City & University: a sympony for progress

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EUniverCities

City & University:

A Symphony for Progress

EUROPEAN UNION
European Regional Development Fund

Connecting cities
Building successes

URBACT

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Colophon

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City-university co-operation

Intro

The EUniverCities URBACT project, under the leadership of the City of Delft, unites 10 European university cities: Aachen, Aveiro, Delft, Ghent, Lecce, Linköping, Lublin, Magdeburg, Tampere and Varna. The project addresses the issue how to frame co-operation between the city and the university, and arrive at smart, "next-generation" forms of city-university collaboration.

The growing interest for city-university collaboration comes from both sides. Universities are increasingly aware that an attractive urban environment (in the broadest sense) helps them to lure the best students and researchers. At the same time they see that cities can be interesting "living labs". City governments, from their part, have come to recognize "their" universities as engines of the urban knowledge economy, in their role as sources of talent, economic development, innovations, and social and cultural dynamism (van Winden, 2010). Student populations are increasingly recognized as valuable part of the urban society that may also help to address urban problems and challenges. But the interests and agendas of the city and the university do not always converge. The relationship between universities and cities can be characterized as one of mutual benefit, but also one of occasional conflict, negotiated tolerance, and ambivalence.

At EU level, the topic of university-city/region relations is "hot" for some years already. In 2003, the European Commission initiated a debate about the role of universities in the "Europe of Knowledge", describing them as "an instrument of regional development and of strengthening European cohesion" (CEC, 2003, p. 21). And in 2011, a comprehensive report was published on university-city collaboration (EC, 2011).

It is widely felt that the growing interconnection asks for new types of policy responses. The participants from university cities united in EUniverCities have thought thoroughly about the mutual dependencies, tensions, scopes and tools for fruitful co-operation. They exchanged good practices and good ideas, learned from each other and developed more strategic and sustainable approaches. This report intends to convey the lessons we learned to a wider audience.

The Peer Review Method

In the project, we visited each of the partner cities, and adopted a peer review method. In this approach, the foreign project partners review the local situation of the host city, and provide the host city with ideas and recommendations. We worked as follows: before each meeting, the host city identified a set of key issues, questions and challenges on which it wants advice from its partners (focusing on one specific part of the flower model explained below). Then, during the visit, the host city presented itself, its policies and approaches, through lectures, excursions, presentations of key stakeholders, etc. After that, we worked in groups, in mixes of locals and project partners, to reflect on what we have seen and heard, and to develop advice for the host city. The results were presented to the leadership of the local autorities and the universities, and written in a "peer review report". This method generates very interesting results and ideas for the host cities (for free!), but at the same time it offers a platform for the project partners to discuss how they solve particular challenges in their home cities.

City-University collaboration

The collaboration between city and university can be framed and structured in many ways, and is different all across Europe.

At the bottom line, in every city we see a very rich variety of collaborations "on the ground", between individual researchers/teachers and city departments/ urban stakeholders. And at the very top level, also in every city, we see that the mayor speaks with the university rector(s) on a more or less regular basis. But the interesting differences are found between those two extremes.

All cities realise that some form of structured/ institutionalised collaboration is needed to address al the challenges for structured or institutionalised collaboration is needed.

1 A first approach is to set up joint mixed working groups or task forces without formal competence, that develop solutions for particular topics. Aachen established a Science Alliance: a joint working group of the city, the university, and the University of Applied Sciences. In the fast growing city of Ghent, a Local Support Group (LSG) was set up, charged with elaborating a long-term shared vision and a strategy for managing growth in a sustainable way. Six working groups were created, in which city and university develop solutions together:
(1) use and management of public and semi-public spaces, (2) student and image (including communication and co-creation), (3) student housing, (4) mobility, (5) culture and tourism and (6) structural cooperation between city and HEIs. A similar approach was taken by Lublin, a city with 5 universities (out of 12 HEIs) that are not used to co-ordinate their activities with each other nor with the city.

2 A second approach is to set up a dedicated city department for city-university relations. In Magdeburg, the city created a Team Science, that directly reports to the mayor. This team - consisting of two people - starts and support all sorts of actions and projects that make Magdeburg stronger as a science city. Examples: the Long Night of Science (opening all labs for the public), robot competitions, organising a congress for science journalists, etc.

3 A third approach is to set up a common organisation, funded by both sides, that serves as an interface. There are many different types. Tampere's Demola organisation serves as a bridge between the urban society and the university. In many places, university and city set up science museums, science experience centres and the like.

4 A fourth form is a "covenant" between city and the university, in which both sides express their mutual dependencies and commit themselves to particular actions. The city of Delft and the Delft University of Technology set up a common agenda, in which they express the intention to develop three key themes:
1) developing an eco-system for economy & science,
2) the city as campus and the campus as city,
3) a common regional agenda.

