DEVELOPMENT OF UNIVERSITY CAMPUSES UNDER THE INFLUENCE OF CITY AUTHORITIES, BUSINESS, AND URBAN COMMUNITY AS AN IMPORTANT FACTOR IN ACHIEVING THE PRINCIPLES OF SUSTAINABLE DEVELOPMENT

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ABSTRACT

Objective: This study aims to investigate the development of university campuses and their impact on urban communities in Kazakhstan, Russia, and Azerbaijan. The objective is to identify the types of influence that university campuses have on urban development, including economic growth, technology advancement, human capital creation, social problem resolution, civil society establishment, cultural development, and ecological improvement.

Methods: The research employs a qualitative-quantitative approach, combining desk research with surveys. Universities from Kazakhstan, Russia, and Azerbaijan are included in the study. Various international university rankings, such as the Times Higher Education University Impact Ranking, UI GreenMetric World University Ranking, and U-Multirank Ranking, are considered. A total of 136 respondents from ten universities participate in the survey.

Results: The findings indicate that university campuses have a significant impact on economic development, technology advancement, human capital creation, cultural development, and the urban environment’s ecological improvement. However, their influence on social problem resolution and civil society establishment is comparatively lower. The study reveals that the existing level of influence of university campuses on urban development is relatively low but has the potential for growth.

Conclusion: This research highlights the evolving role of universities in shaping urban communities and their sustainable development. University campuses are recognized as important agents of change, contributing to economic growth and technological progress. The practical significance of the study consists in the fact that the proposed conclusions can be utilized for the development of university campuses.

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DESENVOLVIMENTO DE CAMPI UNIVERSITÁRIOS SOB A INFLUÊNCIA DE AUTORIDADES MUNICIPAIS, NEGÓCIOS E COMUNIDADE URBANA COMO UM FATOR IMPORTANTE NA CONQUISTA DOS PRINCÍPIOS DO DESENVOLVIMENTO SUSTENTÁVEL

RESUMO

Objetivo: Este estudo visa investigar o desenvolvimento de campi universitários e seu impacto em comunidades urbanas no Cazaquistão, Rússia e Azerbaijão. O objetivo é identificar os tipos de influência que os campi universitários têm no desenvolvimento urbano, incluindo crescimento econômico, avanço tecnológico, criação de capital humano, resolução de problemas sociais, estabelecimento da sociedade civil, desenvolvimento cultural e melhoria ecológica.


Resultados: Os resultados indicam que os campi universitários têm um impacto significativo no desenvolvimento econômico, avanço tecnológico, criação de capital humano, desenvolvimento cultural e melhoria ecológica do ambiente urbano. No entanto, a sua influência na resolução de problemas sociais e no estabelecimento da sociedade civil é comparativamente menor. O estudo revela que o atual nível de influência dos campi universitários no desenvolvimento urbano é relativamente baixo, mas tem potencial de crescimento.

Conclusão: Esta pesquisa destaca a evolução do papel das universidades na formação das comunidades urbanas e seu desenvolvimento sustentável. Os campi universitários são reconhecidos como importantes agentes de mudança, contribuindo para o crescimento econômico e o progresso tecnológico. O significado prático do estudo consiste no fato de que as conclusões propostas podem ser utilizadas para o desenvolvimento de campi universitários.

Palavras-chave: universidade, campus universitário, desenvolvimento sustentável, comunidade urbana, ambiente urbano.

1 INTRODUCTION

The role of the university campus consists in contributing to the sustainable development of urban communities by appropriately shaping the educational offer and curricula and thereby expanding employment opportunities for graduates in the city where they study (Den Heijer, Magdaniel, 2012; Zhang et al., 2020). Universities also
serve as a place where attitudes appropriate to fulfill not only professional but also social roles are formed (Lazzeroni, Piccaluga, 2015; Dilmukhametova, Talipova, 2023). The university is a special type of organization – a manager of material and financial resources through which it contributes to the development of urban spaces (Smirnov et al., 2013).

