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## Universities and their Communities

### A state-of-the art review of community university partnerships and community academic partnerships in Belgium, Germany, Italy, the Netherlands and the United Kingdom

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## Executive Summary

### Background

As higher education faces unprecedented public scrutiny and increasing pressures from the political, economic, social and environmental agendas, there is increased public interest in the impact of universities on and with their localities and regions. There are growing calls for all universities to address economic challenges, and to be more socially relevant and responsible by addressing the needs of society, both locally and globally through “Third Mission” activities in addition to their core teaching and research tasks. The central aim of the Socially Engaged Universities project (SEU) is to share experience and know-how of the relationship between European Universities and their cities and to use this as the basis for a series of innovative pilot projects in each partner city.

This review captures the state-of-the-art of partnerships between universities and their civic and civil societies. Following a brief introduction in Section 1, Section 2 provides an overview of the different models and approaches of partnerships between universities and their communities, exploring their governance, function and structure, motivations for partnering, and characteristics. In Section 3 we focus on each of the partner countries, Belgium, Italy, Germany, the Netherlands and the UK. We describe how regional and national context and policies support or hinder partnerships between universities and their communities. We also describe some of the unique partnerships between academic institutions and their communities in each partner country, exploring the practicalities of what works and what doesn't work, and trying to understand how partnerships demonstrate and evaluate the impact of their activities on all stakeholders and the wider society.

### Overview of Community University Partnerships and Community Academic Partnerships

In this section, we describe an overview of partnerships between universities and their communities, drawing on a 2016 systematic review of the literature describing community academic partnerships (CAPs) (Drahota et al., 2016), a 2017 review on community university partnerships (CUPs) (Harney & Wills, 2017), and more recent publications in both the academic and grey literature.

We adopt the term community-university partnership (CUP) to refer to the permanent, institutionalised partnerships between universities and their local communities, and Community Academic Partnerships (CAPs) to describe partnerships that are more short term in nature and may, or may not be part of a larger CUP. We also adopt the taxonomy used by Harney & Wills (2017) to describe the structure of our partnerships, based upon whether they use a front door, embedded, or networked approach, and focused on either place or issue.

The review demonstrates that for some universities, the motivation for partnering is to provide a mechanism to develop and offer services to the community, attempting to solve issues either using its own resources or by increasing the capacity of the community. Other partnerships provide an infrastructure which allows universities to engage with communities and deliver impact in an effective, mutually beneficial way. For community partners, on the other hand, motivators for engaging include the added credibility of working with the university; access to expertise and resources; the potential

impact of research with policy makers and the wider community; shared learning; personal and professional development.

The means of funding of partnerships is often under-reported in academic publications, but can influence the structure, activities and sustainability of partnerships. While mutuality is seen as a key requirement of community engagement in any form, trust, respect and a shared vision, goal and mission are commonly reported facilitating factors, while excessive time commitment, excessive funding pressures or control struggles and unclear roles and/or functions of partners are commonly reported hindering factors.

While CUPs and CAPs present a unique opportunity to work with marginalised individuals, and under-represented populations, giving members a voice, and enabling them to gain new perspectives and insights, the academic literature mostly focuses on the outcomes of the research, and under-reports the actual process and dynamics involved in community-engaged research with these communities.

Finally, we discuss the challenges of evaluating partnership working, and found that evaluation findings are often not shared in publications. Moreover, while there are number of benchmarks and performance indicators designed to enable universities to demonstrate their socio-economic and cultural contribution at local, regional and international levels, the community perspective has largely been ignored in these frameworks.

## CUPs and CAPs in Partner Countries

### Belgium

#### *Introduction to the Belgian context*

There is an increased focus on valorisation and societal impact based on research in Belgium. Partnerships between universities and their communities are increasingly perceived as important levers to research agenda setting and to guarantee that research results contribute to tackling specific societal challenges and all Flemish universities have good examples of partnerships which largely arise from a bottom-up movement. The largest Flemish research funding agency (Fonds Wetenschappelijk Onderzoek) has one research programme called Strategic Basic Research that focuses on innovative research with potential economic or societal applications.

#### *Examples of partnerships in Belgium*

##### *The Ghent University Chatterbox project: A quest for collaborative approaches with citizens*

The question '*What are universities good for?*' was the starting point of a strategic collective reflection at Ghent University on how to combine intellectual merit, scientific quality and excellence in research which was responsive to societal needs and desires.

In this embedded, place-based CAP, the public was engaged in this debate by asking them what the university could do/mean for society. The debate was moderated through a mobile 'chatterbox' (a trailer van in which people could take a seat and were interviewed) that was placed in different locations in the hometown of the university at different times throughout the year 2016-17. In total 400 people shared their ideas on the possible role of universities in the grand societal challenges of today.

### [ACCOMPLISSH: Accelerate co-creation by setting up a multi-actor platform for impact from Social Sciences and Humanities](#)

In this Horizon 2020 Collaborative Support Action project, The ACCOMPLISSH consortium, comprising 14 universities from 12 countries, involved partners from the Quadruple Helix (industry, governments and societal partners) to create a platform for dialogue in order to identify barriers and enablers of co-creation.

The results from both practice and theory of co-creation form the basis of a valorisation concept that was developed and tested during the project in a quadruple helix setting in order to make it transferable, scalable and customized for academia, industry, governments and societal partners in the whole of Europe.

### [Ghent Sint-Pieters Task Force: a socio-spatial metamorphosis of a railway neighbourhood](#)

In this embedded, place-based collaboration between the Department of Social Work and Social Pedagogy at Ghent University, the City of Ghent, and the City Academy and Architecture Workroom Brussels, The Ghent railway station “Gent Sint-Pieters” (GSP) is being developed by the GSP taskforce which brings together social work research and spatial design. The Ghent City Academy launched a transdisciplinary platform where research, education and services merge enabling academics, policymakers, civil society associations, citizen cooperatives, companies, teachers and students to think together about problem definitions, solutions, strategies, experiments, and upscaling. Students immersed themselves in neighbourhood to gather data, and societal challenges have been translated into assignments for master theses, and experiments in 'urban living labs', etc.

## Italy

### [Introduction to the Italian context](#)

Italian universities have been resilient to the cultural and behavioural change required by the Third Mission, especially for community engagement activities. Several factors have played a facilitating role in the development of the Third Mission, including the geographical spread of Italian universities, economic benefits from involvement in the local life, as well as the industrial fabric of the Italian economy. The history of the Third Mission in Italy is closely associated with the setting up of the evaluation and monitoring system of universities in the late 1990s, with an important step forward being made with the establishment of the Italian National Agency for the Evaluation of the University and Research System (ANVUR) in 2006.

Italian universities play an important role in cultural heritage conservation and development, which is often associated with their historical origins. Italian universities have been particularly effective in cultural industries, historical-artistic heritage, visual arts and entertainment. Meanwhile, activities which increase the well-being of the community are less common and less well-structured in Italy.

### [Examples of partnerships in Italy](#)

#### [The Study Centre and Communication Archive \(CSAC\)](#)

CSAC is an Archive, a Museum, a Research Centre, and a Didactic Laboratory of the University of Parma, hosted in the Valserena Abbey, a few kilometres from Parma. CSAC activities focus on the *core mission* of universities - preservation, dissemination, transfer and production of knowledge. Through preserving and enhancing an immense cultural and artistic heritage, the archive provides international

prestige for the University of Parma, as well as providing a high-quality service for users including students, researchers and local communities through its front-door approach.

CSAC has become a Centre for Learning and Teaching, through guided tours and teaching workshops; schools projects; hosting trainees; didactic innovation of cultural courses and participating in the national school-work alternation project.

### [The University of Macerata case study \(Marche Region\)](#)

The Marche Region, located on the Adriatic coast in central Italy, is one of the most industrialised regions in Italy with a great potential for attracting tourists and investments. After the economic crisis in 2008 several entrepreneurs who had been employed in industrial clusters but who were originally from rural activities, decided to go back to the agricultural sector. However, a lack of innovation and networking hindered development in the region. The University of Macerata (UNIMC), started to develop programs under the Third Mission framework connected to rural development, connecting students and researchers with the local territory. The coordinated action of university, entrepreneurs, the local community and institutions has generated meaningful impact in this embedded CUP, in terms of rural development for both rural entrepreneurs and students.

### [The Polisocial Award of Milano Politecnico](#)

Polisocial is a programme promoted by the Politecnico of Milan, a scientific-technological university which trains engineers, architects and industrial designers. Polisocial is an example of an integrated networked programme that links research, teaching and action and places the university in contact with the dynamics of change in society. It extends the university's mission to social issues and needs that arise from the territory, at a local and global level.

The Polisocial Award contest stems from the desire to test out a model for university research funding, capable of stimulating the development of responsible and society-oriented research. This entails initiatives fostering scientific and technological investigation with an increasing focus on big challenges, based on listening to the needs of society and maintaining an open dialogue with social actors. All twelve Politecnico departments have participated in award-winning projects, and a rich variety of topics has been covered since the first edition in 2013.

## Germany

### [Introduction to the German context](#)

Nearly every German university incorporates aspects of Third Mission activities in their external facing policies. While Community University Partnerships in Germany have not been the topic of extensive scientific study to date, many collaborations which can be described as such, have been built in the German university landscape through various funding policies and initiatives of different stakeholders over time.

For example, initiatives such as the Stifterverband-sponsored programmes “More than Research and Teaching: Universities in the Society”, “Creating Change” and “Campus and Community” have helped promote universities' role in civil society. In the largest funding initiative of Third Mission activities to date, the Federal Ministry of Education and Research has funded 48 universities to support innovative collaboration with economic, cultural and community partners.

### *Examples of partnerships in Germany*

#### *Magazine of the Street – Social Entrepreneurship Education in the City of Bremerhaven*

The *Magazine of the Street* is a street magazine produced and published with cooperation between two universities and a local association in the City of Bremen. The project, which combines service-learning activities with social Entrepreneurship Education, has been running for ten years and has gathered ten different awards. The magazine aims to overcome the cliché of a traditional homeless-people-magazine, focusing not on the street as a metaphor for social misery, but rather on the topic of public space.

The magazine takes a networked approach, and employs street vendors and strives to decrease social exclusion through increasing respect and appreciation as well as through the cooperation between the different groups of people within the initiative's work. Meanwhile, the Magazine offers students from different disciplines and universities, the opportunity to participate in a challenging and realistic learning environment.

#### *Zukunftsstadt Lüneburg 2030+*

"Zukunftsstadt Lüneburg 2030+" is an embedded CUP which is a complex city and urban development project between the city, the civil society, companies and the Leuphana University of Lüneburg, which generates visions for a sustainable and liveable city.

In the project's first phase in 2015, 25 visions for the future of the city of Lüneburg were created, each informed by the UN Sustainable Development Goals. The project worked with the Leuphana Universities' introductory programme to studying, and connected project seminars with one of the visions for the future of Lüneburg and linked them with a "Godfather" of the city's civil community or local associations. In the Second phase of the project, the visions were further developed by two research associates, through workshops and seminars with the participation of civic as well as city partners. Finally, Lüneburg will be one of the seven cities that will receive funding for the third project phase, which is starting at the end of 2019. In this third phase, the implementation strategies will be tested in experimental practice-settings in Lüneburg over the course of the next three and a half years.

#### *Partnership-based Promotion of Organisational, Regional and Transparent Development Partnerships Collaborations between the ASH and the Marzahn-Hellersdorf district of Berlin*

In the project *Partnership-based Promotion of Organisational, Regional and Transparent Development Partnerships (Projekt P.f.o.r.t.E)*, stakeholders and academics took a close look at the existing collaborations between the Alice Salomon University of Applied Sciences Berlin (ASH) and different stakeholders in the Marzahn-Hellersdorf district of Berlin. The project identified factors of successful partnerships and barriers and developed suggestions for structure development based on their own work involving institutionalizing collaboration. The project report, which has been co-produced by the community stakeholders of the district and the ASH staff, gives short insights into good practice examples of community university partnerships.

### *The Netherlands*

#### *Introduction to the Dutch context*

In the 2004 Science Budget, the Dutch government announced that universities were to fulfil a Third Mission, next to their education and research missions. In 2015 the former Minister of Education



presented the Strategic Agenda for Higher Education and Research 2015-2025. A key objective in this strategic agenda for higher education is connecting higher education with society.

Later, in the *2025 Vision for Science: choices for the future*, the Dutch government formulated as one of their three main ambitions that 'Dutch science has even closer ties with society and the private sector and has maximum impact'. In addition, scientific knowledge must be shared to ensure not only better education for students, but also to be able to respond to current social problems and issues.

#### *Examples of partnerships in The Netherlands*

##### *The Dutch City Deals*

In the Netherlands, a City Deal is a place-based agreement between a select number of cities, national government departments, civil society and the private sector to tackle a specific and self-defined problem. There are 19 City Deals in the Netherlands, and in this document, we focus on the City Deal on Education. In the City Deal on Education, research and practice are related to each other; it is the only City Deal in which research Universities, as well as Universities of Applied Sciences are in a partnership together with the city (local government). The City Deal on Education is an important and innovative way in which cities, research universities and universities of applied sciences collaborate on an equal basis in finding solutions for major social and urban challenges.

##### *Living Labs*

Living labs are initiatives in which citizens, knowledge institutions, companies and governments work together in an embedded approach, to seek innovative solutions for the complex social issues, such as climate change and social inequality. Living labs give practical meaning to the social mission and valorisation task of knowledge institutes, through enabling 'open science' or 'socially responsible research'. The number of living labs has increased enormously in the Netherlands in recent years and in this document, we focus on the 'field labs' in Amsterdam which are a collaboration between the Amsterdam University of Applied Sciences (AUAS) and the municipality of Amsterdam. Here, innovative approaches are used to tackle urban issues at the local level through connecting research, education and practice to develop a research and innovation agenda together.

##### *Urban knowledge labs*

The final case study selected from the Netherlands, are the issue-based Urban Knowledge Labs in Rotterdam. The aim of the Urban Knowledge Lab is to connect social issues from the municipality of Rotterdam with researchers and students from the Erasmus University of Rotterdam. There are nine Urban Knowledge Labs in Rotterdam, including an Urban Knowledge Lab on Urban Big Data, health care and the labour market. We will focus on the Urban Knowledge Lab on Liveable Neighbourhoods.

The knowledge lab is demand-driven and begins with questions concerning liveability that arise from and / or are relevant to practice and policy. Information is gathered and/or research is conducted by researchers from the Erasmus University and other knowledge institutes. The research projects, which are mostly short-term, aim to develop knowledge and evidence-based policy on livability in urban neighbourhoods and find solutions to complex urban issues. Students are able to participate in research projects, and internship opportunities, while residents are involved as respondents.

## The United Kingdom

### *Introduction to the UK context*

The UK has seen a recent revival of the civic mission of universities, where alongside the NHS and local authorities, universities are increasingly seen as key institutions capable of bringing socio-economic and cultural benefits to the local community. The majority of research funding in the UK is distributed on the basis of research quality, assessed by the Research Excellence Framework (REF), but recent shifts towards place-based policy making have been made through new competitive funding schemes that take a place-based approach to research and innovation funding, to support regional growth.

In 2018, the UPP Foundation launched an independent inquiry into the future of the civic university in the UK, asking how universities can most successfully serve their place in the 21st century. The UPP report proposes that a more strategic approach is required by UK universities, and calls on government and regulators to create the environment in which meaningful civic engagement can flourish.

### *Examples of partnerships in the UK*

#### *Community University Partnership Programme (CUPP), Brighton University*

The University of Brighton's Community University Partnership Programme (CUPP) began as a project in 2003, with external funding. Since 2007 CUPP has received core funding from the University of Brighton, with the aim of creating, developing and nurturing mutually beneficial partnerships between the university and its local community. To date, CUPP has worked with over 150 academics, 3,000 students and 500 community partners through their student community engagement programme and a broad range of knowledge exchange projects and has become central to the university's strategy.

CUPP is considered as being at the forefront of community university partnerships in the UK. The front door approach taken from inception in 2003 was regarded as innovative for the time, and the team and the projects that have emerged from CUPP are highly respected throughout the UK.

#### *Cardiff University: Community Gateway*

Community Gateway takes an embedded place-based approach to community engagement and aims to play a pivotal role in making Grangetown in Cardiff, Wales, an even better place to live by supporting community projects and offering world-class University research, teaching and volunteering opportunities which respond to local needs. Launched in 2014, the Community Gateway project was the recipient of the 'Professor Sir David Watson Award for Community-University Partnerships' in 2017. This award recognises the combined efforts of university partners and communities in making a difference to the lives of people within the community.

We chose Community Gateway as a case study in this review because of its ethos of developing long term, geographically focused, and mutually beneficial partnerships. By focusing on Grangetown, one of the most culturally diverse and largest electoral districts in Cardiff, the project has been able to tackle very specific pre-identified societal issues.

#### *The Southall Story*

The final case study from the UK is a collaboration between the 'The Southall Story' organisation in Southall, West London and the Department of Drama, in the University of Exeter. The aim of The Southall Story project was to research, document and disseminate the cultural history of Southall since 1979. The project looks at art forms and their emergence from political and social events. An oral and cultural history of the town has been created through filmed and audio interviews, photographs, posters and music.

The Southall Story takes an embedded issue-based approach and is an example of how universities partner with diverse and under-represented communities. The project has also been documented as part of a reflective review of arts and humanities based collaborations between Black and Minority Ethnic groups and universities (Common Cause (Cause, 2018)).

## **Conclusion**

Universities are increasingly responding to local challenges, through activities which are largely driven through three main stimuli: changing demands and opportunities from funding agencies; changing Higher Education policies and agendas; and an increasing use of evaluation and monitoring systems. While each partnership between universities, their communities, and their civic societies presented in this report is unique, there are a number of reoccurring themes which emerge throughout the partnerships.

In agreement with the Drahota review (2016), trust between partners was a commonly recurring theme of the partnerships described in this report and mutual benefit for all partners is described as a necessity by most of the authors. The partnerships have led to impact across a number of themes including creativity, culture and society; health and wellbeing; environment; and commerce and the economy. Most partnerships also claim to impact understanding, learning and participation, indicative of the mutual benefits that CUPS and CAPs can have on students and the wider university.

One of the biggest challenges described by the authors is maintaining the sustainability of partnerships dependent upon short-term funding. Core university funding, meanwhile, is described as a “significant enabler”. In agreement with the Drahota review, excessive time commitment was a concern of many of the partnerships, often citing the time required to build trust and lasting relationships to enable co-creation with residents and communities. Few case studies described the challenges from the community partners’ point of view.

Some of the case studies discussed efforts to increase inclusivity, with some partnerships prioritising activities which address inequalities and disadvantage. Professional “weavers” or brokers, who are embedded in the community are recommended to help partnerships to be more inclusive.

Finally, while some teams collect “absolutely everything”, including numbers, feedback from events, and testimonials, the majority of the partnerships described in this report have not been formally evaluated. Some partnerships will be evaluated as a requirement of the funders.

## 1 Introduction

The relationship between Higher Education Institutions and their local communities is all too often framed around 'student versus local residents' lives' and 'economic impact'. We believe this fails both the community, for whom greater benefits are possible, and the university, for whom the local community presents a wonderful vehicle for collaboration and engaged research. As higher education faces unprecedented public scrutiny and increasing pressures from the political, economic, social and environmental agendas, there is increased public interest in the impact of universities on and with their localities and regions.

This is not unique to one country. There are growing calls for all universities to address economic challenges, and to be more socially relevant and responsible by addressing the needs of society, both locally and globally. In recent years, the concept of the "Third Mission" has become popularised across Europe, referring to the social, enterprise, and innovative activities that universities perform in addition to core teaching and research tasks (Zomer & Benneworth, 2011). Third Mission activities can be defined as activities of universities which serve a social interest of development, address non-academic partners and are not exclusively be assigned to the university's core tasks of research and teaching (Henke et al. 2016, p. 12; Roessler et al., 2015, p. 5; for an overview Henke et al., 2017). There is similar discourse around the triple helix model, which refers to a set of interactions between academia, industry and governments, to foster economic and social development (Etzkowits & Leydesdorff, 2000). Building on the triple helix model, the quadruple helix model adds a fourth component to this framework: civil society and the media (Carayannis & Campbell, 2009).

Internationally, it is increasingly accepted that universities, when well-connected with their communities, can be a vehicle for making healthier, culturally richer and more interesting places to live, work and study. This 'civic university' can be characterised by its ability to integrate its teaching, research and engagement with the outside world in such a way that each enhances the other. Globally, more and more universities are integrating social responsibility into their mission statements, including those for research and teaching, arguing that higher education is improved when it gives back to the society that is responsible for funding it. Indeed, University Social Responsibility has become a core mission of many higher education institutions around the world (Tong, 2017).

The central aim of the Socially Engaged Universities project (SEU) is to share experience and know-how of the relationship between European Universities and their civic and civil societies and to use this as the basis for a series of innovative pilot projects in each partner city. SEU is distinct in that all partners comprise a university-city tandem from a medium-sized European city, already working together through the EUniverCities Network to improve cooperation. Each city-university partnership brings their own unique relationship and cultural context to the project which provides the opportunity to explore the expectations that cities have regarding the contributions of the universities; test innovative engagement approaches and explore ways for these to become embedded into research and teaching.

Through exploring the practicalities of what works and what does not work, we hope to advance our understanding of the conditions and infrastructure required to support mutually beneficial, sustainable community university partnerships. We believe that this knowledge can add value to other contemporary European funded projects such as 'Towards a European Framework for Community Engagement in Higher Education' (TEFCE), which is aiming to develop innovative and feasible policy tools at the university and European level for supporting, monitoring and assessing the community engagement of universities. By adding to the evidence base on community university partnerships in

different societal contexts, SEU will support TEFCE's longer term objectives to propose a framework that will promote the diffusion of the extant knowledge base on community engagement to European universities and support policy-makers in encouraging universities to become more engaged.

In this document, we review the state of the art of different models of partnerships between universities and their communities across the globe, consider different approaches and appraise some of the models of different partnerships. In Section 3, we focus in on each of the partners' home countries, and describe the economic, social and political context and policies which are driving or hindering the relationship between our universities and their civic and civil societies. Finally, we describe some of the unique partnerships from each of the partner countries, exploring their structure, governance, impact and sustainability. A focus of the review is on methods being used by universities to reach out to traditionally underserved or marginalised communities, and to understand how partnerships demonstrate and evaluate the impact of their activities.

## 2 CUPs and CAPs – Models, Motivations and Challenges

### 2.1 Background

Partnerships between universities and their communities can take many shapes and forms including community-based participatory research (CBPR) (e.g. Hall, 1992; Israel et al, 2012) and participatory action research (PAR) (Kidd & Kral, 2005). Although these models have nuanced differences, they share the goals of creating an equal partnership between researchers and community stakeholders in the design, development, and delivery of research which improves outcomes for members of the community (Adams, 2017). Community stakeholders provide knowledge relating for example, to vulnerable populations, their most urgent needs, and the best methods for meeting those needs (Minkler 2005), while university partners provide the framework, resources, and theoretical knowledge important in creating intervention strategies as well as assistance with the implementation and evaluation of programs and services (Ross et al., 2010; Suarez-Balcazar et al. 2005).

There has been much discourse in the literature about different models and approaches by which universities engage with communities, and we aim here to give a brief overview of the current state of the art, largely by reference to two recent reviews - a 2016 systematic review of the literature describing community academic partnerships (CAPs) (Drahota et al., 2016) and a 2017 review on community-university partnerships (Harney & Wills, 2017), in addition to other recent publications in both the academic and grey literature. While the former review aimed to examine the characteristics of community academic partnerships (CAPs), developing a common term and conceptual definition for use across disciplines (Drahota et al., 2016), the latter considers the context and infrastructure of various approaches to community university partnerships (CUPs) in the UK and USA.

### 2.2 Definitions

In their systematic review of the global literature, Drahota et al. included 50 articles, describing different collaborative partnerships between universities and communities. Drahota et al. argued the need for an inclusive definition of community-academic partnerships (CAPs) that would not exclude partnerships that did not meet the specific principles guiding CBPR's development and collaborative nature, nor fit into the traditional PAR paradigm which aspires for social change. Drahota et al. developed a conceptual definition for CAPs based on an iterative process of reviewing definitions used in the published literature of collaborative partnerships:

Community-academic partnerships (CAPs) are characterized by equitable control, a cause(s) that is primarily relevant to the community of interest, and specific aims to achieve a goal(s), and involves community members (representatives or agencies) that have knowledge of the cause, as well as academic researchers. (Drahota et al. 2016).

Harney & Wills, on the other hand, describe community-university partnerships (CUPs) as:

Permanent, institutionalised partnerships between universities and their local communities that seek to facilitate teaching, research and volunteering opportunities for mutual benefit. They involve a long-term commitment to work with community organisations and citizens to collectively address pressing social issues, combining the expertise and resources of the

university with the knowledge, resources and energy of local communities. (Harney & Wills, 2017).

For the purpose of this State of the Art Review, we will continue to use the term community-university partnership (CUP) to refer to the permanent, institutionalised partnerships between universities and their local communities, whilst recognising that many partnerships are more short term in nature and may, or may not be part of a larger CUP. In agreement with Drahota et al., we will refer to these individual mutually beneficial activities or partnerships as Community Academic Partnerships (CAPs).

Both CUPs and CAPs are examples of community engagement in higher education, a broader definition of which is described by the authors of the European project Towards a European Framework for Community Engagement in Higher Education' (TEFCE 2018):

A process whereby universities engage with community stakeholders to undertake joint activities that can be mutually beneficial even if each side benefits in a different way.

### **2.3 Functions and Activities**

In their review, Harney & Wills see CUPs as having two main functions:

- To broker relationships between people and organisations in the 'community' and people within the university, including students, faculty and staff
- To facilitate university community engagement activity
  - CUPs support the development and maintenance of community engagement activities by ensuring effective communication and developing mutual understanding and helping to design and find funding for projects.

Broadly speaking, CUPs engage in three types of activity in their attempts to work collectively towards addressing social issues (Harney & Wills 2017):

#### **1. Community-Based Research:**

- A collaborative enterprise between researchers (faculty and students) and community members, which validates multiple sources of knowledge, and has a goal of social action and change (Stoecker, 2003).
- Involves participation from non-academic partners in some or all stages of the research process from the identification of issues, the construction of research questions, data collection, analysis, representation, and action.
- The participation of non-academics ensures research is relevant to, and useful for, the needs of ordinary people, and that the representations deployed by academics reflect the experiences and desires of these people.
- The researcher acts as a facilitator of knowledge production instead of an extractor of information, giving participants more control over research, the production of knowledge and any impact it may generate.

#### **2. Knowledge Exchange:**

- Combines the academic and professional expertise of staff within the university with local knowledge held by the community to create innovative solutions to social issues.
- CUPs facilitate knowledge exchange by developing communities of practice around specific topics or issues, in which participants from a range of backgrounds, all whom have a stake in a topic, share their various forms of expertise to create new understandings and practices (Hart and Wolff, 2006).

### 3. Student & Staff Volunteering:

- While CUP activities, including community-based research and knowledge exchange tend to be primarily fuelled through the research and learning activities of academics and students, volunteering also plays a part.
- Volunteers can develop new, and support existing projects in the community to expand the capacity of community organisations to deliver services and meet community need.
- Provides opportunities to staff and students to volunteer and learn new skills.

## 2.4 Structure and Classification

From their analysis of 16 CUPs in the US and UK, Harney & Wills determined that CUPs can be classified according either to the mode of initiation (i.e. ‘front door’; ‘networked’; or ‘embedded’ approaches) or by the focus of engagement (i.e. place-based or issue-based). They noted however, that, all CUPs exhibit elements of each approach to some extent (Harney & Wills, 2017). Meanwhile, Martikke et al., reviewed from a community perspective, 23 CAPs which were part of the *Imagine Project* in England and Scotland. The authors reported that the extent to which CAPs are formalized varies widely and that participants claimed that it is often best to gradually build the relationship by generating some “quick wins” and testing approaches on the way, rather becoming a specified formal cross-organisational partnership, or institutional structure from the start of the relationship (Martikke et al., 2015). Indeed, many of the community partners in the Martikke study preferred informal approaches, despite being wary of the possibility of being exploited by academics (Martikke et al., 2015).

In their toolkit *Making Community Partnerships Work*, Giachello writes that there are many types of partnerships and the best approach depends upon the group’s goals, setting, organisational readiness, level of commitment from members, and the extent to which barriers of time, trust and turf can be overcome (Giachello, 2007). The authors suggest creating organizational structures and guidelines to support the partnership, establishing group rules and structures such as an advisory board to support the sharing of governance and ownership among research and community members (Giachello, 2007).

### 2.4.1 Front Door CUPs

- The CUP operates as a ‘front desk’ point of contact to communities.
- Partnerships tend to be initiated with existing charities and civil society organisations (CSOs), as well as state bodies and some active individuals.
- Assumes that the community will come to the university.
- A degree of self-selection occurs - those who approach CUPs tend to have a clear sense of how they can benefit from partnering with the university.
- Those people in communities who are not part of pre-existing charities or civil society organisations, are often not in a position to approach a CUP.
- The front door approach can only work with the organised parts of a community, leaving unorganised people’s issues and voices unrepresented in its work.

### 2.4.2 Embedded CUPs

- The primary mode of initiation is to embed university staff in communities in order to find issues, mobilise people and develop projects.



- Embedded CUPs tend to play an organising role within communities, working to intentionally build new relationships between the university and the community by being present ‘out there’, rather than waiting for the community to come to them.
- Involves a process of relationship building between individuals and groups to facilitate communication around shared issues and the development of strategies for action
- Works to build the capacity of people to utilise university resources effectively.
- They tend to go beyond just working with established charities, reaching out to a wider range of civil society organisations, and unorganised individuals.
- Involves the university playing an active role in facilitating ideas and action in collaboration with communities.
- Avoids self-selection of the Front Door CUPs by intentionally working to build civil society capacity alongside and through its partnership work.
- Embedded CUPs are potentially more open to the plurality of voices and issues that exist in communities because they invest time in bringing in those who may see their voice as inappropriate for university settings.

### 2.4.3 Networked CUPs

- Tend to work with third sector and civil society organisations that are already in relationship with academics, nurturing and developing pre-existing relationships and their projects by re-directing university resources towards them.
- Over time, these CUPs grow by developing new partnerships through the existing network and project work.
- The networked approach is less concerned with establishing new partnerships than deepening existing ones. This is often due to limited financial capacity to expand, rather than conscious choice.
- Networked CUPs sit somewhere in between front door and embedded CUPs, being founded upon strong relationships with certain community groups, but not seeking to actively go beyond the current network.

### 2.4.4 Place-Based CUPs

- Focused on a specific geographical area, ranging in scale from the city down to neighbourhoods.
- Tend to develop partnerships between people in the university and individuals and community organisations in a particular place, with the goal of providing public benefits for all of the residents of that place.

### 2.4.5 Issue-Based CUPs

- Tend to focus on commitments to a specific set of issues, topics or set of values.
- Partnerships form between people at the university and groups in the community who share the same goals and values.

From Harney & Wills, 2017.

## 2.5 Motivation for partnering

In their systematic review of the global literature, Drahota et al. (2016) described CAPs from a range of areas of study, including public health / medicine, education, social work and environmental research. All the CAPs had a member from a university department or university hospital, and most had members from community agencies, such as for-profit or not-for-profit agencies. Other partners

identified were from governmental offices, schools or school districts, religious institutions or churches, non-university hospitals, or public safety agencies).

The university's motivation for partnering can affect the model that a university develops and the type of projects it undertakes. Harney & Wills report that in some cases, the CUP acts as a mechanism for the university to develop and offer services to the community, attempting to solve issues with its own resources. Other CUPs attempt to address social issues by increasing the capacity of people to solve their own problems, even if they do so in partnership with academic staff from a CUP i.e. this type of CUP attempts to develop the capacity of its community partners to address their own problems through the development of local leadership and political voice, strengthen civic skills and democratic engagement. Alternatively, some CUPs create an infrastructure which allows universities to engage with communities and deliver impact in an effective, mutually beneficial way (Harney & Wills, 2017). Indeed, four of the case studies in the Martikke review ran their partnership through establishing a research centre around their work (Martikke et al., 2015).

For community partners, motivators for engaging with universities include the credibility of the university; access to expertise and other resources; the potential impact of research with policy makers and the wider community; shared learning; personal and professional development of themselves, fellow staff and service users (Martikke et al., 2015).

The way a partnership is initiated can be quite meaningful in terms of how power dynamics unfold when working together, which in turn, shapes what is done within the partnership (Glover & Silka, 2013). Martikke reported that most partnerships in their review were initiated by academics and in some instances, this led to some community partners feeling as though they were the recipient of engagement (Martikke et al., 2015). Similarly, of the 50 articles describing different community-academic partnerships (CAPs) in the Drahota systematic review, when reported, more partnerships were initiated by academic researchers (25.9%) than by community stakeholders (18%). Martikke suggested that inaccessibility of the university to some community partners is likely to be a factor leading to a lack of projects initiated by communities. Interestingly, Martikke also reported that most of the contacts between academics and community partners occurred because of coincidence and not as the result of an organised brokerage process or through a systematic process that was administered by their university (Martikke et al., 2015).

Timing and a match in personality and communication skills are also likely to be factors in the success of a partnership being initiated. Martikke et al. found that potential community partners were often quite wary of potentially self-serving and exploitative motivations on the part of the academic and there was a need for academics to break down dominant stereotypes of academics in order to win community partners over. Research fatigue and suspicion of academics "parachuting in" to collect data were deemed to be part of the reason behind this caution (Martikke et al., 2015).

## **2.6 Funding**

The way that partnerships are financed can influence their activities as well as their sustainability. Partnership activities often take place in addition to academics' and community partners' usual day-to-day duties, therefore, time and capacity constraints present a major obstacle to CUPs that are not funded in their own right (Martikke et al., 2015; Nguyen et al., 2018; Harney & Wills, 2017; Vandael et al., 2018).

In their review of UK and US CUPs, Harney & Wills found that CUPs were often established as part of core university staffing commitments made by an institution. This gave them a greater level of security

than those where all the core costs depended upon time-limited grants and/or outside funding. UK universities have also been able to use government grants as part of the funding for CUPs. Although these grants provide less long-term security than CUPs funded through general funds they can be a means to bolster the work of the partnerships. Once underway, on-going core expenditure can sometimes be met, at least in part, by including expenses in grant proposals. However, funding regimes are historically not conducive to promoting fair and inclusive practices of partnership working due to short lead-in times and short-term funding horizons (Martikke et al., 2015), and as Harney & Wills points out, this raises the danger that CUPs can become more driven by the interests of grant-makers than the interests identified by the community. For partnerships to be successful, investment is needed to maintain long-term relationships, outside of specific projects (Campbell & Vanderhoven, 2016) and when costs are sourced from grants, this makes work more difficult to sustain in a meaningful way.

Harney & Wills report that most CUPs are pragmatic when applying for grant-funding for projects, writing bids to meet the criteria of funders, and then using the money creatively to support the interests of the community when awarded. They also report that the way different CUPs operate is determined largely by their access to funding, with a networked approach being taken where funding and capacity is limited, and embedded, or front door approaches being developed where CUPs are better resourced.

In their review of CAPs, Drahota found that authors often did not report whether they had funding at the start of the partnership, and of those that did report on funding at the start, only a quarter of the CAPs had start-up funding, while some explicitly stated that they began without funding. Most of the CAPs reported having obtained funding during the partnership, and interestingly, many considered this to be an outcome of the partnership. Approximately half of the authors reported receipt of funding from federal institutes or agencies; or local or national foundations, institutes, or agencies (Drahota et al., 2016).

## 2.7 Facilitating and hindering factors

An appreciation of the facilitating or hindering factors in the collaborative process is key to helping us to improve and tailor future collaborations. Drahota et al. (2016) identified twelve facilitating and eleven hindering factors that can influence the collaboration process between academic and non-academic partners (Drahota et al., 2016). Drahota found the most frequently reported facilitating factors were *trust between partners* and *respect among partners*, followed by *shared vision, goals and /or mission* (see Table 2.1 for full list of facilitating factors). Similarly, Pellecchia et al. claim that building and maintaining trust is the foundation of any working partnership between academic and community partners (Pellecchia et al., 2018). Building trust can entail, for example “showing up” for the community and supporting community activities (Collins et al. 2018). Ensuring that all participants are heard and valued within the partnership is also a vital part of gaining trust (Harney & Wills, 2017) and this can be achieved via frequent and clear communication of the expectations and the needs of each of the participating sectors at the onset and throughout the partnership as expectations and needs change (Jernigan et al., 2015). Meanwhile, the most frequently reported hindering factors reported in the Drahota review were *excessive time commitment*, followed by *unclear roles and/or functions of partners* and *excessive funding pressures or control struggles* (Table 2.2).

Harney & Wills describe all CUPs as being underpinned by strong relationships of reciprocity between people within universities and communities (Harney & Wills, 2017). They explain that trust is important because universities have long been perceived as ‘outside’ their surrounding communities, operating in their own interests rather than in the interests of the community. They comment that from an investment perspective, it is perhaps wiser for universities to invest in building relationships and trust within specific places, rather than with more disjointed partners, as trust acts as a resource to support future work, without the need to build new relationships from scratch. Place-based approaches can also help generate tangible impacts that meaningfully address complex social issues and demonstrate the worth of the partnership. They argue that a place-based approach to problem-solving is more likely to have the sort of impact that universities and communities are looking for due to its ability to approach social problems in a more holistic and multi-faceted way than is possible via issue-based work (Harney & Wills, 2017).

*Mutuality* is seen as a key characteristic by proponents of community engagement in any form. It is important for the research question of each partnership to be grounded in the interests and needs of the community (Collins et al., 2018) and for there to be meaningful benefits, results and impact for both parties in order to avoid “inconsistent participation of members of the partnership” (Mirza et al., 2018). In the Martikke study, adhering to principles of co-production was seen as the gold standard of partnership working. Although challenges remained in implementing co-production in practice, there was a recognition that co-production has benefits, such as: ensuring that CUPs have mutual benefit; enhancing the impact and quality of research; generating appropriate and ethically sensitive research approaches; enabling practice-relevant outputs; securing buy-in and ownership by both partners and their respective stakeholders (i.e. organisation, service users, wider community) (Martikke et al., 2015).

In order to explore the influence of facilitating and hindering factors on the collaborative process, especially during initiation and development of CAPs, Gomez et al. used a mixed methods approach to evaluate the perspectives of partnership members (Gomez et al., 2018). Perhaps unsurprisingly, some discrepancies emerged between community and academic partners. Generally, researchers reported greater concern about organizational process factors, such as differential benefit from participation in the CAP and partner selection, than did community providers. However, half of the community providers considered “lack of a common language and/or shared terms” to hinder the collaborative group process whereas no researchers selected this factor as a hindrance.

In their paper which discusses fostering CAPs to promote employment opportunities for refugees with disabilities, Mirza developed specific strategies to address the facilitators and barriers identified by Drahota et al. (Mirza et al., 2018). The authors describe how a contextual understanding of how barriers to partnerships can be negotiated and addressed in relation to specific projects would provide greater insight into best practices (Mirza et al., 2018). They suggest that with careful planning, barriers to community-academic collaborations can be addressed in ways that benefit all parties and facilitate its continued use with marginalised communities.

