to science festivals – often stepping in where other civic institutions (like clubs or community centers) may be lacking. A study of campus open spaces found that these spaces increasingly serve as "cultural and recreational infrastructure" for both campus members and the public (Lee et al., 2014).

In many cities, campus parks, plazas, and student centers are used by local residents for leisure and recreation, effectively operating as part of the public realm. For instance, Harvard and the University of Pennsylvania have long maintained open-access campus greens and plazas that invite neighborhood use. This social role is linked to the concept of the "university as a community hub." When campuses are welcoming and accessible, they can act as safe, inclusive gathering places that promote social mixing across age, class, and ethnic lines – an embodiment of what urbanists call "social sustainability."

The civic role of universities has also come to the fore in the past decade. Cities increasingly look to universities as partners in addressing urban problems – whether economic revitalization, public health, sustainability, or social inequality. In the U.S., this has given rise to "anchor institution" strategies, where universities leverage their resources to uplift local communities (e.g., providing job training, supporting local schools, or investing in neighborhood improvements).

Benefits of Integration for City and Campus

When universities actively embrace these cultural, social, and civic roles, the benefits are mutual. From the city's perspective, an engaged university can be a catalyst for urban regeneration and innovation. Empirical studies show that establishing a new university or expanding one can spur significant urban development in its vicinity – one study found an average 1.6% urban growth rate in

the decade after a university's establishment, with even larger expansions of urban activity over longer periods.

Universities attract educated populations, research labs, startups, and cultural institutions, which can revitalize struggling neighborhoods or enhance a city's global competitiveness. For example, the presence of multiple universities was a key factor in the revival of cities like Pittsburgh and Boston, helping them transition from industrial decline to knowledge-based economies.

Even on a smaller scale, college towns often benefit from the "economic opportunities and cultural vibrancy" that universities bring – think of bookstores, cafés, art cinemas, and music venues that thrive in proximity to campuses. Moreover, universities contribute significantly to a city's human capital by educating local residents and attracting students who may remain after graduation as skilled workers and civic leaders.

For universities, closer integration with the urban environment offers both practical and academic benefits. An open, city-facing campus tends to be more attractive to students and staff seeking vibrant, cosmopolitan experiences. Easy access to urban amenities – affordable housing, public transit, cafes, arts, and nightlife – improves student life and well-being.

Recent research confirms that the "impact of the physical connection between the university and the city goes far beyond campus accessibility" – it "deeply affects students' social life" and satisfaction. In academic terms, integration can enrich learning and research: partnerships with local industries and government provide real-world laboratories for students and faculty, while community engagement projects give students hands-on experience and a sense of civic responsibility.

Universities find that working on local challenges (from environmental resilience to public health) can generate new research opportunities and funding streams, aligning scholarly activity with societal impact. Furthermore, by being good urban neighbors, universities can cultivate goodwill that translates into political and public support. This is crucial for things like campus expansion approvals, fundraising from alumni and local philanthropists, and attracting government grants that favor community-focused initiatives.

In essence, a university that is seen as "part of the community" rather than apart from it often enjoys a stronger mandate to grow and innovate. As one study put it, successful campus-city relationships can "maximize the mutual benefits" for both sides, creating a virtuous cycle of trust and support.

Barriers to University-City Integration

Despite the clear benefits, significant barriers and challenges block the full integration of many universities into their urban environment. One common barrier is **the physical design and layout of campuses.** Numerous post-war campuses were built as isolated enclaves – whether gated perimeters or inward-facing complexes – which remain urban islands that disrupt street networks and discourage public access.

These physical barriers send a symbolic message of exclusivity. For instance, some campuses are surrounded by fences or security checkpoints, and their internal open spaces function as "subordinate open spaces" not well connected to city public space (Lee et al., 2014). The result is often low integration and accessibility: local residents may feel unwelcome to stroll or bike through campus, and city life tends to "flow around" rather than through the university grounds.

Such spatial separation reinforces a social separation. In many places, town and gown lead largely separate lives, with minimal everyday interaction. This highlights a perception that universities can be detached, engaging with the city only on their terms.

Closely related are **symbolic and cultural barriers**. Even when campuses are not physically walled off, there can be a feeling of psychological distance between university affiliates and other city residents. Differences in lifestyles, schedules, and socioeconomic status may bring misunderstanding or resentment. Long-time residents might view students as disinterested in local affairs, while the university community might stereotype the surrounding neighborhood as irrelevant to campus life (or even unsafe).

These divides can lead to mistrust. Indeed, research on city–university relations emphasizes the importance of breaking down "physical and symbolic barriers between town and gown" to enable genuine engagement. If left unaddressed, a "cultural divide" sets in, where each side is ignorant of the other's needs and contributions.

Another barrier is **institutional inertia and priorities**. Universities are primarily focused on their academic missions and global rankings, which may make local engagement seem secondary. Faculty are incentivized to publish research, not solve a city's zoning issues; university budgets prioritize labs and student facilities, not public parks. As a result, community initiatives may be underfunded or reliant on short-term grants.

There can also be misalignment of timelines – city governments seek immediate solutions to pressing problems, whereas academics often work on longer research cycles. A 2024 report on city–university collaborations observed that academics often prioritize research publishable in journals, while "city halls are looking for immediate, practical help", leading to a disconnect in goals (Nevejan, 2023).

Additionally, governance structures differ: city officials answer to voters and operate through political processes, whereas universities have their own governance and may act unilaterally in their interest. This can breed tension if, for example, a university expands its campus without sufficient community input or impact mitigation.

Moreover, practical issues like **inaccessibility of campus resources form everyday barriers**. If campus facilities (libraries, sports centers, cafeterias) are off-limits to the public or require special IDs, it limits positive interactions. Even basics like signage and navigation can deter visitors – a campus that is confusing to traverse or lacks obvious welcome centers may inadvertently exclude non-university people.

In summary, breaking down the town–gown divide requires overcoming physical isolation, cultural misunderstandings, and institutional misalignments. As one study succinctly put it, "physical and symbolic barriers between the town and gown need to be broken for a more feasible university-city engagement" (Mohammed et al., 2022). This entails building trust over time. Trust is often cited as the foundation for any city–university collaboration. It grows when both sides demonstrate commitment, transparency, and a willingness to address past grievances.

Models of University-City Interaction: Scandinavian and American Approaches

Physical Integration Models

A fundamental approach to improving university–city synergy involves urban design that physically opens campuses to cities. Both Scandinavian and American universities have pioneered "open campus" models that reject fortress-like designs in favor of porous, mixed-use environments.

Scandinavian approaches emphasize integrating campus areas with city fabric by reopening closed streets, adding pedestrian routes through campus, and creating inviting public spaces at campus edges. The Nordic vision treats universities not as

separate islands but as nodes in urban networks that catalyze surrounding activity (Nordic City Network, 2017). These campuses prioritize human-scale design and accessibility, often relocating from peripheral locations into city centers to strengthen urban integration.

American models similarly focus on transforming campus edges to be more welcoming and mixed-use. Columbia University's Manhattanville expansion exemplifies this approach—avoiding walls or gates, incorporating ground-floor retail and community spaces, and creating public parks as integral campus elements (Columbia University, 2022). Other institutions like the University of Pennsylvania have developed shared facilities that serve both campus and community needs.

Three primary physical integration typologies emerge from these approaches:

1. **Dispersed Inner-City Campus**: Academic buildings scattered through city fabric rather than concentrated in compounds, creating networks of educational sites embedded among commercial and residential uses.
2. **Urban Campus with Open Interfaces**: Centralized campuses that consciously break boundary barriers through "university squares" and boulevards functioning as shared spaces.
3. **Mixed-Use Knowledge Districts**: Universities partnering with cities and industry to develop districts combining campus, commercial, and public functions in dense urban quarters.

All these physical models emphasize accessibility and permeability. Importantly, removing barriers doesn't mean removing identity. In fact, many universities find that integrating with the city can enhance campus identity in a positive way – the campus is seen as an open, integral part of town, not an isolated ivory tower.

Organizational and Cultural Integration Models

Physical design enables integration, but organizational and cultural strategies ensure meaningful collaboration between universities and cities. Successful models include formalized governance partnerships, shared programming, and coordinated service delivery.

Many Nordic university towns establish University-City Forums for regular dialogue on shared issues like development, transportation, and cultural events. In the United States, direct relationships between university presidents and mayors, supported by dedicated liaison offices, facilitate ongoing cooperation.

Programmatic integration involves events and services that bring campus and community together. Scandinavian universities excel at public lecture series drawing city residents onto campus, while American institutions emphasize service-learning programs sending students into communities and community-oriented campus celebrations.

Shared infrastructure represents another integration model, such as university libraries doubling as public branches or coordinated transit systems. Some universities address local challenges like housing affordability by creating community-accessible affordable housing, reducing town-gown friction over gentrification.

Best Practices for Mutual Enrichment

From the diverse models above, several best practices emerge that support mutual enrichment and help overcome the traditional closed-campus mentality:

- **Early and Continuous Engagement**: When planning anything that affects the city, engage city officials and community stakeholders from the start. Co-design solutions to ensure projects serve broader public goals and maintain regular forums for dialogue.
- **Physical Openness and Accessibility**: Remove unnecessary physical barriers. Keep campuses porous with public rights-of-way and welcome the public through clear signage and open gates. Design new developments to include public spaces and ground-floor uses that attract the community. An open campus invites casual interactions that build familiarity and trust over time.
- **Shared Projects and Investment**: Identify win-win projects such as jointly developed innovation hubs or cultural centers co-funded by city and university. By sharing costs and benefits, both parties have stake in success.
- **Institutionalize Partnerships**: Make campus-community interaction permanent through liaison offices, standing advisory boards, or co-governance arrangements for specific districts.
- **Cultivate a Shared Culture**: Encourage openness by celebrating the city in university events and vice versa. Universities can hold community appreciation days or feature local success stories to demonstrate integration.
- **Address Town-Gown Tensions Proactively**: Identify potential conflict points and address them head-on. For example, universities can work with cities to manage off-campus student housing issues through code enforcement or increased on-campus housing.
- **Measure and Communicate Impact**: Track collaboration outcomes through economic and social impact data to highlight integration value.

The experiences from Scandinavia and the United States affirm that bridging the campus-city gap provides significant rewards, but requires intentional effort. Physical integration creates opportunities for contact, while organizational partnerships convert those opportunities into lasting relationships.

