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University of Aveiro
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University of Exeter
City of Ghent
Artevelde University of Applied Sciences
Ghent University
City of Innsbruck
University of Innsbruck
City of Lausanne
University of Lausanne
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City of Norrköping
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Otto von Guericke University Magdeburg
Magdeburg-Stendal University of Applied Sciences
City of Malaga
University of Málaga
City of Parma
University of Parma
City of Timisoara
West University of Timișoara
City of Trondheim
Norwegian University of Science and Technology (NTNU)



EUniverCities is a European network, officially launched in 2012, where medium-sized cities and their universities work together (in so-called tandems) to improve cooperation.

EUniverCities enhances cooperation between cities and universities to promote economic, social and technological innovation as drivers for building smart, sustainable and inclusive societies.

The aim of the network is to exchange and disseminate knowledge, expertise and experience on city-university cooperation across urban Europe.

This handbook is the result of work started in 2019 at the initiative of Lausanne (City and University) and coordinated by the Parma Secretariat (City and University), with the aim of describing the state of the art of collaboration models currently in use.

With contributions from all network members, this handbook contains concrete examples and cases, as well as challenges, lessons, tips, tricks and insights on how to set up and consolidate such collaborations.

The Network hopes that this handbook will become a useful resource for professionals in Europe who engage in city-university collaboration in some way.



FOR STRATEGIC CITY-UNIVERSITY CO-OPERATION

HANDBOOK

Handbook for Strategic City-University co-operation

www.eunivercitiesnetwork.com

About the editor/main author

Since the foundation of the EUniverCities network, **Willem van Winden** has been involved as expert and moderator to support the network. He is a Professor of Urban Economic Innovation at Amsterdam University of Applied Sciences, and runs his consultancy company UrbanIQ. His main expertise lies in the field of urban/regional innovation management, urban sustainability, university-city relations, regional clusters&innovation, innovative procurement, and smart cities.





Handbook for Strategic City-University co-operation



Ville de Lausanne



UNIL | Université de Lausanne



Comune di Parma



UNIVERSITÀ
DI PARMA

« In times of pandemic and uncertainties, the EUniverCities Network wished to mark the commitment of our Universities and our cities. The trace that we wish to leave, thanks to this handbook, proves that not only our network succeeded in adapting to continue to think together but it also strengthened our collaborations. »

Federico Pizzarotti

Mayor of Parma

Grégoire Junod

Mayor of Lausanne

Paolo Andrei

Rector of the University of Parma

Frédéric Herman

Rector of the University of Lausanne



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Handbook for
Strategic City-University
co-operation





Preface

Since the start of the EUniverCities network in 2012, we have enjoyed many very inspiring meetings, typically twice per year, in which members learned from each other how city and university can co-operate better for the benefit of both. In such meetings, the organising city/university team showed how they organised their collaboration, and received feedback from the other members; also, mostly we focussed on a particular topic where city-university collaboration is important (i.e. student housing, economic development, mobility, urban planning, sustainable development), and then shared good practices among each other. This method proved to be very fruitful for the members, but also had a drawback: the learning stayed mainly inside the network. So far, we never systematically captured our insights on fruitful city-university collaboration and shared it with the wider world.

In 2019, the Lausanne tandem team (city + university) offered to organise the next meeting to be held in the autumn of 2020. Their leader, Marc de Perrot, proposed the idea (that he had long cherished) to take a different approach this time: rather than having a regular EUniverCities conference, we should dedicate this meeting to capturing our insights and producing a handbook for city-university collaboration. Such a handbook would describe the state-of-the-art regarding collaboration models that are currently in use; also, it should contain concrete examples and cases, as well as challenges, lessons, tips, tricks, and insights about how to set up and consolidate such collaborations. It should become a useful resource for professionals in Europe that somehow engage in city-university collaboration. The idea to create a handbook did not come from Lausanne by co-incidence. Their team had already developed a handbook for local use: a “vademecum” for researchers and urban professionals that want to collaborate. Now, it was time to develop a European version.

The members and the network secretariat (then run by Alessandro Bernazzoli from Parma university and Gabriele Agnetti from Parma city) all agreed that this was a great idea. We started to think how to do it, how to develop the workshops and organise the writing process, and do the preparatory work so that in Lausanne, we would be able to create a first framework of the handbook.

But then....came Corona. We had to change our plans, all prep meetings had to go online, and after some initial hope during the summer of 2020, things went the wrong way again and we could forget about the idea to meet physically in Lausanne in the autumn of 2020 to develop the handbook. Although this of course was a disappointment, we soon realised that an online setting also offered opportunities: we could easily involve a larger number of people to give input for the handbook. Also, rather than one meeting, we could do more and shorter online meetings in which we could flesh out systematically how good city-university collaboration really works and why. And so it went: in close co-operation with the Lausanne team and the Parma team (the EUniverCities secretariat), we developed a series of three online workshops to develop content for the handbook, during the winter and spring of 2021. In each workshop, we invited the key people behind one or two good practice cases of city-university collaboration. We briefed them not just to tell how great everything is there. Rather, we wanted to hear about the difficulties, the challenges, the hurdles to be overcome, and also what other city/university tandems might learn from their experience. Moreover, during these meetings, we always addressed three stages of the collaboration: the start-up stage, the consolidation stage, and the way the results are collected and used. This structure can be found in this handbook as well. And, very importantly, we wanted to hear the story from several sides: the university (researchers, teachers, studen-

ts), and the city (policymakers, politicians). In the end, we greatly benefitted from the multi-faceted expertise of the Turku, Trondheim and Ghent teams, that all figure as large cases in this handbook. But equally valuable were the discussions we had, all online, with many other participants, most of them members of the EUniverCities network. Together, in the workshops, we tried to figure out what made these cases work, what general lessons we might draw from them, and to what extent these practices would be transferable to other corners of Europe with different cultures, rules and regulations, traditions, and contexts.

As editorial team, we always had the ambition not just to highlight a few good-practice cases, but to show the full breadth of city-university collaboration across Europe. Hence, we invited all members of the EUniverCities network to write short, concise 2-page cases about their own practices. In this handbook, you will find all of them. They give a very fine overview of the wide variety of practices currently in use, and hopefully will serve as a source of inspiration for all professionals in Europe and beyond who are active in this field.

November 2021, The editorial team:

Willem van Winden

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Marc de Perrot

Alessandro Bernazzoli

Patrizia Darbellay



City – University collaboration: background

Introduction

City-university collaboration is not a new topic, as universities have always had multi-faceted relations with the city in which they are situated. Therefore, this introductory chapter first provides a historical perspective on the topic. Second, it contains a reflection about the complex and layered nature of universities and cities.

Historical perspective

In the last decades, a very diverse landscape of university-society interaction has emerged, with large regional variations and differences between university types.

From a historical perspective, several development stages can be discerned in the development of university-society relations¹. In an early “monastic” stage, universities were self-contained and relatively secluded, often sited within the urban core. Their morphology evolved from monastic traditions: gated cloisters where teaching took place within the walls, with very little interaction with the outside world (beyond being the object of study). Such campuses functioned as a closed/walled city within the city, with internal courts and gardens, aimed to foster reflection and internal debate rather than interaction with the city or society at large. From the late nineteenth century (following the shift to the Humboldtian research university and American civic university), universities started to develop campuses on the fringes of the city, or at more central locations to ensure accessibility by students. In line with then-current architectural views on functional separation, campuses were typically conceived as mono-functional areas for research and higher education only, with large parking lots for commuting staff, and connected to the city via public transport.

In the last two decades of the 20th century, universities became perceived –or framed themselves– as engines of local and regional knowledge-based development, in their capacity as developers of knowledge technology and innovation, as attractors/providers of human capital, and as cradles of new firms. In response to de-industrialisation in the 1970s and 1980s, cities and regional governments started to focus on knowledge-based development as an economic strategy, and turned to universities as agents of economic development². Universities increasingly capitalised on the economic value of their knowledge, research and technology, and increased their income from patenting, licensing, contract research, professional training programmes, and spin-off companies.

They set up dedicated organisational units such as technology transfer offices, incubators and training agencies, as professionalised intermediaries between business and academia. Technical or medical universities/faculties, often in collaboration with local governments and developers, started to develop science parks where universities and technology businesses are co-located with the vision to share equipment, develop viable new technology and innovations, and create high-tech firms and jobs in a synergetic environment. In this stage, most of the university-society interaction is confined to technical and medical (including biotech) universities or departments, and predominantly has an economic orientation. In the last decades, the economic aspects of collaboration are complemented with broader forms of engagement, with the proliferation of related concepts and ideas such as Mode 2 science, triple helix formations, engaged research, service learning, transdisciplinarity, living laboratories, applied innovation and the co-production of knowledge³.

This stage sees engagement expand in at least three respects:

- 1 a broadening from a technology (STEM) orientation towards other disciplines and other sectors
- 2 the recognition and positioning of the university as vital player in solving societal challenges such as ageing, climate change and energy transition, triggering more integrated and interdisciplinary approaches and links with a broader set of societal actors
- 3 a stronger embeddedness or integration of educational programmes (rather than only research) with society, reflected in the proliferation of service learning, problem based learning and similar types of education strategies⁴.

¹ Charles 2011; Bender 1988

² Ischinger and Puukka 2010; Chatterton and Goddard 2000; Charles 2006

³ Gibbons 1994; Nowotny et al. 2001; Evans and Karvonen 2014

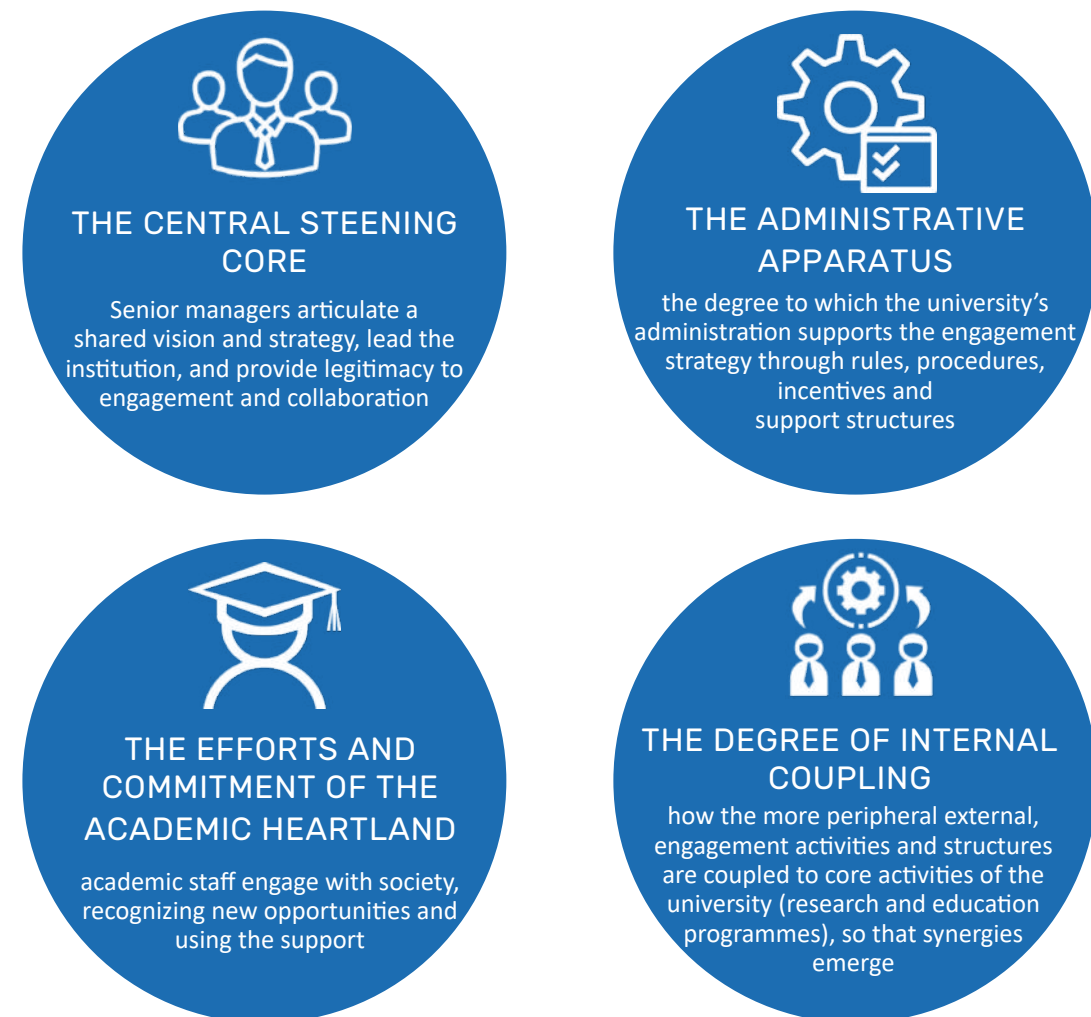
⁴ REAP 2010; Doberneck et al. 2010

Understanding “cities” and “universities”

When analyzing city-university collaboration, it is tempting to treat “the university” or “the city” as homogeneous entities with a unified strategy. But in fact, both types of organisations are very complex, and also, there are large differences between and even within countries. Their inner workings and complexity shape to a large extent how they interact with each other.

Most studies on university-city collaborations ignore the inner complexity of universities⁵, and treat university structures as rather simplistic and functional, as if they are homogeneous organisations run by a management that is in full control over strategy. But in fact, a university is more complex than that.

Four key elements can be discerned that shape its engagement with society⁶:



⁵ Sánchez-Barrioluengo & Benneworth (2019)

⁶ Ibid



Moreover, “the university” does not exist: there is a wide variety, with different predispositions towards engagement. Various typologies of universities can be discerned.

Elite research universities (that belong to the top of the world in research); other research universities (with substantial but less prestigious research groups); Universities of Applied Sciences (many of which evolved from university college status, and were characterized by mostly training; they tend to be less active in basic research). Elite universities and research universities tend to lay much emphasis on high-quality peer-reviewed publications and stress their international character, reputation and relations, whereas universities of applied sciences tend to be more oriented towards their region, and these differences are reflected in their engagement strategy.

Importantly, when speaking about city-university collaboration, we must make the distinction between the city on the one hand, and the city government/administrative apparatus on the other. The “city” in its broadest meaning is an inhabited place of greater size, population, or importance than a town or village. It is a container word, and can refer to the citizens, companies and all kind of other organisations, that live or operate within the administrative boundary of a certain jurisdiction.

From that perspective, university-city collaboration refers to any interaction between a university and people of organisations in the city.

Often, the word “city” is also used (rather imprecisely) to indicate the city administration. Like universities, city governments/administrations are complex organisations. Formally, they typically consist of elected bodies (city council, mayor, city government), and executive city departments; many cities also own publicly-owned companies that deliver public services like public transport, waste management, energy etc., that are at arms length. Often they are part of larger agglomerations in which they collaborate with neighboring towns and villages, with varying degrees of formalization. The competences of city governments vary widely across Europe, with big differences in the degree of fiscal autonomy, the levels of policy freedom, and fields for which they are responsible (i.e. education, health care, transport, planning etc).

The above implies that we cannot speak of “the city” that collaborates with “the university”: it is important to understand precisely which part of the city we are dealing with. Moreover, given the large differences between city competences within Europe, one must be careful with the transfer of “best practices” from one city to another.



Scope of this book

This handbook intends to provide inspiring practices and guidance to develop strategic interaction between city and university, considering the complex and layered nature of both. Our focus lies on the more strategic, transformational types of collaborations, that are more complex.

The handbook has three parts. Part one offers insights and guidance for setting up collaborations, maintaining them, and reaping their fruits; Part two contains detailed case studies that we analysed in-depth during three online workshops, originating from Ghent, Lausanne, Trondheim and Turku. Part three contains a rich collection of case studies that were written by the members of the EUniverCities network.

Part one is organized as follows:

Chapter 2 identifies drivers and barriers that encourage, promote or hinder collaboration, seen from the perspective of both the university and the city.

Chapter 3 presents a typology of university-city collaboration models that can be found in Europe, ranging from very strategic frameworks to models for more specific purposes.

The chapters 4, 5 and 6 provide practical guidance for starting up the collaboration (chapter 4), consolidating it (chapter 5) and valorising the results (chapter 6).

Part two contains extensive case studies from Ghent, Lausanne, Trondheim and Turku.

Part three contains a rich collection of shorter case studies of city-university collaboration; each case ends with key takeaways lessons learned. 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.

Hence, this handbook must be read as a source of inspiration for local initiators of strategic collaboration rather than as a source of ready-made solutions.



Part I: Insights and guidance for setting up collaborations

01



Drivers and barriers of collaboration

Introduction

In this chapter, we further explore the reasons why cities and universities (or their constituent parts) would like to work together closer. We identify key drivers from the side of the university and from that of the city.

Drivers for collaboration

Several drivers can be identified that encourage city and university to collaborate strategically:

The perceived need for practice-based or practice-oriented education. New insights into how people learn has led to a growing consensus that traditional educational approaches (classrooms, preparing students for passing standardised exams and state assessment) must be complemented, or, in the view of some, even replaced, by teaching methods rooted in practice-based learning, learning-by-doing, experience-based learning etc. This requires denser interaction between university and society: the city becomes a classroom and a living lab.

Life-long learning. The labour market is in constant flux, and for higher education it is a challenge to keep in touch with what happens there. A strategy to close the gap between education and employment is to organise professional education and lifelong learning in co-creation with employers and societal actors. This leads to more interaction between university and society.

Practice-oriented research methods and insights. Recent years have witnessed a growing popularity of research methods, especially in the social and behavioural sciences, in which the researcher is not a passive bystander or observer, but actively participates in the project or phenomenon that is the object of study. This is, to a varying degree, the case in action research, process research, participatory research methods, transformative research. Research projects in these fields are easier to set up if city and university have developed rich modes of interaction and exchange.

The growing importance of the 3rd mission and the need for a societal justification of spending tax money on research⁷. Under societal pressure, many universities have added a Third Mission (TM), labelled “a contribution to society”, on top of their first and second missions (teaching and research). With this, universities aim or claim to contribute to the social, economic, and cultural development of the regions in which they operate, by transferring knowledge and technologies to industry and to society at large. The implementation of 3rd mission activity drives universities to set up closer collaboration with actors in the urban region in which they are located.

Funding requirements. External funding is a substantial and growing source of income for many universities. An increasing number of research and innovation funding schemes demand that consortia not only consist of researchers but also professionals from business, public sector or social organisations. This implies that universities have an incentive to engage in stronger collaboration with societal actors. From the city perspective, a similar trend is observable: for cities in EU countries, many EU funds that are relevant for cities also often demand participation of research institutes. Hence, a solid strategic collaboration makes it easier to find each other and successfully participate in EU calls.

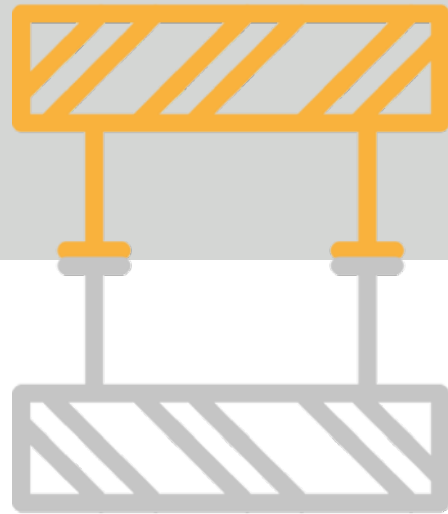
The persistence of wicked urban problems & challenges. Cities are facing a number of complex or “wicked” problems and challenges, such as persistent poverty and social problems in

certain neighbourhoods, environmental degradation, or health problems; Typically, the problem or challenge itself is contested, and there are no easy solutions or quick fixes. To address these issues, the city might want to benefit from knowledge and analytical abilities of the university and deploy academics and students to contribute.

The need to train city staff. City staff in whichever field need to update their competences on a regular basis to be able to work in a fast-changing environment; the local university can play an important role in training and life-long learning projects. Also, the university is an important source of new employees for the city; in Norrköping, a student internship programme was developed to encourage students to work as employee in and for the city.

The need for informed urban policy making. Universities can and do play a role in the provision of information and evidence to inform or underpin policies. A good example is the Mormont Labour Observatory in Exeter (a case in this handbook), that supports the implementation of effective labour market policies in the region.

A wish to contribute to the Sustainable Development Goals (SDGs). Since the UN adopted these 17 “global goals” in 2015, a growing number of organizations, including many universities and cities, have committed to contribute to them. In Trondheim, the ambition to work on the SDGs is an important driver for the strategic collaboration between city and university (see case in this handbook).

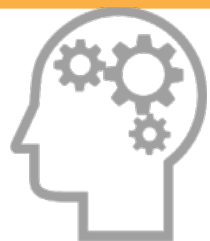


Barriers/Problems that may hinder co-operation

Even where university and city have a lot of good reasons and rationales to collaborate (as listed above), several barriers and problems emerge when city and university start to collaborate. Many of them originate from fundamental differences between city and university.

City and university differ significantly in work cultures and reward structures. Academics are in a very competitive world in which they compete for grants, and where status and career merely depend on publications ("publish or perish"). The consequence is that academics are not always naturally interested to engage in policy-oriented projects with municipalities unless they generate funding, offer the prospect of high-level scientific publications, or contribute to education. On the city side, staff is often allocated to specific tasks or projects on which they spend their "time budget". Without further arrangements, overstretched staff often have no time left to participate in additional and unusual activities such as city-university collaborations.

Table 1 gives an overview of the challenges.



Exercise:

Consider a concrete city-university collaboration in which you are involved or that you know about.

- How has this collaboration been affected by the differences highlighted in Table 1? What misunderstandings or even frustrations did you notice?
- How would you address the tensions in the next project in which you will be involved?

Aspect	City	University	Challenge
Time cycles	Election cycles Policy cycles: From initiative to law Policy projects or programmes Calendar years	Academic years: Semesters, trimesters or blocks PhD trajectories (4 years) Thesis work (3-6 months) Long summer break	Finding timeframes suitable for both sides Dealing with lack of flexibility Developing a long-term perspective independent of political cycles
Relevance of research topics & questions	Practical/use value Must contribute to urban/policy challenges	Useful insights/knowledge for policy making	Translating research into practical/policy value Translating policy questions into relevant scientific projects Finding a way to co-formulate research questions
Research context/ embedding	Research must relate to policy priorities, body of practice and absorptive capacity of city staff	Research must "talk to" existing body of expert knowledge/literature	Dealing with knowledge gaps on both sides Dealing with difference in professional cultures
Relevant end product	Useful insights/knowledge for policy making	Publications Theses (Ba, Ma, PhD)	Translating scientific research into practical language and finding methods and resources to do so
Language	Accessible policy language National language	Academic, specialist language Dominance of English	
Impact	Local	(Inter)national	Creating international, high level impact with local research

Table 1. Challenges to city-university collaboration

The differences in perception and valuation highlighted in the table have a deep impact on any type of collaboration, but often they remain unspoken or "tacit", potentially giving rise to all sorts of confusion, misunderstanding and frustration.

02



Collaboration models

Introduction

Collaboration between city and university can be framed and structured in many ways. Across Europe, we see a great diversity.

On the “work floor” level, in every university city, there is a rich variety of collaborations between individual researchers/teachers and city departments/urban stakeholders. On the top level, also in almost every city, we see that the mayor speaks with the university rector(s) on a more or less regular basis.

In this handbook, we acknowledge the prevalence and importance of these two levels. But we are especially interested in collaborations that are in-between the ad-hoc level and the strategic top level. This chapter therefore provides a typology of strategic collaboration frameworks, with concrete examples from the EUniverCities network.

A typology of strategic collaboration frameworks

The following broader collaboration frameworks can be discerned:

A “Covenant” between city & university, in which both sides express their mutual dependencies and commit themselves to particular actions. Linköping Municipality and Norrköping Municipality (see case) have a strategic partnership agreement with Linköping University (LiU), which has campuses in both municipalities. It expresses commitment and participation from both sides, and acts as a platform for conducting management dialogues on mutual issues based on various societal challenges and for formulating common strategic goals to address these challenges.

An **Urban Research Fund**, from which joint city-university research projects can be funded. In Turku, city and universities set up a common research fund (see case), distributing roughly €750.000 research funding annually. This amount is funded by the municipality, the universities, and a local housing foundation. The municipality of Norrköping has set up a fund (see case) for research and development projects addressing societal challenges.

A **dedicated city department for city-university relations**, that coordinates the two actors’ main common actions. In Magdeburg, the city created a “team science”, that directly reports to the mayor. This team supports 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.

A **comprehensive city-university collaboration framework**. In Trondheim (see case), the Mayor of Trondheim and the Rector of the Norwegian University of Science and Technology (NTNU) signed a renewed 4-years strategic collaboration: the “UniversityCity TRD3.0” in which they agreed to work together around five strategic thematic areas: education of children & young people, health & welfare, urban development&planning, public sector innovation, and digitalization/smart city. The city sees this agreement as instrumental to improve its strategies, operational performance and innovation. By February 2021, about 190 projects were listed under the collaboration framework.



More specific methods and approaches

The approaches listed in the typology above are generic and comprehensive, covering all faculties and city departments, with a broad scope. But there are also many collaboration types that are more specific, targeting particular sectors, industries, communities, or disciplines. Below is a list of methods and approaches that can be found in Europe.

Theme-specific collaboration frameworks. In Lausanne, the Volteface programme focused on sustainability challenges in the region. An example from the UK is Exeter Culture, where city, university and other partners collaborate structurally for cultural development of the region.

Living labs: In many university cities, city & university collaborate in “living labs”: 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 opportunity 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.

Community development programmes: Several universities run community development programs, to create new learning environments while at the same time seeking to improve local neighbourhoods. Typically, programs are run by different community groups in cooperation with a centre or faculty at the local university. Amsterdam University of Applied Sciences (AUAS) developed a strategy to open small branches in deprived neighbourhoods.

Programmes in which students tackle urban/societal challenges:

The Demola programme⁸ in Tampere, Finland, was one of the first programmes to link students’ research work to demands/research questions from companies and public organisations in the city. Demola collects research questions, topics or requests for product development from all sorts of organisations and assembles multidisciplinary student teams that work on those problems. A recent example is an “innovation camp”, organized at the University of Ghent in the Sustainability Thinking course. Here, 25 students from Ghent University and the Radboud University Nijmegen (The Netherlands) developed explorative scenarios for a sustainable neighbourhood in Ghent (i.c. ‘Nieuw Gent’)⁹.

Hackatons: The idea of a hackaton is to create a pressure cooker situation in which teams compete to find a solution for a problem in a very short amount of time. The concept originates from the ICT world but is now often also applied to let students develop solutions for urban/societal challenges.

Prizes and awards for theses or other academic work can be a tool to foster interesting collaborations. The city of Linköping awards a prize for the best thesis in the field of city-university interaction; Innsbruck has the Emperor Maximilian Prize every 2 years¹⁰.

Joint events. Joint city-university events come in a wide variety: to promote citizens’ interest in science (Magdeburg’s Long Night of Science; Lausanne’s “Mysteres”); to promote culture (Innsbruck Reads, focused on books & reading); welcoming and introduction events for freshmen and internationals, etc etc.