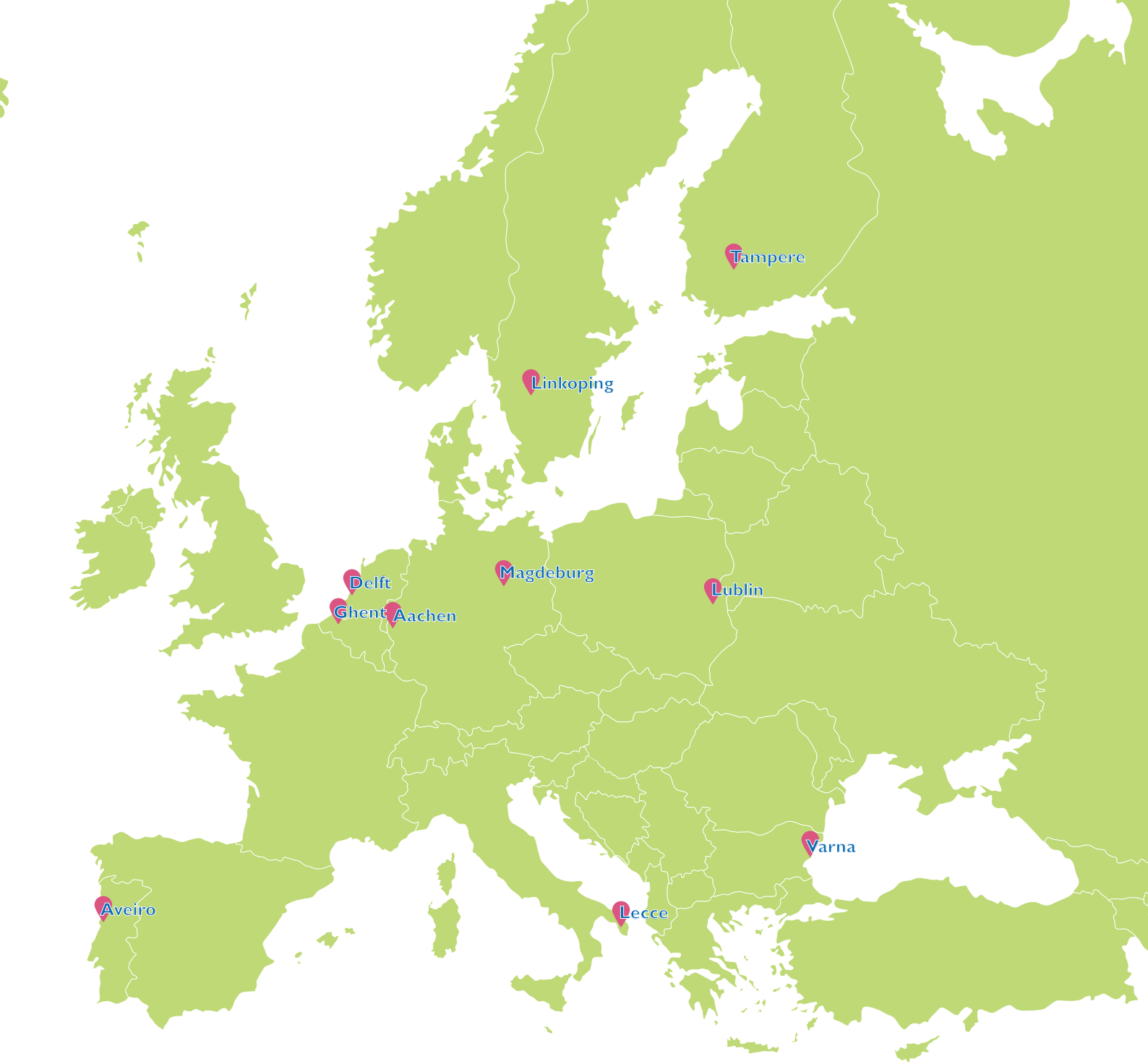

GROWTH
TOGETHER
TEAMWORK
HELP!
SUCCESS
Vision
Ideas!
Brainstorm
30%
10%

The Flower Model

In EUniverCities, we identified five "domains" where city-university partnership can come to life: Developing the Local/Regional Economy, the Internationalization of city and university, issues around Students & City life, enhancing Attractiveness & Marketing and Science in Society. In each domain, the university and the city may have a shared or common interest and there is scope for active collaboration between city and university (and other actors). Also, in each domain, there are particular tensions and challenges that need to be addressed.

A cross-sectional topic where it all comes together is urban governance. Which arenas are in place where city and university leaders meet, talk, negotiate, fight, and find common ground?

Evidently, the petals of the flower are interdependent: for example, the topic of Internationalization is closely linked to Attractiveness & Marketing; discussions of gentrification and elitism take place at the edge of the themes Students & City Life and Science in Society, etc.


Tampere
Linkoping
Magdeburg
Delft
Ghent
Aachen
Lublin
Varna
Aveiro
Lecce

Acknowledgements

Early 2012 the City of Delft embarked on a journey joining forces with 9 other European cities to set up a project around city-university cooperation. The EUniverCities project succeeded in exploring the many-folded relationships between cities and universities. Through lively and intense exchanges and learning in each city involved, we helped to dynamise and improve the cooperation. This report is the final output of the EUniverCities project.

Along the way, the project partners became something like a family, albeit a very professional one. It was a great learning experience as well. During each visit, it was amazing to see how much a motivated, committed and professional group of people can achieve in a short period of time.

This report, although written by a single author, relies on the collective efforts and commitment of a number of people. The project could never have been realized without the audacious support of the Delft Mayor Bas Verkerk. He understood the importance of strong local, regional and international engagement from the Delft University of Technology alongside other local stakeholders to compete in the global Battle for Brains.

Special thanks go to the Delft project team: Margie Burger and Adrie Steenbeek were highly supportive to the project leadership. Previously, Elise Verheij carried out an extremely valuable job in co-managing the project. Monique Timmermans helped out during her traineeship. Dennis Raghosing, Piet van Doorn and Sylvia Coenen provided administrative and communication support.

Additional thanks go to the core members and all representatives of the Local Support Group organizations who accomplished this journey with us. And to everyone at the URBACT secretariat, including experts, trainers, administrators, volunteers who never stopped thinking how to profile urban issues in Europe.

It was a lot of work, but it was absolutely worth it.

Patrick van Geel (Lead Partner)
& Willem van Winden (Lead Expert)

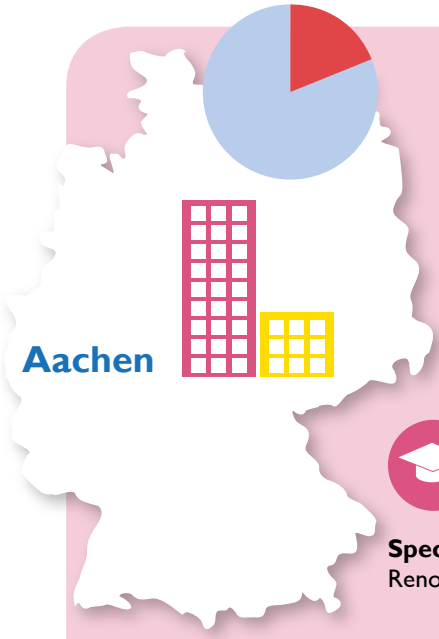

DOW
SAE

Petal 1

Co-operate for Economic Development

Why relevant?

- Universities are drivers or even the lifeline of local and regional development.
- A strong economy can be a booster for higher education and research: it offers more opportunities for students (internships, jobs) and researchers (collaborations, 3rd funding).
- Academic research can help companies in the region to remain competitive
- The university can be a cradle for new companies (founded by students or researchers).
- The university is a key economic player in its own right.



Aachen

Inhabitants: 250,000

Students: 46,300

2 Universities:
RWTH Aachen University (35,800)
University of Applied Sciences (10,500)

Specialisation: Technology, engineering; Renowned, internationally oriented

Campus:
Some buildings are close to the city centre; a new large campus is being built at Melaten, outside the city.

Local Action Plan:
Preparations for the possible establishment of a Science Alliance (working title) to address strategic common issues to make Aachen an integrated Science City.

Remarkable fact:
RWTH Aachen University develops a new campus worth €1b, and opens it up to companies if they engage in a long-term collaboration with the university. It has attracted over 100 companies already.

Aveiro

Inhabitants: 78,000

Students: 15,000

1 University:
University of Aveiro (UA)

Specialisation: Many disciplines, strong in technology, practice-oriented

Campus:
All activities are concentrated in Campus Santiago, adjacent to the city, next to the lagoon.

Local Action Plan:
Working on three main strategic axes 1) Develop the city centre as a Hub for Innovation and New Ideas 2) Assuring an Integrated Welcoming Program 3) Promoting Internationalization & Marketing.

Remarkable fact:
A recent initiative to marry science and society is the creation of the "park of sustainability", a park between the campus and a distressed neighbourhood. It is intended to develop a range of activities to bridge the gap between university and the surrounding communities.

