

UNIVERSITIES, CITIES AND TERRITORY THE CASE OF PORTUGAL

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INTRODUCTION

This paper focuses on Portugal's university spaces and seeks to investigate the different types of relations generated between universities and cities. It begins by outlining the basic geographical patterns associated with major cycles of university creation, analysing and classifying the processes involved in their original locations in cities. It then goes on to propose new ways of understanding the relationship between existing university spaces and some of the main international models for planning university and educational facilities, before finishing with a look forward towards possible future developments.

The distribution of the Portuguese university network has been largely determined by historical factors and particularly by powerful socioeconomic and political forces. On the other hand, "conceptualisations of universities" formulated by educators and intellectuals seem to have played a much less influential role. Over the last 25 years, the number of Portugal's university centres has multiplied and they have become more widely distributed throughout the country. The university has therefore ceased to be regarded as a rather strange institution bequeathed to us by posterity. Today, Portugal has fourteen public universities.

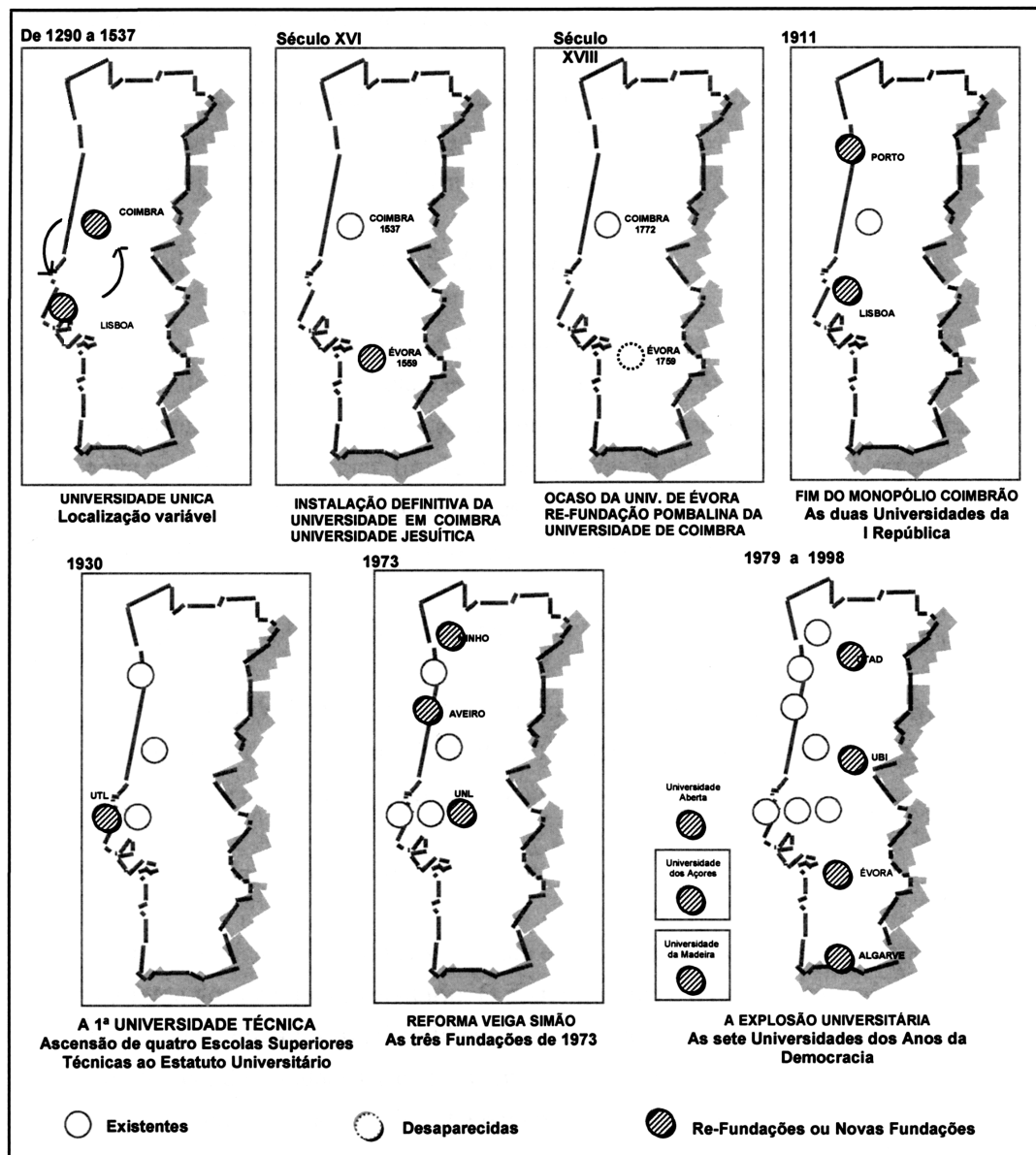
When establishing the typical characteristics of this type of institution, it is important to stress the considerable differences that exist between the largest and smallest examples: in terms of official student numbers, the former is ten times bigger than the latter. This disparity can be directly related to the age of the universities in question and their respective locations. The four largest universities are also the oldest and the universities with over 10,000 students are all located within the coastal fringe. The disparities observed between universities on a national scale are paralleled by similar disparities between different units and between their component parts; the faculties and institutes of the largest universities. In quantitative terms, some units are regarded as single universities when they are located in a single city but occupy various different campuses.