By adopting best practices in open campus design, NaUKMA can enhance both its academic environment and the urban vitality of Podil. The literature suggests that when a campus becomes an integral part of city life – accessible, engaged, and responsive – it transforms from a secluded academic realm into a true civic asset, driving mutual growth. In the words of one recent analysis, "the university campus is not the autonomous entity it seems, but a catalyst of progress in urban planning and human society," and by forging a strong "relational value between a campus and its urban setting, college cities become vibrant, human-scaled centers of knowledge" (Gattupalli, 2023).

Participatory Approaches to Campus Planning

University campus planning has historically followed top-down models, with decisions made by administrators, trustees, and planners, often with minimal input from users or surrounding communities. In recent decades, however, participatory planning approaches have gained recognition for involving diverse stakeholders in decision-making. This shift reflects broader trends in urban planning toward more democratic, inclusive methods that view users as co-creators with valuable experiential knowledge.

Participatory planning in university settings involves engaging multiple stakeholders—students, faculty, staff, administrators, and local residents—in identifying needs, generating ideas, evaluating options, and implementing changes. Such methods are particularly relevant when universities seek to build better ties with surrounding neighborhoods or improve accessibility for diverse groups, whose perspectives often differ from those of institutional decision-makers.

The theoretical foundation for participatory planning draws on various disciplines. Arnstein's (1969) "ladder of citizen participation" offers a way to assess levels of engagement, from nonparticipation and tokenism to real citizen power. Moving up the ladder in campus planning means shifting from merely informing users to sharing decision-making power.

Sanoff (2000) emphasized that participation not only leads to better outcomes but is also an ethical responsibility, giving affected communities a voice in shaping their environment. His community-based design model promotes ownership and

strengthens university-community relations. Healey (2003) highlighted how participatory planning bridges expert and experiential knowledge, seeing planning as a communicative act that helps build shared understanding—especially relevant for universities seeking to redefine their urban role.

Research in university contexts shows that effective participatory planning addresses three dimensions: spatial (physical space), social (community relations), and institutional (governance). Addressing only the spatial aspect often leads to weak implementation or dissatisfaction if social and decision-making dimensions are ignored.

In practice, participation can range from surveys and focus groups to deeper engagement like design charrettes, walking tours, and living labs that allow for real-time testing and feedback. Case studies show its potential. At the University of British Columbia, the Campus as a Living Lab initiative involved campus and community members in co-developing sustainable solutions. Aarhus University in Denmark held workshops using visualization tools to allow non-experts to shape development principles, prioritizing openness and mixed-use integration. Post-war examples, like the American University of Beirut, used participatory mapping and design to reconnect with surrounding communities and rebuild trust.

Despite its strengths, participatory planning faces challenges. Power imbalances may replicate existing inequalities. University timelines may conflict with the slower pace of participatory processes. Tensions may also arise between professional and local knowledge, requiring sensitive facilitation.

For historic campuses like NaUKMA, participation brings both challenges and opportunities. Heritage constraints may limit design freedom, but the campus's symbolic value can inspire collaboration. In post-war settings, participatory planning must also address trauma and safety. Research stresses transparency around security, inclusion of war-affected groups, and attention to both emotional and physical accessibility.

The literature on participatory campus planning suggests several best practices for universities seeking to engage diverse stakeholders in integration efforts:

1. Begin with relationship-building activities that establish trust before moving to design tasks
2. Use multiple engagement methods to reach different stakeholder groups
3. Make participation convenient by holding activities at various times and locations

4. Clearly communicate the scope of stakeholder influence and constraints on decision-making
5. Report back to participants about how their input influenced outcomes
6. Institutionalize participatory processes rather than treating them as one-time events
7. Allocate adequate resources (time, staff, budget) for meaningful engagement

These align with Healey's (2003) concept of "process infrastructure"—the systems that enable ongoing collaboration. For universities aiming to deepen integration with their urban surroundings, building this infrastructure is as critical as physical planning.

Participatory methods are particularly well-suited to navigating the tensions between openness and security in university-city relations. Inclusive dialogue enables communities to co-develop balanced approaches to access and control. For NaUKMA, such methods offer a way to design shared, context-sensitive solutions that respect diverse needs and reinforce the university's civic role.

Gap Identification and Research Contribution

While the literature provides valuable insights into university-city integration models from Scandinavian and American contexts, several significant gaps remain that this research addresses. First, existing studies predominantly focus on universities in stable democratic societies with established welfare systems, leaving underexplored the dynamics of campus integration in societies undergoing major institutional transitions where universities have experienced dramatic institutional disruptions and reconstructions.

Second, current research does not sufficiently examine university-city relationships in wartime and post-war reconstruction contexts, where traditional security considerations must be balanced with accessibility goals under extraordinary circumstances. The ongoing war in Ukraine creates specific challenges for campus openness that are absent from the primarily peacetime-focused literature.

Finally, participatory planning approaches for university spaces have been primarily studied in Western contexts, with limited exploration of how these methods function in societies with different civic engagement traditions and varying levels of trust between institutions and communities.

This research addresses these gaps by examining how a historic university can develop integration strategies that account for current wartime realities, using participatory methods adapted to the Ukrainian context.

Social Significance of Campus Integration Research

In the context of Ukraine's post-war reconstruction, this research gains particular relevance as it proposes a model for efficient utilization of existing urban resources without requiring major capital investments. With limited budgets and urgent infrastructure restoration needs, campus integration can provide an economically viable approach to improving urban environment quality.

Social inclusivity and accessibility are critically important for contemporary Ukrainian society. This research proposes practical pathways for creating more inclusive urban spaces that address the needs of diverse population groups - people with disabilities, elderly residents, families with children, and internally displaced persons. This is particularly relevant given demographic changes caused by the war.

The problem of underutilized urban spaces is nationwide in Ukraine. Many historic city centers contain closed or semi-closed institutional territories that could serve community needs. Developing an integration model using NaUKMA as a case study can establish precedent for similar transformations in other Ukrainian cities.

Heritage preservation through community engagement becomes critically important under wartime threats and limited state conservation resources. This research demonstrates how community involvement in historic space utilization can contribute to preservation and popularization efforts.

Developing democratic planning practices is important for strengthening civil society in Ukraine. Participatory urban planning approaches can serve as tools for building trust between institutions and communities, critically important for the country's stability and development.

Economic activation of districts through university integration can promote local business development, tourism, and job creation, particularly important for post-war economic recovery.

Finally, this research contributes to **developing a Ukrainian model of urban development** that accounts for specific historical, cultural, and social characteristics of Ukrainian cities, rather than simply copying Western models.

ANALYTICAL FRAMEWORK

The analytical framework establishes the theoretical foundations for understanding the complex relationship between university campus accessibility and urban integration. It provides conceptual clarity for the key phenomena under investigation and outlines the expected mechanisms through which campus openness can be achieved while maintaining institutional security and academic mission integrity.

Conceptualization

This section develops working definitions for the core concepts that form the foundation of this research. Each concept is analyzed through multiple dimensions to capture the complexity of university-city relationship.

University Public Space

University public space represents areas within campus that are intentionally accessible to broader community members while supporting the institution's educational mission. Unlike municipal public space, university public space is characterized by purposeful accessibility — spaces designed or designated to serve community needs while maintaining institutional integrity and security. These spaces balance the university's role as a private institution with its public service mission and cultural responsibilities.

Typology of University Public Space:

1. **Fully Public Zones.** Fully public zones offer unrestricted access during designated hours with minimal supervision or control mechanisms. These areas function similarly to municipal public spaces but within the campus context. Examples include memorial gardens, historical monument areas, and outdoor plazas that serve as community gathering spaces. These zones typically require the least institutional resources to maintain while providing maximum community benefit.

2. **Programmatically Public Zones.** Programmatically public zones provide access tied to specific events, activities, or educational programs that create structured interaction between university and broader communities. These spaces become public through cultural programming, lectures, performances, or exhibitions that invite community participation. Examples include lecture halls during public talks, exhibition galleries, and performance venues that regularly host community-oriented events.

3. **Semi-Public Zones.** Semi-public zones offer controlled access with registration, accompaniment, or limited hours of availability. These spaces require some level of institutional oversight but provide valuable community resources such as specialized library collections, study spaces, or recreational facilities. Access may be seasonal, require advance planning, or involve modest fees to cover maintenance costs while ensuring appropriate use.
4. **Conditionally Public Zones.** Conditionally public zones provide access dependent on specific user characteristics, demonstrated needs, or special arrangements. These might include specialized laboratory facilities during public science events, sports facilities during community programs, or academic buildings during scheduled tours. Conditional access allows universities to share unique resources while maintaining security and protecting sensitive equipment or information.

Accessibility in University Space Context

University space accessibility extends beyond traditional barrier-free design to encompass the full spectrum of user experience and spatial interaction. This research proposes a five-dimensional model that captures the complexity of how different user groups can successfully access and utilize campus spaces.

1. **Physical Accessibility.** Physical accessibility means removing barriers that limit movement and use of space. It includes ramps, elevators, clear paths, good lighting, and sound conditions. Using universal design ensures the space works for people of all ages and abilities without extra adjustments.
2. **Information Accessibility.** Information accessibility means providing clear, easy-to-understand guidance for using and navigating spaces. It includes multilingual signs, intuitive layouts, and clear rules, helping all users understand how to access and behave in university spaces, even if they're new to the campus.
3. **Digital Accessibility.** Digital accessibility means using technology to improve how people navigate and experience spaces. It includes tools like interactive maps, virtual tours, accessible mobile apps, and smart systems that give real-time info on space use.
4. **Social Accessibility.** Social accessibility is about users feeling welcome and comfortable in university spaces. It includes inclusive design, respect for diverse cultures and needs, and openness to different ways of using the space, helping everyone feel they belong.

5. **Administrative Accessibility.** Administrative accessibility means having clear, easy-to-understand rules for using university spaces. It includes knowing who can access what, how to get permission, and ensuring rules are applied fairly—removing unnecessary bureaucracy while keeping order.

Campus Integration in Urban Space

Campus integration represents the degree to which university spaces function as connected elements of urban fabric rather than isolated institutional enclaves. Integration operates along multiple dimensions simultaneously, creating complex relationships between campus and city that can enhance both university mission fulfillment and urban community vitality. Successful integration balances institutional autonomy with community engagement, creating mutually beneficial relationships.

