

# ROLE OF UNIVERSITIES IN ANIMATING SOCIO-ECONOMIC DEVELOPMENT OF CITIES AND REGIONS

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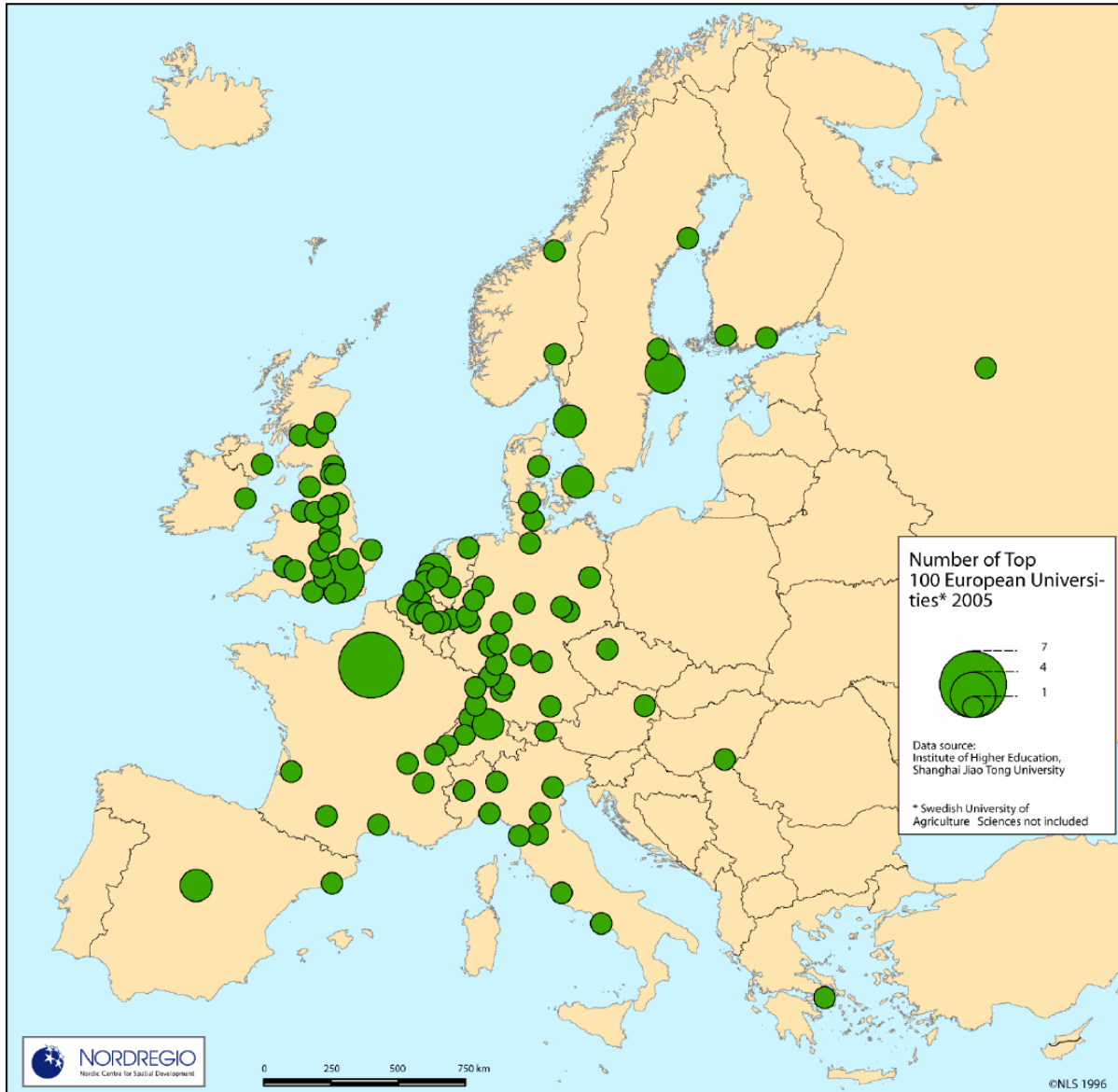
**The University as an Urban Cultural Institute**  
**2nd UNICA 'University, Culture and the City' Conference**

**Sofia University St. Kliment Ohridski, Sofia, Bulgaria**  
**29-31 May 2017**

# Europe: medieval banks, Hanzeatic cities, major fairs and transportation routes



# Leading university cities of Europe 2005



The city creates the university,

The university creates the city.