This is still the situation today, while the dynamic of the university situation is one of perpetual reorganisation.

SPATIAL DISTRIBUTION AND PHASES OF FOUNDATION

It is possible to group universities together and to identify the reasons why they were founded with reference to a series of local, regional and national influences. The establishment of universities in different parts of Portugal can be explained with reference to seven distinct periods. In fact, if we consider the configuration of

FIG. 1. *Territory and periods of creation.*



Portugal's national territory prior to decolonisation, we could even add an eighth, if we take into consideration Portugal's political presence on several continents, which was the case of its university network during the 1960's.

From their dates of foundation and locations, in figure 1, it is possible to appreciate a synthesis of fundamental periods for the establishment of universities and their relations with the present territorial organisation of the country.

The spatial distribution of Portugal's universities can therefore be summarized according to the following sequence:

First period: *the nation and a single university*

The first Portuguese university was national¹ in nature and this remained the case for over 600 years —from 1290 to 1911. Following the cited alternations, a central location was chosen in 1537; at the city of Coimbra.

Second period: *the 16th century, religion and a dual university system*

The counterreformation saw the onset of a duality marked by religious disputes. The locating of the University at Coimbra by Pope John III² was accompanied by a renewal of pedagogic contents and methods and by the appearance of a new collegiate form of organization. In 1559, the Jesuits established a new university at Évora. The two institutions coexisted for two centuries and made the university map gravitate towards the south of the country.

Third period: *the 18th century and re-concentration in Coimbra*

The initiatives of Pombal reorganized the map. The Jesuits³ were expelled and the *Universidade de Évora* was closed in 1759. A short time later, in 1772, the new statutes of the *Universidade de Coimbra* were passed: this effectively constituted the re-founding of the university.

Fourth period: *the major cities*

At the beginning of the 20th century, the logic of the size of a city's population imposed itself as a force for determining location within the university system. The realities of political and economic power persuaded the 1st Republic to put an end to the monopoly that had previously been enjoyed by Coimbra. In 1911, two cities were afforded university statutes: the national capital and the country's second largest city. This was the first time that coastal areas had received this privilege.

1. The initial moves to seek the papal concession of the first Portuguese university date back to 1288. When considering the eventual geographic location, the factors taken into account included its national character and the geographical origins of the prelates who signed the petition. In its first centuries, financial support for the University was also considered on a national scale.

2. D. Joao III's desire was for the country to have a single university that would be comparable with the most eminent centres of learning on the Iberian Peninsula (R. De Carvalho, 1986:238).

3. Despite having achieved a dominant presence at Coimbra, the Jesuits had never managed to totally control the university (R. De Carvalho, 1986:318). The initiative behind the founding of the new centre came from Cardinal Don Enrique. He requested authorisation from the Pope and this was duly granted on 20th September, 1558.

Fifth period: *reinforcing the capital's statute*

Twenty years later, the government created a second university in the capital: the *Universidade Técnica de Lisboa* (Technical University of Lisbon - UTL). This group of higher-level technical schools, which had existed since 1930, was thereby granted a university statute for the first time.

Sixth period: *accepting a colonial policy*

In the 1960's —and partly as a result of the general struggle for independence in Africa— universities were set up in the capitals of the Portugal's two largest African territories: Angola and Mozambique. These centres began their lives in 1962 as *Estudos Gerais* (General Studies Centres),⁴ with the centre in Angola and the one in Mozambique being respectively attached to the universities of Lisbon and Coimbra. But in 1968 these centres acquired university statutes, becoming the universities of Luanda and Lourenço Marques. This move corresponded to a development plan related with what was then conceived as the pluri-continental presence of the Portuguese nation.

There were differences in their different territorial manifestations: while in Mozambique, the university premises were exclusively established in Lourenço Marques, in Angola, they were shared between three cities; Luanda, Nova Lisbon and Sá da Bandeira. However, in both cases, their official seats remained in the capital cities, located on the ocean coast.

Seventh period: *reinforcing the coast*

More than fifty years passed before the creation of another new university in Portugal itself. On the eve of April 25th 1973, during the Marcelist period, the government created three new universities on the coastal fringe: the *Universidade do Minho*, the *Universidade de Aveiro* and the *Universidade Nova de Lisboa* (UNL). The statute of the capital was further reinforced with the addition of this third (and to date final) university.

Eighth period: *regionalisation and the university explosion*

After April 25th 1973, seven new universities were created in a period of less than ten years. These new centres were set up in the interior and in the archipelagos that constitute Autonomous Regions: this was the first time that university level education had been provided in most of these areas. These new universities were: the *Universidade dos Açores*, the *Universidade da Madeira*, the *Universidade de Trás-os-Montes e Alto Douro* (UTAD), the *Universidade da Beira Interior* (UBI), the *Universidade de Évora*, the *Universidade do Algarve* and the *Universidade Aberta* (Open University).