Given the focus of this study, we should especially emphasize that researchers stress the importance of universities; cooperation with businesses and authorities as a key resource for the development of universities. In particular, strategic partnerships of local businesses with universities promote the development of the urban environment, as it can account for the peculiarities of the given city (Schiuma, Carlucci, 2018). Universities are important participants in urban partnerships aimed at building innovation communities (Klimovskikh et al., 2023), as well as a source of talented staff and ideas for corporations (Frølund et al., 2018). This cooperation is founded on the premise that all members of the urban community will benefit from new knowledge and the commercial implications of inventions (Stearns, 2012).

Developing university campuses as environments for students’ development in large metropolitan areas can be a challenging problem due to many contradictions (Mayboroda, Spirin, 2022; Polenov et al., 2020; Seilkassymova et al., 2022), including limited available space, high real estate costs, and potential resistance from some segments of the urban community (Bantserova, Ivanova, 2023). However, strategic partnerships between megacities, universities, and large industrial companies (Sadykova, 2020) can be a powerful tool to overcome these obstacles and create thriving educational campuses in these urban centers (Bantserova, Kasimova, 2023). Therefore, the research question formulated for this study is how to create modern urban spaces so that, on the one hand, it would be possible to develop university campuses in the urban environment efficiently and with minimal contradictions, and on the other hand, the university campus would become a factor that could enhance the attractiveness and competitiveness of the university to attract students from different countries.

2 LITERATURE REVIEW

Proceeding from the focus of our study, the development of the city is influenced by the involvement of universities in the creation of campuses.

According to the classification offered by A.V. Berestova (2016), there are four types of campuses:
- The local urban type, which is the leader in numbers in countries with the Anglo-Saxon system of higher education. Historically, campuses of this type were created in such a way that the urban environment emerged directly around the university (university campus), which performed a city-forming function;
- The dispersed urban type, which is typical of the educational institutions that are complexes of universities, colleges, and schools that combined into a single institution over time;
- The suburban (rural) type, which, as the name suggests, implies the location of the university outside the urban environment;
- Multiple local urban campuses, which are formed when several higher education institutions merge with an existing local urban campus and usually have one central complex of buildings, while others are distributed across the city (several cities).

Regardless of the identified types, the development of university campuses, and therefore universities themselves, affect the city economy. This factor is assigned increasing importance, including in planning the urban space. However, the establishment of campuses requires administrative, financial, and organizational resources (Rybak et al., 2023). Furthermore, researchers note that the development of university campuses necessitates the development of partnerships with large industrial companies (Khlynin et al., 2023).

Close cooperation of universities, businesses, and public organizations is much needed to promote sustainable socio-economic development (Borodina et al., 2023; Ambros, Biberhofer, 2018; Bagratuni et al., 2023). In particular, science has been developing ideas based on the concept of innovation districts (Rogulenko et al., 2021), in which universities, high-tech industries, startups, and accelerators unite to promote knowledge and innovation exchange (Fedchenko et al., 2023). These are often suburban campuses due to the difficulty of allocating large territories in the city center and the convenience of establishing such campuses relatively near large industrial enterprises located outside of the city (Kornilova et al., 2022). These areas are attractive both to industrial companies (Seidakhmetova et al., 2022) and universities due to having a common ecosystem and shared resources (Berdibekova et al., 2022). Universities gain access to resources and experience for developing their campuses, and industrial enterprises can profit from academic research and a future qualified workforce (Avdeev...
University-industry collaboration through joint research and development is more likely to lead to effective results than any other effort to attract the industrial sector to engage in university partnerships (Lee et al., 2015).

Cooperation between universities and city authorities is also important for the sustainable development of cities. Examples of possible cooperation include consulting on the creation of urban development programs, the development of roadmaps for the growth of certain industries, the creation of joint information and advisory centers, etc. (Seidakhmetova et al., 2022).