Partnership dynamics, hierarchy and structure is a recurring theme throughout the literature on partnering with communities (e.g. Vandael et al., 2018; Giachello et al., 2007; Nguyen et al., 2018). Developed by the EU funded Accomplish Project, the CO-CREATION TOOL, which assesses the cognitive, emotional, interactional dimensions of the co-creation processes could be used to reflect on the group dynamics within a community university partnership (Vandael et al., 2018).

**Table 2.1: Facilitating Factors of CUP (Reproduced from Drahota et al. 2016)**

| Facilitating Factors                               | Definition   |
|--|--|
| Trust between partners                             | Partners have faith in the honesty, integrity, reliability, and/or competence of one another.<br>Partners are comfortable sharing because they believe that the sensitive information that they provide in the collaboration will remain in the group.   |
| Respect among partners                             | Partners honour and value one another’s opinions.<br>Partners are careful to ensure that each member is able to share his or her beliefs.  |
| Shared vision, goals, and/or mission               | Partners share the same identified vision or values.<br>Partners identify the same goals or mission for CAP.   |
| Good relationship between partners                 | Partners work well together, form a cohesive group and strong reciprocal relationship, get along well, or like one another.  |
| Effective and/or frequent communication            | Partners engage in ongoing communication that is open and respectful.<br>Communication encompasses personal and professional matters.  |
| Well-structured meetings                           | Meetings are held with satisfactory or effective frequency.<br>The logistics of the meetings facilitate productivity, satisfaction, effectiveness, partnership, opportunities to interact, etc. (eg, food available, formality/lack of formality at meetings).<br>The style of the meeting is satisfactory (eg, face-to-face, telephone, web-based). |
| Clearly differentiated roles/functions of partners | Each partner has a specific role in the group that contributes to its progress.<br>CAP has a specific group structure with different roles for different partners.   |
| Good quality of leadership                         | The leader is a person with strong and experienced leadership skills.<br>The leader is open, listens, and takes suggestions into consideration.<br>The leader cares about members of the group.  |
| Effective conflict resolution                      | Conflicts are discussed and resolved openly by partners.<br>The team develops as it deals with problems, tensions, and frustrations.   |
| Good selection of partners                         | The “right” people are selected to be a part of the collaborative group.<br>The personality characteristics of partners contribute to the CAP’s success.   |
| Positive community impact                          | Partners perceive the group as having/will have a positive impact on the community.  |
| Mutual benefit for all partners                    | All partners benefit from the group’s progress.<br>Benefit may be different, but all receive some benefit.   |

**Table 2.2: Hindering Factors of CUP (Reproduced from Drahota et al. 2016)**

| <b>Hindering Factors</b>                               | <b>Definition</b>  |
|--|--|
| Excessive time commitment                              | Partners leave the group, want to leave the group, or the CAP does not function well because the time the partners have to spend collaborating is too long.  |
| Excessive funding pressures or control struggles       | Partners struggle over control of funding.<br>CAP experiences external pressures from funding sources related to decisions, CAP outcomes, or its progress.   |
| Unclear roles and/or functions of partners             | Many or all of the partners do not know what their role in the group is supposed to be.<br>Partners are not assigned any roles and therefore do not know how they can best contribute to the CAP.  |
| Poor communication among partners                      | CAP has limited or unclear methods of communication.<br>Partners experience difficulty maintaining communication.  |
| Inconsistent partner participation or membership       | Partners attend meetings inconsistently.<br>CAP membership is inconsistent, with attrition or turnover in partnering agencies/organizations or individuals.  |
| High burden of activities/ tasks                       | Some, many, or all members are dissatisfied with the amount of work they have to do in order to sustain the CAP.<br>Partners are dissatisfied because the tasks they have to complete are boring, expensive, not meaningful, or otherwise upsetting. |
| Lack of shared vision, goals, and/or mission           | The CAP has an unclear or undefined vision, goals, values, or mission.<br>Partners have different agendas/vision for the CAP.  |
| Differing expectations of partners                     | Struggles emerge because not all members expect the same structure, procedures, and/or outcomes.   |
| Mistrust among partners                                | Partners do not have faith in one another’s honesty, integrity, reliability, and/or competence.<br>Partners are uncomfortable sharing because they believe that the sensitive information that they provide in the CAP will not remain in the group. |
| Lack of common language or shared terms among partners | Partners lack common terms or definitions related to the topic of interest or work of the CAP.<br>Partners lack a shared understanding of the terms used.  |
| Bad relationship                                       | Partners do not value one another’s opinions.<br>Partners make no effort to ensure that each member is able to share his or her beliefs.   |

## 2.8 Engaging with under-represented groups

One of the principles of participatory research is that it is co-created with the immediately affected persons, utilising their knowledge and ability in a process of understanding and empowerment (Bergold and Thomas, 2012). CUPs and CAPs present a unique opportunity to work with historically marginalised and underrepresented individuals, or ‘hard to reach’ populations (Benoit et al., 2005; Lesser & Oscós-Sánchez, 2007). The participatory nature of the partnership gives members a voice and enables them to gain new perspectives and insights (Bergold & Thomas, 2012). Given that it is generally accepted that there are multiple and complex reasons why minority groups are not always being reached, for the purposes of this review, we will use the term ‘under-represented’ to describe groups and individuals who may otherwise be described as ‘hard to reach’, ‘seldom heard’ or ‘easy to ignore’.

Involving under-represented groups in the research process from the start of the project helps make research questions more relevant to community needs and increases the potential to design studies that produce usable knowledge relevant to community partners. Similarly, involving community stakeholders through to the end of the project (for example, having community stakeholders help develop policy recommendations) may make research findings more translatable to other under-represented populations or communities that are often left out of policy conversations (Benoit et al., 2005). Furthermore, involving community stakeholders in the research process has the ability to increase trust between historically marginalised populations and academics. However, academic literature often tends to focus on the outcomes of participatory research, while paying little attention to the actual process and dynamics involved in community-engaged research with under-represented and marginalized communities (Mirza et al., 2018).

There is much discourse in the academic literature about reaching out to under-represented groups and we believe that many of the lessons learned from these different sectors are transferrable to community university partnerships. For example, it is recognised that improvement in the representation of vulnerable groups in health research, particularly health services research, is likely to yield benefits through more equitable service delivery and engagement (Benovski et al., 2014). A 2009 review of the literature relating to under-represented families in accessing education, health and social services, published over the last 12 years in the UK, USA, Canada and Australia found that understandings of what constitutes ‘hard to reach’ varies from place to place and that there are degrees of ‘hard to reach’-ness (Boag-Munroe & Evangelou, 2012). The authors of this review highlighted one message above all others - that services need to build relationships of trust with families and with each other (Boag-Munroe & Evangelou, 2012).

A more recent systematic review regarding the barriers to participation and retention of members of socioeconomically disadvantaged groups in health research was conducted in 2014 (Bonevski et al., 2014). This comprehensive review included 116 research papers and 31 previous literature reviews. The review suggests strategies for improving socially disadvantaged group participation in research for any given group, within different types of research study and interventions. The authors concluded that in order to tackle the challenges of research with socially disadvantaged groups, and increase their representation in health and medical research, researchers and research institutions need to acknowledge extended timeframes, plan for higher resourcing costs and operate via community partnerships (Bonevski et al., 2014).

There is a similar focus on inclusivity within the field of social work (for example Labonté-Roset et al. 2010; Gurr et al. 2016; Haubrich & Frank, 2002; Beushausen 2014), while the inclusion of citizens in

urban development projects is discussed in the field of urbanism (for example Bock et al., 2013; Landua et al., 2013) and civic engagement (see for quality criteria Wegweiser Buergergesellschaft, 2019; success factors Bock, 2017; or for empirical perspectives Meier, 2017). The inclusion of under-represented groups in the process of civic participation within (social) urban development projects is discussed by Friesecke (2017) who emphasizes the importance of low-threshold-participation opportunities to improve participation of under-represented target groups. In an article about social development in Hamburg, Gohde-Ahrens (2013) identifies a clear focus on processes and results as well as tangible projects that take place in the direct environment of the people being reached out to, as opportunities for increasing the motivation for participation.

The German Foundation for Participation (Stiftung Mitarbeit) supports civic engagement activities and facilitates and promotes democratization processes. The foundation “strives to inspire citizens to become politically active, to support non-governmental organizations and self-help groups and to organize dialogues and exchange of views between the political executive and the interest groups of the community” (Stiftung Mitarbeit, 2019a). In a workshop focussing on the question of how to include under-represented target groups within participation processes (Stiftung Mitarbeit, 2019b), five dimensions of accessibility were presented (Stock, 2019). The five dimensions presented suggest that people are not being reached within the participation processes due to a lack of:

1. Opportunities for participation e.g. limited mobility (especially in rural areas), lack of time and stress;
2. Key qualifications and skills e.g. language barriers;
3. Willingness and motivation for participation e.g. a lack of belief in the impact of their own involvement, bad previous experiences, or a lack of interest in the thematic of the project etc;
4. Sensitizing for participation e.g. a narrow understanding of politics, cultural reasons etc;
5. Social integration e.g. homelessness, unemployment, poverty, social marginalisation because of religious or ethnic belonging.

Stock (2019) emphasizes that often a combination of different aspects of the dimensions result in people being under-represented within the participation processes.

There is also a plethora of information published in the grey literature relating to community engagement and the process of reaching under-represented or underserved communities by the public sector, third sector, government and activists who engage with communities of geography or interest to e.g. shape and implement policies, strategies and decisions, and identify community needs. For example, in the UK, The Local Government and Public Involvement in Health Act 2007 includes a duty placed on local authorities and health trusts to ensure that people are able to have their say in the services which they receive. Many local authorities and councils in the UK have created their own community engagement guidance documents and frameworks which aim to improve engagement with their own unique communities and ensure that marginalised groups are able to fully participate in decision making processes.

A 2009 literature review by County Council of The City and County of Cardiff, for the Local service board scrutiny panel examined what ‘hard to reach / hear’ means, along with some of the difficulties in engaging such groups, techniques to overcome these difficulties and provided some examples of good practice (Cardiff Council, 2009). The report concurred with the common perception that the term ‘hard to reach’ is problematic and not clearly defined, and indeed, groups that are hard to reach in one area may be highly involved in the political process elsewhere. Also, while being a minority group (such as



homeless, LGBT community, the frail elderly) may contribute to being under-represented, there are other issues that can contribute to being difficult to engage, such as disappointment from previous consultations or being over-consulted which can lead to a lack of trust or disillusionment.

A more recent review by the What Works Scotland (WWS) Work programme on community engagement and capacity building examined what is being done to overcome inequality in community engagement focussing on evidence from Scotland and the UK (Lightbody, 2017). This review, aimed at audiences in academia, government and activism, suggests that groups previously described as 'hard to reach' are now more appropriately recognised as 'easy to ignore', suggesting that these groups are being ignored because it is easier than tackling the diverse and complicated barriers that some people face.

One of the concerns arising from this review is that while many publications highlight what happened in the community engagement process, what should have happened and how we move on from here, there is little evidence that groups are applying lessons learned and / or actively seeking to design new processes to address them. Further, they report that little is reported on the long-term impact of community engagement, both on policy decisions and communities and suggest that more empirical work on good practice is required (Lightbody, 2017). Their summary of the findings are presented in Box 2.8.1 below.

#### Box 2.8.1 Summary Points from What Works Scotland Review

- Groups known in the past as 'hard to reach' are more appropriately recognised as 'easy to ignore'. Communities are now recognised to exist beyond geographical areas therefore more needs to be done to tackle the inequalities faced by communities of identity (such as LGBT+ groups) and communities of interest (such as women's groups).
- Inequalities faced in society often constitute the key barriers that prevent people from taking part in community engagement processes in the first instance.
- A focus on enabling access to participation is not enough. People frequently suffer from multiple barriers throughout the process of community engagement once they have managed to gain access.
- The complexity of ensuring inclusion in community engagement does not render itself to a one-size-fits-all solution.
- The know-how of skilled participation practitioners and community organisers is required. These individuals have a deep understanding of the craft of inclusive engagement as well as a flexible repertoire of strategies and techniques to implement it.
- Local community engagement can overcome some barriers to inclusion, but there are structural inequalities in society (e.g. income, wealth) that are beyond the scope of influence of local processes.
- Power-sharing relies on trust and openness; people are more open to collaborate if they know what is involved and there is a clear shared purpose.
- Respecting participants' investment of time and energy is key to long term participation and involvement. Recognition includes financial incentives, to ensure that people from low income backgrounds can get involved, and also remuneration, for time off work and help with childcare and transport.

- The role of community representative can be daunting for citizens. Many will never have spoken on behalf of their community or made decisions which will affect so many people. Greater support must be offered to ensure community representatives are not overwhelmed and put off taking part in the future.
- Community engagement initiatives need to be responsive and sensitive to the areas where they take place and the people that live there.
- Effective facilitation can make the difference between productive and non-productive community engagement. Training and support must also be offered to facilitators and organisers to ensure that they are equipped to deal with a high-pressure role.
- Internet access is crucial for engagement in today's society. Better use of digital technology, such as social media, online forums, databases highlighting good practice and recording/streaming processes online, helps to gain insights from those who cannot access face-to-face community forums, but also encourages those that could get involved in the future, such as young people.
- More research is required on the long-term effects of taking part and not taking part in community engagement.

## 2.9 Evaluation

While universities are increasingly engaging with local communities and the wider public as partners through a diverse range of multidisciplinary activities, there are many challenges to evaluating these activities and the resulting impact, and evaluation findings are often not shared in publications. Indeed, a 2011 review of community university collaboration publications found only 13 papers that described an evaluative element that went beyond individual descriptions of specific projects and that might be transferable to other situations (Hart & Northmore, 2011). Problems in measuring community university engagement include a lack of focus on outcomes; a lack of standardised instruments and tools; and the variety of approaches currently being adopted (Hart et al., 2009).

While demonstrating benefits of CUP working at an institutional level is difficult, demonstrating societal or economic impact is even more problematic and requires a longer timescale (Pearce et al., 2007). For example, despite the plethora of work conducted by universities in building capacity for sustainable development, there is a paucity of studies that have evaluated the work performed by universities at the local level (Shiel et al., 2016).

Nonetheless, pressure for greater accountability has led to the growth of benchmarks and performance indicators designed to enable universities to demonstrate their socio-economic and cultural contribution at local and regional level (Hart & Northmore, 2011). There have been various attempts to define high-level institutional indicators and tools which provide a consistent basis for benchmarking and information management, such as the Higher Education Funding Council for England's regional benchmarking tool (Charles & Benneworth 2002). In the USA, where benchmarking and classification tools are well established, the Carnegie Classification has been the leading framework for recognizing and describing institutional diversity in higher education for over four decades (Carnegie Foundation, 2019). These approaches are useful for assessing institutional effectiveness and measuring the impact of service learning and civic engagement initiatives on

students, academic staff, the institution and the community (Hart & Northmore, 2011). Meanwhile, the Tufts Inventory Tool for Higher Education Civic Engagement provides a comprehensive benchmarking questionnaire and a framework to drive more detailed baseline audit work and also offers the potential to compare university achievements internationally (Tufts University, 2019).

However, while there has been progress in developing indicators and benchmarking systems, the community perspective has largely been ignored in the development of the frameworks, and there have been few attempts at producing evaluation tools that are useful in understanding the dynamics of public engagement between researchers, students, community groups and community members or the benefits that flow between them (Hart & Northmore, 2011). Moreover, where the impact or outcomes of partnership working has been addressed, this has tended to focus on the outcomes for students and universities, rather than those for communities (Tyron & Stoecker, 2008).

In their review of UK-based CAPs, Martikke et al. discuss in detail the impact of the partnerships on individual partners, partner organisations, service users (i.e. students/beneficiaries of VCS or statutory agencies), and the wider community (i.e. local residents in an area where a CUP is active). The authors make the valid point that community-led reports are not as visible or easily accessible as academic ones. Therefore, while the discourse appears to focus on outcomes for students and universities rather than communities, this might not be due to the lack of community-related voices, but to the fact that these are hidden somewhere in the “grey literature” or simply not published in any form (Martikke et al. 2015).

At the CAP level, Drahota et al. reported that the methods used to evaluate the partnerships in their review were primarily qualitative (82%), or a combination of qualitative and quantitative (15%). The most common type of data collected was interviews, followed by meeting minutes or notes, observations, surveys or questionnaires, field notes and focus group data. Disappointingly, Drahota et

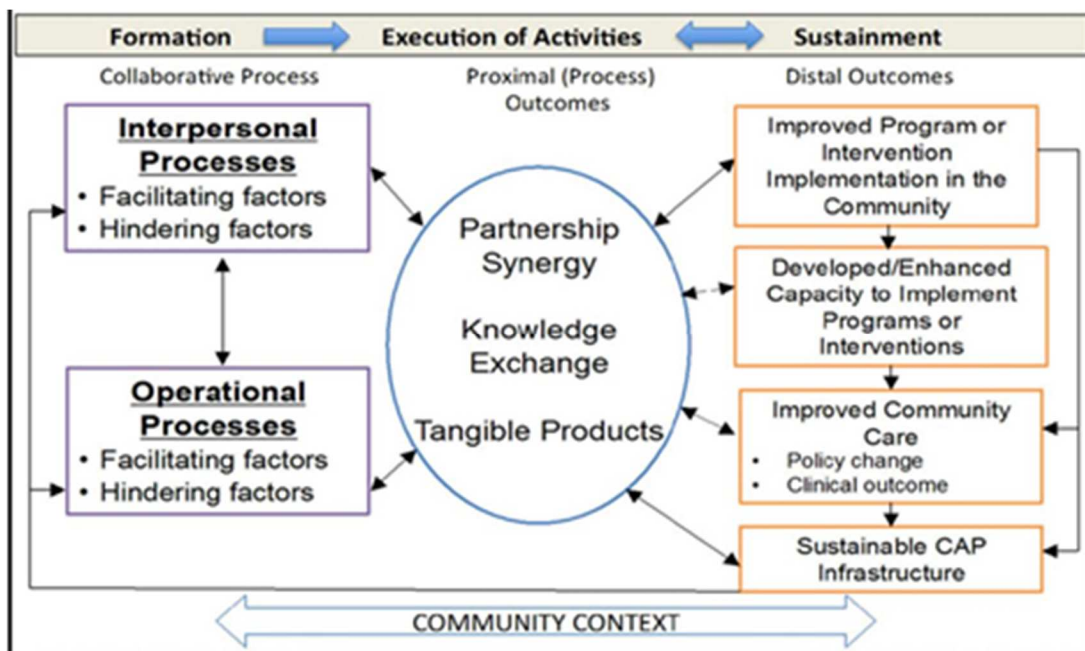


Figure 2. 1: Model of Research-Community Partnership (Drahota et al., 2016, adapted from Brookman-Frazer et al., 2012)

al. report that few studies evaluated the partnerships longitudinally or compared responses from partners across time points. Indeed, many of the included articles neglected to cover important

information about the CAP's characteristics such as who initiated the CAP, the funding sources or processes. Drahota et al. argue that this information would help confirm whether CAPs positively affect the relevance and feasibility of research and advise that standards are needed for reporting evaluations of CAPs. The authors of this review did not comment on whether individual studies attempted to measure the impact of the partnerships on community or academic partners.

The use of theory-based models could be used to guide the evaluation of the partnership process (e.g. Drahota et al., 2015; Eder et al., 2013; Gradinger et al., 2015; Hart & Aumann, 2007; Marek et al., 2015; McCabe et al., 2015; Trotter et al., 2015; Wallerstein et al., 2008). These models provide a theoretical framework for the development of CAPs and contribute standardization, science, and rigor during their evaluation. Drahota et al. for example, used the Model of Research-Community Partnership, adapted from Brookman-Frazer et al. to guide the evaluation of the CAPs discussed in their review (Figure 2.1). Meanwhile, in the UK, calls for a common 'evaluation standard' to provide tools and guidance for evaluating university public engagement and driving good practice have led to the development of a methodological framework to standardise good practice and to enable comparison between projects with different engagement methods, designs, purposes and contexts (Reed et al. 2018).

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## 3 CUPs and CAPs in Partner Countries

### 3.1 Belgium

#### 3.1.1 Introduction on policy and initiatives in Belgium

Science and technology in Belgium are well developed with the presence of several highly ranked universities and research institutes. As Belgium is a federal state, science is organized at several levels. At the national level, there is the Belgian Federal Science Policy Office (BELSPO) and each of the three regions, Brussels-Capital Region, Flanders and Wallonia have their own regional science and technology development. There is no formal Belgian policy on Community University Partnerships (CUPs) yet there is an increased focus on valorisation (i.e. making research results valuable to society) and societal impact based on research. This focus, that follows European developments (e.g. in calls within the Horizon 2020 research programme), has led to an increased awareness of the importance of stakeholders to contribute to this aim of valorisation. Partnerships between universities and their communities are increasingly perceived as important levers to research agenda setting and to guarantee that research results contribute to tackling specific societal challenges. One initiative worth mentioning is the Flemish Science Agenda (Vraag voor de wetenschap, 2019). The latter is an inspiration document that connects various scientific disciplines around fundamental questions and social issues. Its aim is to strengthen the links between society and scientific research and to stimulate Flemish science towards innovation, creativity and connection. The Flemish Science Agenda is based on more than ten thousand questions raised by Flemish people of all ages and with different backgrounds. During the "Question for Science" campaign in the spring of 2018, everyone had the opportunity to submit questions. More than a hundred experts bundled the collected questions into 82 themes.

In Wallonia, initiatives that focus on valorisation (and thus to a certain extent also on CUPs and CAPs) are gathered under the umbrella of the LIEU network (Connecting research to business, 2019). The latter brings together the Knowledge Transfer Offices (KTOs) of Belgian Francophone Universities and University Colleges. It focuses on services to society by contributing to innovation and regional development. More specifically, this network 1) provides thematic one-stop shops for industrial and academic matching, 2) organises research/business & multi-university events, 3) facilitates multi-university projects, 4) while ensuring proximity with the scientific community. While the Wallonian focus is quite exclusively focused on technology and industry/businesses, the Brussels-Capital Region also focuses on co-creation and social innovation. The largest research funding agency for Brussels and Wallonia (Fonds de la Recherche Scientifique) has calls that include a focus on societal impact (yet only for fundamental research).

Flanders has no comparable structure as the LIEU network in Wallonia. It does have several initiatives that facilitate partnerships such as the increased attention at different Flemish universities for societal valorisation and Technology Transfer Offices. For example, Ghent University has several structurally funded business liaison centres and (since 2015) a policy plan on societal valorisation. The University of Antwerp has Technology Transfer valorisation managers and SSH spin offs. All Flemish universities have good examples of partnerships with their communities, yet there is no formal policy structure to support them. Partnership initiatives largely arise from a bottom-up movement. The largest Flemish research funding agency (Fonds Wetenschappelijk Onderzoek) has one research programme called Strategic Basic Research that focuses on innovative research with potential economic or societal

applications (e.g., the generation of products, processes and/or services). The available budget for 2019 is circa € 60 M.

### 3.1.2 Examples of partnerships in Belgium

#### 3.1.2.1 *The Ghent University Chatterbox project: A quest for collaborative approaches with citizens*

##### **Summary**

The question what are universities good for was the starting point of a strategic collective reflection at Ghent University on how to combine intellectual merit, scientific quality and excellence in research with true benefits to society and responsiveness to societal needs and desires. Ghent University explicitly wanted this reflection to provide knowledge that is valid, adequate and trusted; hence robust, transparent, inclusive and sourced from a variety of stakeholders. Participation/inclusion and a focus on pressing societal problems are therefore at the core of this process.

A diversity of actors within the general public was directly engaged in the debate by asking them to express their judgment on what the university could do/mean for society. The debate was moderated through a mobile 'chatterbox' (i.e. trailer van in which people could take a seat and were automatically interviewed) that was strategically placed in different locations in the hometown of the university at different times throughout the year 2016-17. In total 400 people shared their ideas on the possible role of universities in the grand societal challenges of today. Video-taped interviews were used for analysing perceived needs of citizens as well as the perceived role of academia in addressing these needs.

The Ghent University Chatterbox project is an example of an embedded, place-based CAP where the university staff went towards communities and reached out to a wider range of civil society organisations. Specific efforts were made to avoid self-selection and to include under-represented individuals. These efforts included visiting neighbourhoods with a concentration of individuals with an ethnic minority background and adapting the interviewing infrastructure to persons with a physical or mental disability (e.g. the video-camera was moved to private rooms where persons in a wheelchair at a service centre had access).



## Background

Freedom of research is a basic principle that universities want to preserve by all means. At the same time, universities increasingly strive at research that is satisfactorily aligned with societal needs and concerns. The quest for research impact has in fact become crucially important. The grand societal challenges - e.g., sustainability, diversity, workable work, globalization - demand that universities should redefine themselves, develop new identities and explore new ways to connect science with society, and vice-versa get society involved in science. In addition to the long-lasting concerns around the ethical, legal, economic, environmental and social implications of research there is an increasing desire to be more responsible vis-à-vis what society regards as desirable/responsible research—what society needs in terms of research. In the best of all worlds, researchers are as unique and innovative in their responsiveness to societal needs and desires as they are when designing their research plans. This requires a quest not only for what universities are good at, but also what they are good for.

Gibbons et al. (1994) introduced the notion of 'Mode 2' knowledge production. This new paradigm of knowledge production is "socially distributed, application oriented, trans-disciplinary and subject to multiple accountabilities". 'Mode 1' research in contrast is characterised by "the hegemony of disciplinary science, with its strong sense of an internal hierarchy between the disciplines and driven by the autonomy of scientists and their host institutions, the universities" (Nowotny, Scott, & Gibbons, 2006, p. 179). Gibbons and colleagues stated that Mode 1 research is being superseded – although not replaced – by Mode 2. In other words, it is clear that the nature of the research process is being transformed. Scholars disagree about the novelty and intensity of this transformation, however, the steering of research priorities and the accountability of science (i.e. evaluation of its effectiveness and assessment of its quality) are generally recognised as significant trends (Nowotny, Scott, & Gibbons, 2006). A distinct shift from a 'culture of autonomy' to a 'culture of accountability' has taken place on the organisational level of the research system.

The validity of knowledge is no longer determined only by closed scientific communities but by much wider communities of engagement (i.e. knowledge producers, disseminators, traders and users) (Nowotny, Scott, Gibbons, & Scott, 2001). This means that researchers need to find a balance between autonomy and opening up to society. This is especially necessary since society expects some sort of responsiveness towards its needs. Increasing permeability opens up routes along which society can be heard in the scientific process. This leads to the social distribution of knowledge, knowledge that is valid inside as well as outside the walls of universities. If society perceives the scientific process to be open and participative, reliable knowledge can become socially robust. This, in turn, depends upon a reciprocity in which society understands how science works, but equally, science understands how society works (Nowotny, Scott, & Gibbons, 2006). In other words, an open dialogue can create public support for science on the one hand, while on the other it is a unique opportunity to get to know the expectations, perceptions and priorities that live within society.

This open dialogue can create public support for science on the one hand, while on the other it is a unique opportunity to get to know the expectations, perceptions and priorities that live within society. In other words, if university wants to find its place in society, collaboration and open dialogue are needed between scientists and all kinds of actors within society. Good partnerships between academia and society are already highly cited on the agenda of university policy, but actors in society might have other judgements. The chatterbox project mobilised a bottom-up inclusive process over an extended period of time to capture as many different interpretations as possible of what the relation between

universities and society should look like. The central question was ‘how do citizens view the relationship between science and society?’ The process was designed to help all kinds of citizens to uncover and formalise what these judgments are. The focus was not so much on what topics need attention, but on how university could help tackle grand societal challenges (i.e., sustainability, diversity, workable work, glocalisation).

### **Structure**

The chatterbox project was led by Prof. Ann Buysse from Ghent University (Faculty of psychology and Educational Sciences) who used a personal budget to fund the necessary costs. One scientific staff member was hired to work on the chatterbox for two years (40% FTE). Two students working on the topic of ‘citizen science’ were involved in the process of data gathering and data-analysis. There was no project steering or advisory group. However, diverse stakeholders were involved and engaged to assure participation. Stakeholders included citizens from diverse neighbourhoods that were reached through city staff members and neighbourhood committees (Den Dries, Dampoort, Sint-Denijs-Westrem, Rabot, Sluizeken, Nieuw Gent, Moscou), local department stores (Aldi, Carrefour), Insitute Bert Carlier, Nursing home OLV Ter Rive, the Ghent University medical rehabilitation centre, diverse sport and leisure events (Ghent 12 hour run, 10 days of Ghent Festival, Dies Natalis, Ghent Filmfestival, Game of Ghenteneers, City of Ghent New year’s drink), the Family Union, the Ghent City Museum, De Krook (city library and innovation hub), and finally (of course) the City of Ghent and diverse researchers and staff members from Ghent University.

### **Process**

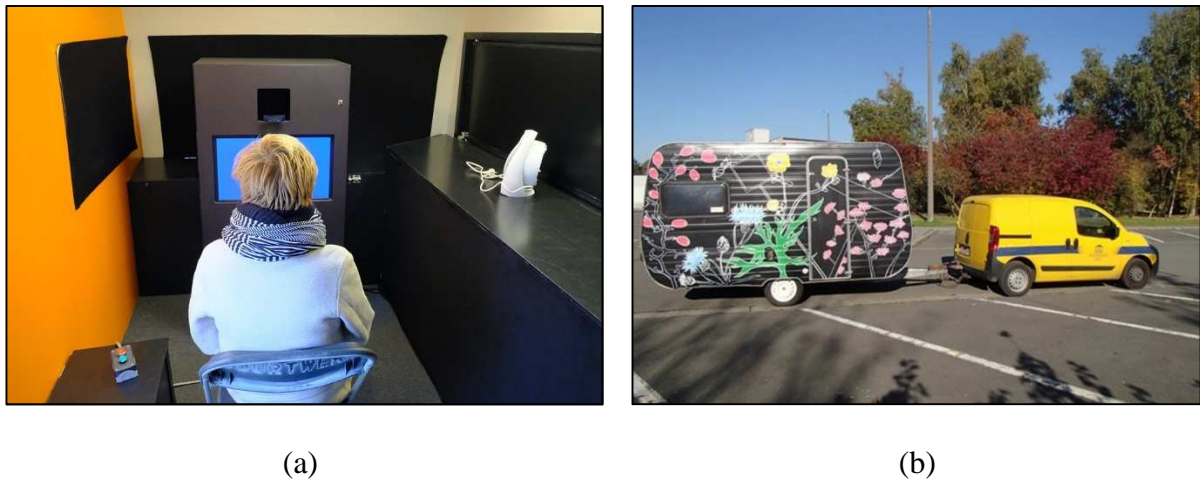
Diverse citizens were directly engaged in the debate by asking them to express their judgment on what the university could do/mean for society. To this end, an inter-disciplinary panel selected a variety of questions that consider material interests as well as core values related to desirable research. Two central questions were designed to evoke opinions on what people are worried about with regard to the four grand societal challenges and what they think the university could do to help solve these challenges. The two questions were ‘People do worry that there will not always be enough ---- for everyone. It might also bother you; does it and can you tell us how?’ and ‘How do you think the university could help solve the problem that there will not always be enough ---- for everyone?’ The -- -- in the questions was one of the twelve following alternatives: (1) jobs, (2) a balance between private time and work time, (3) meaningful, fascinating work, (4) freedom, (5) equal opportunities, (6) understanding and openness, (7) nature and green spaces, (8) raw materials and provisions, (9) solidarity and fairness, (10) collaboration, (11) international mobility, (12) connectedness. Each participant was randomly assigned to one of these 12 alternatives.

The Chatterbox is a black box, with a computer screen at eyelevel (when seated) (see Figure 3.1.1). On top of the screen a camera is mounted which records both image and audio. Inside the box is a computer which runs the software to conduct the automated interviews. This computer can be operated by participants using two buttons; a green and a red button. These can be used to select the right language (i.e. Dutch, French, English or Turkish) and to start/stop recording. For the researcher a blue button is installed behind the Chatterbox to reset the program and start the next interview when the previous one is completed.

The mobile Chatterbox was strategically placed in different locations (parking lots of department stores, in hospitals, at neighbourhood events, and fairs) in Ghent at different times throughout the

years 2016-2017. Twenty-four specific events and locations were visited between October 2016 and July 2017.

The questions were presented on a screen with the possibility of seeing them in either of five languages (Dutch, English, French, Turkish and Arabic). Respondents were asked to respond to the questions by speaking their answers to the camera and microphone installed in the mobile box. A researcher was available at all times outside the caravan to provide support and answer questions. This format was chosen because it had the best chance of engaging actors in the debate that are often not included such as people with an ethnic minority background and/or with low socio-economic status. When the green button was pushed, a video was shown of a person giving an introduction to the interview. Next, the computer randomly selected one of 12 topics, each belonging to one of four overarching themes (i.e. workable work, diversity, glocalisation, sustainability). After answering any remaining questions and selecting the right language, the researcher gave the instruction that the interview could be started using the green, and left the caravan in order to let respondents speak freely.



**Figure 3.1.1. The Chatterbox (a) placed inside a caravan (b) for mobility purposes.**

In total 400 people shared their ideas on the possible role of universities in the grand societal challenges of today. The final sample consisted of 186 women (47%) and 209 men (52%). One person identified as neither man nor woman and four people did not indicate their gender (1%). The participants ranged from 18 to 90 years old, with a median age of 38. One hundred and fifty-five respondents (39%) had no bachelor's or master's degree. A total of 25 respondents (6%) had a nationality other than Belgian. In total, 15 different nationalities participated, with the Turkish, Bulgarian and British nationality as the most prevalent besides the Belgian nationality. Fifty respondents (13%) had one or two parents with a nationality other than the Belgian nationality and 64 respondents (16%) had one or more grandparents for whom this was the case. Seven respondents did not live in Belgium. Thirteen participants were excluded from the final sample due to technical issues during the interview (8), because informed consent forms were missing (4) or because the respondent was younger than 18 (1).

The researchers attempted to reach a wide variety of citizens and acquire a diverse sample of respondents. Participants included ethnic minorities, older people, people with disabilities and people with a nationality other than Belgian (6% of participants).

Data analysis was performed following a rigorous method of qualitative research. Data were processed following a thematic analysis approach (Braun & Clarke, 2006). This involved detecting recurring themes the interviewees used in their narratives. Video recordings were repeatedly viewed by the researchers and all comments relating to the role of university in societal challenges were identified and labelled. Note that this was done for video recordings of the first and the second questions, as both contained ideas reflecting the role of university in society. Initial coding was done by the lead researcher in collaboration with psychology students writing their Master's thesis on the project. Next, analyses and interpretations were discussed with the project's supervisors. This strategy ensures rigor as multiple partners critically reflected on the findings and alternative interpretations were discussed. The researchers played an active role in interpreting, analysing, and reporting the data. The validity of the research results was enhanced through careful contextualisation and reflexivity, and by making the whole empirical process as transparent as possible.

Reaching citizens with a migration background is notoriously difficult in research. Despite the chosen format in which the researchers took to the streets, it proved to be challenging to engage people from ethnic minorities, people from lower socio-economic backgrounds, migrants, refugees, etc. Data show that in Belgium, 12% of the population has a nationality other than Belgian (FOWAS & UNIA, 2017), which implies that this group is still underrepresented in the final sample. The format of recorded interviews raised the threshold for some. For this reason, the option to record the answer without video was offered. Privacy was a recurrent concern throughout the project, even though it was assured on the informed consent forms. However, the persistence of the researchers to get the less audible citizens involved in the project eventually paid off. A possible limitation of using automated interviews is the fact that no follow-up questions could be asked. The researchers did not have the opportunity to focus on interesting/unclear answers. Additionally, some participants mentioned that the lack of interaction made it harder for them to answer the questions. Furthermore, some mentioned that the topics were rather abstract to them and that it was hard to come up with an answer on the spot.

### **Outcomes & Impact**

A thorough thematic analysis of the data showed that five important topics emerged: 1) Reforming and improving society, 2) enhancing critical thinking, 3) embedded in society, and 4) unknown, unloved, and 5) inspiration in daily concerns.

Reforming and improving society. People made an appeal to universities to enable change in society. For example, universities are expected to challenge and change outdated structures in society – e.g. policy, government, information and administration, care etc. Our social structure is inadequate to deal with the increasing complexity of life and innovation is expected from citizens. Furthermore, purposeful innovation is expected to improve health and happiness, reduce stress, make sustainable living possible etc. One participant stated *“I think on the one hand that university has the obligation, has the task to ensure health and ensure quality of life.”* Citizens expect these changes to be based on innovative research conducted at university.

Enhancing critical thinking. People did not only make an appeal to universities to provide solutions and create changes in structures and organisations in society, but also to create changes in ideas. Citizens also called on university to enhance critical thinking within society. This entails more complex impacts of research on knowledge, understandings, and attitudes in society. A key aspect of enhancing critical thinking is to raise awareness on relevant issues, for example regarding the challenges our society is faced with. As one participant said: *“my university would not look for a solution to have enough*

*resources for everyone through research or by inventing something, but rather through instigating a change in mentality.*" This person indicated that sometimes the solution is not to make sure that certain behaviour can be sustained through innovation, but rather by raising awareness that this behaviour is no longer sustainable.

Embedded in society. To achieve goals of reforming/improving society and to enhance critical thinking within the general public university needs to be embedded within society according to citizens. That means communicating and collaborating with relevant actors. As one participant said, *"generally I think that every invention or research on any terrain that can contribute to an improvement of the general state of affairs should be shared, elaborated and made available for the improvement of society, of the world."* Another said: *"I think that university can play an even larger role if it stands even closer to the actors in society who are involved in setting out changes."*

Unknown, Unloved. Some citizens indicated that they were unable to elaborate on the role of university in society because they did not know much about university or because they had no idea what the university is working on. For example, one participant said: *"this is a very difficult question that for me, with my knowledge, I really cannot provide an answer for it."* The first reaction of people who were able to provide an answer was often bewilderment. In other words, the unfamiliarity of university among citizens is an important finding. This unfamiliarity is also demonstrated by participants that formulate questions and topics for research that already received substantial attention from the scientific community. Of course, not knowing the expectations of citizens regarding the role of university in today's challenges, was the reason why we conducted this research. Unknown is unloved, something that goes both ways. This finding emphasizes the citizens' concerns regarding lack of research communication and collaboration between science and society.

Inspiration in daily concerns. The recordings contain a gold mine of concrete ideas on how to tackle the societal challenges of today. Many citizens referred to the complexity of their own lives and the struggles they encounter within it. This can for example relate to living in a multicultural neighbourhood, dealing with complex administrative procedures, working under high pressure or being confronted with illness. In other words, many citizens formulated ideas in function of their own living environment: for themselves, for (grand)children, family, the neighbourhood, the city. These 'daily concerns' illustrate how the grand societal challenges are experienced by citizens. They may seem limited in scope, however they provide a detailed insight into what exactly is keeping citizens awake at night. In that sense they are a great source of inspiration for researchers to gain a very nuanced understanding of the challenges in today's society.

To conclude, this project showed that universities are seen as playing a role in society through innovative change, raising critical awareness in the general public and creating public support for change. To achieve this, the university needs to be embedded in society and collaborate with various societal actors. Furthermore, the unfamiliarity with the work of university and the detailed insight into how citizens experience society's grand challenges were important observations.