⁸ <https://www.demola.net/>

⁹ The outcomes of the innovation camp are captured in a short movie: <https://www.cdo.ugent.be/video/innovation-camp-studentendenken-na-over-nieuw-gent-2050>

¹⁰ <https://www.prnewswire.com/news-releases/les-candidatures-au-prix-empereur-maximilien-sont-maintenant-acceptees-813517313.html>

03



Starting it up

How to start up a strategic collaboration. Evidently, there are many roads that lead to Rome here and it is pointless to expect a single roadmap. Nevertheless, based on discussions we held with many stakeholders and experienced collaborators, we provide a number of suggestions that might be useful.

Map what collaboration is already there. In each university city, an “eco-system” of city-university collaboration already exists: there are already plenty of collaboration projects. The challenge is then to give strategic directions to the interactions between the university and the municipality, to facilitate the contact and to encourage the development of the ecosystem. As one participant noted: “It’s about connecting things that are already there and grow in an organic way”.

Find common ground: identify a shared purpose, goal or ambition (i.e. becoming the best student city; contributing to SDGs; solve specific urban problems or address challenges); and/or discover shared interests. In the start-up phase, it can help to identify clear common/shared challenges and questions. That is more important than finding the right answers.

Checklist when setting up a collaboration

Collaboration partners can ask themselves (and each other) the following questions:



Purpose & form

What does each partner expect from its participation in the project?

What would be the common purpose?

Are certain objectives specific to one partner? If so, are they acceptable to the other(s)?

What form do you give to your collaboration? (a covenant, a research fund, a platform, etc.)

What are the specific timeframes to which each partner is subject (e.g.: political vs. academic calendar, expert report, ...)?

Which opportunities could be seized (e.g. funding, events, contacts to broaden the scope of the collaboration, etc.)?

What is the timeframe for making resources available (e.g. obtaining funding, recruiting dedicated people, etc.)?

Which concrete contributions is each partner ready to make to reach the common purpose?

When do we consider the collaboration successful and unsuccessful?

Governance & management

Who decides on the allocation of resources?

Who has the authority to engage third parties?

Who takes the operational lead, and who is responsible and accountable for what?

What are the modalities of interaction between the partners throughout the project?

What is the readjustment mechanism in case of conflicts or dissatisfaction of one partner with the contribution of the other?

How do you ensure that the project is progressing according to an agreed schedule?

Who is responsible for (a) setting and (b) validating project milestones?

How much is left to the unexpected, reorientation or trial and error? How is it managed?

How can the operational project partners count on their hierarchy in case of any obstacles?

Is the collaboration sufficiently anchored in each partner's institution so that its sustainability and impact does not depend on the willingness to please particular individuals?

03

Human resources & funding

What human resources (HR) must be mobilized, in qualitative and quantitative terms?
 Which partner is responsible for providing which HR?
 Can each partner make a firm commitment to ensure the availability of all the people it involves in the project?
 When and where do we rely on external expertise/HR?
 How is the collaboration framework budgeted and managed from an accounting point of view?
 What reporting arrangements do we need?
 Where are the resources managed? How and by whom? Who pays the invoices and approves them?
 What availability can/should each partner commit to his/her partner, also to help the partner to meet his/her own needs?
 Who pays what, with what money and on what terms?
 What are the contributions of each partner a) in-kind b) financial?
 Is it necessary to establish a quantified valuation of in-kind contributions?
 If third-party funding is allocated, how is the distribution of resources decided?
 In what form is the distribution of resources explained and agreed (convention chapter, annex)?
 Are there ethical, policy or political limitations on the nature of the funding sources; is such a source acceptable to both partners?

Outputs and outcomes

What do you want to produce and in what form?
 Do both parties agree on the nature and form of the deliverables required to meet the common or respective objectives of the project? (see box)
 How do you manage the intellectual property issues of the results of your collaboration?
 Which partner can claim exclusive or shared ownership of which products of the collaboration?
 In what form is this ownership/rights published or declared?
 How should the respective contributions to the project be reported (e.g. qualities and functions, authorship, signatures, logos, ...)?
 What are the approval mechanisms for the different uses of the products of the collaboration?
 Who communicates around the project and how?
 Who is responsible for communicating the project?
 Who has the authority to communicate which elements to which audiences?
 Is there agreement on how each partner intends to use the project in terms of communication?
 Are there obstacles to communication (embargo, confidential data) or on the contrary imperatives (political agenda)?
 Is there a segmentation of audiences (internal, professional/scientific, general public, etc.) subject to a detailed timetable?
 Is there agreement on the project resources invested in its communication?



Informal meeting and sharing are essential

in the start-up phase (and beyond). This requires platforms to meet and share in informal ways. Having a continuous dialogue allows to find the best ways to collaborate.



Human relations are important to start a partnership

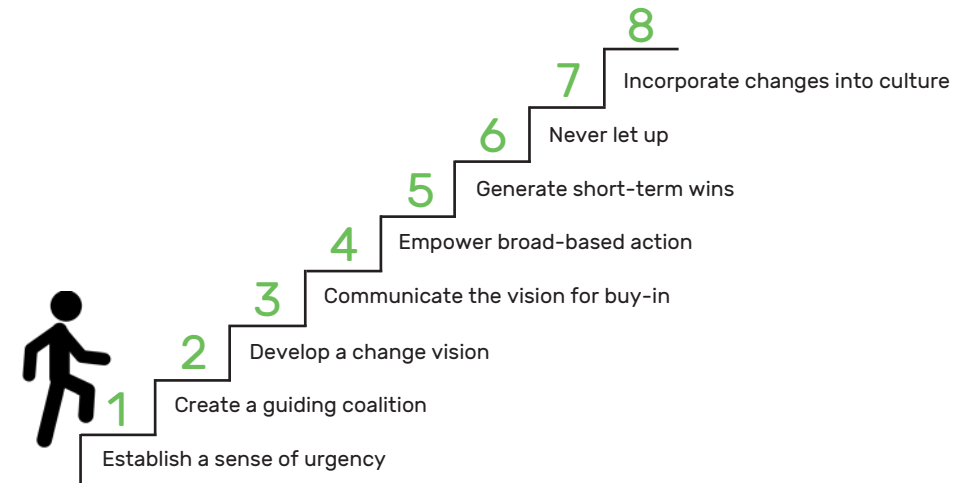
“Find your soulmates”. It’s easier to make collaborations grow if some people from city and university know and trust each other.

03

Starting the collaboration in Strasbourg, France

Mathieu Schneider, Strasbourg University, explains how they are starting off a strategic collaboration: “We are now going towards a co-construction methodology and change the governance. In our OPUS project (Open University of Strasbourg), we set up a committee including the university, the city, but also representatives of the civil society - e.g. companies or associations - to identify together the subjects we want to work on for 5-6 years. This timeframe corresponds to the mandate periods of the universities and the city. We aim for a program with 3-4 topics, and create subgroups to work on concrete projects. We put common money on the table for this. We open a physical place where we can meet but also where we can exchange and decide together. People can meet in this place doing workshops around those topics. If you want to succeed in this kind of collaboration, you have to put into place this kind of governance otherwise each partner continues doing his stuff, even when, as in our case, the common understanding is very good.”

The “8 steps of Kotter” model



1. Establish a sense of urgency. There is a tendency to jump to the ‘what’ and the ‘how’ of the collaboration, without really addressing the “why”. First ask the question ‘why change?’ and ‘why change now?’
2. Create the guiding coalition. Before detailing what the collaboration should look like, first organise a group of people who agree about the need for collaboration: “get the right people on the bus” before articulating the details of the change.
3. Develop a vision and strategy. Not a vague aspiration, but a big, exciting goal, a ‘picture of the future with some implicit or explicit commentary on why people should strive to create that future’.
4. Communicate the change vision. This is important to engage more people in the organization and beyond. It helps to use metaphors and examples, and to use a mix of communication channels.
5. Empower employees for the collaboration. Make sure that people on the sides of both city and university have the skills, incentives, tools and resources to make the collaboration substantial.
6. Generate short term wins. There is a risk that, after an enthusiastic kick off, collaborations lose momentum quite early on. It is important to create short term wins to keep people motivated and engaged.
7. Consolidate gains and produce more change: Don’t give up too soon.
8. Anchor new approaches into the culture. A culture of collaboration cannot be instilled from top-down. It is better to make practical changes to structures, processes and behaviour and let these changes lead to a culture change.

03

Engaging the stakeholders

- The most difficult thing is to change a mindset. Therefore, start with a coalition of the willing and the enthusiastic.
- Academics and teachers shy away from extra work and bureaucracy. Organizing workshops, sessions, meetings means a lot of administrative work. Here, it helps to appoint a hands-on coordinator, so that academics don't have to deal with many administrative tasks and can focus on what they are good at.
- Create a platform (real persons meeting, in an informal way) where people can develop projects and work on content that is of intrinsic interest to them.
- "Coffees!"
- Show the benefits and impacts of the collaboration so that others are tempted to jump onto the bandwagon of early adopters.
- Communication is paramount, to inform civil servants, researchers and students about the programme and get them engaged. The challenge is how to make sure that the information reaches the thousands of staff members and students.
- A communication strategy should be part of the collaboration, including a compelling narrative of why the collaboration is important, a vision of which target groups to reach, and a plan of how to reach out (newsletters, social media campaigns, etc.).



Exercise:

Go to the **Box: Checklist when setting up a collaboration.**
For your collaboration, try to answer all the questions!

Key challenges, problems and pitfalls

When starting up a strategic collaboration, the following challenges, problems and pitfalls must be overcome:

Be mindful that academics might be attracted to the collaboration just for the funding. Of course, a collaboration scheme can bring attractive new funding for research, but it should be more than that. The role of academics is not just to produce academic research, but to also contribute to societal goals; this asks for a different mindset and also other, non-academic types of communication and outputs.

Avoid situations where cities/urban policy makers are joining the collaboration to get consultancy or quick advice for their problems. This is not the kind of cooperation that works. It is better to set up a more deliberative structure in which academics are invited to reflect on the challenges ahead and co-create new avenues with policymakers, students and other stakeholders.

Try to involve students from the beginning, and award them with credits wherever possible. Students are a great yet often underexplored resource; in the early stage of a collaboration, they can best be mobilized via the professors or teaching staff that are active in the collaboration: they work with students anyway and can involve them via their regular study programs.

Get senior decision makers involved from the beginning. Oftentimes, the first ideas for strategic collaboration start on the work floor level where individuals from city and university collaborate in concrete projects. But to get a more strategic and sustained collaboration off the ground, it is key to involve rectors, mayors,

aldermen and other senior decision makers, in order to secure funding and embed the collaboration in the parent organisations.

Related to the latter point: avoid being overly dependent on individuals and institutionalize the project to make it sustainable. As one of the workshop participants put it: "Become part of a formal organigram". More on this follows in the next chapter.

Be aware that a long-term approach is important but not obvious to implement given the different organizational cultures and logics of the academic world and the political/administrative world. Discuss the implications of the "semester" logic vs the "legislature logic"; an individualistic and competitive "publish or perish culture" vs a task-based, hierarchic, and sometimes political bureaucracy.

Remind that city and university differ significantly in work cultures and reward structures. Academics are in a very competitive world in which they compete for grants, and where status and career merely depend on publications. The consequence is that academics are not naturally interested to consider policy-oriented projects with municipalities unless they generate funding, offer the prospect of high-level scientific publications, or contribute to existing education.

On the city side, staff is often allocated to specific tasks or projects on which they spend their "time budget". Without further arrangements, overstretched staff often have no time left to participate in additional and unusual activities such as city-university collaborations.

04



Consolidating the collaboration

Setting up a structured collaboration is one thing, consolidating it is another one, sometimes even more difficult. How to make sure that the collaboration will last, and evolve in a positive way?

Choose an organisational setup

When consolidating the collaboration, a general challenge is to move from an ad-hoc project-based approach (temporary by nature, with insecure funding and institutional support), towards a more stable situation with secured funding. In terms of organizational setup, there are basically three options: create a unit within the university, within the city, or set up an intermediary structure in which both parties (and eventually other partners) collaborate. The choice is highly context-specific, depending on the aim and origin of the collaboration.

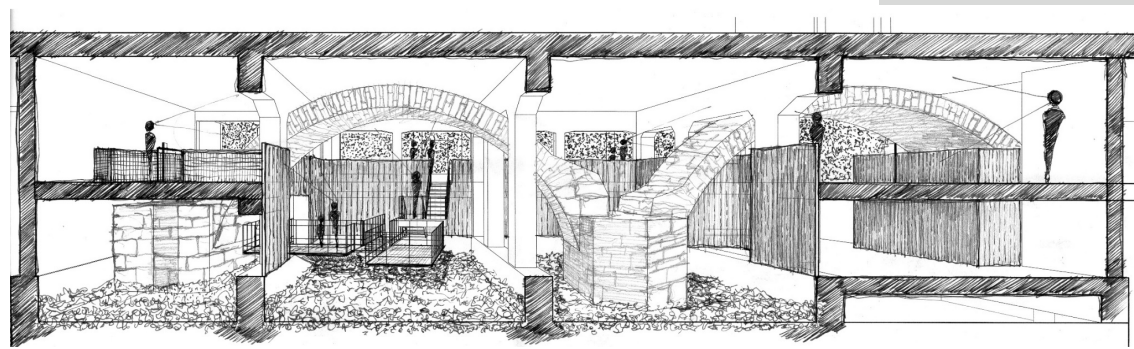
Some considerations about the 3 options:

- 1 **A unit within the city:** this has the advantage of stability and facilitates a longer-term perspective, especially when it has the status of a department rather than a project. Magdeburg's Team Science is a good example: it is located in the Mayor's department (hence close to key decision making), and has initiated and coordinated a large variety of collaboration projects and initiatives.
- 2 **A unit in the university:** This makes sense if the collaboration primarily originates from a research or educational perspective, as is the case of Ghent's Urban Academy. The problem here can be to secure sustained funding, progressing from a temporary project organization (in which the project manager always has to look for new funding) to a more stable situation. Ghent's Urban Academy is again illustrative: in 2020, the Urban Academy became formally institutionalized within Ghent University as an interdisciplinary consortium (one of 10 such consortia).
- 3 **An intermediary structure.** When the collaboration is bigger and more comprehensive, and when more funding is involved, it makes sense to create a separate, intermediary organization or unit, that has some degree of autonomy vis-à-vis both partners. In Turku, a director was appointed to run the Research Fund (see case); he plays a key role in the programme, not only to run the daily business but also to facilitate, nudge, and nurture existing and new connections both at the programme and project levels.

04

Create a physical location

Physically, it can work well to create a common space at a well-visible location, to render the collaboration visible and make it easier for people to join the activities. In Parma, city and university invested in a joint venue right in the centre of the city, at a historic and well-accessible location (see case).



Aemilia 187 a.C.

An open space environment at the university can help to make the connection. 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 (<http://creactive-mjardevi.se/>).



Exercise:

For your city-university collaboration, consider the following questions:

How have you made sure that the collaboration will be funded and co-ordinated for a longer time period?

What innovative working methods could help to keep the collaboration going?

Develop/elaborate methods and structures to work together

Finding a good work structure and rhythm is very important to keep people from both sides engaged and committed, to sustain funding, and to get results. A distinction can be made between the decision-making level (high-level steering groups) and the operational/working ground level, where academic, students and city practitioners actually work together.

On the decision makers level, an effective high-level **steering committee** helps to secure funding, to determine the organizational setup, to solve problems, to enhance visibility, to grasp new opportunities, and to streamline the ecosystem. See the Trondheim case for a good example.

The composition of the steering committee (SC) must be balanced: it should have high-ranking people (to secure commitment and funding and activate networks), but also work-level persons, so that activities are carried out. In Turku, the SC is led by research director Sampo Ruoppila and it includes a dozen people, including the rector, the mayor of the city and experts.

Quote: Prof Delgado Pena from Malaga University: “Our university has a lot of connections with the city town hall, but we’re not even aware of the connections. We have six research groups related to technology, each one with specific collaborations on specific issues. The challenge is to structure a program that has common principles, common actions, a common budget, to try to get everyone together into that program. This would be a huge step for Malaga. The Steering committee seems to be a key point where agreement, money and leadership has to come from.”

On the operational level, it is important to develop a diverse set of working methods that bring results. There is a wide variety of methods to collaborate. Trondheim chose a model with thematic, mixed groups, with key stakeholders that are supported by practical project managers; this creates a logical “community of practice” of people who work roughly in the same field, even though they have different backgrounds. Lausanne organized the collaboration around

specific policy challenges (environment, infrastructure development); Exeter also took a more thematic approach (with a focus on culture and labour market).

Capacity building is needed to train researchers and practitioners alike to develop new collaborative skills and action research methods. In Lausanne, the University of Lausanne (UNIL) offers personalised support for researchers who want to improve their action research skills. Action research is still a less favoured research modality. There is also a lack of structures that allow to reflect on it and to promote these methods at research funding and development bodies. UNIL has entrusted the CoLaboratory with the task of developing expertise on these issues (see Lausanne case for more details).

In general, **frequent face-to-face interaction** between academics and city staff is essential to have successful projects, to build mutual trust and understanding, and to bridge cultural and knowledge gaps.

A lesson from several case cities is that collaboration is more likely to succeed if it entails the **engagement of students or young researchers** (PhD candidates); compared to more senior academics, they tend to have more time and interest to work with the municipality, and their work still results in an output that makes sense in the academic world: a Master or a PhD thesis.

Involving and reaching out to citizens remains a challenge in each stage of a collaboration strategy and projects within it. Projects can easily become the domain of experts and executives who talk “about” people rather than “with” people.

To ensure the sustainability of any initiative, it is important to **dedicate sufficient and permanent resources for the coordination of activities**. This proved to be a problem in many projects, such as in the Volteface project in Lausanne (see case). Coordination on a voluntary basis will not do the job.

05



Valorising the results

What are the actual outputs and outcomes of the collaboration?
And how can they be communicated,
and translated into value for the city
and the university?

Types of results generated

The following types of results or outcomes may emanate from a strategic city-university collaboration:

- Inspiration: for all engaged, it can be an inspiring and enriching experience to collaborate on urban challenges.
- Learning outcomes: a strategic collaboration enables practice-based education in which students work on real-life urban challenges. Likewise, there is a lot of learning on the side of the policy practitioners from the city, and for citizens that who participate.
- Academic outputs: the collaboration gives researchers access to rich extensive data, and may result in papers, theses, books etc.
- Non-academic publications: the collaboration ideally also leads to more accessible outputs and publications, in popular/professional journals, regular media, etc.
- Better-informed policy making; collaboration can yield interesting new insights and perspectives, new ideas for solutions, or concrete evidence or data to support decisions.
- Image: a good collaboration might help to boost the image of the university as not just an elite place but an active contributor to the city and the region. It may help to make citizens proud of “their” university when they become more engaged.
- New innovations or start-up companies: the research results might lead to new, marketable solutions.

The need for innovative formats

City-university collaboration will thrive when you make use of **innovative formats** where scientists, students, policy makers and citizens meet, share thoughts, define and discuss complex problems and challenges, and discuss conclusions and policy recommendations. From the experience of the EUniverCities network, we can draw a number of insights:

Develop interactive workshops where citizens and academics discuss societal issues together. A good example is the Volteface project, where citizens and university staff discuss practical problems and solutions regarding sustainability. Such workshops require good preparation and moderation to be effective, and researchers must be prepared and supported to deliver results that are different from the academic discourse that they are used to in scientific conferences. The example of Turku is illustrative: there, research outcomes are always discussed in terms of what they mean for the cities' strategies, development choices, budget allocations, and ways of working. It involves active sparring on the usability of the research results.

Organise activities away from the ivory tower. To promote the dialogue with citizens or other stakeholders, it helps to meet up in other places than the university or the city hall. In Ghent, the Artevelde University of Applied Sciences set up neighbourhood campuses in poor city districts with a low threshold for citizens to enter (see case), where informal learning can take place and where 'regular' students, lecturers, the professional field and all those who want to engage in learning are welcome.

When the audience is policymakers or citizens: avoid (long) academic papers without illustration, make guidelines for more accessible formats. A great example comes from Lausanne, which organized a project about the future of the Vaud region (2030), with the specific question: what kind of agriculture do we want? Rather than a paper, they co-created a rich online infographic (www.vaud2030.ch).

Key lessons to transform research into policy actions

For cities: do not expect ready-to-use solutions or policy recommendations from researchers: there must be a collaborative translation first. Knowledge-brokering is key to elaborate the practical significance of the results.

To get research results translated into policy actions, research projects and studies must have clear ownership in the city organization from the beginning; just a presentation of results by the end will not suffice, city officials must be involved in the design of the research project from the start.

To maximise impact, gradually build a community of people interested in the collaboration and keep them engaged through social media and otherwise. In Lausanne, an Interact "club" made it possible to circulate information or search for information in a targeted manner.

"Pracademic" people are needed, on both sides, to bridge the gap between scientific results and city policy. As a participant from Turku calls it: "It is good that the theoretical framework is there, but before the produced information can be used in the city, we need people who can translate the results into the language of action. This is probably the biggest problem in applying the results".



Exercise:

What type of results does your collaboration deliver?

Do you know "pracademic" people who can bridge the gap between academia and city? List their names, and involve them!



City of Lausanne - view of the cathedral (photo: Régis Colombo - LT/www.diapo.ch)



Part II: In-depth case studies

Case: Developing a culture of action & collaborative research in Lausanne

co-authors: Patrizia Darbellay, Marc de Perrot, Nelly Niwa, Alain Kaufmann and Daniel Ruiz from University of Lausanne



View of Lausanne (photo: Régis Colombo - LT/www.diaipo.ch)

Like many universities, the University of Lausanne (UNIL) has endeavoured since the mid-1990s to strengthen its links with society by means of communication activities on research results. The first initiative came from a group of professors from the Faculty of Science who got together to publish media articles presenting their knowledge and research results in a popularised manner. This 'classic' one-way approach, from research to the general public, has shown its limits in its ability to truly bring the world of research and society together. The Interact project, born twenty years later in the context of the participation of the University and the City of Lausanne in the EUniverCities network, is a continuation of many Lausanne initiatives of the last twenty years. They have progressively introduced into the institutional culture the practice of making citizens benefit from the knowledge and know-how it produces, but also the participation of these citizens in research activities. This is what is sometimes referred to as the "third mission" of universities.

This case study describes the progressive process of development of collaborative and participatory research¹¹ at UNIL; it then formalises the principles and good practices on which this research is based, particularly in the collaboration with the City of Lausanne.

¹¹ We use the terms action research, participatory research and collaborative research as synonyms because of the variability of their usage in different contexts, although each of these categories refers to different methodologies.

Birth and growth of collaborative research at UNIL

First initiative: the "Living Together in Uncertainty" project

A first step towards promoting action research on an institutional scale was taken in 2007. UNIL launched the VEI (Vivre Ensemble dans l'Incertain - Living Together in Uncertainty) programme with the aim of developing interdisciplinary action research on the challenges of the regional societal environment. To initiate this project, the UNIL "Science-Society Interface" unit conducted a research project using interviews and focus groups with a sample of the population, asking two questions:

- What is your vision of the future and its main challenges for our society? and
- To what extent and in what way can the University respond to these challenges?

Then a one-day workshop brought together some sixty regional personalities and decision-makers to react to the conclusions of this research and to produce the basis for a call for projects, addressed to all UNIL researchers.

Candidate projects had to involve at least two faculties and work in partnership with at least one actor in the field, so as to produce concrete impacts for society.

6 projects out of 17 were selected by a jury and funded for 3 to 4 years, with the support of the Foundation for the University of Lausanne. The budget allocated to each project allowed for the creation of a full-time researcher position for two or three years.

The themes of these projects were: Organ transplantation; The future of agriculture in the canton Vaud; International standardisation procedures; The social and solidarity economy; The role of senior citizens in the labour market; The changing relationship between public space and religion.



Ville de Lausanne

City of Lausanne

Situated on the northern shores of Lake Geneva, Lausanne has more than 146.000 residents and is at the heart of a conurbation with over 300.000 inhabitants. It is the fourth-largest city in Switzerland and the capital of the Canton of Vaud.

Today, numerous reputable firms have found it to be an ideal setting at the heart of the Lemanic Arc, an economic basin among the most dynamic in the world. The finance, insurance and corporate services sectors complete the range of activities offered in this discreet and affable town.

The Olympic Capital, headquarters of the International Olympic Committee (IOC) and seat of a large number of international sport federations, Lausanne is the global centre of sport administration.

As a long-standing university town, Lausanne is proud to welcome a diversity of renowned training centres such as the University of Lausanne (UNIL), the Federal Institute of Technology (the EPFL), the Institute for Management Development (IMD, considered to be on a par with Harvard Business School), the Lausanne Hotel School (EHL, the world's leading hotel school) or the School of Higher Education in Art and Design (ECAL).

Its campuses are frequented by over 25.000 students and tutors from 120 nationalities. The extraordinary density of this web of expertise makes fertile ground for the transfer of a number of cutting-edge technologies, such as life sciences, biomedicine, and nutrition.



UNIL | Université de Lausanne

University of Lausanne (UNIL)

Founded in 1537, the University of Lausanne now has seven faculties and stands out as an interdisciplinary and sustainable campus, which celebrated in 2017 Professor Jacques Dubochet as a Nobel Prize in Chemistry and which gathers nearly 17.000 students and 4.500 employees. Focused on human and social sciences, as well as life sciences (biology and medicine) and environmental sciences, UNIL awards all academic degrees as well as diplomas associated, for example, with continuing education. At the forefront of techno-pedagogical innovation, the UNIL has strongly developed digital-based teaching, while taking care of interpersonal contacts. These are indeed the conditions for collective reflection and democratic debate for students, from their very first steps in their new environment.

Everyone, at his or her own level, must become familiar with research methods. Research feeds all university teaching and provides each year its impressive batch of scientific articles, doctoral theses, colloquia and books. Research at UNIL generates several tens of millions of Swiss francs and Euros from the Swiss National Science Foundation and the European Commission.

At the service of society and its immediate environment, UNIL trains young people from Vaud, as well as future ambassadors of the canton of Vaud throughout the world. The University aims to generate new knowledge and promote the search for solutions in a changing world, which requires complex and joint visions. In recent years it has strengthened collaborations and created important interdisciplinary centers on themes such as cancer, sustainability, mountains, sport, life courses and vulnerabilities as well as ethics. Finally, it became the first university in Switzerland to obtain the federal certificate "2000-Watt site" in transformation.

Capitalisation and development: the Volteface project

In 2011, UNIL and the Romande Energie company, that supplies it with green electricity, made the decision to develop a joint project, with the vision to make the most of their combined experience in the energy transition. Their joint strategic steering group drew on the experience of the VEI project and came up with a research and experimentation platform. It was aimed at bringing together all the forces interested in developing solutions that could be applied by all levels of society in French-speaking Switzerland: the Volteface platform. The rationale was to

- a. replace the usual top-down approaches with mechanisms that would ensure that the problems emerging from the concrete concerns expressed by individuals, communities, and economic or administrative organisations are taken into account and
- b. that the responses are co-constructed by bringing together researchers, tradespeople and individual or institutional users.