The present study examines the development of university campuses in former USSR countries. In the USSR, student towns (campuses) of individual universities or cooperative inter-university campuses were actively created and acted as important elements of cities' functioning (Truspekova, Sharipova, 2022). Due to the state's focus on the training of engineering personnel, universities and campuses were centered on interaction with large-scale industrial structures. Their planning and development, particularly due to the absence of private property, influenced the provision of housing and work opportunities for students and young professionals. Gradually, with the progress of housing construction, the development of campuses was directed at reducing unproductive time spent on transportation related to education and research activities, everyday life, and recreation (Popov, Syrova, 2021). However, the planned economy aimed at achieving quantitative indicators, so the campuses often had poorly developed infrastructure of cultural, domestic, and technical services (Finogenov, Popov, 2019).

The international practice of contemporary development of university campuses proceeds from the need to save time by improving the architectural and town-planning organization of university campuses, creating a full-fledged environment for everyday life and recreation in it, as well as optimizing the volume-planning structure. For this reason, today a university campus is seen as a multifunctional complex of buildings designed to accommodate university departments, connected by a system of special public spaces, forming a unified environment for higher education, research, and a wide range of related functions in the "work-life-rest" system for all participants in these processes. The university campus needs to be oriented to the possibility of effective interaction with city-forming enterprises of the region and provide a comfortable multifunctional architectural environment in the system of interaction of functions at all levels and the formation of a comfortable urban environment (Zaidi et al., 2023).
In addition, we believe that with the development of new digital technologies on the one hand (Baurina et al., 2022) and geopolitical challenges on the other hand (Yatsenko et al., 2022), the importance of campuses as an environment to attract students and young professionals will increase (Bezpalov et al., 2023). Large industrial enterprises and city authorities should help universities to develop their campuses, which will contribute to the formation of a holistic architectural environment, expand socio-economic potential, and qualitatively change the urban environment (Ospanaliyev et al., 2022).

For these reasons, the goal of the present study is to identify opportunities for the development of university campuses and their impact on the development of the urban community.

3 METHODS

Given the established research goal, the study employed a qualitative-quantitative approach to the topic.

The desk study involved the analysis of scientific sources on the impact of university campuses on sustainable development in the urban environment. The investigation showed that the effect of university campuses on the sustainable development of the urban environment depends on their urban development, as well as on the requirements they have to satisfy.

Next, per the purpose of the study, we selected universities included in international rankings that could shed light on the influence of universities on sustainable development. The rankings considered were the Times Higher Education University Impact Ranking, the UI GreenMetric World University Ranking, and the U-Multirank Ranking.

Respondents for the survey were selected based on the choice of universities and included the employees and students of these universities, who were offered to take part in the study via email.

The survey covered 136 respondents from 10 universities in Kazakhstan, Azerbaijan, and Russia (Table 1). The survey participants were forwarded emails describing the purpose and program of the study.
Table 1. Sample characteristics

<table>
<thead>
<tr>
<th>No.</th>
<th>University</th>
<th>Presence of campus, its type</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Al-Farabi Kazakh National University (Almaty)</td>
<td>MLU</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>L. N. Gumilev Eurasian National University (Astana)</td>
<td>LU</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>Azerbaijan State University of Economics (UNEC), Republic of Azerbaijan, Baku</td>
<td>DU</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>Narxoz University (Almaty)</td>
<td>DU</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>Almaty Management University (Almaty)</td>
<td>LU</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Financial University under the Government of the Russian Federation</td>
<td>MLU</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>Almaty Technological University</td>
<td>DU</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>Abai Kazakh National Pedagogical University (Almaty)</td>
<td>DU</td>
<td>11</td>
</tr>
<tr>
<td>9</td>
<td>Kh. Dosmukhamedov Atyrau State University (Atyrau)</td>
<td>LU</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>Kazakh National Agrarian University (Almaty)</td>
<td>LU</td>
<td>11</td>
</tr>
</tbody>
</table>

Note: LU – local urban type; DU – dispersed urban type; S – suburban type; MLU – multiple local urban campuses.

The largest part of the respondents were scientific and pedagogical staff (46.32% of the total number of respondents), and the smallest share was constituted by rectors/directors/vice-rectors (5.15%). In addition, a considerable part of the sample was made up of students (18.38%) and heads of departments (16.18%). In terms of gender composition, 72.79% of respondents were male and 27.21% were female. The highest number of respondents belonged to the age group of 36-45 years (41.91%), and the lowest number were aged over 65 years (1.47%). Generalized data on the status and demographic characteristics of the respondents are given in Table 2.