### **Future outlook**

The findings of this project show the need for continued engagement between university and citizens. There is a need for a permanent dialogue. For this reason, the recordings and analyses were given back to citizens in a second phase of the project. Citizens were and will continue to be invited to watch and listen to the recordings and provide comments on them. For example, the results were presented in a



report that functioned as the starting point for a one-day academic conference on combining excellence and responsiveness to societal needs in research. Furthermore, the dialogue is continued in the local library and museums, in collaboration with local actors such as artists. Visitors, invitees, by-passers will continue to be able to provide their opinions through co-creation sessions, group discussions or digitally. This way a continued dialogue between researchers and citizens is created and ideas can keep growing so our university can increasingly gain insight into its role in society.

The methodology has been described in detail and can thus be replicated across regions/countries. However, the necessity of having a trailer van available, entails specific logistic investments. Also, questions and recruitment of participants should be tailored towards the specific local/regional context.

The chatterbox clearly contributed to the essential functions of a CUP: 1) By literally going out to people in specific communities of the City of Ghent it functioned as a broker (university came closer to people and gave people a voice), and 2) it facilitated community university engagement activities (such as the presentation of results at the University for You event, with a focus on redefining the role of academia with diverse stakeholders). The chatterbox included a research component (video-taped interviews were gathered and analysed with a thematic analysis approach) and fed back the results of the project to enable a continuous dialogue with citizens and diverse stakeholders. A limited number of students were involved during the data-gathering and data-analysis. One important limitation is the limited funding which restricts options for long-term data exploration and threatens the sustainability of outcomes. However, data are still available on a protected Ghent University server. It is clear that to generate a continuous dialogue with citizens, there is a need for a higher budget and investment.

### *3.1.2.2 ACCOMPLISSH: Accelerate co-creation by setting up a multi-actor platform for impact from Social Sciences and Humanities*

#### **Summary**

Traditional valorisation approaches focus on linear processes: from academia to society (Phipps, Cummings, Pepler, Craig & Cardinal, 2016). In order to bring valorisation to a higher level, all relevant actors need to cooperate in an equal setting that requires co-creation. Co-creation transcends boundaries, but it does not happen naturally. Therefore, the ACCOMPLISSH consortium, comprised 14 universities from 12 countries, and actively involved partners from the so-called Quadruple Helix (QH, i.e. industry, governments and societal partners). The project was a three-year Horizon 2020 Collaborative Support Action that started on March 2016 and finished at the end of February 2019.

The ACCOMPLISSH project (Accelerate co-creation by setting up a multi-actor platform for impact from Social Sciences and Humanities) created a platform for dialogue that was organised in such a way that academia, industry, governments and societal partners equally contributed to identifying barriers and enablers of co-creation. The results from both practice and the theory of co-creation form the basis of a valorisation concept that was developed and tested during the project in a quadruple helix setting in order to make it transferable, scalable and customized for academia, industry, governments and societal partners in the whole of Europe. The ACCOMPLISSH project could be described as a 'meta', networked CAP which focused on nurturing and developing pre-existing relationships. Every partner brought in partners with whom there was already a more or less intense collaboration, and the project

used co-creation as a working method to enable the impact of research within Social Sciences and Humanities (SSH).

## **Background**

Social, academic, business and government partners need to collaborate on a larger and more interconnected scale in order to better address our complex societal challenges. ACCOMPLISSH created a platform for dialogue between partners and SSH researchers in particular to foster interaction and innovation in this respect.

Justification of the use of public funds in research has become increasingly important, leading to a shift towards a more knowledge-based approach to research questions which addresses important societal issues as well as end-user needs. Greater dialogue between industry, policy makers, users and researchers is required to establish shared research priorities. Underpinning the approach of ACCOMPLISSH is the concept of co-creation, a holistic process including the lead- and end-user.

Co-creation is a form of collaborative creativity that is initiated to enable innovation with, rather than for, the involved stakeholders. It brings different parties together in order to jointly produce a mutually valued outcome. In the ACCOMPLISSH project co-creation took place among research, business, government and societal organisations or citizens in order to identify the requirements and conditions that must be created to ensure effective valorisation of SSH research. A co-creative approach was important as it can bridge the gap between various actors by developing and testing new models both from the supply side (SSH research/universities) and the demand side (governments, businesses and societal actors/citizens).

## **Structure**

The ACCOMPLISSH consortium, consisted of 14 universities from 12 countries and actively involved diverse partners from the so-called Quadruple Helix (QH = Academia, industry, societal partners and governments). The project chose an Open Innovation approach: The consortium used purposive inflows and outflows of knowledge to accelerate internal innovation and expand the markets for external use of innovation (Chesbrough, 2003). The project set up a dialogue platform which was organised in such a way that all partners equally contributed to identifying barriers and enablers of co-creation. The results from both practice and the theory of co-creation formed the basis of a new valorisation concept and was tested in the project in a quadruple helix setting.

The project also created a platform for dialogue in a smaller academic setting. This smaller platform investigated the barriers and enablers of co-creation from an academic perspective and led to new research design and communication approaches, with a specific role for research support officers as they help bridge the gap between science and society. The wider platform facilitated a genuine dialogue on how to develop an innovative valorisation model by involving government, industry and civil society participants together with academic partners. All academic partners introduced their regional partner networks as important stakeholders in the project.



Figure 3.1.2 Partners in the Quadruple Helix

**Process**

The central aim of ACCOMPLISSH was to accelerate the valorisation and impact of SSH research across the value chain of products, services and policy. The platforms developed in this project were therefore aimed at significantly improving the valorisation of SSH research and the knowledge transfer of SSH. The project consortium was carefully brought together based upon the individual highly relevant experience with co-creation, impact and valorisation. The academic ACCOMPLISSH partners represented a well-balanced representation of the SH-disciplines indicated by the European Research Council. The Platform Core consisted of the academic partners: both researchers and Research Support officers.

ACCOMPLISSH focused at uncovering the significant barriers to the valorisation of SSH research. In order to push the envelope within universities, we acknowledged that next to SSH researchers, the research support officers are key players in valorisation of SSH research. The ACCOMPLISSH project identified barriers and enablers of co-creation in order to develop an innovative valorisation concept that fosters knowledge exchange within the quadruple helix and strengthens the position of SSH research (Stier & Dobers, 2017).

The aim of the platform was to put forward a valorisation concept that is scalable for the whole of Europe. Testing and training were important elements in the implementation and further development of the concept. Instruments were developed and tested to serve as guidelines for valorisation and co-creation. Training created an innovative mind-set among the quadruple helix partners in the various settings. This contributed to the further development of SSH research design and communications, which are critical factors in the integration of valorisation as a concept in academic culture and activity.

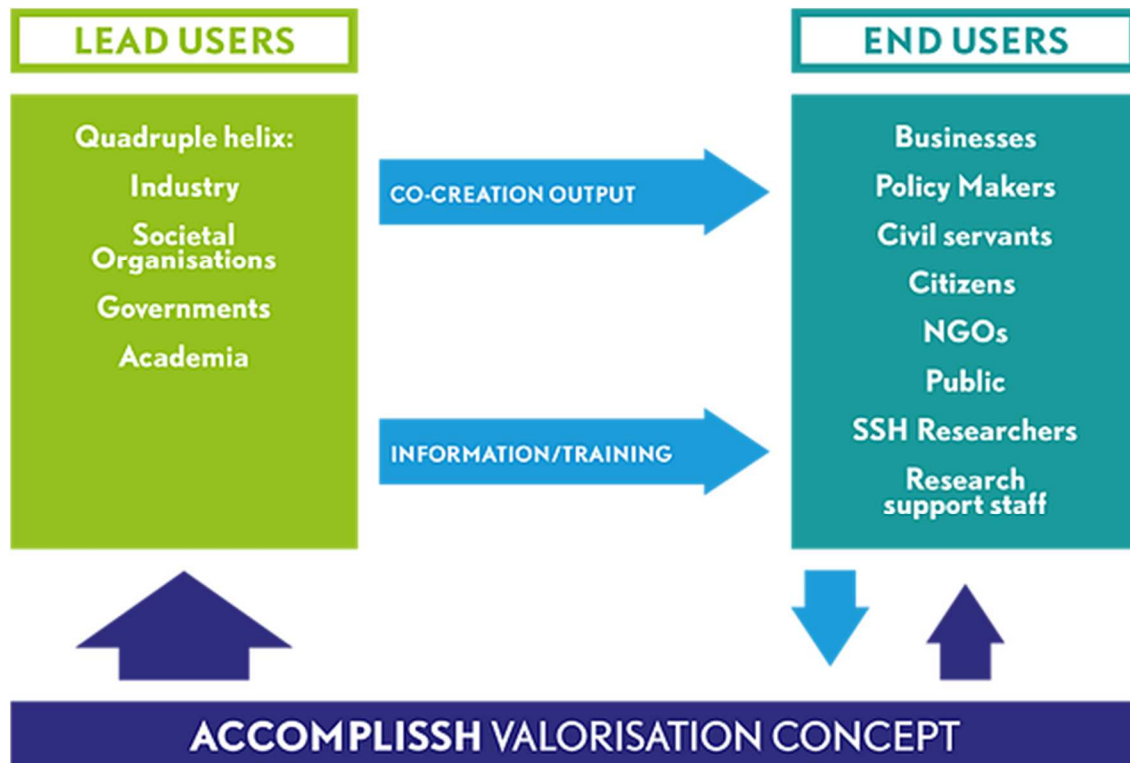


Figure 3.1.3 The ACCOMPLISSH Valorisation Concept

### Outcomes & Impact

Within the ACCOMPLISSH project, partners shifted from traditional academic work methods to problem-oriented teaching methods, which led to a more embedded position in local communities including business and social partners. Changing communication patterns was also very important. Social sciences tend to follow the academic language and culture of natural sciences. Peer reviewed academic publications, international reputation, and academic positions are still the mainstream indicators when we rank universities. We pay less attention to impact of development works and innovation or on the wider dissemination and exchange of knowledge. Both the motivation system of universities and their connection to the outside world were reviewed within the ACCOMPLISSH framework. ACCOMPLISSH not only contributed to developing new research tools and a transferable valorisation concept, it also helped create a new culture of co-creation at universities which involved industrial, governmental and societal partners.

Since the focus of the whole ACCOMPLISSH project goes beyond the scope of this review, we will focus on activities that were set up by Ghent University in collaboration with what became important stakeholders (the City of Ghent, non-profit association Ministry of Makers, and small-sized enterprise Apollo 18) throughout the project. It is important to emphasize that although ACCOMPLISSH certainly led to a strengthened tie between Ghent University and the aforementioned stakeholders, the main impact and outcomes are focused on developing methods and tools that facilitate community engagement, efficient collaboration with stakeholders, and the development of an educational programme aimed at community engagement.

Initially contacted because of their expertise in working with Living Labs, The City of Ghent played an important role in delivering expertise and feedback on the ACCOMPLISSH progress. Several City of

Ghent staff members contributed actively in the project, for example, contributing to newsletters, giving presentations about public engagement, contributing to the journal *European Public Mosaic*, and participating in panel discussions. The collaboration facilitated links with other co-creation initiatives such as *The Foundry* (2019), a co-creation course (to be launched in 2020 at the Faculty of Psychology and Educational Sciences at Ghent University) and *3IDLABS* (2019). *Ministry of Makers* (2019) use design as an innovation platform to strengthen the economy in the Flemish region of East-Flanders and act as a broker between creative industries, knowledge institutes, employers and policy makers. Finally, *Apollo 18* (2019) is a small-scaled enterprise they offer services related to the professional facilitation of co-creation processes and tackling societal challenges.

To discuss impact and outcomes, we will systematically distinguish between 1) ACCOMPLISSH events and actual co-creation sessions that are proof of a strengthened community of academics and stakeholders, 2) working methods and tools that facilitate stakeholder engagement, and 3) the development of an educational course that will foster collaboration between students and communities.

#### 1) Events

November 20-22nd 2016: Opening conference "SSH Impact and Action" in Rome (IT). Bart Rosseau (Head of Data and Information at City of Ghent) presented results from their expertise on working with living labs. Daniella Provost (staff member a non-profit organization that works on wellbeing and vulnerable groups) gave a presentation on how co-creation plays a pivotal role in their work.

December 13 2016: The event "The footprint of social sciences and humanities: The co-creation of impact from innovative and creative research" was hosted and organised by ACCOMPLISSH partners from Ghent University. It was a showcase for the work and impact being undertaken by five consortia in Social Sciences and Humanities (SSH) at Ghent University and also offered our research community and its stakeholders a moment of reflection about impact generation of SSH. It provided opportunities for researchers and their stakeholders to participate in workshops that tackled certain aspects of research impact generation such as interdisciplinary research, policy influence, social media, citizen science, living labs, co-creation, and knowledge transfer. It was concluded with a panel debate involving EC & regional funding representatives.

November 13-14 2017: ACSIS 2017 - ACCOMPLISSH Co-creation and Social Innovation Summit in Tallinn (EE). Alexis Dewaele (Ghent University) and Saskia Westerduin (Ministry of Makers) gave a presentation about the development of a co-creation tool (an assessment instrument to monitor and facilitate collaboration processes with diverse stakeholders). Besides the presentation, the tool was also tested on a live audience that gave feedback through discussion and debate.

January 30 - 31 2019: ACCOMPLISSH Co-creACTION Summit in Barcelona (ES). Alexis Dewaele (Ghent University) and Tom Broeks (City of Ghent) gave a presentation. The former elaborated on an impact planning toolkit ('A Guide to Impact Planning Tools for Social Sciences and Humanities') while Tom Broeks discussed the future strategic challenges on co-creation for the City of Ghent during a panel discussion. Amongst others, the outcome was the joint publication "Next-generations leadership roles and public service: incorporating a culture of co-creation at quadruple helix institutions" (Serrat, Stier, Dobers, Köller, Broeks & Hullebroeck, 2018).

## 2) Working methods and tools

During ACCOMPLISSH two key deliverables were produced to enable and facilitate co-creation and involvement of stakeholders and their communities: 1) A guide to co-creation and 2) a guide to impact planning. The guide to impact planning gives an overview of existing tools that include public engagement and stakeholder involvement as a way to achieve better results aimed at tackling societal challenges.

- 1) The “Guide to co-creation” was a collaboration between Ghent University partners and Ministry of Makers (Ministry of Makers, 2019). Ministry of Makers is a Belgian association that uses design-thinking to contribute to the development of (amongst others) social innovations. It bridges the creative sector, knowledge institutes, policy makers, and businesses. The guide explains how to set up a successful co-creation process with stakeholders and includes a tool to monitor and steer this process (Vandael, Dewaele, Buysse & Westerduin, 2018).
- 2) The “Guide to impact planning” was a collaboration between academics and research support officers. This guide explains what impact is, explains specific terminology related to impact (concepts such as valorisation, knowledge exchange), reflects on the importance of co-creation and stakeholder mapping, and gives an overview of existing impact planning tools (Hannon, Dewaele, Desmet & Buysse, 2019).

A result of the collaboration with Ministry of Makers and the increased knowledge on co-creation processes and impact planning, was the systematic integration of a co-creation approach in a European pilot project on the improvement of mental health care (Mentally, 2019) that is led by Ghent University. User group meetings with diverse stakeholders across Europe (health professionals, academics, people with lived experiences) were held during which co-creation sessions were carefully planned. To facilitate this co-creation process Ghent University collaborated with the service provider Apollo 18 (2019). The results of this elaborate co-creation process (that took place between August 2018 and May 2019) is made visible through the ‘Miro’ online working platform (Miro, 2019). The co-creation tool that is part of the “Guide to co-creation” was used to assess and monitor the co-creation process. This assessment generated data that is currently being analysed by a Masters thesis student.

## 3) Co-creation course

Within the Faculty of Psychology and Educational Sciences of Ghent University, an optional master course on “research impact and co-creation within social sciences and humanities” will be launched in the academic year 2019-2020. This is a direct result from the ACCOMPLISSH project. This course will train students in developing problem-solving skills and in using co-creation as a way to tackle complex challenges with important stakeholder groups. This will enable the development of sustainable relationships between stakeholders/communities and Ghent university. Currently, diverse stakeholders have offered specific cases (i.e. challenges that have to be addressed by the students in co-creation with the stakeholders. These stakeholders include the City of Ghent, Sensoa (the Flemish expertise centre for sexual health), CM (a Belgian health insurer), ANTcollectief (association that develops educational Escape Rooms), Our New Future (non-profit advocacy association that works with and for disabled persons), and POBOS (a small-sized enterprise that offers consultancy and services related to well-being at work).



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### Future outlook

Based on the synthesis of all training, activities, advice and experiences provided through ACCOMPLISSH, partners were asked to generate personalised Regional Impact Development Plans. These plans address local needs for co-creation and impact within local Institutes and should consist of actionable initiatives. This includes for example, training; capacity building; institutional support; roles dedicated to knowledge exchange and impact; strategy development; activities. The plan also explicitly considers sustainability. ACCOMPLISSH funding will eventually stop but the capacity for co-creation and impact should continue and grow. The plans vary in scale and scope. Some are written at a personal level or at a group/departmental level or even institute wide. It is a portfolio of activities or actions that changes some aspect of the co-creation/impact agenda or capacity.

Collating individual plans from all partner institutes, a report was generated on Regional Impact Development Plans, where the important messages and best practice examples in regards of co-creation or development of pathways to impact were highlighted. These examples provide models and demonstrate best practice for the integration of co-creation and impact into the academic research culture. The plans show a high degree of relevance to local circumstances and meet regional needs. Most examples have built-in sustainability, and some of them have considered methods to measure the success of the co-creation activities. ACCOMPLISSH partners are actively looking at the scalability and transferability of Regional Impact Development Plans to ensure that they are provided as excellent models for scaling up and being applied across disciplines, departments and geographical boundaries.

ACCOMPLISSH contributed to the essential functions of a CUP: it brokered relationships through setting up two platforms (one that addresses academics, another that addresses both academics and diverse stakeholders). Organized activities did reach out to specific communities but given the fact that partners were very diverse (from industry, academia, government, and social associations) and geographically spread out, the effect of larger ACCOMPLISSH events (such as the Co-creation and Social Innovation Summit in Tallinn) were probably rather limited in terms of really having an impact at a local level. However, for each partner there really were important effects on strengthening ties with

specific partners (such as the City of Ghent). Also, the launch of a co-creation course within the Master educational programme of the Faculty of Psychology and Educational Sciences at Ghent University has an important long-term impact: both relationships with diverse stakeholders as well as the involvement of students are institutionalised. Finally, another important long-term outcome lies in the development of working methods and tools to foster and strengthen co-creation with diverse stakeholders. On the downside, the size of the network and the limited funding also creates the risk of disintegration of newly built collaborations.

### *3.1.2.3 Ghent Sint-Pieters Task Force: a socio-spatial metamorphosis of a railway neighbourhood*

#### **Summary**

The city of Ghent is situated in the Flemish Region of Belgium. It is the capital and largest city of the East Flanders province, and the second largest municipality in Belgium. The environment of the Ghent railway station “Gent Sint-Pieters” (GSP) is in full development. About a century after its construction, the station and its surroundings are being adapted to the needs of the 21st century. The collaborative metamorphosis of the GSP area is steered by the Ghent City Academy which launched a transdisciplinary platform where research, education and services merge. This 'collaboratorium' not only contains academic expertise, it is also a place where policymakers, associations that represent civil society, citizen cooperatives, companies, teachers and students think together about problem definitions, solutions, strategies, experiments, and upscaling. Societal challenges are translated into assignments for student master theses, experiments in 'urban living labs', etc. The Ghent City Academy approaches sustainability issues from different perspectives, recognizes the complexity of sustainability issues, and focuses on transition thinking (i.e. the presence of a willingness to change).

The GSP taskforce is an example of an embedded, place-based partnership. The taskforce had an organizing role within the community as well as a facilitating role in building relationships and capacity. Although the results from the research done by the taskforce shows that less vocal citizens were reached, more efforts are clearly needed to strive towards a more inclusive re-development of the neighbourhood.





## **Background**

GSP is located on the outskirts of the city and is the busiest railway station in the Flemish Region. At the back of the GSP station, the area is rather residential (peri-urban), while the front area is urban. The master plan for the development of the GSP environment was finished in 2009. Since then work included a complete renewal of the stations' structure and a new canopy above the traces. The GSP area has relatively wealthy residents, probably due to its location and its residential character. The population did not really grow in recent years but rejuvenated what gives it a unique character compared to other Flemish railway neighbourhoods.

Recently, a reflection process was organized with the aim of checking whether new insights in terms of housing, living together and mobility are reflected in the original plans for the transformation of the GSP neighbourhood that were developed since 1997. This reflection process led to the launch of a social-spatial research project that should guide the further development of the GPS area with a focus on a strategic programme, spatial characteristics, and optimal living together between existing and future residents.

The idea was to explicitly focus on crossroads of and ties between diverse sources of knowledge. On the one hand, this presupposes research in social work that is grounded in a socio-spatial perspective. Such a perspective means that the city is not only understood from a physical-spatial point of view, but also from the world of citizens that are intrinsically influenced by the environment in which they live, liveability characteristics, actual interactions and the constructed meanings in these interactions. In literature, this expansion is interpreted as the realization that "place" is not the same as "space": the city is not only a private location, but potentially also a centre and meeting place. On the other hand, from the perspective of spatial design, it means that social preconditions and actors must be included in the analysis and development of a vision of transformation. Designers may be skilled to work with physical-spatial characteristics and functions (infrastructure, topography, programs and typologies, volumes and surfaces, etc.), yet designing based on social data (demography, employment, housing culture, need for travel, migration, etc.) is often much less obvious. The exploitation and spatial processing of habits, sensitivities, solidarity, exclusion, social networking etcetera, is far from evident.

The GSP task force brings social work research and spatial design together. New developments put pressure on the supra-local function of the GSP environment (e.g. the construction of large office buildings) and the neighbourhood that is surrounding it. The question of how an area analysis can be linked to integrated planning and dialogue is pressing since there is a need to differentiate between the use of facilities, the public domain, trade, etc. Where are opportunities and where are blind spots? Which social and spatial levers are present, and which are missing? How can a high-quality, lively and attractive neighbourhood be created so that current and future residents, employees and commuters like to live, work and stay there?

## **Structure**

The City Academy wants to challenge a team of social and spatial researchers as well as policymakers to share and integrate diverse sources of knowledge. The search for answers to the challenges of the GSP area requires a co-creation of knowledge in a trans-disciplinary way to develop sustainable social-spatial levers that improve the quality of life in the area. Therefore, they gathered diverse individuals in what was named as the the GSP taskforce:

- Researchers from the Department of Social Work and Social Pedagogy (Faculty of Psychology and Educational Sciences at Ghent University) who involved students in the research through exercises in the courses 'Interpretative Research Methods', 'Poverty and Participation' and their master theses;
- Researchers/employees of Architecture Workroom Brussels;
- Researchers/employees connected to the Policy Participation Service and the Urban Renewal Service of the City of Ghent.



### Process

Commissioned by the City of Ghent, the Department of Social Work and Social Pedagogy (Ghent University), in collaboration with the City Academy and Architecture Workroom Brussels (AWB), started social-spatial research in the GSP railway station area in August 2018. An in-depth report of the process is available in Dutch (Roets et al., 2019).

The main aims were to:

- Create a hub for sustainable mobility where different modes of transport are matched. More specifically: a renewed train station with an integrated tram and bus station, sufficient and comfortable bicycle parking facilities and an easy accessible car parking, kiss & rides and a taxi zone.
- Transform the environment into a pleasant and sustainable living and working environment with a concentration of offices, homes, commercial facilities and a school near the station.
- Construct an attractive, safe, accessible and coherent public domain with new access roads, squares and parks. Among other things, there must be clear and safe walking and cycling routes between the station and the city center and other parts of the city.

Two hundred and forty-four third-year Ghent University students were involved in the GSP taskforce through the course "Interpretative Research Methods". The group was divided into subgroups who, through fieldwork and in-depth interviews, observations and mapping exercises, 'assessed' the GSP area during the period October to December 2018. Based on this assessment, each group formulated a specific action proposal. Meanwhile, community members were engaged in the process through fieldwork, in-depth interviews, observations and mapping exercises.

During the whole process, diverse information and participation activities were organised such as dialogue cafes, information markets, workshops, consultation processes, and construction site visits. This included the online publication of 380 news items and 34 newsletters, sending 221 letters to residents, publishing nine annual reports, online posting of 89 items that referred to photographic and video material, 98 press releases, and the organisation of 52 information and consultation activities. While this participation process was said to be transparent and informative by residents, it appeared that only a small minority of residents was very active and well-informed. A much larger group was not informed or did not want to be informed. The lack of participation was explained by several factors. Some residents felt that many of the plans were already decided on and that their impact would thus be limited. Others felt they were not knowledgeable enough or did not reside long enough in the neighbourhood. Finally, some did not want to invest time and energy in a process that they perceived as meaningless (Roets et al., 2019).

The research team, together with the City of Ghent, determined six tracks with the aim of insuring that (1) different topics would be addressed, and (2) that various places and perspectives would be mapped. These six trajectories are:

1. Mapping the policy discourse and generating support for sustainable policy decisions (10 students);
2. Analysis of non-residential functions and (socio) economic dimensions (36 students);
3. Mapping the everyday use of the public space (40 students);
4. Mapping of everyday paths and routes (59 students);
5. Mapping social cohesion and citizen initiatives (62 students);
6. Mapping of social gaps and the memory of the neighbourhood (37 students);

For each track, one or more supervisors were appointed who directed and supported the students in the fieldwork: Griet Roets, Johan Vandenbussche and Caroline Vandekinderen for Ghent University; Evelyne Deceur for the City of Ghent; and Els Vervloesem and Carmen Van Maercke for Architecture Workroom Brussels.



Data was gathered by the students for each of the six tracks. The students were perceived as fully engaged stakeholders of the task force yet at the same time received substantial guidance and support from their supervisors. Each student delivered a paper by the end of the course within which they were working on the task force assignment.

The results of a thematic qualitative content analysis (see Hsieh & Shannon, 2005) from the student papers were combined with expertise from relevant stakeholders during two private work sessions (one on March 22<sup>nd</sup> and one on April third 2019). These sessions were aimed at forming a 'collaboratory' in order to achieve a substantive deepening of the project's content through bringing various forms of knowledge together; and to strengthen collaboration between various parties (policy makers, urban professionals, academics, civil society groups, students and teachers, citizens and entrepreneurs).

The first working session led to the identification of three social-spatial challenges: 1) continuous metamorphosis, participation and sustainability; 2) spatial connections and spontaneous encounters; and 3) crosslinking functions and management. During the second working session, the aim was to increase analytical and visual in-depth understanding as well as discussing specific potential implications for the GSP neighbourhood.

The input from both working sessions were used as input for a secondary analysis of the gathered data. Simultaneously, a new trajectory was set up with students from the course 'Poverty and Participation' at Ghent University. The students worked from March to the end of May 2019 on the development of new ideas and trajectories for socio-spatial metamorphosis in the GSP neighbourhood.

### **Outcomes & Impact**

Outcomes and impact principally focused on participation, continuous metamorphosis and sustainable policy. The research shows that many efforts are being made in an attempt to steer the urban development project in the right direction. This is done with good intentions through the directing role that is taken up by various enthusiastic civil servants. Our findings nevertheless show that actors with a spatial and urban approach on the one hand, and actors with a social perspective on the other hand have started to work on different tracks. Many complexities and challenges play a role in the implementation of plans, which often causes a delay in progress. Although the Ghent context is generally fairly open, difficult negotiations hamper participation and hinder taking the diversity of views into account.

The taskforce concluded that the progress of complex and large-scale urban renewal projects such as in GSP is difficult to control. Because of the duration of the process, society is changing faster than the development of plans. If such processes are conceived as a linear trajectory from A to B, a battle with time is likely to arise: deadlines are always postponed and expectations are not met. Therefore, the idea of functionality and temporality should preferably be turned into a logic of continuous metamorphosis because the latter will create the necessary space for sustainable socio-spatial commissioning. Working with time instead of against time is the key message. This would mean that assignments regarding spatial classification and social dynamics are not treated separately but viewed as one integrated challenge that requires long-term and democratic policies. This shift in thinking and doing would imply a different working method. The GSP taskforce recommends:

- Acquiring profound and broad knowledge related to the participation, the layered meaning-giving and the living environment of residents and users in the entire station area. Given that

ambivalence is inherent in living together in the GSP neighbourhood and there is a great diversity of views that are impossible to reconcile with each other, the challenge is contained in resistance and appreciating ambivalence. Participation is about:

- Acquiring knowledge about what the neighbourhood does to people and about what people do to the neighbourhood;
  - Collectivizing the meaning of both articulate and less articulate citizens;
  - And examining when individual concerns can lead to a compromise (and when this is not feasible).
- No longer seeking functionality in strict physical-spatial dimensions, where quality of life issues are only taken into account laterally or afterwards. A sustainable policy entails the ambition of creating a dynamic station neighbourhood. This requires continuous monitoring and installing neighbourhood-oriented physical-spatial as well as social interventions at various places in the station area to nurture and facilitate informal meetings.

The research also shows that mapping opportunities in various places and with various groups in the neighbourhood is still embryonic. Within the scope of this assignment, attention was initially focused on organising the task force and its objectives. An exhaustive mapping of the entire station neighbourhood was therefore not possible. This was an initial yet important step to develop a framework that is now ready for further implementation.



### Future outlook

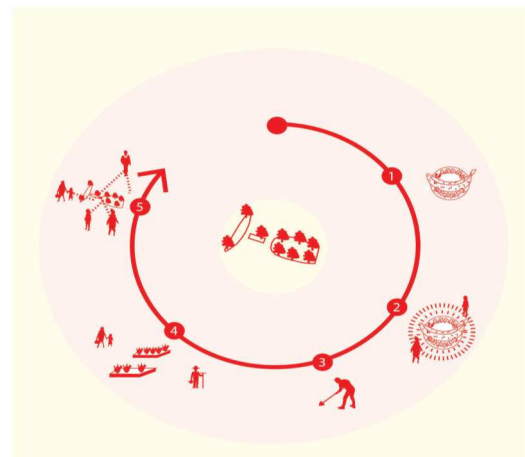
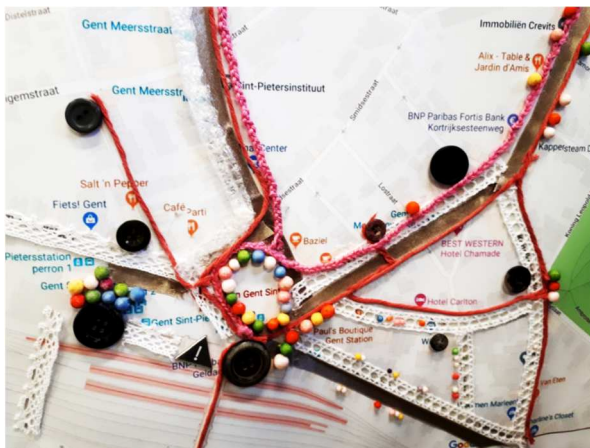
We describe the future outlook concerning the GSP neighbourhood and the GSP taskforce itself.

For the GSP neighbourhood: three important perspectives/challenges on future development have been identified:

1. There is a tension between local (e.g. the need for public parks and smaller shops) and supra-local dynamics (e.g. building large offices and infrastructure). This implies very diverse user groups that often operate separately from each other. This creates opportunities such as the installation of nodes of connection and informal interaction, as well as creating a symbolic space in which the perspectives of various actors are linked and a transformation potential is brought to life.
2. Dealing with temporary and permanent presence of individuals: The public space in the neighbourhood is primarily focused on functionality and offers little room for spontaneity. A lot of space is used for mobility but not for living, consuming, playing and relaxing. There is a tension

between those who are permanently present and those who stay in the neighbourhood only briefly or occasionally. During more quiet periods, the 'extra space' in the GSP area can be used for organized activities or can simply serve as a shelter where residents can relax. In addition, the "roaming spaces" or "weakly defined spaces" which do not need to be pre-programmed, can grow organically.

3. Certain groups of people and places remain systematically out of the picture. The current urban development plans are strongly coloured by a middle-class perspective. Also, much attention is paid to those places where large investments are appealing. Some voices, such as the residents of social housing projects are hardly listened to. We argue for professional "weavers" in the GSP area who read the multi-layered meanings, actively broker and keep things moving. Such a weaver can gain in-depth insight into what the neighbourhood does to people and what people do to the neighbourhood. He or she actively seeks for hidden potential and turns democratic and pragmatic concerns into public questions. The weaver is responsible for facilitating coalitions through the search for shared responsibility between residents, the government, the market, civil society and other stakeholders. She or he transcends the boundaries of sectors and procedures and identifies important topics in the neighbourhood for its residents and users.



A future outlook for the GSP taskforce focuses on:

- The development of a new series of forward-looking cards. With these cards researchers will provide a different working method for renewal that is based on future-oriented socio-spatial principles rather than ready-made results and recommendations. The maps represent a visual translation of the socio-spatial perspectives to facilitate encounters, connect people, and to interweave functions in the neighbourhood.
- Zoom-ins will reveal mutual relationships and dynamics: As researchers broadened their view on the (entire) GSP neighbourhood, a number of places and initiatives emerged that are currently either in transformation or potentially promising from a social-spatial perspective. To make those mutual relationships and dynamics more visible, the researchers will zoom in on three interrelated zones: Sint-Pieters North, Sint-Pieters South and Sint-Pieters Central.

The GSP taskforce saw it as an essential characteristic of the metamorphosis of the neighbourhood to build capacity with important actors within the city that are responsible for the re-development trajectory. Therefore, they recommend to delay and rethink the policy process as the latter taps into complex sustainability challenges. One should be able to underpin important short-term as well as long-term decisions. A project leader working for the City of Ghent said “I have learned that we should first plant the soul before we start building with bricks”.

The GSP taskforce clearly contributes to the essential functions of a CUP: it brokered relationships through bringing researchers, representatives from the city, and community partners together. Students had to immerse themselves in the specific Ghent neighbourhood to gather the necessary data. Since the taskforce was rather in an early phase, much room is still left for implementation. To put it differently, the focus was rather on developing a framework than on organizing community engagement activities. This partnership is a good example of a community-based research project where participation by all relevant stakeholders should eventually lead to improved policy decisions on a short- as well as on a long-term. Also, the participation by a relatively high number of students creates the potential for knowledge exchange and education. Of course, the future will still need to show whether and how the GSP taskforce can really accomplish its ambitious aims of steering the redevelopment of the GSP neighbourhood towards a higher quality of life for inhabitants as well as towards a sustainable socio-spatial metamorphosis.

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## 3.2 Italy

### 3.2.1 The Third Mission in Italy – Emergence, Regulation and Activities

#### 3.2.1.1 *The emergence of the Third Mission in the Italian debate*

Full recognition of the Third Mission occurred in Italy later than in other countries. The need to strengthen, formalize and institutionalize the activities of the Third Mission emerged in the 1960s, but the process was accomplished only a few years ago. Italian universities were somewhat resilient to the cultural and behavioural change required by the Third Mission, especially for community engagement activities.

However, other factors played a facilitating role in the development of the Third Mission, including the geographical spread of Italian universities. In Italy the number of universities increased exponentially until it reached a total of 94 universities in 2006. This trend is the result of a strong political demand coming from the local socio-economic context. Local institutions and local stakeholders exerted strong pressure on the creation of universities in their territory and now expect from universities an economic and political return (Dilorenzo and Stefani, 2015).

But universities themselves also expect economic benefits from their direct involvement in the local life. Competition for attracting students and to raise funds has induced universities to play a more active role in their region. The more visibility the university acquires, the more students enrol, more taxes can be collected and more external financial support can be raised (Binotto and Nobili, 2017). This becomes particularly important in a period of declining national resources; in Italy universities have lost 20% of their initial endowment in just a few years as a consequence of economic austerity (Cassella, 2017).

A third factor is related to the industrial fabric of the Italian economy, based on the role played by economic agglomerations of small firms especially in the centre-north of the country. Italy is the country of industrial districts and of economic clusters. The competitiveness of firms in these agglomerations depends crucially on the quality of the external local context and on the possibility to access external resources not available either internally or in the territory where they are located. Universities are an important source of some of these resources, in particular knowledge. (Dilorenzo and Stefani, 2015)

A further factor is the high economic and social differentiation of Italy. Each region and sub-region in Italy has its own idiosyncratic endogenous resources. Hence the importance to promote processes of local development with the participation of all local stakeholders. The emphasis on local development emerged in the 1980s and strengthened over the next two decades, creating the basis for the growth of the Third mission.

The European Union (EU) also played a key role. All EU policies enhanced the role of local actors, partnerships, place-based development, smart specialization and participatory forms of democracy. This was especially important for Italy where European Cohesion Policies have shaped the governance of the National Regional Policies. It was inevitable that universities were also required to make some contribution to the area where they were embedded.

The emphasis on the new role of universities as political and institutional actors reflects evolution in economic and political thought as well as structural changes in the economy and society. In Italy, topics

such as local development, participatory/deliberative democracy, collective action, learning by doing and place-based development have become very popular in different disciplines. The way of looking at the knowledge production processes, at innovation and technical progress, and technology transfer has undergone profound change. Reality has changed and the cultural categories, or lens through which reality was viewed, also changed.

Last, but not least, the inclusion of the Third Mission as an object of evaluation and reward was a strong incentive to strengthen all aspects of it. The specific indicators to measure performance in Third Mission activities influenced not only the “quantity” of Third Mission actions implemented but also the type.

### *3.2.1.2 The setting up of a national regulation and evaluation system*

The history of the Third Mission in Italy *as a body of formalized and institutionalized activities* is closely associated with the setting up of the evaluation and monitoring system of universities in the late 1990s. At this stage, however, the evaluation system applied only to research and teaching.

An important step forward in the setting up of an evaluation and monitoring system was made with the establishment of the Italian National Agency for the Evaluation of the University and Research System (ANVUR) in 2006 and with the two subsequent Presidential Decrees in 2011 defining rules and procedures of the new evaluation body. Thus, the Committee for the Orientation of the Evaluation of the Research (CIVR) was replaced by ANVUR in 2011. In 2012, a system of rewarding universities according to a specific set of criteria was introduced, although accreditation and incentives continued to cover only research and teaching (Sobrero and Spigarelli, 2015).

In 2013, ANVUR developed the Italian Higher Education Quality Assurance System introducing the “Self-Assessment, Periodic Evaluation and Accreditation System” called AVA, which included Third Mission activities of academic institutions. Indicators and parameters for the assessment of Third Mission were specified and taken into account for the accreditation of Institutions (Sobrero and Spigarelli, 2015). However, these indicators related largely to innovation and economically impactful Third Mission activities, such as number of patents, number of spin-off companies, and revenue for third party activities (MIUR, 2013) demonstrating that the emphasis was on technological transfer and the economic exploitation of research rather than on civic or public engagement.

The second Research Quality Assessment (VQR 2011-2014) included a specific section on Third Mission. A dedicated panel was set up, the Committee of Experts on the Evaluation of Third Mission (CETM), its members selected from scholars, managers and stakeholders/partners of academic institution Third Mission activities. The methodology included analysis of quantitative data complemented by expert judgment.