The Volteface research platform on the social aspects of the energy transition was developed and funded jointly from 2014 to 2018 by UNIL, Romande Energie and the State of Vaud. The funding has made it possible to finance, for each project, doctoral theses over 3 years (approximately €150.000) and more experimental approaches over 6 months (€40.000). Volteface first produced a "State of the art of the energy transition issue", stemming from the collection of expectations and concerns of its target audiences, through interviews but also participatory workshops involving all persons, organisations or associations interested in the topic. On this basis, a call for projects was published among researchers and students of the UNIL, experts of Romande Energie and/or representatives of the society. A selection of 12 projects was chosen.



View of Lausanne
(photo: Régis Colombo - L7/www.diapo.ch)

Outcomes and lessons from the VEI project project:

- The projects of VEI produced quality scientific results.
- Unfortunately, they did not achieve the long-term sustainability hoped for through the provision of new funding generated during their implementation, as the social partners did not have the necessary resources.
- The coordination of the project was entrusted to a committee of professors from the seven faculties, on a voluntary basis, according to what their agenda allowed: there was a lack of coordination resources to give impetus to the programme as such and to maintain dynamic supervision over the six projects, which produced valuable results, justifying their funding, but gradually lost their link with the VEI programme and its strategic steering.
- UNIL realised that the know-how in participatory research developed by the project leaders, in a scattered manner, would disappear. To avoid this, it belatedly (four years later!) organised a feedback session through interviews and a workshop with the participants who could still be reached. Their conclusions and recommendations were used in the Volteface and Interact projects.

A methodology for project design & selection

The selection of action-research projects is similar to that of conventional research projects, when the scientific relevance and quality of the methodologies used are assessed. But to this must be added the need for the projects to

- a. respond to the needs of the field,
- b. have a maximum social impact and
- c. be carried out in close collaboration between researchers and social actors, in order to allow the transfer and dialogue between knowledge derived from research and knowledge derived from the field.

In the case of Volteface, which aimed to respond to a pre-defined societal question, it was necessary to ensure that the combination of themes addressed by the selected projects encompassed all the questions or objectives previously posed by the State of the art of the energy transition issue, and that it allowed for a broad inclusion of the different scientific disciplines developed at UNIL.

In order to give Volteface its full impact and allow interaction between all its stakeholders, a major event brought together political authorities, sponsors, project participants, associations and people interested in the ecological transition for four years in a row to present the work in progress, questions and initial results of the projects.

The volteface.ch website was created at the outset of the project and developed simultaneously with it as a communication and cohesion tool for the “Volteface community” that emerged from the consultations, workshops and annual meetings. A newsletter has been sent regularly to those registered.

For example, some of the projects dealt with: “Green materialists”, the new marketing goldmine; Citizens are becoming actors in the energy transition, the example of citizen energy in French-speaking Switzerland; Energy as a problem, smart meter policy and social justice; Determinants of engagement in sustainable behaviours, a study in two communes in Canton Vaud. The complete list can be found at volteface.ch/les-projets.

Outputs of Volteface :

- Part of Volteface’s funding was used to provide a coordination structure for the project, under the responsibility of a director hired for this purpose, answering directly to a strategic steering committee. This allowed the project to stay focused on its objectives and to capitalise on its know-how.
- The description of the approach, the State of the art of the energy transition issue, as well as the progress method and the results of the projects were published in a publication, which can be downloaded (in French) www.volteface.ch/contenu/livre.
- The success and the know-how acquired have led UNIL to set up a permanent Competence Centre for Sustainability in 2019. Its mission is to stimulate interdisciplinary research on sustainability in the seven faculties and to promote exchanges between the academic world and civil society on sustainability issues.
- The Volteface projects have enabled researchers to develop new perspectives on sustainability research in their disciplines. The majority of these projects have received funding from the National Research Fund or from other foundations.
- In 2021 the Centre has coordinated the launch of an edition of Volteface 2, focused on the ecological transition (instead of energetics like Volteface 1), with the financial support of the Foundation for UNIL. It supports 11 interdisciplinary projects - some of which are co-financed by partners interested in specific themes - which aim to respond to the field needs to accelerate the ecological transition.
- Through Volteface, UNIL has developed specific know-how in the facilitation of participatory workshops, which is necessary to support the co-construction of project themes between researchers and society.
- Volteface has led UNIL to set up a Competence Centre for Sustainability in 2019. Its mission is to stimulate interdisciplinary research on sustainability in the seven faculties and to promote exchanges between the academic world and civil society on sustainability issues.



Fabrice Ducrest, UNIL, Participatory process meeting, during the Volteface project

The Interact project: a result of Lausanne's participation in the EUniverCities network

In 2012, the City of Lausanne and the UNIL, which had just agreed on the need for a more institutional approach, joined the EUniverCities network. Two years later, in May 2015, they were to host a meeting of the network, with the aim that the organisation process of this meeting will be an opportunity to highlight the already existing collaborations between researchers and city services (about fifty identified) and to reflect on a way to encourage their emergence and the follow-up of their progress.

The city and the university therefore prepared the meeting, over the course of a year, so that it would bring to Lausanne the expertise of the city/university fellow members that they needed to give impetus to the implementation of a structured collaboration. The aim was to define when and in which areas this collaboration could bring added value to both institutions. Here are 3 recommendations from the report of this meeting, commissioned by Lausanne to Dr. Willem van Winden:

- a. To show a real willingness on the part of the City and the University as a first condition for the establishment of a structured collaboration.
- b. Develop a platform to facilitate meetings in order to fill the lack of information, knowledge and mutual understanding between the City's staff and UNIL's researchers.
- c. Systematically learn from good practice in existing collaborations.

As a response to the first recommendation, the Rector and the Syndic signed a collaboration agreement in 2016. As a response to the second recommendation, the agreement establishes a sustainable mechanism to encourage collaboration; it entrusts its implementation to the general secretariats of the City and of the University: this is the Interact platform, with a 40.000 € annual budget to support collaborative initiatives among departments of both.

The Interact platform has identified two main lines of action to fulfil its purpose:

- a. Matching, which is to bring together members of the two institutions working on the same subjects, and thus encourage the emergence of common projects.
- b. Methodological support, which consists of providing the initiators of City-UNIL collaboration projects with tools that facilitate the successful implementation of their partnerships.

To achieve these two axes, the platform's budget has been invested since 2018 in the launch of calls for projects, which can be collaborative research, dissertation writing (bachelor and master - individual or group), doctoral thesis, research seminar (bachelor and master), cultural and scientific mediation, citizen sciences, etc.



View of Lausanne (photo: Régis Colombo - LT/www.diapo.ch)

They are subject to the following specific conditions:

- a. Be designed and directed by a University-City pair whose UNIL component includes at least one researcher, or a student supervised by a UNIL teacher.
- b. Be Lausanne-rooted and open up a perspective of valorisation that is not exclusively academic.

In the context of these calls, Interact also offered assistance in identifying partners to those wishing to submit a project but lacking contacts within the other institution.

As a response to the third recommendation of the van Winden report, project leaders are asked to participate in three successive workshops organised by Interact, to provide feedback on

- a. the setting up of the project,
- b. its implementation and
- c. the valorisation of its results.

The premise of Interact is that the quality of the content (scientific or business) of the projects will be assessed by the hierarchy or by scientific evaluation mechanisms. Interact therefore focuses on the way in which non-academic partners work together, in order to develop with them the methodological tools necessary to set up collaborations that will produce results that meet the respective needs of both parties. The Interact selection panel therefore brings together representatives of the City and the University, some of whom are competent to assess the business/scientific relevance of the projects submitted, while others are competent to assess their overall potential for collaboration and valorisation.

In parallel to these calls, "Interact breakfasts" were organised, i.e. informal meetings lasting one hour, at the beginning of the day, around a theme of common interest to UNIL researchers and city collaborators. Each person could briefly present, in a very unofficial setting, the scope of their activities and their specific interests and questions, with a view to identifying "like-minded people" interested in partnerships and collaborations.

From 2018 to 2021, 16 projects have been supported by Interact, on topics such as: Diagnosis of the innovation capacity of the Lausanne administration and possible actions; Appropriation and impact of pedestrian cameras in police work, evaluation and experimentation in the Lausanne context; Tactical urban planning and cycling facilities; Riponne-Tunnel 2026, experiencing participative urban planning; Feasibility study for an Observatory of cultural policies in French-speaking Switzerland.

Muriel Delabarre, UNIL. Workshop with students working on an interact urban planning project ("Riponne - Tunnel 2026 - Experimenting with participation").



Outputs of Interact :

- The feedback collected from project leaders through the follow-up workshops, combined with the feedback from VEI and Volteface, led to the production in November 2018 of a "Vade-mecum for good collaboration between researchers and public or associative partners". Project leaders are henceforward asked to refer to this document when submitting their application to Interact.
- The exchanges generated within UNIL and within the City by the Interact activity (calls for projects, meetings, etc.) have enabled the gradual build-up of an address list of people interested in the approach. This Interact "club" makes it possible to circulate information or search for information in a targeted manner, often in response to a request from a member of one of the two institutions seeking potential project partners in the other institution.
- The limited grant provided by Interact (between €5.000 and €15.000) has sometimes made the difference between the idea of one or two people in the respective institutions being realised or not. Some Interact projects have acted as a trigger for a larger scale process, as they have highlighted a theme that authorities have found necessary to take up and integrate into a larger plan.
- The commitment of project leaders is not always sufficiently anchored in their units, with the risk that projects do not deliver the announced result, following the withdrawal of a partner, insufficiently supported by its hierarchy.

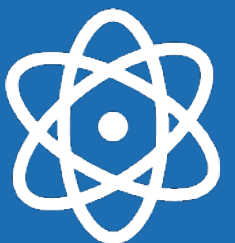
Embedding interdisciplinarity and participatory research at the institutional level

This development of a UNIL corporate culture of collaboration with the community is part of an institutional context that emphasises the need for UNIL to strengthen relations with civil society. The three five-year strategic plans that have guided the institution since 2006 have put this aspect very much to the fore in the institution's development.

This has also led to the development of the interdisciplinary approaches required to respond to major societal challenges. In order to promote a spirit of collaboration beyond the usual thematic and scientific "borders", UNIL has encouraged the creation of interdisciplinary and inter-institutional centres offering optimal conditions, stimulating the search for solutions adapted to the multiple challenges facing our society.

Participatory research initiatives are the indispensable counterpart of this new approach. Thus, UNIL, of which a group of volunteer researchers had initiated in 1995 a scientific popularisation approach in the media, has further strengthened its system in 2019 by restructuring its former Science-Society Interface created in 2002, to create two distinct units:

- the **Service for Culture and Scientific Mediation**, with the mission of encouraging the appropriation and questioning by the population of the knowledge developed and dispensed by UNIL while highlighting the major contemporary societal issues, and
- the **Collaboratory, participatory, collaborative and action-research unit**, which has the mission of advising the Directorate, providing researchers and units with methodological support as well as facilitating the development of this type of approach, in connection with initiatives in Switzerland and abroad.



Some principles of Lausanne's participatory research culture

The difficulties of participatory and collaborative research are numerous; it is necessary to identify them clearly in order to be able to support its actors. We propose to briefly address these difficulties and to mention, by way of sharing experiences, some measures implemented at UNIL and in partnership projects to address them, indicating what has worked and what has not.

1. Meet and identify a topic of common interest

The first challenge in setting up collaborative research projects is that researchers and field workers often do not know each other. Most often, researchers have followed their career path in a strictly academic environment, generally in other universities, sometimes abroad. For their part, actors from society may never have had any contact with the university or may not have had any since their graduation. There is therefore little chance for them to meet and share common interests. Hence the need for dynamic meeting mechanisms that can quickly identify shared interests, problems and research areas. Here are some tools that UNIL has developed to this end:

- Creation of databases of contacts and networks within and outside UNIL, designed to list and identify their respective fields of research or activity.
- Establishment of privileged partnerships between the University and non-university partners (city of Lausanne, companies, NGOs) to encourage the meeting of different communities.
- Organisation of thematic meetings such as “breakfasts” (invitation within communities of interest to a standing morning café croissant, dedicated to an identified theme) allowing interested actors to exchange informally and identify common areas of interest. These meetings have proved beneficial even if they are not part of a specific project: it has been found that many collaborations, in a wide variety of forms, have emerged much later from a discussion between a researcher and a civil society actor. Their output is not quantifiable and does not need to be, given the low investment required.
- Organisation of participatory workshops aimed at bringing out and defining common problems. For the Volteface 1 project, UNIL carried out an inventory of the needs by the field in order to provide a basis for discussion and to facilitate the identification of projects between researchers and field workers. For Volteface 2, the initial inventory and the identification of projects were carried out in a participatory manner during a workshop (virtual due to COVID) between non-academic actors and researchers.

These examples highlight the need for the action of a scientific facilitator to bring together researchers and field actors and to accompany the meeting by facilitating interactions (translation of concepts or problems encountered, for example). To achieve this, the CCD has developed skills in workshop facilitation and participatory work among its staff, or it uses external expertise in this field.



photo: Alain Herzog @ UNIL

2. Foster and fund action research projects

Currently, action research still has its own funding mechanisms. This type of research has difficulty being recognised by traditional research funding mechanisms.

UNIL has therefore developed specific funding mechanisms, most often in partnership with other actors. The funding came from UNIL, public administrations (City of Lausanne or cantonal administration), foundations that are dedicated to research or to a theme covered by the project, or private partner organisations interested in the results within the framework of their economic activity.

In all cases, the scientific independence of the research methods and the production of results must be guaranteed by the partners/funders!

Once the sources of funding have been identified, the call for projects must be drafted. In order to guarantee the nature of action research, we integrate these specific framework conditions for the submission of applications:

- respond to the needs identified by actors from our social environment in collaboration with researchers from the UNIL;
- be carried out collectively by researchers and field workers;
- clearly define the modalities of collaboration between these participants;
- produce results whose value and impact are not exclusively scientific but which can then be used by the social partner or other members of civil society.

In order for the call for projects to be widely disseminated to potential stakeholders inside and outside UNIL, it is important to have a broad mailing list as described above and to work with partners who can relay the call in their networks.

When evaluating candidate projects, the criteria traditionally found in these evaluations (scientific quality, originality, etc.) are to be weighed alongside the quality of the partnership between field actors and researchers, and the project's potential for action/change in society.

The phase of stimulating and incubating action-research projects can take place after the meeting phase, but also before or simultaneously with it. The prospect of funding for action-research projects can have the effect of stimulating links with partners around projects.

3. Coaching projects

Conducting action research projects requires a significant additional investment from the participants, compared to their usual activities. These collaborations bring together spheres that have different aims and missions. The temporalities of action, the freedom of action, the working methodologies, the targeted impacts and the vocabulary used are not the same.

Mutual learning is therefore necessary for the sharing of different registers of practice to produce beneficial results for each partner. In UNIL's early action research experiences - such as the VEI programme - this aspect had not been addressed. This led to operational difficulties within the projects; some of them gradually lost their action research nature and became conventional research projects, oriented towards a scientific publication beyond the reach of the project's social partners.

UNIL has consequently put in place the following main tools to support the projects:

- Drafting of a vademecum for good collaboration between researchers and field partners, based on the experiences gained. It aims to support the reflection of partners when they decide to embark on a collaboration. It proposes a selection of questions that are useful to ask in the context of a partnership that brings together representatives of the research world and representatives of the public, voluntary or private sector. There are a number of elements that are specific to the management of any project, but which take on a specific dimension when they are carried out in the context of a collaboration between members of a university and actors in the field.
- The implementation of a supervisory body, also responsible for the methodological and administrative support of the process. In the case of large-scale projects (Volteface), the appointment of one or more assigned staff members is a key factor for success, to ensure the cohesion of the entire project and its orientation towards the initial agreed objective.
- The organisation by the supervisory body of regular meetings between the project teams which allow for exchanges on the content of the projects, but also on the methodological problems encountered in the context of partnerships.
- Personalised support from UNIL staff (CoLaboratory and Competence Centre for Sustainability) who have developed significant experience in action research and who can support project partners.
- Construction of an ad hoc cost centre, in one of the partner institutions, which responds to the logic of projects not calibrated to the budgetary year and avoids the need for project leaders to comply with the procedures of the various partner administrative structures.



4. Legitimise and advocate the added value of action research

Action research is still a less favoured research modality and we still lack hindsight and the ability to capitalise on experience. There is also a lack of structures that allow us to reflect on it and to promote it to research funding and development bodies.

UNIL has entrusted the CoLaboratory with the task of developing expertise on these issues and participating in networks for reflection and lobbying on these issues such as the Alliance Sciences-Sociétés¹², coordinated in Paris, or the Recherche-Action¹³. In addition, the Competence Centre for Sustainability and Interact also integrate the documentation of action research practices and the experimentation of new forms of research.

This is evidenced by a now systematic reporting not only on the results and content of the projects, but also on their interactive dimension, on the approaches developed to co-construct the final result and the exploitation of the latter, both on a scientific and social level.

However, there remains a significant obstacle to the development of collaborations. Indeed, many researchers, particularly in the younger generation, explained their motivation for responding to a call for projects by the longing to give their research a more immediate and broader meaning than just scientific publication. At the same time, their partners in the field found added value in giving a scientific basis to their sometimes intuitive practices and analyses. But the researchers have to acknowledge that these projects

- a. carry little weight in their academic CVs, which are necessary for the development of their careers, and
- b. are not always eligible for peer-reviewed funding from traditional research support programmes.

For their part, the social partners may be told by their management that the time invested in collaboration with research did not yield sufficiently concrete or immediate results and that such an activity was not part of their tasks.

To improve this situation and respond adequately to the social demand for research, academic actors and their civil society partners must continue to lobby hard for changes in research evaluation criteria and for funding that is proportionate to the societal challenges that require such collaborations.

¹² See www.alliss.org

¹³ See www.recherche-action.ch

Case: Ghent Stadsacademie

co-authors: Charlotte Prové & Thomas Block from Ghent University
and Tom Van Nieuwenhove from City of Ghent



The Ghent Stadsacademie was set up at Ghent University to connect research & education to complex problems and challenges of the city of Ghent. Students, teachers, and researchers work with policy makers, societal organizations, citizen cooperatives, companies etc. Together, they reflect on these problems and challenges, think about new solutions, develop future scenarios, and design potential experiments or strategies.



"The Ghent Stadsacademie is an innovative incubator and international reference for Inter- & transdisciplinary research on urban sustainability issues"

Mission of the Ghent Stadsacademie



City of Ghent

Ghent, the capital of East Flanders, offers the rare combination of the intimacy of a compact city and the openness of a metropolis. With more than 264.000 inhabitants and almost 80.000 students, Ghent is the second largest city in Flanders and the largest student city in Belgium.

Ghent is a vibrant, vivid city with a rich cultural life. The city is versatile, historic and yet contemporary at the same time. As a local authority, the City of Ghent stimulates as much as possible the initiative of its citizens to work towards an "open, solidarity-based, sustainable, wise and child-friendly city".

With the presence of two universities, four university colleges and many other educational institutions, Ghent is able to offer a wide range of study opportunities. The campuses are spread across the city, which enlivens the atmosphere. Many Belgian and foreign students, rightly consider Ghent as the place to be thanks to the unique combination of first-class education and various leisure activities. This amazing knowledge activity generates a major source of economic growth.

Attracted by a climate of entrepreneurship and innovation and by a pool of creative young talent, investors and companies have since long discovered the city. The young heart of the city boosts innovation and creativity. This is reflected by Ghent's economy and its commitment to the fields of biotech, cleantech, ICT, materials, logistics and health care. Ghent is the start-up & scale-up city of Belgium.

Participation and co-creation is in Ghent's DNA. As a local authority it is crucial to react appropriately to the changing context by making the right connections with citizens and other relevant stakeholders such as higher education and knowledge institutions, civil society organizations and the private sector to keep them engaged in this participation process.

Ghent has always been a rebellious city. No period or power could determine the image of this City. Ghent is at the same time a university city, a port city, a historic and cultural city. A city of all times with its own quirky character.

The initiators of the Stadsacademie see several rationales for their initiative. Most importantly, urban problems and challenges are urgent, very complex and interconnected. There are no easy answers, for example, on how to tackle entrenched social problems, how to guide the energy transition, or how to fight climate change. But both the university and the city are still largely organized in silos: policy departments (the city) or disciplines/faculties (the university). The Urban Academy is an attempt to break those silos. It should be a catalyst for innovative, interdisciplinary research and education that is relevant for society; also, it should create a new type of relation between the city and the university, moving away from ad-hoc, short term research contracts to a more long-term and integrated approach.

How it started

The first seed of the Stadsacademie was planted in 2012, when the University of Ghent created a think tank, called Transition UGent (still active), in order to elaborate the concept of a sustainable university. Soon after, some academics set up a Platform for a Sustainable Ghent, that was meant to encourage researchers at Ghent University to tackle sustainability problems in their city using an interdisciplinary approach. This platform failed, mainly because researchers felt that they were largely approached as consultants, paid to deliver results. There was not enough space and time to discuss sustainability issues as complex or wicked problems. This failure was the final motivation to launch the Stadsacademie in 2017.

In the phase of setting up (2017-2019), a core group was established, consisting of enthusiastic professors and researchers who engaged voluntarily. They developed networks and support within the university, the city, and beyond. Ghent University offered a physical meeting room, where all sustainability activities could take place, which helped to enhance the credibility and professionalism of the Stadsacademie.

Activities of the Stadsacademie

The various activities of the Stadsacademie can be organized into the following categories:

- 1 Open seminars and workshops, bringing together civil servants, societal actors, and external knowledge partners. These sessions aim to identify key shared issues of the city and the university, laying the groundwork for research questions to deal with in the various activities of the Stadsacademie.
- 2 “Master Thesis Ateliers”. These are trajectories of one year in which students and teachers/researchers from various disciplines collaborate with societal actors on an overarching urban sustainability issue. The final products are individual master dissertations of the students. Examples of topics are sustainable and local food systems, social housing, circular building etc. These topics run over several years and ateliers build on acquired insights in a relay fashion.
- 3 Activities as part of regular university courses. An example is an “innovation camp”, organized in the course Sustainability Thinking. Here, 25 students from Ghent University and the Radboud University (The Netherlands) developed explorative scenarios for a sustainable neighbourhood in Ghent (i.c. ‘Nieuw Gent’). The outcomes of the innovation camp are captured in a short movie: <https://www.cdo.ugent.be/video/innovation-camp-studentenden-ken-na-over-nieuw-gent-2050>.
- 4 A 2-semester elective course: Sustainable Cities. The core themes of the course are redefined every year. For example, the intake of 2018-19 was exploring the urban food issues to later develop an urban food policy brief. And in 2020-2021, the focus was on sustainability initiatives in the neighbourhood Gentbrugge.
- 5 Dissemination and public discussion. The Stadsacademie engages to stimulate public discussion for instance by organizing events such as seminars, by disseminating the results and outputs through exhibitions, and by collaborating on events with cultural and social institutions.

Governance

Soon after its establishment, it became clear that further development of the Stadsacademie was difficult due to a lack of resources (time, financial means): The Stadsacademie depended fully on voluntary engagement. To address this problem, in 2020, the Stadsacademie became formally institutionalized within Ghent University as an interdisciplinary consortium (one of 10 such consortia). The municipality strongly collaborated in the successful bid to get the Stadsacademie approved as such. From then on, it was easier for the Urban Academy to expand its activities: it receives funding for a coordinator and can benefit from formal support channels and networks within the university. A group of 32 researchers and professors have formally engaged to support and develop the Stadsacademie. The network is expanding, external stakeholders engage with the Stadsacademie, and more and more students and professors are connected.

Yet, challenges remain. One is how to work in a formal organizational structure while also leaving enough room for flexibility; another is the selection and prioritization of research and education topics: there is so much to choose from, and it is not possible to do everything. Another challenge for the city and the Stadsacademie is to find a way to formulate common urban challenges in a structured and fair way. To work on this, the city and the university organise one or more workshops each year to highlight new topics and build a network around them. Finally, it is still a challenge to enhance transdisciplinary methods, and to translate the results and outcomes of the various activities into policy actions.



Ghent University

Ghent University is a top 100 university and one of the major universities in Belgium, with more than 46.000 students and 15.000 staff members. It was founded in 1817. The 11 faculties offer more than 200 courses and conduct in-depth research within a wide range of scientific domains. Ghent University is a pluralistic university open to all, regardless of ideological, political, cultural or social background.

The credo is ‘Dare to Think’. Ghent University Global Campus is also the first European university in Songdo, South Korea.

Does it deliver? Beneficiaries of the Stadsacademie

The Stadsacademie delivers the following positive outcomes:

- Students receive rare and innovative educational services; they gain inter- and transdisciplinary skills.
- Teachers and researchers at Ghent University are supported with the implementation and conceptualization of the sustainability issues in their work. The Stadsacademie also helps them expand their network and engage in practically relevant research and education.
- Ghent University at large benefits as the Stadsacademie enhances and carries out its sustainability vision. The Academy is an engine of new initiatives that translate the university's vision into actionable steps.
- The city of Ghent is an ultimate beneficiary of all the endeavours taken by the Stadsacademie: it helps the city to improve policy making and advance the wellbeing of the residents.

"The role of the city is changing, and this has a lot to do with the complex challenges that we mentioned. We must be honest and say: we don't know the solution. By sharing the challenges, we get different innovative solutions. Innovation is therefore also about taking time and space and entering into a dialogue with each other.

We have to dare to think in terms of design and not always in a political way where we think we have the right solution. This needs a cultural change. To make this concrete, you need real living labs where the different partners (government, academic, industry, civil society) can work together. This is what the Stadsacademie is all about. And they just do it! Imagine: 80.000 students working on our local challenges!" (Tom Van Nieuwenhove, City of Ghent)



Key takeaways

To foster collaboration and build trust, you need to create a neutral, attractive space. In the words of Eveline Deceur, City of Ghent: "In order to foster collaboration we settled in a physical space, not looking like an academic environment, to provide an easy access and to lower the threshold for people to come. It's in the city and not on the campus, designed in a way that make it easy to access. It's a neutral place".



Create physical space, not looking like an academic environment (Ghent City Academy)

How a project changed the cities' perspective on urban renewal

Els Oyaert of the City of Ghent was involved in a project in which students analysed the problems in a poor social housing area and were to make a projection for 2025. She gained some surprising insights from it. "Together with the Stadsacademie, we organised a 3-day Innovation Camp with 10 students of Nijmegen University and 10 from Ghent University. Their long-term viewing brought us some new insights and challenges. One concrete result was to focus on more "life size neighbourhood". We realized that we had to focus more on empowerment of people and talent development of people who were living there. If you want really social situations to become better and not only focus on better spatial organisation, you have to add other things. This form of collaboration really brought us insights on how to manage the neighbourhood in the coming years".