4. In February 1958, Orlando Ribeiro presented the outline "Suggestions for the study of the extension to the *Universidade ao Ultramar*" to the Senate of the *Universidade de Lisboa*. By 1960, the first vocational courses had been organised in Luanda and Lourenço Marques —now Maputo— (O. Ribeiro, article published in the *Diário de Lisboa* on 13th August, 1962, entitled "*A Universidade e o Ultramar*", a constant in the contemporary of 1964 which the author entitled "*Problemas da Universidade*". The point entitled "*Universidades de Luanda e de Lourenço Marques*" by V. Crespo (1993) focuses on the process of the creation and development of these institutions.

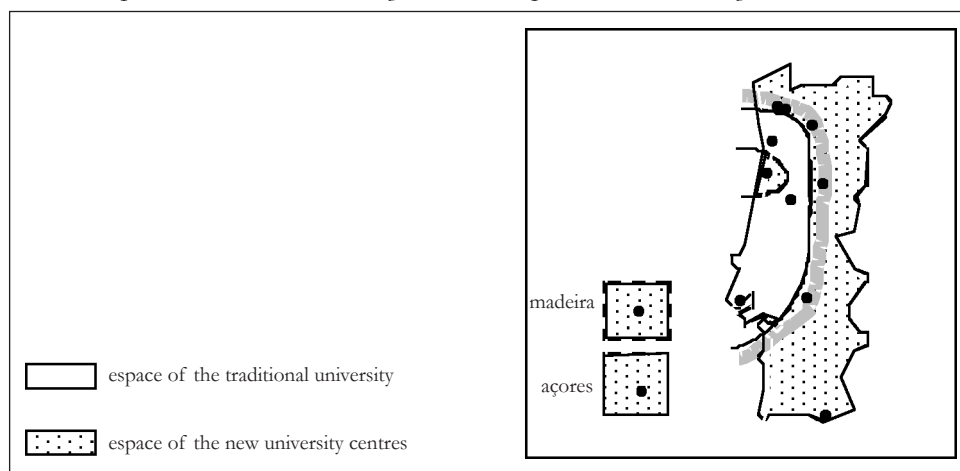
Summarising these periods in their most condensed form, it might be suggested that the founding and spatial distribution of Portugal's universities have obeyed the following logical and sequential phases:

1. They first appeared as part of a process of *national* affirmation;
2. Their consolidation was closely related to the *polarization of capital*, and the location of other *important cities*;
3. Their territorial expansion was associated with *regional development*.

The metropolitan logic was evident throughout phases 2 and 3.

In a synthetic view of the country, presented in figure 2, it is possible to distinguish between the area of traditional centres and that of the new developments.

FIG. 2. *Espace in traditional university cities and espace in new university cities.*



THE SPACE OF THE NEW UNIVERSITY CENTRES

In both areas, there is a direct relationship between the prevailing territorial orbit and the priorities of the university facilities. The first group includes universities that, in one way or another, have links that reach beyond the wider territories in which they are located. In the second group, there are much clearer logical bonds and relations with their immediate territories. For the first group, the dominant territorial bond is more national and strictly civic, while for the second, it is more regionally orientated.

There is also a ring-like distribution of university cities within the national territory. With the exception of those with coastal locations, the university cities occupy a first ring and display an off-centre location with respect to the country's transverse axis.

Let us now examine some borderline cases with respect to the proposed stages.

Rómulo of Carvalho⁵ stresses the *coincidence in time* between the creation of an *Estudo Geral* and the “final stages of the process of constructing a new European nation”. When Portugal was finalizing the definition of its frontiers, several people became aware of the need to provide the country with a new type of cultural institution similar to those then being established in some other European countries. This effectively led to the *de facto* creation of one of the first university institutions in Europe, which predated the likes of Pisa, Heidelberg, Leipzig and Leuven. The strengthening of royal authority, *political centralization* and the political security of Portugal’s frontiers, on one hand, and the reinforcement of the Church’s authority and improvements to its immense bureaucratic “machine”,⁶ on the other, both called for a well established juridical body,⁷ and this, in turn, created the need for a university.

The opposite end of the time scale is marked by a move towards the *metropolitan scale*.

This is expressed in just two cases. Other examples of the early establishment of schools or “Institutions” outside the area of the main municipality of the metropolitan area do not meet the necessary requisites of an initial focus upon the metropolitan area, understood in terms of all of the dimensions and areas that it encompasses.

The first such case was that of the *Universidade Nova de Lisboa*, whose initial locational studies—which were carried out in 1972—suggested its insertion at the scale of the Lisbon region. There was even talk of calling it the *Universidade do Tejo*. In 1974 the following alternatives were considered:

- A. Almada-Monte da Caparica (Lisboa-Setúbal axis);
- B. Oeiras-Porto Salvo (Lisboa-Cascais axis);
- C. Queluz de Baixo-Alfragide (Lisboa-Sintra axis)⁸

The present location of what is now the *Pólo da Ajuda* of the UTL was also among the options initially considered, though it was finally decided to locate it in Monte de Caparica, which in 1979 had just been reserved for UNL’s *Faculdade de Ciências e Tecnologia* (Faculty of Sciences and Technology).

The second case was that of “*Taguspark*”, which sought a similar metropolitan insertion. Three alternatives were studied in 1990:

- A. At a location near Santarém;
- B. In the municipality of Sintra;
- C. In the area surrounding the municipalities of Cascais, Oeiras and Sintra.