Table 2. Status and demographic characteristics of respondents

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Characteristic</th>
<th>Number of respondents</th>
<th>Specific weight of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td>Rector/Director/Vice-Rector</td>
<td>7</td>
<td>5.15</td>
</tr>
<tr>
<td></td>
<td>Dean/Deputy Dean</td>
<td>10</td>
<td>7.35</td>
</tr>
<tr>
<td></td>
<td>Department head</td>
<td>22</td>
<td>16.18</td>
</tr>
<tr>
<td></td>
<td>Scientific and pedagogical worker</td>
<td>63</td>
<td>46.32</td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td>25</td>
<td>18.38</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>9</td>
<td>6.62</td>
</tr>
<tr>
<td>Sex</td>
<td>Female</td>
<td>37</td>
<td>27.21</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>99</td>
<td>72.79</td>
</tr>
<tr>
<td>Age</td>
<td>under 25</td>
<td>26</td>
<td>19.12</td>
</tr>
<tr>
<td></td>
<td>26-35</td>
<td>32</td>
<td>23.53</td>
</tr>
<tr>
<td></td>
<td>36-45</td>
<td>57</td>
<td>41.91</td>
</tr>
<tr>
<td></td>
<td>46-55</td>
<td>15</td>
<td>11.03</td>
</tr>
<tr>
<td></td>
<td>56-65</td>
<td>4</td>
<td>2.94</td>
</tr>
<tr>
<td></td>
<td>over 65</td>
<td>2</td>
<td>1.47</td>
</tr>
</tbody>
</table>

1 Source: Compiled by authors

The empirical part of the study was conducted from April 15 to May 15, 2023, The structured survey included the following questions:
1. Have you ever thought about the mutual impact of university campuses and the urban environment?

2. Choose the most appropriate option (direct influence; indirect influence; lack of influence) to describe the degree to which university campuses affect the economic development of the city, the development of technology, the creation of human capital in the city, the resolution of its social problems, the establishment of civil society, the city’s cultural development, and improvement of the ecological condition of the urban environment.

3. Please rate the overall level of influence of university campuses on the development of the city (on a scale from 1 to 10).

4. Identify the possibility of achieving each of the 17 UN Sustainable Development Goals concerning the urban community and urban environment through the impact of university campuses.

5. Choose the most appropriate option (direct influence; indirect influence; lack of influence) to describe the degree to which the urban community (city authorities, the business community, public organizations) affects the development of university campuses: the construction of new campuses, the reconstruction of existing campuses, technological support for campuses, and the creation of new campus infrastructure.

6. Please rate the overall level of influence of the urban community on the development of university campuses (on a scale from 1 to 10).

**4 RESULTS**

The survey results reveal that 90.44% of the respondents have thought about the mutual impact of university campuses and the urban community.

Specifically, a direct impact of university campuses on the economic development of the city is marked by 39.71% of survey participants, on the development of technology – by 72.06%, on the creation of human capital – by 75.0%, on the resolution of social problems – by 27.94%, on the establishment of civil society – by 53.68%, on cultural development – by 66.91%, and on improvement of the ecological condition of the urban environment – by 15.44% (Figure 1).
Table 3. Assessment of the existing and potential level of influence of university campuses on the development of the urban environment

<table>
<thead>
<tr>
<th>Levels</th>
<th>Existing</th>
<th>Potential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal importance</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Maximum importance</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Range of variation</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Mean</td>
<td>4,13</td>
<td>6,89</td>
</tr>
<tr>
<td>Mode</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Median</td>
<td>5,5</td>
<td>5,5</td>
</tr>
<tr>
<td>Average linear deviation</td>
<td>1,51</td>
<td>1,87</td>
</tr>
<tr>
<td>Dispersion</td>
<td>0,74</td>
<td>0,75</td>
</tr>
<tr>
<td>Mean squared deviation</td>
<td>0,86</td>
<td>0,006</td>
</tr>
<tr>
<td>Representativeness error</td>
<td>0,87</td>
<td>0,006</td>
</tr>
</tbody>
</table>