Integration Dimensions:

1. **Physical Integration.** Physical integration refers to the spatial connectivity between campus and city. It includes porous boundaries with multiple entry points, visual connections, aligned circulation paths, and scale compatibility with the urban context. This enables smooth transitions between university and surrounding areas.
2. **Functional Integration.** Functional integration reflects how campus facilities and services are shared with the broader community. This includes public access to university spaces, campus businesses serving locals, and coordination of infrastructure. It enhances efficiency and extends institutional benefits to the neighborhood.
3. **Social Integration.** Social integration captures interactions between campus and urban communities through shared events, everyday engagement, and relationship building. It includes local participation in campus life, student involvement in the neighborhood, and the creation of cross-community social ties.
4. **Cultural Integration.** Cultural integration highlights the exchange of cultural resources and narratives between university and city. This includes joint festivals, shared heritage projects, and co-created symbols that foster mutual understanding and a sense of common identity.
5. **Governance Integration.** Governance integration involves structures for joint decision-making and planning. It includes community input in campus development, formal channels for ongoing dialogue, and policy coordination. This ensures inclusive governance of shared spaces and resources.

Security in Open Campus Context

Security in open campuses should move beyond fortress-like models toward approaches that protect while supporting openness and community interaction. Absolute security through isolation is neither realistic nor desirable. Instead, a balanced risk management approach ensures safety without undermining the spatial quality or public role of the campus.

1. **Physical Security.** Focuses on protecting people and property through design strategies that keep spaces open. This includes natural surveillance (visibility and informal monitoring), active use of space for inherent safety, and selective access controls that guide movement without creating barriers.
2. **Psychological Security.** Ensures users feel safe and welcome, regardless of affiliation. Key elements include predictable layouts, visible social presence, and sensitivity to diverse safety perceptions. The goal is an inclusive environment where all users feel confident navigating and using the space.
3. **Information Security.** Protects institutional data while keeping public areas open. This involves zoning to separate sensitive and public spaces, digital controls that don't block physical access, and staff training to balance security and service. It safeguards key systems while allowing open use of appropriate spaces.

Security Through Integration Principles:

1. **Activation over Isolation:**
   Design and program spaces to encourage regular, legitimate use, creating natural surveillance and community-led safety through presence and stewardship.
2. **Community Partnership:**
   Build trust with local residents as informal security allies, recognizing that engaged communities offer stronger protection than isolated, closed institutions.

Theoretical Framework

Theoretical Model: Integration-Accessibility Dynamics

This study proposes that campus integration and accessibility operate through **three interconnected pathways** rather than simple linear relationships:

Pathway 1: Physical → Social Physical integration (open gates, shared spaces) creates interaction opportunities → sustained contact builds relationships and reduces psychological barriers → enhanced social accessibility.

Pathway 2: Programmatic → Cultural Joint programming (events, exhibitions) demonstrates mutual benefits → develops shared ownership and cultural understanding → legitimizes broader community access to university resources.

Pathway 3: Participatory → Institutional Collaborative planning processes build trust and reveal shared interests → creates governance mechanisms for ongoing cooperation → enables institutional policy changes supporting integration.

Mechanisms of Public Space Impact

University public spaces enhance accessibility through two primary mechanisms:

1. **Symbolic Boundary Reduction.** Public spaces within university campuses challenge traditional "town-gown" divisions by creating areas where academic and non-academic users interact on equal terms. This mechanism operates through the dissolution of symbolic boundaries that historically separated university "insiders" from community "outsiders," reducing psychological barriers that prevent community engagement with institutional spaces.
2. **Progressive Familiarity Building.** University public spaces function as "gateway zones" that facilitate gradual familiarization with campus environments through low-threshold initial contact. These spaces enable scaffolded exploration—comfort developed in accessible areas can translate into willingness to engage with more specialized university resources such as libraries, lectures, or cultural programming.
3. **Social Mixing and Capital Building**. Shared public spaces create platforms for relationship development across traditional institutional boundaries, fostering bridging social capital between university and community populations. This mechanism contributes to both individual social capital development and collective efficacy building, as shared space stewardship creates collaborative capacity for addressing common challenges.

Conditions for Effective Participatory Planning

Based on participatory planning theory, four conditions determine success:

1. **Balanced Representation of Stakeholders.** Effective participatory planning requires inclusive stakeholder engagement that extends beyond traditional

consultation to ensure meaningful representation of diverse community voices. This involves actively addressing power imbalances between university administration, faculty, students, and community members through deliberate outreach and process design that accommodates different participation preferences and sustained engagement over time.

2. **Knowledge Integration.** Successful participatory processes must establish frameworks for integrating expert technical knowledge with experiential knowledge from daily space use. This requires creating translation mechanisms that allow different forms of expertise to be shared without privileging academic knowledge over lived experience, enabling iterative learning where technical constraints and community insights inform each other.

3. **Institutional Readiness and Commitment.** Participatory planning effectiveness depends on genuine institutional commitment to implementing community input rather than using participation for legitimization purposes. This requires adequate resource allocation and organizational flexibility to accommodate changes emerging from participatory processes, demonstrating that community input can influence real decision-making.

4. **Implementation Pathway Clarity.** Participants must understand the scope of their influence and mechanisms for translating input into concrete changes. This involves clearly communicating decision-making processes, resource constraints, and realistic timelines, including phased implementation approaches and regular accountability mechanisms that report back to participants about outcomes.

Research Hypotheses

Based on the theoretical framework and literature review, this study tests three main hypotheses:

Hypothesis Nº1: Creating open campus zones will facilitate the integration of the university into district life and enable more active involvement of local communities in the development of university spaces.

This hypothesis is based on the premise that physical barriers are primary obstacles to university-city integration. By removing or modifying these barriers through zoning and selective opening, the university can become more permeable to urban life, leading to increased interaction and mutual engagement.

Hypothesis Nº2: Participatory planning increases user satisfaction with spaces, provides a sense of involvement, and reduces potential conflicts between different groups.

This hypothesis draws from participatory planning theory and community development literature, which suggest that involving stakeholders in decision-making processes leads to better outcomes and greater acceptance of changes. In the context of campus integration, this means that joint planning sessions with university and local communities will produce solutions that address the needs of both groups.

Hypothesis Nº3: The level of security on campus territory can be sufficient and meet user needs while maintaining openness through the implementation of zoning.

This hypothesis addresses one of the primary concerns identified in preliminary research – the tension between security and openness. It proposes that through careful spatial planning and selective access controls, it is possible to maintain adequate security levels while still achieving meaningful integration with the urban environment.

METHODOLOGY DESIGN

This study employs a **mixed-methods exploratory research design** combining quantitative data collection (online survey) with qualitative methods (participatory session and expert interview). This approach is justified by the need for deep understanding of complex social interactions between university and urban communities, as well as the necessity to find consensus solutions among different stakeholder groups.

The **exploratory design** was chosen due to the absence of established models for integrating NaUKMA campus into the urban context and the need to develop new approaches that consider the unique characteristics of a historic campus in wartime and post-war conditions. Participatory elements align with contemporary trends in urban space planning and enable stakeholders to co-create solutions.

Data Collection

1. Online Survey

Sampling Strategy: Stratified purposive sampling for NaUKMA community; snowball sampling for Podil residents.

NaUKMA Community Sample:
- *Criteria:* Current students, faculty, or staff members
- *Distribution:* Official university communication channels
- *Achieved sample:* 138 respondents (60% students, 26.1% faculty, 13.8% staff)

Podil Residents Sample:
- *Criteria:* Permanent residence or regular visits to Podil district
- *Distribution:* "Podolyanochka" Facebook group (largest local community group)
- *Achieved sample:* 50 respondents (58% female, 42% male, average age 35 years)

Survey Structure:
- *Platform:* Google Forms
- *Duration:* April 2025
- *Completion time:* 10-15 minutes
- Content: Demographic characteristics, campus experience, attitudes toward openness, accessibility barriers, participation willingness

2. Participatory Session

Sampling Strategy: Purposive sampling for balanced stakeholder representation

Selection Criteria:
- Equal representation from NaUKMA community and Podil residents
- Diverse demographics (age, gender, education)
- Different positions on campus openness (supporters, skeptics, neutral)
- Willingness for 4-hour active participation

Achieved Sample: 6 participants (3 NaUKMA community members, 3 Podil residents)

Session Structure:
1. Space Mapping: participants mark potential areas, usual routes, and restricted zones on campus maps

2. Interaction Scenarios: development of openness formats, user identification, activity planning
3. Barrier Identification: recognition of physical, social, security, administrative, economic obstacles
4. Solution Development: creation of practical solutions with resource and timeline specifications
5. Ideal Space Design: visual representation using mood boards and reference materials
6. Summary: discussion of implementation stakeholders and next steps

3. Expert Interview

Sampling Strategy: Expert purposive sampling
Selection Criteria: Professional urban planning experience, familiarity with NaUKMA and Podil context, participation in university space development projects
Participant: Svitlana Shlipchenko, PhD, Associate Professor of Urban Economy, KNUBA
Interview Structure:
- Format: Semi-structured online interview
- Duration: 30 minutes
- Recording: with participant consent
- Topics: Historical context of NaUKMA openness, campus-city integration, openness barriers, local memory, cultural role, participation and approaches to historic space

Data Analysis

Online Survey Analysis
Survey data were categorized thematically, with comparative and correlation analysis used to explore how attitudes toward campus openness varied across user types and demographic characteristics, including possible reasons for negative perceptions.

Participatory Session Analysis
Thematic analysis coded participant discussions into main categories (potential locations, integration values, barriers, solutions). Content analysis systematized proposals by implementation complexity and stakeholder priorities. Consensus analysis identified agreement points between different participant groups, revealing

shared interest in cultural heritage spaces and graduated access approaches despite initial position differences.

Expert Interview Analysis
Thematic analysis covered NaUKMA's openness history, campus-city integration, access barriers, cultural and participatory roles, and approaches to historic space.

Research Limitations

1. **Sample size limitations:** Relatively small samples (138 NaUKMA, 50 Podil, 6 participatory session) limit statistical generalizability, though sufficient for exploratory research and consensus-building objectives.
2. **Demographic gaps:** older residents may have been underrepresented due to reliance on digital survey distribution via social media platforms.
3. **Participatory session scale:** single session with limited participants provides valuable insights but cannot capture full community diversity or thoroughly test proposed solutions.
4. **Institutional representation in participation:** the participatory session lacked full representation from NaUKMA faculty and staff, whose views were instead partially captured through the online survey.

These limitations are acknowledged in result interpretation and inform appropriate scope of conclusions and recommendations.

FINDINGS

Online Survey Findings

This study aimed to explore the possibilities of integrating the NaUKMA campus into the public space of Podil and improving its accessibility for different categories of users. The data collection process included the analysis of existing research, conducting online survey with stakeholders, and organizing participatory sessions.