Further strengthening of the monitoring activities of the Third Mission came with the establishment of the TeMI – Third Mission and Social Impact Working Group. This group aims to improve definitions, data collection methods and evaluation criteria in order to emphasize the strategic choices and specificities of individual research centres. It reviewed the annual report sheet on Third Mission (SUA-TM) for universities. Approved in January 2018, the SUA-TM sheet invites each university or department to list public engagement initiatives, describe the monitoring system and show the resources dedicated to these activities. According to the document (ANVUR, 2018b), monitoring the activities of public engagement implies:

- the detection of public engagement activities;

- evaluation of the results of these activities through:
  - o monitoring and analysis of visitors, participants to events, readers of publications, radio and television users (readers, web visitors);
  - o monitoring and analysis of the approval and effectiveness of initiatives (e.g. through questionnaires, focus groups);
- monitoring of the internal staff commitment (e.g. days or months /unit of personnel) and the economic resources used;
- monitoring the achievement of goals and the programs related to the public engagement.

### 3.2.1.3 *A review of the activities of the Third Mission in Italy*

According to the VQR 2011-2014, Third Mission activities can be broadly classified into two types (ANVUR, 2017; 2018a):

- a) **Economic enhancement of knowledge and production of economic goods.** These activities aim to promote economic growth, through the transformation of knowledge produced by university research into knowledge useful for productive purposes. Knowledge produced by the public research system becomes a private good. Activities that belong to this category are technological transfer activities: production of patents, spin-off or start-up incubators, third party contracts and university intermediation between local territory and the productive system.
- b) **Production of public goods.** This includes the production of public goods that increase social well-being: public services and cultural goods (cultural goods, museum management, archaeological sites, scientific dissemination), social activities (health protection, activities for community), education activities (lifelong learning) and public engagement. There is generally no payment for the use of such goods.

The VQR 2011-2014 shows that Italian universities paid a great attention to the management of the activities of the Third Mission, and that most of them (81 of 95) monitor these activities and have harmonized and integrated the various functions developed over time. The report also shows that Third Mission activities develop more often in medium-large universities. Particularly, patents, third party contracts, clinical trial, museum management and archaeological excavations are performed by large universities, while spin offs are mainly activated by medium-size ones. Placement and lifelong learning are performed both by medium and large universities (ANVUR, 2018a).

Geographically speaking, the universities of the North-East and Centre present high levels of economic valorisation activities of research and archaeological excavations. The universities of the North-West show the best performance on clinical trials and lifelong learning, while universities in the South and Islands are more performing on museums (ANVUR, 2018a). However, the prevailing typology of Third Mission actions in Italy clearly remains those that focus on the university's contribution to innovation and entrepreneurship.

A study by the Conference of Rectors of Italian Universities (CRUI) which analyzed the impact of partnership between university and industrial sector (Zanni et al. 2014) reported positive impacts of the partnership working including better research activity and strengthening of research and

technology transfer activities, while companies declared that partnership with university led to benefits such as process and product innovations and reduction of production costs

Meanwhile, Third Mission activities which increase the well-being of the community are less common and less well-structured in Italy. Although there are many initiatives aimed at the public, universities show no clear ambition to become an institutional actor in the economic and social promotion of the territory in which they are embedded and there is no strategy that serves as a reference point for the various initiatives.

Italian universities do however, play an important role in cultural heritage conservation and development, which is often associated with their historical origins. Italian universities have been particularly effective in cultural industries (film-videos, music, books and press), historical-artistic heritage (libraries and museums), visual arts and entertainment (conventions, artistic and entertainment representations, festivals) (Dilorenzo and Stefani, 2015).

Another important source of historical memory and institutional identity are university archives. A 2002 study identified 58 archival structures in the same number of universities, polytechnics, schools and universities of higher education (Penzo Doria, 2002). The sector has experimented in the last years with increasingly structured forms of coordination, with the aim of making universities aware of the value of their archival assets through joint initiatives and actions between the various universities. A network of historical archives of universities and research institutions was started in 2009 and formalized in 2016 by the Directorate General for Archives in order to enhance and systemize nationwide the extensive archival heritage of the universities.

Recent research about the participation of Italian professors in the Third Mission activities, emphasizes that public engagement activities are increasingly widespread, especially concerning the Community Engagement dimension (Perulli et al., 2018). The increasing interest towards public engagement is indicated by the strength of the APEnet (Network of Universities and Research Institutions for Public Engagement) that involves 50 members.

Finally, it should be noted that the role of universities in the less developed regions of Italy can be an important driver of change and innovation. There are several examples of Third Mission interventions and activities focused on social commitment in Southern Italy, although they are still relatively sporadic. They include: contributions to the analysis and reconstruction of earthquake territories (such as the University of L'Aquila); the promotion and conservation of cultural heritage (for example, the University of Naples "Federico II" For Pompeii); environmental issues (University of Bari for the ILVA issue in Taranto); and the appreciable contribution given by many universities to the mobilizations against the different mafia phenomena (Boffo and Gagliardi, 2015). However, as Boff and Gagliardi state, it is still a relatively episodic activity and a significant problem is that these activities are not adequately taken into consideration within the same university institutions or recognized as fully fledged domains belonging to the Third Mission and this prevents the formation and consolidation of well structured, continuous and institutionalized relationships with external reality (Boffo and Gagliardi, 2015).

#### *3.2.1.4 Engaging with under-represented groups*

University engagement is also oriented to under-represented groups. Although there is no specific national policy, there have been interesting schemes involving a network of universities. One of these is the legal clinic programme. Legal clinics are university courses in which students learn law by

defending real clients in real cases, under the supervision of professors. The clinics are a unique learning tool, combining theoretical knowledge and a practical approach. In the United Kingdom, Netherlands and Norway legal clinics developed in the early 1970s, while in Italy they were started only ten years ago. They were first set up by a pioneering group of universities (Brescia, then Turin, Roma Tre, and the IUC of Turin), and subsequently they spread to Genoa, Milan, Bergamo, Verona, Ferrara, Florence, Perugia, Teramo, Naples, Bari, Lecce, Palermo and Catania universities (Bartoli, 2016).

The link with real-life cases represents a powerful tool to connect legal knowledge and society with important implications in terms of access to justice. Legal clinics meet the needs of real people and apply the law to meet these requirements (Marella, 2015). They are used in cases that have a social dimension and pose a problem of justice and access to justice, in strategic and individual disputes. The target of legal clinics are often people whose rights are subject to violation or abuse by public or private powers and include the following: immigrants, asylum seekers, environmental associations, consumers, workers hit by collective or individual redundancy, disabled, prisoners, victims of trafficking and labour exploitation, homeless people with no fixed address. In the most cases free legal aid was not accessible or only poor quality legal assistance was available. In other cases, the cases were chosen for their strategic importance and the possibility that the judge's decision could trigger wider changes.

Prison University Campuses are another project. They are a branch of the university Third Mission, aimed at guaranteeing the right to education for people who are unable to attend higher education courses. In recent years, a growing number of universities have committed to guaranteeing the right to study for prisoners as a strategic tool for building social inclusion. There are currently 24 universities involved in educational and training activities in 50 prison institutions and 600 students enrolled (CRUI, 2018).

Finally, several research projects oriented to supporting people with disabilities have been developed in different universities. We report the example of the Polisocial Program, a program of the Politecnico of Milan that finances and supports projects such as (Broz, 2018):

- “Multimodal interaction for children’s autism” (2013-2015) - development and evaluation of gestural interaction tools to support educational and therapeutic activities for children with intellectual disabilities;
- “MEP: Map for easy paths” (2014-2016), - cooperative strategies and digital innovation for mapping urban spaces that are accessible to disabled people;
- “LYV: Lend your voice” (2017-ongoing) focusing on the the development of a prosodic and interactive storytelling environment, based on Scratch (programming language for children and young persons with autism or intellectual disabilities), and students with SLD (Specific Learning Difficulties);
- “LudoMI: A ‘Smart’ Multisensory Playhouse for intellectually disabled children in the suburbs of Milan” aiming to create new educational services, in particular for children with intellectual disabilities, based on innovative technological solutions.

### 3.2.2 Examples of partnerships in Italy

#### 3.2.2.1 *The Study Centre and Communication Archive (CSAC) case study*<sup>1</sup>

##### **Background**

The Parma team has chosen the Study Centre and Communication Archive (CSAC) as one of the case studies because it is interesting for different reasons.

The first is that *there is a history behind CSAC*. Public engagement activities are favoured by relationships of trust existing with local actors. This trust develops gradually on the basis of a recognized credibility and legitimacy of the subjects involved and of repeated and successful experiences of joint action. CSAC public engagement activities are the result of an evolution guided by *a precise strategy*. During this evolution there have been clear turning points that are the result of *conscious choices of specific people* aimed at opening towards the community and towards the outside. A further reason is that CSAC activities focus on the *core mission* of universities that is preservation, dissemination, transfer and production of knowledge. Finally, CSAC is a good example of policies aimed at exploiting at a local level *endogenous resources* through a set of *integrated and complementary interventions*. Integration allows concentration of resources for priority objectives and it produces a greater overall impact.



**CSAC, Valsereana Abbey, the Charterhouse of Paradigna, Parma**

##### **Structure**

The CSAC is headed by a Chair and a Board of 10 members composed partly of university professors and partly of university CSAC employees. This Board is answerable to the governing bodies of the university, from the Rector to the Board of Directors. This means that collective decisions can be "richer" in benefitting from a variety of contributions, but they can also be more challenging and more difficult to take. One particular responsibility resting on the Board is to ensure the training of a new generation of scholars to ensure the generational transfer of an enormous wealth of knowledge and skills currently held by a restricted group of people within CSAC.

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<sup>1</sup> We would like to thank the Chair Francesca Zanella and the entire CSAC staff for their willingness to provide us with the necessary documentation to process this case study and for the interviews they gave us. Responsibility for any errors and omissions and for opinions expressed remains entirely ours.

## Process

CSAC is today an **Archive**, a **Museum**, a **Research Centre**, and a **Didactic laboratory of the** University of Parma. CSAC activities are described by each of its components, but the main characteristic of CSAC is the integration of the functions of its different components. As specified in the website presentation of CSAC *“the fact of having combined an archive, a museum and a research and teaching centre already constitutes a unicum of enormous significance”* <https://www.csacparma.it>

At the very beginning, CSAC was an Archive. The Archive today represents an incredibly rich collection of different objects of historic and artistic value collected over time through donations and purchases. (See Box 3.2.1)<sup>2</sup>. It was created at the end of the 1960s by a University teacher of Parma, Prof Arturo Carlo Quintavalle.<sup>3</sup> The archive was developed according to a very inclusive criterion of objects and material. The founder intended the Archive to represent the different expressions of contemporary

### Box 3.2.1 The Archive

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| <p>1700 paintings<br/>         300 sculptures<br/>         1700 drawing<br/>         7000 sketches for posters<br/>         2000 cinema posters<br/>         100,000 graphics archives<br/>         14000 satirical drawings, comic strips and illustrations<br/>         2,500,000 drawings of architectural and design projects<br/>         800 maquettes</p> |
|--|

art. It is divided into five sections – **Fine Art, Photography, Media, Project, and Visual Arts** – and contains around 12 million items. The value added of this archive is the opportunity to integrate information and documents from different artistic fields. The archive allows various activities: maintaining and enriching the collection, cataloguing the objects of the collection, consulting the collection and enhancing the

collection opening it to a specialized public of scholars, researchers, and students.<sup>4</sup> The main beneficiaries of the Archive in this field are exhibition curators, scholars and researchers of the University of Parma and other Universities as well as graduate and PhD students.

CSAC is and has always been a Research Centre. Since its foundation CSAC has been a place of cultural debate involving artists, designers, architects and people of culture at a national level. Prof. Arturo Carlo Quintavalle was an outstanding scholar with international contacts who formed a school of intellectuals and thinkers around CSAC. The interdisciplinary nature of his interests in the field of art was important. The variety of objects in the archive reflects his cultural approach open to a variety of contemporary art forms which can be subject to multidimensional historical interpretation. The current temporary exhibition about 1968, for example, uses objects of different nature which allow a multifaceted reading of that historical period. The archive is an inexhaustible resource for developing academic research. It is used by graduate students, internal researchers of Parma University, external researchers from other Universities or Research centres and exhibition curators. The consultation of the archive is not always simple, but requires very skilled intermediation between the users and the staff of the university. For each section of the archive there is a manager and an academic advisor who are part of the CSAC staff or of the University of Parma and who also guide users in consulting the

<sup>2</sup> Donations are by far the most important source of acquisition.

<sup>3</sup> Arturo Carlo Quintavalle is the son of two famous Italian art historians, Armando Ottaviano Quintavalle and Augusta Ghidiglia. Full professor of the University of Parma, he founded CSAC in 1968 and was director until 1989 with his wife Doloris Gloria Bianchini, professor of contemporary art history and professor of costume history.

<sup>4</sup> Some sections of the catalogues are now available in digital form, which makes the Archive easier to use.



archive. The result is a rich output in terms of academic publications, doctoral theses, participation in seminars and conferences, and exhibitions. In this way the heritage of the archive is transferred to all researchers. This sort of technological transfer in the cultural field is also part of CSAC and university public engagement activities.

A decisive qualitative leap in activity was the opening of a museum closely associated with the archive in 2015. The archives are no longer the preserve of a small circle of amateurs but are now open to a wider public, in fact to the entire local, Italian and international community. As a museum, CSAC carries out numerous activities. It holds temporary exhibitions in the Abbey where it is located today, and organises them for other premises. It is part of an international network of museums, and participates in projects and initiatives in cultural and artistic fields locally, across Italy and internationally.<sup>5</sup> Most of the exhibits are objects from the archives which are thus made accessible to the public in a rotation system. With the opening of the museum CSAC started a communications and marketing campaign with its own human resources and with the help of Aicod, a specialized agency. CSAC has its own website and appears in social media through Facebook, Instagram, Twitter, You-tube and Google. The Museum interacts in various ways with

#### Box 3.2.2 The local CSAC network of institutions

|   |
|---|
| Chamber of architects<br>Municipality of Parma<br>Parma Fairs<br>Royal Theatre<br>Magnani Rocca Museum<br>Aicod (Communication agency)<br>Italian Association of Cistercian Sites and Abbeys<br>Bam! Strategie Culturali (Designing and projecting agency)<br>Labirinto della Masone (Cultural Park)<br>BDC (Centre for Contemporary Art)<br>Fai (Italian Environmental Fund)<br>Cral (Recreation and Assistance Association for Workers) |
|---|

several local and non-local operators, including communication agencies, design agencies specialized in the cultural field, local authorities that organize cultural events, professional categories, voluntary associations, tourism operators and other universities. CSAC, through Museum activities thus promotes and participates in different networks and sets in motion a small economic circuit at local level (See Box 3.2.2).

The Museum has also become a Centre for Learning and Teaching. It organizes guided tours and teaching workshops; participates in and promotes projects aimed at schools; hosts trainees; assists didactic innovation of university courses in the cultural field and participates in the national school-work alternation project. Some of these projects have been the result of shared planning and implemented jointly by school teachers with archive and museum staff. The learning paths take place in phases in school classrooms and in the halls of the Abbey (See Box 3.3.3). Beneficiaries of these activities have been families, schools, students, university and school teachers and also individual adults. The Museum carries out these activities with the help of specialized staff who guarantee the quality of the service. Special attention is given to people with disabilities regarding access and exploitation of resources. The museum has specialized equipment which is designed for those with visual and hearing impairments and people with special needs.

<sup>5</sup> CSAC has organized 115 exhibitions since its creation

### Box 3.3.3 Shared planning paths with school children and teachers

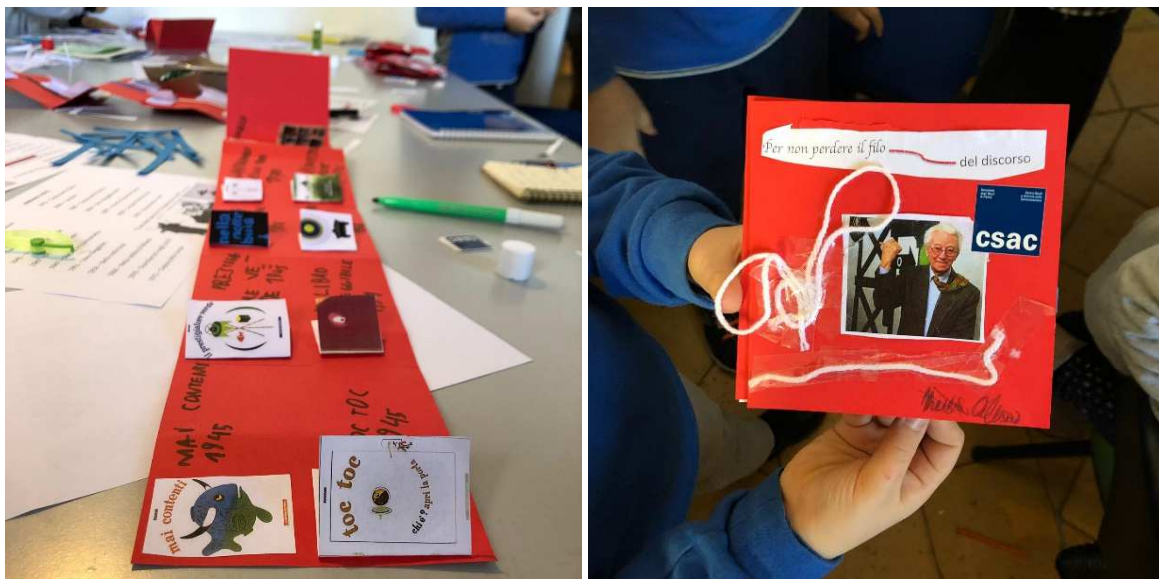
Educational Project: *The Archive to be unveiled: the figure of the woman in twentieth century communication* carried out with the classes of the lower secondary school IC San Vitale Fra Salimbene.

The educational project carried out jointly by teachers, the Archive staff and Museum Services focused on the evolution of the figure of women in the communication of the twentieth century. It took place in five phases. The first was in class with lessons on the figure of the woman in a historical perspective and the function of the archives. The second was at the Abbey with the first visit to the Museum. The third one was in the Archive where the students started a Didactic Laboratory focused on the consultation of relevant material in the Archive including photographs, works of art, design objects, projects, posters and original period clothes. The fourth was in class where the experience with the participation of the CSAC staff was discussed. The fifth was again at the Abbey where the students presented the results of their research. The same students then created a blog with research results consisting of reports, interviews and videos.

Educational project: *A game for the CSAC* carried out with the students of the higher secondary school Toschi Art School.

The project took place in several phases. The students initially visited the Museum and the Archive with specialized staff guide from CSAC. They then drew up questions about the Abbey, the Museum and the Archive. Inspired by the "game based learning" model, these questions were then used to build a game through an adaptation of a traditional game (snakes and ladders, or 'goose' in Italian) where player depends on answering questions correctly. Three versions of the game were created with questions of different difficulty levels depending on the age of the players.

One other crucial advance in the evolution of CSAC was the change of location. In 2007, the archive moved to the **Valsarena Abbey**, also known as the Charterhouse of Paradigna, just a few kilometres from Parma. The museum, opened in 2015, is also located in the Abbey. The Abbey is a Cistercian



Educational project. A history game with primary school students.

monastery founded under Pope Boniface VIII in 1298. It has undergone several changes in its long life, especially extensions made in the 17<sup>th</sup> and 18<sup>th</sup> centuries. At the time of Napoleon it was home to as many as 500 monks. The church was then deconsecrated and given over to various different uses: a military garrison, a conserve factory and a store for farm machinery. Restoration began in the 1980s on initiative of the University of Parma. The complete restoration of the monastery premises and the church was completed under former Rector, Prof. Loris Borghi. A magnificent monumental complex was thus returned to the entire national community. The Abbey today is open to public and can be visited every day. The key to success was to locate the archive and museum inside the Abbey. All the exhibitions organized by the CSAC are today held in the splendid setting of its rooms and halls. The Abbey is not only a monument, but provides an opportunity for research and for networking. It has led various scholars to publish scientific papers on Cistercian abbeys and has led the University of Parma to promote the “Italian Association of Cistercian Sites and Abbeys”.

Another successful idea was to open an Inn with a restaurant and guest rooms inside the Abbey. The rooms are in fact the ancient cells of the monks duly restored and made usable. The Inn is open to the public and anyone can stay there. However, it particularly provides accommodation for scholars and visiting researchers when there are seminars, conferences and summer schools.

### **Outcomes and impact**

The strength of the CSAC, is in the integration of different activities, which complement and nourish each other. The archive feeds the museum and research, but the museum and scientific research make the archive a living and accessible thing. There are several dimensions of public engagement in this story (See Box 3.2.4). The activity of preserving and enhancing an immense cultural and artistic heritage through the archive is an element of international prestige for the University of Parma, which thus provides a high-quality service for specialized users like students and researchers. The opening of the museum associated to the archive enriches the cultural endowment of a community and provide a cultural service to a wider public. Through these activities the university fulfils the public engagement dimensions of “public access to university facilities” and “public access to knowledge”<sup>6</sup>. The existence of strong research activity around the museum and archive however implies a further and more advanced form of public engagement given by the “production and dissemination of new knowledge.” The museum and the archive also permit entry to a prestigious international network of similar institutions with positive direct effects on scholars and indirect effects on the whole community. These networks make it possible to access resources not available at local level but available at national or international level. The involvement of CSAC in a variety of projects promoted in the territory also implies the participation in and the promotion of specific networks. The university here plays a role in “the policy and practice for partnerships and institutional building.” It is however a role played in specific circumstances and in relation to specific projects. CSAC is also a case of “engaged teaching and learning” in its activities in the didactic and educational fields. The didactic laboratories for students, from primary to high secondary school, are small but positive examples of interaction between schools and universities which also involve families, schoolteachers, university teachers and the staff of the museum. The blending of standard university lectures and archive activities has led to improvements

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<sup>6</sup> See Benneworth, P., Culum, B., Farnell, T., Kaiser, F., Seeber, M., Scukanec, N., Vossensteyn, H., & Westerheijden D. (2018) *Mapping and Critical Synthesis of Current State of the Art on Community Engagement in Higher Education*. Zagreb: Institute for the Development of Education, Table 2.5 p. 53

in the curricula. Guided visits to museum and exhibition visits led by specialized staff is a form of cultural education for a wide public.

The opening up of the Abbey also represents a case of the university ensuring public access to its

#### Box 3.2.4 CSAC Activities with Effects of Public Engagement

Preserving an immense cultural and artistic heritage  
Enhancing the heritage of the archive opening it to specialized stakeholders and to the community as a whole  
Opening a museum associated with and interacting with the archive  
Promoting continuous innovation in the management of archives and museums  
Promoting research linked to the use of the archive  
Promoting didactic innovation linked to the archive and to the museum  
Promoting education addressed to different targets  
Participating in local, national and international projects  
Entering and promoting networks with local stakeholders  
Entering a network of similar cultural institutions  
Restoring and maintaining a monumental complex  
Creating facilities for users

facilities. It has involved significant financial commitment to restore the entire monumental complex. Lastly, the Inn represents a complementary intervention which increases usability and attractiveness.

CSAC activities benefit the university (PhD students, scholars, researchers, exhibition curators and other skilled staff working in humanistic disciplines) due to the international prestige of CSAC, the richness of its archive, the quality of research, and the high standard of the events it organizes. The benefit on institutional local actors is also important. CSAC promotes local networks, builds partnerships and manages joint projects. The list of stakeholders involved is very long and includes a wide array of political, economic and cultural institutions. In most cases, these are partnerships built to manage specific projects or single events. Finally, the benefit on the community is limited but growing. The opening of the museum represented a great leap in the quality of dissemination. But the flow of visitors is still limited. In a city so rich in cultural heritage and full of artistic events in every field it is not easy to find a stable space in the tourist circuit. The museum has only been open for a few years and growth on the market is inevitably slow and gradual. Furthermore, the close association of the archive and museum represents a cultural value added but also a limitation on the choice of artistic events, in particular exhibitions. It is not consistent with the cultural profile or mission of CSAC to organize commercially attractive exhibitions. On the other hand, a number of cultural events organized by CSAC, either alone or in partnership, such as festival films, concerts, meetings, summer schools have met with considerable success.

#### Future Outlook

The CSAC costs the university considerable resources each year and this attracts criticism, especially at a time of declining resources. Cultural enterprises such as the CSAC not supported by public bodies, apart from the university, or by private resources, are unlikely to be able to achieve a financial balance between income and expenses in the future, even by promoting commercially viable activities. However, the financial contribution of the university may appear much more justifiable if there are

activities that benefit the entire community of the Parma area and beyond. These are benefits that need to be calculated in a correct cost-benefit analysis even if they cannot be monetized.

Finally, the sustainability of CSAC depends on its management capacity. In the past, decision-making processes at CSAC were strongly determined by its founder. Today, however, after Prof. Quintavalla's retirement, the decision-making process is necessarily more collective.

### **Conclusions and lessons**

CSAC today faces certain difficult issues. The first involves its cultural identity. CSAC has built its cultural identity on the integration of the archive and research activity, and museum activity has been added in recent years. The museum was an important turning point towards the opening of the CSAC heritage to a wider public, not only art scholars. However, there is still a strong link between archive activities and museum activities. Preserving this bond for many CSAC operators means safeguarding its original identity and guaranteeing the academic excellence of its activities. It implies however a strong limitation of the initiatives that CSAC would otherwise be able to promote through the museum, perhaps more commercial in character but capable of attracting a wider public. The balance between the need for openness to reach a wide audience and the need to remain faithful to the original CSAC mission is not easy to achieve and even within the Centre there are different approaches. The choices made in this regard will determine the evolution of the cultural profile of the CSAC. In addition to these cultural difficulties, the opening process is also hindered by the slow and cumbersome administrative processes of the university bureaucracy. In particular, the project of creating a partnership with private subjects would require operational flexibility and freedom of initiative that are not easily compatible with university bureaucracy.

#### *3.2.2.2 The University of Macerata case study (Marche Region)*

##### **Background**

The Marche Region, located on the Adriatic coast in central Italy, is one of the most industrialised regions in Italy with a great potential for attracting tourists and investments. Its model of development is based on SMEs located in industrial clusters embedded in rural areas. Marche is also renowned for its excellent products and international brands such as Tod's and Church shoes. It features a high number of entrepreneurs, family-owned firms, generally with low levels of skills (Rinaldi and Cavicchi, 2016). After the economic crisis in 2008 several entrepreneurs who had been employed in industrial clusters but who were originally from rural activities decided to go back to the agricultural sector. A lack of innovation and networking has hindered development in the region (Rinaldi and Cavicchi, 2016).

In this context, the University of Macerata (UNIMC), an institution founded in 1290, which counts between 10,000 and 12,000 students (500 from abroad), and with an extensive expertise in Social and Human Sciences, started to develop programs under the Third Mission framework connected to rural development.

The Parma team has chosen this case study because it shows how a University can be involved in a rural development bottom-up process focused on co-creation and public engagement. The key actions of the program, lasting 10 years, range from commitment and organisational changes to project development. Furthermore, it represents an example of coordinated action that involves university, entrepreneurs, the local community and institutions, following a quadruple helix model. Finally, the

UNIMC Research-Action approach connects students and researchers with the local territory generating a meaningful impact in terms of rural development for both rural entrepreneurs and students.

### **Structure**

The programme was mainly run by Professor Alessio Cavicchi, an agricultural economist with a focus on agribusiness, consumer behaviour and tourism, teaching in a school of education, cultural heritage and tourism at UNMIC. His experience with qualitative research helped him to work as facilitator in a rural setting badly hit by the economic crisis. Cavicchi adopts a bottom-up approach rather than a top down one. UNMIC is the leader in submitting projects for the programme, but activities and strategies are planned with the participatory involvement of stakeholders and local communities. Thus, governance is based on network contracts produced during this process. On the one hand these networks aim for better economic sustainability; on the other hand, they set the boundaries for cooperation on the basis of relationships between members to ensure the continuity of partnership activities and ultimately, network success.

### **Process**

The experience of UNIMC in the co-creation program started in 2009. After the economic crisis in 2008 many entrepreneurs and workers in the industrial clusters decided to go back to farming or similar vocations. They asked the University of Macerata to collaborate with them to solve the problem of lack of innovation and networking. The first collaboration between entrepreneurs and the University of Macerata was promoted by the organizers of the Tipicità festival. Since 1992, this festival has seen the participation of 150-200 producers of typical Marche products. Its organizers invited the University of Macerata professors and researchers to take part in the event. This interaction led to the launch of the “Marche d’Eccellenza” project, aimed at filling the gap between brands and territory of origin by gathering together producers who added value to the “Marche Production”, including food and wine, as well as handicrafts, fashion and all those products that are linked to local traditional knowledge (Rinaldi and Cavicchi, 2016). The stakeholders that signed the first agreement on 12 December 2009 were the Vice-President of the Marche Region Council, who was in charge of rural policies; the Chancellor of the University of Macerata; the CEO of the Banca Popolare di Ancona (UBI); the Mayor of Fermo, as a delegate of the Tipicità Festival; and Unioncamere Marche, which represents the Chambers of Commerce of the Region (art marche eccellenza). In 2009 and 2010 two Forums were organized. They consisted of participatory workshops aimed at analysing networking problems and possible strategies in order to promote and monitor the “Made in Marche” reputation. The main objective was to sustain all productive and economic initiatives contributing to sustainable development and to explore issues concerning the development of tourism and the local economy under a regional umbrella-brand (Rinaldi and Cavicchi, 2016). This was the first experience linking research, teaching and Third Mission.

The “Marche d’eccellenza” Forum revealed the need to create a learning platform for rural entrepreneurs. In 2013 the Farm INC project was thus submitted and approved. It consisted of an online training tool to help entrepreneurs improve their knowledge. UNIMC prepared training materials in 6 Modules (What is marketing? A good marketing plan, Farmers markets, Quality, The strength of a Rural Brand, Selling Abroad) with a focus on marketing, branding and internationalisation of agricultural products. These materials also comprise exercises, quotes, photos, videos, interviews and case studies, in a path of experiential learning (<https://www.unimc.it/farminc/>).

An important development in these activities took place in 2014 through participation in the UrbanAct programme under the “Gastronomic Cities” project. This is a European project aimed at creating a brand for cities based on gastronomy. It was followed by five cities working together to create strategies that leverage gastronomy as a tool for urban development: one of these cities was in the Fermo area (a province of the Marche region). The actions in the project were: the facilitation of exchange of experiences and learning among local policymakers, decision makers and practitioners, the dissemination of good practice and lessons drawn from these exchanges, ensuring the transfer of know-how, and assistance to policymakers and practitioners to define and put into practice Local Action Plans (LAPs) with long-term perspectives (Rinaldi et al, 2018). In this project students contributed as intercultural mediators between university, local institutions, entrepreneurs and local communities. They were able to visit and interview entrepreneurs, understand local problems, give feedback to local communities and organize workshops to design common strategies and LAPs. Students were an important resource to express marketing and academic concepts in everyday language that can be easily understood by local communities. At the same time the activity was also an important learning tool for students and researchers.



**A rural family involved in the project**

Through the involvement of students, international scholars and local stakeholders, a LAP for the promotion and development of this rural area was defined and became the main foundation for the following projects: The Tipicità festival was extended to the local community of Fermo and called “Tipicità in the city”; and the international Student Competition on “Place Branding and Mediterranean Diet” jointly organised by UNIMC and Piceno Lab, involving local people interested in promoting the Mediterranean diet and the local lifestyle. The Piceno Lab on Mediterranean Diet was particularly helpful in this collaboration, and hosted an international student competition to: allow real-time advertising and promotion of the territory (through the use of ICT tools); let young people discover the enchantment of the region through experiential learning; test new ways of collaboration between stakeholders, promoting bottom-up private and public partnerships (<http://www.laboratoriodietamediterranea.it>).



### Student competition

This experience encouraged engagement by Erasmus students with the territory. They became Marche Region's ambassadors by participating in learning tours: they visited entrepreneurs, farmhouses, theatres; they made interviews, experiential learning, and workshops to give feedback to local communities to enhance local resources and knowledge.

These experiences lead to EU-funded projects such as "Wine Lab" and "FoodBiz" aimed at promoting the acquisition of relevant skills and competences that can be spent on the labour market by higher education students through their active involvement in community learning activities (<http://foodbiz.info/>).

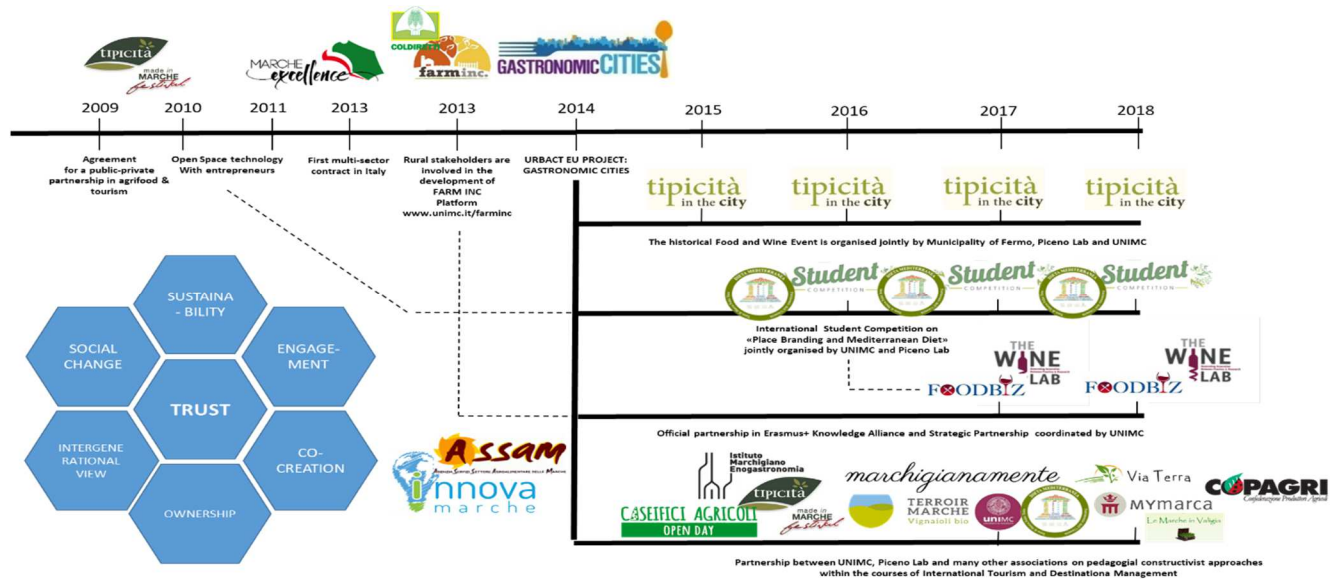
In summary, UNIMC actions in Marche Region allowed the development of different activities and projects that favoured the construction of new alliances that are still expanding, creating new resources for students and researchers.

### Outcome and impact

UNIMC has taken part in a ten-year process of public engagement working with local stakeholders, community and students to support rural development and entrepreneur networking. In this process the university played the role of facilitator of networking between key actors in the private and public sector, organizing workshops and research work. This role offers the university the opportunity to give new perspectives on how to address long-term processes of territorial value creation. The university is a neutral venue where different actors hold discussions and allow stakeholders to get to know each other and build trust (Cavicchi et al 2013).



1



### Marche Region projects and activities' evolution, 2009-2018. Source: Cavicchi (2016)

Furthermore, it attracted international experts visiting rural areas of Marche, thanks to participation in European projects. At the same time, European projects allowed for the organization of exchange programs for networking among stakeholders of different European cities. These activities contributed to knowledge transfer and enhancement. Finally, students underwent processes of informal learning through internships and participation in research projects. All these activities based on an action research approach are able to produce public goods: the impact of entrepreneurs activities are evaluated through a "local action plan" and published online giving visibility to their work and producing public knowledge.

In summary, public engagement activities were aimed at:

1. Opening up and supporting dialogue (quadruple helix players);
2. Linking practice, research and policy;
3. Taking into account the past and future (intergenerational view of development), and involving students;
4. Setting up common goals (community ownership of development);
5. Seeking sustainable, shared and inclusive innovation, and supporting processes towards the achievement of goals (social change)

Through enabling students to become involved in research-action activities; the creation of networks of entrepreneurs able to enhance their activities and local development; and the dissemination of good practice in public events or websites, UNIMC has led to:

1. the empowerment of local communities, who were able to define their action plans with the support of University;
2. the creation of job opportunities in business and tourism (some students opened tour operator businesses, others started working in the same sector as actors they worked with).

It is also important to highlight the increasing European Community interest in the action research approach as the main strategy to assign funds. The UNIMC process is considered as a model at

European level. On one hand researchers from other European Universities are looking for partnerships with UNIMC for the participation in European projects and, on the other hand, this experience has been shared with other European countries featuring extensive marginal rural areas. This increased the creation of networks and human relationships between countries, researchers and stakeholders.

### **Future Outlook**

Some lessons learnt through the process that are useful to guarantee the sustainability of projects based on successful cooperative behaviour are as follows (Rinaldi and Cavicchi, 2016:169):

- Contracts can support cooperation at the beginning of a network alliance to define aims, responsibilities and boundaries for cooperation, especially when this alliance is constituted by stakeholders from different sectors.
- It takes time to develop the partnership from the institution of a formal or informal agreement, to implementation of actual activities by the network. If members are not acquainted, it is necessary to allow people to get to know each other through repeated meetings to build trust. Otherwise it is very unlikely that information and knowhow would be shared and joint activities implemented.
- When talking about a network where all participants are of an equal status, the concept of leader changes and moves towards that of relationship facilitator/enabler.
- Common objectives and shared values are essential to form both a short and long-term vision on what the network wants to achieve, and for the vision to be supported by network members.

### **Conclusions and lessons**

One of the main challenges facing the Marche Region process is the difficulty of arousing the interest of the university. This problem was lessened when the distribution of research funds was linked to European funds. The economic incentive involved other colleagues who had participated in different activities until they became part of the group specialized in food projects. However, a big challenge is still the publishing incentive, because it is difficult to publish research about the Third Mission in good journals. A related problem is the shortage of staff: students and researchers are involved in the projects for a period of time and a structure of personnel who can follow the projects over the long term is required.

Finally, measuring the impacts of the activities is another challenge. Activities are currently recorded on the Department Annual Report Sheet of the Third Mission (SUA-TM). This however only allows for quantitative evaluation (number of meetings, number of stakeholders involved, number of students involved, etc.) and the real added value to society and the economy of these projects is not evident.

#### *3.2.2.3 The Polisocial Award of Milano Politecnico*

### **Background**

Polisocial is a programme promoted by the Politecnico of Milan. The Politecnico of Milan is a scientific-technological university which trains engineers, architects and industrial designers, founded in 1863. In the QS ranking 2018-2019, it is the 1st University in Italy and 156th in the world. By 2019, it had produced 42,453 graduates of which 6,541 architects, 4,101 designers and 31,811 engineers.

Furthermore, 1,237 people involved in the technical administrative staff and 1,403 teachers work in the Politecnico. The university is strongly engaged in research projects: 281 projects are financed by EU (FP7) (2007-2013), 287 projects financed under H2020 (2014-2020) since the programme started (total amount: €123.799.601,56).