1a Build an economic profile together

What makes your urban economy special and outstanding? Why should companies locate there? Many cities lack a clear "selling point" that makes them unique in the knowledge economy. Stakeholders in the region, the city and the universities are wise to identify and develop a convincing "Smart Specialisation Strategy" in which business, research and public authorities can collaborate and complement each other. Effective and collaborative cluster management is needed to get this done, and universities must put appropriate incentive schemes in place. A prerequisite is that universities should join forces and set up larger joint research programmes in a limited number of fields, rather than staying at their own turf. This process should be driven by respected "thought leaders" from several organisations: change agents - not necessarily the top people of each organisation - that are able to turn a corner and set up and implement new initiatives.

1b Reach out to SMEs in the region

Universities typically find it easy and straightforward to work with advanced companies in the region (multinationals, high tech firms, etc.). But what about the smaller and less advanced ones? Linköping University has 5 "liaison offices" in the region, where SMEs are brought into contact with university knowledge and competences. Each year, 500 companies are visited to inform them about what's going on in relevant parts of the university. Tampere University of Technology set up "Problem Fridays": SMEs are actively approached and invited to a one-hour session, where they can bring a problem or question, to be discussed with a team of university experts. By the end of the hour, it must be clear if there is scope for some sort of collaboration, and if so the partners arrange for next steps.

1c Link students to the local labour market

Is it possible to keep talents in the region and benefit from their skills for economic development? Linking students to the local labour market in an early stage can help to keep talent in the region, and helps students to find a job. An option is to find ways to open up "quality" summer jobs for university students. At summertime, many students leave the city for their hometown. But what if they would have a great summer job in one of the local high tech businesses? That could have several benefits: students learn from it, companies get acquainted with students in an early stage (and pick the best ones), and more students stay in the city during summertime, which benefits the urban economy in several respects. Also, more students might find a job in the regional industry after graduation. To make the connection between students and local/regional companies, every year, in Aachen, city and university organise the "Night of the Companies", in Aachen's technology centre. Companies present themselves to the students in an informal atmosphere; there are bus tours for in-company visits.

Case Aachen:

New campus as business attractor

The RWTH campus in Aachen is the new campus concept of the University of Technology. The distinguishing feature of the campus (with a total investment of € 2 billion) is its concept, based on clustering academic institutes and companies around multi-disciplinary themes (e.g. Eco-friendly sustainable energy, photonics, bio-medical engineering, drive systems, etc). The developers hope to achieve synergies by co-locating business and academic institutes in a "sub-cluster" and nudge them towards co-operation. The sub-clusters are built on academic research strengths multidisciplinary, with sufficient critical mass. The university created a special vehicle, the RWTH Aachen Campus GmbH, in order to realise the project. By the time of writing, 92 firms had committed to locate at the campus. Most of them were not located in Aachen before. The leading person behind the development of this vision is the Vice-Rector for Industry and Business Relations at RWTH; in his view, academia and business need each other to prosper and innovate, and physical proximity is a key condition for success.

1d Open up the campus for companies

Can the campus attract firms? A university campus, with its concentration of highly talented young people, could become an attractor for companies. But to make this happen, a targeted strategic approach is needed.

1d Create open spaces where firms, students and researchers can meet

Knowledge exchange and transfer between university and businesses can be enhanced by developing "open spaces'. An example can be found in Linköping. At the campus, the
creActive area was opened: a space where students, researchers and companies can meet in a fully neutral, logo free and inviting setting (creactive-mjardevi.se) (see box on Aachen's new campus as business attractor).

1e Promote entrepreneurship

Universities are incubators of entrepreneurial activity, and they increasingly undertake a variety of activities which help build an entrepreneurial culture among students and graduates, to stimulate business startups among graduates and staff. The last decades have seen a proliferation of all sorts of business incubators, science parks and other supporting instruments aimed to help academics or students to start a business.

The number of spin-off companies from universities is rather low, however. Only four US universities spin off more than ten companies annually. In the UK, the average for all universities is a bleak 1.3 spin-offs per institution per year (Huggins et al., 2008).

1z Discussion & Alternative views

"Universities must educate and conduct independent research. Business must not set the research agenda of the university"

Trying to keep students in the region after graduation is a wrongheaded ambition. It is key to offer proper education and encourage them to find the best job they can, wherever it is

In less-advantaged cities and regions (with a weak economic structure) there is typically a large gap between the needs of companies and the knowledge supply of the university. Existing industrial firms lack the capacity to assimilate and capitalize on new knowledge from research in nearby universities (Christopherson and Clark, 2010).

Spin-offs and startups are fine but they won't save your economy. Recent studies indicate that the extent of commercialization of academic research is structurally very low in Europe, and somewhat higher in the US. Licence incomes are small, overall. The average US university earns a modest $6.6m from licensing (which is 2.8 per cent of their total research budget); in the UK, it is only $365,000 (1.1 per cent) (Huggins et al 2008).

Goddard et al (2012) question the significance of university-based intermediaries (such as Technology Transfer Offices, TTO's) to support local business development. "Most universities do not have the organizational capacity and especially space to provide facilities to scale-up or make ready market technologies emerging from engineering laboratories; nor can they provide the specialist market knowledge and advice through internal technology transfer to engage with potential investors". (p. 623).

Case Delft:

The main incubator in the city is YES!Delft - the Young Entrepreneurs Society. It educates, coaches and supports students, professionals and researchers interested in starting a high-tech company or further developing an early stage high-tech company (www.yesdelft.com). It is a limited company, and receives about €150k per year from the city to cover its exploitation. It has three areas of activity:

1. *Inspiration: organising career events linking students to new firms, graduation projects, inspiring students and researchers to start their own businesses;*
2. *Education: YES!Delft - in co-operation with the Delft Centre for Entrepreneurship - provides business education at the Bachelor's and Master's levels, including minors such as the course 'Technology-based entrepreneurship' or 'Writing a Business Plan'. The courses are state-of-the-art, thanks to close partnerships with high-level academic institutions (including Delft University of Technology, MIT, Cambridge University, and Shanghai University). Many of the teachers are professionals with proven track records in the worlds of business and academia.*
3. *Incubation: The YES!Delft Incubation Centre offers accommodation, coaching, education, a large network and a pre-seed loan for high-tech startups. Only 'technostarters' (defined as companies on the basis of a new technological invention or a new application of existing technology) are admitted to the centre. Applicants must present a sound business plan. Accommodation is offered for 3 years maximum. YES!Delft helps to develop a companies' new product by providing equipment and facilities, (i.e. a workplace, or a wind tunnel, or other facilities), in cooperation with Delft University of Technology. Users pay reduced fees that normally only apply to TU Delft subsidiaries.*