This section presents the results of the first stage of the research — an online survey involving representatives of the NaUKMA community and residents of Podil. The results are analyzed according to three key areas: (1) Perception of university space

by different stakeholder groups; (2) Barriers and risks for campus integration with the urban environment; (3) Tools and ways to realize the potential of public space.

1. Perception of University Space by Different Stakeholder Groups

Based on the analysis of surveys and interviews, five key stakeholder groups interested in the openness and accessibility of the NaUKMA campus were identified:

1. **NaUKMA Community** (138 respondents):
    - Students (60.1%)
    - Faculty (26.1%)
    - Staff (13.8%)
2. **Podil Residents** (50 respondents, 58% female, 42% male; average age - 35 years)

1.1. Ideological Dichotomy: University as a "Fortress" vs. a "Connecting Link"

The research revealed a significant gap in the vision of the campus's future between the NaUKMA internal community and Podil residents. This gap has deep roots related to perceptions about the basic functions of a university and understanding the concept of "public space."

Analysis of qualitative responses from NaUKMA representatives shows that for a significant part of the community, the campus is perceived as a kind of "safe space" — a territory where one can hide from urban noise and focus on learning and scientific activities. One respondent's quote is telling:

> *"The platz feels like a fortress, behind which there is a sense of safety and peace. I don't mind if it's some event like an open day, but just opening the space – no"*

This "fortress" metaphor is key to understanding one of the basic narratives that shapes the attitude of a significant part of the community toward the idea of openness. Historically, universities were often built as spaces separated from the city, where thinking and cognition could take place in an "ivory tower."

In contrast, for Podil residents, the university is perceived as an integral part of the district, which has the potential to become a key public space. Their vision is closer to modern concepts of a "university without walls" that actively interacts with the urban environment and local community.

1.2. Polarization of Opinions Regarding Campus Openness

The research shows that Podil residents are significantly more supportive of campus openness than the NaUKMA community, with 88% in favor compared to just 29% (see Figure 1).

Figure 1. Comparison of campus openness attitudes between NaUKMA and Podil communities
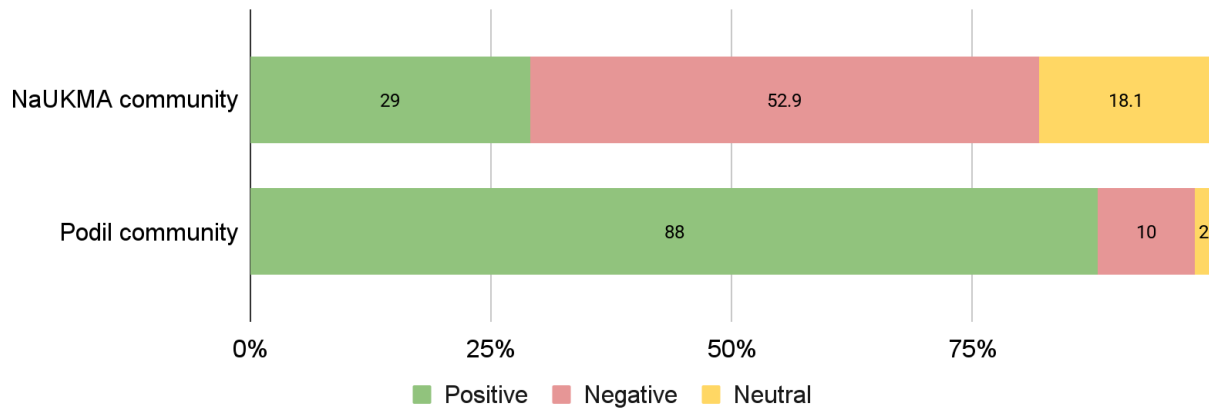
Note: data based on online survey responses from NaUKMA community members (n=138) and Podil residents (n=50).

Table 1 reveals important variations in attitudes among different NaUKMA stakeholder groups. Faculty members show the most openness to integration (44.4% positive), while students demonstrate the highest resistance (60.2% negative). This pattern suggests that experience and institutional perspective significantly influence attitudes toward campus-city relationships.

Table 1. Attitudes toward campus openness by NaUKMA stakeholder group			
NaUKMA group	Positive	Negative	Neutral
Students	22.9%	60.2%	16.9%
Faculty	44.4%	36.1%	19.5%
Staff	26.3%	52.6%	21.1%

Note: data based on survey responses from NaUKMA community (n=138) and Podil residents (n=50).

Analysis of the 94 NaUKMA respondents opposing openness reveals five primary concern categories (see Table 2):

Table 2. Top-3 perceived disadvantages of campus integration for each group within NaUKMA community			
Disadvantages	Students	Faculty	Staff
Security issues	93%	94%	89%
Loss of privacy in the learning space	71%	65%	74%
Excessive load on infrastructure	56%	48%	58%
Unwanted change in the character of the university	41%	52%	47%
Decrease in the quality of the learning environment	37%	36%	26%

Note: data based on survey responses from NaUKMA community (n=94). Respondents could select up to three options.

Proponents of campus openness noted the following advantages (see Table 3):

Table 3. Top-3 perceived benefits of campus openness	
NaUKMA community (n=54, supporters only)	Podil residents (n=50)
Makes the university a livelier part of the city (74.1%)	Improves the urban environment (90%)
Encourages business opportunities (59.3%)	Creates more public space for rest and interaction (86%)
Develops the campus territory (57.4%)	Offers cultural and educational opportunities (88%)
Supports cultural exchange (50%)	Enables access to events and activities (74%)
Enhances university prestige (44.4%)	Increases tourism potential (56%)

Note: data based on survey responses from openness supporters in NaUKMA community (n=54) and Podil residents (n=50). Respondents could select up to three options.

1.3. Existing Experience of Interaction

Survey responses from the NaUKMA community reveal a nuanced attitude toward campus visitors. While overall perceptions of openness tend to be negative, nearly 41% of respondents reported prior experience interacting with external visitors, most of which was positive or neutral. This suggests that attitudes toward openness may be more flexible in practice than in principle.

Table 4. Experience with Non-NaUKMA Visitors on Campus (n=138)			
Positive	Negative	Neutral	No such experience
10.9%	6.5%	23.9%	58.7%

Note: data based on survey responses from NaUKMA community (n=138).

Among those with interaction experience, positive aspects included:

- Conducting tours for prospective students and their parents
- Attending open events at the Cultural and Arts Center
- Communication with guests at university events

As one respondent noted: "Participants of various scientific and public events are an integral part of the openness of the academic world."

Negative experiences were mostly related to:

- Violations of campus rules
- Disrespect for the historical character of the space
- Isolated security incidents

It is notable that 58.7% of respondents had no experience interacting with non-university visitors, suggesting limited current openness or external engagement opportunities.

Among Podil residents, existing interactions with the campus included:

- Attending public events (36%)
- Meeting with NaUKMA representatives (26%)
- Walking through campus grounds (22%)
- Using the campus as a passage (16%)

However, 24% of Podil respondents reported never visiting the campus, which may indicate its limited integration into the surrounding urban environment or its perception as a closed space.

2. Barriers and Risks in Campus Integration with the Urban Environment

2.1. Risks in Integration: Finding a Balance

Despite the polarized attitudes toward campus openness within the NaUKMA community, there is broad consensus across stakeholder groups regarding security risks. Analysis reveals that security concerns are not limited to openness opponents—even supporters acknowledge significant risks that must be addressed. As one respondent noted:

> "During the war, we need to care about the safety of the NaUKMA community"

Survey data shows that NaUKMA community members identify several primary risks associated with campus openness (see Table 5):

Table 5. Perceived risks of campus openness in NaUKMA community	
Risk Type	Percentage
Vandalism/property damage	75.4%
Privacy violations/noise disruption	75.4%
Unauthorized access to buildings	74.6%
Deterioration of territory condition	65.2%
Loss of "own space" feeling	58.0%

Note: data based on survey responses in NaUKMA community (n=138). Respondents could select up to three options.

These concerns reflect both practical security considerations heightened by wartime conditions and psychological aspects related to campus identity and academic atmosphere preservation.

Significantly, despite initial resistance to openness, Podil residents demonstrate strong willingness to respect campus regulations. When asked about visitor

behavior rules, overwhelming consensus emerged: only 1% of respondents disagree that such rules shall be established. This data suggests that perceived conflicts between openness and order may be overstated, with external visitors showing high readiness for structured access.

Analysis of preferred security measures reveals areas where both communities' needs can be addressed simultaneously. Survey respondents identified several security approaches that could enable safe openness (see Figure 2):

Figure 2. Comparison of preferred security measures for campus opening between NaUKMA and Podil communities
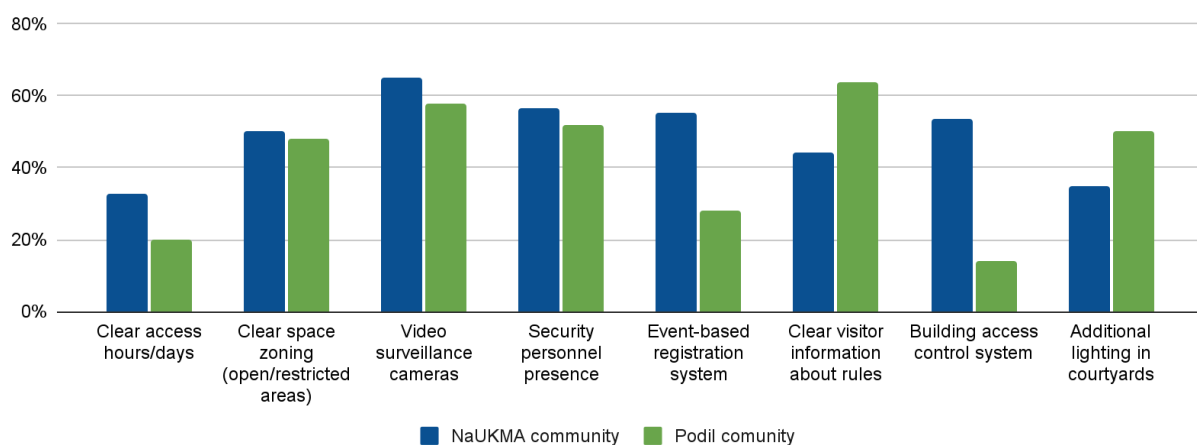
Note: data based on survey responses from NaUKMA community (n=138) and Podil residents (n=50). Respondents could select up to three options.