Letting a diverse group of students analyse complex social problems leads to refreshing insights. Els Oyaert: "A group of very young people, very enthusiastic, can easily make contact. They look with a very fresh and new view at this kind of poor neighbourhood. We would never have achieved this only with professionals. This was an interdisciplinary group of students: social, economics, policy, spatial expertise and this is very valuable.



The deeper engagement of researchers and students with urban challenges offers a lot of opportunities for both city and university.



Collaborations like this require some degree of institutionalization and funding; they cannot rely on voluntary work only. At the same time, it is important to remain flexible to be able to respond to societal challenges and changes in education.



The number of collaboration fields is almost endless; therefore, a platform needs to have a high degree of openness to allow new actors (professors, teachers, city officials etc) to join easily.



Researchers must not be approached as "consultants" who help the city in a hands-on way with fast, concrete results. Rather, before jumping to "solutions", there must be room for more extensive deliberation about the nature of the urban and societal challenges.



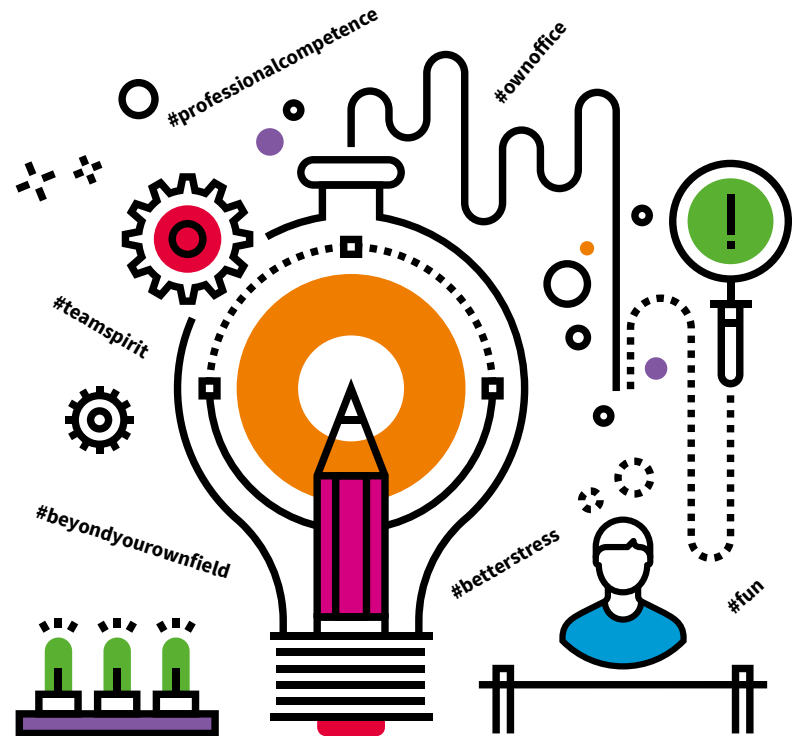
The Urban Academy helped to re-design educational programmes to make them more interdisciplinary, and challenge-based.

Case: 3ID LABS in Ghent

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3ID LABS

International
Interdisciplinary
Intergeneration
Design
Studies



www.arteveldeuniversitycollege.be/3idlabs

artevelde
university of applied sciences

3ID LABS is an initiative of the Artevelde University of Applied Sciences in Ghent. In 3ID LABS, students work on a real-life case during a full semester. The cases are supplied by organisations, city administration, companies, and cover important challenges in the fields of sustainability, poverty, social inclusion and education. Student activities in 3IDlabs are part of the regular educational programme of the university. 3ID LABS is not only for university students, but also for employed people for further develop their skills. The city of Ghent to further develop their skills. The city of Ghent and the Public Employment Service of Flanders (VDAB) are the most important partners in this.

co-authors: Isabelle Vandevyvere & Lieven Desomviele
from Artevelde University of Applied Sciences



How it started

The module is inspired by the LAB studio model pioneered by the Oulu University of Applied Sciences, Finland. It was introduced in Ghent in 2018, when it started with the first cohort of students.

3ID Labs

At 3ID LABS we will teach you 21st century skills by letting you **create solutions for high impact social challenges** in the field of poverty, sustainability and social inclusion.



3ID LABS ARE FOR
all last year students of
Artevelde University of Applied
Sciences, incoming Erasmus
students and unemployed
professionals



STUDIES ARE
based on real-life
challenges, 1 semester
(spring or autumn),
full-time, 30ects



YOU'LL LEARN
to co-operate with team
members from other
disciplines, English, design
research and much more



YOU'LL GET
valuable connections,
a professional network,
confidence in your own abilities,
a ready to launch product



artevelde
university of applied sciences

Artevelde University of
Applied Sciences

Artevelde University of Applied Sciences, member of the Ghent University Association, offers a wide variety of study programmes in the fields of business, teacher training, communication and media, healthcare and social work. The university of applied sciences was founded in 2000, from the merger of four local universities of applied sciences. Today, it is a progressive centre of expertise for education, research and development, where students, staff members and strategic partners work together in a stimulating, internationally-oriented environment. We educate professionals who push their boundaries through creativity, innovative thinking and entrepreneurship, and pursue excellence and sustainability.

Based on a culture of internationalisation, Artevelde University of Applied Sciences is an active partner in several international networks and collaborates intensely with international partners for educational and research purposes.

Contact:
3idlabs@arteveldehs.be

artevelde
university of applied sciences

Activities

3ID-LABS works as a full-time educational module of 30 ECTS credits, as part of the formal curriculum. Students start from 'wicked' real-life challenges and work toward a solution. The cases are offered by organisations outside the university and are related to the global goals for sustainable development (SDGs).

The students work in high performing teams, in an open transdisciplinary learning environment (24/7 access), and develop tailored solutions for real life-wicked challenges. Mixed teams are created with at least 3 different background, but students are accountable for the quality of their individual work. The cohort of one LAB has the capacity of 40 students. Some teams will end up with a new business. In that case, the intellectual property rights of new solutions developed are owned by students.

The pedagogical background of 3ID LABS is based on the LAB studio model¹⁴, an integration of Entrepreneurial learning and studio learning. The tailored model designed and owned by the Artevelde University of applied sciences had his focus on personal learning. The aim of the 3ID LABS program is to become a self-directed learner/professional. Undergraduate's experience, reflect, reconstruct theories, apply the new knowledge and work on real integration of world problems.

Example challenge:

How can Ghent be free of disposable plastic?

Plastic is a big environmental problem that is hard to solve. Getting rid of plastic has many dimensions: technical, behavioural, economic, political: it is a wicked problem in the sense that both the problem and the solutions are not well defined. In a lab, students designed practical solutions using the Stanford Design Thinking method (see figure x), going through four phases: Empathize, Define, Ideate, prototype and Test.



Governance: Embedded in a formal education programme

3ID LABS can be part of a curriculum or can be followed on top of it. It's available for anyone with BA, MA, or PhD education who completed at least 100 ECTS credits.

3IDLabs envisions to be a platform for formal, non-formal and informal education where learners (students or professionals) can gain credit contracts on the EQF level 6,7 and 8, and for open credentials with or without EQF level.

The City of Ghent considers 3ID LABS as a frontrunner, and works with them in four ways:

1. The city actively shares complex problems, with a focus on sustainability and social issues; it acts not as client but as partner, putting the learning process of the students first instead the result.
2. City staff are part of the jury of 3ID LABS, thus following it very closely
3. The city opens its network to the students in 3ID LABS.
4. The city plans to create a training for its civil servants, based on the 3ID LABS principles; their challenge is to train the competences necessary to solve complex issues specific to their work context, applying service design methods.

Key takeaways

Challenge-based education is very fruitful for students, it helps them engage with real-life problems and they learn a lot from that.

A systematic (rather than ad-hoc) approach to challenge-based education, as done in 3ID labs, improves the quality substantially.

If you want to work with citizens, get out of the campus and create temporary or permanent venues where you can get in contact with people in the city. Eveline Deceur, City of Ghent, puts it as follows: "Near the place which is allocated to our ID Labs, we are still searching how we can have more contact with the families and neighbourhood, in order to avoid the high threshold and build something like a "living biotope" as a real space for the neighbourhood, a kind of "incorporated campus".



Case: Turku Urban Research Programme

co-author: Sampo Ruoppila from University of Turku



Photo: Sampo Ruoppila

Turku is a medium-sized city in the South West of Finland, with about 191.000 inhabitants.

The city has three universities:

1. The University of Turku (18.000 students).
2. Åbo Akademi (5.500 students; the largest Swedish-language university in Finland), and
3. Turku University of Applied Sciences (9.600 students).

In 2009, the city teamed up with the two research universities and set up the Turku Urban Research Programme: an initiative to fund research projects that address challenges and questions of the city.

Since then, more than 100 research projects have been funded. The programme distributes roughly €750.000 research funding annually.

This amount is funded by the municipality, the universities, and a local housing foundation¹⁵.

¹⁵ The chapter has benefitted from a recent study: see Kalliomäki, H., Ruoppila, S., Airaksinen, J. (2021) It takes two to tango: Examining productive interactions in urban research collaboration. *Research Evaluation*, 30(4), 529–539. <https://doi.org/10.1093/reseval/rvab028>



How it started

The idea to start an Urban Research Programme (URP) in Turku was inspired by a similar earlier initiative in Helsinki area.

Helsinki and surrounding municipalities (Espoo, Vantaa, and Lahti) had collaborated in funding academic urban research since 1999, when they co-funded 15 new professorships specialising in urban research and a coordinating office.

Ten years later, most professorships had been converted into permanent positions funded by the universities themselves, and the municipal co-funding was shifted to research projects rather than chairs. This marked the start of the Helsinki Metropolitan Region Urban Research Programme (HMR for short) in 2009.

In Turku, certain professors who had followed the conception of the HMR programme proposed to set up a similar collaboration with the municipality.

In 2008, the then-mayor acknowledged the opportunity and preparations began. The first programme document, which reported what sort of co-operation the municipality and the local universities had had and might have, was accepted in 2009, and a jointly appointed research director was recruited to lead and develop the programme.

Before 2009, urban research was already practiced at two local universities (mainly in the geography and history departments), but the new programme led to a higher recognition of this specialization in other disciplines as well. The programme is currently in its third period (2019–2023).



City of Turku from the air (Photo © City of Turku)



City of Turku

Turku is the oldest city of Finland and was founded in 1229. It is located in the southwestern Finland, by the river Aura. The first capital of Finland has during times been a highly important gateway to the west. Port of Turku is a significant commercial hub with busy ferry traffic to Sweden, and the airport offers flight connections all over Europe.

The most distinguished attractions of the city are historic sights, ranging from the castle to the cathedral. The city hosts a variety of happenings throughout the year, the most well-known of them being summer events, such as the Medieval Market Week, Paavo Nurmi Games and the oldest rock festival in Europe, Ruisrock.

Turku has approximately 195.000 inhabitants which makes it the 5th largest city in Finland.

Turku is officially bilingual, Swedish being the native tongue of 5% of its residents.



City-Universities co-operation

The City of Turku, University of Turku, and Åbo Akademi University co-operate systematically through three complementary initiatives, the regional development company Turku Science Park Ltd, the governance-orientated Turku Urban Research Programme, and the Study in Turku geared for students.



**UNIVERSITY
OF TURKU**



Åbo Akademi

The URP: an overview

Content wise, the research programme funds research projects about social and spatial changes in cities as well as on policy options of a municipality to influence such changes, alone or with other stakeholders.

The research agenda is co-developed by city and universities. The city's strategy and policy priorities guide the themes that are to be researched. This sets the broad frame for research topics and helps to identify project ownership within the administration. The university researchers formulate research questions that address those themes. Researchers do not become consultants, however: the research projects must pass the academic tests of applying sound methods and adding to science, and ought to be published in scientific outlets.

The Urban Research Programme funds four types of projects:

1. 2-year research projects. In a competition model, calls for proposals are published about broad urban themes; researchers can apply for funding for such projects. The call is co-funded by the Municipality (42%), West-Finland Housing Association (25%) and the two universities (16,5% each). Each year, 4 or 5 of such projects are funded. For example, in 2015 Johanna Kallio, Professor of Social Work, conducted a study about intergenerational accumulation of social disadvantages.
2. Tailored research projects (smaller, short duration): These are more applied research projects addressing a specific problem or challenge of the city. They are funded 100% by the municipality. On average, two such projects are funded annually. For example, in 2020, the economic geographer Juulia Räikkönen analysed the role of academic campus environments as a resource for urban regeneration.
3. Externally funded large research projects. Occasionally, and if it fits in the strategy, the URP co-funds larger research projects (funded by EU or national science foundations) or their Turku-extensions.
4. Master's thesis grants. Master students can earn a grant of 2.000 euro if they write their thesis about a topic that is relevant for the city. 10 such grants are distributed in an annual competition. The students receive the grant after the thesis is approved within one-year time limit.

The research programme has a total annual budget of €750.000. Of this amount, the city provides €400.000, the universities €100.000 each and the West-Finland Housing Association €150.000.



Governance

To set the strategy, the programme has a high-level steering group, including the mayor, the rectors of both universities, some leading officials from the municipality, and four university professors representing relevant fields. Moreover, each funded project has a steering group, consisting of experts from the central and sector administrations, or an expert contact person in the case of small projects. The URP is run by a research director jointly appointed by the municipality and the universities. This person coordinates the funding, helps the municipality to design (smaller) research projects, and works as a knowledge broker bringing the city and universities together in applying research and discussing the significance of the results.

The research director's costs are covered by the municipality (90%) and the University of Turku (10%).



The University of Turku celebrated its 100 years birthday on February 2020 (Photo: Esko Keski-Oja, University of Turku)

Co-design, co-production, co-dissemination

The strategic collaboration between city and universities takes shape in three stages: the design stage (defining the themes, topics and research questions); the production stage (data collection, deliberations about methods, findings and conclusions); and the dissemination stage (sharing/publishing the results, discussing the implications). In each stage of the process, the Research Director plays a key role to bring the two sides together.

In the design stage, the programme's steering group defines the overall strategic themes: which urban developments or policy questions are especially relevant for that year, from the perspective of the city? These questions are discussed by the URP steering group consisting of the high-level city and university representatives, to whom the research directors work as a rapporteur. Based on this, the research director elaborates a joint research programme and publishes calls for proposals to which researchers can apply for funding.

After approval, in the production stage, the academic researchers conduct their studies, but always in close connection with practitioners. Each project has a steering group with

city stakeholders, where they discuss with academics about the results and their applicability. Researchers and steering group members receive instructions about the purpose and targets of the steering group work at different phases of the research project. Moreover, the research director participates in all the project steering groups to facilitate the discussions. Researchers organize seminars to discuss interim results and implications, and often involve practitioners also in the data collection. This helps to avoid academic drift and increase the practical relevance of the studies.

In the dissemination phase, after the study is finished, the results are published, not only in academic outlets but also in more accessible forms. The programme has its own online series "Research Briefings", where the project results are published.

The programme organizes seminars in which the researchers can present their results and discuss the implications with practitioners or policy makers. Within the municipal departments, internal follow-ups are stipulated to gain an impact.

Outcomes

The programme generates a number of outcomes:

1. The city receives insights into all sorts of urban issues and problems, and policy advice. For the university, it is an additional source of funding, but more importantly it catalyses the formation of partnerships with local actors and increases the practical relevance of their activities.
2. Thanks to the programme, city practitioners have become more receptive to academic research but also more reflective in their own practice. For the City of Turku's top management, the Turku programme has become an integral part of the municipality's strategic and knowledge-based management.
3. Researchers have started to think of the city as their "laboratory", a test-bed, easy to approach with new ideas.
4. Impact relies on the discussion of what the research results could mean for the city in terms of strategic targets, development choices, budget allocations, and ways of working. It involves active sparring on the usability of the research results.

Results of housing research projects were presented to stakeholders in August 2021. The seminar was arranged outdoors due to the COVID-19 pandemics (Photo: Sampo Ruoppila)



The key role of the urban research programme's director

The research director plays a key role in the programme, not only to run the daily business but also to facilitate, nudge, and nurture existing and new connections both at the programme and project levels. The following key factors are discerned:

playing the role as translator between city & university staff, helping to overcome different mindsets, interests, and bodies of knowledge; based on this, the research director is able to set common frames to develop joint objectives and activities.

being accessible and physically present: direct face-to-face interaction is important to forge collaboration. The frequent physical presence of the research director at the municipal administration helped in this respect; many ideas tend to come up outside formal meetings or organised interaction.

Maintaining a neutral 'university role' with a certain distance from practical decision-making (to avoid political collision) is important to escape the daily political dynamics.

The research director's active participation in the steering groups of research projects helps to bridge gaps in all stages of the project. Their role is to encourage the dialogue, (re)formulate the interests and concerns for both parties to understand, discuss, and solve problems, if needed.

Replicability?

This strong city-university partnership could thrive in a specific Finnish context, characterized by a relatively strong local autonomy and policy mandate of cities, combined with a high appreciation of scientific analysis and evidence-based policy. Finnish municipalities, especially the larger ones, have competence in a broad field of local development issues, including health care and education, and they have the right to levy taxes. Thus, compared to cities with less autonomy and competences, they have a relatively large need for policy information. Moreover, Finland has a long tradition and culture of science and evidence-based policy. Political decision-makers as well as municipal officials consider it important to base their actions on trustworthy information.

Key takeaways

Research projects and studies must have clear ownership in the city organization; otherwise, they will not be translated into policy actions.

Do not expect ready-to-use solutions or policy recommendations from researchers: there must be a collaborative translation first. Knowledge-brokering is key to elaborate the practical significance of the results.

"Pracademic" people are needed, on both sides, to bridge the gap between scientific results and city policy. As a participant from Turku calls it: "It is good that the theoretical framework is there, but before the produced information can be used in the city, we need people who can translate the results into the language of action. This is probably the biggest problem in applying the results".

The composition of the steering committee (SC) must be balanced: it should have high-ranking people (to secure commitment and funding and activate networks), but also work-level persons, so that activities are carried out. In Turku, the SC includes a dozen of people, including the rector, the mayor of the city and experts. The research director Sampo Ruoppila acts as a rapporteur for the SC.

In the early days of the programme, the selection of annual themes was a delicate act: a theme had to appeal to both city and academics. Gradually, as the municipality people learned how things work with academic studies, they also began to appreciate very broad themes. Researchers were invited to suggest the topics and angles. The research calls¹⁶ are arranged as two-stage competitions, enabling the jury to demand improvements before the second round. Quite often, these improvements are about applicability. So far, the topics have been very interesting for the city and the researchers and all disciplines are recognized.

Communication is paramount, to inform civil servants, researchers and students about the programme and get them engaged. The challenge is rather urgent within the university: how to make sure that the information reaches the 3.000 staff members and 20.000 students. Among other things, the programme publishes low-threshold research briefings which are actively marketed on social media.



¹⁶ Check an example of a call here: <https://www.turku.fi/en/turku-urban-research-programme-call-research-projects>

Case: Trondheim's UniversityCity TRD3.0



Trondheim, Norway, is a university city, with 35.000 students on a population of 205.000 inhabitants. In September 2018, the Mayor of Trondheim and the Rector of the Norwegian University of Science and Technology (NTNU) signed a 4-years strategic collaboration: the "UniversityCity TRD3.0". They agreed to work together around five strategic thematic areas: education of children & young people, health & welfare, urban development & planning, public sector innovation, and digitalization/smart city. The city and the university sees this agreement as instrumental to improve its strategies, operational performance and innovation on a systematic level.

By February 2021, about 190 projects were listed under the collaboration framework. In Norway, the UniversityCity Trondheim has ambition to be a national pilot for a full-scale collaboration between university and municipality.

TRD3.0



How it started

In Trondheim, municipality and university have a long tradition of cooperation in subject areas of importance to the municipal sector. But for long, co-operation was mainly ad-hoc, between individual researchers/groups and individual city departments. In 2012, a more comprehensive collaboration developed in the field of health and welfare, and then also in the field of youth & education (2015). With a new, more comprehensive agreement, signed in 2017, a next step was taken. The ambition was to work in a fully integrated way and involve not only academics and city staff but also citizens. The agreement eyes at the promotion of research, teaching and innovation that respond to complex societal challenges that do not rest in a single department but are more transversal. It also wants to interweave the planning and management system and annual cycles of the city and the university, and to make research, teaching and innovation a leadership responsibility for all leaders in the municipality.

Activities

The Trondheim model is derived from (and inspired by) the university hospital model, a well-known type of science-practice collaboration.

In university hospitals, practice (health care) is strongly connected to science and innovation, and both sides reinforce each other: students learn in practice, practice benefits from new scientific discoveries, science can conduct clinical experiments in the hospital, etc.

Inspired by how university hospitals have institutionalized the collaboration between hospital and university, the following main objectives were set:

- The municipality will have access to relevant and up-to-date knowledge and competence that the municipal sector needs, through a binding long-term collaboration.
- Both partners will establish an arena for research-based education, continuing and further education, relevant practice for students, research education and research and innovation in areas of strategic importance to the sector.
- Both partners will establish a new model for continuous two-way competence and knowledge transfer between academia and the municipality.

Before the end of the 4-year collaboration, both sides committed to submit proposals for a future, permanent collaboration model. They work to put in place a national regulation on the use of the term "university municipality", as well as funding mechanisms that enable more municipalities and universities to comply with the requirements and opportunities that follow from the status as a university municipality.

The following activities have been initiated:

- 1 Combined PhD positions. In the field of health & welfare, there are combined PhD positions; for example, a PhD student in physiotherapy is supervised by the university but works in the practice.
- 2 Joint applications for EU or national research/innovation grants. In the theme of smart cities, city & university applied together and created numerous new proposals.



Example: The project management of the future

Trondheim municipality invests and builds for just over NOK 2 billion a year. Some of the project challenges ahead lie in the rapid development of technology, consideration for climate and the environment and several actors involved. The complexity means that the project subject only becomes more and more important in the future.

In 2019, the urban development area entered into a collaboration agreement with NTNU on the development of the competence for project management and project implementation in municipal construction projects. The collaboration agreement entails funding for two PhD fellows who will research and contribute to increasing competence in project management and project implementation in the municipality.



For a recent overview of projects, follow this link: <https://sites.google.com/trondheim.kommune.no/universitetskommunen/prosjekter?authuser=0>

Governance

For the 2017-2021 period, the collaboration between the municipality and the university is organized as a project rather than a permanent organization. In 2018, the project's mandate was formulated as fourfold:

- To establish a joint committee for research, development, innovation and education, including continuing and further education, practice and researcher education within all five thematic areas.
- To set up a mechanism to coordinate both parties' systems of decision making, priority setting, planning and management systems and annual cycles.
- To put in place common schemes and guidelines for the exchange of personnel between the municipality and the university (shared positions, public PhD positions, project positions, guest lecturers, etc.)
- To concretize sub-projects within the 5 thematic focus areas with objectives and action plans.

The two parties also committed to cooperate to develop and test models and instruments for project development, applications and management, handling of information and rights, as well as models for communication and citizen dialogue.

A **steering group** was created to guide the overall project, chaired by the general director of the City of Trondheim, and as deputy chair the vice-rector of innovation of the NTNU. The group has 8 members, four from NTNU and four from Trondheim Municipality. Decisions require agreement in the steering group for the main project. For the operation of the overall project, a project coordinator from each of the parties have been appointed.

Then, for each of the five themes of collaboration (smart city, innovation, education & early development, health & welfare, urban development), there is a **project committee, supported by a project manager**. The project committees have about 10 members each, with key people from city (directors, heads of department) and university (deans, vice-deans, professors) that are active in (or have knowledge about) that theme. The committees set the strategic direction, develop programmes, and activate their networks. Each committee is supported by a project manager for the daily operation, coordination and project management. In total, adding up steering group members and committee members, about 58 high-level people from city and university are actively involved in the collaboration.

The costs of the cooperation project are shared equally; they include the staff costs of project managers, sub-project managers, PhD positions, and also national and international dissemination activities. On top of this, both sides commit to acquire external financing from various sources (EU, NFR, Innovation Norway, etc.); by far most collaboration projects are funded in this way.

The 190 projects currently running are listed in an open-access project database:

<https://airtable.com/shrmx85ZNARIX81je/tbliiGGNGjrD1Uko1/viwhOroB890FgIkHy?blocks=bi-pGsfqeJ9tPcChaf>

Approximately 50.000 Euro/year is funded to support application processes within prioritized themes.



UNIVERSITETSKOMMUNEN



Norwegian University of Science and Technology

The Norwegian University of Science and Technology (NTNU) is Norway's primary institution for educating the nation's future engineers and scientists. The university also has strong programmes in the social sciences, teacher education, the arts and humanities, medicine, architecture and fine art.

NTNU's cross-disciplinary research delivers creative innovations that have far-reaching social and economic impact.



NTNU
Norwegian University of
Science and Technology

City of Trondheim

Trondheim is the third largest city in Norway, located in the middle of the country. The city has 180.000 inhabitants. Trondheim's well established and internationally renowned university and research community provides resources for all types of business and industry.

The Norwegian University of Science and Technology (NTNU), the colleges and Scandinavia's largest independent research institute – the SINTEF Group – make Trondheim the technology capital of Norway. Trondheim is the No. 1 student city in Norway. The best qualified students from all over the country apply to graduate in Trondheim. The city is also the most popular place to study for international students in Norway and the student population has a strong influence on the city. 33.000 students are resident in Trondheim, leaving an indelible impression in a city with a total of 180.000 residents.



TRONDHEIM
MUNICIPALITY

Key takeaways

The main motivation for the city to enter in such an initiative (which involves an expenditure of money and time for them) is to be sure that the political decisions are based on the best available knowledge. For the city, the agreement helps to better handle complex tasks with high demands for quality, efficiency and innovation, for the benefit of a society that is constantly changing: contributing to innovation and research in and about the municipal sector.

In 2021, the project established a national network with other universities and municipal partnerships. In November 2021, the network consists of 15 collaboration. The Norwegian Association of Local and Regional Authorities (KS) published a handbook for collaborations, written by the network, in November 2021

<https://www.ks.no/fagomrader/forskning-og-utvikling-fou/forskning-og-utvikling/samarbeid-mellom-kommuner-og-universitet/>

Furthermore, the project has also established nationwide conference where the topic is collaboration between university and municipal. Further, the project aims to improve the framework conditions for research and innovation in and within public sector with national authorities, and is in dialogue on the matters with the authorities accordingly.

This type of partnership is hard to replicate in centralized countries where cities and universities have little autonomy. When policy or educational programmes are prescribed to a large extent, there is much less scope to adapt education & research to local needs.

The Trondheim case shows that the UN sustainable development goals (SDGs) are a good concept to structure collaboration around.

This project relies on a long term commitment by the city administration (the administrative side). Trondheim does not have a parliamentary model; this helps a longer-term perspective.