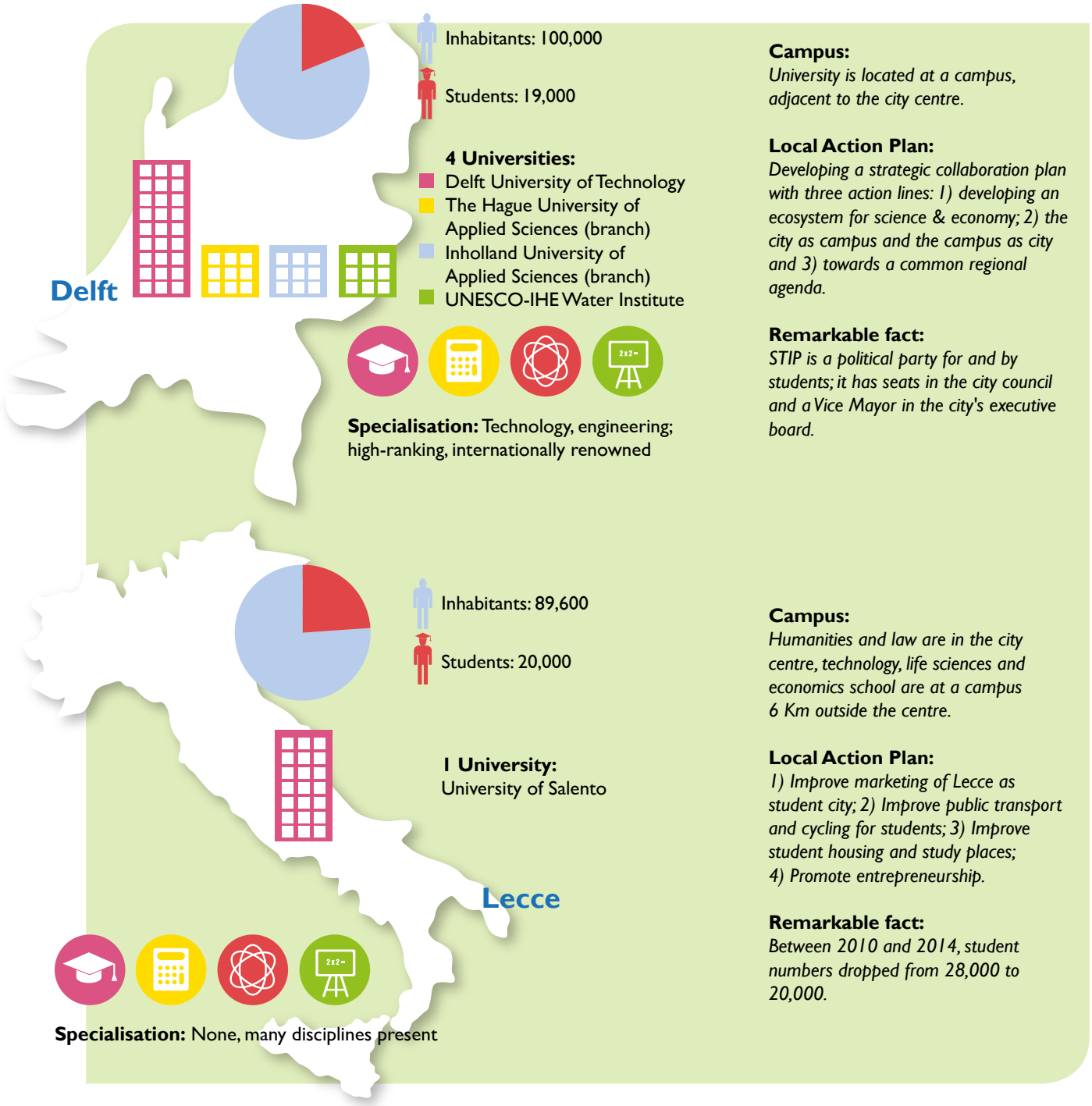
The Growth Centre provides growing start-ups advice and access to knowledge and business networks.
Over its lifetime, about 100 firms have started up in YES!Delft. Some interviewees note that the incubator has significantly contributed to an entrepreneurial climate among students and in he academic community at large.
The YES!Delft incubator is very successful: in 2015 a second YES!Delft incubator will be built to accommodate mainly bio-economy oriented startups.

Petal 2

Linking Science & Society

Why relevant?

- Universities have long been elitist enclaves, ivory towers, providing higher education for the happy few. They did little to relate to the society at large.
- In recent times, this attitude has changed. For a variety of motives varying to self-interest to social responsibility, universities engage in a number of ways with society.
- There is a societal pressure on universities to become more engaged with society, associated with new incentive schemes that encouraged universities to develop more links with partners in their home city and region.
- A growing number of universities have even explicitly adopted engagement with society and industry as a third mission (besides education and research). But what does this mean in practice?
- The city can be viewed and explored as an interesting "classroom" or "research lab".


Delft
Inhabitants: 100,000
Students: 19,000
4 Universities:
Delft University of Technology
The Hague University of Applied Sciences (branch)
Inholland University of Applied Sciences (branch)
UNESCO-IHE Water Institute
Specialisation: Technology, engineering; high-ranking, internationally renowned
Campus:
University is located at a campus, adjacent to the city centre.
Local Action Plan:
Developing a strategic collaboration plan with three action lines: 1) developing an ecosystem for science & economy; 2) the city as campus and the campus as city and 3) towards a common regional agenda.
Remarkable fact:
STIP is a political party for and by students; it has seats in the city council and a Vice Mayor in the city's executive board.
Lecce
Inhabitants: 89,600
Students: 20,000
1 University:
University of Salento
Specialisation: None, many disciplines present
Campus:
Humanities and law are in the city centre, technology, life sciences and economics school are at a campus 6 Km outside the centre.
Local Action Plan:
1) Improve marketing of Lecce as student city; 2) Improve public transport and cycling for students; 3) Improve student housing and study places; 4) Promote entrepreneurship.
Remarkable fact:
Between 2010 and 2014, student numbers dropped from 28,000 to 20,000.

2a Create living labs

In a growing number of university cities, city & university collaborate to create living labs. Living labs are platforms to engage citizens or end-users in the design of new products and services. They may be used to develop innovative public services and products. For firms, living labs can be a platform to validate new ideas in an early stage. The living lab approach may provide more relevant education programmes, closer contact between students and the surrounding society and improved opportunities for private and public employers to recruit students after graduation. For this method to work, evidently a deep and close collaboration is needed between research/ education and urban actors and decision makers.

2b Community development programmes

Several universities run community development programs, to improve local neighborhoods. Typically, programs are run by different community groups in cooperation with a center or faculty at the local university (Breznitz and Feldman, 2012, p. 152).
Amsterdam University of Applied Sciences (AUAS) developed a strategy to open small branches in deprived neighbourhoods. In October 2008, the AUAS opened its first "local shop for education, research and talent development" (abbreviated as BOOT in Dutch), in the Western part of the city. In the shop, located in an open and accessible location in the city, students (from several disciplines) offer a variety of services to the local community. Since, three more local shops were opened, each in partnership between university, the local city borough, and a social housing corporation. Although not a partner in the project the AUAS approach is a good example that may be adopted by other university cities as well.

2c Open up science for a larger audience

Cities and university across Europe take initiatives to bring science closer to the general public, through science museums, school programmes, science festivals, etc.

Science museums come in a variety of shapes, but they have in common that they help to bring scientific research to the general public, thereby disseminating knowledge and contributing to a better understanding of what research can do. Also, in many cases, they are focal places for workshops and children's universities and all other sorts of similar things.
A great case is Aveiro's science museum and park.