Both groups agree on video cameras and security guards, but have different approaches to security. Podil residents prefer clear information about rules (64% vs 44.2% for NaUKMA), while NaUKMA community wants stricter control methods like registration and access cards. This shows NaUKMA prefers control-based security, while Podil residents want open and friendly security measures.

2.2. Accessibility Barriers

The research revealed existing accessibility barriers that Podil residents face when visiting the campus:

- Administrative barriers (entry system, need for registration) (50%)
- Information barriers (difficulty finding entrance, lack of signage) (44%)

- Psychological barriers (feeling of a foreign space) (42%)
- Physical barriers (stairs, lack of ramps, high thresholds) (18%)

28% of Podil residents indicated that they did not encounter barriers.

The data analysis shows that administrative and informational barriers are perceived as much more significant than physical ones, which may be related to the fact that many respondents do not have physical limitations and do not fully evaluate the problems of people with reduced mobility.

Among the NaUKMA community, 19.6% of respondents personally encountered accessibility barriers on campus, indicating that the problem is relevant not only for external visitors but also for campus users themselves.

Physical Accessibility: The Challenge of Historic Buildings

The most obvious aspect is the physical accessibility of the campus for people with reduced mobility. Despite the general skeptical attitude toward openness, 71% of NaUKMA representatives consider the installation of ramps and the removal of physical barriers along movement routes a priority.

One respondent described the situation as follows:

"The buildings are not inclusive. We have students with disabilities who find it difficult to climb stairs to the 4th floor. There are also no tactile tiles for people with visual impairments. Parents with children have no opportunity to leave their children somewhere or to engage them with something. With strollers, it's impossible to pass through at all."

Another respondent emotionally expressed their position:

"It's embarrassing that Mohylanka doesn't make any visible actions to ensure inclusion. Of course, it's not possible everywhere, but it's necessary to do what doesn't require the destruction of historical and architectural monuments."

Notably, the problem is exacerbated by the historical status of most buildings, which creates additional difficulties for their adaptation.

Information Accessibility: Overcoming "Invisible Barriers"

The research revealed that for Podil residents, information barriers (44%) are significantly more substantial than physical ones (18%). This confirms the thesis that often the problem is not in physical closure, but in informational opacity.

Specific proposals included:

- Creating an inclusive navigation system (48.6% of NaUKMA representatives)
- Installing info-kiosks at the entrance to the campus
- Developing additional information materials in different languages

One respondent suggested:

> "Historical signposts that tell about the role of KMA in the development of Kyiv"

Psychological Accessibility: From "Foreign" to "Shared" Space

Special attention is drawn to the high percentage of Podil residents (42%) who noted psychological barriers (feeling of a foreign space) as a significant obstacle to visiting the campus.

This aspect of accessibility is rarely taken into account when planning spaces, but it is crucial for real integration. One Podil resident noted:

> "If you are in the unique atmosphere of the university, understand its value and pay respect — you want to return there."

3. Tools and Ways to Realize the Potential of Public Space

3.1. Priority Spaces for Opening

Image 1, which was produced in Figma, shows locations proposed in the survey as potential sites for campus integration:
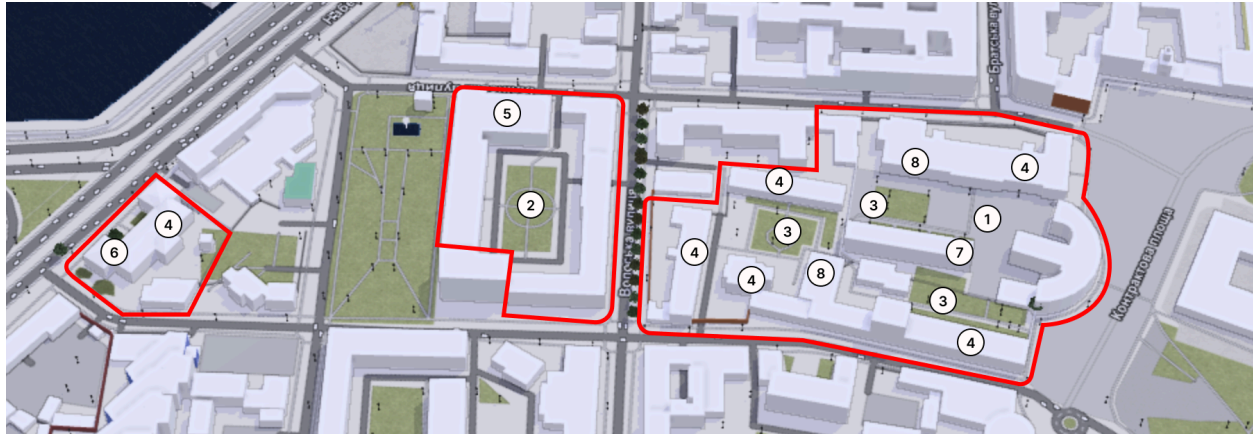
Image 1. Potential locations for integration.:
1 – Courtyard of NaUKMA's 1st Student Campus
2 – Courtyard of NaUKMA's 2nd Student Campus
3 – Green areas / inner courtyards
4 – Architectural heritage sites
5 – NaUKMA Cultural and Arts Center
6 – Film club
7 – Café
8 – Library / reading rooms

Data analysis revealed an interesting pattern: representatives of both groups are most interested in opening architectural monuments, which indicates the high cultural and historical value of NaUKMA objects for both NaUKMA community (50.7%) and Podil residents (86%) (see Figure 3).

Figure 3. Comparison of campus space preferences between NaUKMA and Podil respondents
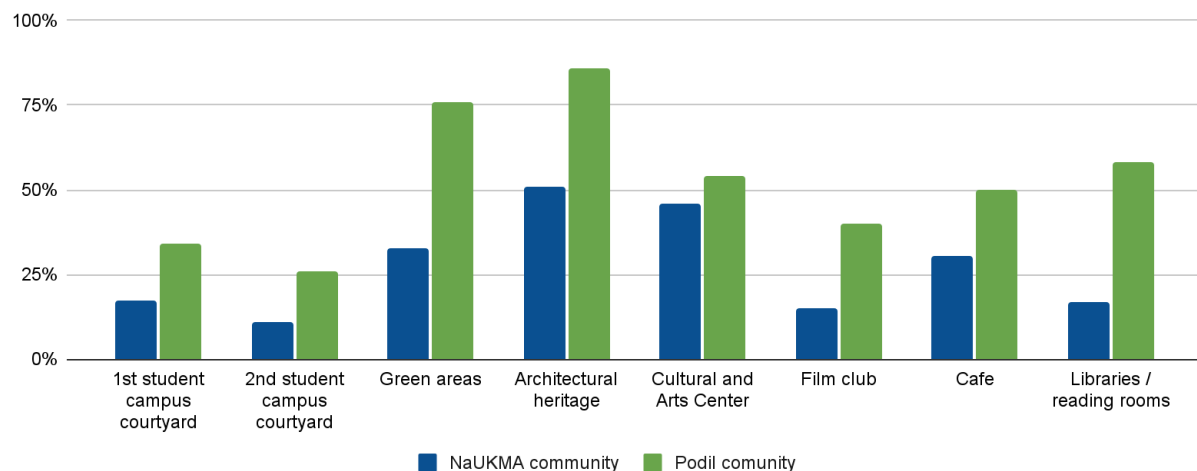
Note: data based on survey responses from NaUKMA community (n=138) and Podil residents (n=50). Respondents could select up to three options.

Qualitative responses from Podil residents contain requests for tours of historical sites, installation of information signs that tell about the role of KMA in the development of Kyiv, and a general increase in awareness about the historical significance of the complex.

> "Open the first platz, the NaUKMA Museum, the Old Academic Building for visitation. Add navigation, explanations about these historical monuments"

However, Podil residents show a significantly higher level of interest in access to green zones and the library compared to the NaUKMA community.

At the same time, 27.5% of NaUKMA representatives believe that "no part of the campus should be fully internal."

This shared appreciation for architectural heritage can form the foundation for initial integration phases without significant disruption to academic operations, providing a low-conflict entry point for broader campus-city dialogue.

3.2. Territorial Analysis of Potential "Integration Zones"

The research allowed us to identify several spatial zones that have the greatest potential for integration with the urban environment.

Platzes: Public Spaces with Limited Functionality

Both NaUKMA platzes are perceived differently by different groups of respondents. However, the first platz has a significantly higher integration potential – 17.4% among the NaUKMA community and 34% among Podil residents.

One of the specific requests from Podil residents:

> "Free through passage through the first platz territory"

It is worth noting that among the proposals from NaUKMA representatives were ideas for improving the quality of the platz covering, lighting, and installing mobile furniture, which indicates the relevance of these spaces for the internal community as well.

Green Zones and Courtyards: Underestimated Resource

Green zones and courtyards are identified as priorities for 32.6% of NaUKMA representatives and 76% of Podil residents. This gap indicates different perceptions of the value and potential of these spaces.

One Podil respondent expressed an interesting thought:

"The possibility of using the campus by more people"

And another suggested:

"Winter garden / greenhouse with a café and library (possibly with a format of art books but with internet access that provides access to scientific databases)"

The analysis confirmed the hypothesis that there is a deficit of quality green zones for recreation in Podil, and the NaUKMA campus has the potential to partially satisfy this need without harm to the educational process.

Cultural and Arts Center: Cultural Hub of the District

The Cultural Center already functions as a space partially integrated with urban life – 45.7% of NaUKMA representatives and 54% of Podil residents consider it a priority for opening.

Analysis of open responses showed that at the Cultural Center, some interaction with external visitors is already taking place:

"Some people choose the first campus for walks. People who are not from NaUKMA come to events at the Cultural Center. In addition, there is a volunteer center at the Cultural Center. The experience of interaction with all these people is exclusively positive"

This positive experience can become the basis for deepening the cultural integration of the campus with the urban environment.