# Medieval Universities: peregrinations of Scientists



## universités au Moyen-Age

- de 1150 à 1200
- de 1200 à 1299
- de 1300 à 1400
- de 1400 à 1500

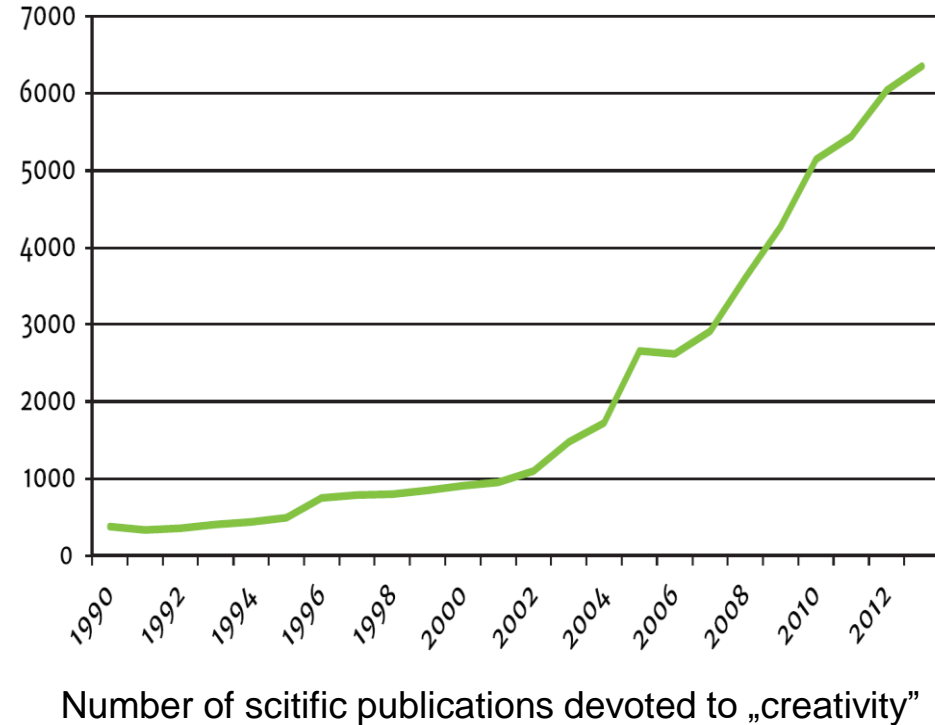
## deux pérégrins médiévaux

- les voyages de Pétrarque (1304-1374)
- les voyages d'Erasmus (1469-1536)
- frontières actuelles

- Core-periphery dichotomy
- Stable patterns
- Transportations routes matter – if in the core

# Culture – creativity – science – innovation - development

- Unclear relations. Chicken or egg?
- Culture matters. Values, norms, institutions. Open or closed mental and social systems. Dynamic or conservative.
- Multidimensional creative attitudes – arts, institutions, science, technology, innovations....
- What is the role of universities in these processes?



Scientists study creativity – cities want to be creative.

Scientists study innovations – all promote and finance innovations.

An intellectual (and emotional) feedback!

Always justified and rational?

# Evolution of mission and aims of universities



## Traditional University

(*first generation*)

„Storehouse of Knowledge“

- XIII-XV century
- Economic context: craft production
- University is clerical or elitist – „above the society“;



## Present University

(*second generation*)

„Knowledge Factory“

- XIX-XX century
- Economic context: industrial mass production
- University is supplier of inputs and outputs, a technology developer



## Evolving University

(ultimately: *third generation*)

„Knowledge Hub“

- XXI century
- Economic context: knowledge driven economy
- University as integrated institution in an intelligent region. Promotes indigenous development, new capabilities;
- Enriches local culture