2d Engage students and researchers in the urban planning process

Students are a large and important group in the city, they have a large stake in urban policy, and the quality of planning might benefit largely from their bright and creative inputs. Moreover this might change the negative perception of (some) students towards the city authorities. A concrete idea, relatively easy to do, is to organize a planning contest among students.

2e Connect research & education to societal challenges

City administrations face many challenges, and may gain a lot when they make effective use of the brainpower of the university.

Linköping made the connection in the field of care and social work. The city is a partner in the R&D Centre in Care and Social Work (started in 2000), in which seven municipalities in the region work together with the university to innovate and improve practices in these fields, to the benefit of inhabitants that rely on the care and social sectors. The centre develops new methods (often in close partnership of users, researchers and practitioners), and helps to develop competences and skills. It frequently engages in joint projects with national and European partners. The centre has a budget basis of SEK 3.5m (to which additional project money is added); municipalities pay a membership fee.

Demola (meaning new factory, based in Tampere) is an internationally recognized best practice programme that links student's research work to research questions from companies and public organizations. It is a co-operation of all the HEIs in Tampere and the city. Demola collects research questions, topics or requests for product development from all sorts of organizations, and assembles multidisciplinary student teams that work on those problems. Students can gain 5 ECTS by participating. Demola runs on a small budget (€300k) but it is considered very successful and dynamic.

2z Discussion & Alternative views

The university's core business is to conduct independent research and educate students. By doing this well, it already contributes enough to society.

The degree and type of local orientation varies between types of universities, and between scientific disciplines, and also depends on specific university strategies. Former

Case: Varna

In Varna, there are several interesting examples

- For the city, the Naval Academy carried out a project to study the drainage system. Six teams of 3 cadets were formed, each team supervised by a commander. The project was a good learning exercise, it provided useful insights for the city, and it saved the city a lot of money (alternatively, it should have hired a private company).
- The Free University, department of Architecture & Urban Planning, organizes an annual "plein air" competition, in which student teams from various countries have to work on concrete urban design challenges facing the city of Varna. In 2011, they developed a plan for restructuring the port, and in 2012 it is scheduled to develop ideas to create an artificial island in the Black Sea. The competition offers inspiring new ideas to embark on new directions for the city.

polytechnical and vocational schools (many of them were turned into universities only quite recently) have always been more practically oriented, with deeper local relations (internships, project work, on-the-job learning) than research universities.
Overall, the local engagement of most universities is still very low (especially in terms of budgets allocated) and perhaps even decreasing. In most cities, the connection between city and university is weakly structured, collaborations happen but
typically on an ad-hoc basis, dependent on incidental projects and occasional contacts of university staff.

Case: Aveiro

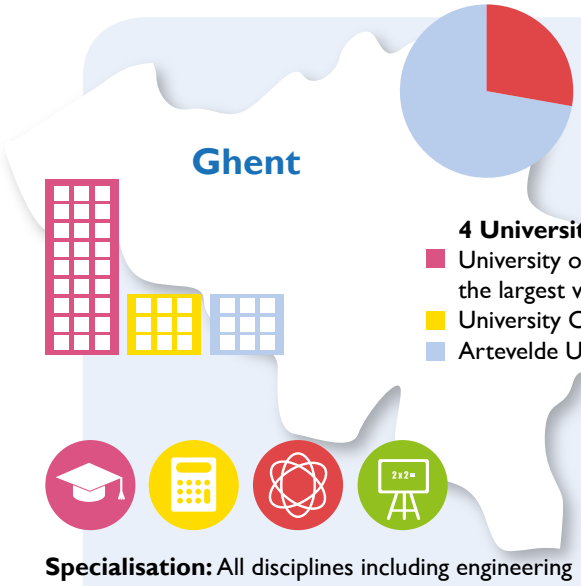
In Aveiro, the bridge between science and society is actively made. The Science Centre of Aveiro is an important institute in this respect. It is located in the vicinity of the university campus. Through exhibitions, it opens up scientific research and engineering to the general public, and it also has an important educational role (many school visits); one of the aims is to seduce young people to go for a scientific career. Unlike in many similar centres, here, the university plays an active role in the creation of the exhibitions and other contents of the centre (a number of research groups and professors love to collaborate with the Science Centre). The Centre attracts about 45,000 visitors per annum, of which 85% are school excursions. The city works closely with the Science Centre in several projects, and at times city and university develop joint projects. The city is engaging in an area of 2 km2 urban renewal project at the Science Centre's premises, and an outside "science garden" is being created as well.

Petal 3

Enhance Urban Attractiveness, Marketing & Communication

Why relevant?

- For a university, the attractiveness and reputation of the host city matters: it affects their current students and staff and has an impact on their ability to attract the best students and researchers.
- Student life has become part of a marketable urban lifestyle brand. In many cities, the presence of a large student population is "a key marketing devise to boost its external, international, and cosmopolitan image" (Chatterton 2010, p. 512).
- Universities can contribute to place branding while also becoming involved in strategic urban projects that help repositioning the city's profile to external investors and knowledge workers.
- Marketing and branding may help city and universities to attract more students and knowledge workers.
- In these domains, there is scope for co-operation between the city and the university.



Ghent

Inhabitants: 250,000

Students: 70,000

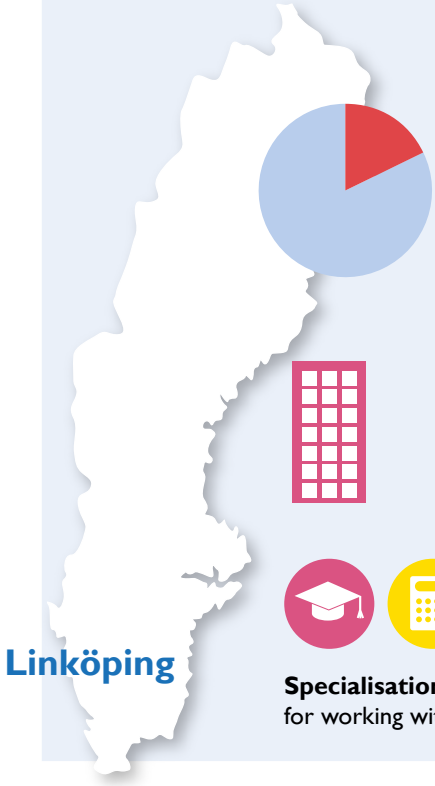
4 Universities:
- University of Ghent is by far the largest with 41,000 students
- University College Ghent,
- Artevelde University College Ghent,

Specialisation: All disciplines including engineering

Campus:
Most university schools and buildings are in the historic centre, with a concentration in the Arts district. There also is a small campus outside the city.

Local Action Plan:
City and university established 6 working groups: (1) use and management of public and semi-public spaces, (2) student and image (including communication and co-creation), (3) student housing, (4) mobility, (5) culture and tourism and (6) structural cooperation between city and HEI's. Each group develops specific solutions.

Remarkable fact:
Between 2001 and 2011, the student population of Ghent University increased by 53%.