Useful links

Overview of projects and initiatives: <https://sites.google.com/trondheim.kommune.no/universitetskommunen/prosjekter?authuser=0>

Open-access project database: <https://airtable.com/shrmx85ZNARIX81je/tbliG-GNGjrD1Uko1/viwhOroB890FgIkHy?blocks=bipGsfqeJ9tPcCHaF>

Results of the mid-term evaluation of the project (in norwegian): https://www.google.com/url?q=https://drive.google.com/file/d/1g-P8B3MB2l3_9qA-Gqub2-vA2oxyeOrKC/view&sa=D&source=docs&ust=1636624667020000&u=sg=AOvVaw2E1EhLF8oaoB5_tWcLyMtb



City of Parma - view



Part III: Cases written by the EUniverCities members

Case: Aveiro STEAM City Project (Aveiro) Tech Labs in Schools



Aveiro Tech City (ATC) is a broad initiative to boost the use of new technologies in the public space and it aims to make these technologies accessible for a common public, such as students, teachers and citizens in general. ATC demonstrates several solutions in the fields of mobility, energy and environment. Data is fed into a digital platform that will help to develop smarter solutions. Importantly, the project doesn't rely just on technology, but works closely with a wide range of educational institutes (including artistic, creative, and human sciences areas) with a "STEAM" approach (adding the "A" for Arts and creativity to the domains of Science, Technology, Engineering and Maths).

The project aims to contribute to the development of skills for all people in Aveiro, starting from children attending primary schools and then identifying training needs and developing training programs to meet the challenges of the local business environment regarding the qualification and requalification of human resources.



How it started

The project Aveiro STEAM City (ASC) started in November 2018 and will end in April 2022. It represents an investment of 6.1 million euros, with funding from the European Commission through the Urban Innovative Actions (UIA) initiative of 4.9 million euros. ASC is the backbone of the city's larger digital transformation strategy Aveiro Tech City, strongly endorsed by the Mayor, Mr. José Ribau Esteves, and developing at a fast pace.

Involving different partners and stakeholders, the ASC addresses several challenges in particular:

- 1 To attract and retain companies & talent, especially innovative technology-based organizations, researchers, digital industries, and entrepreneurs, by promoting Aveiro as one of Europe's pioneering cities for testing and experimenting with 5G and IoT-based digital products and services.
- 2 To catalyse the development of technological solutions in the urban environment, especially the testing and development of new digital tools, through the provision of an advanced communications infrastructure and a digital urban platform with data analysis capability, which together constitute the open digital laboratory at city scale.
- 3 To enhance the transition of the city of Aveiro to a knowledge-based economy, with the ultimate goal of improving the quality of life of its citizens.



City of Aveiro

Aveiro has a population of about 80.880 and is home to the headquarters of the Baixo Vouga Region (NUTIII) that comprises almost 400.000 inhabitants in eleven municipalities. Aveiro is surrounded by salt-flats, beaches and lagoons and the city centre is crisscrossed by water canals. It is strategically located between the two main metropolitan areas of Lisbon and Porto, makes up one end of the Aveiro-Madrid axis, and is easily accessible due to the railway and road infrastructures. Its port has also a significant impact on regional economic and social development.

The city's main industries are ceramics, and software development, and it plays an important role as the R&D centre for the former national telecom monopoly. The founding of the University of Aveiro, directly connected with this R&D centre, has played an important role in the social and economic development of our region. Though young, the university and the growing economy of the region have been changing Aveiro significantly.



Activities

The project has four main axes: Education, Training, Technology and Challenges. Within the Education field, the City of Aveiro have installed 31 Tech Labs in primary schools, 4 Tech Labs in secondary schools, and is currently setting up the 7 Tech Labs in Intermediate schools. This action allows to equip the entire school network in Aveiro with Tech Labs tailored for different ages and school levels, involving a total of 7.890 students in STEAM competences and 21st century skills (resilience, critical thinking, teamwork) for young generations.

In parallel, the project also foresees STEAM training for teachers to foster their skills to work, deliver and perform activities using the Tech Lab's equipment and to guide their students throughout the class activities. Teachers play a pivotal role in this strategy as "agents of change", therefore their upskilling and empowerment is very important to disseminate and apply Tech Labs activities in schools' programmes. So far, the City of Aveiro has been able to train STEAM methodologies to 120 teachers from different school years.

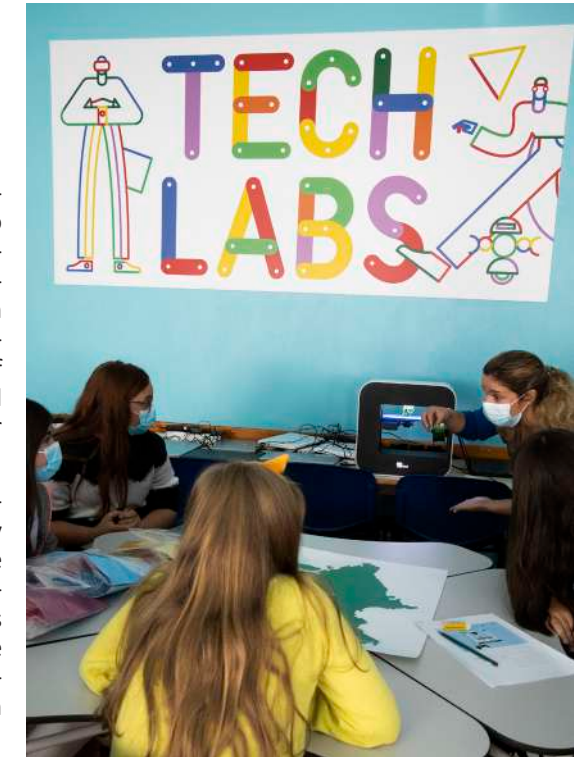


University of Aveiro

The University of Aveiro (UA) is a public foundation under private law whose mission is to contribute to and develop graduate and postgraduate education and training, research and cooperation with society. UA is one of Portugal's 14 public universities. It was founded in 1973 and paved the way in the creation of teaching offers in several knowledge fields. Today, UA is widely recognized as one of the most innovative universities in Portugal, the quality of its teaching and research and for its cooperation with regional and national business.

Its organisation and matrix structure, encompassing University (16 departments) and Polytechnic (four schools) subsystems, stimulates knowledge exchange and cross-contamination between knowledge fields, promoting a useful proximity between teaching and research, which results in a very appealing message for national and international students. Such a structure fosters interdisciplinarity and flexibility through the organisation and management of its activities and objectives, as well as openness to society and close links to the local business environment.

Internationalization is of major importance to the UA since its foundation. In just 45 years the university moved from a very small institution into a community of 15 thousand students, collaborators, researchers and teachers, coming from 90 different nationalities.



The Tech Labs programme was developed in partnership with Fábrica Centro Ciência Viva de Aveiro, the science outreach centre of the University of Aveiro, which is responsible for the design of the STEAM methodologies and activities of the Tech Labs, the selection of the equipment of the laboratory and the design of the training scheme for the teachers follow-ups.

The Tech Labs include electronic, robotic and coding material, machinery and support tools and a 3D printer. The Primary School kit has 2 trolleys to circulate within the different classrooms of the school, whilst the Intermediate and secondary school levels have permanent dedicated areas for the Tech Lab in the school.

Key lessons/takeaways

The Tech Labs programme in schools is becoming a benchmark model from Aveiro to the world after its implementation. The success of the activity rests on two pillars:

First, the expertise of the Fábrica Centro Ciência Viva de Aveiro (University of Aveiro), with over 16 years of experience in science communication and the design of programmes for science outreach.

Second, local teachers have actively been part of this process of change in the schools and rapidly understood the potential of the STEAM approach for their students and in classes' dynamics. This awareness raising for STEAM models from the teachers is very explicit in project's monitoring analysis: 90% of the teachers consider themselves as vital agents in this change process, 93% of the teachers find the training contents and methods disruptive and 95% of the teachers find the method easy to apply with their students.

Results also show that Tech Labs programme also made impact in student performance: 91% of the students indicate to have improved their STEAM Skills and soft skills, such as creativity, problem solving, collaborative work and sharing knowledge.



Case: Exeter Culture (Exeter) a common approach to cultural development



Exeter, Devon, in the South West of England, has many of the assets required to develop a thriving and vibrant culture offer. It has a number of organisations which hold funding agreements with Arts Council England, and has strength in heritage assets, an impressive independent arts scene and a City Council which prioritises culture. Exeter also has a research intensive university with its own ambitious Arts and Culture Strategy and an award winning college of further education, providing between them, a cohort of students who are both creators and consumers of culture.

How it started

Exeter Cultural Partnership was first established in 2010, as a non-constituted group of Exeter-based partners representing the arts, creative industries, heritage, libraries, museums, retail, sport and tourism. Exeter Cultural Partnership's mission was to contribute to a vibrant, creative and culturally rich quality of life for residents and visitors to Exeter. In 2017, the University of Exeter, Exeter City Council, InExeter, the city centre Business Improvement District and Exeter College became active stakeholders, securing an additional funding in a collaborative bid led by the University. In 2018, city partners asked the University to lead on restructuring the governance, and Exeter Cultural Partnership changed its name to Exeter Culture.

Activities

Exeter Culture is an umbrella organisation which represents over 390 cultural practitioners (individuals and organisations) across Exeter and its hinterland. Exeter Culture aspires to be an innovative, resilient and ambitious initiative that enables or adds value to members' activities, and creates new strategic connections to other sectors. It aims to ensure arts and culture are integrated within the city's broader strategic planning and to attract and retain creative talent.

In 2018, recognising that Exeter was not playing to its strengths, Exeter Culture sought to bring partners together around a shared cultural agenda, in order to maximise collaborative opportunities and help the city to achieve major developments for culture for its residents, businesses and visitors. Tom Fleming Creative Consultancy (TFCC), a leading international consultancy for the creative economy, was commissioned to develop the city's first place-based Cultural Strategy. The strategy was developed against the wider strategic context of existing approved strategies in the City Council, to ensure long-term legacy and delivery. Co-created with the arts and culture stakeholders in Exeter, the strategy creates a framework and a set of deliverables which aims to place arts and culture at the heart of Exeter's future.

The strategy takes a thematic approach which aims to inform how the arts and cultural sector in Exeter could cross-fertilise with other sectors to develop new audiences in the longer term. The Strategy also explores a range of cross disciplinary foci such as Applied Environmental Science and Big Data, both of which are core to the city's economy whilst resonating with the University's Research and Regional Skills Strategy and the South West Business Innovation and Skills Innovation Audit. Exeter: A Place-Based Cultural Strategy (Exeter Culture, 2019)¹⁷, was launched in July 2019. The Strategy is co-owned by Exeter City Council, ensuring their funding priorities will be aligned to the key themes outlined in the strategy, and that culture is embedded in the plans that will shape Exeter in the future. The strategy sets an ambitious course over the next five years for Exeter to develop as a major cultural centre.

City of Exeter

Exeter is a cathedral city in England with a population of 133,300 people. It lies within the county of Devon, of which it is the county town. The city is on the River Exe about 37 miles (60 km) northeast of Plymouth, 70 miles (110 km) southwest of Bristol and 180 miles west of London.

The Met Office, one of the most significant weather forecasting organisations in the world, relocated to Exeter in early 2004. It is one of the largest employers in the area (together with the University of Exeter, Local Government and the Royal Devon and Exeter NHS Foundation Trust).

Around 35,000 people commute into Exeter on a daily basis, from nearby surrounding towns and villages. Exeter provides services, employment and shopping for local residents within the city limits and also from nearby towns in Teignbridge, Mid Devon and East Devon, together sometimes known as the Greater Exeter. Exeter therefore provides for the EGreater Exeter area population of 499,700 people. Exeter has been identified among the top ten most profitable locations for a business to be based and is one of the most rapidly growing cities in the UK.



photo: Susan Hurley

In November 2019, Exeter was awarded prestigious UNESCO City of Literature status. Exeter Culture was instrumental in the success of this bid, which was led by Exeter City Council. Exeter's bid centred around 1,000 years of unbroken history around reading, recognising the Exeter Book at Exeter Cathedral which is one of the oldest and best-preserved collections of old English verse in the world. This success will produce a four-year cultural programme of activity for the communities of Exeter and the region and will enable Exeter to develop international partnerships and opportunities for the benefit of its communities and the cultural sector.

Exeter Culture launch event, Sept 2018 (photo: Rhodri Cooper)



"It's not ideal for the city council to be the driving force for culture..... culture and the council are not synonymous... Having a bespoke fit for purpose cultural body owned by the sum of the bit parts, especially the grassroots cultural community, is ideal. It is very difficult to take the cultural community on a journey as a city council. People are less suspicious of a cultural organisation than a council."

Jon-Paul Hedge, Director, Exeter City Council

Governance/management/funding

Exeter Culture has a Steering Group which is chaired by a part-time, volunteer role. Other voluntary members of the Steering Group comprise practitioners, and people that work in and with the cultural sector, the City Councillor Portfolio Holder for Economy and Culture, and the Senior Impact and Partnership Development Manager for Culture from the University. In addition, there are two paid posts – a full time Director, and an officer, working one day a week.

The Exeter Culture Director is hosted by the Innovation, Impact and Business (IIB) Directorate in the University of Exeter. This enables the partnership to gather intelligence on future funding opportunities, and to benefit from the experience of the IIB team in managing complex, major collaborative projects and business planning support to help scope out future growth and sustainability. The Exeter Culture Director works closely with the Steering Group Members to make sure that money is being spent in line with the agreed programme of work and this is audited by the University of Exeter.

Key takeaways

Exeter Culture is seen as providing an objective force which is helping to create networks and bring cohesion to Exeter's previously fragmented cultural sector.

The multi stakeholder group has led to more collaborative thinking in a more interconnected way, and the adoption of the arts and culture strategy by the City Council will help embed culture into the place-making agenda in Exeter.

The strategic collaboration between Exeter City Council, the University of Exeter and Exeter Culture is helping to build a stronger sustainable city by encouraging 'joined up' working around shared priorities, the enhanced links between culture and economic development, will help support the local and visitor economies, and initiatives such as the UNESCO City of Literature Bid.



The University of Exeter is a top 10 UK Research Intensive University with a tradition of providing education of the highest quality.

Although global in outlook, the University is rooted in place. Its strategy recognises that as a vibrant knowledge hub, it has an important role to play, and as a large employer and contributor it can help support local growth, building on the region's strengths and potential.

In Exeter, it is committed to accelerating knowledge-intensive employment within an economy that is already generating large numbers of professional and highly skilled jobs.

The University is working with partners to forge strategies that deliver competitive advantage by building on key assets and local distinctiveness. It is also committed to delivering growth in a sustainable and inclusive manner, ensuring that economic growth is pursued within environmental limits and that its benefits are shared across the communities we serve.



Case: Tidelines (Exeter)

engaging with local communities for environmental conservation



The Sea Around Us - discussion event, The Gut, Exmouth
(photo: Anne-Marie Culhane)



Exe estuary box (photo: Anne-Marie Culhane)



Tidelines aims to pioneer a more inclusive, societal-led approach to research and co-learning, that reflects and meet the needs, interests and ideas of communities, and where experiential and lived knowledge is valued alongside academic expertise.

Sustainability is one of the most significant challenges facing society today. In the UK, there has been an explosion of local activism in the wake of the climate strike declarations, and recognition of the climate and environmental emergencies. Many local communities have seen action on this agenda and this citizen-led activity has helped to propel the local authority and the University of Exeter to declare a climate and environment emergency and to publish action plans for change.

The Exe Estuary is one of the most highly designated natural sites in the South West of England, designated as both a Site of Special Scientific Interest (SSSI)¹⁸ and as a Special Protection Area (SPA)¹⁹ in recognition of its international importance for wintering wildfowl and waders and its rare plant species. As such, the area offers a unique focus area for world-leading research. The experiential knowledge of people who live and work along the Exe Estuary is vital to ensure that all inhabitants of the Exe estuary are stakeholders and that the response is relevant and democratic.

¹⁸ https://en.wikipedia.org/wiki/Site_of_Special_Scientific_Interest

¹⁹ <https://jncc.gov.uk/our-work/special-protection-areas-overview/>

How it started

Tidelines is a community project which has been building relationships with local organisations, schools and environmental groups since 2018. In 2020, a year-long pilot project undertaken as part of the Erasmus+ funded Socially Engaged Universities (SEU) project, formalised a collaboration between Tidelines and the University of Exeter, by establishing the Tidelines co-founders, both experienced creative practitioners, as community researchers in the coastal town of Exmouth on the south coast of Devon, in the South West of England.

Tidelines hopes to help people engage in the conversation around the environment and conservation of the Exe Estuary, by exploring creative and innovative approaches of place-based enquiry, bringing together knowledge about science, arts, craft, history, place and nature. The SEU Tidelines collaboration aimed to improve the quality of University of Exeter research through partnership and meaningful engagement, while building the capacity of communities which live or work on, or use the Exe, to respond to ecological challenges. It is hoped that the approach will help us understand what the sustainability priorities of local communities are, and to consider ways for the university to support them to address these priorities. By partnering with academics and staff at the University's Global Systems Institute, the project aimed to facilitate the co-production of citizen-led research that supports efforts to respond to climate change and biodiversity loss.

Regional Priorities Innovation Exeter

The University of Exeter and Exeter City Council are working together to deliver Innovation Exeter. This seeks to establish the Exeter City Region as one of the UK's leading knowledge economies, attracting significant investment, creating sustainable high quality employment, raising both skills and income levels for the benefit of its residents and businesses.

Innovation Exeter seeks to build on the area's strengths including the knowledge economy in environment, data science and health and education/training creating a culture where skills development and application is core. Innovation Exeter will also aim to improve the working and living environment to support transformational growth and raise productivity. With the support of business, investors and Government, the resulting benefits can be accelerated and have a wider impacts.

It is often presumed that urban environments are best suited for investment in innovation. However, the Greater Exeter region provides an interesting testing ground as it is formed by a strong rural economy with a strong city centre.

Key Innovation Exeter initiatives already in development include:

- The Exeter Centre for Data Science – a central hub for development and application of data analytics within the University.
- Impact Lab, facilitating access to environmental data, particularly via open source software / share tools
- The development and implementation of a series of sectoral Skills Escalators to meet the current and future needs of business.
- Institute of Technology to drive academic and VET courses in technology, data and entrepreneurship
- Science Park Grow-on Space to accommodate new and existing knowledge and research based businesses.

Exeter also has a thriving cultural scene with the RAMM, three theatres and an Arts centre. There are two festivals each year, which include all of the arts but with a particular concentration of musical events. The communities we serve.

Activities

In early 2020, a series of events were organised around the theme of coastal and climate change. These events were designed to provide a space for knowledge exchange and to grow the eco-literacy of local people, help incentivise citizen involvement in climate change and help foster the co-creation of new research projects which could lead to genuine local impact. However, in March 2020, the COVID-19 pandemic meant that the approach needed to be totally redesigned to take place mostly online. Time and resources were diverted to designing and creating the Tidelines website²⁰, and building a social media presence. The initial live event activities were replaced with a number of participatory areas on the website and partnership events using online facilitation and small scale in-person events. The development of an "Exe Estuary Box" also enabled remote participation from large numbers of people. The website activities enabled Tidelines to establish a network or community of interest, of people of all ages up and down the estuary, while longer term plans were made for in-person public group themed events.

The SEU-Tidelines collaboration enabled us to explore different approaches of community engagement, and to build a community of interest around climate mitigation which includes local people, businesses and academics. The project explored the environmental priorities of local communities and organisations, and this led to the emergence of several research questions from community members. Two of these research questions have since been taken on as dissertation projects by students on the MSc in Global Sustainability Solutions Master's programme²¹ in the University of Exeter's Global System's Institute (GSI)²². Students on this programme receive training on systems thinking and are given the opportunity to apply their learning to real-world challenges in a complex problem space. The results of this research will be presented back to the community through the Tidelines website and/or live events.

²⁰ <https://tidelines.uk/>

²¹ <https://www.exeter.ac.uk/postgraduate/courses/geography/gss/>

²² <https://www.exeter.ac.uk/gsi/>



Exeter City Council

Exeter City Council

The City Council provides a range of services within the city including housing, planning, economic development, refuse collections and recycling, tourism, leisure and arts facilities and activities. The Council also provides housing and council tax benefits as well as collecting the council tax on behalf of the city council, county council, police and fire services. The City Council also has responsibility for the RAMM – a major museum with an internationally significant ethnographic collection.

Governance/management/funding

Tidelines is a community interest company (CIC - a non-charitable limited company, which exists primarily to benefit a community or with a view to pursuing a social purpose). The SEU-Tidelines collaboration was a formal partnership between the University of Exeter and Tidelines, whereby the two founding members of Tidelines were funded from the Erasmus+ project to undertake community based research and broker relationships with University researchers and students. The SEU-Tidelines project was managed by the SEU Project Manager at the University of Exeter, and benefited from an advisory group which included representatives from the University of Exeter and local government and voluntary organisations.

Key takeaways

The SEU-Tidelines pilot project has successfully forged closer connections between the University of Exeter and its local publics and has boosted our collective capacity to respond to the challenge of climate change in our region.

Tidelines has also given academics and researchers an opportunity to try new approaches and do public engagement in a different way. Whilst the richness and nuances of the in-place engagement events were missed, Tidelines successfully engaged with a diverse group of partners and brought communities, artists and researchers together in an equitable relationship.

As Tim Dafforn, East Devon District Council and Advisory Group Member explained: "The objectives were quite ambitious for the length of the project, but those people who have engaged with the project have massively increased their understanding - it's been really impactful." The place-based approach is seen as an exemplar of civic engagement which could be replicated elsewhere, or with a different societal focus.



Case: Marchmont Employment and Skills Observatory (Exeter)

evidence-based policy advice



Photo: Tony Cobley

The Marchmont Employment and Skills Observatory improves evidence-based practice and policy in the field of employment and skills. It is a research centre based within the Regional Team of the University of Exeter's Innovation, Impact and Business (Knowledge Exchange) Directorate. Its 'observatory' functions can be summarised as providing:

1. Support for local policy-making at local and regional level
2. Creation of new techniques/models such as the Exeter data Analytics Skills Escalator
3. Supporting 'partners' in local and regional government
4. Drawing together data analysis expertise
5. University programme and project support
6. Providing analytical tools and news function
7. Providing consultancy and paid-for research and evaluation expertise
8. Partnership building in the sector (employment and skills)



Photo: Tony Cobley

How it started

Launched in 1998 the Marchmont Observatory was initially addressing the emergence of eLearning technologies but soon moved to encompass a regional policy role specialising in skills and employment for the then new Regional Development Agencies.

The kind of intelligence provided by Marchmont has been used for many years in planning local government and national government policy-making. How it is provided depends on the funding source, which in turn defines how providers are positioned, their structure, and their individual remit or role. Reflecting the heterogeneous funding, the potential functions and focus of providers' activities are very diverse.

There has never been a sustained attempt either to harmonise models or to create a network of labour market observatories as such with a common function or role in the UK. The closest England came to having a network of labour market observatories – according to a predefined geographical model – was following the election of the first Tony Blair Labour Government in 1997. The result was a network of observatories covering many aspects of policy-making (planning, skills, education, transport, environment etc.) and Marchmont fulfilled the skills and employment role for the South West RDA. The latest incarnation of regional policy are the Local Enterprise Partnerships (LEPs) and Marchmont provides a similar level of support for the LEP in its region (Heart of the South West LEP) through the Skills Advisory Panel (SAP).

Activities

The Marchmont team have particular expertise in the fields of labour market analysis, monitoring and strategy development. They work closely with partners to build a robust evidence base and to help ensure effective policy delivery in skills, employment and economic development. To achieve this they provide added value to standard statistical analyses with insightful interpretations of raw data and making the data work for a range of audiences using advanced data visualisation techniques. Examples of work specifically undertaken by Marchmont to help shed light on where this activity takes place include providing/supporting:

LEPs and local authority Skills Strategies

Strategic Economic Plans

Local Industrial Strategies

Analysis of Innovation Ecosystems

Digital Skills Strategies

ESIF Project Support and Evaluation

Importantly Marchmont has only survived as it has diversified its funding base. It has always engaged in UK and European Research. Plus it carries out contract research and consultancy for external partners. In recent years the University of Exeter has moved strategically to strengthen its contribution to and with the region. Marchmont have played an important part in this, establishing partnerships and providing evidence and expertise. It is now strongly embedded within the Regional Team of the University.

Below is an example of the kind of regional policy activity carried out by Marchmont.

Example Activity – Skills Advisory Panel

Marchmont is delivering a two-year contract providing analytical support to the Heart of the South West Local Enterprise Partnership's (LEP) Skills Advisory Panel (SAP). SAPs were set up in late 2018 with the aim of “bringing together employers and skills providers to pool knowledge on skills and labour market needs, and to work together to understand and address key local challenges”. Marchmont have:

1. Published a major “baseline” analysis of employment and skills conditions across the Heart of the South West including a useful synthesis of the national and local policy context.
2. Supported Covid-19 recovery efforts through the production of a paper highlighting the emerging economic impacts of Covid-19 in the Heart of the South West (and Cornwall & Isles of Scilly) LEP areas.
3. Explored the issue of social mobility and in particular the anticipated impact of Covid-19 on the social mobility of different groups and communities within the Heart of the South West.
4. Initiated a programme of activity exploring the “Future of Work” in collaboration with the Business School to help the SAP meet the longer term employment and skills needs of the economy.
5. Summarised the findings of the Centre for Cities 2021 report examining the economic and labour market performance of Exeter and Plymouth vis a vis other major UK cities
6. Produced an evidence base underpinning the Local Skill Plan in Exeter and similar plan for the University

Recent external clients include: Heart of the South West LEP, Solent LEP, the Trades Union Congress, Skills Jersey, Digital Jersey, The British Council, Exeter City Council, Devon and Cornwall Police, Deutsche Gesellschaft für Internationale Zusammenarbeit, UNISON (Trade Union), CE-DEFOP and the Organisation for Economic Co-operation and Development (OECD).

Governance/management/funding

Marchmont sits within the Innovation Impact and Business Directorate and has a Director who shares their role with being the Director of Regional Engagement for the University. Funding comes from a mix of sources. Notably: the Higher Education Innovation Fund (central government to support knowledge exchange and business engagement); from the LEP for the SAP activities; from external projects such as ERASMUS+; and from consultancy projects for a variety of clients.

Key lessons/takeaways

In many countries and geographies there can be a lack of consistent and expert evidence-based policy support. Not all countries have strong regional and local government institutions where the capacity for this exists and where observatory-like structures exist. Universities can play a very strong role in supporting their regions through expert centres and observatories. These help the policymakers through evidence-based decision making but also help the universities – who can achieve real impact from their research. Critical to the success of such models is the need to embed a diverse funding base and an entrepreneurial and flexible approach that ensure there is not an over-reliance on one funding body or structure. Working with external clients also ensures that the Marchmont has an up-to-date knowledge of the external audience and their needs and ultimately the market for its work.



Case: Neighbourhood in the campus, campus in the neighbourhood (Ghent) where university meets local community

co-authors: Maaïke Mottart & An Keppens
from Artevelde University of Applied Sciences
and Evelyne Deceur from City of Ghent



'Neighbourhood in the campus, campus in the neighbourhood'²³ is a strategic project of Artevelde University of Applied Sciences (AUAS). The project embodies and concretely implements the vision of 'college campuses interwoven with their local neighbourhood'. It is considered both a necessary requirement for, and a hallmark of, (higher) education in the 21st century. On the one hand, campuses are no longer seen as 'ivory towers' from which local neighborhood residents feel estranged. They are open 'hubs' or spaces where formal, informal and non-formal learning can take place and where 'regular' students, lecturers, the professional field and all those who want to engage in learning are welcome. On the other hand, student learning is no longer confined to the campus (and internships in the professional field) but extends into the local community. Expertise and experience in the local community are thus seen as strengths and assets for educating students of the 21st century.