3.3. Acceptable Formats of Openness

Analysis of results regarding acceptable formats of openness revealed significant differences between groups (see Figure 4):

Figure 4. Comparison of acceptable formats of campus openness between NaUKMA and Podil communities
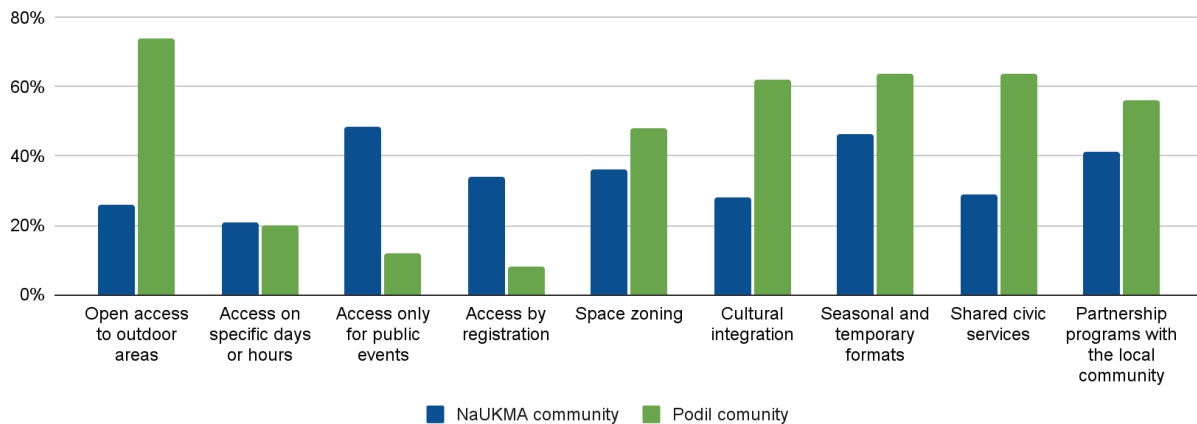
Note: data based on survey responses from NaUKMA community (n=138) and Podil residents (n=50). Respondents could select up to three options.

Comparative analysis shows that NaUKMA representatives prefer more controlled formats of interaction (access to events, by registration), while Podil residents tend toward more open formats (free access, integrated services).

Interestingly, 23.2% of NaUKMA representatives believe that "the campus should remain closed," while none of the Podil residents supported such a position.

3.4. Potential Activities for Interaction

Despite differing views on access formats, both groups expressed similar preferences regarding campus-based activities that could foster interaction (see Figure 5). Cultural, educational, and festival-related events were consistently popular among both NaUKMA and Podil respondents, indicating strong common ground for programming.

Interestingly, Podil residents showed a significantly higher interest in gastronomic events (62% versus 24.6% in the NaUKMA community), which may indicate a lack of quality gastronomic locations in the district or the potential for developing such spaces on campus.

Figure 5. Comparison of preferred campus activities between NaUKMA and Podil communities
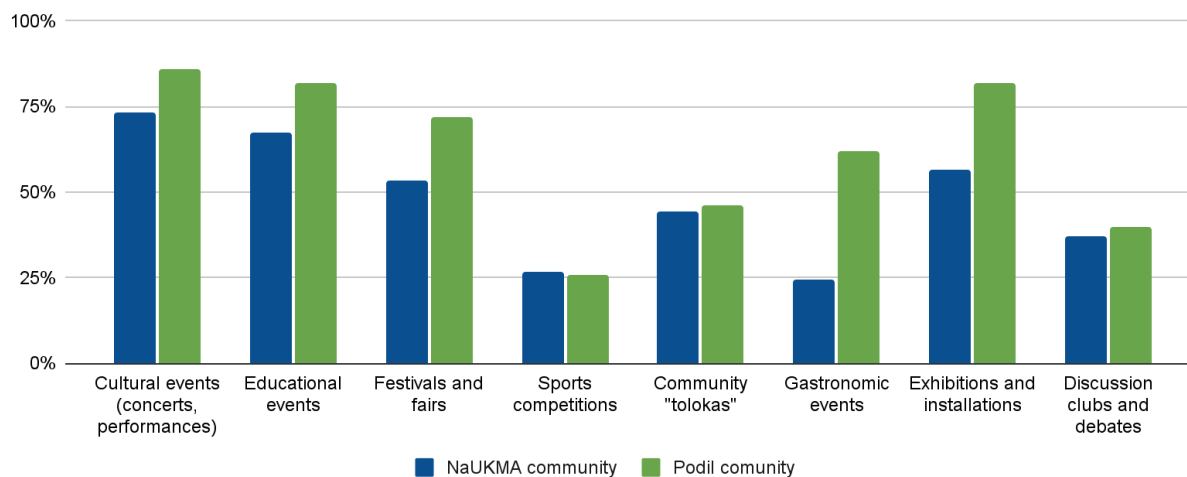
Note: data based on survey responses from NaUKMA community (n=138) and Podil residents (n=50). Respondents could select up to three options.

Analysis of open responses also revealed a request for:

- Open film club and film screenings
- Book exchanges
- Poetry evenings and literary discussions
- Meetings with veterans and representatives of the public sector

As one Podil resident-respondent noted: "It would be interesting to conduct educational tours with Podil schoolchildren."

3.5. Innovative Proposals from Respondents

Of particular value to the research are specific proposals and ideas from respondents regarding forms of campus integration with urban space. Analysis of qualitative responses allowed us to identify several innovative concepts.

"Financial Hub of Podil"

One Podil resident proposed a detailed concept of an educational and consulting center:

"Financial Hub of Podil: education, support, access... Develop and implement an accessible financial platform on the territory of the university campus (or near it), which will promote financial literacy and provide

practical tools for socially vulnerable groups... Military and veterans, IDPs, youth and students... Free meetings with lawyers, bankers, financial advisors... Inclusive financial library..."

This idea is an example of how university space can become a platform for addressing current social issues, especially in conditions of war and post-war reconstruction.

<u>"I Know You" – a project of communication with the local community</u>

Another respondent proposed a social communication project:

"A project with the provisional name 'I Know You'. Goal: to get to know Podil residents and communicate with them about important things: how many children, are they okay, how many elderly people are there okay, who and what can be improved in Podil. Organize a joint volunteer headquarters that would provide assistance to those in need and move important initiatives..."

This proposal demonstrates the potential of the university as a center for forming a local community and developing horizontal connections between district residents.

<u>"Poetry Evening" – a cultural and literary project</u>

Among cultural and educational initiatives, the proposal of literary events stands out:

"The 'Poetry Evening' project. These are distinctive events dedicated to the discussion and reading of poetry, famous works and books, with the invitation of authors and literature enthusiasts. The event will unite the space of the library, campus, and urban environment of Podil, involving both the student community and visitors and residents of the district in discussions."

This interaction format has a low entry threshold, does not require significant changes in physical space, but creates powerful cultural connections between communities.

<u>Buffer Zones as an Architectural Solution</u>

Architectural and spatial proposals include the idea of creating intermediate spaces:
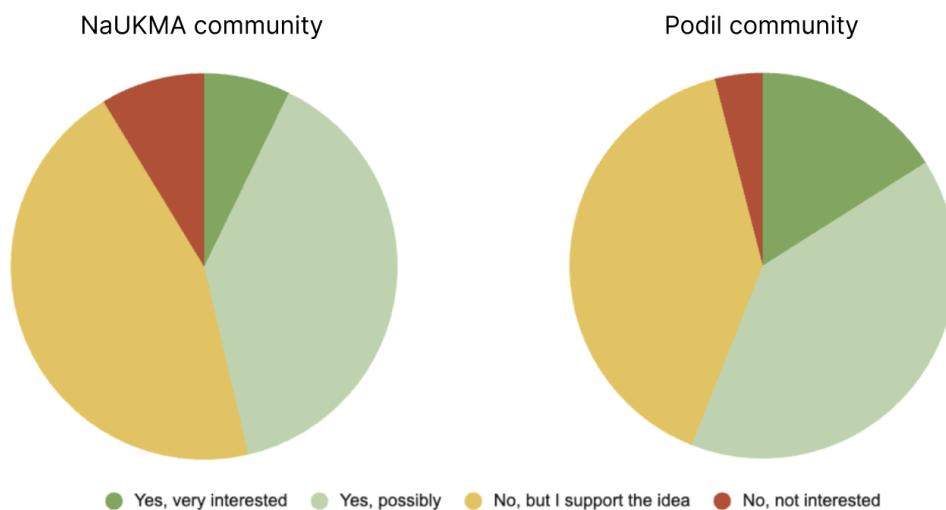
"Develop spatial transitions between the campus and the city – special buffer zones where cultural events are held, etc."

Such a concept corresponds to the request for zoning and demarcation of spaces for different purposes, which is important for 36.2% of NaUKMA representatives and 48% of Podil residents.

3.6. Potential for Participatory Planning

An important part of the study involved assessing the readiness of different stakeholder groups to engage in campus planning and development processes.

Figure 6. Readiness of Different Stakeholder Groups to Engage in Campus Planning and Development

NaUKMA community   Podil community

● Yes, very interested   ● Yes, possibly   ● No, but I support the idea   ● No, not interested

Note: data based on survey responses from NaUKMA community and Podil residents.

Survey data (see Figure 6, created in Figma) indicate that Podil residents demonstrate a slightly higher level of willingness to engage actively (16%) compared to the NaUKMA community (7.2%). However, both groups contain large segments of respondents who are open to occasional or limited forms of engagement, such as filling out online surveys or participating in public discussions.

Among NaUKMA respondents, the most acceptable forms of participation include:

- Completing online surveys (80.4%)
- Taking part in public discussions (37.7%)
- Participating in interviews as respondents(33.3%)
- Joining focus groups (29%)
- Attending workshops and design sessions (25.4%)

3.7. Development Priorities (NaUKMA community)

Survey results indicate that members of the NaUKMA community prioritize internal functionality and safety in campus development. The top-ranked priorities were:

- Convenience for students (65.2%)
- Security (60.1%)
- Respect for historical architectural heritage (58.7%)
- Involving businesses in campus development (31.2%)
- Physical and informational accessibility (19.6%)

Notably, only 8% of respondents selected "openness to the surrounding district" as a development priority, underscoring a predominantly inward-looking perspective. This aligns with earlier findings on limited support for integration, suggesting that openness is still perceived as a secondary consideration compared to student comfort, safety, and heritage protection.

Participatory Session Findings

The participatory session was conducted as a continuation of the first stage of research (online survey) with the aim of finding common solutions for campus integration that would balance the security of the student environment and the comfort of all users in both short and long-term perspectives.

The session involved representatives of two main stakeholders:

- NaUKMA community (3 female students)
- Podil community (2 men, 1 woman with two children)

Participants were selected during the preliminary online survey and represented different perspectives on the issue of integrating the campus with the urban environment.

1. Potential Locations for Integration

Participants identified 18 campus locations with varying integration potential, categorized by accessibility and institutional priorities (see Image 2, made in Figma).