Linköping

Inhabitants: 150,000

Students: 27,000

1 University:
Linköping University (LiU)

Specialisation: Many disciplines, strong reputation for working with industry

Campus:
Main campus (20,000 students) is located about 4 Km west of the city centre.

Local Action Plan:
A series of actions aiming to 1) Develop the city as a platform for student activity, 2) Promote business development/attracting and retaining talent, 3) Make Vallastaden Park function as a bridge between campus and city and 4) Optimize marketing and branding strategy.

Remarkable fact:
In 2011, Linköping University was No 1 in a ranking on student satisfaction of international students.

3a Develop the inner city as a platform

In many cities, the university campus is located relatively far outside the city. As a result, the city itself lacks the feel and dynamics of a buzzing student city. How to change that? One suggestion developed in the EUniverCities project is to turn old buildings into places where students and researchers can develop and show prototypes of inventions. It can be interesting for the general public to see or even try out the newest innovations. Another option is to facilitate pop-up stores, semi-temporary places for demonstration, retail, etc. A second idea is to facilitate "open urban spaces" for students to perform creative events and activities of any kind (music, theatre, cabaret, any hybrid). This would connect the rich student life with the city and the citizens, and would help to liven up the city centre. For this idea, close collaboration is needed between the event organization agencies, the city, and many student organizations. A related suggested option is to lure students to the city centre by opening up study places or rooms in the city centre.

In Tampere's new Masterplan for the inner city, the somewhat inward looking downtown campus of the UTA will be much better integrated in the urban fabric. Currently, it is a rather "stand alone" area, but the new city plan envisions much better connections with its surroundings. This will increase the visibility of students in the city centre. Literally, Tampere will become a UniverCity.

3b Improve the city together

For a more liveable and sustainable city, car traffic should be contained, public transport improved. Many cities are in need of better and more integrated cycling infrastructures, and awareness campaigns are needed to promote cycling as a commuting method. It is also important to improve areas around bus and train stations.

Public spaces and places can also help to connect science and society in a better way, as the cases of Aveiro and Lecce show. To marry science and society, the city and the university in Aveiro created the "park

of sustainability", a park between the campus and a distressed neighbourhood. It is intended to develop a range of activities to bridge the gap between university and the surrounding communities. In Lecce, university, city and region worked together to create the "Officine Cantelmo" (www.officinecantelmo.it), a multifunctional space, in a regenerated building in Lecce's city centre. Many activities take place there such as concerts, and events and lectures. But there is also a library, working spaces, and places for startup firms. And the space is not only available for students or scientists but for all citizens of Lecce.

3c Develop an event strategy and involve students in it

Cities host a lot of events, some organized by the academic community, some by the city, but actions are often rather un-co-ordinated. A more coherent and strategic approach would not only help to improve and streamline the event offer but also to enlarge the engagement of students with the city. Great events also help to boost the image of the city.

3d Improve marketing & communication

University cities could do more to communicate their qualities and breed a culture of pride and belonging. A first option is to celebrate success stories more (alumni who got very far, innovative companies, inventions), stressing the fact that they were born here. Many universities are already doing this to some extent, highlighting successful alumni in its university magazines, etc., but the idea could be stretched to reach local citizens. It would help position the university city as a place where new things start and where young people are equipped to fly out (rather than stay). More specifically, city and university could engage in a joint strategy to attract branches of high-tech firms ("Come to Aachen and be the first to pick our best talent"). Having a thriving business sector, with career opportunities, is a key attractor for professional talent. Branding the city much more strongly as a thriving place to make a good career would certainly help to attract talent, not only nationally but also from abroad.

Several cities set up campaigns to attract students. "Study in Lublin" is a common initiative by several universities and the city to have a promotional campaign at international level (actions: the website, promotion through social media). City and university in Magdeburg created a virtual "travel agency far east": discover studying in Magdeburg, to attract and inform (prospective) students and their friends from other regions in Germany (www.reisebuero-fernost.de).

3z Discussion & alternative views

The best marketing is to offer excellent education and research. In the end, the reputation of institutions and places is built on quality not on PR.

Communication campaigns often portrait students and knowledge workers as a desirable, ambitious and successful type of people. But many of them may not be that brilliant after all.

Highlighting the "high value" and "desirability" of knowledge workers may suggest that other citizens are less valuable.

Case: Tampere

as "Most Student Friendly City"

In 2014, the city and its universities developed a plan to make Tampere the most student-friendly city of the country. Led by the Mayor's office, all the relevant stakeholders - including student representatives - met several times to discuss in which domains improvements would be needed. This has resulted in a strategic plan with a number of concrete actions in the fields of housing, services, transportation, and employment/entrepreneurship. In a series of workshops, for each field, students defined key challenges, and also proposed solutions. For each solution, it was identified which stakeholders would be needed to address it.

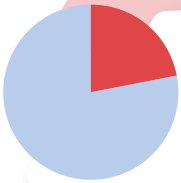
The results from the workshops are the basis for further discussions with key organisations. The implementation of the goals will be examined in connection with the city's budget preparations, both with politicians and civil servants (goals, measures and their implementation, schedule, metering and follow-up). This plan shows how the actors in Tampere manage not only to develop a joint strategy but also, very pragmatically, translate it into actions.

Petal 4

Students & City Life

Why relevant?

- In university cities, student life is a significant and dynamic part of city life. They are producers and consumers of culture.
- The significance of students has grown with the "massification" of higher education.
- Student neighborhoods can turn into lively and diverse districts, with a mix of students, artists, creative entrepreneurs, trendy bars, etc. (Russo and Tatjer 2007)
- These areas eventually attract tourists that want to see the real and authentic city rather than the travel guide highlights or the shopping malls that are the same everywhere.
- Cities face the challenge how to balance the interests and needs of students (housing, facilities, amenities, etc.) with that of other citizens.
- Engaging students in the cultural, civic and political life of the city is a great challenge.
- Tensions may arise between students and other citizens.



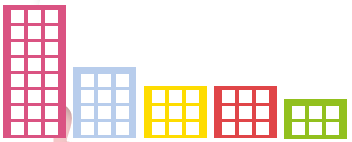
Inhabitants: 350,000

Students: 78,000

5 Universities:

- University (UMCS, 24,823 students)
- Catholic University of Lublin (KUL, 13,171)
- Lublin University of Technology (PL, 10,049)
- University of Life Sciences (UP, 10,368)
- Medical University (UM, 6,037).

Lublin also has several University Colleges



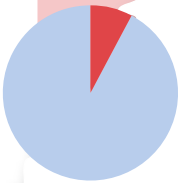
Lublin

Specialisation: all fields are present

Campus:
Each university has its own campus premises, based in the city.

Local Action Plan:
1) Develop a co-operation platform where the (many) partners meet and develop joint actions, 2) Develop a common strategy to attract and keep talents, 3) Improve urban design and town planning to become a better science city, and involve students in the process.

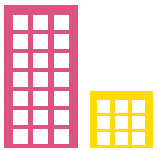
Remarkable fact:
A large chunk of the students in Lublin comes from the surrounding (agricultural) hinterland of East Poland. In the coming decade, the number of "regional" students will decline because of demographic trends.