5. R. De Calcalho (1986:61).

6. J. Mattoso (1997:19).

7. This justified the importance assigned to the teaching of Law with respect to the other subjects taught at that time. The salaries of lecturers in this subject were at least three times greater than those of other university teachers. The majority of the students studied Law—which during the initial period of the *Estudo*, like the other subjects, had yet to be given its own “*Faculdade*” (Almeida Costa, 1997:272).

8. INEC (1974: annex).

The following year, the decision was taken to site the new university at the confluence of the municipalities of Cascais, Oeiras and Sintra, though it was finally located in the municipality of Oeiras.⁹

From these two extremes on the time scale it is possible to see that the pattern for locating universities in Portugal has been subjected to considerations related with the political organization of the national territory and the different stages of its development: the prevailing political climate has influenced the timing and the way in which university privileges have been conceded.

CAMPUSES AND CITIES

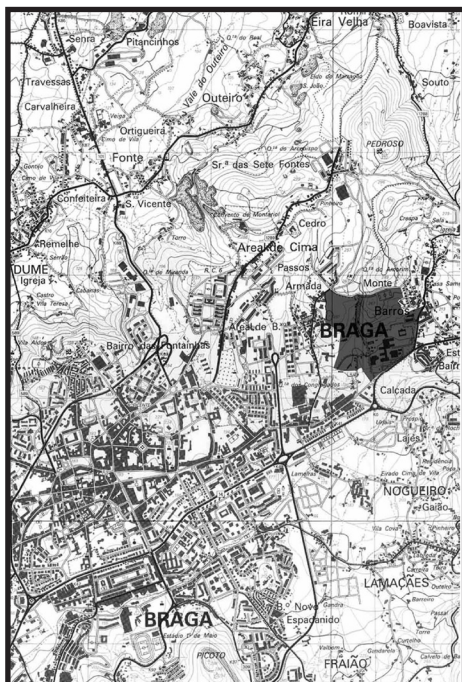
When investigating the nexuses that the campus establishes with its corresponding city, it is necessary to establish a common cartographic base. Figure 3 shows the cities of mainland Portugal and their respective university campuses. A scale of 1:25,000 was chosen in order to register the relative positions of these campuses with respect to their main cities on a series of different maps. We have used the most recently available military maps for each university city, but these do not all necessarily relate to the same period.¹⁰

Let us now return to our previous observation about the number of entities to consider. When we study the relationship between campus surface area and city area, the difference between Lisbon and the other cities is patently evident. This also holds true for the demographic weights of both their general and exclusively university populations.

The common term “*campus*” can be applied to a range of significantly different realities in terms of location, area, density, degree of consolidation, age, uses and image. All of these factors are closely related to the links between universities and the urbanistic and architectonic characteristics of their respective cities. We analysed some of the most important of these, as they were essential for the subsequent development of our research into Portuguese universities. Our studies mainly centred on the processes involved in the siting of *campuses* and the relationship between their planning and local municipalities.

9. The *Parque de Ciência e Tecnologia do Porto*, which was created at the same time as that of Lisbon, shares with it the quest for metropolitan insertion – it is spread between the Maia, Feira and Ave development areas; but it does not seem to foresee areas for degree level university education.

10. The field work relating to this set of maps was carried out around the year 1996 in the cases of Vila Real and Guimarães – the most recent works – and 1963 in that of Évora – the earliest work. The data relating to Porto, Aveiro, Covilhá and Faro is evidently outdated. All of this work dates from the 1970's, except for that Covilhá – which was conducted slightly earlier – which includes field studies from 1968. This lack of synchrony is due to the lack of availability of up to date and mutually contemporary cartographic records.