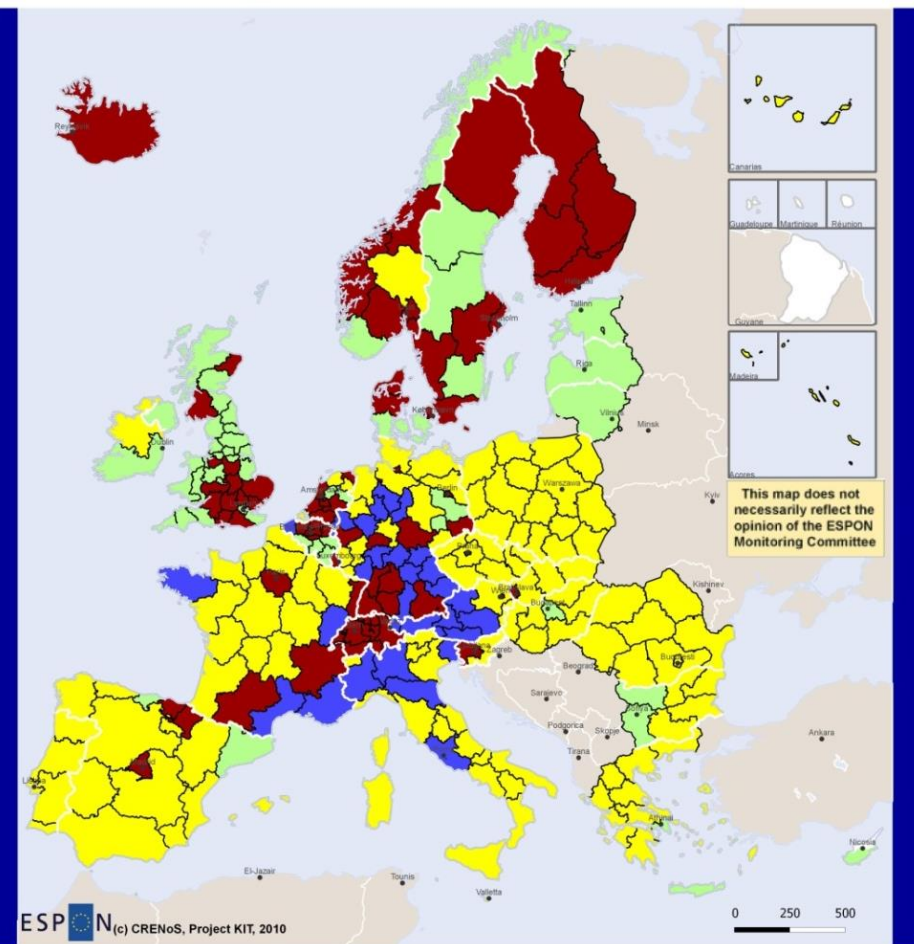
# Factors influencing contemporary universities



1. Increasing demand for an educated labour force, particularly in fast growing and profitable knowledge-intensive sectors.
2. Rapid changes in innovation processes requiring cooperation of different agents, openness and networking.
3. Stress on Technology&Innovation, some neglect of Arts&Humanities, beginning of ammending these trends.
4. Increasing awareness of importance of territorial contexts for the individual and collective learning.
5. Growing internationalisation of scientific research and education on the higher level.
6. Negative demographic trends influencing competition among universities (rankings!).

# Knowledge economy - functional approach

presence in the region of functions like R&D and high education

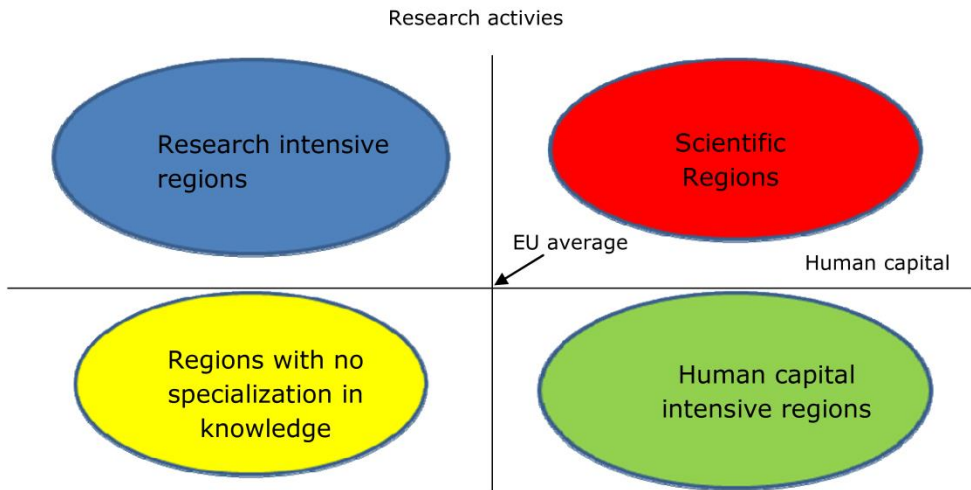


This map does not necessarily reflect the opinion of the ESPON Monitoring Committee