Part of the Third Mission of the Politecnico of Milan, Polisocial combine social responsibility and development cooperation with teaching and research. It intends to bring university closer to the dynamics of change in society, extending the Politecnico's mission to social issues and needs that arise from concrete situations, both locally and globally.

In 2012, the context of Milan, with a new political climate conscious of social innovation, was especially fertile to create cooperation among institutions, organizations, the non-profit organization and private sector, to produce common public goods for the city (Castelnuovo and Cognetti, 2013)

“The programme thus initiates a new approach to producing and applying scientific knowledge, as well as to building academic excellence, by promoting a new multidisciplinary vision focused on human and social development, and by expanding opportunities for training, exchange and research, offered to students, young researchers, University staff to its network” (Broz, 2018).

The general aim of the initiative is “to renew academic research and teaching practices, and to promote a responsible attitude, inducing the development of skills, competences and new values in the future generations of professionals and citizens, so that they become increasingly aware and prepared to respond to challenges emerging from society” (Broz, 2018).

## Structure

The Polisocial Award is a competition aimed at selecting and implementing scientific research projects with a high social impact, both locally and at national and international level. All twelve Politecnico departments participated in the initiative: altogether 132 professors and researchers, 52 postdoctoral research associates, 27 doctoral candidates and 30 temporary contractors were involved in the various studies in the period 2012-2018. Several administrative and technical staff, and a significant number of students, also participated as trainees or for graduate thesis compilation, attendees at seminars, lectures, voluntary activities and various other events related to the projects (Broz, 2018).

Furthermore, the following stakeholders have been involved:

- 9 international organizations ([Finance and Investment Working Group for the UN Year for Sustainable Energy](#), [ICS – UNIDO](#), [UNAI](#), [UNCTAD](#), [UNESCO](#), [UNHABITAT](#), [UNIDO](#), [UNOG](#), [UNRIC](#));
- 30 non-governmental organizations, 3 public institutions (Municipality of Milan, the Ministry of Foreign Affairs, The Ministry for International Cooperation and Integration);
- foundations ([Fondazione Cariplo](#), [Fondazione Housing Sociale](#), [Fondazione San Carlo](#), [Fondazione Sodalitas](#), [Fondazione Trentina per l'Autismo](#)); and
- 3 companies ([Roadrunnerfoot](#), [Gruppo Energia Italia](#), [Aris-Allea – Festival dell'energia](#))

The Award is financed through a part of taxes on personal income equal to five per thousand (the *5 per mille IRPEF* mechanism)<sup>[1]</sup>, since university research is a financeable area defined by law. In the last ranking provided by the Italian tax revenue agency, related to the 2015 revenues and based on the total amount received, the Politecnico appears as the second academic entity benefiting from the 5

*per mille* opportunity. This is due in particular to its extensive alumni network, which supports the academic initiatives with continuity over the years (Broz, 2018).

Over the four editions already launched, the funds involved in the Polisocial Award programme total approximately € 3,000,000. One part of this amount is co-financed, and over € 2,000,000 are disbursed by the Politecnico and allocated to 30 projects out of 183 applications.

### **Process**

The Polisocial Award was launched in 2012-2013, as a dimension of the Polisocial Program, the first public engagement program with an academic nature in the Italian context (Castelnuovo and Cognetti, 2013). Polisocial was launched by the Politecnico in collaboration with the Politecnico Foundation of Milan thanks to the support of the former Rector, Prof. Giovanni Azzone, who presented an innovative plan introducing new issues in the political agenda, including public engagement. Today it is endorsed by the current Rector, Prof. Ferruccio Resta.

The overall structure is organized into five lines of intervention representing the strategic framework of the program (Castelnuovo and Cognetti, 2013):

- 1) Polisocial Portal: promotes a network inside and outside the university;
- 2) Polisocial Awards: offers grants and awards for socially useful actions and studies performed by junior researchers and students;
- 3) Polisocial Training: aims at widening opportunities for educational and professional orientation by offering new training courses and post-graduate internships of public usefulness leading to increased awareness of social responsibility;
- 4) Polisocial Projects: promotes innovative projects in the current public environment, with teachers and students working at education and research initiatives to meet demand for social change, overcoming inequalities and achieving sustainable and fair development;
- 5) Polisocial Education: aims at sharing knowledge with vulnerable segments of the population, giving them easier access to high quality education and to setting up an open knowledge system which will support capacity building in low income economies.

The Polisocial Award contest stems from the desire to test out a model for university research funding, capable of stimulating the development of responsible and society-oriented research. This entails initiatives fostering scientific and technological investigation with an increasing focus on big challenges, based on listening to the needs of society and maintaining an open dialogue with social actors. This perspective does not imply a limited number of research areas and objectives. In fact, all twelve Politecnico departments have participated in award-winning projects, and a rich variety of topics has been covered since the first edition in 2013.

The Polisocial Award covers projects promoted by professors, researchers and research associates from the Politecnico, who may also collaborate with colleagues and personnel from the university itself, as well as external bodies interested in the issues or project implementation. Research centres, companies, local administrations, NGOs, associations and other bodies operating on the ground are eligible partners.

The Polisocial Award promotes the following development lines (Broz, 2018):

- Multidisciplinary research, in order to create synergies useful for addressing complex issues relevant for communities located near the university and across Italy, and for human and socioeconomic development in contexts of international cooperation;
- Innovation, through the application of research activities in problematic contexts, with the purpose of developing methods and knowledge of a more general applicability;
- Dialogue with the outside world and the coproduction of knowledge, through the creation of stable partnerships with institutions, companies, civil society and international organizations, in which the role of the university is valued as an expert interlocutor and organizer of research activities on issues that are of direct interest to the communities.

The overall experience falls within the category of society-oriented and responsible research, in different forms. In some cases, the initiatives take place close to Politecnico, while in others they focus on issues related to development cooperation (so far 11 projects out of 30). The broad scope includes the management of environmental emergencies, technological development, health, the innovation of diagnostic systems in developing countries, income generation and entrepreneurship, the regeneration of urban areas, and innovative architectural design.

Ten main research fields have been tackled so far: service innovation, entrepreneurship development, education & prevention, educational/assistive technologies, diagnostic/therapeutic methods, community activation, promotion of local heritage, land risk management, resource management for services / community facilities and, finally, architecture and urban regeneration.

Below we report on two projects involving public engagement with a community focus: “CampUS” and “Difficult living: Catullo moves into town”. “CampUS” falls under the research field of service innovation and community activation, and “Difficult living” under community activation and architecture and urban regeneration.

The **CampUS project** focuses on university campuses, with the aim of exploring potential new sets of users and practices, capable of promoting closer integration of university skills and material resources with ideas, knowledge and needs of citizens. This objective supports social cohesion, involving especially over-65 seniors and NEETs (young people who are **Not in Education, Employment, or Training**). The older people make up a store of historical memory of place, and the young are a *reservoir* of creative potential.

Both target categories participate in three main project sites surrounding the Bovisa campus of the Politecnico di Milano: a 5000 sq. m community garden, a neighbourhood Social TV and an adaptable, self-managed mobile pavilion (PAAI) for promotional, cultural and recreational activities. In addition, a fourth action aims to explore economically viable strategies to ensure financial autonomy to this kind of initiative. The entire programme is based on the principle of synergetic cooperation between the various partners and participants: Council area 9 (Municipality of Milano); 9per9 Idee in rete association; Aquilone Onlus – C.A.G. “Abelia” Foundation; Olinda Onlus association; Il Giardino degli Aromi Onlus; Maieutics – SIT Social Innovation Teams Foundation; Istituto Comprensivo Statale “Via Maffucci”; ABG Association Bodio Guicciardi; Dergano-Bovisa Library.



### CampUS participatory workshop

CampUS falls into the category of ‘continuous flow’ projects and builds on existing initiatives which had investigated similar issues, and that had been kept alive. (Social TV was developed by the *PLUG* project under F. Piredda; and the community gardens were based on the *Coltivando* project under D. Fassi). Its implementation can be defined as a systematisation of diversified and coordinated actions taking place between an internal and external dimension of the university, which succeeded in involving about fifty associations and over two thousand participants. It was thus possible to effectively test a model of campus-people city relations, in which the campus itself becomes a meeting hub between different social strata and a generator of shared projects. The originality and social value of CampUS in support of and together with the community made it one of the 16 winners, out of 1200 applications, for the *Compasso d'Oro ADI*, the oldest and most prestigious industrial design award in Italy, in the category "Design for social commitment" (Broz, 2018).

“**Difficult living: Catullo moves into town**” takes its name from Via Catullo, a small street in the northwestern area of Milan, with abandoned houses, shops and factories. The area is small but suffers from severe social and structural neglect. The scheme fostered the involvement of inhabitants, activists and public institutions, in identifying urban regeneration methods and tools suited for critical social and spatial contexts ignored by public agendas. Along with social cohesion, the scheme focused on concrete interventions, by making applications for funding to develop cultural promotion, as well as upgrading and reactivation of spaces.

The scheme can be divided into two periods, broadly corresponding to the “Difficult living” initiative and the CULT project resulting from it. In addition to the initial analysis, the project started by involving and listening to citizens, and social animation. The main partners were: Istituto Scolastico Comprensivo “Via Pareto” (a junior school); Citizens committee Via Catullo; Parents association ICS Via Pareto; ASD Gruppo Sportivo Via Pareto; Studio Paopao; Cultural Association Mitokasamba; Mitades Association of social promotion; Cooperative Tuttinsieme – Spluf; SMIM Musical school network; Magreglio Committee; Agriteam Srl; Consiglio di Zona 8 (Comune di Milano); The Municipality of Milan (Councillors for Social Policies, Security, Social Cohesion, and Urban Planning).

An intense workshop activity, several meetings between local inhabitants, public officers and experts, as well as street exhibitions and installations aimed at breaking patterns of degradation, helped local people and stakeholders to think about possible upgrading solutions, and envisage their habitat in a different way. All these interventions contributed to greater participation and social cohesion in a

context of social fragmentation. Considerable efforts in communication and institutional awareness raising led to the 'Catullo issue' becoming a topic of public debate.

Initiatives of this kind were extended to the following phase, when first effects of accumulated micro-changes were observed, partly as the result of action taken by local people as 'informal allies' of the project. The partner network expanded over a wider territorial area, including the *Via Pareto* Comprehensive School. In June 2017, a new library was opened at the lower secondary school in Via Sapri. It is accessible to the neighbourhood, and aims to foster participation, and represents a first milestone. In addition, a book (Calvaresi et al., 2016) provides documentation of the scheme, and is resource containing data, interpretations and guidelines for the use of operators and policymakers intervening in this area. (Broz, 2018)

### Outcomes and impacts

The main outcomes of the overall programme are linked to two different areas (Table 3.2.1):

1. New methods and tools for new knowledge, including forms of development of innovative approaches to research and knowledge production.
2. Growth opportunity for research groups: the Polisocial Award has acted as a multidisciplinary laboratory for exchange between research and the outside world. A greater level of involvement in real, controversial, and often complex contexts entails a multidimensional focus, and an inclusive approach to problems. This has fostered the development of valuable competences by project participants and consolidation of research groups and had tangible effects on the organization of the university and its departments, and in the network of relations with the outside world.

In the case of "**CampUS**" project, a community centred approach has proved successful in fostering intergenerational contacts, socialisation and enhancement of creativity and skills, as a way of preventing social exclusion. It has also refined ways and means of involving participants, placing great emphasis on knowledge-sharing and professionalization. Design Faculty, neighbourhood school students and young people attending the "Abelia" youth centre worked together on web and audio-visual outputs.

The project generated methodological, theoretical and didactic outcomes:

1. Methodological - community-centred design and peer education approaches adopted, including video-participation techniques that are unusual in the academic field. In this case they served as an alternative research tool geared toward the transfer of skills and non-expert knowledge communication from University to society.
2. Theoretical - the synergy of the various work packages resulted in the development of a flexible and multi-scale model of interaction between the university campus (as a public space) and the surrounding social and physical context. The model is potentially transferable to other contexts.
3. Didactic - the departmental laboratory Polimi DESIS Lab has collaborated in the Polisocial initiative *Teaching in-the-field*, with several projects focused on contents subsequently taken up by research, since 2012. One of these, *Campus Senza Frontiere* ("Campus Without Border"), was managed in close relation and during the same period, giving its name to a new Final Synthesis Studio course. Among the students participating in CampUS, those from the *Interior and space design* studio and the *Temporary Urban Solutions* optional course (where field

experience is now an integral part of the programme) deserve particular mention. There are also Communication Design students that the departmental laboratory Imagis Lab involved in the *Micro-narrations* workshop (linked to the Social TV), together with young people and educators from the Abelia youth centre.

Overall, an action learning approach was developed and facilitated the inclusion of stakeholders in initiatives involving the campus and its surrounding area.

**Table 3.2.1 General outcomes of Polisocial programme**

| <b>NEW METHODS AND TOOLS FOR NEW KNOWLEDGE</b>                         |  |
|--|--|
| <i>Research and Society-oriented research</i>                          | <ul style="list-style-type: none"> <li>• a deeper reflection on the particular features of society-oriented research;</li> <li>• shedding light on under-researched issues and contexts;</li> <li>• exploring alternative approaches, potentially impacting on the theoretical or disciplinary ground;</li> <li>• combination of traditional forms of knowledge-transfer and more 'horizontal' patterns of listening and exchange with stakeholders;</li> <li>• dialogue with different communities of experts and disciplinary field, and dissemination of results in journals and/or conventions relating to other scientific branches.</li> </ul> |
| <i>The social aspect of the Third Stream: developments and outputs</i> | <ul style="list-style-type: none"> <li>• re-composition of interests and power dynamics within multi-actor arenas;</li> <li>• support from the university has provided partners and other actors with an increased awareness of their own capabilities and their actual autonomy within development processes;</li> <li>• making knowledge produced by the university more accessible, more understandable and widely usable.</li> </ul>   |
| <i>An incentive to innovative teaching</i>                             | <ul style="list-style-type: none"> <li>• requirement for transdisciplinarity as target of university educational qualifications</li> <li>• transforming study curricula through the integration of new disciplinary content</li> <li>• new quality educational levels offered to students, thanks to their involvement in research activities</li> <li>• unconventional teaching methods</li> </ul>  |
| <b>GROWTH OPPORTUNITY FOR RESEARCH GROUPS</b>                          |  |
| <i>Development of individual and group competences</i>                 | <ul style="list-style-type: none"> <li>• management of complexity of social problems;</li> <li>• interpersonal and communication skills;</li> <li>• capabilities of coordination and co-design;</li> <li>• skills to work in multi-sector teams;</li> <li>• awareness of the relevance of their specialist knowledge for the social sphere.</li> </ul>   |
| <i>Organizational improvements</i>                                     | <ul style="list-style-type: none"> <li>• strengthened experimental activities;</li> <li>• new lines of research;</li> <li>• strengthened collaboration among departments.</li> </ul>   |
| <i>Development of strategic networks and partnerships</i>              | <ul style="list-style-type: none"> <li>• partnerships with external scientific and research entities;</li> <li>• development of strategic networks and partnerships with public and third sector bodies</li> <li>• strategic networking with enterprises.</li> </ul>   |

**Source: Broz (2018)**



Regarding “**Difficult living: Catullo moves into town**”, from a methodological perspective, the project was small scale and addressed areas of private construction where spatial concentration of critical situations, social invisibility and lack or impossibility of direct public investment tend to converge. In particular, the research was based on an urban “micro-generation” giving new meaning to places starting with a proper analysis of housing, the state of the buildings, the inhabitants’ profile and other aspects. Despite the initial emphasis on Via Catullo as a spatial concentration of challenging issues, the focus was soon shifted to a broader network of spaces and new partners. From the educational perspective, starting from 2013, two courses of the bachelor’s degree in Urban Planning were included in the Polisocial *Teaching in-the-field* initiative, with a project focused on Via Catullo as the object of study, and in the subsequent *Ri-formare Milano* (Re-forming Milan) programme, promoted by the Politecnico’s School of Architecture Urban Planning Construction Engineering (AUIC) together with the Milan municipality. The students’ involvement in the study of the area continued in the Award research, with mapping, event organisation and a thematic workshop, as part of the subsequent CULT project. Of particular interest is the use of innovative approaches to knowledge, such as the ‘biographical’ surveys on homes and buildings, conducted with university and middle school students, also involved in seminars and exhibitions of “Difficult living” and CULT. (Broz, 2018).

A successful aspect of the experience was also the development of adaptive abilities and social skills among researchers. These skills were developed in facing up obstacles and unpredictability, creating variable scenarios, taking care of the process aspect, and getting used to duties which had very little in common with an academic background. Team building was a key focus point that favoured the involvement of new participants and promoted original forms of co-operation (e.g. between the schools involved and the Municipality). This highlights the university role in mediation and advocacy functions.

### **Future Outlook**

Thanks to the [5 per mille IRPEF financing mechanism](#) a new Polisocial Award edition has been launched for 2019. The sixth edition of the initiative will be dedicated to “Sport and Social Inclusion”. This sees sports as an important tool for promoting health and enhancing the potential of all, sometimes with the aid of new technologies, and as a driver for local development and inclusion of vulnerable communities.

The two projects analysed in this review show important elements of sustainability.

A distinctive quality of “CampUS” lies in the fact that initiatives such as the community garden and the Social TV were planned towards autonomous development and left to run alone once they were mature enough. This approach meets with a perspective of economic viability outlined in the steering document, and with the more general desire to invest in the role of university as an incubator of exportable good practices and models, while safeguarding the full accessibility of the knowledge produced. In this regard, mention should be made of the open access guidelines for associations and public bodies that are in charge of community gardens. After the conclusion of “CampUS”, some of the initiatives have continued and a relationship between the university campus and local inhabitants is now regularly promoted through neighbourhood event days such as *Sabato della Bovisa* (the “Bovisa Saturday”) and the less formal “Bovisasca”. In addition to monitoring the results of CampUS and further exploring some of its specific themes, the research group has also been looking for new locations to implement similar actions, for example the ongoing project *Cascina 9*, co-funded by the Cariplo Foundation. *Cascina 9* focuses on systematising local skills and expertise resources scattered across

the 9th Municipality of Milan, by developing synergies between the Politecnico and NGOs. As regards the connection with former project partners, mutual trust and regular cooperation have been established with Olinda and Fondazione Aquilone, as well as some schools (for instance the A. Steiner Institute, which has included the Social TV in its activity program). Another element of interest is the international research and education cluster *Design for City Making*, implemented within the DESIS - Design for Social Innovation and Sustainability Network, and the related *Open Your Space* project, which is underway at the Tongji University in Shanghai, with the aim of exploring the campus-neighbourhood relationship in that context (Broz, 2018).

At the end of “Difficult living: Catullo moves into town” the research continued with the new project *CULT – Urban Labs for Transforming Places*, winner of a € 30,000 grant from the Cariplo Foundation, which ended in October 2017 after a year of activity. Applications to different types of funding was adopted as a strategy to attract resources and attention to a hitherto neglected urban area. New employment opportunities are linked to a “territorial pact” in which partners are the Via Pareto School, the Politecnico di Milano (Department of Architecture and Urban Studies) and the 8th Borough of Milan. It has the support of associations and small local businesses. As a by-product of “Difficult living”, the research department is thus taking the lead of the current phase of the project, and the school is at the centre of the regeneration strategy of the area (Broz, 2018).

### **Conclusions and lessons**

Polisocial is an example of an integrated programme that links research, teaching and action and places the university in contact with the dynamics of change in society. It extends the university’s mission to social issues and needs that arise from the territory, at a local and global level. The continuous funding through the 5 per mille IRPEF mechanism is a solid basis for programme sustainability. Furthermore, the increasing network of partners makes possible co-funding, which is a sign of confidence and interest in the programme. In that sense, the new editions of the scheme has allowed the accumulation of new skills and relationships, and generated a “snowball” effect.

Polisocial success factors include:

- a sensitive and fertile context, i.e. the city of Milan and the new political agenda launched by the Politecnico Rector.
- co-designing of actions between stakeholders, which promoted mutual trust and satisfaction;
- the action research framework, suitable for the field of service design, being more directly focused on social transformation;
- a multidisciplinary approach making it possible to study various initiatives from a design perspective, and in their communication, organisation and economic aspects. Initially, diversity in terminology, in approach and in ways of involving the target population were problematic, but the diversity was eventually capitalised as personal enrichment, leading to a common reflection on multidisciplinary.

[11](#)The five per thousand (5x1000) indicates a portion of the IRPEF tax which the Italian State allocates to support institutions that carry out socially useful activities (for example non-profit, scientific research). The payment is at the discretion of the citizen-taxpayer

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### Box 3.2.5 List of People Interviewed

|                   |   |
|-------------------|---|
| Francesca Zanella | Chair of CSAC   |
| Simona Riva       | Staff of CSAC and person in charge of the “Projects Section-Design archive”   |
| Barbara Zerbini   | Research Fellow and Assistant in the Marketing Area- CSAC   |
| Marco Scotti      | Research Fellow and Assistant in the Communication area- CSAC   |
| Elisa Bini        | Museum Staff- CSAC  |
| Giulia Belli      | Museum Staff- CSAC  |
| Francesca Parenti | Museum Staff- CSAC  |
| Margherita Monica | Museum Staff- CSAC  |
| Alessio Cavicchi  | Associate Professor in Agribusiness and Rural Development<br>Department of Education, Cultural Heritage and Tourism - UNIMC |

### 3.3 Germany

#### 3.3.1 Introduction to policies and context in Germany

The relationship and collaborations between universities and the (civil) society in Germany are primarily discussed in the programmatic and scientific discourse around the Third Mission of universities and knowledge transfer activities. In the scientific discourse, which is impelled particularly by the *Institute for Science and Higher Education Research in Halle*, Third Mission activities are defined as interaction-activities of universities,

- that address non-academic partners,
- serve a social interest of development,
- must be assigned (but not exclusively) to the university's core tasks of research and teaching
- and by doing that, make also use of university-specific resources (Henke & Schmid, 2016, p. 63; Henke et al., 2016, p. 12; further differentiated Roessler et al., 2015, pp. 5-8; Henke et al., 2017, p. 78).

With this definition, the German discourse refers especially to the theoretical conceptualization of Third Mission activities described by the project *European Indicators and Ranking Methodology for University Third Mission*. Within the study three dimensions of Third Mission activities were developed: *continuing education, transfer and innovation* and *social engagement* (Marhl & Pausits, 2011, p. 51; Roessler et al., 2015, p. 7; Henke et al., 2017, p. 80). Since the "first two dimensions are mainly driven by profit orientation and the basic understanding of an entrepreneurial university, taking care of the interaction with the society under economical perspective" (Marhl & Pausits, 2011, p. 51) this review focusses on the last dimension, that is "more related to the role of the university as a provider of social services for the community" (Marhl & Pausits, 2011, p. 51). *Social engagement* can be differentiated into:

- *Civic Engagement* (in terms of voluntary work, Social Entrepreneurship)
- *Community Service* (in terms of concrete offers of support to social groups or local administration)
- *Widening Participation* throughout more inclusivity of the Universities' range of studies and life-long-learning opportunities for non-academics (Henke et al., 2016, p. 25).

In addition, the concepts *Citizen science, public Science literacy, science education and open science, Civic engagement, Social entrepreneurship, Community Outreach* and *Service Learning* have been discussed and applied within the Third Mission of German universities (Berthold et al., 2010, pp. 28, 31-32.).

Berghäuser & Hoelscher (2019) categorize the dimensions and aspects of the universities' Third Mission as follows:

**Table 3.3.1 Dimensions of Third Mission activities (Berghäuser & Hoelscher, 2019, p. 5)**

| <b>Dimensions</b>                        | <b>Aspects of specific dimension</b>                       | <b>Example activities</b>   |
|--|--|---|
| <b>Knowledge and technology transfer</b> | (i) Co-operative knowledge creation                        | <ul style="list-style-type: none"> <li>• Research co-operation</li> <li>• Strategic partnerships and networks</li> <li>• Joint scientific quarters or laboratories</li> <li>• Joint professorship</li> </ul>  |
|  | (ii) Knowledge and technology communication                | <ul style="list-style-type: none"> <li>• Contract research</li> <li>• Scientific consulting</li> </ul>  |
|  | (iii) Knowledge and technology commercialization           | <ul style="list-style-type: none"> <li>• Spin-offs</li> <li>• Patenting and licensing</li> </ul>  |
|  | (iv) Personal transfer                                     | <ul style="list-style-type: none"> <li>• Internships</li> <li>• Dual studies</li> <li>• Cooperative career service</li> <li>• Alumni networks</li> <li>• Parallel employment within and outside higher education institutions</li> </ul>  |
| <b>Further education</b>                 | (i) Advanced study programs                                | <ul style="list-style-type: none"> <li>• Advanced degree studies for working professionals (B.Sc. or M.Sc.)</li> </ul>  |
|  | (ii) Certificate studies                                   | <ul style="list-style-type: none"> <li>• Short-term qualification offers for specific professional groups</li> </ul>  |
|  | (iii) Informal education                                   | <ul style="list-style-type: none"> <li>• Guest studies</li> <li>• Open seminars or lecture (series)</li> </ul>  |
| <b>Societal engagement</b>               | (i) Widening participation                                 | <ul style="list-style-type: none"> <li>• Expansion of open admission procedures</li> <li>• Access to higher education for underprivileged groups</li> </ul>   |
|  | (ii) Citizen science and public engagement                 | <ul style="list-style-type: none"> <li>• Integration of the public into the research process</li> </ul>   |
|  | (iii) Science literacy, science education and open science | <ul style="list-style-type: none"> <li>• Popular scientific publication</li> <li>• Laboratories for children and high school students</li> <li>• Science festivals / “nights of sciences”</li> <li>• Open access, Open review, Open metrics, Open access to software and research data</li> </ul> |
|  | (iv) Service learning                                      | <ul style="list-style-type: none"> <li>• Integration of service and outreach activities into student curricula</li> </ul>   |
|  | (v) Community outreach, Community service                  | <ul style="list-style-type: none"> <li>• Provision of infrastructures (libraries etc.)</li> <li>• Outreach activities by members of higher education institutions</li> </ul>  |
|  | (vi) Civic engagement                                      | <ul style="list-style-type: none"> <li>• Support activities at elections</li> <li>• Participation in campaigning</li> </ul>   |
|  | (vii) Social entrepreneurship                              | <ul style="list-style-type: none"> <li>• Social Entrepreneurship as part of student curriculum</li> <li>• Social entrepreneurship by staff of higher education institutions</li> </ul>  |

Service Learning as a part of the Third Mission of German universities is widely discussed in the context and programmes of a cooperative (Stifterverband & Heinz Nixdorf Stiftung, 2017), engaged (HRK, 2014; Altenschmidt & Miller, 2016; Henke et al., 2017, p. 45) and formative (Hachmeister et al., 2016a; Hachmeister et al., 2016b) university which takes social responsibility and facilitates participation.

Third Mission concepts in general imply that universities can be useful outside the science system and have the ability to make impact on society in a controlled way. This programmatic discourse, primarily driven by foundations and politics, highlights the potentials of cooperative and open universities as well as the necessary of change in the German university landscape and challenges the Humboldtian position of a purpose-free university that focuses on fundamental research and teaching: This assumption of (social) utility often collides with the Humboldtian position of a purpose-free university that can only be socially useful if it serves their own particular purpose (Henke et al., 2017, p. 51). The German science system and the self-conception of German universities, which holds the freedom and autonomy of research and teaching (set by the German basic law) in high esteem, can be described as relatively reserved regarding collaborations with other areas of society (Backhaus-Maul & Roth 2013, p. 12). Thus, in Germany a steady conflict can be observed, based on the relationship between free fundamental research on the one hand and applied science on the other (Henke et al., 2017, p. 53).

This conflict can be understood as strained relations between two different basic orientations: an orientation on relevance (on the part of politics, economy and the public) and an orientation on quality (on the part of science and universities) (Henke et al., 2017, p. 54).

Nevertheless, nearly every German university incorporates aspects of Third Mission activities in their external facing policies. Berghäuser & Hoeschler (2019) conclude that “there is hardly any university whose mission statement does not address the Third Mission in some way, and almost all universities connect their functions and activities to societal challenges” (Berghäuser & Hoeschler, 2019, p. 15).

Since the emergence of service-learning concepts (around 2003 in German higher education (Backhaus-Maul & Roth, 2013, pp. 10-12)) and Third Mission activities in Germany, the concept of community university partnerships have not been specifically discussed. Instead, they are seen more as an essential by-product of Third Mission and Service Learning activities and projects of Social Entrepreneurship Education, even though the establishment of community university partnerships can be seen as an effective tool for universities to be active in the Thirds Missions’ dimensions *transfer and innovation* and *social engagement* and service learning (for example Roth & Hohn, 2016).

The discussion of so-called campus university partnerships and their strategic and operative relevance for universities as well as their potential for the civic community per se can be found in a few publications (Stark et al., 2014; Miller et al., n.d.). However, even though the cooperation between universities and the (local) civil society in the form of community university partnerships in Germany has not been a topic of extensive scientific study so far, a lot of collaborations which can be described as community university partnerships have been built in the German university landscape through various funding policies and initiatives of different stakeholders over time.

Backhaus-Maul & Roth (2013, p. 12) highlight the program “Do it!” in 2000 initiated by the Robert Bosch foundation and implemented by the agency “Mehrwert”, as well as the establishment of the university-network “Bildung durch Verantwortung” (literal translation “Education via Responsibility) in 2009 as two of the first initiatives for supporting Service Learning in Germany.

Later, in 2010 the Stifterverband (literal translation “foundations’ association”) one of the sponsors with the largest amount of Third Mission activities in Germany especially in the fields of Service Learning and supporting structure development in universities, started a new program and competition in cooperation with the Mercator foundation. “More than Research and Teaching: Universities in the Society” addressed the goal to promote the upcoming universities’ role in the civil

society as an actor with civil responsibility. The programme provided funding to six German universities to expand their best practices of Service-Learning projects, community based research and Social Entrepreneurship (Stifterverband, 2013; Stiftung Mercator & Stifterverband für die Deutsche Wissenschaft, 2013; Backhaus-Maul & Roth, 2013, pp. 13-14). The programme was accompanied by a study called Mission Society, which provided a conceptualization of universities' civic engagement and gathered information of its central dimensions as well as a compilation of international examples of good practice (Berthold, Meyer-Guckel & Rohe, 2010). From an international comparisons' point of view the study also highlights that the awareness of social responsibility is underrepresented in German Universities (Backhaus-Maul & Roth, 2013, p. 14).

In September 2012 the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth started the project "Supporting the potential of learning through civil engagement and social responsibility in Universities", which conducted a study on the state-of-the-art as well as an analysis of Service Learning activities in the German university landscape and provided funding for the formation of three regional competence-clusters for Service Learning in different regions of Germany (Backhaus-Maul & Roth, 2013, p. 14). The network "Campus Vor Ort" (literal translation "Campus Locally) is one of the outputs of the project and offers a platform for exchange of experience and knowledge and a documentation of more than one hundred examples of Service Learning settings and Community University Partnerships in Germany (CAMPUS VOR ORT, 2013; Sporer, Miller, Roth & Ruda, 2014).

With another competition ("Creating Change") and the independent funding program "Cooperative University" the funding and promotion of Third Mission activities has become a permanent part of the foundation's association since 2010 (Stifterverband, 2018). Regarding the development and support of German Community University Partnerships the initiatives "Campus and Community" and "University pearls" are highly relevant. "Campus and Community" funded six universities, which have been working on their knowledge and civic transfer activities (Stifterverband, 2018; Stifterband & Heinz Nixdorf Stiftung, 2017, p. 8). Every university created and presented an example of good practice of collaboration between their university and a part of their regional community. In 2017 the foundation's association each month selected and presented one university as a "pearl", for bringing together academic and external partners in an outstanding and extraordinary way and initiating cooperations which produced new ideas for research and teaching. The variety of the twelve examples demonstrates Third Mission activities throughout the past decade in Germany.

The largest funding initiative of Third Mission activities to date, was launched in 2016 by the Federal Ministry of Education and Research and will be continued until 2027. It binds its definition of Third Mission activities to "processes of transfer and innovation" and particularly considers smaller to average-sized universities for their funding (BMBF, 2019). One of the goals of this initiative is to support the establishment and expansion of innovative formats of collaboration between universities and economic, cultural and community partners (BMBF, 2019). Forty-eight universities receive funding through the initiative for their Third Mission projects.

Our short and selective description of the Germany policies regarding civic or community university partnerships and their development throughout the last couple of years demonstrates that Service Learning activities and the support of Third Mission activities in general have set the foundation for an increased discussion and expansion of community university partnerships in Germany. It is notable that the establishment of such partnerships is always part of a programmatic and scientific discourse around the Third Mission in German universities. The individual Consideration of community university



partnerships has only been found in very few cases in the literature. The majority of studies tend to focus on a larger scale consideration of Third Mission activities and university programmes.

### 3.3.2 Examples of partnerships in Germany

When it comes to identifying good practice examples of community university partnerships in Germany, our study of the German policies shows that the Network “Campus Vor Ort”, the initiative “Campus and Community” and the current initiative “Innovative University” provide a lot of different types of Community University Partnerships and provide varying information about them.

In order to give an insight in the variety of community university partnerships in Germany, we describe three contrastive collaborations, which can be seen as examples of good practice in different areas of engagement in the German landscape of higher education: a service learning activity, a complex urban development project and a meta level take on community university partnerships. We choose the following three collaborations because 1) they give useful examples on how participation in community university partnerships can be organized and widened and 2) they show how socially marginalised groups can be reached through universities’ societal engagement.

#### 3.3.2.1 *Magazine of the Street – Social Entrepreneurship Education in the City of Bremerhaven*

##### **Summary**

The first example focuses on the *Magazine of the Street*, a street magazine produced and published within a cooperation between two universities and a local association in the City of Bremen. It has been a successful project since 2010 and combines service learning activities with social Entrepreneurship Education. Since the project has been running for ten years and has gathered ten different awards, it can serve as a good example of a sustainable partnership. From a theoretical perspective the magazine can be described as a networked and place-based partnership. The following description is based on information from the *Magazine of the Street* website and an expert interview with Rüdiger Mantei from the Magazine-Team.

##### **Background**

The *Magazine of the Street* is the street magazine of the city of Bremen, realized in a partnership project between the *University of the Arts Bremen*, the *University of Applied Science Bremerhaven* and the *Association for the Inner Mission* in Bremen. The magazine was founded in 2010 by the cooperation partners because there had not been a comparable street- or homeless-people-newspaper with a local focus in the City of Bremen before then<sup>1</sup>. The *Magazine of the Street* is conceptualized in three project (*media, social and learning*) areas with three different objectives. The process of creation, publishing and distribution the magazine involves different groups of people: Students, people with addictive disorders, journalists, volunteers, homeless people and people who live at risk of poverty, university lectures and streetworkers work in different fields of responsibilities with each other within the project (Zeitschrift der Straße, 2019a).

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<sup>1</sup> If not cited separately, all information was gathered through an expert interview. We like to thank Rüdiger Mantei for the interesting and informative interview.

## Structure

The *Magazine of the Street* is funded by the *Association for the Inner Mission*. This confessional registered association has been active in Bremen since 1849 and employs 540 employees as well as more than 400 volunteers.

The *Magazine of the Street* is led by a board, which is staffed with the professors of the participating degree programs, staff of the magazine as well as the management of the *Association for the Inner Mission*. During the monthly board-meetings, administration issues, feedback, sales and complaints as well as strategic ideas are discussed. In addition, once a year the strategic orientation of the magazine is discussed and modified during a closed meeting.

## Process

Since 2011, *The Magazine of the Street* has released issues every four to six weeks with 10 000 copies (Innere Mission, 2019a). More than 400 students (Zeitschrift der Straße, 2019a), five universities, 50 volunteers and 750 street vendors have participated in the project since its launch in 2010 (Giering, 2016).

As a “*media-project*” the magazine aims to overcome the cliché of a traditional homeless-people-magazine. This approach with a journalistic profile and a specific presentation (Zeitschrift der Straße, 2019a) is unique in the whole of Germany (Innere Mission, 2019a): the subject of every issue is a specific street or location in the City of Bremen, which is pictured from different perspectives within every issue. The magazine has a critical claim and tries to offer new and surprising perspectives on the apparently familiar urban environment. Quite innovatively the magazine does not focus on the street as a metaphor for social misery, but rather emphasizes the topic of public space. It does therefore not appeal to a guilty conscience but much more to the curiosity, openness and the relationship of its potential readers with the City of Bremen (Zeitschrift der Straße, 2019a).

As a “*social-project*” the magazine is giving “needy people ..... the chance to legally and independently earn money without having to beg” (Zeitschrift der Straße, 2019b). The magazine employs street vendors, who sell the magazine for a price of 2,50 € and get 1,30 € as personal profit (Innere Mission, 2019a). With its high-quality design and modern contents, the magazine tries to buck the trend that street magazines are often bought in an act of donation, while not being read. The main aspiration of the magazine is to generate a real perceptible value derived from its content and a positioning of the vendors as proper salespersons (Zeitschrift der Straße, 2019a). The project strives to decrease social exclusion through increasing respect and appreciation as well as through the cooperation between the different groups of people within the initiative’s work.

As a “*learning-project*” the *Magazine of the Street* offers students of different fields (e.g. Design, Journalism and Economics) (HFK, 2014) and different universities the possibility to participate in a challenging and realistic learning environment (Zeitschrift der Straße, 2019a). Participation in the *Magazine of the Street* can be integrated in the curricula of different university degree programs, for example in the bachelor degree *Cruise Tourism Management* (HS Bremerhaven, 2016) while other students work on the magazine in a voluntary capacity (Zeitschrift der Straße, 2019a). While the student teams of the *University of Applied Science Bremerhaven* take responsibility for marketing, events, organization and fundraising, students of the *University of the Arts Bremen* (since 2015 students of the *School of Arts Wandsbek*) work in cooperation with a local advertising agency on the layout and graphics of the magazine (Innere Mission, 2019a). Students of the cultural studies degree

program (*University Bremen*) have the possibility to participate on workshops regarding journalistic writing and work on the issues of the magazine within their academic education. Student project work in the *Magazine of the Street* usually takes place within the third and fourth semester of the different degree programs. The amount of credit points which can be gathered through the participation in the *Magazine of the Street* is always discussed by the responsible professors and teachers of the different universities. Working within the project gives students the opportunity to gather professional competencies regarding decision-making, responsibility and social skills as well gaining experiences in the field of civic engagement.

### **Outcomes and Impact**

The project provides a variety of learning outcomes for the participating students as well as a financial outcome for the participation street vendors. The main impact of the *Magazine of the Street* is in changing the social position and image of homeless people not only in the City of Bremen but in general. In addition, the effective presentation and promotion of the project gives an outstanding example of successful work in public relations: The project was repeatedly awarded several prizes (ten in total) and successfully participated in different tenders throughout the years. *The Magazine of the Street* for example won the award “*Deutscher Bürgerpreis*” in 2017 as well as the “*Google Impact Challenge*” in 2016. The project also shows constant presence in media and press. The magazine’s website lists over 60 press articles, which make the magazine and its work subject of (public) discussion (Zeitschrift der Straße, 2019c). Nevertheless, a systematic evaluation of the magazines work and impact has not yet been undertaken. The board-meetings and the closed meetings that are held once a year are the main places in which the staff members discuss the successes and issues of the magazine project.