FIG. 3. *Towns and campus location*

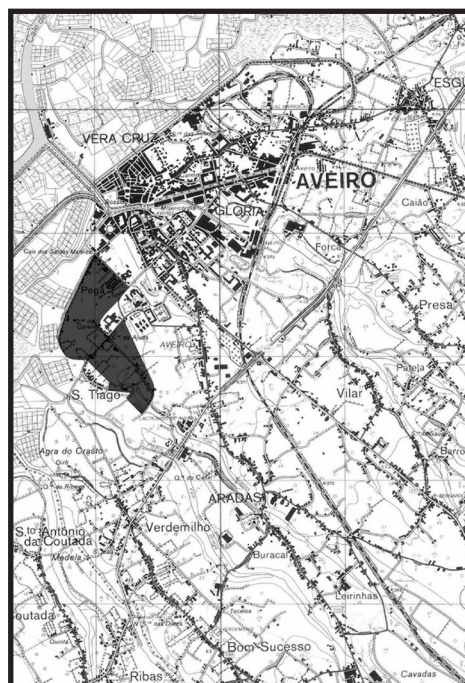
1. Braga



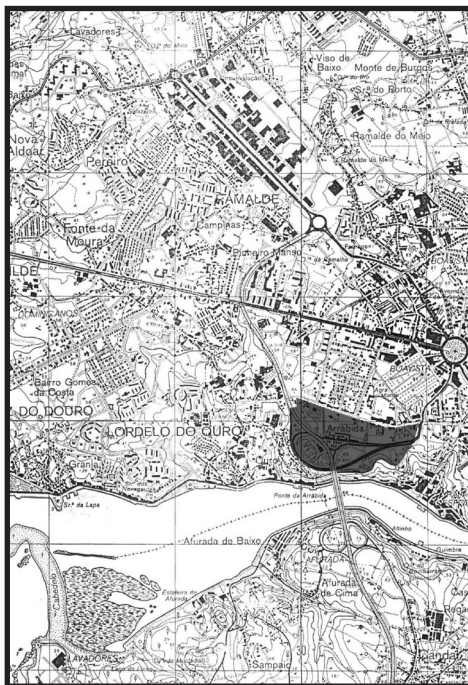
2. Guimarães



3. Vila Real



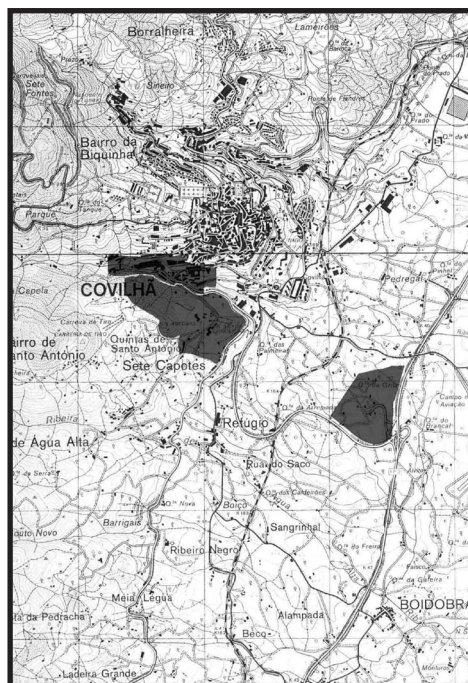
4. Aveiro



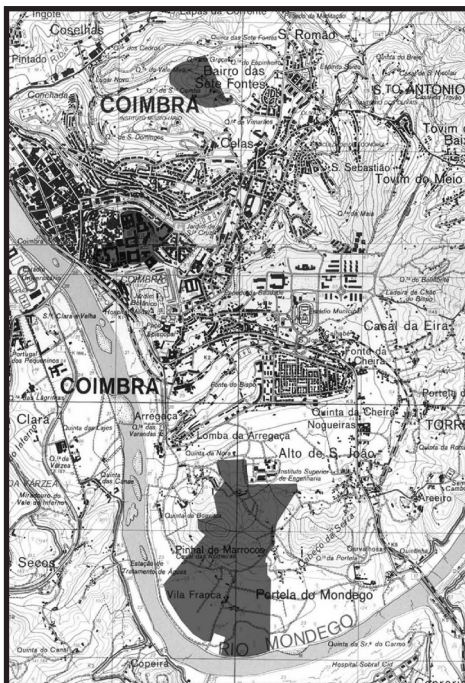
5. Pólo III - Porto



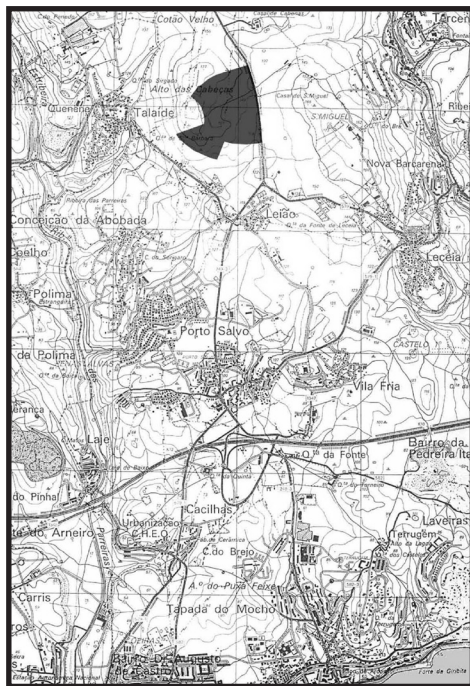
6. Pólo II - Porto



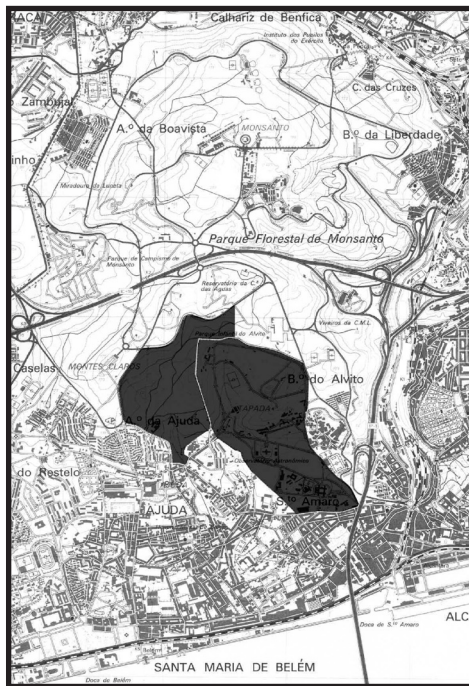
7. Covilhã



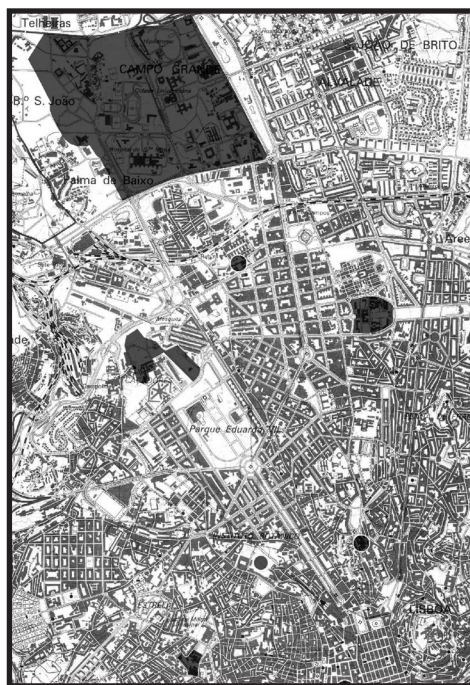
8. Coimbra



9. Taguspark - Oeiras



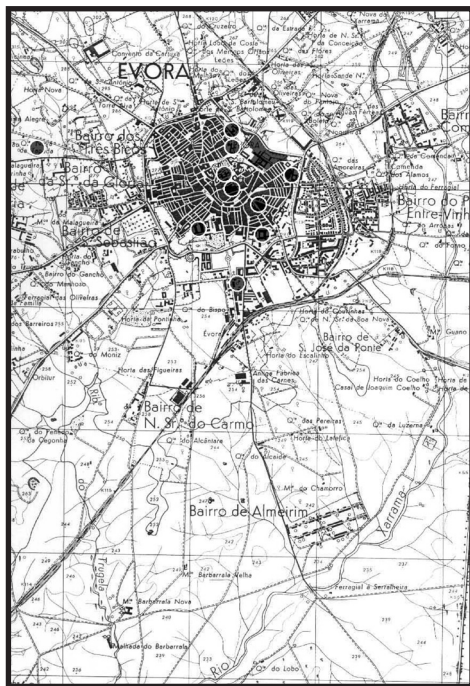
10. Tapada da Ajuda e Pólo da Ajuda - Lisboa



11. Lisboa



12. Monte de Caparica - Almada



13. Évora



14. Faro

PROCESSES FOR LOCATING UNIVERSITIES

Consider the process of siting a university. Is it possible to classify it? If so, what would be the different categories for the original sites of Portuguese campuses? Providing rough answers for these questions, which are presented below, implied working along the following lines:

- Identifying the history of the urban structure associated with the different campuses.
- Investigating the histories of the campuses themselves. No general history is available: there are, on the other hand, a heterogeneous series of historiographical, urbanistic and architectural works, which treat the subject in various degrees of depth and relevance with respect to the needs of this work. The vast spectrum of time scales and disciplines that need to be considered mean that history, history of art and urban history seem the best disciplines through which to study specific periods, while architecture and urbanism appear to be the most appropriate for analysing more recent periods. Even so, there appear to be precious few inventory works relating to the present period and the most recent have yet to be studied by any other scientific area than disciplines implicitly involved or associated with architectural and urbanistic projects. As a result, in some cases —and especially in the case of Coimbra's *Pólo I* (planning area 1)— it was necessary to refer to

published works, some of which were scientific in character, but also to various other types of publication produced by the universities themselves and to specialised architectural publications. In the remaining cases, it was necessary to resort to direct sources, such as specially designed and written material, and interviews with planners and those responsible for the university sites.