EUROPEAN UNION  
Part-financed by the European Regional Development Fund  
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(c) EuroGeographics Association for administrative boundaries  
Source: CRENoS elaboration, 2010  
Origin of data: Eurostat, OECD REGPAT database, ISTAT and  
Institut National de la Statistique et des Etudes Economiques data, CORDIS data  
Regional level: NUTS 2

- Legend
- no data
  - Scientific regions
  - Human capital intensive regions
  - Research intensive regions
  - Regions with no specialization in knowledge activities

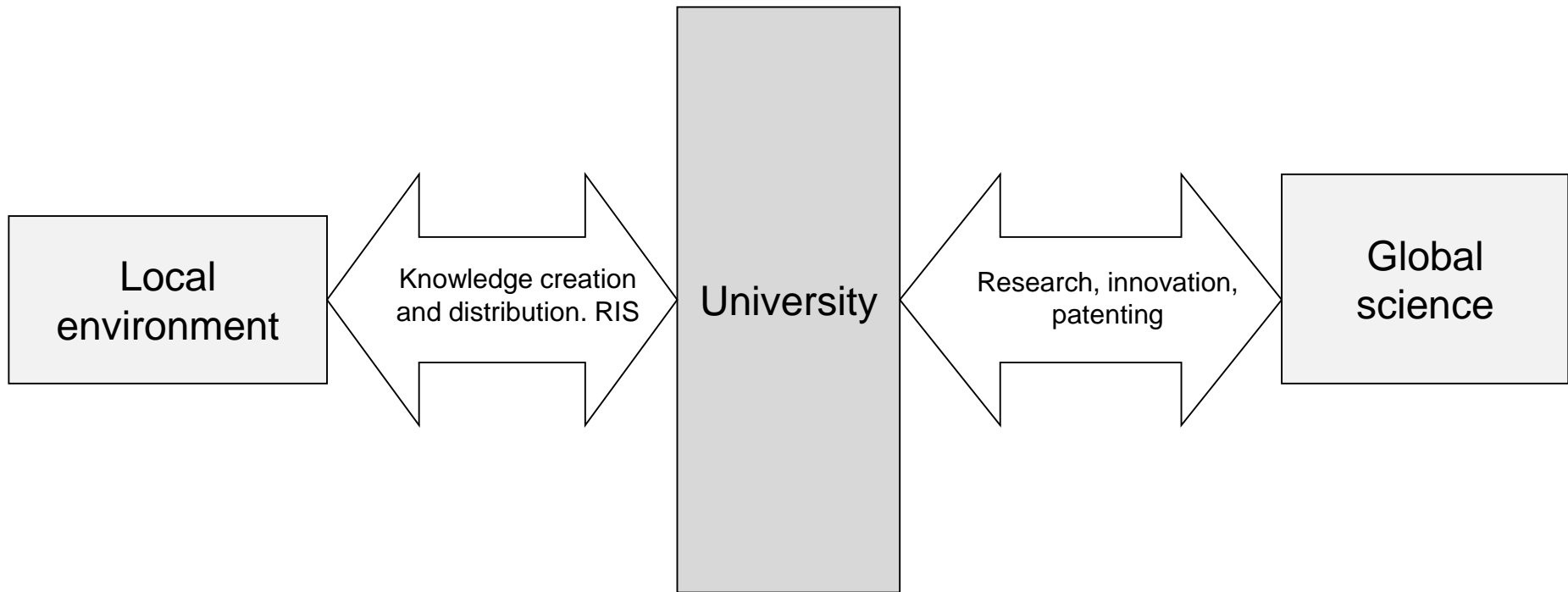


The number of scientific regions (with both high levels of human capital and research potential) pretty limited.

At the same time large number of regions with low levels in these two dimensions. Have to follow "dependant modernisation"



# University as a bridge between the local and the global



# Fields of local and regional influence of the university: all add up to broadly understood CULTURE



## ▶ **University as an economic entity:**

- employer – sometimes the one of the biggest in a city, usually paying high wages;
- demand generator: buyer, contractor, housing market, retails shops etc.;
- if in old premises (or if in very modern) – a tourist attraction.