Inhabitants: 230,000

Students: 18,000

Magdeburg



2 Universities:

- Otto von Guericke University of Magdeburg (13,500)
- Magdeburg-Stendal University of Applied Sciences (4,500)

Specialisation:
strong in medical research

Campus:
Most buildings are at the campus near downtown; there is also a medical campus.

Local Action Plan:
Working particularly on two aspects: 1) Internationalization of the city and student life and 2) Development of Magdeburg as centre of medical technology. In both fields a range of actions will be taken by city and university together.

Remarkable fact:
Every year in spring, the scientific institutions open their doors to the general public. The 2012 edition attracted 16,000 visitors.

4a Building bridges between students and city administration

Students are a distinct group to some extent: most of them live temporarily in the city, and do not have the same degree of attachment to the city as other citizens. Among the EUniverCities partner cities, there is a rich variety concerning the level of participation of students in political life. In Delft, the student voice is strongly represented in the formal political process: student party STIP has seats in the council and is also part of the executive board of the city. The City of Ghent is the other extreme: most students cannot vote, because they are not registered as citizens of Ghent. The reason is mainly financial: to be eligible for state support, they must be formally registered at their parents place. In most other cities, students can vote but their influence in local politics is rather weak.

Building a bridge between students and the city administration is important. Ghent appointed a student officer to forge the link between policy and students and between HEIs and the city council, and as ambassador for students. StuGent is a consultative body for students. It helps to enhance integration of students in the city.

In Tampere, the participation of students in the formal power structures of city and university is limited, but the city takes the students very seriously (confirmed by several of our interviewees). There are frequent meetings (about four per year) to discuss current issues between the leaders of the student unions (representing the students), the city's student's officer (a special civil officer for student affairs), and the Vice Mayor (for Education). However, a proposal by the students to analyse the "student impact" of every major city decision was turned down.

4b Student housing

The situation of student housing is very different in the partner cities. In most cities, capacity as such is not a pressing problem; but cities with rapidly growing student populations face shortages and seek ways to address them.

To address the housing needs of the growing number of students, Aachen set up the "Extra Room" campaign (www.extraraum-aachen.de), encouraging homeowners to rent space to students. The initiative was taken by the city, in close collaboration with RWTH Aachen University, the UAS and Studentenwerk.

In Ghent, over the past decade, there has been a large influx of students into the city. The different lifestyles of students and families creates tensions at times, and the

question is raised how to prevent some parts of the city centre from becoming an area too much dominated by students. The city government has adopted several measures to slow the trend: for example, there are now more strict rules on splitting up larger apartments. Some of the supply limitations have been lifted, and the private sector has some more room for development. But the city government wants to prevent the private sector to offer sub-standard housing at excessive rents. Meanwhile, housing shortages remain.
In Lecce, a web platform was set up where offer and demand for student housing meet. Landlords are screened and students are stimulated to sign a renting contract to oppose the black market and secure the students' legal position. Several hundreds of students have found housing in or close to the city center, adding liveliness and liveability.

4z Discussion & Alternative views

Chatterton (2010) observes a commercialization of student life. In the UK, campuses are now increasingly saturated with opportunities for consumerism; Student unions created retail malls to capture student spending; Universities have opened merchandising shops to sell university-branded merchandise. Thus, "the student has come to represent a monetised and commoditized, as much as an educational persona, representing opportunities for profit for both local businesses and universities." (p. 512).

Growing student populations have a transformative impact on neighbourhoods. In-moving students may help to revive urban areas, and urban planners increasingly recognize students (and HEIs) as tools for urban regeneration. On the downside, a large influx of students may threaten the sustainability of neighbourhoods and social cohesion, and push out other residents (Smith 2008).

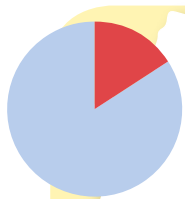
There is typically very little interaction between student life and the life of other citizens: they are two separate worlds. Students meet in their own premises. One may wonder whether this is a problem or not.

Petal 5

Internationalization

Why relevant?

- In many cities, internationalization is an ambition that universities and city share.
- Universities increasingly want to attract foreign students, lure the best foreign researchers, and win international research projects. Improving their position on international university league tables is a boardroom priority.
- Many city governments, from their side, are welcoming well-educated foreigners, fitting neatly in the ambition to develop an internationally oriented urban knowledge economy.
- Medium sized university cities must work harder: they face heavy competition from major metropolitan areas, and do not have the natural attraction towards foreign companies and knowledge workers.
- The deepest value of Internationalization and exchange is that it broadens one's horizon, and promotes mutual understanding between peoples and cultures.



Inhabitants: 220,000

Students: 35,000

3 Universities:
The University of Tampere (UT; 16,000)
Tampere University of Technology (TUT; 10,000)
University of Applied Sciences (TAMK; 9,000)

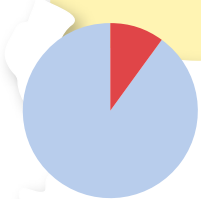
Tampere

Specialisation: Most disciplines are covered.
Strong links with industry

Campus:
TUT has its campus outside the city, UT and TAMK are in the city centre.

Local Action Plan:
1) Implement the Student Friendly Tampere programme, 2) Strengthen the internationalization of local SMEs and the region itself through enhancing foreign student employment at local firms and public sector, 3) Enhance the creation and growth of university spin-offs and startups and strengthen entrepreneurial culture.

Remarkable fact:
The TUT set up "Problem Fridays": SMEs are actively approached and invited to a one-hour session, where they can bring a problem or question, to be discussed with a team of university experts. By the end of the hour, it must be clear if there is scope for some sort of collaboration, and if so the partners arrange for next steps.



Inhabitants: 335,000

Students: 35,000

Varna

5 Universities:
Free University (12,000)
University of Economics (9,600)
Technical University (7,000)
Medical university (3,400)
Naval Academy (3,000)

Campus:
Each university has its own premises in the city, most campusses include also student housing.

Remarkable fact:
the Bulgarian Ship Hydrodynamics Centre (BSHC) set up collaboration with the Technical University, and maritime companies. Master and PhD students conduct their research projects in the BSHC, using the facilities and benefitting from the knowledge of staff; researchers lecture at the university and supervise students work.

Specialisation: Most disciplines are covered

5a Attract and accommodate international students

Cities and universities in the EUniverCities project are taking action to accommodate foreign students and researchers. They follow different strategies. The municipality of Ghent for example makes life easier for foreign students and expats concerning legal and bureaucratic procedures. The city of Magdeburg has established a working group to make a strategic plan how to accommodate foreign students and knowledge workers in a better way, in many respects (issues discussed are housing, allowances, permits, procedures etc.). It is a collaboration of several city departments and the university. And by the end of every study year, the mayor welcomes all foreign graduates who obtained their diploma, as a sign of respect and commitment.