- A direct knowledge of the university sites and their cities (though this was rarely the case with respect to the islands, which explains why they have been excluded from the following points).

TYPES OF ORIGINAL LOCATION IN CITIES

Table 1 and figure 4 present the results obtained in condensed form.

Classifying the processes presents considerable difficulties: From what size or level of importance of a university occupation is it possible to consider it as the “motor” for the siting of a particular *campus*? Should it only respect the plans and buildings carried out, when the institution has a full university statute?

Many of the processes responsible for the creation of campuses are still open to debate, while the wide time span contemplated by this study implies considerable diversity in the processes of locating universities, due to the different historical periods in which this has taken place. Nevertheless, despite the ambiguities and hiatuses that are implicit in getting to understand the processes concerned, we decided to make an initial approach by presenting a classification that could subsequently be corrected and improved as our research progressed.

For the areas with the longest university histories, the term *campus* is a simplification and, strictly speaking, an absurdity. We simply use the term for convenience and to make distinctions with respect to other sites that form part of the same university; in those other premises the origin refers to the buildings. The classification presented below remains relevant today, once the nature of the main motor of the university site has been identified.

In this way, a distinction is made between adapted and purpose-built campuses. In this case, adaptation implies locating university functions in buildings that already existed and whose initial purpose may, or may not, have been related to spaces dedicated to educational uses. These buildings have been initially adapted and then later extended: in a second period, other new and adapted buildings, lying within a relatively small radius, have been added to them. The purpose-built location implies the establishment of buildings on land belonging to the university and specially planned for this use. The fact that there may, or may not, be pre-existing buildings and that there may, or may not, be a general plan pre-dating these constructions, are secondary considerations with respect to the longer term organisation.