²³ <https://sites.arteveldehogeschool.be/buurtcampus/>

How it started

This strategic project resulted from two parallel developments. In 2018, AUAS procured a building plot amidst the thriving neighborhoods of 'Dampoort' and 'Sluizeken-Tolhuis-Ham'. The procurement is nested within a strategic partnership with the City of Ghent and is built around the central idea to create an 'open campus' that is interwoven in the local fabric and welcomes students, staff as well as residents.

At the same time, a AUAS project team participated in a project call launched by the European Social Fund (ESF) Flanders involving 'transitions towards living, learning and working in 2050'.²⁴ This ESF-funded project focuses on how learning, working and living will merge in the future, and how we can integrate these functions in our campus buildings and their immediate surroundings.

²⁴ <https://www.transitiellw.be/>



Activities

A first step for each college campus is to identify needs and opportunities within the local neighbourhood, and to explore together with community partners how collaboration between the campus and the local neighbourhood might be beneficial for both of them. In each case, regular contact with local city officials (so-called neighbourhood coordinators) has proven to be an important asset to build up a local network supported and upheld by trust, inclusiveness and equality. In a second phase, we start or reinforce initiatives in which a win-win is created for neighbourhood and campus.

One example of such an initiative is a unique collaboration between the local non-profit organization 'De Tinten vzw' and the Bachelor programs in Dental Hygiene. 'De Tinten vzw', located within the same campus of the Bachelor program in Dental Hygiene, reaches out to undocumented migrants and refugees. A couple of years ago, the lecturers in Dental Hygiene and the organization decided to set up free counseling for the people coming to 'De Tinten vzw'. This collaboration turned out to be a win-win for both the students and the community. As a Dental Health student testifies:



"As students we get the opportunity to meet people of the community while practicing our skills. While people of the community who cannot afford dental care, obtain free dental counseling. This is a true win-win for both parties involved"

This is but one example of a community-student partnership on one of AUAS's many campuses in the city of Ghent. Other examples include the 'Watersportbaan' neighbourhood, where different sports initiatives are set up between local community organizations and the Bachelor Teacher Training in Physical Education and Recreational Sports. In this case, the campus sports infrastructure is also opened up for local residents that have no easy access to sports facilities. In the 'Tolhuis-Sluziken-Ham' neighbourhood, where a new campus will be built, a large-scale participatory needs analysis with organizations, local residents and (vulnerable) youth has been conducted. Input and inspiration from this analysis has been taken up in the design of the new building, such as the provision of a dedicated space for local youth to organize activities and to connect with students and teachers on campus.



Governance/management/funding

The overarching strategic project of 'neighbourhood in the campus, campus in the neighbourhood', is subsidized for three years by ESF Flanders.

As central and local coordination of community-campus relationships and initiatives proves to be absolutely necessary, dedicated funding is required to ensure the sustainability of this project. The project team is exploring if a business model should be designed to ensure a steady flow of income and to become a self-supported project within the AUAS.

Concerning the concrete initiative of dental care, the counseling is part of the educational program (equal to an internship). As the infrastructure of the campus itself is used, there is no need for additional funding. Each academic year, the project is evaluated by the responsible lecturers and the non-profit organization. To ensure the win-win for both parties, the yearly agreements include new and sometimes corrected arrangements. By doing so, the collaboration remains feasible and sustainable for the Bachelor programs and 'De Tinten vzw'.

Key lessons/takeaways

The needs and assets analysis in different campus neighbourhoods has shown that there is a lot of potential and enthusiasm for local collaboration that generates a win-win for both the community and the higher education institution. For students, teachers and community alike, these collaborations provide an incomparably rich learning environment. It is important to go beyond existing collaborations between local organizations and students, and to forge sustainable ties between campus and neighborhood. We have been piloting this process in three neighbourhoods, but the ambition should be to implement this vision of interwovenness and collaboration in all college campuses in the thriving and diverse city of Ghent.

When facilitating connections between local residents/organizations and the campus, the shared use of campus and neighbourhood infrastructure seems essential. Although the shared use of campus infrastructure and facilities seems obvious, it requires constant consultation with all campus- and local actors involved. Furthermore, one needs to invest time and means in relationship building with the local community partners. The role of local city officials, such as the 'neighbourhood coordinators' mentioned above, has proven to be essential in forging a sustainable connection with the local community.



Case: “Innsbruck reads” (Innsbruck) promoting literature together

co-authors: Elisabeth Ennemoser, Elisabeth Rammer



Innsbruck, Tyrol, lies in the heart of the Alps in western Austria. It's a city of sports, business, tourism, education and culture. From the Tyrolean State Theater to small-scale citizen-led cultural initiatives – the city's cultural landscape is as diverse as its 131.000 residents (as of January 2021). Hence, the city's endeavors to foster cultural activities vary from mere funding to managing municipal cultural facilities as well as recurring projects. These projects are a service to the residents and for the most part free of charge. To create synergies and to promote collaboration, Innsbruck is partnering with other local organizations and institutions. A reliable partner for years has been the University of Innsbruck, providing expert knowledge and innovative thinking to the projects. A highlight in this respect is *Innsbruck liest* (“*Innsbruck reads*”), an annual initiative, aiming to promote literature and reading to a broad audience. The concept is simple: Over the span of five to fifteen days, roughly 10.000 copies of a selected book are handed to residents in Innsbruck for free. An accompanying cultural program enables social and personal exchange between writers and the audiences and activates discussion around the book and literature as a whole.

How it started

Innsbruck liest was initiated in 2004 by the cultural office, striving to put a spotlight on the imaginative potential of reading in a time of digital transformation, as former mayor Hilde Zach describes in the foreword of the first book, a crime novel by Thomas Glavinic.

Four key elements have been (and still are) central to the project's development:

- 1 a low-threshold, popular approach to reading as a cultural practice to engage non-traditional demographic groups outside of established institutions
- 2 the promotion and support of up-and-coming German-language authors
- 3 raising awareness for relevant societal questions (e.g. migration, mobbing, aging) through the lens of literature
- 4 securing the literary quality of the text through the scientific patronage of the University of Innsbruck

The university plays an important role in the project. “The idea came up to partner with the Faculty of Language, Literature and Culture at the University of Innsbruck for scientific direction and to chair jury sessions with experts from the University's well-established network”, Birgit Neu, Head of Innsbruck's Cultural Office, remembers. –The academic head of the program as well as the university library are advising the City of Innsbruck on event programming, which always involves the local literary scene.

INNS' BRUCK

City of Innsbruck

30.000 citizens from around 150 different countries spread international flair in our city every day. Innsbruck is a city of sports, education, culture, business and tourism. A large number of international sporting events, around 100.000 jobs and more than 3 million overnight stays per year speak for themselves. Every third resident is in education.

Innsbruck is the city of short distances. Mobility and infrastructure are very important. New urban areas are constantly being developed. To this end, we are currently implementing the largest infrastructure project after the Brenner Base Tunnel: the tram and regional train, in which an investment volume of around 400 million euros is being invested.

At the same time, Innsbruck is a city where people count, regardless of where they come from. Respect and humanity for every human being are very important in our Alpine city.





University of
Innsbruck

The University of Innsbruck is the largest research and education institution in western Austria, with more than 28,000 students and 4,500 staff and faculty members. Located in the heart of the Alps, the University of Innsbruck offers excellent facilities for research and teaching in a spectacular environment. International rankings confirm the university's important role in scientific research, in 2016 its scientists produced almost 4,000 publications. The University of Innsbruck is very well integrated into the European research and education network. Through some 400 partnerships and numerous agreements it has established important relationships with institutes and universities worldwide. Within this productive environment the university's 16 faculties provide a broad spectrum of programmes in all fields of study.

The University of Innsbruck is a research university with sixteen faculties. The major areas of research are in the fields of physics, Alpine space – man and environment, cultural encounters – cultural conflicts, scientific computing and the molecular biosciences. There are also four interdisciplinary research platforms involving the collaboration of various faculties and 41 research centres in a structure designed to promote networking and collaboration between scientists in different disciplines. International higher education rankings regularly prove that the University of Innsbruck plays a distinguished role as an education and research institution in the European higher education system and enjoys an outstanding international reputation in many fields of research. The importance of its status as a research and education institution can be seen in the numerous award-winning alumni and current and former scientists teaching and researching at the University. Many scientific cutting-edge discoveries have been made at this institution.

Activities

Innsbruck liest is a successful and sought-after initiative in the cultural landscape of the city. Formats and events to disseminate the aims of Innsbruck liest vary from quite conventional to very innovative concepts. Activities range from author's readings to discussions and university courses, movie nights to poetry slams, exhibitions to book signings – mostly adding an element of surprise. A reading at the local zoo? Why not! Even the distribution of the book itself is playful – citizens can get the book in local bookstores and the city library, but they can also catch a copy on a tram ride to work or at the outdoor pool.

"The book is a gift that is soliciting the joy of reading. The accompanying cultural program fosters discussions about the book and reaches out to a wide public", city council woman for culture, Uschi Schwarzl, summarizes the added value of Innsbruck liest.

Governance/management/funding

In November 2018, the city library, which is a department of Innsbruck's cultural office, reopened in newly built premises and the organization of Innsbruck liest was transferred to the library. The modern library concept creates space for innovative ideas and possibilities in terms of event programming and the mediation of literature. This allows the library to provide low-threshold access to education, culture and literature throughout the year.

"It was just a logical step to make use of the bundled competences and expertise of the library staff and pair it with scientific expertise for the city's most public campaign for reading", library manager Christina Krenmayr explains.

At the heart of the project lies a network of strong local partnerships and sponsorships, involving players from city and regional government, (higher) education, culture, science, media and local companies. All partners strongly identify with the positive image of Innsbruck liest, which enables the project to further develop in the future.

Key lessons/takeaways

In its essence, the concept of Innsbruck liest is simple, which makes it accessible to audiences as well as partners. Since 2004, the project benefits from the collaboration of stakeholders from various branches. Partners enjoy working on the project and its development and are open for playful and innovative ideas. This joyful approach helped to keep the program dynamic and interesting. Hence, the initiative could attract new audiences over the years.



Case: Strategic city-university partnership (Linköping & Norrköping) a platform for dialogue & collaboration



City of Linköping

Linköping is Sweden's fifth-largest city. Linköping has old traditions as a centre for administration as well as a military organization. Its history as a modern industrial city goes back to 1937, when SAAB started airplane manufacturing in a plant in the suburbs.

Linköping municipality, County council, SAAB AB, University and Ericsson AB are examples of local enterprises.

Next door to the university is Linköping Science Park with about 400 companies and 7.000 employees. Here are spin-off companies and research groups etc.



City of Norrköping

Norrköping is a city (about 143.000 inhabitants) in constant transformation. In the past, Norrköping was an industrial city. Now creative, knowledge-driven enterprise is taking off, a process driven by the outstanding university, Campus Norrköping, which is part of Linköping University.

The Campus Norrköping is located in the old industrial area of the city center. Here you also can find the Visualization Center C, where world leading research in visualization is taking place.

Norrköping, together with Linköping, forms one of Sweden's population and growth centres, only 90 minutes drive from Stockholm. The region is a dynamic one, with a number of strong competence areas. Norrköping is a logistic centre of trade and communications.



Linköping University

Linköping University (LiU) is a multi-faculty university where research and education are equally important. It is one of Sweden's largest universities with 32,000 students and 4,000 employees.

Since the start in the late 1960's, LiU has been an innovator, creating new study programmes and new ways to tackle research problems. Innovation has become a tradition. Furthermore, LiU has always had strong dialogue with the surrounding business sphere and the community at large, both in terms of research and education (problem-based learning). What LiU researches and creates should benefit to the public. The university is an important driving force for regional development. However, the mission is greater—LiU is a national and international player.

Linköping University will never rest on its laurels.

The LiU campuses are situated in:

Linköping: Campus Valla; Campus US

Norrköping: Campus Norrköping

Stockholm: Campus Lidingö



How it started

For a few years now, both Linköping Municipality and Norrköping Municipality have had a strategic partnership agreement with Linköping University (LiU), which has campuses in both municipalities. With complementary conditions and respective areas of strength, Norrköping, Linköping and the Academy jointly contribute to a strong platform to meet some of the societal challenges that exist at all levels – locally, regionally, nationally and internationally.

This collaboration aims to contribute to an increased exchange of knowledge and experience between the university's students, researchers and teachers and the respective municipal officials and elected representatives. The partnership is based on mutual long-term commitments, common goals and challenges, and it includes a variety of forms of collaboration and joint activities. Through the partnership, mutual benefits and values are generated and added that no party can achieve alone.

Activities

Collaboration includes the following focus areas: attractiveness, growth, welfare and education.

The agreements between LiU and the two municipalities have recently been updated. They will apply for the next four years and place great emphasis on a strengthened sustainability perspective.

In all designated areas, collaborations shall be sought that contribute overall to sustainable social development through the successful application of research and education in order to achieve social, economic, environmental or cultural effects based on knowledge. In addition, the mutual benefit of collaboration shall be made visible through communication efforts via different channels.

Governance/management/funding

Behind the strategic partnership lies a mutual need for both parties to work together to contribute to solutions to the challenges of the future. Perceiving each organization's needs is so much easier since there has been, even long before the agreements, a good and trusting relationship between the organizations.

As part of the four-year agreements, on which the work is based, each party appoints coordinators to be responsible for the group of co-workers and officials who carry out the operational work that takes place between the annual meetings at management level. The coordinators and their colleagues meet a couple of times per semester in so-called collaboration councils. The annual management meetings involve representatives from the Presidium of the Municipal Council, as well as the Vice-Chancellor of the University.

Key lessons/takeaways

In order to share knowledge, experience and challenges within a joint partnership, there must be a high degree of trust between the organizations. The strategy is based on a long history of close cooperation and a strong commitment to each other's activities.

Our experience shows that there is an increased curiosity and demand for our strategic partnerships, as well as a greater awareness that we are working together.

Thanks to the agreements, we have structured work at different levels, which provides good support for productive dialogues between different groups at different levels. We also see that our work has led to an increase in both the municipalities' strategy work on collaboration and LiU's policy on collaboration and are thus perceived as anchored at all levels.

Another important experience is that the agreements provide good support for tripartite cooperation – two cities and one university – that together benefit the regional development.



Case: Students as co-workers (Östergötland) promoting the employment of (under)graduates in the public sector



The concept of students as co-workers is basically this: students get opportunities to work in a municipality, adapted to their education type and to the needs of the municipality. Municipalities and, in a wider sense, the public sector, get an opportunity to show students what work in public sector can look like, and present themselves as attractive employers. The accepted students get a one-year contract to work 20-25 percent of full time. The working time is adjustable to fit with the study program, which must be prioritized.

The concept is based on a collaboration with cities and municipalities in the region of Östergötland, Sweden, together with Linköping University. In the concept the partners benefit from the collaboration thanks to joint marketing and communication actions.

How it started

When discussing how the municipalities in the region of Östergötland could increase the possibilities for students to stay in the region after graduation, people from the municipalities HR-offices came up with the idea of making a strong and exclusive concept that could motivate and make students interested in the idea of working in the municipalities. Discussions with Linköping University began, and the concept was soon established. The municipality of Linköping was the first to try out the concept, and the result was good. A few years later some other municipalities joined, amongst them Norrköping.

Activities

The process looks like this: first the municipalities identify the specific job openings in the departments and publish them on their own website. A common message for social media is being produced and published, which runs like this: "Hi student, apply for student co-worker – check out these web links". After that, the recruitment process begins, and accepted students get their own mentor at the municipality. Since 2015, approximately 50-60 co-worker jobs per year have been created in the region.

Governance/management/funding

The concept is managed by officials at the municipalities HR departments together with a coordinator from Linköping University. The student's salary is financed by the department that hires the student. There is also some joint budget for costs like advertising.

Key lessons/takeaways

For the university the concept is a way to ensure the quality of the education at the university and to adapt the education programs to the surrounding society. The university is becoming more visible in the region.

For the municipality the concept is a way of establishing contact with new co-workers and staff with the right education, but also a way of doing employer branding. For students, the benefit is about getting relevant work experience, and opportunities to practice skills and knowledge. Another benefit is to establish contacts with labour market and employers, and eventually a ticket to their first job after graduation.

The initiative helps to have an overall agreement between the municipalities and the university. The agreement could include conditions regarding the mentorship and the quality of the jobs. Some other critical aspects in the concept are communication of the jobs, and the identification of the co-worker jobs in the departments. Another key factor is to have the municipalities HR departments fully involved in the process.



Case: Norrköping fund for research and development (Norrköping) working together on urban challenges



The management of regions and cities requires research and evidence-based policies, and universities can play an important role in this respect. At the same time, regions, cities and municipalities potentially provide important possibilities for researchers. From this perspective, the municipality of Norrköping has set up the Norrköping fund for research and development. The aim is to work on societal challenges, and at the same time to support and contribute to the research and development at Linköping University. Norrköping is situated 160 kilometres southwest of Stockholm. It hosts one city campus of Linköping University.



How it started

The Norrköping fund for research and development started in 2012 as a result of a development-project that focused on finding long term strategies for how to create more jobs and reduce the unemployment in Norrköping. One of the proposals that came out of the project was to establish a fund that could support the research at Campus Norrköping, Linköping University. Thanks to a surplus in the municipal finances that year, the city council decided to establish the fund and to put in 20 million crowns (2 million euro) as a start. After that, the municipality board decided on the funds guidelines and purpose, and a preparation/review panel was created. The panel consists of eight people, from the university and from the municipality (politicians and public officials).

The fund rests on four important purposes, and accepted projects must relate to at least one of them:

- 1 A higher education level in the municipality.
- 2 Development of the core activities in the municipality.
- 3 Stronger education and research at Campus Norrköping (Linköping University).
- 4 Development of the labour market and business market in Norrköping.

Since 2012 almost 60 projects have been granted money by the Norrköping fund for research and development.



Photos: Thor Balkhed



Activities

Since 2012 the fund has put out twelve calls for applications, mostly one every year. When the application process is closed, the review panel reads the applications and discusses the pros and cons. After a couple of meetings, the group decides which applications they will recommend for the municipality board, who makes the final decision. Usually there are three to five applications that obtain funding in each round. After this, the local media and the researchers are invited to a joint presentation where the granted researchers provide a summary of what the project is about. The next step is to sign a contract between the municipality, the researcher and the university. The contract contains aspects such as reporting and intervals for when the research-money is paid out from the municipality to the projects (university). The project leader writes a short summary report once a year and, when the project is finished, a bigger report is produced. The final report is processed in the municipality board.

Every granted project should fulfil one or several purposes mentioned above. There is a wide range of academic fields and disciplines amongst the projects that have received funding. Once a year, the fund organises a research festival where the researchers from the projects present their project in front of people from the municipality and university. This is a good opportunity for spreading results and to create new networks.

Governance/management/funding

The municipality owns the fund and puts in new funding every year, if there is a surplus in the municipal budget. The municipality also decides on guidelines, purpose of the fund, members of the preparation panel, and so on. Much of the daily work and management related to the fund is done in collaboration and close dialogue with Linköping University, and its members in the panel. The preparation panel is led by the chairman of the municipality board. The panel also consists of the director for Campus Norrköping, Linköping University. One public official runs the daily work related to the fund. After the first fund in 2012, the council has put in more funding each year.

Key lessons/takeaways

The transfer of the research results and knowledge from the projects to the municipality can be a challenge. In the implementation it is crucial that the municipality and people in it, for example the school or health care department, have a system of taking care of the result and knowledge.

Over the years, more than 300 applications have been sent in from researchers. Unfortunately, too many of the applications do not meet the fund's criteria and purposes. It is therefore a challenge to set up good instructions and frames without lowering the innovation aspects in the applications, or even the researcher's interest in applying to the fund, when there are so many other funds out there.

Political stability and consensus is valuable. If there is not, to invest in research and development in this way, instead of putting the funds in some other underdeveloped or underfinanced activity in the municipality can be questioned.



Case: Study in Lublin (Lublin) attracting international talent



Study in Lublin is an integrated programme, run by five local universities and the city, to attract international students. For higher education institutions, internationalization is a sine qua non condition for their long-lasting presence in a globalised world. Internationalisation is especially crucial in regions like Lublin that face demographic decline: it helps them to attract talent beyond their home market.

How it started

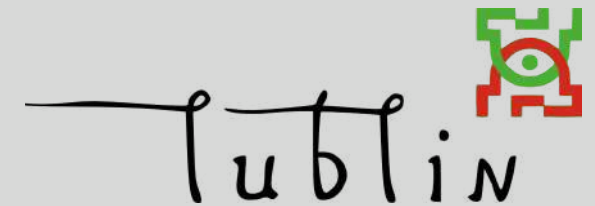
Study in Lublin was set up in 2011. It is the key city programme aimed at attracting and receiving foreign students. In addition, many activities for the benefit of international students are carried out in Lublin by the universities themselves, dozens of NGO's, businesses, government administration and state security services.

Activities

A website was developed (www.student.lublin.eu), where foreigners may find information concerning the educational offer of the higher education institutions in Lublin, scholarships, and procedures that foreign students need to follow before coming to Lublin. The website is available in 4 languages: Polish, English, Ukrainian and Russian. Also, students are invited to social networking channels to learn what's going on in the city: www.facebook.com/studyinlublin, telegram and vk.com/studyinlublin.

The initiative is bearing fruit: the number of international students in the city has grown dynamically. In the academic year 2010/2011 there were over 1.400 international students, which at that time constituted only 1.7% of the total number of students in the city. The number increased to 7.289 in the academic year 2020/2021 accounting for 12% of the total number of students.

Moreover, Lublin is the first Polish city to be granted the European Youth Capital title. Lublin application resulted from a joint effort, meetings, brainstorming ideas by many representatives of Lublin's NGOs, Youth City Council, students, informal youth groups, and municipal civil servants.



City of Lublin

Lublin is situated in the eastern part of Poland, on the northern end of the Lublin Upland. The city is the capital of the Lublin region. Nearly 340.000 people live in Lublin. As many as 229.000 inhabitants are of working age. Overall Lublin's most important asset is its people and their intellectual potential. Approximately 60.000 students study in Lublin's academies and universities. Every year, over 18.000 graduates get fully prepared to enter the labour market.

One is quickly convinced that Lublin is one of the most important cultural centres in Poland. It is enough to walk along its streets to notice how lively and vibrant Lublin is. Events such as: The Forum of Contemporary Dance, Students' Film Confrontations, Lublin Jazz Festival, Festival of Traditional and Avant-garde Music "Codes", Night of Culture, Other Sounds Art'n'Music, and finally, the Jagiellonian Fair and Festival of Art-Conjurors & Performers create a very original and unique style in the city.

As for the economy, the dominant areas include trade, various services and industry, e.g. engineering, automotive engineering, power and furniture production. Economic Lublin is built on the solid foundations of priority industry sectors chosen on the basis of expert analyses, whose development is desirable and actively supported.

The City of Lublin is a major actor and stimulator of local policies on urban regeneration projects and on a range of sectoral policies coordinated through the City Development Strategy. The Development Strategy is under radical update, with a stress on sustainability and management integrity. The next programming period of the EU Cohesion Policy is considered in Lublin and Lubelskie region as critical for efficient and rational development in Eastern part of Poland which has been displaying a rather poor economic indicators. Urban planning (within a complex Polish legislation and with growing public expectations) requires innovative approaches – both in operational and participatory aspects.



Maria Curie-Skłodowska University in Lublin

Maria Curie-Skłodowska University is the largest HEI in Eastern Poland, with 11 faculties in Lublin and the UMCS Branch Campus in Puławy. It offers over 80 programmes taught in Polish and English and more than 250 specializations. Currently at UMCS study more than 19.000 students, of whom 10% are foreigners. It places us every year on the topmost internationalized universities in Poland. So far over 235.000 students are graduated from UMCS.

Our University conducts research at 23 Departments and at the University's interdisciplinary centers. The range of research subjects is extremely wide: researchers conduct work on groundbreaking inventions in life and health sciences, construct innovative materials or equipment, analyze physicochemical, economic, social and cultural processes in the World and conduct thorough observations of the environment and climatic change, and field studies. To provide students with modern teaching/learning facilities and academics with a proper research base UMCS has at its disposal modern infrastructure and laboratories. Subsidies from EU funds were allocated to the three experimental Faculties: Biology and Biotechnology, Chemistry, and Mathematics, Physics and Computer Science. These investigations bring numerous remarkable achievements and are the foundation for scholarly development of the academic staff. The research conducted at Analytical and Programme Centre for Advanced Environmentally-Friendly Technologies, ECOTECH-COMPLEX (opened in 2015) is focused on the following areas: agriculture, food, environmental protection and biomedicine, which are in line with smart specializations of Lubelskie Region (RSI).

So far, UMCS boasts almost 200 international framework agreements as well as several hundreds of Erasmus Mobility Agreements with partners from all over the world.



Lublin team at the education fair in Minsk, Belarus, 2020

Governance/management/funding

Study in Lublin is implemented by the City of Lublin with the cooperation of nine universities: the John Paul II Catholic University of Lublin, the Maria Curie-Skłodowska University, the University of Life Sciences, the Lublin University of Technology, the Medical University of Lublin, the University College of Enterprise and Administration, the University of Economics and Innovation, the College for Social Sciences and the Vincent Pol University in Lublin.

By law, local government is not allowed to provide direct financial support to the universities. However, government can have an indirect impact on them, e.g. by promoting a strong emphasis on academic education of the city and, therefore, of the universities which function within it. The city put academic education at the heart of its development strategy, and works with the universities to co-organise all sorts of events and conferences. Also, city and universities promote themselves jointly at international educational fairs with one common stand.

Key lessons/takeaways

The good practice represents an integrated approach to internationalisation to ensure a sustainable future for the city. Lublin is not big and traditionally regionally oriented; thus, the large-scale internationalisation is a relatively new phenomenon for the town.

Cultural stakeholders and companies are seeing 'the international' more and more as a potential interesting target group they must facilitate in new ways.

Internationalisation brings economic benefits for the universities and the whole city. The City of Lublin estimated that the fee incomes from all international students at the universities in Lublin amounted to about PLN 400 million (Euro 87m) over the period 2017-20. Additionally, about PLN 50 million (Euro 11m) was spent by students in the local economy.



Case: Long Night of Science (Magdeburg) connecting science with society

Science institutes can be an excellent driver of urban development. This presupposes that citizens accept the important role of universities and research institutes. We try to convince citizens of this with various formats in science communication, such as the annual Long Night of Science. Usually entertaining, often participatory, always exciting: Universities, colleges, scientific institutions, companies and research institutes open their doors during the Long Night of Science. Science becomes a tangible experience.