High-priority locations (green markers) emerged as spaces where cultural and historical value aligns with low operational risk. The Courtyard with sundial was

particularly valued for its unique water supply system—a rare historical artifact predating centralized infrastructure. Participants noted that the Old Academy Building, despite having formal visiting arrangements, suffers from poor information accessibility even within the university community.

Secondary locations (orange markers) represent spaces with moderate integration potential but requiring more complex management. These nine locations offer valuable resources yet present operational challenges: the Museum provides cultural and educational integration opportunities; the Bratskyi Building (17th-18th century) holds significant architectural value despite structural problems with wall cracks; the Proskurnia represents historical food storage heritage; the Cultural and Artistic Center offers convenient event space; the Second Campus Platz has potential for public programming; the Bursa Hub occupies former dormitory premises; the Film Club and "Kut" Rehearsal Hall provide cultural venues; and the Omelian Pritsak Center exemplifies the category's complexity—containing invaluable artifacts like Pavlo Skoropadsky letters and rare Asian cups, yet remaining largely unknown to potential visitors due to limited publicity and access arrangements.

Restricted zones (red markers) reflect participants' emphasis on preserving academic atmosphere and student comfort. Three specific areas emerged as requiring protection: Part of the First Platz, which NaUKMA participants valued as a quiet sanctuary for students; Educational Buildings, which should remain closed to protect academic concentration and sensitive equipment, though organized tours were proposed as a compromise; and the Historical First Building, whose memorial walls honoring university heroes hold particular symbolic significance that participants felt unrestricted access might compromise.

The spatial distribution reveals clustering of high-potential locations around historical monuments, suggesting heritage value as a primary driver of integration opportunities. Participants consistently emphasized balancing openness with institutional mission preservation.

Image 2. Potential locations for campus integration with color-coded priority levels

Potential Locations for Integration

Locations with the Highest Potential

1. Courtyard with the sundial
2. Old Academy Building
3. Contemporary Art Center
4. Antonovych Library
5. First Campus Platz

Other Locations with Integration Potential

6. Museum
7. Bratskyi Building
8. Proskurnia
9. Cultural and Art Center
10. Omelian Pritsak Center
11. Second Campus Platz
12. Bursa Hub
13. Cinema Club
14. "Kut" Rehearsal Hall

Locations Better Left Closed

15. Part of the First Platz
16. Educational Buildings
17. Historical First Building

2. Value of Campus Integration

Participants in the session identified a number of values and benefits that the integration of the NaUKMA campus with the urban environment could bring:

Historical and Cultural Value Participants emphasized NaUKMA's exceptional historical significance as a key integration advantage. They viewed the university as an integral part of Kyiv's urban fabric that should not exist in isolation, with campus opening serving as an opportunity to enhance the district's and city's overall tourist attractiveness through better preservation and promotion of this unique heritage.

Social Benefits The campus was recognized as having strong potential to become a valuable recreational space for district residents, particularly through its green areas and courtyards. Participants saw integration as fostering greater community engagement in monument preservation and restoration efforts, while enabling better public oversight of historical building conditions during complex restoration processes.

Practical Benefits Integration would provide district residents access to university library collections and enable development of a full-fledged cultural center based on the Center for Contemporary Art. Participants also identified potential for attracting investors and grants, opening new economic opportunities for funding campus development and historical preservation projects.

Cultural and Educational Values The campus was viewed as playing a crucial role in forming district and city cultural identity, particularly through symbolic elements like the sundial. Participants valued exhibition spaces for enriching local cultural life and saw archaeological features like the Epiphany Cathedral foundations as important for understanding Kyiv's past. They also discussed developing patronage models to support historical objects, potentially involving the Ukrainian diaspora.

Participants ultimately envisioned campus integration as transforming historical objects into living cultural resources that could help build the city's future based on rich historical heritage.

3. Barriers to Integration

Participants in the participatory session identified a number of barriers that complicate the integration of the NaUKMA campus with the urban environment (see Table 5).

Table 5. Barriers to Campus Integration

Barrier Name	Description	Priority
Unwanted Visitor Behavior	Concerns about problematic visitor conduct, particularly alcohol-related incidents	High
Lack of Inclusivity	Physical barriers for people with disabilities (stairs, curbs, doorways) in historical buildings	High
Fear of Openness	University community resistance to opening campus perceived as protected academic space	High
Potential Social Conflicts	Concerns about linguistic or ideological conflicts between visitor groups	High
Different Views on Openness	Conflicting opinions within university community on integration levels	High
Financial Limitations	Insufficient funds for security systems, infrastructure development, and campus maintenance	Medium
Insufficient Management Structures	Lack of specialized department or staff to coordinate open space administration	Medium
Information Barriers	Absence of proper signage, marking, and online information for visitors	Medium
Insufficient Service Infrastructure	Lack of basic visitor amenities, especially accessible restrooms	Medium
Protected Status of Monuments	Legislative restrictions limiting adaptation of historical buildings	Medium
Security Risks During Wartime	Additional safety challenges in organizing secure public spaces during conflict	Medium

Note: Priority levels determined based on participant emphasis, implementation complexity, and foundational impact on other integration efforts.

Identifying these barriers allows for a better understanding of the challenges that need to be overcome for successful integration of the campus into the urban environment, and to develop strategies for their effective resolution.

4. Solutions for Space Integration

Based on the discussion results, participants proposed a number of solutions to overcome barriers and realize the potential of integrating the campus with the urban environment. These solutions are divided into short-term and long-term.

Short-term Solutions

Participants identified the courtyard with sundial and historical water supply system, along with the area around the Old Academy Building, as the most promising location for the first phase of opening. This integrated space holds exceptional historical value—the water supply system represents a rare artifact from the pre-centralized infrastructure era that only select buildings in Kyiv possessed, while the Old Academy Building serves as the architectural centerpiece of the campus. Together, these areas naturally function as a connection hub between different campus parts and offer the highest potential for cultural attraction and community engagement. See Image 3 (created in Figma) for suggested spatial transformations visualizations.
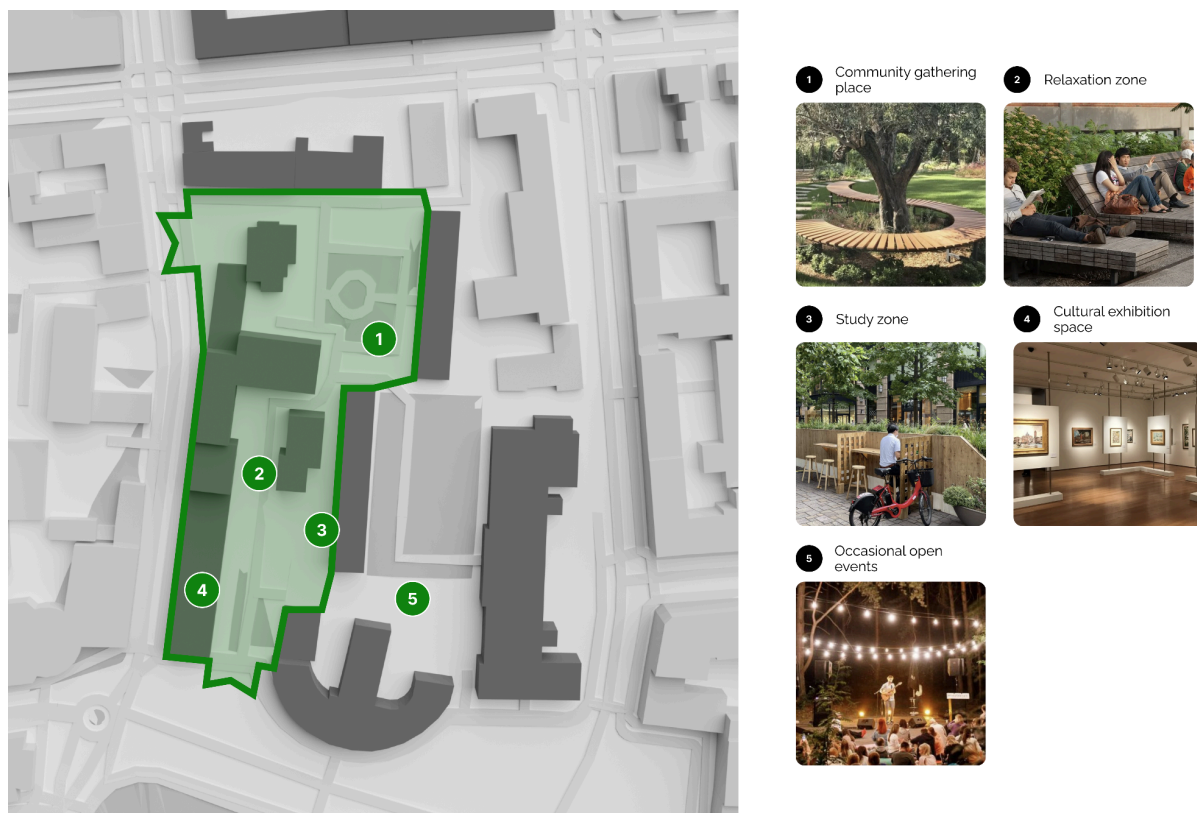

1 Community gathering place
2 Relaxation zone
3 Study zone
4 Cultural exhibition space
5 Occasional open events

Image 3. Visualization of suggested spatial transformations for short-term campus integration

<u>Implementation Strategy:</u>

1. **Phased Opening of Campus Gates** – as a first step, participants proposed conducting test openings of the gate on weekends. Particularly valuable is considered the gate facing Kontraktova Square, which is a natural public space and could organically fit into the planned center of public activity.
2. **Announced Events as a Starting Tool for Integration** – organization of open events, accessible by prior registration. The time regime from morning until 22:00 would accommodate diverse programming, with weekend testing serving as the initial phase. Primary types of activities include:
   - Educational events – research activities using the resources of libraries and centers, particularly the Omelian Pritsak Center.
   - Cultural events – street theater, performances, artistic performances.
   - Art installations and exhibitions – using open space for expositions.
   - Concerts – musical events both in open areas and in premises, including the church.
   - Gastronomic festivals – conducting themed culinary events.
   - Activities for children and youth – creating a comfortable environment for family recreation.
   - Game zones – installation of chess boards and other objects for intellectual leisure.
3. **Information Campaign** – installation of information boards at the entrance to the courtyard near the Old Academy Building, as well as conducting an information campaign on social networks and city portals.
4. **Clear Rules for Visitors** – development and visualization of regulations for behavior on campus, including prohibition of alcohol consumption, smoking, loud music, encouragement of Ukrainian language use, and rules for walking pets.
5. **Creation of Temporary Pavilions for Recreation** – implementation of tactical urbanism elements in the courtyard with a sundial to increase comfort of stay.
6. **Improvement of Infrastructure for Visitors** – installation of additional trash bins and strengthening the cleaning system of the territory.
7. **Passive Security** – expansion of security systems without creating visible barriers that could negatively affect the atmosphere of openness.