In this respect, the survey offered the respondents to rate the existing and potential degree to which university campuses can affect the development of the city environment. The obtained results indicate an insufficient level of university campuses’ influence on city development in today’s conditions, as seen by the respondents. The most common rating of the existing level of impact is 4 (minimum value 1, maximum 10), while the potential level of impact is most often rated at 8. The performed calculations suggest a 99% probability of universities being able to raise the existing level of influence on the development of the region from a level of 4.13 to 6.89. However, when characterizing the entire population of higher education institutions based on only a part of it, it is impossible to avoid what is known as representativeness errors. In this case, insignificant
representativeness errors are important in calculating both the existing and the potential level of impact.

Analysis of the respondents’ views on the influence of the urban community on university campuses reveals that a direct influence of the urban community on the construction of new campuses is noted by 33.1% of the respondents, on the reconstruction of existing campuses – by 73.5%, on technological support for campuses – by 54.7%, and on the creation of new campus infrastructure – by 42.2% (Figure 2).

![Figure 2. Types of influence of the urban community on the development of university campuses, %](image)

Notably, only a minor share of respondents believe that the urban community has no impact on the development of university campuses. The largest part of the respondents stress the possible impact of the urban community on the reconstruction of existing campuses, since only 1.7% point to a lack of influence on this parameter. In turn, the least influence, according to the respondents, the urban community exerts on the construction of new campuses, as 10.2% believe there to be no effect on this aspect.

Importantly, there is a difference between the existing and potential levels of influence of the urban community on the development of university campuses (Table 4).

<table>
<thead>
<tr>
<th>Level</th>
<th>Minimum importance</th>
<th>Maximum importance</th>
<th>Range of variation</th>
<th>Mean</th>
<th>Mode</th>
<th>Median</th>
<th>Average linear deviation</th>
<th>Dispersion</th>
<th>Mean squared deviation</th>
<th>Representativeness error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing</td>
<td>1</td>
<td>10</td>
<td>9</td>
<td>4.6</td>
<td>5</td>
<td>5.5</td>
<td>1.73</td>
<td>0.77</td>
<td>0.92</td>
<td>0.006</td>
</tr>
<tr>
<td>Potential</td>
<td>1</td>
<td>10</td>
<td>9</td>
<td>7.2</td>
<td>9</td>
<td>6.5</td>
<td>1.94</td>
<td>0.81</td>
<td>0.94</td>
<td>0.006</td>
</tr>
</tbody>
</table>

5 Source: Compiled by authors
In this respect, survey respondents were asked to rate both the existing and potential level of influence of the urban environment on the development of university campuses. The obtained results suggest an insufficient level of impact of the urban environment on campus development in today’s conditions. The most popular rating of the existing level of impact is 5 (minimum value 1, maximum 10), while the potential level is most often rated at 9. The performed calculations indicate that with a 99% probability, the urban community can raise the existing level of its influence on university campus development from a level of 4.66 to 7.22.

5 DISCUSSION

The results of the empirical study give evidence of an insufficient level of impact of university campuses in Kazakhstan, Azerbaijan, and Russia on the sustainable development of the urban environment. However, descriptive statistics suggest that with a 99% probability, universities can increase the existing level of their influence on regional development from a level of 4.13 to 6.89. This is often explained by the fact that the university campuses were not initially planned as a complex of buildings with their own architecture and spatial organization. Instead, they formed gradually, with new campus buildings constructed (or obtained by remodeling existing buildings) in different parts of the city. In this way, the campuses acquired a dispersed urban type of organization.

Our findings demonstrate that regardless of campus type, the role of universities in the development of the cities they are located in is growing. Many companies open their branches or offshore centers in cities with a large number of students and educated residents who are intellectual workers (Smirnov et al., 2023). Intellectual workers are characterized by a high level of specialized knowledge, education, and experience, and one of the most important purposes of their work is to create, disseminate, or apply their knowledge in practice (Syzdykova et al., 2022). Furthermore, intellectual workers determine the value of companies to the greatest extent and create the largest added value (Vinichenko et al., 2022).