How it started

The Magdeburg city administration takes an active role in communicating science. The aim is to show and promote the importance of science for urban development and to develop a corresponding awareness within the population. It all started with the “Year of Science 2006”. This was the result of participation in the national “City of Science” competition. The Year of Science brought the topic of science into the spotlight. It was an idea to bundle and structure all the events taking place during the year and at the same time to point out the importance of science with joint marketing. Since then, Magdeburg has been implementing various science communication formats, addressing different target groups. The Long Night of Science is aimed at everyone: Children, families, young people, old people.

Since 2006, Magdeburg’s scientific institutions have opened their doors and laboratories for a look behind the scenes during the Long Night of Science. Visitors are invited to visit the institutes and laboratories and talk to the scientists, learn more about their work.

Professors, research assistants and students are present to answer questions, give tours of laboratories, and conduct experiments and presentations. For one evening, the city belongs to science. Bus shuttles connect the scientific institutions along various routes. Visitors can move from research facility to research facility, listen to lectures, experiment or look behind the scenes of Max Planck and Co.

The focus is on entertainment and popular science. Many people are on the move and visit the Long Night of Science. It now has a reliable fan base and a prominent place in the city of Magdeburg’s event calendar. Visitors do not have to pay an entrance fee, all offers are free.

Activities

The preparations take at least half a year, from the idea to the implementation on the day of the event. In Magdeburg, the Long Night of Science usually takes place at the end of May. We start the conception phase and brainstorming in the fall. Points such as which thematic focus we want to set, what we want to do differently than the previous year, are discussed there. In addition to an internal core group consisting of the city and the agency, the Working Group Science (consisting of representatives of the scientific institutions) is involved in the conception phase.

At the beginning of the new year, the program development phase begins. Here, it is primarily the participating institutions that are called upon. By the end of March, the program is ready and the program database is filled. 8 to 6 weeks before the event, the application and marketing starts. The website is updated at this point, the social media channels are reactivated, the corporate design is fixed and adapted. The media plan is fixed. All communication activities are running towards the day of the event. In parallel, the event itself is being prepared on the day. The Long Night of Science features a wide variety of program formats: lectures, presentations, experiments, guided tours, discussion rounds and more.



City of Magdeburg

Magdeburg is the capital of the Federal State of Saxony-Anhalt and one of the political, cultural and economic centres in Central Germany. The city has 240.000 inhabitants. With 1200 years of rich and colourful history, Magdeburg is one of the oldest cities in the New Laender of the former East Germany.

In the 10th century, when the Holy Roman Empire of the German Nation under Emperor Otto I was founded, the city played a central role. In the following centuries it developed into one of the leading European metropolises of the Middle Ages. One of the outstanding historical personalities was the Mayor Otto von Guericke, who is still held in high esteem in view of his long-standing political activities, but also for his scientific work, e.g. researching the vacuum. Today the local university bears his name.

The collapse of the economic system after the political change in 1989 brought about a radical structural change for the city which has not yet finished. Magdeburg is now a service and administrative centre, but also the traditional sectors such as mechanical and plant engineering and logistics have recovered reasonably well without, however, regaining their former role.

Over the last decades science has gained tremendous importance. The Otto-von-Guericke University Magdeburg and the University of Applied Sciences Magdeburg-Stendal are two approved institutions for the education of future scientists and researchers located in Magdeburg. At the moment 19.000 people study in Magdeburg. In addition, a wide range of research institutions, organisations of technological transfer as well as centres of innovation are situated in Magdeburg.



University of Applied Sciences Magdeburg-Stendal

Founded in 1991, the University has long gained a reputation for its well-rounded academic education programme and motivated student body. Interested students can choose from around 50 study programmes taught at three departments in Magdeburg and two departments in Stendal. Around 130 professors guarantee a very good staff-to-student contact ratio, with approximately 3,700 students in Magdeburg and 1,800 in Stendal.

The University focuses on practice-oriented studies that connect in-classroom learning with practical experience instead of overly theoretical lectures.

Governance/management/funding

The Long Night of Science is a joint project of all scientific institutions. The central coordination is in the hands of the city of Magdeburg, more precisely by the Science Team within the city administration. This is where all the threads of preparation come together.

The participating institutions are responsible for their own program items and for what happens in their institutes. For the preparation there are regular coordination rounds within the framework of a working group.

As organizer, the city of Magdeburg relies on a professional event agency for support. The state capital thus creates the conditions for uniform marketing, including a website, high-profile press relations, a bus shuttle service to the institutions, provides logistical and technical support and assists the participants in creating cultural supporting programs.

The Long Night of Science is free of charge for visitors. Therefore, there is no income. The Long Night is financed by the city's own contribution, plus a financial contribution from the participating institutions and sponsors.

The city administration organizes and coordinates the entire event. It ensures that the many small program points become recognizable as an overall event. We succeed in this by staging, a uniform communication and a common strong marketing. Conversely, it also means attentive management, control and coordination of all participants and partners.

Key lessons/takeaways

The Long Night is well suited for immersing oneself in the unknown world of science, and it helps young people to choose a study course. It makes science and research tangible and shows the exciting sides. The Long Night of Science is also suitable as location marketing for science in the respective city and creates a unique sense of community among all participating institutions.

Central organization and coordination are helpful in turning the many small program offerings and formats into a large joint event and in bundling capacities for marketing, thus increasing visibility.



Photo: Jana Dünnhaupt



The Otto von Guericke University Magdeburg was founded in 1993, making it one of the youngest universities in Germany. As an institution with a clearly established profile, the University of Magdeburg has defined its areas of research emphasis in engineering, the natural sciences and medicine. In addition to these it considers mathematics, economics, and the social sciences and humanities as essential disciplines for a modern university in the information society.

As a bridge between Eastern and Western Europe the University's task is to contribute to the thorough internationalisation of research and education as well as the establishment of closer cultural relations.

More than 13.000 students from 100 nations study on the compact campus in about 100 study programmes. The university's teaching focuses on a variety of technical and scientific study programmes, vocational education, teacher training and interdisciplinary economics and humanities programmes. Groundbreaking combinations such as medicine and technology enable students to play their part in shaping a sustainable society. Dual study programs strengthen transferoriented cooperation with businesses in the region. A good 25 per cent of all students at the University of Magdeburg arrive from other countries, such as China, Brazil, India, New Zealand, Ukraine and Columbia, and find a home in Magdeburg for a while.

Every year, about 2.000 graduates leave the University of Magdeburg after successfully completing their degrees, and begin their careers, around 200 of them as licensed physicians. A growing alumni network continues to link them to their alma mater. They remain part of a lively university community, help to support the generations that follow them and benefit beyond their time as students in different positions from the know-how and resources of the University of Magdeburg. Since it was founded the University Magdeburg has become established in the field of top-level international research, and has become renowned as a provider of innovative teaching and a reliable partner for companies in the region.

The university community is characterised by strong international networks, dynamism, motivation and innovative partnerships that make the University of Magdeburg a resilient and innovative institution that is capable of coping with future challenges.

Case: Aforo Costa del Sol (Málaga)

students/researchers co-developing solutions for coastal management



The Spanish pandemic situation was getting worse as year 2020 wore on. A lockdown and the closing of non-essential businesses had a strong negative impact on the Spanish economy. By the time restrictions were reduced and summer was getting closer, economic reactivation was an important issue. Among all the critical areas where the economy needed a boost, tourism, and in particular coastal tourism, was in the spotlight. Discussions and assessment about how to properly deal with beach management in order to ensure security arose.

Aforo Costa del Sol was aimed to create a practical tool to monitor beach capacity and to manage access to the beaches.



How it started

Several months before the proposal, the “Cátedra Ciencias del Litoral Costa del Sol” (Chair for Coastal and Marine Sciences, CCL hereafter) along with EDANYA research group (UMA) were already working on an Artificial Intelligence-based algorithm to predict the arrival of some seaweed and jellyfish species to Málaga coastlines, in addition to a similar algorithm for predicting generation of floating aggregates. These algorithms use a wide variety of weather data retrieved from sensors of an external company (Meteomatics) to perform predictions about the arrival and generation of such floating aggregates, seaweed or jellyfish. The aim was to create and make available useful tools that could serve to reactivate tourism and promote local mobility in coastal areas, in particular the Costa del Sol.

As the pandemic progressed, it was clear that summer tourism was in danger and some actions were needed to incentivize it. Therefore, the work that had been done was redirected and complemented with a tool that could control beach capacity. This gave birth to Aforo Costa del Sol, where the weather prediction together with beach conditions and live information on the occupancy and capacity were displayed. These were made public via a web and mobile app.

Activities

During the 2020 summer period Aforo Costa del Sol was developed as an app used to control the capacity of all the beaches in the Costa del Sol. This allowed a way to organise the visit to the beach in a safe way, avoiding congestion of the space. This was key due to the COVID-19 pandemic.

Later on, this app was complemented with a second app called Costasoleando. The idea was to promote sport activities in the coastal areas depending on the meteorological conditions. Aiming to reactivate and promote tourism, the app also shows hotels and cultural/gastronomical information.





**Ayuntamiento
de Málaga**

City of Málaga

Málaga is an important southern European hub on the Mediterranean Sea with a Metropolitan population of 1 million people. (6th largest in Spain & 46th in the EU). It is an entrepreneurial Smart City with a surrounding innovative ecosystem called “Málaga Valley” where rich historical heritage & technology meet to improve the quality of life for everyone. The city boasts over three thousand years of history and an extensive network of more than 30 museums; for example the Picasso Museum, the Contemporary Art Centre, the Centre Pompidou, the collection of Russian Museum, St. Petersburg, the Carmen Thyssen and the birthplace of Pablo Picasso.

As the “Gateway to the Costa del Sol and to the Andalucía region”, tourism has been a main driver for the local economy. Málaga’s economic growth was 2.4% in 2019, 3.4 % in 2018 and 3.9 % in 2017. Málaga continues to lead regional growth as 1.000 jobs were created last year in the technology sector as employment in the Andalusian Technological Park (PTA). The PTA is home to 639 companies and employs 20.000 people. Málaga’s state-of-the-art international airport has 2 runways, direct flights to 137 destinations in 37 different countries and receives 19 million passengers annually. Last year 506.277 passengers arrived to Málaga’s port on 296 cruise ships, while high-speed trains brought more than 3 million people to Málaga.

The City has made a strong commitment to the digital economy, sustainable mobility, energy efficiency, big data analytics and the application of new technologies. The Spanish National Digital Content hub is equipped with the latest technologies in 3D animation, virtual reality and videogame design. The space is divided into recording studios, eSports video gaming stadiums, animation and graphic design centers, virtual reality rooms, 3D-printer laboratory, training rooms, a Fablab, coworking spaces, business accelerators and offices. Also, the City has more than 198 “Smart City” projects, programs and initiatives underway and boasts several internationally recognized pilot projects which have converted Málaga into an Experimental Smart City Urban Laboratory for businesses.

Málaga’s geographic location and low cost of living juxtaposed with a high quality of life and an entrepreneurial spirit make it an ideal place to live, to work and to invest.



Governance/management/funding

The projects are run by the CCL and EDANYA group. The management of Aforo Costa del Sol and Costasoleando is in the hands of the University of Málaga through SCI (Central IT Service), which owns and maintains the servers, and the EDANYA research group that is responsible for the Apps themselves.

Meteorological and coastal conditions are obtained and processed to predict which are the best beaches depending on the coastal activities and sports the users wants to practice, the quality of the sea water, the probability of seaweed and jellyfish arrival and floating aggregates generation predictions.

Beach capacity control was measured and controlled through an API connecting to Aforo Costa del Sol servers. The live information was introduced by hired personnel by Junta de Andalucía, assigned to each beach. This information was then displayed as public information, so that anyone could organise a day at the beach, selecting the ones less crowded and better suited for their interests.

During the non-summer period, Aforo Costa del Sol and Costasoleando are still updating every-day weather conditions. However, beach occupation will only be updated during the summertime, when control personnel are present, or other systems implemented.

Project funding comes from the CCL, which made all the economic effort necessary to carry out the work with the technical support of the SCI (Central IT Service) of the University of Málaga that provided the servers and technical infrastructure required.

Key lessons/takeaways

Although there is still a long way to go, the Aforo Costa del Sol and Costasoleando have contributed to the re-activation and promotion of coastal tourism in Málaga during the summer of 2020. They have helped people to better organise their day at the beach, in a safe way, during the difficult situation created by COVID-19, by showing touristic and sport-related information in coastal areas and the occupancy of the beaches. This has positively contributed to a safe and successful experience at the beach and will probably continue to do so in the near future.



Case: Plaza.UMA (Málaga) combating Rural Depopulation



Europe is facing the problem of rural depopulation.

There is a need for studies and methodologies to help develop the necessary skills for the exploitation of endogenous resources, assisting in the creation of businesses and the attachment of the labour force in rural areas. Universities have a lot to contribute to this field through the creation of territorial planning methodologies, as well as through efforts to create synergies with local social stakeholders, especially local councils.

The platform Plaza.UMA "Science for Society" facilitates the interaction between the University of Málaga and a group of municipalities in the Genal Valley, a mountainous area in the west of the province of Málaga. This contact made it possible to turn this territory into a digital replicator of the H2020 RURITAGE project and to work side by side with local stakeholders in the implementation of the methodology promoted by this project.

This is a clear example of how the university can collaborate with municipal entities to address a specific problem, serving as a knowledge transfer initiative from higher education to society.

How it started

The PLAZA.UMA initiative aims to use the knowledge developed at the University to contribute to solving social problems in the province of Málaga. The Benadalid Town Council, on behalf of the Genal Valley Alliance, made a petition requesting support to address the problem of depopulation in the Valley, which covers a total of 15 municipalities.

In December 2018, Plaza.UMA organised a workshop named "Depopulation in the Genal Valley: Challenges and proposals". Based on the workshop, a group of experts from the University of Málaga drew up a work plan with the following proposals:

- 1 Elaboration of a market study and a catalogue of resources: study of the supply and demand and analysis of the situation.
- 2 Study of the lines of communication and marketing of the area's rich heritage. In this sense, new technologies and access to them will play an important role.
- 3 Depending on the results of the studies, a proposal for management actions, in which training will be a priority element.
- 4 Possibility of proposing the Genal Valley as part of a European H2020 project to implement good practices in areas of depopulation.



After some more meetings between local agents of the Genal valley and experts from the University of Málaga, it was decided to organise a workshop in the valley itself with participants from the university and the Alliance of municipalities of the valley.

Activities

Finally, on 25 and 26 June 2019, a follow-up workshop was held, laza.UMA: “Depopulation in rural areas: the case of the Genal Valley” was held, with the participation of several mayors of the area and of the Deputy Vice-Rector of the Vice-Rectorate of Strategic Projects of the University of Málaga. The event ended with a round table, where the participants debated a range of issues including physical and digital infrastructures, the sense of belonging, the need of training, possibilities of financing and the importance of local development agents.

In parallel to all these meetings and actions, in 2019 the University of Málaga applied for a new project in which it would apply the methodology to other territories, worldwide. Since then, UMA staff have been participating in different webinars to introduce and explain the objectives, methodology and phases to be developed as replicators in the field of RURITAGE. The main action in this sense was the completion of a Master thesis at the Faculty of Architecture, which based on the RURITAGE methodology and through participatory methodologies with local stakeholders, a sociogram was carried out, as well as an analysis of the main strengths and threats of some municipalities in the valley in relation to rural development through their heritage.



UNIVERSIDAD
DE MÁLAGA

University of Málaga (UMA)

The University of Málaga (UMA) is a public institution, which promotes outstanding research and teaching within the European Higher Education Area. The institution follows an educational model to promote competitive, quality teaching, which is employment-orientated and accredited in Europe. Its vigour and growth over recent years have led to it becoming a reference point for universities in Spain. The University has around 40.000 students and 2.000 professors. Over the last decade, UMA has sought to promote the internationalization of its teaching and research and the mobility of its teachers and students. UMA also offers an extensive catalogue of specialized teaching and postgraduate studies: PhDs, official Master's Degrees, internal studies, specialization courses, Spanish language for foreigners, summer courses and all kinds of scientific and cultural activities for better and more complete university training.

The University of Málaga is the primary university in the province; therefore, the City and UMA have always worked together. This past July, that relationship was reaffirmed and fortified when the newly elected UMA Chancellor and the Málaga Mayor signed a collaboration agreement. This agreement identifies seven points of interest: the implementation of joint projects and research programs, the establishment of university institutes and research centers; the provision of technical services and scientific advice; cooperation in training programs; the organization of joint activities related to the social promotion of research, technological development, innovation and new technologies; the joint organization of courses, seminars, conferences and scientific technical seminars and training; the exchange of information and documentation; and the common use of equipment of both institutions for the development of joint activities.



Valley of Genal (photo: José Jesús Delgado)

Governance/management/funding

PLAZA.UMA is an initiative through which the University of Málaga puts its knowledge at the service of society. It aims to establish a dialogue in which the university community helps to solve social and territorial needs (www.uma.es/plazauma/). On the other hand, the University of Málaga in connection with the municipalities from Genal valley Alliance, collaborates with the H2020 European project Ruritage (Heritage for Rural Regeneration), to put into practice and test, in the Genal Valley, some methodologies defined in this project by several international research teams (<https://www.ruritage.eu/>).

Key lessons/takeaways

The general objective of this initiative is to conduct research into the roots of rural depopulation in general, and in the identification of problems, opportunities and strategies in the Genal valley.

To this end, it is necessary to identify and analyse their ethnographic resources, focusing on material heritage (natural heritage, local landscape, historical buildings and archaeological remains) and intangible heritage (cultural spaces, traditions, cultivation and harvesting techniques, gastronomy, etc.).

Only on the basis of knowledge of existing resources will new models be proposed, strategies or creative alternatives to reactivate this rural area.

In terms of student involvement, the possibility of working in a real scenario, with a very specific problem, and within the framework of a European research project represents an opportunity for the development of an academic exercise of great value.

A key success factor was the involvement of all local actors in the analysis and planning methodologies, making them protagonists of the process.



Case: Parma Città Universitaria (Parma) towards a more student-friendly city



In 2018, the University of Parma and the Municipality of Parma created “Parma Città Universitaria”, a project that aims to make Parma more and more a student-friendly city.

More than twenty-six thousand university students live the city, using public transport services, gathering in the squares, studying in the libraries, enjoying the beauty of green areas. The project intends to boost the involvement and active participation of students in city life.



How it started

One of the first initiatives of the project was “Parma takes the degree”, to demonstrate the joint initiatives and services of the city and the university and to collect suggestions and needs from the participants. Six meetings were held in different places in the city, moderated by a member of the Student Council, and developed around a larger theme (from the university-friendly city to the inclusive community, from food and tourism to Parma 2020, from the international reality to the smart community). The speakers, representing the Municipality and the University, addressed specific topics, soliciting the intervention of students and all participants.

In 2019, a convention named “Parma University City” was signed by the Municipality of Parma and the University and an inter-institutional working group was set up to implement it, led by the coordinator Leonardo Spadi, City Councillor in charge of the University City, and the deputy coordinator Chiara Vernizzi, Delegate of the Rector to Orientation. Following the signing of the agreement, work began on four important issues: communication of student services, transportation, housing and internationalisation.



Comune di Parma

City of Parma

Parma, like most Italian cities, is a city with a stratified territory throughout a millennium-old history: the Roman and the medieval city, the Renaissance and the Baroque city, the Bourbon and the Enlightenment city, the revolutionary and the Habsburg city, the peasant and the entrepreneurial city, the City of Verdi and of barricades, the city with deeply rooted popular traditions, the city beyond the torrent. Its urban fabric and agricultural landscape are marked by ancient footprints of the Roman land-division system along the Via Aemilia. The confluence between the Parma and Baganza rivers, forming an upside down Y, is the territorial element characterizing the city and deeply influencing its urban layout.

The City of Parma is a virtuous example of high quality of life, well-being, social, cultural and environmental quality. A unique public and private partnership model, a close relationship with the academic and research world, a close relationship between the green economy and urban regeneration, social inclusion and cultural production. Parma is also characterized by a top-notch cultural youth-friendly system; a city with refined event management capabilities at a national and international level. The uniqueness of the city of Parma also lies in its ability to establish an open dialogue with its local community.

Since 2004 Parma hosts the European Food Safety Authority (EFSA), the EU's leading authority for risk assessment regarding food and feed safety.

Since 2015, Parma has been officially proclaimed a “Creative City for gastronomy” by UNESCO. It is the cradle of the Italian Food Valley and among the favorite food and wine tasting tourist destinations. Parma boasts a whole range of prestigious PDO and PGI products (including Parmigiano Reggiano, Culatello, Prosciutto di Parma and Salame Felino). It is also home to an important network of producers' consortia and companies who are able to enhance the value of its excellence. The agri-food district covers the city of Parma and its 29 neighbouring municipalities.

Parma has been appointed as Italian Capital of Culture for the year 2020, title that was extended to 2021 by the “Relaunch Decree”, made by the Italian government to support the country's recovery following the global health emergency caused by COVID-19.

Ever since the nomination day, on 16th February 2018, Parma 2020+21 has become a metaphor for what the territory intends to achieve in terms of social regeneration from today to 2030.



University of Parma

The University of Parma is a State University. As such, it is self-governing and has administrative, organisational, and accountancy autonomy, while providing tailored services for students. Its centuries-old history dates back to 13th March 962, when Emperor Ottonian I conferred on Uberto, the Bishop of Parma, the initiation of the University in the 'Diploma': this document, which granted the Bishop the power to order and elect legal leaders ('eligere et ordinare notarios'), was the foundation for an educational institution that would last centuries later, and is still preserved in the Bishop's Archives in Parma today.

The University holds 9 Departments, and offers a rich catalogue of 40 First Cycle Degree Courses, 6 Single Cycle Degree Courses, 46 Second Cycle Degree Courses (7 of which entirely held in English), as well as many Postgraduate schools, Teacher Training courses, several Master Programmes and PhDs.

The ideal size of the University (27,000 students, with more than 5,000 graduates per year and about 1,700 faculty and staff members), together with the quality of life in Parma has always attracted a large number of students from all over Italy. More than two-thirds of our registered students come from outside of Parma and its Province: for this reason the University deserves top ranking for attracting the most non-resident students nationwide.

The different locations of the University allow students to study in comfortable, efficient structures even near green areas, such as the Campus: a 77-hectare area in the south of the city hosting scientific departments, modern and well-equipped lecture halls, comfortable study areas, technologically advanced laboratories, and a Technopole - as well as several sports facilities, a conference centre, and a canteen.

The main building of the University is located in the heart of the city and houses the Rector's office, other administrative offices and the Department of Law, Politics and International Studies. In the city centre, you can also find the Department of Humanities, Social Sciences and Cultural Industries and the Department of Economics and Management. The Department of Medicine and Surgery is located in the city Hospital not far from the city centre, while the Department of Veterinary Science can be found in the immediate north-western outskirts of Parma.



Activities

In 2018, the University announced a competition reserved for university students to choose the logo of the project.

Also in 2018, thanks to the agreement with the University of Parma, the "ParmaUniverCity Info Point" was inaugurated in the restored spaces in the Roman Bridge underpass (see other case on Parma in this handbook). This location offers information and dissemination activities related to the University, not only for students and future students and their families, but also for employees of the University, citizens, and tourists. You can also find guides and illustrative material about the University, the city of Parma and the province. From July 1st to September 30th, 2019, the Welcome Point Matricole was activated in the Info Point: a unique access point for future freshmen, enrolled students and families, with the collaboration of the Informagiovani service and ER.GO. The strategic location, in the city center, symbolizes the collaboration between the University and the city of Parma and the concrete representation of the idea of Parma as University City.

Thanks to the "Parma Città Universitaria" project, important results have also been obtained that boost Parma as a student friendly city: regarding taxation (tax breaks for property owners who rent to students) and public transport, in the form of price reductions of student season tickets (also for Erasmus students), the activation of night-time lines and the expansion of services to other areas of interest to students. One of the most recent products of the project is a video telling the story of the city beyond its university dimension and ends with an evocative claim: "Much more than a city with a university". The video was made by the students of CAPAS (Center for the Activities and Professions of the Arts and Entertainment) of the University.

In addition, thanks to the collaboration between the Municipality and the University of Parma, direct contributions have been provided for off-campus students who have been economically affected by the consequences of the pandemic. The total amount allocated amounts to 175.000 euros, of which 100.000 provided by the University of Parma. The University has allocated, in fact, 50.000 euros and the remaining 50.000 are the result of a particularly significant gesture of the Student Council and Student Associations, which decided to commit the amount for the rents of off-site students, subtracting it from the Fund for Cultural and Social Initiatives promoted by students - call 2020. It is an important result obtained thanks to the tools provided by the "Parma University City" convention.

As part of the "Parma City of Universities" projects, from September 2021, a number of city associations will make their municipal spaces available to support university students in the difficult time caused by the pandemic.

Governance, management, funding

The governance of “Parma Città Universitaria” is the responsibility of the University of Parma and of the Municipality of Parma, signatories of the convention. In order to implement the agreement, a special working group has been set up, consisting of representatives of the City and the University, which meets at least every two months.

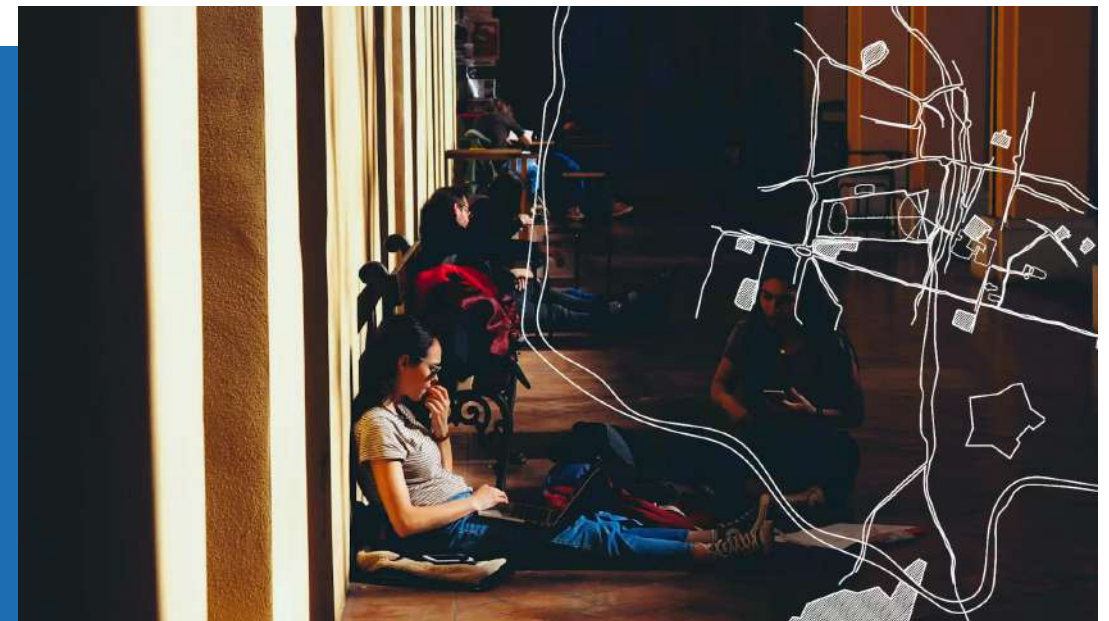
To ensure the effective participation of students in the projects, the agreement provides for the establishment of a periodic round table, convened by the President of the Student Council of the University, in which the University and the Municipality undertake to participate with their representatives.