These interventions represent a graduated approach to openness, with announced events serving as the primary method for attracting visitors while testing community appetite for integration and maintaining institutional security and academic mission integrity.

1. **Organization of a Comprehensive Security System** – implementation of electronic access systems and video surveillance to ensure security with increased visitor flow.
2. **Solving the Issue with Restrooms** – providing access to existing restrooms in buildings or creating new ones, including the possibility of converting hospital utility rooms for service needs.
3. **Resolving Issues of Building Ownership** – settling legal aspects of ownership of historical objects, particularly the Abbot's House.
4. **Complete Integration of Gates and Platz** – opening the gate of the first platz with closing at night, organizing interconnection between different parts of the campus.
5. **Enhancing Information Accessibility** – creating a system of signs and mnemonic schemes at the entrance for better visitor navigation.
6. **Creating Models and Information Models** – developing a model-sculpture of the Epiphany Cathedral to visualize the historical context of the territory.
7. **Phased Reconstruction of Buildings** – realization of the general vision of the campus through gradual modernization of the space.
8. **Implementing a Pass System for Buildings** – ensuring controlled access to educational premises only for the NaUKMA community.
9. **Attracting Private Financing** – development of patronage to support openness and development projects.
10. **Improving Security Infrastructure** – increasing the accessibility of shelters, modernizing existing ones (especially in the first building), creating a map of shelters.
11. **Development of Commercial Spaces** – opening food establishments, restoring the terrace of the "Trapezna," increasing the commercial attractiveness of the territory.
12. **Creating a Model of Cooperation with the Community** – developing mechanisms for renting spaces by city residents for events, forming the concept of a community garden.

6. Potential Stakeholders and Their Roles in Implementation

Participants identified key stakeholders who could be involved in implementing the proposed solutions:

- **Initiative Group for the Integration Project** – the core of the project for process coordination.
- **Research Units** – School of Political Analytics and other structural units of NaUKMA for analytical support.
- **NaUKMA Leadership** – administration and responsible persons for decision-making and implementation.
- **Architectural and Design Organizations** – development of a comprehensive architectural project.
- **Associations and Communities** – Alumni Association as a partner organization.
- **Volunteers and Civic Activists** – assistance in coordination, information, and event organization.
- **Cultural and Educational Units** – NaUKMA Museum, Omelian Pritsak Center, Film Club for developing programs and content for visitors.
- **Financial Partners** – patrons, donor organizations, KMBS, charitable foundations for resource attraction.
- **Student Self-government** – preparation of student guides, organization of student events.

Expert Interview Findings

To deepen the qualitative understanding of campus-city integration, an expert interview was conducted with Svitlana Shlipchenko, PhD in Philosophy and Associate Professor at the Department of Urban Management, Kyiv National University of Construction and Architecture (KNUCA). She emphasized that NaUKMA has both the potential and the responsibility to serve as a "civic university"—an institution embedded in the city, open to its social and cultural life. Drawing on her experience in participatory urban initiatives and previous engagements with NaUKMA's spatial planning, she identified several key dimensions for effective integration:

- **Need for Strategic Zoning**: To balance openness with institutional security, a clear spatial zoning strategy is essential. Some areas (e.g., near the Center for Contemporary Art) can be opened gradually for public use, while others should remain closed due to infrastructure or equipment-related concerns.
  Civic Mission of the University: Universities are not isolated knowledge factories but institutions with social responsibility. Shlipchenko stressed that openness to the city enriches not only residents but also students—exposing

them to diverse publics, real urban life, and civic engagement.

Importance of Programming and Activation: Integration should not be reduced to just physical openness (e.g., open courtyards). The focus should be on cultural and educational programming—film screenings, public lectures, exhibitions—that generate sustained interaction between university and community.

Participatory Planning as a Process, Not a Product: Rather than applying ready-made foreign models, Shlipchenko advocated for co-developing local formats of openness through collaborative workshops involving students, staff, and local residents. She views participatory design not just as a method, but as a form of shared authorship over space.

- **Barriers to Integration**: These are multifaceted—ranging from administrative inertia (e.g., lack of campus-level management structures), to mental barriers (fears over safety), to physical deterioration and underuse of university space. Without dedicated leadership and funding, even promising initiatives fade over time.

- **Historical Role and Responsibility**: Located at the symbolic heart of Podil, on the grounds of the historic Brotherhood Monastery, NaUKMA should reclaim its cultural centrality—not through reconstruction, but by making visible the "presence of absence" (e.g., through digital or design interpretation of the Epiphany Cathedral foundations).

- **Recommendations for Next Steps**: Start with small, manageable interventions (e.g., activating the courtyard behind the Contemporary Art Center), pilot cultural programs, create shared planning bodies, and seek municipal support for collaborative initiatives. A strong, visible, and sustained university presence in public space can benefit both the institution and the city.

RECOMMENDATIONS

Based on the conducted analysis, a Phased Integration Model can be formulated for the successful integration of the NaUKMA campus with the urban environment.

Phased Integration Model

PHASE 1: Tactical Cultural Opening (0–6 months)

Objective: Initiate low-risk forms of interaction and test public access to selected areas

- Experiment with partial weekend openings of campus gates and opening selected courtyards (e.g. courtyard with sundial) to assess risks and patterns of use
- Set up temporary seating or recreational elements using tactical urbanism methods
- Organize guided walking tours
- Develop and display clearly communicated visitor guidelines to balance openness with academic and heritage values
- Improve information infrastructure: signage, printed guides, and online resources with up-to-date access rules
- Initiate a lightweight series of public events (e.g. exhibitions, lectures, or guided walks) as a testing ground for future programming
- Foster gradual adaptation for both university and local communities to shared presence in space

PHASE 2: Activational Integration (6–18 months)

Objective: Promote regular, inclusive use of selected campus spaces by diverse audiences

- Launch a recurring program of public cultural and educational events
- Actively involve the student body in shaping openness policies and developing collaborative initiatives
- Initiate student-led projects such as volunteer info desks, peer-led guided tours, or thematic exhibitions
- Expand collaboration with local institutions: cultural centers, schools, or businesses

PHASE 3: Spatial Integration (2–3 years)

Objective: Formalize spatial accessibility and shared use practices

- Create a zoning model of campus with varying levels of openness (open, semi-open, internal)
- Begin physical adaptation of pathways and entry points with accessibility in mind, in compliance with heritage protections
- Improve comfort and legibility through resting zones, clear circulation paths, and universal design principles
- Encourage temporary adaptive reuse of underutilized spaces for community benefit

PHASE 4: Functional Partnership (3–5 years)

Objective: Institutionalize integration and co-governance mechanisms

- Develop a long-term campus development strategy that includes architectural, functional, and organizational dimensions
- Establish a dedicated coordination unit for managing campus-city integration, with defined responsibilities and communication channels
- Formalize partnerships with external stakeholders for shared programming, fundraising, and maintenance
- Create a diversified financing system (alumni engagement, private partnerships, grants) to support continued openness initiatives
- Implement a multi-phase renovation plan for historical buildings to preserve authenticity while addressing modern functionality

Such a structured approach to implementing the recommendations will allow gradually and harmoniously integrating the NaUKMA campus into the urban space of Podil, while preserving its unique academic atmosphere and historical value.

Recommendations for Implementing Participation

To ensure long-term relevance and public acceptance of the proposed integration strategy, participation should be embedded as a guiding principle. The following actions can support its effective implementation.

1. **Integrate participation into each phase of campus development**
   Ensure that students, faculty, and local residents are consulted not only during planning stages but also throughout implementation, monitoring, and evaluation.
2. **Establish a permanent participatory advisory group**
   Create a mixed working group composed of university representatives, students, and local stakeholders to coordinate integration efforts and co-design future initiatives.
3. **Use inclusive and diverse formats of engagement**
   Alternate between formats such as open workshops, small focus groups, digital feedback tools, and participatory mapping to reach a wider range of participants.
4. **Ensure feedback transparency**
   Share the outcomes of participatory activities through public reports, info stands on campus, or digital platforms, so contributors see how their input influences decisions.

5. **Incorporate participatory elements into educational practice**
   Encourage students to participate in campus development through academic projects, internships, or volunteer-based roles that connect learning and action.

CONCLUSIONS

This research provided an answer to the posed analytical question about how the integration of NaUKMA campus into Podil's urban space can serve as a tool for enhancing accessibility and contributing to the qualitative development of urban spaces that typically remain isolated. The results demonstrate that such integration is possible through a phased openness model that balances the needs of the academic community and the urban community.

The study revealed significant polarization of attitudes between different stakeholder groups: 88% of Podil residents support campus openness, while only 29% of the NaUKMA community have a positive attitude toward integration. This divergence underscores the necessity for careful planning and gradual implementation of changes. The participatory session enabled finding compromise solutions, identifying the courtyard with the sundial and the area around the Old Academy Building as optimal locations for the first phase of integration.

Analysis of integration barriers showed that the most critical are unwanted visitor behavior, lack of inclusivity, and psychological fear of openness from the university community. These results align with international experience but have specific features related to the Ukrainian institutional context context and wartime conditions, which have not been previously examined in academic literature on university-city integration.

The proposed four-phase integration model (tactical cultural opening → activational integration → spatial integration → functional partnership) demonstrates the possibility of gradual campus opening without harm to the university's academic mission. This approach allows for testing and adjusting strategies based on real experience, minimizing risks and maximizing benefits for all parties.

The research confirmed the effectiveness of participatory methods in addressing complex spatial issues. Despite initial differences in perspectives, participants were able to reach consensus on specific locations and integration formats, demonstrating the potential of collaborative planning to overcome institutional barriers.

This study makes a new contribution to understanding university-city relationships, expanding existing academic discourse by including the specificity of the Ukrainian context. The results can serve as a foundation for developing campus planning policies in other Ukrainian universities, especially in the context of post-war reconstruction, when efficient utilization of existing urban resources becomes critically important.

The main limitations of the research are related to relatively small samples and the inability to test proposed solutions in practice. However, the obtained data are sufficient for formulating well-founded recommendations and identifying directions for further research, which should include implementation studies, comparative analysis of other Ukrainian universities' experiences, and long-term examination of campus integration's impact on urban life quality.

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