### **Future Outlook**

The project’s sustainability mainly depends on the (financial) linkage to the *Association for the Inner Mission*, the anchoring of the student-activities in the curricula of different universities, the engagement of volunteers and the job opportunity for potential vendors. Currently conditions look promising for the future work of the magazine.

### **Conclusion and Lessons**

Potential replication of this partnership could focus on two key elements: the spectrum of student engagement, which is offered by the magazine with its different possibilities of curricular inclusion; and its distinct dissemination strategies through participation at competitions and engagement in public media and press. Despite the future-oriented and sustainable approach, the *Magazine of the Street*, is like any other community university partnership, dependent on the constant cooperation of the various voluntary groups, without whom its impact could not be maintained.

#### **3.3.2.2 *Zukunftsstadt Lüneburg 2030+***

##### **Summary**

The initiative “*Zukunftsstadt Lüneburg 2030+*” as our second case study is a complex city and urban development project between the city, the civil society, companies and the Leuphana University of Lüneburg, which generates visions for a sustainable and liveable city as well as strategies for their implementation. We consider this case a good example of managing a complex partnership with a

variety of ambitions. From a theoretical view the project can be described as an embedded, place-based as well as issue-based partnership.

## Background

The initiative “Zukunftsstadt Lüneburg 2030+” is a cooperative project between the city council of Lüneburg, the city’s *Leuphana University* and civic partners, with the main goal of urban and cultural development through different civic based actions. The project was initiated through a co-created and successful application within the funding program *Zukunftsstadt* (FMER, 2019a; FMER, 2019b) by the German Federal Ministry of Education and Research in 2015. The funding program supports different cities in Germany to develop (1) visions of sustainability for their city’s future, (2) implementation strategies and (3) experimental settings of implementation (Wettbewerb Zukunftsstadt, 2019) within three distinct project phases. Every phase needs a new application for funding, all three of which have been successful in the case of Lüneburg.

## Structure

The project is led by an advisory board mutually run by partners of the city council<sup>2</sup>, the university (professors, research associates and students) and engaged and involved citizens of Lüneburg. Hierarchical implications have been taken care of during the board’s implementation to ensure all project partners could meet as equally entitled colleagues from the very beginning. During this first phase board-meetings were held every six weeks. One of their major tasks was decision making regarding project strategies, further participation on bids and discussion of responsibilities. The advisory board is designed as an open construct and successively complemented with new city partners throughout all project phases; it also makes use of external experts in case special expertise is needed.

## Process

In the project’s first phase in 2015 (with a total funding of 35 000 €), 25 visions for the future of the city of Lüneburg were created<sup>3</sup>. The development of the visions within the first project phase was informed by the UN Sustainable Development Goals (United Nations, 2018), which is so far a unique approach in Germany. Because of the low funding and the innovative potential of university teaching the project made strategic use of the Leuphana University’s introductory programme to studying (which is called the *Leuphana Semester*). During the *Leuphana Semester* every first-year student of the Leuphana University needs to attend different subject-specific, as well as interdisciplinary lectures and (project) seminars with a focus on the topics of responsibility and sustainability, humanities, methods and disciplinary introductions. Throughout the whole semester the students work academically in teams and in cooperation with experts on each seminar’s social projects. The semester starts with an opening week “as a practical workshop and a forum for ideas” (Leuphana, 2019) and ends with a conference week, that discusses “possibilities and limits of shaping the future with guests from the fields of politics, science and civil society” (Leuphana, 2019).

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<sup>2</sup> If not cited separately, information was gathered through an expert interview. We would like to thank Dr. Karl-Heinz Rehbein for the interesting and informative insights.

<sup>3</sup> All visions are listed on the project’s website: <https://www.lueneburg2030.de>

Within the semester different project seminars with a focus on the *Zukunftstadt 2030+* project were created by successfully involving the teaching staff of the Leuphana University. With the goal of connecting each of these project seminars with a “*Godfather*” of the city’s civil community or local associations, every seminar worked on one of the visions for the future of Lüneburg and incorporated different partners. At the end of the first phase, the seminars results were documented, bundled and disseminated by a coordinator of the Leuphana University, who had been employed within the project.

The Second phase of the project started in 2017 and was mainly conducted by scientists of the Leuphana University. With a funding of 200 000 € implementation strategies<sup>4</sup> based on the formerly developed visions were created by two research associates, by means of further research and different workshops and seminars with the participation of civic as well as city partners.

With initiative *Zukunftsstadt Lüneburg 2030+* Lüneburg is one of the seven cities that will receive funding for the third project phase, which is starting at the end of 2019. In this third phase the implementation strategies will be tested in so called experimental practice-settings in Lüneburg over the course of the next three and a half years. The project funding will be approximately 1 500 000 € of which the city will receive two thirds, while one third will be used to finance staff around the different partners, including research associates. Within the experimental settings researchers, students, civic and city partners will explore the suitability of the strategies as well as the outcomes and the strategies’ impact on the city of Lüneburg by testing and modifying those strategies.

Two of the biggest challenges that occurred during the project, were firstly, getting civic partners and organisations in Lüneburg involved with the university seminars in the first project phase. Secondly it posed a challenge to maintain the cooperation and contacts between the partners during the bridging phases between the three funding periods. With over 400 voluntary actors, who have been come involved during the project’s phases one and two, the effort of administration partners was extremely high. Claiming liability around the civic partners added to this challenge, because the project was established without any cooperation agreements. To meet these challenges directly, personal and steady contact and relationship building has proven to be productive. In the third project phase a newsletter, especially addressing the project partners, will be created.

### **Outcomes and Impact**

The main outcomes of the project are the new perspectives on and competencies in sustainable urban development the students, academics and city partners gathered through the two project phases. *Lüneburg Zukunftsstadt 2030+* tries to impact the social value of sustainable living as well as the living quality of the citizens of City of Lüneburg. In addition, the project puts the UN Sustainable Development Goals in a tangible and applied focus and, in doing so, increases the relevance of the principles in general.

### **Future Outlook**

The project will be evaluated systematically through accompanying scientific research in the upcoming funding period and project phase at the end of 2019. One main obstacle during the evaluation will be the measurement of the project’s outputs, outcomes and impact on the city of Lüneburg. This evaluation is an obligatory requirement of the funders in the last phase of the project.

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<sup>4</sup> All implementation are listed on the project’s website: <https://www.lueneburg2030.de>

## Conclusion and lessons

Regarding the potential replication of elements of this large cooperation project, the example of *Zukunftsstadt Lüneburg 2030+* shows especially in the first project phase how to make effective use of existing university structures. The participation of citizens as “Godfathers” related to a special topic or sector is a practical method of systematically involving engaged citizens in university teaching or project-seminars. In addition, *Zukunftsstadt Lüneburg 2030+* shows that linking the project objectives to a broader framework (UN Sustainable Development Goals), can give the project more (international) relevance as well as a potential pioneer status. To demand a high degree of reliability, liability and steady participation around the civic partners seems to be one of the big challenges of a project of this size.

### 3.3.2.3 *Partnership-based Promotion of Organisational, Regional and Transparent Development Partnerships – Collaborations between the ASH and the Marzahn-Hellersdorf district of Berlin*

#### Summary

Finally, we introduce the cooperation between the Alice Salomon University of Applied Sciences Berlin (ASH) and different stakeholders in the Marzahn-Hellersdorf district of Berlin. Since 2008 ASH and the Marzahn-Hellersdorf district have been involved in diverse activities, projects, networks and cooperations. In the project *Partnership-based Promotion of Organisational, Regional and Transparent Development Partnerships (Projekt P.f.o.r.t.E)*, stakeholders and academics took a close look at the existing collaborations and identified factors of successful partnerships and barriers and developed suggestions for structure development based on their own work involving institutionalizing collaboration. From a theoretical point of view the project can be described as a networked and place-based partnership.

#### Background

The ASH as a university of applied science with a profile in the fields of social work, health and education, has been located in the Marzahn-Hellersdorf district of Berlin since 1998. From that time, the ASH has addressed the needs for action of priority topics of this district such as an ageing demographic, poverty, education, health care and sustainable development as well as challenges regarding migration, racism, exclusion and discrimination (Projekt P.f.o.r.t.E, 2017, pp. 17-18). The main goals of Projekt P.f.o.r.t.E, which commenced in 2015 and was concluded in 2017, were to implement an interface and a third space between the university and the community in the district (ASH, 2019). Its aim being to support and further develop and promote existing projects as well as systematically identify success patterns, facilitating structures and frameworks upon which the work of community university partnerships is based (Projekt P.f.o.r.t.E, 2017, p. 16). The project focused on the task to identify ways of facilitating and stabilizing existing collaborations.

#### Structure

This form of a “meta” project had been created as a collaboration between the ASH and community stakeholders of the district, starting with a mutual application for funding at the foundation’s association in 2015. During the funding period from 2015 to 2017 the ASH collaborated with seven partner organizations within the project (ASH, 2019):

- District Office Marzahn-Hellersdorf

- Protestant Church Community Hellersdorf
- Volunteer Agency Marzahn-Hellersdorf
- Partnerships for Democracy Marzahn and Hellersdorf
- Neighbourhood Management Hellersdorfer Promenade
- Self-help, Contact and Advice Center Marzahn-Hellersdorf
- Society of Careful Urban Renewal (S.T.E.R.N.)

The project was structured with two committees, one was commissioned with the operative execution of the project, the other an advisory board which served a consultancy function to guide the project (Projekt P.f.o.r.t.E, 2017, p. 17). Both committees were equally staffed with community and university partners. A project-funded research associate functioned as a coordinator in an interface-position. The project was funded by the aforementioned initiative *Campus and Community* provided by the foundation's association and was complemented by funding from the district's cooperative society (Projekt P.f.o.r.t.E, 2017, p. 2).

### **Process**

The bid for the project was co-created by different actors of the ASH, the Neighbourhood Management Hellersdorfer Promenade and the district-mayor. The various ways of facilitating and stabilizing existing collaborations within the social work in the Marzahn-Hellersdorf district of Berlin have been developed during discussions in the both committees mentioned above and during workshops and project meetings. The project organized two P.F.o.r.t.E.-Workshop-Days, a cooperation with the universities' Centre of Innovation and Quality in Academic Learning and Teaching, discussions of the collaborations during two 'university days' and the universities' 'focus week' in 2016 that addressed the task of developing new solutions for a sustainable inclusion of refugees.

### **Outcome and Impact**

The main outputs and products of the project are described and summarized in a final project report (Projekt P.f.o.r.t.E, 2017). The report gives short insights into good practice examples of community university partnerships, which were built in the district over time and describes the development of the ASH's engagement in the district. The report has been coproduced by the community stakeholders of the district and the ASH staff. Key points of successful collaboration and suggestions for development of community university partnerships are presented in the final results. When it comes to the key points of successful collaborations between university and community partners, the findings of this project overlap great deal with the findings of the systematic review described in the previous section (Drahota et al. 2016), as well as the follow-up-studies and reflections on community university partnerships which have been subject to the first part of our state-of-the-art review. For example, the factors *mutual trust, understanding and participation* as well as the productive and reflexive *handling of hierarchies* were headed and specified by the authors of the project's report (Projekt P.f.o.r.t.E, 2017, pp. 44-46). However, the authors also identify *reliability, obligations and responsibilities*, as facilitating factors. Drawing from their own experience the report's authors reflect upon several propositions regarding CUPs in general. In terms of binding goals and actions they describe the benefit of outlining a clear agreement of desired outputs, outcomes and impacts of the project early on. In addition, because of the flexibility of community university partnerships, they claim it necessary to discuss which directions of the partnership are and are not acceptable and manageable for all partners (Projekt P.f.o.r.t.E, 2017, pp. 44-45). They also report that the partnership should be executed with the necessary result-oriented attitude (Projekt P.f.o.r.t.E, 2017, p. 45) with any possible form of

institutional support or cooperation as early as possible. The final report of the project thus makes clear that reliability, obligation and commitment must be mutually created, produced and mutually demanded by all parties. Transparency of decision-making and project structures is considered as an essential condition of successful and open project work (Projekt P.f.o.r.t.E, 2017, p. 45).

The Projekt P.f.o.r.t.E team report that building intermediary structures between universities and local communities is an appropriate way of facilitating collaboration between communities and academics. The experience in the project has shown, that the initiation and implementation of partnerships rely on financial, personal, temporal, and infrastructural resources and frameworks (Projekt P.f.o.r.t.E, 2017, p. 48). The authors suggest an equal staffed organizational context which is attached to the local community as well as to the university increases reliability in collaborations and mutual transparency, (Projekt P.f.o.r.t.E, 2017, p. 48) and helps support cooperation and to systemise and bundle existing and formerly only loosely linked collaborations. The authors emphasize the need of a low-threshold matching-position, which is able to mediate between the different logics of practice and science, when being addressed by one sector or the other (Projekt P.f.o.r.t.E, 2017, p. 48).

The final report also points out, that the drafting and signing of cooperation contracts between stakeholders is strongly recommended (Projekt P.f.o.r.t.E, 2017, p. 48). The authors point out in addition, that on the level of institutional management, the engagement in community university partnerships can be used to induce collaboration with external partners to the mission statement and guiding principles of the different organisations (Projekt P.f.o.r.t.E, 2017, p. 49). Finally, the report suggests the creation of an integrative, inter- and transdisciplinary “Campus-Community-Module” to engage communities in teaching (Projekt P.f.o.r.t.E, 2017, p. 50).

The main outcome of the project was the further networking of the different project partners and an increase in the quality of the partnership. By doing that it may be expected that the project had an impact on the landscape of social work in the Marzahn-Hellersdorf district in general. A systematic evaluation of the project had not been carried out.

### **Conclusions and lessons**

This meta-perspective on community university partnerships which was taken into account through the project *Partnership-based Promotion of Organisational, Regional and Transparent Development Partnerships* shows us not only success factors of community university partnerships. It also shows, how existing structures within the university, like university days, workshops-weeks and established centres can be integrated in the project work.

#### **3.3.2.4 Conclusion**

The description of the three cases has shown how an entire city, a city’s district and a local institution can be considered as partners within the context of a community university partnership. The *Magazine of the Street* gives a good example of how sustainability can be achieved, while the partnership in the context of *Zukunftsstadt Lüneburg 2030+* shows how diverse actors and their perspectives can be brought together throughout the participation in a public funding initiative. The cooperation between the ASH and the district Marzahn-Hellersdorf of Berlin highlights what can be learned structurally from existing structures in such partnerships.

All three partnerships have a high degree of connectivity and institutionalisation, which contributes significantly to their success. These factors can however be achieved differently. For example, through anchoring in teaching, through transparent and fixed responsibilities of city and university members



or through a combination of a project team and an advisory board equally staffed with community stakeholders and university partners. We like to highlight that all three partnerships have been formed within a co-creation approach from the beginning. The three cases of partnerships involve a high degree of participation by the different stakeholders. As methods of organizing and widening participation in universities' community engagement activities we like to summarize:

- the importance of co-creation straight from the beginning,
- the curricular integration of the universities' community engagement activities within the field of teaching,
- the creation of real (subjective) benefits for participants,
- the opportunity for citizens to get involved in the universities' sphere,
- putting the project in a broader socially relevant picture or framework (like *Zukunftsstadt Lüneburg 2030+* did),
- making use of still existing universities' and engagement structures within the community (e.g. centres and volunteer agencies etc.),
- spreading real responsibilities that are connected to specific project goals among the participants,
- the use of cooperation contracts between stakeholders.

Both the *Magazine of the Street* and the *Projekt P.f.o.r.t.E* are explicitly connected with the field of social work and give useful information regarding the engagement and inclusion of socially marginalized groups within university engagement activities.

It should be noted that none of these partnerships has been systematically evaluated. Informal evaluative feedback is often gathered through the development of bids and competition, like the examples *Magazine of the Street* and *Zukunftsstadt Lüneburg 2030+* have shown. This lack of systematic evaluation in the field of community engagement and community university partnerships seems to be a characteristic within the German context and could be noted as a subject for further research.

### 3.3.3 References

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### 3.4 The Netherlands

#### 3.4.1 Introduction on policy and initiatives in The Netherlands

Since the early 1980s, Dutch policymakers have been concerned with increasing universities' societal contributions (Zomer & Benneworth, 2011). In the 2004 Science Budget, the government announced that universities were to fulfil a Third Mission, next to their education and research missions. This Third Mission relates to the transfer of knowledge for the benefit of society (valorisation).

In 2015 the former Minister of Education presented the Strategic Agenda for Higher Education and Research 2015-2025. A key objective in this strategic agenda for higher education is connecting higher education with society. The ambition is formulated as follows:

'In 2025 Universities of Applied Sciences and Research Universities work together in a sustainable way with secondary schools, lower vocational institutions, research institutes, governments, companies, hospitals, local shops, sports clubs, and so on. Furthermore, in 2025, many learning environments, such as living labs, fab labs and field labs have emerged, with attention for crossovers between disciplines' (Ministry of Education 2015: 62)

Also, in the *2025 Vision for Science: choices for the future*, the Dutch government formulated as one of their three main ambitions that 'Dutch science has even closer ties with society and the private sector and has maximum impact'. In addition, scientific knowledge must be shared to ensure not only better education for students, but also to be able to respond to current social problems and issues.

In this state-of-the-art Community University Partnerships<sup>1</sup> are chosen where knowledge institutes and the city (local government) are involved and work together on solving social problems in major cities in the Netherlands. As such, in selecting the cases, we considered that the largest cities in the Netherlands were represented in this review as well. Based on these criteria, we singled out three different models in the Netherlands.

In order to collect information about the partnerships we conducted a traditional review of (grey) literature and conducted expert interviews with key-informants who are closely involved in the three selected partnerships. For each partnership we will focus on the outcomes, innovations, sustainability and the (methods of) evaluation.

#### 3.4.2 Examples of partnerships in The Netherlands

##### 3.4.2.1 *The Dutch City Deals*

###### **Summary**

The first model selected are the City Deals. In the Netherlands, a City Deal is an agreement between a select number of cities, national government departments, civil society and the private sector to tackle a specific and self-defined problem. There are 19 City Deals in the Netherlands, and in this state-of-the-art the focus is on the City Deal on Education. In the City Deal on Education, research and practice are related to each other; it is the only City Deal in which research Universities, as well as Universities

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<sup>1</sup> In this state of the art we will use the term CUP (Community University Partnership), as the term 'university' implies both research universities as well as universities of applied sciences.

of Applied Sciences are in a partnership together with the city (local government). The City Deal is an example of a place-based partnership, with a focus on the city as a geographical area.

## **Background**

In 2015 the Dutch Government announced its plan for a *Dutch Urban Agenda* (Agenda Stad). This Dutch Urban Agenda comprises measures to strengthen growth, quality of life and innovation in Dutch cities. The Dutch Urban Agenda is an initiative of the ministries of Infrastructure and Water Management; Economic Affairs and Climate Policy, and the ministry of Interior and Kingdom Relations. The aim of the Urban Agenda is to strengthen the competitiveness and the livability of Dutch cities. In order to achieve these goals, the national government initiated in 2015 the so-called City Deals.

## **Structure**

As mentioned above, a City Deal is an agreement between a select number of cities, national government departments, civil society and the private sector to tackle a specific and self-defined problem. The moment a City Deal is closed, an agreement is signed by all partners involved to exercise their commitment. In principle, each City Deal has a five-year term.

The Ministry of Interior and Kingdom Relations is often the initiator of the City Deal. They explore which cities and (private, public) partners want to do work together on a certain subject. Also, the Ministry is responsible for streamlining and monitoring the various city deal processes, as well as collecting and distributing the lessons learned.

The City Deals consist of ever-changing coalitions of cities. About 40 percent of the cities involved participate in more than one City Deal. On average, five cities are involved in a deal. Three quarters of the 32 largest cities in the Netherlands participate in a City Deal (Hamers, Dignum and Evers, 2017). An overview of the City Deals is given below (see Box 3.4.1). Seven of these City Deals have been completed and about half are nearing completion.

A City Deal is not only about solving specific issues such as climate adaptation, or housing shortage, but also about new ways of collaborating between parties (Ministerie van BZK, 2016). This new, intensive collaboration must ensure evidence-based urban policy.

## **Process**

The starting point of the City Deal is the partnership between cities, national government departments, civil society and the private sector to tackle a specific and self-defined problem. The extent to which and the way(s) in which citizens are involved in the City Deal differs. Often citizens are seen as partners in the City Deal. The City Deal Integrated Social Services was primarily aimed at vulnerable citizens. This City Deal started in 2016 and was closed in 2018. In this City Deal, five municipalities, four ministries and several social workers worked together. The ambition of this City Deal was better support for vulnerable groups and to make it possible for social workers to deliver more customized work for their clients. To achieve this, social workers thought-out solutions together with their clients, which was perceived positively by the clients (Meere et al., 2018).

## Evaluation and financing of City Deals

In the Spring of 2017, the Ministry of the Interior and Kingdom Relations (BZK) asked the PBL (Netherlands Environmental Assessment Agency) to carry out an ‘ongoing evaluation’ of the City Deals with a specific focus on the extent to which these agreements promoted innovations (Hamers, Dignum and Evers, 2017), as well as the degree to which the various participants were satisfied or frustrated by the City Deal, in order to arrive at practical policy recommendations. In addition, a focus was on the channels of communication between tiers (vertical) and disciplines or policy fields (horizontal) and the role played by the City Deal in facilitating this. The PBL made a representative selection of 11 City Deals (two of which had not yet been signed) and carried out 44 semi-structured interviews with the various

### Box 3.4.1 Overview Dutch City Deals

- Infill development (Binnenstedelijk bouwen en transformatie)
- Circular economy (Circulaire stad)
- Green technologies (Clean tech)
- Integrated social services (De inclusieve stad)
- Cross-border economic activity (Eurolab Grensoverschrijdend werken en ondernemen)
- Smart energy solutions (Gelrestad)
- Smart specialisation (Health hub)
- Climate adaptation (Klimaatadaptatie)
- Education (Kennismaken)
- Wired homes (Naar een digitale woonomgeving)
- Economic strategy (Roadmap Next Economy)
- Accessibility (Stedelijke bereikbaarheid)
- Public safety (Stedelijke veiligheid)
- Urban food (Voedsel op de stedelijke agenda)
- Ecosystem services (Waarden van groen en blauw in de stad)
- Warm Welcome Talent (Warm welkom talent)
- Energy saving (Woningabonnement)
- Fighting crime with big data (Zicht op ondermijning)
- Public safety (Zorg voor veiligheid in de stad)

parties within each deal (e.g. municipalities, national ministries, businesses). All interviews were transcribed and processed using qualitative data analysis. In general, the evaluation concluded that City Deals contributed to a new form of network governance, and had allowed participants to think beyond existing frameworks, but that there was still room for improvement. For example, in almost all City Deals the availability of resources (hours and euros) are a problem. This does not only concern the means to reach a Deal (the preparatory phase until the signing), but also the implementation of it, because more money is needed (ibid). The cross-over nature of City Deals in particular makes it difficult to obtain budgets, because they are often allocated sectoral (ibid).

**Source: Hamers, Dignum and Evers (2017)**

Discussion about the resources that are required for both the process as well as the implementation of the City Deal have been postponed many times. In some cases, the partners involved start a new process after signing the City Deal, in order to make budget available and for the concrete allocation of tasks. Occasionally partners try to get financing

elsewhere, which can be delaying (ibid). Yet, if financing is not arranged, there is a risk that no concrete actions will follow and the City Deal never moves beyond intentions (ibid). One of the recommendations from the evaluation is, therefore, that the national government provides money for the exploration and implementation phase of City Deals (ibid).

The City Deal on Education succeeded in arranging funding through the Ministry of Education, Culture and Science. We will return to this in the next section, in which we will discuss this City Deal in more detail.

### 3.4.2.1.1 The City Deal on Education

#### Background

##### Box 3.4.2

The text in this section is based on a review of (grey) literature, as well as information received during an interview with Rowinda Appelman. Rowinda Appelman works for the Dutch government. She is responsible for the set-up and implementation of the City Deal on Education. Next to that she is also accountable for the national network, the expansion, the events and the knowledge exchange between the cities involved.

The City Deal on Education is a result of both the *Strategic Agenda for Higher Education* and its ambition to connect knowledge institutes with society, as well as the *Dutch Urban Agenda* (see previous section). With the City Deal on Education, the partners aim to accelerate the solution of social challenges in cities through large-scale involvement of researchers, lecturers and students. The partners regard this on the one hand as a form of making use of knowledge and on the other hand as making the city available as a learning environment for students ([www.agendastad.nl](http://www.agendastad.nl)). Ultimately, it must yield a proved and proven good method of partnership between knowledge institutes and the city of which students in particular will benefit.

On March 16, 2017, the City Deal on Education was formally signed by the Minister of the Interior and Kingdom Relations, the Minister of Education, Culture and Science, The Netherlands Association of Universities of Applied Sciences, the Association of Universities in the Netherlands, student housing provider Kences, urban authorities and directors of knowledge institutes from nine cities: Nijmegen, Delft, Enschede, Groningen, Leiden, Maastricht, Rotterdam, Tilburg and Wageningen.

At first the City Deal on Education was primarily focused on research Universities. Yet the Netherlands Association of Universities of Applied Sciences agitated against this. And with success, as by now 19 cities are involved<sup>2</sup>, 28 Universities of Applied Sciences, 12 research Universities and 5 institutes for secondary vocational education. The City Deal on Education is the only City Deal with an ambition in the field of Education and is - with 19 cities involved - the largest City Deal.

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<sup>2</sup> The Dutch Cities involved in the City Deal on Education are: Amsterdam, Nijmegen, Delft, Enschede, Groningen, Leiden, Maastricht, Rotterdam, Tilburg, Utrecht, Wageningen, Leeuwarden, Deventer, Breda, Den Bosch, Den Haag, Zwolle, Ede, Arnhem.



## Structure

One of the conditions as a city to participate in the City Deal on Education is that the partnership or consortium consists - in principle - of at least a research university, a university of applied sciences and the city (local government)<sup>3</sup>. Furthermore, the city must have a minimum of 100,000 residents and a minimum of 5,000 students. In addition, another condition is that there is commitment from all partners involved. Based on these conditions, 19 cities were eligible<sup>4</sup>.

The exact number of partners that the consortium consists of, differs per city. In Amsterdam seven partners are involved in the City Deal on Education, whereas in Deventer only two partners are included. This has to do with the number of knowledge institutions that are present in the city, but also whether there are other parties involved in the consortium. For example, in Amsterdam the Amsterdam Economic Board also signed the City Deal on Education and in Leeuwarden businesses also participate. Due to these differences, the governance of the City Deal on Education is in one city more complex than in the other.

## Evaluation of and financing the City Deal on Education

As stated in the previous section, getting the City Deals financed is often a problem. Yet the City Deal on Education managed to get funding from the Ministry of Education, Culture and Science. In 2018 a subsidy call was launched with which participating cities could apply for financial resources to start a joint project, set up a strategic (research) agenda or appoint a coordinator ('kwartiermaker'). Initially it was the Ministry's intention to have a one-off financial impulse. Yet, at the end of 2018 the Ministry of Education, Culture and Science initiated a mid-term evaluation. The midterm evaluation involved conversations with both urban authorities as well as directors of the knowledge institutes. Based on the positive midterm evaluation, extra money was made available by the Ministry for the coming three years (3.7 million euros). This extra budget means that there is one million euros per year available for the continuation of the projects or the development of new projects. Further, 300,000 euros is intended for knowledge sharing, as well as 300,000 euros for research. The last 100,000 euros is for unforeseen or extra expenses. After these three years, the partnership should revolve around (financial) resources from the cities and knowledge institutes themselves.



Meeting City Deal on Education, Groningen

<sup>3</sup> In 2017 the City Deal started with cities where both research universities as well as universities of applied sciences are present. There are twelve cities in the Netherlands, of which 11 decided to participate. In addition, in 2018 cities where only universities of applied sciences are located were able to join the City Deal as well. This resulted in a total of 19 cities in the Netherlands.

<sup>4</sup> The City of Eindhoven would also comply, but decided not to participate in the City Deal Education.

## Outcome and Impact

The impact of the City Deal on Education is thus far difficult to assess, as the participating cities are now implementing their first joint project. Yet, through the partnership the City Deal contributes to better cooperation and a new form of network governance between knowledge institutes and the city ([www.agendastad.nl](http://www.agendastad.nl)). In addition, below a selection is given of some of the initiatives that are or will be developed the coming years<sup>5</sup>:

- In 2018-2019 the city of Nijmegen will start two major neighbourhood projects on healthy city and neighbourhood approaches, with students from the Radboud University and the University of Applied Sciences from Arnhem and Nijmegen, on the themes of the Integrated Neighbourhood Approach and 'Healthy City'.
- In the coming years the cities of Wageningen and Ede will build a Living Knowledge Network, in which all partners from the City Deal will work together on a structural basis.
- The city of Delft appointed a coordinator to set up a living lab in Delft, together with the municipality as well as social organizations and knowledge institutes.
- The city of Leiden will start with 'the Shop' and 'the Studio': neighbourhood residents can go to the shop if they have any assistance needed from students. In the Studio new approaches will be developed by students that can be offered to the Shop.
- In Groningen the City Deal on Education is used to include the University of Groningen as a formal partner in a successful project (WIJS) that was developed by the Hanze University of Applied Sciences and the municipality of Groningen. The main ambition of WIJS is to connect students in a positive, helpful way with other citizens of Groningen.

## Conclusion

The City Deal on Education in the Netherlands is an important and innovative way in which cities, research universities and universities of applied sciences collaborate on an equal basis in finding solutions for major social and urban challenges. Due to a positive mid-term evaluation, the City Deal on Education also received funding from the Ministry of Education for the coming years. The biggest challenge is primarily the sustainability of the partnership the moment the national funding comes to an end and the partners involved must provide structural funding themselves.

### 3.4.2.2 *Living Labs*

#### Summary

Secondly, we will describe living labs. Living labs are often presented as a contemporary initiative in which citizens, knowledge institutions, companies and governments work together and find innovative solutions for the complex social issues of this time, such as climate change and social inequality (Maas, van den Broek & Deuten, 2017). The number of living labs has increased enormously in the Netherlands in recent years (ibid: p.7). We will focus on living labs in Amsterdam, where university staff are embedded in the community. As such, the field labs can be regarded as an example of an embedded partnership.

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<sup>5</sup> Source <https://agendastad.nl/de-kracht-van-kennis-twee-jaar-city-deal-kennis-maken/>

## Background

### Box 3.4.2

The text below is based on a review of (grey) literature, as well as information received during interviews with Rob Andeweg and Anna de Zeeuw. Rob Andeweg is program manager on behalf of the Amsterdam University of Applied Sciences. His main task is to connect the AUAS with the city. He is one of the founders of BOOT and is also involved in the development of the field labs. Anna de Zeeuw works as research coordinator at the AUAS. She is the coordinator of various research projects that are part of the field labs in Amsterdam.

Living labs are initiatives in which governments, residents, knowledge institutions, entrepreneurs and others jointly seek solutions for social issues such as climate change and social inequality and are intended to promote the collaboration between a variety of actors. Knowledge institutions position living labs as an interpretation of 'open science' or 'socially responsible research', in which non-academic parties are also involved in the agenda, programming, financing, implementation and (especially) the valorisation of research. As such, living labs give practical meaning to the social mission and valorisation task of knowledge institutes (Maas et al., 2017:13).

There is no clear definition of living labs in the literature (Maas et al. 2017). And as such there is a variety of labs. Nevertheless, there are some important common features. By approaching problems at the local level, it becomes possible to work context-specific (Majoer and Morel, 2017: 15). In addition, the participation and involvement of direct stakeholders (co-creation) in living labs is essential: social institutions, governments, companies and citizens contribute values, interests and needs. Knowledge institutions also play an important role in organizing learning processes (ibid). A definition of living labs in which these characteristic features are included is:

'Both a physical location and a joint approach, in which different parties experimenting, co-creating and testing in a lifelike environment, delineated by geographical and institutional boundaries'. (Schliwa and McCormick, 2016: 174, in: Maas et al., 2017: 24)

The number of living labs has increased enormously in the Netherlands in recent years (Maas et al., 2017: 7). The Rathenau Institute examined lab initiatives in the five largest cities in the Netherlands and a few other university cities (Maas et al., 2017). They found over 90 initiatives that present themselves as living labs. Most initiatives were found in Amsterdam, followed by Rotterdam. In this state-of-the-art we present an example of urban living labs in Amsterdam. They are called field labs<sup>6</sup> and are a collaboration between the Amsterdam University of Applied Sciences (AUAS) and the municipality of Amsterdam. Maas (et al. 2017, p. 27) cite the field labs in Amsterdam as an example for others. Before we elaborate on the field labs, we will first look at the role of AUAS in the city. One of the ambitions of the AUAS is that it is a university of applied sciences, for and (together) with the city of Amsterdam.

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<sup>6</sup> There are three field labs in Amsterdam. They are named after the city district: Amsterdam Nieuw-West (New West), Amsterdam-Oost (East) and Amsterdam-Zuidoost (south east).

## AUAS<sup>7</sup> and the City

For over ten years, the AUAS is in many ways involved in and around the city. To make this transparent, a visual map has been made of all places where education or research from the AUAS takes place in Amsterdam and which partners are involved: <https://hvaindestad.nl/kaart>. Below a selection of some of these initiatives are given.

- **BOOT:** BOOT stands for the **B**uurtwinkel (neighbourhood store) for **O**nderwijs (Education), **O**nderzoek (Research) and **T**alentontwikkeling (Talent Development). In 2008 the Minister of Housing, Neighbourhoods and Integration opened the first BOOT in Amsterdam. The ambition was to realize a low-threshold learning environment in the neighbourhood where students work together with lecturers and professionals, to set up services and activities for residents and/or the neighbourhood. To illustrate, entrepreneurs who want to start their own company, are assisted by students' business administration to set up their business plan.  
In collaboration with the municipality of Adam, housing corporations, and local civil society organizations, BOOT is now located at four locations in deprived neighbourhoods. Over 600 students per year are involved in these BOOTs, thereby realizing at least 30 ECTS for their studies.
- **Neighbourhood campus:** Currently, the AUAS is working on a partnership with the Public Library of Amsterdam (OBA), in particular because of the many public buildings the OBA has all over the city. These public buildings are easily accessible, and recognizable for citizens. The ambition is to set up neighbourhood campuses together with OBA and to employ 'knowledge brokers' -from the AUAS, the OBA and another partner- whose main task is to have constant conversations with residents and entrepreneurs in the neighbourhood about the main social and urban issues in the neighbourhood. Thereafter, a coalition is formed with the partners involved to tackle these problems within a long-term partnership. This year, the first two pilot projects will be started and the intention is that within three years' time ten areas (total of 40,000 inhabitants).
- **Field labs** are geographic areas in Amsterdam within which long-term agreements have been made with stakeholders about a specific research and innovation agenda. The field labs are designed in such a way that a social or urban issue can be tackled integrally from a social, physical, economic and governance perspective. The aim is to learn and to innovate in the city with partners in the neighbourhood and thereby create a learning environment in which the knowledge and experiences of all stakeholders are central. In the following section we will discuss these field labs in more detail.

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<sup>7</sup> About 47,000 students' study at the AUAS.

### **Field labs Amsterdam: Amsterdam as a laboratory**

In Amsterdam three urban living labs started in close collaboration with the municipality of Amsterdam. These urban living labs are called field labs in Amsterdam. In field labs innovative approaches are used to tackle urban issues at the local level. The ambition is to develop knowledge and solve existing problems together with stakeholders. Co-creation and the participation of residents, companies, social organizations and knowledge institutions are therefore the starting point. Another ambition is to connect research, education and practice and develop a research and innovation agenda together. In design sessions, for example, researchers, social organizations, civil servants and citizens must agree on what the main problem actually is. Next, researchers present possible studies and experiments to solve this issue. Again, an innovative and multidisciplinary approach is central (Majoor & Morel, 2017, p. 15). Field labs can be regarded as participation spaces. An important goal of the field labs is to initiate a change of existing governance (coordination) structures through individual projects and approaches.

### **Structure**

An important principle in the governance of field labs is the principle of partnerships. With the strategic partners a joint, multi-year research agenda is being developed, which is translated into several (research) projects. In 2014, the first covenant was signed between the AUAS and the local government of Amsterdam New West. This was followed by covenants with the local government of Southeast and East. At the end of 2017, a citywide covenant was signed between the University of Applied Sciences and five directors from different departments within the municipality of Amsterdam. The municipality plays an important role in the field labs alongside the AUAS, especially as co-financer of the field labs. Both AUAS and the municipality make hours available for the development and organization of the field lab. The AUAS has made extra funds available for the development of field labs. From the AUAS about 0.4 fte is made available per field lab, which is similar for the municipality. In addition, the AUAS

#### **Box 3.4.3 Field lab project *Kitchen Table* (Amsterdam-West and Southeast)**

The Kitchen Table project is a multidisciplinary program in which AUAS students offer family support for 15 weeks. The focus is on creating a good home learning environment and on (educational) skills. A total of 110 families took part in 2014-2015 and 2015-2016.

The Kitchen Table project supports parents in creating a better learning environment for their children at home. Personal contact and an approach tailored to the situation are central. The point of departure is that parents learn new skills and gain self-confidence to play a more active role in the learning process of their children. The concrete interactions at The Kitchen Table between child, parent and student form a learning environment in which the home learning situation for children is improved. The challenge is complex, especially in families with language deficits. The program was developed by BOOT and implemented by AUAS students from various studies.

The Kitchen Table has been systematically evaluated for two years. Both the development of the child at school and the skills of the parents in supporting the child in school work was evaluated. The evaluation shows that the program led to more self-confidence among parents and a positive tendency in terms of children's work attitude and improved school performance.

and municipality match for activities within the field lab. In addition to strategic partners, each specific project also works with a large number of different project partners, such as social organizations, healthcare institutions, educational institutions, companies and associations. The financing of projects in the field labs is structured as follows (Van der Heijden 2017, p. 52):

- Part of the total budget is funded by the AUAS
- Part of the total budget is funded by the city district (field lab partner)
- Part of the total budget is funded by a party that bears the sub-project
- Part of the total budget is funded from a second or third flow of funds (co-financing)

### Inclusivity and sustainability

In the field labs, every research attempts to increase the participation of interested parties through various work forms. Residents and entrepreneurs are deployed as co-researchers, involved as experts and asked to co-develop solutions. Furthermore, within the field labs, a limited number of substantive themes is worked on for a number of years. One-off projects are seen as a waste of money, especially as many projects focuses on involving the under-represented citizens. The ambition is therefore to only set up long-term projects. There is for example a project, which is called ‘neighbourhood circles’ which is set up for people with a psychiatric background. In a neighbourhood circle, 8-12 neighbourhood residents, some with a psychiatric background, support each other in a social network. They are assisted in this by a volunteer and a coach. This project was set up by the AUAS together with social and (mental) health organizations. House of Skills is another case in point. House of Skills is a partnership between the AUAS, the municipality and 16 other partners. The aim is to create sustainable employability for the lower and middle educated labor force in the Amsterdam Metropolitan Area. The House of skills focuses on an inclusive labor market where there is room for everyone. Another project focuses on solving neighbourhood conflicts through theater research. Residents are invited to replay certain situations on stage. By using these different (research) methods, the field labs are successful in engaging a broad range of citizens within long-term projects.