## ▶ **University as knowledge producer:**

- intellectual property rights;
- new technologies, organisational patterns.

## ▶ **University as a business agent:**

- technology parks, spin-offs, patent selling.

## ▶ **University as human capital creator:**

- students, researchers;
- distance learning, long-life learning, open university for local community.

## ▶ **University as a regional actor:**

- advising local authorities, organiser of cultural events, etc.

## ▶ **University as a space creator:**

- revitalisation, new campuses, creative architecture;
- provider of regional and city brands.

# Charlotte: a University City



- NC's first mixed use development
- Region's first restaurant with a true wine cellar
- First satellite hospital
- Charlotte's first true business park
- First super-wired business park
- First high-tech manufacturer
- Charlotte's first and only nature preserve
- First international Public Radio hit program
- Pioneering high-tech multi-school village
- Motor speedway
- First suburban municipal service district
- First Chamber branch
- First desktop-published community magazine



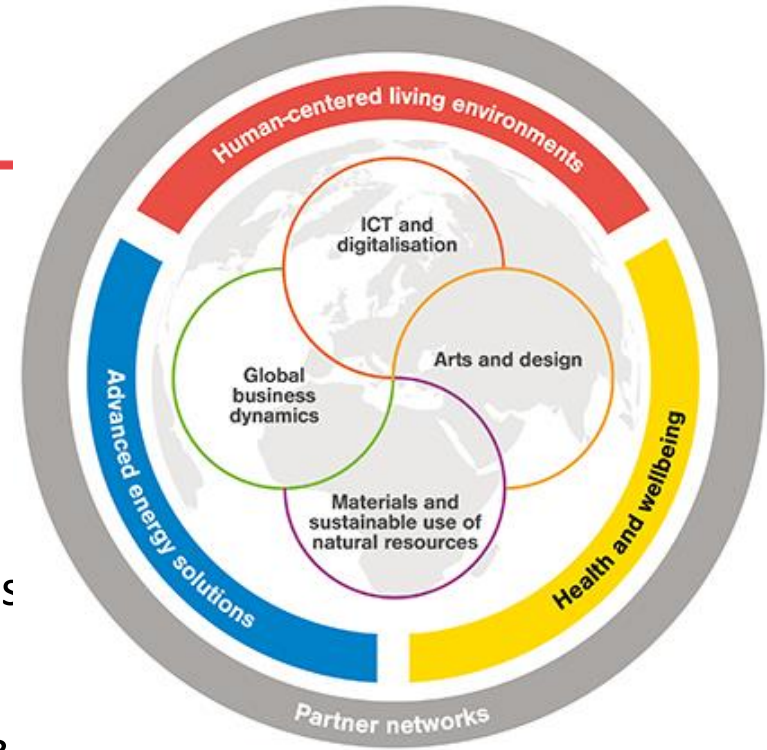
# Welcome to Aalto University

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Aalto University was founded in 2010 as Helsinki University of Technology, the Helsinki School of Economics and the University of Art and Design Helsinki were merged.

Aalto University is a multidisciplinary community where science and art meet technology and business

*„We are committed to identifying and solving grand societal challenges and building an innovative future.“*



Aalto University has six schools with nearly 20 000 students and 4 000 employees, 386 of whom are Professors. There is a wide variety of Bachelor's and Master's Degrees awarded at Aalto University, also doctoral programmes in all the fields of study.

The main campus is located in Otaniemi in Espoo, Finland (20 kms from Helsinki). The other campuses are in Töölö and Arabia in Helsinki.

# The fastest growing cities in the USA



Austin, TX (no state income tax):

for starters, a ton of bright talent to recruit from: **51,000-student University of Texas**, presence of mega corporations like Whole Foods and Dell;

Houston (2), Dallas (3), San Antonio (9)

Raleigh (4) in **Research Triangle** (NC):

more than 170 companies have outposts (EMC, Cisco and First Citizens National Bank); **a multitude of universities and colleges**;

Salt Lake City (5), UT: the best state for business:

“Crossroads of the West”:

a commercial and financial hub with diversified economy: insurance-financial sector; technology presence, **biomedical and genetic research**, a steady energy and mining sector,

Provo (No. 7)

Phoenix 8 (AR) – a desert metropolis - recovery after the burst of the property bubble.