Campuses are still distinguished in terms of their relative location with respect to the urban structure of their city: in the “city centre or consolidated urban area”,

“on the urban fringe or in an unconsolidated urban area”, or “outside the city”. We should stress that this is not exactly the relationship that exists today: it applies to the contemporary period in which initial location or construction took place and was evaluated on a case by case basis. Another clause makes reference to interpreting zones “within the city”, “on the fringe of the city” or “on the outskirts of the city”. An entirely objective approach, such as one based on the legal notion of urban agglomeration, had to be discarded due to the lack of reliable data and the fact that data were only available for a relatively recent period. Furthermore, the urban history and development of Portugal’s cities shows no signs of even a minimal degree of homogeneity. Changes in the conception of the urban agglomeration and the legal statute of the periphery —planned, approved, ratified— and the fact that the perimeter does not always correspond to the urban continuum in the way that it is perceived, mean that it would be inappropriate to apply these criteria to the context of this study. We therefore opted for an unavoidably subjective and approximate interpretation of the area occupied by the urban fabric consolidated at a given time, which was based on data presented in the form of cartographic records and/or aerial photography, whenever such documents were available, and also upon other indicators of Urban History, such as published texts and the testimonies of contemporary witnesses.

We observed a predictable correlation between adaptation and a central location within the city, on one hand, and purpose built structures and location on either the urban fringe or outside the city, on the other.

Most of today’s campuses are the result of purpose-built developments on their own lands: they are the direct consequence of the antiquity of the majority of the universities and of the policy governing contemporary university space and respective location. Within this group it is possible to distinguish between developments since 1973, the year in which the great university expansion began – which are the ones most similar to the strictest concept of the *campus* –, and developments prior to this date that, having been the first to experiment with campus formulas, have been attributed great historical importance within the genealogy of Portuguese university space, despite the diversity of their successes and failures. As previously mentioned, they are located on either the urban fringe or in consolidated areas of the city.

There are only two cases of purpose built sites located completely outside the city: the Monte de Caparica campus of the UNL, whose plan dates from 1977 and whose construction began the following year; and the case of the component assigned to the UTL, the *Instituto Superior Técnico* (IST), and the *Instituto de Engenharia de Sistemas e Computadores* (INESC) of the *Parque de Ciência e Tecnologia* of Oeiras, whose initial plan dated from the early 1990’s and whose exclusively university related construction – the IST block – was begun in 1998.

Among the oldest locations there are no examples of purpose-built facilities at the initial stage of location.

As with the first group, in these cases of “adaptation”, it is possible to distinguish between developments prior to and after 1973. The areas occupied by the universities as development areas or campuses —the *Pólos I* of Coimbra and Porto— are the product of their respective continuous occupation by university or university-related buildings from the 16th to 19th centuries.

In the case of those developed after 1973, there are a group of locations, which share the common feature of having chosen central premises or a consolidated area of the city, but that have assumed a diverse range of forms: from the mere preference for the premises, as a gradual substitution of precarious buildings by purpose-built constructions, as in the case of the *Faculdade de Ciências Sociais e Humanas* (FCSH-UNL) in Lisbon’s *Av. de Berna*, passing through the reuse of a distinguished historical building, followed by an extension of land, as in the case of Campolide in the UNL itself, to other situations involving a deliberate choice of premises and architecture, whether this was, or was not, followed by an expansion involving new neighbouring buildings, as in the cases of the *Pólos I* of Covilhã and Évora and of Lisbon’s *Instituto Superior de Economia e Gestão* (ISEG-UTL).

This group of cases reveals a new tendency with regard to Portugal’s university space, in which, with varying degrees of success, a new form of structuring is tested in relation to the conditions imposed by the limitations and previous conditions of these areas, on one hand, and the architectural and urbanistic demands of modern university facilities, on the other. This tendency can be synthesised as a “return to the city”.

Its force of persuasion has grown: one sign of this is the *Universidade de Coimbra*’s growing awareness of the need to rehabilitate its central space, which lies within the city. Having begun a project that tended towards the re-location of some faculties and the reconditioning of part of the university city,¹¹ it later extended this process to the whole city centre and to the structuring of this the area as a surrounding city,¹² involving the local *Câmara Municipal* of the time in an operation that involved the re-qualification of the building and of the associated public spaces.

In such cases, we do not only see the motor responsible for a process, but a careful consideration in the choice of premises and a persistent attitude. Shortly afterwards alternative uses are presented for the buildings abandoned by universities, in the case of universities that contemplate constructing new buildings on peripheral campuses. While on the other hand, some schools with seats within the consolidated fabric of the city are in a phase of expansion and look for alternatives, which may, and should, include the acquisition of buildings with some patrimonial value that

11. *Universidade de Coimbra* (1997).

12. “*Plano de Pormenorizado de la Alta Universitaria*” (Detailed plan of the Higher University). *Universidade de Coimbra*, architect Gonzalo Byrne (1998).

lie in the vicinity of their existing seats and their rehabilitation for university uses. In this way, the universities contribute to an increasingly necessary urban policy that involves the re-qualification of degraded areas of the city and building complexes. The reuse of former university buildings is an alternative, but not a very common practice —as clearly shown by the case of the *Pólo I* of the *Universidade do Porto*. The *Plano Director da Cidade do Porto* (General Management Plan for the City of Porto) of 1962 went as far as foreseeing the transfer of all existing institutes, faculties and schools to what is now the city's *Pólo II*,¹³ and even in 1979, there was talk of transferring the *Reitoria* (central building) to what is now *Pólo III*.¹⁴ A new attitude with respect to built patrimony would no doubt bring Portugal's university space policies into line with *mainstream* thinking.