Photo BOOT, Amsterdam

### **Impact and evaluation**

The study by Majoor et al. (2017) reflects on the question of what has been achieved in five years of field labs. In the past years 25 projects were set up in the three field labs, involving 12 research groups and a large number of studies and students. Students are involved in almost all projects, as well as residents from the neighbourhoods. As such, an important deliverable of five years of field labs is an increased presence of the AUAS in the city. Also, it has resulted in a broad network with all kinds of organizations and institutions in the neighbourhood (Majoor, 2017: 47). Nevertheless, there are still opportunities for further enhancements. A major challenge is to better connect research and education, as these remain two separate worlds.

Furthermore, living labs must be open to solutions, even if they are disruptive or undermining for established parties (Maas et al 2017; Majoor et al., 2017: 196). Yet, often more established institutions are formal partner within the field labs. Their participation hinders more radical forms of innovation in the field labs (Majoor et al., 2017: 196). Finally, it is concluded that field labs have contributed to small-scale learning environments around various social and urban challenges. Yet, upscaling is difficult. Maas (et al., 2017) conclude that living labs in general have a strong local character. As a result, the knowledge and experience gained in such a local setting is not automatically usable or relevant for parties outside of it. This makes it often difficult to scale up knowledge and outcomes. Nevertheless, attempts are being made within the field labs to draw lessons that can also be applied elsewhere. For example, knowledge about how a field lab can be organized is shared at conferences and in several publications.

### **Conclusion**

For over ten years, the AUAS has become involved in many ways with in and around the city of Amsterdam. The AUAS has invested money as well as employees to set up all kinds of initiatives in the city, among which the field labs. It concerns a long-term commitment from the AUAS with the city, the neighbourhoods and its residents. And with success, as the AUAS has a leading position in the Netherlands with regards to being an engaged university.

#### *3.4.2.3 Urban knowledge labs*

##### **Summary**

Finally, we will describe the Urban Knowledge Labs in Rotterdam. Urban Knowledge Labs are based on a partnership between the city of Rotterdam and the Erasmus University of Rotterdam.

The aim of the Urban Knowledge Lab is to connect social issues from the municipality of Rotterdam with researchers from the Erasmus University of Rotterdam (Gemeente Rotterdam, 2015; Moenesar, 2015). There are nine Urban Knowledge Labs in Rotterdam, among which an urban knowledge lab on Urban Big Data, health care and the labor market. We will focus on the urban knowledge lab Liveable Neighbourhoods. As the Urban Knowledge Labs are focused on specific topics, they are an example of an issue-based partnership.

## Background

### Box 3.4.3

The text below is based on a review of (grey) literature, as well as information received during an interview with one of the coordinators of the urban knowledge lab Liveable Neighbourhoods, Erik Snel. Erik Snel has been involved in the lab Liveable Neighbourhoods since the beginning. For many years he was the chairman of the steering group. In addition, Erik works as assistant professor Sociology at the Erasmus University Rotterdam.

In the previous section the focus was on Amsterdam and the AUAS. Overall, universities of applied sciences are more practice oriented compared to research universities. Yet, during the past years, research universities in the Netherlands are also striving for more collaboration with strategic partners in the city. In this section we will discuss the partnership between the research University of Rotterdam – Erasmus University of Rotterdam – and the city. Specifically we will focus on the urban knowledge lab. There are nine urban knowledge labs in Rotterdam (see table 3.4.2). The first urban knowledge started in 2006. The urban knowledge lab acts ‘as a knowledge broker between municipality and university and works through the co-creation of knowledge with real-life problems as a starting point’ (Puerari et al., 2018: 8).

More general, the urban knowledge lab aims to improve the collaboration between the municipality of Rotterdam and the Erasmus University of Rotterdam. The activities and research projects are based on (knowledge) questions posed by the municipality. As such, within urban knowledge labs science, policy, theory and practice are brought together. Within the urban knowledge lab, the development and use of knowledge are not seen as separate worlds. On the contrary, the urban knowledge lab aims to make explicit use of existing knowledge and experiences in the field ("co-creation" of knowledge).

#### **Urban knowledge lab Liveable Neighbourhoods (Rotterdam)**

In this section we will focus on one urban knowledge lab in specific, namely Liveable Neighbourhoods, which was established in 2012. The urban knowledge lab consists of a partnership between the municipality of Rotterdam and Erasmus University Rotterdam. The knowledge lab is demand-driven. It begins with questions concerning livability that arise from and / or are relevant to practice and policy. Based on these questions information is gathered and/or (literature) research is conducted by researchers from the Erasmus University and other knowledge institutes (Gemeente Rotterdam 2015). The research projects that are conducted are mostly short-term.

#### **Ambition and inclusivity**

The urban knowledge lab Livable Neighbourhoods is focused on issues concerning the livability of neighbourhoods in Rotterdam and examines successful and effective approaches to enhance the quality of life in these neighbourhoods (Gemeente Rotterdam 2015). The concept of livability includes a broad array of research topics, among which citizen participation, (social consequences of) gentrification, feelings of safety.

Its ambition is threefold. First, to develop knowledge and evidence-based policy on livability in urban neighbourhoods, based on practice-oriented research (Moenesar, 2015). Second, to find solutions to complex urban issues and third to build bridges between the municipality of Rotterdam and researchers from the Erasmus University of Rotterdam. As such, it also tries to involve students as well.



Students are able to participate in research projects, but there are also internship opportunities (ibid). There are no other public or private partners involved in the Livable Neighbourhood Lab.

**Table 3.4.1 Overview urban knowledge labs in Rotterdam**

|                         |   |
|-------------------------|---|
| Liveable Neighbourhoods | The knowledge lab Liveable Neighbourhoods aims to improve the quality of neighbourhoods in Rotterdam. The knowledge lab deliberately uses existing knowledge and experiences in the field of improving liveability. Thus, knowledge is co-created.  |
| Rotterdam Talent        | This knowledge lab focuses on contributing to the development of knowledge of talented people in the city. Moreover, the knowledge lab stimulates the exchange and application of this knowledge, which contributes to improving the quality of education policy and the practice of education in the city.   |
| Erasmus Urban Youth Lab | The Erasmus Urban Youth Lab (EUYL) is a collaboration between Erasmus University Rotterdam, IVO research institute, and the Erasmus Medical Center. EUYL wants to contribute to knowledge development in the area of vulnerable youth in a metropolitan environment. In addition, EUYL wants to contribute to the application of this knowledge by connecting science and practice. |
| Urban Big Data          | How to increase the valuable use of big data? What is needed to enable this, and which risks are at play? Which data are available and how reliable are they? What about privacy? The Knowledge Lab Urban Big Data looks into these and other questions.  |
| Urban Labour Market     | The labour market is perhaps the biggest challenge of Rotterdam, as offer and demand do not correspond. Therefore, the City of Rotterdam and Erasmus University Rotterdam have founded the Knowledge Lab Urban Labour Market.   |
| Erasmus Smart Port      | In response to the Port of Rotterdam's need for solid knowledge, Erasmus University has gathered its maritime and port-related research and education in <a href="#">SmartPort@Erasmus</a> , the center of excellence offering port-related education and research.   |
| ST-RAW for Youth Policy | ST-RAW (before: DWARS) is the renewed academic hub for the youth aid chain. Together with partners from the working field, policy, education and science ST-RAW wants to provide a solid knowledge foundation to youth aid and municipal youth policy in Rotterdam.   |
| Big Rotterdam           | The urban environment poses many challenges for both the local government and citizens. BIG'R aims to offer Rotterdam a sustainable knowledge infrastructure with which public services are able to work more cost efficient. In addition, the knowledge can be beneficial for citizens.  |
| Healthy'R               | Healthy'R is the knowledge centre of the City of Rotterdam and the Erasmus University Rotterdam. The goal is to help citizens of Rotterdam choose healthier behaviour.  |

Source: <https://www.eur.nl/en/essb/society/city-rotterdam>

## Structure

In 2010 a first covenant was signed between the Erasmus University of Rotterdam and the municipality of Rotterdam. The cooperation of both parties in the Knowledge Labs forms the core of the covenant and the partnership (Gemeente Rotterdam, 2015). The lab is run by a steering committee, formed by representatives of both municipality and university that sets the research agenda of the lab. They meet every two or three weeks. The steering committee is supported by a program committee, a broader group of civil servants from various municipal departments, and researchers from various academic disciplines (Puerari et al., 2018, p. 8). The program committee and steering committee meet twice a year.

The Liveable Neighbourhoods lab receives 70,000 € a year, which is financed by both the Erasmus University and the municipality of Rotterdam. This budget is mainly spent on personnel costs, research, and the organization of meetings and activities. The budget is sufficient to fulfill the most important tasks and ambitions of the knowledge lab. Therefore, no additional funding is raised, although the Executive Board of the Erasmus University Rotterdam would like to see that the knowledge labs are able to increase external research funding and to become a research institute in the end. Yet, on the other hand, the knowledge labs also fit in with one of the university's ambitions of becoming more socially responsible.



Presentation urban knowledge lab Liveable Neighbourhoods, photo: Jan van der Ploeg

## Impact and evaluation

In 2015, an evaluation study was commissioned by the municipality of Rotterdam into three knowledge labs, including the knowledge lab Liveable Neighbourhoods. According to this study, the urban knowledge labs provide different results (Moenesar, 2015). First, it yields relevant knowledge and practice-oriented research projects that are of importance for the municipality's policy. Second, since the establishment of a covenant between the EUR and the municipality of Rotterdam in 2010, the municipality has put more effort into becoming a knowledge organization (Gemeente Rotterdam, 2015). In addition, the urban knowledge lab Liveable Neighbourhoods ensures the exchange of knowledge by, among other things, organizing meetings on specific themes, numerous publications, but also by lectures organized by the knowledge lab and a discussion group on LinkedIn. Also, the lab Liveable Neighbourhoods establishes coalitions between researchers, policy makers and professionals in the field of livability issues. For example, a (digital) database has been set up with information about

people and organizations dealing with livability issues in Rotterdam, their activities (including 'best practices') and about completed and ongoing research in this area. Finally, in 2015 the municipality and the Executive Board of the Erasmus University created two PhD-positions for four years.

Yet, the evaluation of the urban knowledge labs in Rotterdam (Moenesar, 2015) also shows that there is some room for improvement with regard to the impact of the urban knowledge lab<sup>8</sup>. Firstly, it shows that much more is being done in the urban knowledge labs than is presented to the outside world (ibid). Furthermore, it is not always exactly clear what is being done with the end products from the knowledge lab. Therefore, knowledge labs should keep a better record of what exactly is being achieved and what is done with the results. Third, although the knowledge lab should be demand driven in practice it appears to be difficult for the municipality to formulate relevant research questions. As a result, it is often the researchers who specify a research question. Finally, the partnership should be enlarged by including public, private and/or social partners as well.

## Conclusion

The Urban Knowledge Labs resulted in better cooperation between the Erasmus University of Rotterdam and the municipality, in which networks have been created, and research and knowledge exchange have taken place. In addition, it led to different activities and lectures on several relevant themes. The most important success factors in this regard are a limited degree of structural budget for "maintaining the network", some stability in the relationship and the drive and energy of those involved (Moenesar, 2015). Nevertheless, the network within the knowledge lab Liveable Neighbourhoods could be expanded. Currently, there are no other public or private partners involved in the Liveable Neighbourhood lab. By involving social partners, the knowledge questions can be brought even closer to practice. Based on the evaluation (ibid) it is therefore recommended to have other partners involved in the urban knowledge lab, in addition to the knowledge institutes and the municipality.

### 3.4.3 Conclusion

Three models of partnerships between universities and their cities in the Netherlands were examined, based on (grey) literature and interviews with key figures within each of these initiatives. In general, City Deals are an agreement between a select number of cities, national government departments, civil society and the private sector to tackle a specific and self-defined problem. The City Deal on Education is the only City Deal with an ambition in the field of Education and is - with 19 cities involved - the largest City Deal. The partners aim to accelerate the solution of social challenges in cities through large-scale involvement of researchers, lecturers and students. An important factor in the success of the City Deal on Education is the fact - based on a successful mid-term evaluation - money has been made available for this City Deal from the national government (by the ministry of Education, Culture and Science) for the coming three years. This allows new initiatives to be set up and/or existing initiatives to be extended.

Secondly, we describe Living Labs. Both in Europe and in the Netherlands, the Living Lab is an increasingly used method to search for solutions to social problems through co-creation. Many Living Lab initiatives emerged in the past years in the Netherlands. In this state-of-the-art we looked at one specific form, namely the field labs from the AUAS in Amsterdam. The strength of the field labs in Amsterdam are not only the partnerships with the municipality and different public and private

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<sup>8</sup> In the first half of 2015, the Knowledge Labs "Liveable neighbourhoods" and "Rotterdam Talent" were evaluated (Moenesar 2015).

partners. The strength is also the many years of involvement of the AUAS in the city. In the past ten years the AUAS has invested money as well as employees to set up all kinds of initiatives in the city, among which the field labs. Therefore, it concerns a long-term commitment from the AUAS with the city, the neighbourhoods and its residents. As such researchers and other partners involved are able to build trust and networks within the neighbourhoods and find solutions for urban issues by co-creation with citizens and other (public and private) partners.

Finally, we examined the urban knowledge labs in Rotterdam and more in specific the urban knowledge lab Liveable Neighbourhoods. More general, the urban knowledge lab aspires to improve the collaboration between the municipality of Rotterdam and the Erasmus University of Rotterdam. The activities and research projects are based on (knowledge) questions posed by the municipality. As such, within urban knowledge labs science, policy, theory and practice are brought together. The urban knowledge lab aims to make explicit use of existing knowledge and experiences in the field ("co-creation" of knowledge). The most important success factors are a limited degree of structural budget for "maintaining the network", some stability in the relationship and the drive and energy of those involved (Moenesar 2015).

The format of all three initiatives is easily replicable to a greater or lesser extent. Yet, the commitment of national and local governments as a partner, as well the (financial and personal) involvement of various partners, is not automatically replicable. Nevertheless, based on these three initiatives, a number of more general lessons about partnerships can be drawn. First of all, some form of structural budget is important to all three initiatives examined. This budget should stem from the different partners involved, to express their commitment and to start and maintain joint (research) initiatives and maintain the network. Second, the involvement of students is also important for each of the partnerships examined. The participation of students contributes to the training of the urban professionals of the future and gives them better understanding of social issues. Yet the involvement of students in such partnerships is not always easy and sometimes requires structural changes to (educational) programs and extra commitment from partners involved. Third, the collaboration between knowledge institutes and the municipality is not always easy, as the policy cycle of the municipality is not always in line with the research practice. Therefore, it requires a certain flexibility from and knowledge of both institutes and organizations, in order to have a collaborative and successful partnership.

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### 3.5 The United Kingdom

#### 3.5.1 Introduction to Policy and Context in the UK

##### 3.5.1.1 *History of the UK Civic University*

Many universities in the UK and mainland Europe can be said to be civic by virtue of being founded as municipal institutions with strong roots in the culture of the cities in which they are located (Bender 1991). Oxford and Cambridge were the only two universities in England until 1826 when the University College London was founded. The foundation of university colleges in the growing industrial cities of the North and Midlands such as Birmingham, Manchester and Newcastle in the mid-nineteenth century followed. These civic institutions were established with the support of the local business class, and their whole ethos was rooted in the industrial culture which they served (Sanderson, 1988). These institutions met the need for vocational education and applied research, and typically included departments in engineering and science-based subjects and medicine that provided for the local students who would enter a career in industry, as well as enabling research-informed consultancy with local firms (Sanderson, 2018).

Later, during the second half of the twentieth century in many European countries including the UK, structural reforms took place to establish a new sector of non-university teaching institutions that specialised in the provision of vocational higher education (i.e. polytechnics, technical colleges etc). In the UK, these institutions once again served the needs of local employers, teaching vocational subjects and offering professional degrees such as engineering, town planning, law and architecture, leaving older 'elite' universities to focus on more academic research activities in an increasingly stratified institutional hierarchy (Calhoun, 2006). At their peak there were over thirty polytechnics in England, Wales and Northern Ireland, primarily located in urban areas large enough to support industry or commerce.

However, under the Further and Higher Education Act 1992 the British Polytechnics and technical colleges became fully fledged universities, awarding their own degrees. This integration of the English civic universities into a more regulated national higher education system where research and teaching goals were defined and prioritised at the national level resulted in the concurrent decline of the institutional civic missions. Many universities became dismissive of place and saw themselves as increasingly global first, national second, and local third, with local research considered second or third best. As a consequence, University policy in England has been designed almost wholly at the national level, and research funding is currently almost wholly awarded on the basis of national and international excellence.

More recently, however, we have seen a revival of the civic mission of universities here in the UK and universities, alongside the NHS and local authorities, are increasingly seen as key institutions capable of bringing socio-economic and cultural benefits to the local community. This is especially the case in economically vulnerable places where the role of these "anchor institutions" in enhancing the global reputation of their places and contributing to the attraction and retention of international investment and talent is becoming increasingly important.

We have recently seen a small shift towards place-based policy making through, for example the UK Research and Innovation's (UKRI) Strength in Places Fund, a new competitive funding scheme that takes a place-based approach to research and innovation funding, to support regional growth, and City Deals which give local areas specific powers and freedoms to help regions support economic growth,

create jobs or invest in local projects. These funds, however, remain tiny compared with international funding streams.

### 3.5.1.2 Policy and funding

The current civic mission in the UK is policy-driven through two stimuli: growing expectations from the UK government, European and other funding agencies for the research and teaching they fund to have some form of demonstrable value or 'impact'; and the possibilities of financial returns for the universities through the commercialisation of their research.

Public funding for research in English higher education is currently administered under a 'dual support' system by the UKRI (UKRI, 2019)) which comprises the seven Research Councils, Innovate UK and Research England. Under the dual support system, Research England provides annual funding for English institutions in the form of a 'block grant', while the UK Research Councils provide funding for specific research projects and programmes.

The majority of Research England funds is known as 'quality-related research (QR) funding' and is distributed on the basis of research quality, assessed by an exercise known as the Research Excellence Framework (REF; see box 3.5.1). QR funding is currently informed by the results of the 2014 REF.

The REF is a process of expert review, carried out by expert panels for each of the 34 subject-based units of assessment (UOAs), under the guidance of four main panels. Expert panels are made up of senior academics, international members, and research users.

For each submission, three distinct elements are assessed: the quality of outputs (e.g. publications, performances, and exhibitions), their impact beyond academia, and the environment that supports research.

#### Box 3.5.1 Research Excellence Framework (REF)

The REF is the system for assessing the quality of research in UK higher education institutions.

The funding bodies' shared policy aim for research assessment is to secure the continuation of a world-class, dynamic and responsive research base across the full academic spectrum within UK higher education. The purpose of the REF is to:

- To provide accountability for public investment in research and produce evidence of the benefits of this investment.
- To provide benchmarking information and establish reputational yardsticks, for use within the HE sector and for public information.
- To inform the selective allocation of funding for research.

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For each submission, three distinct elements are assessed: the quality of outputs (e.g. publications, performances, and exhibitions), their impact beyond academia, and the environment that supports research.



Research England also provides performance-based funding for knowledge exchange in English Universities via the Higher Education Innovation Fund (HEIF) which supports a broad range of knowledge-based interactions between universities and external stakeholders which result in benefits to the economy and society (Research England, 2019). Knowledge exchange funding through HEIF supports institutions to work with business, public and third-sector organisations, community bodies and the wider public, with a view to increasing economic and social benefit.

UKRI works in partnership with universities, research organisations, businesses, charities, and government, pledging to take a “leading role in generating and putting into use knowledge to address societal challenges, both here in the UK and globally, and maximising the cultural impact of knowledge” ((UKRI, 2019). With *collaboration* as one of its 4 values (alongside excellence, innovation and integrity), the UKRI promises to work in partnership with the UK’s diverse community, and recognises its role creating social and cultural impact while supporting the UK to become a stronger knowledge-driven economy.

The UKRI also claims to be committed to supporting and rewarding researchers to engage with the public, in order to achieve a culture change so that public engagement is embedded alongside research and valued as an important activity. As such, the research councils are signatories of the Concordat for Engaging the Public with Research (RCUK, 2010), which outlines the expectations and responsibilities of research funders with respect to public engagement, to help embed public engagement in universities and research institutes.

A third pillar of university activity assessment alongside the REF and Teaching Excellence Framework (TEF) was included as a UK Government policy in the Industrial Strategy White Paper in 2017 (Great Britain, 2017). The Knowledge Exchange Framework (KEF) is intended to increase efficiency and effectiveness in use of public funding for knowledge exchange (KE), and to provide a package of support to keep English university knowledge exchange operating at a world class standard (UKRI

#### Box 3.5.2 Knowledge Exchange Framework (KEF)

Research England is currently working with various stakeholders to develop the Knowledge Exchange Framework (KEF). The KEF will provide information on the performance of universities in how they share knowledge, expertise and other assets for the benefit of the economy and society. The KEF is intended to increase efficiency and effectiveness in use of public funding for knowledge exchange (KE), to further a culture of continuous improvement in universities.

KEF will aim to provide performance information about knowledge exchange activities that is comparable, benchmarked, and transparent. The intention is that this information will be used internally by English universities for improvement, and externally by businesses and others to help them understand and engage with universities.

Public and community engagement is one of the KEF’s seven equally-weighted “perspectives”, which also includes: Research partnerships; Working with business; Working with the public and third sector; Skills, enterprise and entrepreneurship; IP and commercialisation and Local growth and regeneration. It is currently proposed that KEF is an annual, institutional-level, and largely metrics-driven exercise, although narratives will have a role.

2019). The KEF comprises two parts: a KEF Concordat and KEF metrics. The aim of the concordat is to provide a framework of eight high-level principles under which there is a set of possible enablers to help universities make informed decisions and develop their own informed strategies around KE.

As part of the investment towards embedding engagement, research councils have partnered with the Wellcome Trust and other UKRI partners and UK funding bodies to fund the National Coordinating Centre for Public Engagement (NCCPE, (NCCPE, 2019)). The NCCPE supports universities to increase the quality and impact of their public engagement activity. Their vision is of a higher education sector making a vital, strategic and valued contribution to 21st-century society through its public engagement activity.

### *3.5.1.3 Civic University Commission*

In 2018, the UPP Foundation (a registered charity that offers grants to universities, charities and other higher education bodies) launched an independent inquiry into the future of the civic university in the UK, asking how universities can most successfully serve their place in the 21<sup>st</sup> century.

The purpose of the Civic University Commission was to make substantive policy recommendations to government and to universities in answer to two questions: 1. How can universities be both local and global? and 2. What should a civic university in the 21st Century look like?

The Civic University Commission was launched with some focus groups and a poll across ten cities with universities, with the aim of understanding whether universities had a problem with reputation and engagement. Local evidence-sessions were delivered in conjunction with university partners in Manchester, Nottingham, and Sheffield. Meanwhile an online survey looked at attitudes of people towards their local universities in Birmingham, Bradford, Brighton, Manchester, Newcastle, Norwich, Nottingham, Plymouth, Sheffield and Wolverhampton. These cities were chosen by sector experts to represent English universities as a whole, providing a geographical spread, as well as a variety of university type, size and age.

The Commission then requested evidence from any organisations and individuals with an interest in the role of a civic university including Higher Education, Further Education, and schools; local and national government; local civic institutions and charities; Students' Unions; and local university collaborators.

The final report was published on 12<sup>th</sup> February 2019 (UPP Foundation, 2019). While the Commission found a "great deal of enthusiasm" by UK universities for the civic role, and identified many excellent individual initiatives, they reported finding few examples of systematic and strategic approach to the civic role, based on an analysis of local needs.

The UPP report proposes that a more strategic approach is required by UK universities if they want to become truly civic universities and calls on government and regulators to create the environment in which meaningful civic engagement can flourish. They propose that this can be achieved through the creation of a network of civic universities supported by a central hub, and with financial and reputational incentives in place to strengthen the role of "place" in higher education policymaking.

The Commission makes a number of recommendations to help develop a civic approach. The first recommendation is for universities to pledge to develop a Civic University Agreement – a clear plan of action, with clear, measurable objectives, co-created and signed by other key civic partners, including local authorities, Local Economic Partnerships (LEPs) and NHS bodies.

Other key recommendations include the formation of a new national Civic University Fund, which would allow universities to bid for resources that enable them to implement their strategies, and the establishment of a Network for the Civic University. The latter would create a hub which would receive seed funding from the government and provide practical support and facilitate the sharing of best practice across the sector.

The commission also recommends universities develop a robust locally-focussed strategy to underpin research efforts and focus greater *local* application and implementation of nationally or internationally designed research in order to help strengthen local impact alongside international excellence. The report suggests the UK Government could support the deployment of research towards addressing economic and social problems at a local level, through changing the major funding incentives which currently drive research programmes, e.g. by: Amending REF Criteria to explicitly reward a locally focussed element to research; using the Knowledge Exchange Framework (KEF; see box 3.5.2) to incentivise local collaboration; and using the new UK Shared Prosperity Fund (UKSPF), which is “specifically designed to reduce inequalities between communities” to emphasize how local research and innovation can improve productivity and reduce inequality.

Finally, the Commission recommended the establishment of local University Community Foundations, which would be hosted by the university but co-governed with the local community and with powers to raise money in their own right. Such foundations could focus on maximising the impact the work universities do to support the wider cultural life and wellbeing of an area and could ensure longevity and sustainability of the partnership between the university and their local communities.

Collectively, these recommendations aim to create an environment which supports meaningful civic engagement, which could help to create the framework for UK Universities to convene their existing local activities into a shared agenda which can be delivered in partnership with local communities, is sustainable and meets specific, local needs.

### 3.5.2 Examples of partnerships in the UK

In the following section, we will describe three different examples of community university partnerships from the UK. The three examples have been chosen for their variety in structure, aims and processes and for the opportunity for learning from the challenges that they have faced.

#### 3.5.2.1 *Community University Partnership Programme (CUPP), Brighton University*

##### **Summary**

The University of Brighton's Community University Partnership Programme (CUPP) began as a project in 2003, with external funding. Since 2007 CUPP has received core funding from the University of Brighton, with the aim of creating, developing and nurturing mutually beneficial partnerships between the university and its local community. To date, CUPP has worked with over 150 academics, 3000 students and 500 community partners through their student community engagement programme and a broad range of knowledge exchange projects, and has become central to the university's strategy.

We chose CUPP as our first case study, as it is considered as being at the forefront of community university partnerships in the UK. The front desk approach taken from inception in 2003 was regarded as innovative for the time, and the team and the projects that have emerged from CUPP are highly

respected throughout the UK. The following description of CUPP is based on information from the CUPP [website](#), published articles and an interview with David Wolff, Director of CUPP, in March 2019.

## **Background**

Starting in 2003, with £800,000 project funding over four years from the US organisation The Atlantic Philanthropies, the University of Brighton's Community University Partnership Programme (CUPP) began by learning from the US, where community engagement in Higher Education is considered to be more developed.

CUPP started by connecting researchers to community organisations through scoping meetings that led to projects, sometimes seed-funded through the programme. It was quickly realised that teaching could also benefit from these links and the brokerage soon extended to teaching and students.

The University of Brighton actively works with community groups and organisations to help local communities to thrive, and to improve teaching and research. The community knowledge exchange aims to bring together local people, voluntary organisations and university staff and students to share the different types of knowledge that they hold, for the benefit of all parties. The goal is to work together to solve problems and develop working relationships that help local communities and the university in the long term.

## **Structure**

The University of Brighton sees community engagement as a core part of its mission and this is essential to the model's success. Since 2007, CUPP has received funding from the University of Brighton as well as additional support for specific initiatives from national funding bodies (formerly the Higher Education Funding Council for England and more recently, UKRI) and also receives funding indirectly from HEIF.

Since its launch in 2003, CUPP has seen several changes in its funding and organisation, but it currently sits within the University of Brighton's Department for Research Enterprise and Social Partnerships. The CUPP advisory group comprises non-elected university representatives and key community stakeholders, including invited representatives from the three key networking bodies for the voluntary sector in the region, and is chaired by the Pro Vice Chancellor for Research and Enterprise. The group meets quarterly to prioritise and advise on project proposals submitted for funding. CUPP currently comprises two members of core staff, including David Wolff who has been Director of CUPP since its inception.

One of CUPP's first initiatives was to establish a helpdesk for members of the local community to approach the university with project ideas, an approach which was almost unprecedented in a UK university at this time. Initially the helpdesk was manned by a dedicated member of CUPP staff who provided a skilled and enhanced brokerage service. However, there has been a significant shift in approach in recent years which has led to a much more structured, delivery-oriented model which has meant that this post no longer exists and calls to the helpdesk are now picked up by the two core members of the CUPP team. David Wolff explained that rationalisation has created a more lean, sustainable model of CUPP which gives the key stakeholders what they want and value.

## Process

Over the years, CUPP has aimed to take an active approach to problem solving which achieves the best outcomes for both community and university partners. To date, CUPP has worked with over 150 academics and other staff across the university, 3000 students and 500 community partners through their student community engagement programme and a broad range of knowledge exchange projects. For some, CUPP provides funding and for others it provides staff resource and assistance with project management and development. In each case CUPP hopes to match ideas and expertise between local community and voluntary organisations and the University of Brighton. While some of the relationships formed through CUPP (such as that between Angie Hart, professor of child, family and community health, and local charity Amaze) have lasted almost a decade, others have been short term in nature.

CUPP has also worked internationally with universities in Senegal, Cameron, Ethiopia, Qatar, Pakistan, India, Bosnia, Belgium, Canada and the US and are currently involved in a cross European Erasmus project on sharing experience of community university engagement.

David Wolff describes inclusivity as being “written into our approach”. CUPP prioritises activities which address inequalities and disadvantage, and they consider it be imperative to work with more disadvantaged communities. While broad parameters are placed around the need for mutuality, access to the university and the need to address social disadvantage, the remit is otherwise not too descriptive in order to encourage the development of innovative ideas by strong partnerships.

At Brighton, the focus is on applied research that makes a real difference to people's lives. Where appropriate, this research is conducted in collaboration with neighbouring communities to foster shared learning and benefit from 'real-world' input. CUPP's work with community and university partners has enabled them to develop a substantial knowledge base on how communities and universities can work well together. Their approach takes an active approach to problem solving to achieve enduring outcomes for both community and university partners.

However, community involvement is not restricted to CUPP's work, but is integral to many aspects of the teaching and research across the university, from developing communications skills among pharmacy students to investigating attitudes to sustainability among consumers. This concept of expanding the university's reach is referred to as Community Knowledge Exchange. This approach creates 'communities of practice', which are groups of people from academic and non-academic backgrounds who have a common interest in a particular field, such as health, families, older people and disabilities, as well as LGBT and ethnic minority communities.

Over the years, CUPP has run several different programmes of work linking the university with its local communities. For example, the **On Our Doorsteps** programme ran from 2010 to 2012 and was based on three main ideas: being a good neighbour; realising the mutual benefit achievable through community-university partnerships; and focusing on activities within the immediate localities of University of Brighton campus buildings (which are spread across five sites and three coastal towns). Bids were invited annually from partnerships of university staff and community organisations for a sum of £5,000 to fund projects which could meet these aims. A central aim of the On Our Doorsteps programme was to enable the establishment of ‘long term relationships between university and community that can contribute to building neighbourliness’.

Now in its 4th series, **Brains at the Bevy** presents a series of short talks from local academics in a local community pub and are open to all.

Meanwhile, the main product of CUPP's new streamlined approach is **Ignite**, an intense 12 month long community-university partnership incubator programme that combines many of the original elements of CUPP into a much faster-paced, transparent programme. Funded by UKRI, the aim of Ignite is to foster new partnerships and to help them "sustain themselves into the future for the benefit of the local area". Ignite combines seed funding a community of practice with tailored partnership support. Each partnership receives up to £4,000 worth of seed funding to undertake new activities together for the benefit of the community. The partnerships are chosen by the CUPP Advisory Group.

David Wolff believes that the success of the CUPP over the last 15 years is largely because mutuality is "hard wired into everything we do". He believes that while some CUP models are too university-centric, others put too much emphasis on solving societal issues without delivering benefits to the university. Such models which lack mutual benefit are less likely to lead to long-term enduring partnerships.

Explaining the changes in CUPP's approach over recent years, David describes that the increasing pressure on the engagement-friendly academics at Brighton became "intolerable". They realised that it was necessary to streamline the CUPP approach in order to deliver a more structured programme which generates and supports partnerships, which benefits both parties. Fundamentally, he says, Community University Partnerships have to benefit either research or teaching. Otherwise, the issue should be left for other organisations that are better equipped to deal with them.

### **Outcomes and Impact**

CUPP offers a range of national and international support to universities and civil society organisations to explore the potential for partnership working in their local context and to share their experience in addressing marginalisation and inequality issues through local partnerships; embedding social engagement into university policy, teaching and research; and ensuring the university knowledge base is accessible to its local community. Working closely with the National Coordinating Centre for Public Engagement (NCCPE) CUPP also provide support to various UK universities in their engagement work.

The CUPP website publishes a collection of resources to help practitioners and academics gain insight into community-university working practices. The practical publications showcase projects through their life-cycles and offer guidance that supports those wishing to work in partnership with the university.

A key outcome of the **Ignite** programme will be to share the learning of the approach. This will include the production of a guide and partnership case studies, so other universities and communities can benefit from the learning, both in the UK and internationally.

In order to give a flavour of the sort of outcomes achieved by CUPP Projects, for this section of the review, we will focus on a subset of nineteen projects funded by the **On Our Doorsteps** programme described above and reviewed in a report published by the University of Brighton in 2017 (Laing, 2016). The nineteen projects reviewed in the report were from a wide spread of academic disciplines, with academic staff and /or students from seventeen different academic disciplines.

Each project delivered community benefit through different means. For just under half the projects a primary community benefit was designed to occur through the very nature and quality of interactions

between the university and the community organisations, across the whole life of the project. For example through providing therapeutic and supportive experiences for both local residents and those with mental health needs or helping stroke victims to articulate and recognise their experience.

All but two projects staged an event designed to bring different types of participants together. Approximately half of the events were celebratory, while others showcased core project activities through a 'workshop' style event, an exhibition or festival.

While some projects delivered traditional project reports, one project produced a book of poetry, and another developed improved documentation to support the coordination and mentoring of students placed in neighbourhood voluntary sports organisations.

Sixteen of the nineteen projects included student activity, involving a total of around 190 students, with an average of twelve per project.

Nine of the projects included research as part of their primary activity. The research methods used were varied, including design and conduct of questionnaires, field or condition surveys, interviews, archival research and production of objects. There were varying types of community partner involvement in the research activity. In some cases the research was co-designed and conducted. In others, the community partner acted as the commissioner and primary audience for the research. There were also ten projects that produced an academic research output. Five of the nine projects which included student research as part of their core process also resulted in academic public output.

For fifteen of the projects the activity either centred on or included very specific physical locations as their main places of intervention. In three other cases the projects brought members of the community into the university itself. The remaining projects took a wider geographic remit, focusing on the needs of their respective towns as a whole.

The authors reported that it was clear from this programme, that the pre-existence of an extensive, well-informed and supported network of both potential community partners and university staff was necessary for the development and delivery of the overall programme. The **On Our Doorsteps** projects were mostly built on already existing relationships or activity, and generally speaking, projects which derived from existing university practice and /or had strong university staff involvement in the original bid had a greater breadth of achievement and of longer term effect. Moreover, the long term work of the CUPP organisation and staff, with the close support of the university's student volunteering service, Active Student helped sustain this partnership network.

The authors made ten recommendations on how any similar programmes might be planned in the future:

- Strong individual project plans might include: university-community interactions; a written outcome; and one or more participatory events.
- Student involvement might be most effectively conceived as a form of 'specialist/expert volunteering' and should be capable of relation to a particular course or subject area.
- A clear plan should be made to deliver a research outcome and the team should include an experienced researcher, even if only in an advisory or mentoring capacity,
- In developing the experience of neighbourliness the nature of the immediate surrounding locality should be carefully considered.

- Post-project relationship management with community partners (whether by project participants or by a specialist unit) should be built into the project plan.
- The great potential for long term curriculum benefit should be recognised and built into projects from the outset.
- The recognition that a very wide range of academic and professional subjects are suitable for community engagement activity should be widely communicated.
- The diverse roles and identities of individuals likely to be part of such projects should be recognised as a great strength and benefit of this area of activity.
- The continuing need to build, sustain and refresh both internal and external networks of potential participants and partners should be kept in mind.
- Any such programme of activity should expect and encourage continual invention and enterprise.

Brighton has five campuses spread across three separate coastal urban areas, and is physically intertwined with a range of diverse residential and commercial communities. The **On our Doorsteps** programme was developed to enable the establishment of 'long term relationships between university and community that can contribute to building neighbourliness'. Impact in the communities was achieved through: continuation of the project activity for new beneficiaries; implementation of the recommendations of the project report or plan; indirect impacts on community partner activity; and the creation of longer term relationships.

Meanwhile, the university benefitted through input into the future design or delivery of the curriculum and / or the student experience beyond the funding period in thirteen of the nineteen projects. In some cases, this involved the whole orientation of a course curriculum, while in other cases this has been a matter of developing new modules or enhancing the content of existing modules.

Since its inception, CUPP has delivered and evaluated more than 150 projects, and know what processes work and do not work. They have developed training programmes and courses that capture the learning.

CUPP are currently evaluating the Ignite programme, asking the question, 'Can we develop a sustainable, community university partnership within one year?' In order to do this, they are continually collecting data, capturing participant feedback and learning for all seven projects, and capturing observations and self-evaluations from community of practice meetings. They plan to do a follow-up evaluation 3 months after projects have finished, capturing outputs and impact. All evaluations will be made publicly available on the Community 21 GIS platform which is used to map all CUPP projects. This online map shows details of all the projects in an area, enabling members to view and celebrate their achievements

However, David Wolff believes that difficulties in evaluation, proving the often intangible benefits of engagement, can hold back support for community work. He acknowledges that it is often not efficient to spend a lot of time evaluating very small scale pieces of work. CUPP is therefore looking at novel ways to evaluate its work, aiming to make it as light touch as possible.



## Future Outlook

Through Ignite, CUPP are currently aiming to deliver a leaner, cost-effective model of community university partnering, that is not too prescriptive, can be contextualised, and is sustainable and replicable in other universities.

### 3.5.2.2 Cardiff University: Community Gateway

#### Summary

Community Gateway takes a place-based approach to community engagement and aims to play a pivotal role in making Grangetown in Cardiff, Wales, an even better place to live by supporting community projects and offering world-class University research, teaching and volunteering opportunities which respond to local needs. Launched in 2014, the Community Gateway project was the recipient of the 'Professor Sir David Watson Award for Community-University Partnerships' in 2017. This award recognises the combined efforts of university partners and communities in making a difference to the lives of people within the community.

We chose Community Gateway as a case study in this review because of its ethos of developing long term, geographically focused, and mutually beneficial partnerships. By focusing on Grangetown, one of the most culturally diverse and largest electoral districts in Cardiff, the project has been able to tackle very specific pre-identified societal issues. The following description of Community Gateway is based on information from their [website](#), published articles and an interview with Dr Mhairi McVicar, the Project Lead, in March 2019.