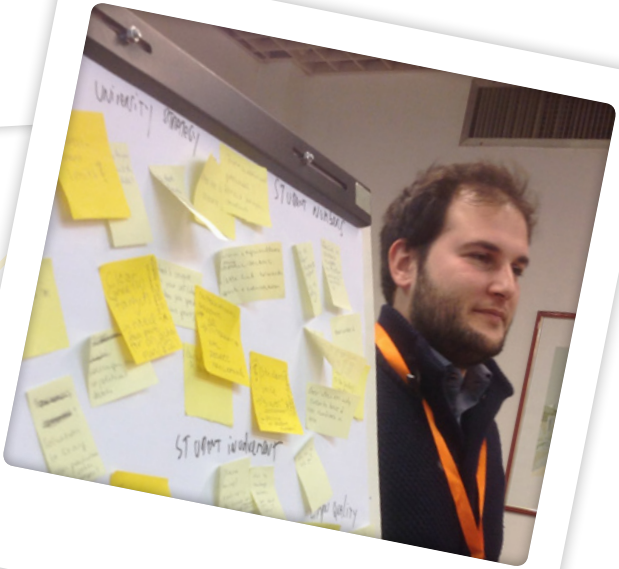
In Tampere, both the university and the city consider internationalization as important, and both sides collaborate to their mutual benefit. Through the Unipoli co-operation platform, the city developed services for foreign students, in close collaboration and consultation with the HEIs.

5b Facilitate the integration of foreign students in the local society and labour market

In many cases, he integration of foreign students falls short; many live in a "bubble" separated from other students, and very few of them stay in the city and find a job in the regional labour market. Thus, the city and the region do not capture the talent they attract and forego a lot of potential. Foreign students first of all come to study and then leave. Most of them do not learn the national language (its typically not necessary to complete the study successfully), which makes it hard to employ them in local companies. Also, recruitment days at the university are usually not targeted towards foreign students. University and business sector could explore ways how to change this.

5c Make the city more hospitable

During peer reviews in the cities, it was often remarked that the host city was not easily "readable" for foreigners: signposts and indications are typically only in the national language for example; the public transport system is often difficult to understand, and the same goes for the city administration's rules and regulations. Much work



is to be done in this respect. In Delft, hospitality is a key theme. The Delft University of Technology sponsors the "international neighbour club" as part of efforts to make expats feel at home in the city. Furthermore, in 2010 the Expat Project Team was created by the city and the university in close co-operation with other international oriented knowledge institutes and companies such as UNESCO-IHE, Deltares, TNO, and IKEA. The main goal of this initiative is to improve the facilities for international knowledge workers and students. This concerns issues such as temporary housing, health care, etc.

5z Discussion and alternative views

Integration will not happen as long as foreign students are put together in "international" student houses.

The key challenge is not to tie foreign students to the region but to feed them with good memories and pride for the city where they study, and to keep in touch with alumni; in a later stage in life, they may return as investors, sponsors, donators or otherwise.

Offering more academic courses in English is seen as key to attract foreign students. But this only works if the English command of the professors and the students is high enough. Otherwise, it undermines the quality of education.

Conclusions & References

Conclusions

City and university are "co-producers" of the urban knowledge society. The future of any university city depends to an increasing extent on the fruitful and sustainable co-operation between the two sides, in a number of fields. In our EUniverCities project, we have analyzed trends, practices and opportunities for collaboration, but also encountered recurrent tensions, dilemmas and problems in the relationship. In conclusion, we identify a number of issues and dilemmas regarding the university-city connection:

Move beyond the economic dimension. Over the last decades, the university-city connection was primarily framed in economic terms: spin-offs, innovation, knowledge transfer, etc., and this aspect is still highly relevant. However, it is increasingly realized that the impact is much wider, which should be reflected in co-operation. Perry (2011) notes a "pronounced shift away from examining only the passive impacts or direct economic effects of universities towards greater emphasis on the wider roles and contributions of universities to urban development. (….). These include seeing universities as active partners in growth coalitions; the social, civic and environmental contributions of universities towards locally-set priorities; or the range of activities in research, teaching and knowledge transfer that have potential local relevance." (p. 251)

Reconcile international excellence with local relevance. Universities face the pressure to work on applicable research, and are expected to have a direct impact on their local regions (both in education and research). At the same time, they want to be international leaders and improve their position in international rankings. With increasing internationalization, universities may grow detached from their host city or region, or at least put lower priority on local and regional networking. They may come to see themselves primarily as "international players", prioritizing the international arena. This may give rise to tensions with local authorities seeking co-operation. Breznitz and Feldman (2012) ask the question whether we are expecting too much of our universities. "These new responsibilities place universities in a Catch 22: we expect universities to think outside the box, continuing their social and technological innovation, and we also expect them to make direct contributions to their local and national economies. This may be too much." (p. 155).

Rethink incentive systems. The reward structure of most universities is still based on scientific publications. Academic specialists are not particularly interested in collaborating with local actors; Research networks and consortia are national or internationally oriented. Researchers are not rewarded for entrepreneurial or collaborative activity. Also, there is a lack of criteria to assess quality in collaboration.

Align top-down and bottom-up. There are good reasons to argue for a "bottom-up approach", in which relevant stakeholders collaborate in a practical way, on a particular topic (in any one of the parts of the "flower"). Partnership requires trust, which is built upon previous collaboration rather than by setting up grand visions. Successful collaboration cases identified by Benneworth at al. (2010) involved "several rounds of collaboration to build understanding, with trust building up not in agreeing high-level common visions, but in addressing more quotidian yet insuperable problems". There is a risk of losing the overall picture, however. A recent EC report (2011) points at the problem of fragmentation and ad-hoc policies, and calls for a more co-ordinated and strategic approach:"…in order for the benefits of

these mechanisms to be maximised, it is necessary for them to take place within a coordinated framework that seeks to derive greatest effect from the mobilisation of a region's universities." (p. 32);

Assessing the urban effects of university (re) locations and student housing. In every city, the higher education landscape is shaped by decisions of universities (where to locate their premises and campuses), city planners (urban plans, transport schemes), housing corporations and private developers (where to invest in student housing), service providers, and students. Each actor has its own goals and rationales, but in many cases, there is little systematic assessment of the urban effects of these decisions. This may lead to sub-optimal outcomes. More strategic co-ordination and visioning could help to create an outcome that is more desirable and sustainable.

Governance: assessing adequate organizational frameworks for university-city cooperation. There is little systematic analysis on the governance of university-city partnerships. Evidently, each city and country is different in terms of history, culture and policy context, with deep implications for the way cities and university can best frame their partnership. Probably, there are no single winning strategies. But Nevertheless, cities could learn from each other.

The city as living lab: Systematically exploring the city as a source of problems/challenges for researchers and students. The city is a very rich environment, a "living lab" for students and researchers. The university can do much to help addressing urban problems and challenges of all kind; moreover; the city can benefit greatly from the energy and fresh ideas of students. Some cities have taken steps in this direction, and the field is expanding; networks are growing around the theme. But more strategic frameworks would help to increase the impact.

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Linköping
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TAMPEREEN KAUPUNKI


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Gemeente Delft

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