<http://www.forbes.com/sites/morganbrennan/2013/01/23/americas-fastest-growing-cities/>

# The role of Cohesion Policy



European Union  
Regional Policy



*Connecting Universities to Regional Growth:  
A Practical Guide*



September 2011

- Universities are a critical **'asset'** of the region, especially in **less favoured** regions where the private sector may be weak.
- Mobilising universities needs to be addressed in a **'holistic'** way of functions performed
- **Partnerships** should be established in the region to specifically address the issues of engagement between universities and regions.
- A broader definition of innovation is needed to acknowledge the role that **arts, humanities and social sciences** can play in development.
- Cohesion Policy should support **regional authorities** in their efforts to strengthen their universities.

# National policies: dilemma of concentration or deconcentration?



## Discussion in Norway

The Stjernø Commission indicated that the balance between availability and the need for concentration of research environments is a central issue for further development. The radical proposal suggested to merge the existing universities and university colleges into 8–10 regional universities.

The Ministry of Education and Research chose not to follow up on the Commission's recommendations for structural changes. The Ministry's regulations resulted in a number of initiatives for cooperation between higher education institutions in the form of scientific research cooperation or mergers. Importantly, such cooperation initiatives take place on a voluntary basis.

But in **Denmark** 12 universities and 13 governmental research institutions were merged into eight universities and four research institutes.

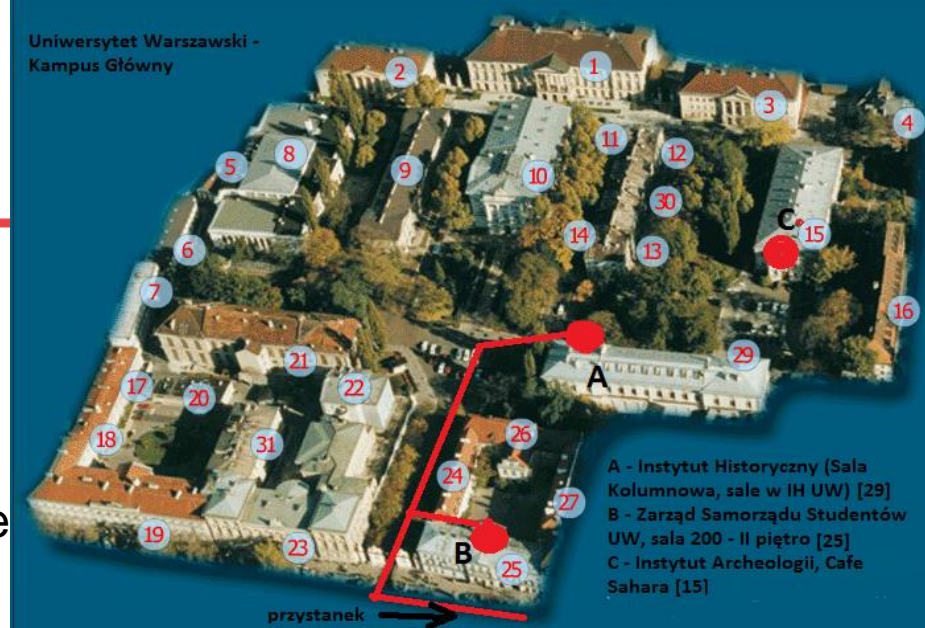
**What is better for scientific and academic excellence is not always better for local and regional development and satisfaction of community needs.**

# University OF Warsaw

54,800 members of the community:

- 44,400 students,
- 3,200 doctoral students,
- 7,200 employees.

In the **University Mission** - no mention of the city, locality, region, community surrounding it, etc. However several initiatives undertaken.



**University Volunteer Centre**, since 2013

- organizing volunteering, competency and research,
- mediates between people willing to help and the companies and institutions that need it,
- only students and staff of the University, but also graduates, retired and pensioners, can apply to cooperate with the Centre.

Recently – an **agreement between for 10 years the University and the City** has been signed for close cooperation, in particular on:

- support in programming activities,
- monitoring social, economic and spatial processes within the city.
- several forms of this cooperation: seminars, conferences, studies and analyses, involvement of students in solving city problems, introduction of urban issues into curricula etc.



# University Library

(Biblioteka Uniwersyteku Warszawskiego, BUW)



One of iconic buildings of the city.

New way of spending time: BUWING

A strong contribution of the University to its City



Thank you for attention!