#### Background

Grangetown is Wales' most ethnically diverse ward, and is ranked in the top 10% of deprived areas in the country. It is Cardiff's highest populated ward and while residents describe Grangetown's diversity and sense of community as a strength, it suffers from a lack of common spaces, park amenities, and green spaces as well as high levels of littering.

The aim of Community Gateway is to facilitate the co-production of projects delivering research, live teaching or volunteering opportunities for the mutual benefit of both the community and the university. Community Gateway aims to develop long-term, equal and mutually beneficial partnerships with Grangetown residents and the organisations which serve them. In particular they aim to:

- Invest in nine themes chosen by the communities of Grangetown
- Provide easy access for Grangetown communities and members of Cardiff University to work together
- Increase awareness of the skills and resources available at Cardiff University for the communities of Grangetown
- Engage with Grangetown residents to identify high-impact and world-class research, teaching and volunteering opportunities for Cardiff University which meet local needs and help make Grangetown an even better place to live.

Community Gateway works with the co-created principles of: long-term partnerships; community-led initiatives; building support for existing services/projects; combined community and university expertise or resources; positive and practical results at a variety of levels.

## **Structure**

The Community Gateway Steering Group, comprises equal numbers of Cardiff University and Grangetown representatives. The Steering Group, which meets quarterly, has a fairly “loose” membership of about 20 unelected members, and includes an invited membership of representatives from university communications and finance teams.

Community Gateway sits within the College of Physical sciences of Cardiff University. This is because the Project Lead is a Reader in Architecture Studies and is therefore located in this college and Community Gateway came out of a leadership Programme ran by the Pro Vice Chancellor for this college.

The Community Gateway university staff comprise a core team of four, including a full-time Project Manager, a part time Partnership Manager who is based within Grangetown, and a part time Communications Officer, as well as an academic Project Lead who works half a day a week on Community Gateway, but also converts all of her teaching and research into Community Gateway Projects.

Community Gateway has been funded internally by Cardiff University from 2012-14, 2014-2017, and they are currently funded to 2022. To date, Community Gateway partnerships have achieved £1.5 million external funding for Grangetown projects.

In 2012, Cardiff University’s development and leadership programme, Cardiff Future, brought together eight research and senior professional staff from a range of backgrounds. This led to the emergence of a common interest, to develop a long-term meaningful relationship between the university and local communities, to enable the sharing of community and university expertise to achieve common goals.

In 2013, a partnership with the Grange Pavilion project was formalized through the development of Community Gateway. Making a long term commitment to Grangetown, Community Gateway was launched as a three-year pilot with an open call for ideas for Community-University collaborations.

## **Process**

Community Gateway aims to work within the boundaries of nine social, environmental or economic themes: Shop & Work Locally, Safe Grangetown, Road Respect, Healthy Grangetown, Friendly Communities, Provision for Young People, Communication Without Barriers, Community Meeting Places and Clean Streets, and Green Spaces.

From earliest discussions, residents proposed that the university should enter into “a relationship, not an affair”, emphasizing that knowledge, skills and resources should flow two ways, and that the University should support “creating the notion of belief in the people, in the area”.

Since launching in 2014, over 200 expressions of interest have been received, leading to the initiation of almost 50 university-community collaborations bringing together residents and area organizations with staff and students across Cardiff University. Collaborative projects include a Business Forum, Youth Forum, Philosophy café, and Mental Health networks. Over five hundred and thirty students from Business, Medicine and Architecture courses have worked on 23 ‘live’ teaching projects and 133 students and graduates have volunteered on Grangetown projects. Community Gateway has collaborated with academics from 16 University Schools across all 3 Colleges, in addition to working closely with professional services staff from Widening Access, Careers & Employability and

Procurement & Estates departments to develop career and enterprise pathways between the university and community. The team have collaborated with 27 third sector partners, as well as Cardiff Council, schools, colleges, and Welsh Government. Community partners range from individual residents, to established organisations, involved in one-off projects or long term initiatives.

Dr Mhairi McVicar, Project Lead for Community Gateway, explained that the team “think of ourselves as hard to reach in the university“. Community Gateway offers many different activities to many different people who are able to co-exist in the same space. They offer opportunities ranging from academic research and a business forum to music & film events, to picnics aimed at particular demographics. Dr McVicar believes that having a Partnership Manager who is embedded in the community and who is readily available to all members of the community has been a critical part of the Community Gateway model.

One of the means of ensuring they reach out to new and different groups, is through the *Love Grangetown* Project. This is a three week programme where six undergraduate architecture students get dedicated to the project for three weeks and are paired with two community members from six Grangetown communities. Evening sessions are provided where community members are trained as researchers and the pair go to e.g. the mosque together, with the idea of reaching out to at least 5 new people. In this way, the project is able to map the demographics of who they are currently working with, identify gaps of people they are not working with and re-set the targets of who they reach out to.

## **Outcomes and Impact**

### *The Grange Pavilion*

The biggest achievement of Community Gateway has been the success of developing a physical base in Grange Gardens, Grangetown that brings the university to the community. In 2012, residents of Grangetown proposed activating a vacant and rapidly deteriorating 1960’s bowls pavilion green located in a popular local park as a response to the lack of green spaces and amenities in the ward.

Following a number of community consultations, the Grange Pavilion Group, Grangetown Community Action and Cardiff University’s Community Gateway began to explore the potential of turning the derelict bowls pavilion into a community hub and café with community garden. The group of residents wanted to create a ‘vibrant, friendly community facility where people of all backgrounds can connect and are made welcome’ and identified the first step as bringing Grangetown’s communities together to ask questions and listen to what the community wanted.



In 2013 the Grange Pavilion Group co-produced a three-week live teaching 'Vertical Studio', tasking twelve undergraduate students with gathering ideas for a community space, gauging interest and support, and spreading the word. It was initially imagined that this task might lead to a design brief for the building. However, it became evident that it was first necessary to gather stories from the community and collate what a resident identified as a 'growing catalogue of local knowledge'. In 2015, a second co-produced 'Vertical Studio' event confirmed wider support for the idea as well as the importance of the project being community-led.

In 2016, Architecture students were paired with community 'gatekeepers', identified to represent faith, ethnic, age and interest groups. Visiting mosques, temple, bingo, and family settings to gather stories, the student-resident teams connected over 100 community members and set strategic aims for partnership working. The participants identified the need for community meeting spaces as a priority for Grangetown. A series of regular public events was established to gather ideas, invite commitments to action, and update all on progress.

It took three years of engagement before any architectural design for the pavilion was proposed. This time was required to gain the depth of commitment and to establish trusting relationships and shared understandings. From the initial idea in 2012, the project directly involved over 300 individuals in the community, university, council and external partners to reach the point of proposing a design brief which might be responsive to community ideas.

In 2016 the Grange Pavilion secured a temporary licence which enabled use of the Pavilion and the Green by over 3,000 residents. Since then, regular activities have helped bring the Grange Pavilion to life. All activities are suggested by Grangetown residents, and include Homework clubs, a Youth Forum, a community garden, mental health peer support, a Tech café, arts therapy, cricket and football training with peer mentoring, and play sessions, as well as one off and annual events. Over 150 initiatives have been launched on site including outdoor activities and green initiatives such as environmental crowd-sensing, after-school gardening, a pollinator garden, sports mentoring and creative workshops in partnership with over sixty different organisations.

In 2018 Community Gateway and partners secured £1.17m capital funding from Big Lottery to redevelop the Grange Pavilion. The result will be a multi-functional community facility that will provide opportunities for education, training, health promotion and enterprise development, with a café, office and meeting spaces. There are also plans to improve the existing grounds to create an accessible green space and an orchard and pollinator garden.

Dr McVicar describes the biggest challenge for Community Gateway was overcoming constant bureaucratic hurdles, while the most significant enabler of the project has been the University's commitment to funding the project over a reasonable amount of time without pre-defined objectives.

Meanwhile, one of the challenges raised by stakeholders in the project was how, while giving credibility to a community-led idea, collaborative working between community members and external partners and professional organizations can also be a threat to its success.

Other barriers identified in progressing from early speculative conversations to forming a long term partnership include:

- Defining 'who' an open group consisted of;
- Maintaining public momentum and cohesion when things are apparently not happening;
- Translating positivity into committed action;
- Delicately balancing the task of carefully maintaining multiple communities' trust, belief and resources against the often contradictory demands of externally-imposed deadlines and procedures.

Community Gateway has had the following impact on the Grangetown Community:

Made Grangetown greener by:

- establishing partnerships with local area schools to give children access to a safe green space for learning
- directly enabling the growth of a community garden
- Given young people a voice and provided them with new experiences and opportunities through the launch of the Grange Pavilion Youth Forum
- Providing a space to bring mental health support into the heart of the community of Grangetown
- Working closely with partners and colleagues at Cardiff University to make Higher Education and careers in Higher Education more accessible to Grangetown residents.
- Supporting local business owners by:
  - launching the first Grangetown Business Forum providing local businesses the networking opportunities, online training and business advice
  - developing and launching the Grangetown World Market, giving local entrepreneurs and business owners the chance to showcase their products to over 200 visitors
  - creating a Grangetown map - a local directory of businesses in Grangetown

#### Box 3.5.4 Philosophy Cafe

The introduction of a Philosophy Café has provided a safe, neutral space for different communities of Grangetown who speak many different languages, and have different religions and beliefs, to share information about their beliefs in relation to themes decided by local residents.

Organised by Philosophy lecturer, Dr Huw Williams, and local residents, Moseem Suleman and Chris Young, meetings have been held with local residents from different communities across Grangetown discussing topics such as: 'diversity and cultural history'; 'What is it to be a good citizen?'; 'What is the good life?' and 'What does it mean to be tolerant?'.

Meanwhile, Dr McVicar described the impact on academics and the wider university as being “slow burning”. The team are currently trying to evidence the wider impact that Community Gateway brings to the university. One of the recognised pathways to impact has been through seed funding, which has, for example, enabled a human geography academic to spend 2 years building relationships with Grangetown’s Somali community. This has enabled him to apply for an Economic and Social Research Council (ESRC) grant which will ultimately fund a Somali youth worker to undertake a PhD. Mhairi says, “by giving people the time to have conversations, you genuinely get co-produced research”.

While the programme has not been formally evaluated, the Community Gateway team collect “absolutely everything”, including numbers, feedback from events, and testimonials. Events such as the annual *Love Grangetown* event bring core partners together and provide an update and testimonials on how projects are doing.

Since winning the Big Lottery funding to rebuild the Pavilion, they have five clear objectives that they have to meet and the team are exploring opportunities of using undergraduate and postgraduate students to help establish the baseline data and gather data for the annual reports to the funder.

### **Co-Producing research with Somalis in Grangetown and South Cardiff**

Aims:

- 1) To build a robust knowledge-base of Somali community needs in Cardiff that can be used as the basis of community-led projects and funding proposals
- 2) To heighten the visibility of Somalis in Cardiff through project outputs, including an exhibition in a central city location
- 3) To forge closer links between Somali organisations and Cardiff University

### **Future Outlook:**

Community Gateway is currently funded until 2022. At this time, the Grange Pavilion will be handed over to the Grange Pavilion Charitable Incorporated Organisation (CIO) who will continue to own and manage the building. The building comes with a 99 year lease and Cardiff University has made a commitment to sit on the CIO for 99 years. The Community Gateway team is similarly striving for a 99 years’ funding commitment from the university!

The university now aims to expand the model to other communities in Cardiff and Wales to produce benefits for the community as well as enriching teaching and research.

#### **Box 3.4.5 Creating a Bee Friendly City**

A bee-friendly garden was established at the Grange Bowls Pavilion, cultivating plants favoured by pollinators and those identified as imparting antimicrobial properties to honey. The planting has benefited the pollinator populations in the city of Cardiff and local schools can actively learn and participate in maintaining the garden. Bee hives have been introduced in close proximity to the garden so that the bees can start to produce their antibacterial honey.

### 3.5.2.3 *The Southall Story*

#### **Summary**

The final case study from the UK is a collaboration between the 'The Southall Story' organisation in Southall, West London and the Department of Drama, in the University of Exeter. The project was funded by the Arts and Humanities Research Council (AHRC) to undertake work from May 2011 to January 2014.

The aim of The Southall Story project was to research, document and disseminate the cultural history of Southall since 1979. The project looks at art forms and their emergence from political and social events. An oral and cultural history of the town has been created through filmed and audio interviews, photographs, posters and music.

We chose The Southall Story as our final case study, because it takes an issue-based approach and is an example of how universities partner with diverse and under-represented communities. The project has also been documented as part of a reflective review of arts and humanities based collaborations between Black and Minority Ethnic groups and universities (Common Cause (Cause, 2018)). The Common Cause project aimed to document and explore where and how common cause can be made between change agents in universities, communities and funding bodies who are looking to create an Arts and Humanities knowledge base that fully reflects the cultures and experiences of the UK's Black and Minority Ethnic communities. The following description of the Southall Story, draws on the findings and recommendations of the Common Cause Project, and an interview with Professor Jerri Daboo, the Academic Lead for the Southall Story, in March 2019.

#### **Background**

Southall is home to many diverse communities including those who migrated from the West Indies, India and Pakistan in the 1950s and 1960s, East African Asians arriving in the 1960s and 1970s, and more recently people from Afghanistan, Somalia and Eastern Europe. The murder of Gurdip Singh Chaggar in 1976, followed by the killing of schoolteacher Blair Peach by police officers in 1979, during an anti-racism demonstration, galvanised local communities to create several social, political and cultural organisations and festivals to unite the communities and resist the racism and violence threatening Southall.



The aim of The Southall Story project was to research, document and disseminate the cultural history of Southall since 1979, when new art forms emerged from the coming together of artists from different communities and backgrounds. The project had a particular focus on the development of performance arts, and their relationship to socio-political organisations and events. This link between the arts and social political contexts is described as having a significant influence on the cultural history of Southall and also contributing to the wider cultural life of the UK.

#### **Glassy Junction pub sign**

## **Structure**

The Southall Story was funded by the Arts and Humanities Research Council (AHRC) under their early career large grant funding stream. Other organisations provided 'in kind' funding including The Dominion Centre in Southall, run by Ealing Council, who supported the exhibition to be hosted there and the Royal Geographical Society who supported workshops with school children.

Prof Jerri Daboo, the academic partner at University of Exeter, led the process of applying for and securing funding, with support from community partners. Overall accountability for the project and its delivery was the responsibility of the academic partner, with informal understandings between partners. There was no project steering or advisory group.

The roles and responsibilities of academic and community partners are described as being flexible and based on each individual partner's area of expertise. The academic partner took responsibility for the bulk of planning and management of the project, all partners participated in conducting the interviews as needed. Data analysis and writing academic outputs was undertaken by the academic team, while the community partners have written papers and given presentations about the project following its completion.

## **Process**

The two main academics on this project were Dr Jerri Daboo, Department of Drama, University of Exeter, and Dr Ann David, Department of Dance, Roehampton University. The community partners were the Southall Story organisation, and its three directors Kuljit Bhamra, Shakila Maan and Ammy Phull.

The partners first met at a conference on British Asian Theatre organised by the University of Exeter in 2008. The initial contact and subsequent building of trust were facilitated by a shared interest in minority ethnic arts and the academic partner's prior experience of working in and with community organisations.

The community partner describes his idea for the project as something he had been thinking about for some time, informed by a desire to have the story of Southall documented as accurately as possible. Working with a university provided a route to documenting local history accurately and addressing the challenge presented by several, sometimes conflicting, accounts apparent in the community.

Prof Daboo describes partnering with three key, trusted figures from within the community as key to accessing the community of Southall. However, in order to reach out beyond the predominant Punjabi Sikh community and into newer migrant groups such as Eastern Europeans and Tamils, she worked with the Southall Community Alliance. This group aims to "bring together voluntary and community groups, business and local residents in Southall to address the social, cultural, environmental, religious and local needs of the area in order to make Southall a good and satisfying area in which to live and work." The project partners worked with the Alliance to organise an evening street performance which brought many of Southall's disparate ethnic groups together for the first time.

Community participants were also recruited through the existing networks of community partners and by word of mouth. This is regarded as being an important process for engaging people who may otherwise have been reluctant to participate.



Prior to this project, The Southall Story organisation wanted to celebrate the stories and achievements of the people of Southall, focusing on its heritage, arts and culture. They began to collect photographs and archive material, and went on to create a major exhibition which was shown at the British Library and the Southbank Centre in London, and the Domion Centre in Southall. They invited Jerri Daboo to become their academic partner, and with funding from the Arts and Humanities Research Council (AHRC), the collaboration conducted extensive field research in Southall to examine the complex histories of migration and diaspora, as well as questioning current views and definitions on the notion of 'community' in relation to research.

The original project idea was developed by both partners and was designed to be mutually beneficial, with some aspects of the work being undertaken jointly and areas requiring specific knowledge or expertise by the partner who could provide this. Trust in each other's expertise is described as an important factor in this respect.

A significant part of the research approach to the project was based on oral history. Interviews with participants were filmed and those not wanting to be filmed were audio recorded. The basic structure for interviews was discussed by both partners and the academic partner then designed them. The interviews were conducted in a range of settings by academic and community partners and research fellows working on the project. Some interviews were conducted solely by the academic partner or research fellows, others were conducted jointly, generating data relevant for both academic and community purposes. Involving community partners in conducting interviews helped jog the memories of community participants with whom they had a shared experience of local events.

The interviews had an open structure and were adapted to the needs and wishes of participants. The academic partner highlights capturing participant embodiment as a key benefit of filming the interviews.

Another component of the project was a series of workshops delivered in schools jointly by academic and community partners. Pupils were provided with information about the project, training in interview techniques and recording to undertake their own oral history project and establish personal family histories relating to Southall. An exhibition was also created from photographs, posters, record sleeves and panels with text that tells the story of Southall.

Other than the practical challenges such as tensions in the community, the overall process of undertaking collaborative research was said to have worked well. Despite this, Prof Daboo explains that some people within the community questioned why an academic was interested in their story, while historical differences and fights meant some people were not willing to work together. Some members of the community also caused difficulties for the project, by spreading fear that academics were gaining financially from their stories.

The funding structure and rules relating to the grant were identified as a challenge, in that the AHRC conditions meant that community partners could not be paid through the grant. The academic partner argued that freelance artists were giving up "enormous amounts of their time for the project" and should be paid in some way to acknowledge that, and they were ultimately paid as consultants.

Meanwhile, a lack of insight about matters relating to race and ethnicity, combined with a nervousness around engaging with Black and Minority Ethnic communities was recognised as a key barrier to engaging with these communities. Prof Daboo considers that nervousness of wanting to not offend communities prevents engagement. She suggests that this could be addressed through facilitated

discussion about the reason for the anxiety in order to build confidence in those conducting the research.

The use of consent forms was also described as a potential challenge to undertaking research with people from Black and Minority Ethnic communities who may be unable to fully understand the language used in the consent form and/or may be suspicious about how the data they provide will be used. Sensitivity is required and thought should be given to approaches, other than signed consent, to minimise obstacles at the point of data collection.

Finally, Prof Daboo discussed the sensitivities of balancing the different expectations and aspirations of the partners. She explained that for her, the project was about ethnography, while the community wanted to create an oral history, and it was important to ensure that the project delivered for both partners.

Informal discussions, building trust and a shared interest in minority ethnic arts prior to developing the project are described as key to facilitating the collaboration. A common understanding was achieved informally and was facilitated by trust in the academic partner and the university. Good communication, speaking in a common, jargon-free, language, and pre-project meetings “sharing food and chatting over a meal” were all considered important in establishing the relationships.

In hindsight, Prof Daboo reflects that the project could have benefited from an advisory board which could have provided advice at various points along the way, such as agreeing ownership of the project outputs from the outset, and offering opportunities for reflection on what the next steps might be.

## **Outcomes and Impact**

The Southall Story looks across art forms and their emergence from political and social events. An oral and cultural history of the town has been created through filmed and audio interviews, photographs, posters and music. A range of tangible and non-tangible outputs have been produced, including:

- An exhibition of photographs at the British Library and then the Southbank Centre where it was on show for six weeks.
- A second exhibition at the Dominion Centre to launch the project in Southall with input from both partners.
- A symposium in London presented collaboratively in 2014.
- A digital, publicly accessible, archive of 90 edited interviews located on a dedicated computer at the Dominion Centre and Library in Southall.
- A school project delivering a series of Southall Story events. These events included enabling pupils to undertake their own oral history projects whereby they would interview parents and grandparents about what it was like to arrive in Southall, then create their own blog about this for the school website.
- A Southall story website that provides information about the project and history of Southall. A second website is planned that will focus specifically on the digital archive.
- Presentations about the project have been made by the academic partners at several conferences and community partners have given talks about the project at other events.

- Exhibitions at the India International Centre in New Delhi and Chulalongkorn University in Bangkok enabled by a follow-on grant in 2013 and delivered by both academic and community partners.
- A book about the project is being written by the academic partner.

A Follow-on grant awarded by the AHRC enabled the exhibition to be taken to India and Thailand, as well as curating a Festival of British Asian culture including a concert, film festival and workshops. More recently, there has been interest from the BBC to make a documentary informed by The Southall Story project.

Following the exhibition in Bangkok, Chulalongkorn University is interested in undertaking an oral history project with the Indian communities resident in Bangkok. The exhibition is now in a format that is suitable and available for touring. Several legacies are said to have emerged including archive footage that can be accessed by members of the public and future generations.

Feedback from community members indicated they value the fact that their stories can be passed on to future generations. The recorded interviews also enable people to look back and reflect on their experiences as well as remember loved ones when they pass on.

The work with schools has enabled young people to work on and create their own oral histories and one of the schools now includes the story of Southall as part of its history lessons. Some community members have described participation in the project as healing, and reconciliation and reconnections between people have been enabled. However, both academic and community partners believe that with further time and resources it would be possible to achieve more in relation to legacy.

The Southall Story Project was not formally evaluated. There was no requirement from the funders for either an evaluation or even a final report. Due to the small size of the academic team, lack of resources prevented a robust evaluation, although much anecdotal evidence has been collected on the impact of the project on the community, and the model has been picked up by the AHRC as being innovative in its approach to community engagement.

### **Future Outlook**

Both partners are keen to continue collaborating in the future and have already collaborated on the follow up project to take The Southall Story to New Delhi and Bangkok. Further collaboration on this project is also possible, for example to tour the exhibition to other places. Collaborations on other projects, unrelated to The Southall Story, are also under way. One of the other community partners is also collaborating with the academic partner to make a film about a community organisation called the Southall Black Sisters.

Availability of resources such as time and funding will determine future sustainability of work arising from The Southall Story project as well as collaborations on new projects.

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## 4 Conclusion

Universities play a critical role in supporting the economic, social, cultural and environmental wellbeing of the places in which they are located. Universities across Europe are increasingly responding to local challenges, through activities which are largely driven through three main stimuli: changing demands and opportunities from funding agencies; changing Higher Education policies and agendas; and an increasing use of evaluation and monitoring systems.

All SEU project partners report changes in the funding landscape in their country which have led to an increase in funding opportunities for innovative research which benefits the economy or society beyond academia. For example, the Strategic Basic Research programme from the Flemish research funding agency Fonds Wetenschappelijk Onderzoek, initiatives such as the Stifterverband-sponsored programmes in Germany, and the UKRI's Strength in Places Fund in the UK. Meanwhile, European funding calls such as the Horizon 2020 research programme which support public and private sectors to work together to tackle societal challenges, have facilitated international collaborative partnerships in making research more relevant and valuable to society.

Meanwhile, universities are increasingly adopting policies that support activities which benefit teaching, learning and research, whilst also leading to regional economic or societal impact. In Belgium, community university partnerships which contribute to tackling specific societal challenges are increasingly perceived as important levers to research agenda setting, and in Italy, universities are seeing the financial benefits of enhanced visibility from being embedded in their region, which attracts increased student numbers. Perhaps the most blatant governmental interventions to support Third Mission activities have been by the Dutch government who announced in the 2004 Science Budget, that universities were to fulfil a Third Mission, next to their education and research missions. Later, in the *2025 Vision for Science: choices for the future*, the Dutch government pledged that 'Dutch science has even closer ties with society and the private sector and has maximum impact' as one of their three main ambitions. In the UK meanwhile, a recent independent inquiry into the future of civic universities, calls on government and regulators to create the environment in which meaningful civic engagement can flourish. In response, UK universities are being encouraged to prepare a Civic University Agreement to ensure their civic activities are embedded in the teaching and research functions and not framed as a separate, third mission.

Finally, in recent years, demand from funders and stakeholders has led to greater benchmarking and monitoring systems in many countries, which in turn, may provide the stimulus to create more impactful research and knowledge exchange. For example, the establishment of Italian National Agency for the Evaluation of the University and Research System (ANVUR) in 2006 has led to Third Mission activities being formalized and institutionalized in Italy. While in the UK, frameworks such as the Research Excellence Framework (REF), and the Knowledge Excellence Framework (KEF) are intended to increase accountability and efficiency of public funding for research and knowledge exchange activities and can encourage universities to think about the focus for these activities.

The case studies presented by each project partner in this report demonstrate an array of different partnerships between universities, their communities, and their civic and civil societies. Each partnership is unique and has developed in response to different stimuli, to tackle a plethora of different issues. Nonetheless, there are a number of reoccurring themes which emerge throughout the partnerships. Table 4.1 shows a summary of the partnerships, including our attempt to classify

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each partnership (according to Harney & Wills, 2017) and the area of engagement. The majority of the partnerships presented here were governed by a steering group or advisory group which comprised members from the university and other stakeholders. In most cases, this governance arrangement was seen to allow collective decisions which benefitted from a variety of contributions. A good governance structure can help ensure well-structured meetings, help define roles and functions and ensure good quality leadership, some of the facilitating factors identified by Drahota et al. (2016).

Most of the partnerships described in this report promote or facilitate co-creation to tackle specific local challenges. For example, the Living labs enable citizens, knowledge institutions, companies and governments to work together at the local level to and find innovative solutions for complex social issues, such as climate change and social inequality. While most of the case studies describe partnerships, which aim to create local societal impact, the purpose of the Chatterbox in Ghent was not to do good, but rather question what universities are good for. Thematic analysis of the data from this exercise showed that five topics emerged including the need to reform and improve society, and to become embedded in society. Meanwhile, Projekt P.f.o.r.t.E in Germany, and the European ACCOMPLISSH project were collaborative projects aimed at identifying barriers and enablers of co-creation and successful partnerships.

Partnerships in the case studies were funded via a number of different sources ranging from the personal budget of one university professor (Chatterbox) to the Dutch Ministry of Education, Culture and Science (City Deal on Education, Netherlands). Some partnerships receive(d) core university funding (e.g. CUPP and Cardiff Community Gateway in the UK), while most others rely upon short-term project funding. Funding is inextricably linked to the longevity and sustainability of partnerships, and a common challenge is maintaining the sustainability of partnerships dependent upon short-term funding. In *Zukunftsstadt Lüneburg 2030+*, one of the main challenges was maintaining the cooperation and contacts between the partners during the bridging phases between the three funding periods. This was overcome with personal and regular contact and relationship building. Conversely, the most significant enabler of Community Gateway was seen as being the university's commitment to funding the project over a reasonable amount of time. Similarly, the continuous funding of revenue from personal income tax for the Italian Polisocial Award is seen as being hugely beneficial in providing a basis for programme sustainability. CSAC in Parma, on the other hand, is described as costing the university "considerable resources" which attracts criticism, especially at a time of declining resources. However, it is argued that the financial contribution of the university may appear more justifiable if the benefits to the wider Parma region were calculated.

In agreement with the Drahota 2016 review, trust between partners was a commonly recurring theme that was mentioned by most of the case study authors. It was clear that in most cases, trust was understood to develop gradually and took time to achieve e.g. "It took three years of engagement [...]. This time was required to gain the depth of commitment and to establish trusting relationships and shared understandings" (Community Gateway, Cardiff); "I have learned that we should first plant the soul before we start building with bricks" (Project leader working for the City of Ghent).

Similarly, mutual benefit for all partners is described by most of the authors. This was most transparent in the three UK case studies which all stressed the absolute necessity for all partners to benefit from a relationship for it to be sustainable: "mutuality is hard wired into everything we do"; "fundamentally, Community University Partnerships have to benefit either research or teaching. Otherwise, the issue should be left for other organisations that are better equipped to deal with them" (CUPP, Brighton).

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The aspiration for mutuality was articulated by community partners from Community Gateway, who proposed that the university should enter into “a relationship, not an affair”, emphasizing that knowledge, skills and resources should flow two ways, and that the university should support “creating the notion of belief in the people, in the area”. A good example of tangibly mutual benefits is the Magazine of the Street which provides a variety of learning outcomes for the participating students as well as a financial outcome for the participation street vendors.

The partnerships described in this report have led to impact across a number of themes including creativity, culture and society; health and wellbeing; environment; and commerce and the economy. Most partnerships also claim to impact understanding, learning and participation, indicative of the benefits that Community University Partnerships have on students and the wider university as well as external partners. Place-based projects such as Community Gateway in Cardiff, and the GSP Task Force in Ghent, led to very localised tangible impact on local people while in Marche, the UNIMC partnership has led to the creation of job opportunities in business and tourism. Other projects claim to have a much further reaching societal impact. For example, the Magazine of the Street claims to be changing the social position and image of homeless people “not only in the City of Bremen but in general”.

Community capacity building was an outcome of some partnerships. For example, in the UNIMC partnership in Marche, meaningful impact was generated in terms of rural development for both rural entrepreneurs and students and led to the empowerment of local communities, who learned to define their action plans with the support of university. Meanwhile, the Polisocial Award Project “CampUS”, took a community centred approach which fostered intergenerational contacts, socialisation and enhancement of creativity and skills, as a way of preventing social exclusion. Also, several of its initiatives, such as the community garden and the Social TV were designed to be autonomous, and were left to run alone once they were mature enough. In Ghent, an essential characteristic of the GSP taskforce was building capacity of important actors within the city that are responsible for the re-development.

A variety of challenges are described within the case studies. In agreement with the Drahotá 2016 review, excessive time commitment was a concern of many of the partnerships, often citing the time required to build trust and lasting relationships to enable co-creation with residents and communities. In Marche, a major challenge was a shortage of staff and students who could follow the projects over the long term. Meanwhile in the UK, changes have been made to CUPP’s approach in response to the “intolerable” pressure on the engagement-friendly academics in Brighton University and in order to deliver a more streamlined programme which generates and supports partnerships, and benefits both parties.

One of the biggest challenges faced by *Zukunftsstadt Lüneburg 2030+* was getting civic partners and organisations in Lüneburg involved with the university seminars. Conversely, one of the main challenges faced with the Marche partnership, was arousing the interest of the university. This latter problem is often compounded due to (perceived) difficulties in publishing research which is related to Third Mission activities in high impact international journals. In the Southall Story in the UK, the funding structure and rules relating to the grant were identified as a challenge, in that conditions meant that community partners could not be paid through the grant. Similarly, bureaucratic hurdles were described as the biggest challenge for Community Gateway, while in the Netherlands, different policy cycles in the knowledge institutes and the municipality meant that flexibility from both partners was required for effective collaboration.

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Interestingly, few case studies described the challenges from the community partners' point of view. One of the challenges raised by stakeholders in Community Gateway, was how, while giving credibility to a community-led idea, collaborative working between community members and external partners and professional organizations can also be a threat to its success.

Some of the case studies discussed efforts to increase inclusivity. Inclusivity is said to be "written into the approach" of CUPP, where it is considered to be imperative to work with more disadvantaged communities and activities which address inequalities and disadvantage are prioritised. Similarly, the Magazine of the Street in Germany is described as giving "people (...) the chance to legally and independently earn money without having to beg". The project strives to decrease social exclusion through increasing respect and appreciation as well as through the cooperation between the different groups of people within the initiative's work. In Chatterbox the researchers' attempted to engage with diverse communities including those from an ethnic minority background and/or with low socio-economic status by communicating in five languages (Dutch, English, French, Turkish and Arabic) and using Master students to provide support and answer questions. However, in the GSP Task Force in Ghent, certain groups of people and places were described as "remaining systematically out of the picture", with some voices, such as the residents of social housing projects being hardly listened to. The GSP Task Force argue for professional "weavers" who would actively broker, gain in-depth insight into the neighbourhood and transcend the boundaries of sectors and procedures. A similar approach in Community Gateway, where a Partnership Manager is embedded in the community and is readily available to all members of the community is seen as a critical part of the model which has ensured a range of inclusive activities have emerged for the entire community.

The majority of the partnerships described in this report have not been formally evaluated. Exceptions include the Dutch City Deals, Living Labs, and knowledge Labs. Indeed, the midterm evaluation of the City Deal on Education recently led to additional funding from the Ministry of Education for the coming years. Zukunftsstadt Lüneburg 2030+ in Leuphana meanwhile, will be evaluated in the next phase, as a requirement of the funders. While Community Gateway has not been formally evaluated, the team collect "absolutely everything", including numbers, feedback from events, and testimonials. Interestingly, while the CUPP in Brighton has delivered and evaluated more than 150 projects, including its Ignite programme, CUPP Director, David Wolff believes that difficulties in evaluation, proving the often intangible benefits of engagement, can hold back engaging with communities.

This review provides an overview of community university partnerships, and describes a variety of partnerships between universities in five European countries, and their non-university partners. We have attempted to identify common facilitating and hindering factors of partnership working, and unpick how these challenges may be confronted. We identified that while many partnerships attempt to reach out to marginalised communities and groups, more needs to be done to ensure inclusivity and representation of underserved groups in partnership working. Finally, we identified that for various reasons, the impact of partnerships on the universities and their community partners are not being formally evaluated and indeed, few partnerships report on the challenges from the community partners' point of view.



**Table 4.1 Summary of Partnerships**

| <b>Partnership Name</b>   | <b>Classification (according to Harney &amp; Wills, 2017)</b> | <b>Partners (Categorized by the Quadruple Helix)</b> | <b>Area of engagement</b>  | <b>Intended Impacts</b>  | <b>Duration</b>            | <b>Funding Amount / Type</b>  |
|---|---|--|--|--|----------------------------|---|
| <b>The Ghent University Chatterbox project</b><br>Belgium   | Embedded, place-based   | Academic, Civil Society                              | Citizen science: reflecting on the role of academia within society                             | Creativity, culture and society / Understanding, learning and participation  | 2016 - 2017                | Personal budget<br>Approx. € 100 000  |
| <b>ACCOMPLISSH:</b> Accelerate co-creation by setting up a multi-actor platform for impact from Social Sciences and Humanities<br>Belgium | Networked   | Academic, Civil Society, SME/Industry, Government    | Co-creation as a tool to increase the impact of research within social sciences and humanities | Creativity, culture and society / Understanding, learning and participation /Public policy, law and services / Practitioners and delivery of professional services, enhanced performance or ethical practice | 2016 - 2019                | European Funding<br>€ 1 898 412 (Horizon 2020)  |
| <b>Ghent Saint-Pieters Task Force</b><br>Belgium  | Embedded, place-based   | Academic, Civil Society, Government                  | Urban Development and Renewal  | Health and wellbeing of people / Culture and society / Public policy, law and services / Environment   | 2018 - ongoing             | € 30 000 (City of Ghent)  |
| <b>CSAC:</b> The Study Centre and Communication Archive<br>Italy  | Front door  | Academic, Civil Society, Government                  | Public access to university facilities and knowledge   | creativity, culture and society /Impacts on understanding, learning and participation  | End of the 1960s - ongoing | University and private funds  |
| <b>University of Macerata case study (UNIMC)</b><br>Italy   | Embedded  | Academic, Civil Society, SME/Industry, Government    | Rural development and entrepreneur networking  | understanding, learning and participation/ production / practitioners and delivery of professional services, enhanced performance or ethical practice / commerce and the economy                             | 2009 - ongoing             | European projects   |
| <b>Polisocial Award</b><br>Italy  | Networked   | Academic, Civil Society, Government, Industry        | Social innovation and research   | understanding, learning and participation /creativity, culture and society   | 2012 - ongoing             | € 3,000,000 (over the four editions)/ 5 per mille IRPEF, co-financed funding and Politecnico funds. |
| <b>Magazine of the Street</b><br>Germany  | Networked   | Academic, Societal/Civic                             | Social Work  | health and wellbeing of people / social welfare / understanding, learning and participation  | 2010 - ongoing             | Private funds and university  |

**Table 4.1 Summary of Partnerships (Continued)**

| <b>Partnership Name</b>   | <b>Classification (according to Harney &amp; Wills, 2017)</b> | <b>Partners (Categorized by the Quadruple Helix)</b> | <b>Area of engagement</b>             | <b>Intended Impacts</b>  | <b>Duration</b> | <b>Funding Amount / Type</b>  |
|---|---|--|---------------------------------------|--|-----------------|---|
| <b>Zukunftsstadt Lüneburg 2030+</b><br>Germany  | Embedded  | Academic, Societal/Civic, SME/Industry, Government   | Urban Development                     | Creativity, Culture and Society<br>Environment<br>Health and Welfare   | 2015 - ongoing  | € 1,735,000 (distributed in three Phases) / Public                        |
| <b>Projekt P.f.o.r.t.E:</b> Partnership-based Promotion of Organisational, Regional and Transparent Development Partnerships<br>Germany | Networked   | Academic, Civil Society, Government                  | Building Networks in Social Work      | Impacts on the health and wellbeing of people,<br>Impacts on practitioners and delivery of professional services, enhanced performance or ethical practice | 2015 - 2017     | Private funds (The Stifterverband)  |
| <b>City Deal on Education</b><br>Netherlands  | Place-based   | Academic, Government                                 | Urban issues                          | Impact on wellbeing/ innovation/ environment / liveability/ public policy.<br>Impact understanding, learning and participation                             | 2017 - ongoing  | € 3,700,000 for three years by ministry of Education, Culture and Science |
| <b>Field labs</b><br>Netherlands  | Embedded  | Academic, Civil Society, Government                  | Urban issues                          | Impact on health and wellbeing / social welfare / environment/ public policy.<br>Impact understanding, learning and participation                          | 2014 - ongoing  | AUAS, city district, strategic partners                                   |
| <b>Urban Knowledge Lab Liveable Neighbourhoods</b><br>Netherlands   | Issue-based   | Academic, Government                                 | Liveability issues                    | Impact on wellbeing /liveability / public policy.<br>Impact understanding, learning and participation  | 2010 - ongoing  | € 70 000 per year by city government and Erasmus University of Rotterdam  |
| <b>CUPP:</b> Community University Partnership Programme<br>UK   | Front Door  | Academic, Civil Society                              | Making a difference to people's lives | health and wellbeing /creativity, culture and society / understanding, learning and participation  | 2003 - ongoing  | University and UKRI   |
| <b>Community Gateway</b><br>UK  | Embedded, place-based   | Academic, Civil Society                              | Making a difference to people's lives | health and wellbeing /creativity, culture and society / understanding, learning and participation  | 2014 - ongoing  | University plus £ 1.5M external funding                                   |
| <b>The Southall Story</b><br>UK   | Embedded, issue-based   | Academic, Civil Society                              | Cultural History                      | Creativity, culture and society / understanding, learning and participation  | 2011 - 2014     | Arts and Humanities Research Council (AHRC)                               |

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