Next, the empirical study shows that the level of influence of the urban community on the development of university campuses is also insufficient. In turn, descriptive statistics suggest a 99% probability of the urban community being able to raise the level of existing influence on university campus development from 4.66 points to 7.22.
In this respect, the experts believe that universities and the urban community, including authorities and businesses, are establishing and developing partnership relations based on shared interests, for instance, economic ones. Overall, the experts describe the influence of the urban community on universities as the establishment and support of the environment for their operation. Furthermore, experts endorse the idea that today the link between the university and the city has taken on the following shape: the university and the city community have common interests and act as partners in solving socio-economic problems. Thereby, the university, being an open system, not only produces an impact on the city but is in turn subject to its influence (Rybak et al., 2023).

In the opinion of the surveyed experts, the objective of city authorities is to create specific institutional conditions for the independent development of universities in the directions complying with the demands of the specific urban community.

The factors of universities’ influence on the perception of the city include the supply of didactic resources, the prestige of education, the atmosphere and infrastructure of the university campus, and the relations maintained by them with actors in their environment. Of importance are also the competencies and achievements of university students, graduates, and employees (Fedchenko et al., 2023).

Although universities’ research and development work does not always translate into its practical implementation directly, there are numerous examples of solid and equal cooperation between universities and economic subjects.

A specific example would be the opening of the first in CIS network educational campus of Russia’s Mendeleev University of Chemical Technology and Kazakhstan’s Dulaty University. The focus of this campus lies in producing qualified specialists for enterprises of the chemical industry of the Republic of Kazakhstan. The industrial partner of the universities in this effort is Kazphosphate LLP, Kazakhstan's market leader in the production of phosphorus-containing products and a key customer for personnel in the field of chemical technology. The establishment of such campuses, therefore, affects not only the development of the industry. Educational practices and internships and possible employment in Kazakhstan give a new impetus to development, especially in small towns, where attracting modern youth is very difficult (Yunissov et al., 2023).

Apart from the above, universities try to build communication channels in the information environment to show their importance, including the attitude to the university campus not as a dormitory for students, where they live in their free time, but as a creative
environment that should be engaged in the organization of the urban space. The more connected students are to their new urban environment, the higher the chances are that they will stay in the city for permanent residence after graduation. Analysis of the information given on the official websites of universities, including their development strategies, thematic reports, and news, reveals the following key instruments of universities' influence on the sustainable development of the urban environment:

- the presence of the university mission focused, among other things, on the development of the urban environment;
- organizational structure that allows implementing the chosen instruments of influence on the sustainable development of the urban environment;
- the provision of scientific research important for the city, which is evidenced by the inflow of financial resources from representatives of the business environment and regional authorities to the university for ongoing research;
- consideration of the needs of persons with special educational needs and the establishment of an accessible university campus with adequate infrastructure;
- implementation of socially responsible initiatives aimed at different groups of stakeholders: students and university employees, partners, municipal authorities, and public organizations (environmental, social, and economic).

6 CONCLUSION

The research findings show that due to historical traditions, given that most of the universities were established decades ago, their campuses are predominantly organized according to either dispersed urban or local urban types. The suburban type of organization is found only in modern universities. For them, businesses, authorities, and urban communities specify the functions of university campuses and opportunities for their development in more detail. These campuses need to serve not only as housing for students to live outside of school hours, but also a space for organizing a creative environment that will be integrated into the city environment, participate in the operation of large enterprises, and have convenient transportation links. Nevertheless, regardless of the type of campus, city authorities and businesses recognize the importance of their development, including on the world stage, and therefore take various steps to develop universities through the establishment of modern university campuses.
Among the limitations of this study, we should cite the limitation of the respondent sample in terms of representation of Kazakh universities, which prevents a broader extrapolation of findings.

Given the low representation of universities of Kazakhstan, Russia, and Azerbaijan in world rankings in combination with respondents’ rather high expectations of the opportunities for university campuses to promote the sustainable development of the urban environment, a prospect of further research could be the study of campus planning as a factor in increasing the attractiveness of the university and enhancing its competitiveness in the international market for educational services.
REFERENCES