“Parma Città Universitaria” is an idea open to the entire city: associations, organisations, public and private institutions and commercial companies can ask to join the project and they can become partners, signing specific implementation agreements. In February 2021 many other partners joined the project: thirty-two municipalities in the area²⁵ and 12 other organisations²⁶.

“Today is an important day for our academic community and for our territory. The “Parma Città Universitaria” project grows with 44 new partners among municipal administrations, cultural and sports realities and public transport companies”, as Leonardo Spadi, Coordinator of “Parma Città Universitaria”, said.

²⁵ Albareto, Bore, Borgotaro, Busseto, Collecchio, Colorno, Corniglio, Felino, Fidenza, Fontanellato, Fornovo, Fontevivo, Langhirano, Lesignano, Medesano, Montechiarugolo, Neviano, Noceto, Polesine Zibello, Roccabianca, Sala Baganza, Salsomaggiore Terme, San Secondo, Sissa Trecasali, Solignano, Soragna, Sorbolo Mezzani, Traversetolo, Tizzano, Torrile, Valmozzola, Varano De Melegari

²⁶ Parma io ci sto!, Teatro Regio Foundation, the Toscanini Foundation and the Society of Concerts; Center for the Activities and Professions of the Arts and Entertainment - CAPAS of the University of Parma and CUS Parma; Lenz Foundation, Teatro Due Foundation, MicroMacro and Teatro del Cerchio; Infomobility and TEP; Gazzetta di Parma



Key lessons and takeaways

The “Parma City University” project demonstrates the key importance of having an ongoing dialogue between the Municipality of Parma and the University. This helps to address big and small problems and critical issues rapidly. The approach has brought concrete results and significant benefits to students. Second, the project helps to give a voice to student concerns. Students involved in the working tables can resolve issues without intermediaries: students are protagonists and they personally pose the requests and highlight their problems, helping to find solutions.



Case: Aemilia 187 a.C. (Parma) a symbolic place of a university-friendly city



"Aemilia 187 a.C." is a historic location in downtown Parma where the university has set up a presence. The project was realised in 2018 through a collaboration between the Municipality and the University of Parma with the aim of redeveloping the spaces near the Roman Bridge that had been in disuse for some time. For the University it was an opportunity to go beyond the confines of the campus (somewhat out of town) and offer its users a space completely immersed in the city.

The "Aemilia 187 a.C." space is located right in the centre of Parma, at the intersection of the river flowing from south to north and the Via Emilia, the ancient Roman road linking Milan and Rimini, along which the city was founded, precisely on the date commemorated by the name given to this project.

Through the extensive redevelopment of the subway containing the remains of the ancient Roman bridge over the ancient bed of the Parma river, it was possible to give visible, concrete and highly symbolic realisation to the collaboration between the Municipality and the University: it is no coincidence that the sign at the entrance reads "ParmaUniverCity - Infopoint".

The "Aemilia 187 a.C." space has been offered by the city to the University. At the venue, the University provides information on the university, distributes illustrative material and sells University of Parma-branded merchandising. The centrality of the place and the type of space, however, favour the articulation of much broader projects such as visits, meetings, and initiatives to promote aggregation and sociability.



How it started

Since Roman times, the bridge over the river Parma has connected the area where the colony was located and its suburb, now called Oltretorrente. According to local tradition, a bridge was built along the Via Emilia over the river Parma in the Augustan age. It remained in use for more than a thousand years; it was only in 1177 that a flood obstructed its arches and the Parma River changed its course, moving further west towards its current riverbed.

Starting in 1960, work to widen the Via Emilia in the area of the river brought to light the eleven arches of the ancient Roman bridge, of which only two remained visible with the construction of a pedestrian subway, inaugurated in 1968; two underground shops, built next to the two arches of the bridge, were in use for a few decades, animating the pedestrian subway. From 2004 the spaces hosted the first editions of the Festival of Architecture, and were then permanently closed to allow work to begin on the recovery of the subway in 2006. In 2014, important structural consolidation works were carried out, but they did not allow the reopening of the place.





Also in 2014, a Memorandum of Understanding was signed for the realisation of the 'Aemilia 187 BC' project between the Municipality of Parma, the University of Parma, the Regional Directorate for Cultural and Landscape Heritage of Emilia Romagna, the Superintendence for Archaeological Heritage of Emilia Romagna and the Superintendence for Architectural and Landscape Heritage for the Provinces of Parma and Piacenza.

The redevelopment project, which began in 2015, was concluded in 2018 with the opening of "Aemilia 187 a.C.": the area is included in an urban space articulated on several levels connected in a single pedestrian system that unites the different urban parts around the subway; the premises of the University with the new "ParmaUniverCity InfoPoint", facing the Roman Bridge, are articulated in functionally distinct areas, which allow different activities during the day, addressed to different users and aimed at enhancing the place and the city as a whole.

Activities

In the subway there are spaces for university use, a multi-level urban space and an archaeological space built around the Roman Bridge.

The university spaces contain:

- 1 a laboratory space with a capacity of about 30-40 places that can be used for teaching activities, dissertations, conferences, meetings and cultural events open to the city;
- 2 a multifunctional space, with several entrances from the subway, visible from the outside through the display windows with the archaeological finds, which can be used for workshops, exhibitions, exhibition galleries and various activities both in synergy with the workshop space and independently;
- 3 a service area designed to be a literary café, with all the refreshment services connected to the various possible activities.

The "ParmaUniverCity InfoPoint" is aimed not only at students of the University of Parma but also at citizens and, more generally, at all those who wish to obtain information on the University: from purely administrative information such as matriculation to everything that the University organises in terms of events and initiatives for the dissemination of science.

A part of the premises is used for the sale of University merchandising and is currently the only sales point in the city. There are several items that are sold at a special discount for employees and students of the university.

At the beginning of each academic year the "Welcome Point Matricole" is activated at the Infopoint of ParmaUniverCity, a first level information point for future freshmen: University staff and the Informagiovani of the Municipality of Parma provide information and illustrative flyers and pamphlets. The service also includes the possibility of requesting remote support from the staff of Er.Go, the company that deals with the right to study in Emilia-Romagna, to answer questions regarding scholarships and other opportunities in the region.

These spaces are also visible from the upper level of the avenue along the Parma stream through a "lantern" where, in addition to archaeological findings on display in rotation, there are two large LED screens used to publicise news and events concerning the University.

Inside the upgraded spaces there is also an exhibition area (with more than 250 archaeological findings collected during the excavations for the construction of the adjacent square) which also guides visitors down to the level of the river, by means of a staircase which allows small groups accompanied by university and/or superintendency staff to descend under the bridge to the level of the river.

Governance, management, funding

The area is owned by the Municipality of Parma, which has provided for the redevelopment of the “Aemilia 187 a.C.” space; subsequently, the Municipality has entrusted the management and operation to the University of Parma, with a special agreement signed in 2018.

The area is granted free of charge to the University, which covers the costs of ordinary maintenance, ordinary and extraordinary cleaning, management expenses and other possible fiscal and tax charges, utilities (electricity, water, gas, etc.) and has provided for equipping the premises (furniture, instruments, etc.)



Key lessons/takeaways

The “ParmaUniverCity Info-point” is located in the centre of the city, in a strategic and transitory place; this area concretely represents how important university students are for the city; the same principle is embodied by the Welcome Point Matricole where future freshmen, arriving for the first time in the city, immediately understand how much the city cares for them.

The project is an extraordinary experience for the entities involved: the City of Parma has benefited from the recovery of an abandoned area and the inclusion of new functions and activities of interest to students and citizens; on the other hand, the University has benefited greatly from being located in a place that is a symbol of the city. Aemilia 187 a.C. is the physical and symbolic place of a university-friendly city, as Parma is.



Case: Timișoara Quality Transport (Timișoara)

towards innovative public transportation



The city of Timișoara is situated in the western part of Romania and has a long, rich history. The first proofs of its existence reveal an ancient human settlement that later led to the appearance of the first fortified citadel on the current hearth of the city. As a recognition of its importance and beauty, it was nicknamed the “Small Vienna”.

The main players in the current local community of Timișoara have taken it upon themselves to continuously identify and implement projects and programmes meant to improve the quality of local life. One such project is Timișoara Quality Transport (TQT), designed by the West University of Timișoara and the Public Transport Society of Timișoara (STPT), a company managed by the local public administration.



How it started

The TQT project is a local community project, the result of a partnership between the West University of Timișoara (WUT) and the Public Transport Society. As such, it reflects the aspirations of the two institutions to put together a set of measures and policies meant to continue our tradition of public transport innovations in ways that are adapted to the needs of the community. The purpose is to increase the quality of life in Timișoara and its metropolitan area through:

- more efficient public transport routes
- a digital shift in logistics and information access
- better conditions on means of public transport
- permanent contact with the end clients – the passengers – through feedback collected through surveys.

TQT aims to develop a new “modus operandi” regarding the provision and improvement of the public transport services offered by STPT, which is more involved in a direct relationship with the beneficiaries of these services, the public transport users. As an active partner and through the teams and resources allotted, WUT has generated the main approaches, has synthesised the ideas, designed the planning and implementation stages, and defined the objectives and the tools necessary to achieve them. All is unfolding under a single project management based on the Deming method.



City of Timișoara

Called “Little Vienna” or “the City of Flowers”, Timișoara is considered the informal capital of the historical Banat region. The country’s third largest city is the economic hub of the region, with 319.279 inhabitants, home to almost a half-million inhabitants in the metropolitan area, as well as over 30.000 students from over 50 countries.

Symbol of the 1989 Revolution against the communist regime, Timișoara is, in the Western part of Romania, a modern cosmopolitan city and academic centre, with wide international perspectives, offering the perfect starting point to accomplish welfare, progress and understanding.

The economy of Timișoara has historic tradition in manufacturing, commerce, transport, education, communications and tourism.

In 2016, Timișoara was awarded by Forbes as the most dynamic city and the best city for business in Romania.

Timișoara is a multicultural city inhabited not only by Romanians, but also by Hungarians, Germans and Serbs. Timișoara is not only a cosmopolitan city highly connected to the rest of Europe, but also the city with the highest internet speed in the world and a European Capital of Culture in 2023.

The concept for the title of European Capital of Culture 2023: ‘Shine Your Light – Light up your city!’ represents the spirit of the city. It implies the spiritual light and beliefs, but also points to the light of a remarkable era in which the modern city on the Bega river was established. It is about the age of Enlightenment, a period when the people of Timișoara and its surrounding region were learning and propagating tolerance and fraternal spirit.

Activities

The project has been coordinated by the Sociology Department of the Faculty of Sociology and Psychology. The teams are made up of students and teaching staff. These teams are responsible for managing the entire project, in partnership with a working team from STPT.

The teams designed and implemented batches of surveys targeted for the users of means of public transport (trams, buses, trolleybuses, school buses) on certain selected routes in the metropolitan area. The criteria for the route selection took into consideration:

- the distance covered: long routes that connect the outskirts of the city, the central points, the commercial centres;
- the rush hours: the 6:30-8:00 and 15:00-17:00 time intervals;
- the duration of a cross route: the North-South axis, and the West-East axis respectively.

The working teams designed the questionnaires with questions focusing on 3 objectives at most, such as: conditions on the means of transport, access to traffic information, timing of departure/arrival of the means of transport, the attitude of the STPT staff towards the passengers, etc. The questionnaire is meant to be distributed over the course of 2 weeks through mobile teams made up of students. The survey is carried out once every 6 months and there are 6 series scheduled for the 2020-2023 period. Each survey targets about 160 people/day during the two time intervals established. The conclusions drawn from the surveys are organised and grouped so as to represent solutions proposed by the STPT working teams or/and aspects to be investigated in the following surveys. This creates a constant cycle of both monitoring the travel conditions and adapting the available services to the users' needs.

WUT is also participating with a team of computer science students, whose role is to:

- adapt and transfer the conclusions drawn from the surveys into solutions and software systems that will improve the digitisation of the local traffic management;
- run tests and simulations meant to replace factors with a negative environment impact (for e.g., to start using trams/trolleybuses running on solar energy or to organise boarding times so as to avoid crowding).

At the end of each survey and analysis stage (every 6 months), the working teams issue a report based on the collected data and on the conclusions of the analysis, and implicitly suggest improvements. They present the report to monitoring Committee, which consists of WUT teaching staff and specialists from STPT.

Management

TQT is financed by STPT using European funds. The project has a monitoring Committee, which consists of WUT teaching staff who also hold management positions and of managers and specialists from STPT. The Head of the Committee is the WUT Rector, which enables visibility on the international academic stage and the involvement of foreign university consortia. This, in turn, facilitates access to information, know-how, good practices and experiential projects regarding the support the academic community can offer to the local administration apparatus in order to improve the quality of life in the city.

The implementation of the project is ensured by 3 working teams from the Sociology Department of the Faculty of Sociology and Psychology. The teams include both students and teaching staff. The surveys are conducted by 10 teams of 6-8 volunteer students each, who give out the forms, advise passengers, and collect the completed questionnaires. Passengers have the option to give their email address if they want to be updated with information/changes regarding the problems they raised in the questionnaires.



Good practices

The TQT project represents a concrete step towards the development of the collaboration between the local administration and the academic community. The results obtained constitute a solid basis for making decisions that can meet actual needs in the local community. The data obtained through the project can be used in BA or MA research projects by those WUT students interested in a more in-depth analysis of issues of local impact.



West University of Timișoara

With more than 75 years of tradition, West University of Timișoara (WUT) is a family of 16.000 members, the widest from Western Romania, with a strong identity and highly involved in the local community. Founded in 1944 through Royal Decree, WUT is the fourth comprehensive university from Romania.

Regional leader on the educational market, with constantly increasing connections to the international academic community, West University of Timișoara is offering an effervescent intellectual environment, which stimulates individual achievements, teamwork, interdisciplinarity and research.

As a large academic center with strong collaborations with the stakeholders from the local social and economic sector, WUT has a strong focus on employability and career preparation. Providing innovative teaching methods, a student-centered approach to learning and study programmes with an international outlook, West University of Timișoara provides a very wide range of fields and specializations, from vocational areas, social, economic, philological to science, in 11 faculties.

Research also lies at the heart of WUT's activity and is essential in order to guarantee the quality teaching.

The recent years classifications at international level are positioning WUT in the main five Romanian universities, but first in terms of international collaborations and impact of the research activity.

WUT's reputation for academic excellence attracts partners, academics and students from around the world, resulting in a friendly, open and multicultural environment. With an average of 6% (and growing) number of international students and more than 400 partner universities worldwide, our community is growing its international dimension constantly. Numerous international educational projects, as well as a very high number of student and staff mobilities abroad, also contribute to the internationalization of WUT's curricula, community and institution overall.



City of Parma - Lostello



Annex: Other examples of city-university collaboration

Topic:
Students/researchers co-developing solutions for real-life urban/societal challenges

Case 1
Exeter: E.g. MSc Global Sustainability Solutions

Case 2
Parma: App NUBI

NUBI (NUtrizione BImbi as Children Nutrition) funded by the Municipality of Parma with the aim of accompanying parents in managing the nutrition of their children.

Case 3
Aveiro: Environmental Use Case

The University of Aveiro implemented a network of sensors with Municipality of Aveiro. The University allocated some of its PhD and MSc students to the technical planning, project management and data management after the completion of the implementation.

Topic:
University supporting the wider cities' education system

Case 1
LK/NK: "Lumink Academy"

The Lumink Academy, a study-motivating program for kids in grade 9 (15 years of age), at an elementary school in a segregated area in Norrköping.

Case 2
Magdeburg: Magdeburger „Medienwochen“

a media education project for children and young people, where they can become creative themselves by creating various media products such as films, comics and the like. They have been organized and carried out by bachelor and master students of media education for several years.

Case 3
Aveiro's Tech Labs project

aims to develop interest and foundational skills and knowledge in STEAM competences in students and teachers from all educational levels. Teachers will assume a key role in the process, as agents for change, transferring knowledge to students by using innovative teaching methodologies.

Case 4
Lublin: Scholarships like "the competition of the Mayor of Lublin for the best thesis devoted to the economic development of the city"

provided by Lublin City Office are an additional incentive for them.
<https://lublin.eu/biznes-i-nauka/konkurs-na-prace-dyplomowa/>

Topic:
Students working inside municipality

Case 1

Lublin: Municipal scholarship program of the Mayor of Lublin

Academic scholarship Mayor of Lublin is aimed at I or II degree students and doctoral students, full-time studies, who in the last two academic years before applying for the scholarship conducted scientific or artistic activity which might contribute to the development of Lublin and the region or make a significant contribution to the development of science.

Case 2

Ghent

Every year many students from the university and the universities of applied sciences follow internship at city services. The City has its own internship database where students can search and apply for an internship.

<https://jobs.gent.be/stages>

Topic:
University providing (evidence-based) policy advice for city

Case 1

The Malaga City Tourist Observatory is an initiative that the City's Tourism Department and the University of Malaga launched in 2008. The objective of this annual statistical report is to understand completely the nature of the visit and the profile of the visitors to Malaga: Topics measured in the report include what are their initial motivations, how they organize their trip, what type of activities they carry out during their stay, how they value the available offer and the trip according to their initial expectations, among other relevant aspects.

Case 2

Timisoara: PhDs and postdocs conduct research, generally without paid employment, for the following purposes:

- improvement public services in the state administration;
- digitization of data through an integrated computer system in public administration;
- local tourism development strategies;
- strategies for international cultural recognition of the zone / region of the partners.

Case 3

Lausanne: Project for the supervision of a consultative process of the Lausanne population "Riponne - Tunnel" 2018-2019 & Scientific support project for the climate plan of the city of Lausanne, by UNIL Centre for Sustainability (CID)

Case 4

Aveiro Labour Observatory: aims to contribute to the development of skills and to the retention of human talent in Aveiro, identifying training needs and developing training programs to meet the challenges of the business environment in Aveiro.

Topic:
University trainings for city staff

Case 1
Timisoara

The projects in partnerships with the local public administration aim at:

- the acquisition of digital competences, at a level (in health system, pre-university education system, administrative system);
- insertion and professional training programs specific to the public administrative system;
- innovation and environmental protection policies (actions to prevent and combat pollution factors, deforestation / afforestation).

Topic:
Culture

Case 1
Lausanne

In September 2020, the City's and UNIL cultural services launched under the auspices of Interact a feasibility study for the creation of an Observatory of cultural policies at the regional level (French-speaking Switzerland), in partnership with the University of Applied Sciences and the Regional Body for Cultural Coordination.

Topic:
Community engagement of students and researchers

Case 1
Magdeburg

The project "Managing Diversity - Integration in the Community" aims to promote opportunities for participation through mobile, social-space-oriented counselling, to support good coexistence in neighbourhoods through mediation and bridge-building, and to conceptually promote the interaction of existing support structures in the district. The main target group are third-country nationals with legal residence in Germany.

Topic:
Alternative university locations outside the campus

Case 1
Magdeburg

Interim use, dealing with vacancies:

PopUp store In:Takt where students of various courses of use the vacant space (store) in the city center of Magdeburg. Also Schauwerk (UAS).

Topic:
Science-society communication

Case 1
[Lausanne: Mysteres](#)

Case 2
[Universities from Lublin jointly with the Lublin Municipal Office](#) organize Virtual Days of Science in Lublin, to disseminate and popularize science and research in society. The program is filled with interesting and captivating projects that aim to capture the interest of both international and domestic audience; the elderly, teachers, entrepreneurs and even young children. The event was co-financed by the “Social Responsibility of Science” program of the Minister of Science and Higher Education, funds from the Marshal’s Office of the Lubelskie Voivodeship, Lubelski Węgiel “BOGDANKA” a stock company, and Santander Universidades.

Case 3
[The Festival of Science in Lublin](#) is the largest cyclical event which popularizes science in Lublin voivodeship and in the neighbour regions, and due to the number of participants, it is one of the top three largest science festivals in Poland. The main goal of all the events organized under the festival is to promote and popularize science and research in society. By organizing the festival, we also strengthen the intellectual and socio-economic potential of the entire Lublin region and show the connection between science, everyday life and development opportunities.

So far, sixteen editions of the festival have been held, the first on September 8-24, 2004, and the last one, the 16th LFN, on September 14-20, 2019 under the theme “Science-Technology-Innovation”. During the festival 1.445 projects were submitted and implemented.



City of Lausanne - view (photo: Régis Colombo - LT/www.diapo.ch)



Network presentation



- 1 Aveiro (Portugal)
- 2 Exeter (England)
- 3 Ghent (Belgium)
- 4 Innsbruck (Austria)
- 5 Lausanne (Switzerland)
- 6 Linköping (Sweden)
- 7 Norrköping (Sweden)
- 8 Lublin (Poland)
- 9 Magdeburg (Germany)
- 10 Malaga (Spain)
- 11 Parma (Italy)
- 12 Timișoara (Romania)
- 13 Trondheim (Norway)



City of Aveiro



University of Aveiro



City of Exeter



University of Exeter



City of Ghent



Artevelde University of Applied Sciences



Ghent University



City of Innsbruck



University of Innsbruck



City of Lausanne



University of Lausanne



City of Linköping



City of Norrköping



Linköping University



City of Lublin



Maria Curie-Skłodowska University Lublin



City of Magdeburg



Otto von Guericke University Magdeburg



Magdeburg-Stendal University of Applied Sciences



City of Malaga



University of Málaga



City of Parma



University of Parma



City of Timisoara



West University of Timișoara



City of Trondheim



Norwegian University of Science and Technology



Norwegian University of Science and Technology

EuniverCities Network



EUniverCities is a European network, officially launched in 2012, in which medium-sized cities and their universities work together (in so-called tandems) to improve cooperation.

EUniverCities enhances cooperation between cities and universities to foster economic, social and technological innovation as drivers for building smart, sustainable and inclusive societies.

The network's aim is to exchange and spread knowledge, expertise and experience regarding city-university cooperation across urban Europe.

The strategy of the network is decided by its members for a defined period of time. This Strategy Document includes also the functioning and the structures of the network as outlined in the EUniverCities Network Structure Document. Part of the Strategy Document is the action plan for a defined period of time. The Declaration of Membership always refers to the currently valid version of the Strategy Document.

Secretariats

City and University of Parma
(2019 – 2021)

City of Magdeburg
(2017 – 2018)

City of Delft
(2014 – 2016)

Strategy

The key themes and areas of interest for the network's operations should be found in the Flower model here below, linked with the UN Sustainable Development Goals that the world community has set itself, and in which cities & universities can play a major role together and assure very interesting contributions for their communities.

Outputs

Since its launch, early 2012, the EUniverCities Network produced:

- 22 Peer Review Meetings in alternating cities
- 3 Decision-makers meetings (Mayors, Vice Mayors, Rectors, Vice Rectors)
- 1 Statement signed between the EUniverCities Network and the European Commission
- 3 joint workshops with the European Commission:
 - A Symphony for Progress: Cooperation between the University and the City (Open Days 2014)
 - Knowledge pearls: how can the City-University nexus contribute to close the innovation divide? (European Week of Regions and Cities 2016)
 - Universities as launching hubs for entrepreneurial learning in cities (European Week of Regions and Cities 2016)
- 1 joint project on city-university cooperation and governance (URBACT II, 2012-2015)
- 1 sub-network project about 'Internationalization'
- Peer Review and Thematic reports on city-university cooperation and specific topics
- 1 final project report comprising best practices and good examples on city-university cooperation
- Website: <http://eunivercitiesnetwork.com/> with communication and background material about the network, the members and the different meetings
- Website: <http://urbact.eu/eunivercities> with communication and background material about the project, Peer Review meetings and reports
- #EUniverCitiesTalks n.1 (June 2020): Maintaining a cultural offer in times of social distancing....a challenge for city & university – ZOOM Webinar
- #EUniverCitiesTalks n.2 (July 2020): Welcoming days and international student mobility in times of COVID-19 – ZOOM Webinar
- #EUniverCitiesTalks n.3 (June 2021): Aveiro Tech City – ZOOM Webinar

EUniverCities meetings since 2012

- [Parma \(December 2021\)](#): A new student generation: new challenges for city&uni-versity
- [Timișoara \(May 2021\)](#): Using University research to support the local government decision-making process
- [Lausanne \(November 2020 – February 2021\)](#) ZOOM Meeting:
 - Workshop 1: How city & university can address societal challenges
 - Workshop 2: Strategic city -university collaborations: how to make them work
 - Workshop 3: Student involvement in city-university collaboration: from ad hoc to a structural approach
- [Málaga \(November 2019\)](#) : Sustainable Tourism
- [Aveiro \(May 2019\)](#): How can Universities be an active Stakeholder in the development of Cultural activities in the City?
- [Trondheim \(December 2018\)](#): Educating for change: how can universities, cities and students work together for a sustainable future?
- [Ghent \(May 2018\)](#): Decision-makers meeting (3)
- [Magdeburg \(December 2017\)](#): Social engagement of universities – a significant part of the 'Third Mission'
- [Lublin \(May 2017\)](#): Support for student spin-off companies and integration of international students through entrepreneurship
- [Tampere \(November 2016\)](#): 'Tampere, towards an urban campus?'
- [Parma \(June 2016\)](#): 'A tale of a university city: How to create an attractive brand?'
- [Linköping and Norrköping \(November 2015\)](#): 'Towards a civic university and academic cities?'
- [Lausanne \(May 2015\)](#): 'Science in the city' and 'Campus as a living lab'
- [Delft \(March 2015\)](#): 'Hospitality and Living Labs'
- [Lecce \(January 2015\)](#): 'Lecce as Smart Student City?'
- [Ghent \(December 2014\)](#): 'City & university in Ghent: students and public spaces'
- [Tampere \(September 2014\)](#): 'City & university in Tampere: Getting better all the time?'
- [Varna \(June 2014\)](#): 'Varna at a crossroads: towards a knowledge-based economy?'
- [Aalborg \(April 2014\)](#): 'The attractive student city'
- [Lublin \(February 2014\)](#): 'Building an attractive student city'
- [Aveiro \(November 2013\)](#): 'City & university in Aveiro: Heading towards an integrated and sustainable knowledge city?'
- [Linköping \(September 2013\)](#): 'City & university in Linköping: How to make provincial city thrilling'
- [Trondheim \(April 2013\)](#): 'Main developments and challenges regarding the city-university cooperation'
- [Magdeburg \(March 2013\)](#): 'Science and the City Economy: an Analysis of Magdeburg'
- [Aachen \(September 2012\)](#): 'City-university collaboration in Aachen'
- [Ghent \(January 2012\)](#): 'Students and entrepreneurship'



This Handbook was produced thanks to the contributions from experts involved in member organisations of the EUniverCities Network.

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Images: © respective authors

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