The process of initially locating university functions in existing buildings has a long tradition in Portugal. The primordial and mythical space of the Portuguese University is nothing more than the appropriation and transformation of a military parade ground and a small royal palace, and for this reason it derives an added value from its unusual location on the top of the hill that overlooks the city. Particular reference should be made to the *Pólo da Mitra* of the *Universidade de Évora*, which constitutes a unique case in that it occupies a site outside the city, yet at the same time is a result of a process of "adaptation" in the sense previously described above.

The salient points in these observations are the first signs of a theorisation or clear confrontation of doctrines relating to university space, and the asymmetry between the ways in which university institutions act when applying policies that affect these spaces. This asymmetry is partly justified by variations in the relative weights of the factors that condition urbanistic and architectonic decisions. The case of a mayor university located in a metropolitan area, pressured by sheer weight of numbers and the need to compete for valuable, yet limited, space with other public and private institutions is considerably different from that of a recently established university located in a small city, which becomes its *main* institution. In the latter case, the university may assume a significant role in the local hierarchy as the main source of employment in its urban centre. The availability of land plays a decisive role in such cases. Even so, the previously mentioned situation, in which there seems to be an absence of —or at least a lack of evidence of— any form of generalised doctrine or systemisation according to which the universities as a group can manage their *performance* and intentions, still remains valid. In a few cases there is a certain consistency in design, which substantial changes to the previously mentioned purposes —of functions, locations and architectural intentions— may modify and which may be simultaneously accompanied by other improvements in the quality of the urban project and its architecture. On the other hand, in certain universities, there are signs

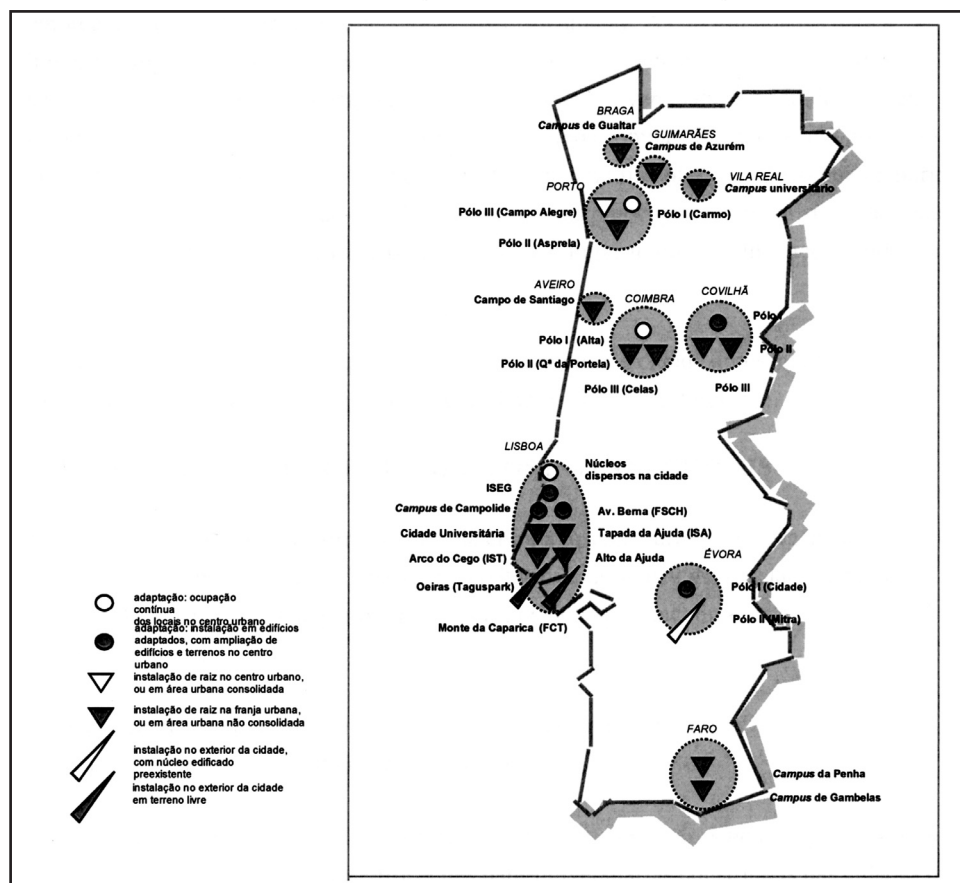
13. Tasso de Sousa (1995:18).

14. Cf. Roteiro Académico – 1979, Universidade do Porto (1979).

of a certain hesitance when it comes to considering medium and long term spatial policies: as if pragmatism were triumphing over other considerations. The very difficulties inherent in classifying locational processes are a direct consequence of this. This does not refute the fact that considerable efforts have been made to create appropriate living and operating conditions, to assess the unique nature of Portugal's integration within the European Community and to take advantage of the specific aid that this offers for the field of education. It simply implies that the pressure to meet the established deadlines for obtaining financial support, combined with the effective decentralisation that resulted from the *Lei de Autonomia Universitária* (Bill for University Autonomy), effectively fragmented initiatives and think tanks, thereby reducing to the *national scale general* interest in the problems associated with a public works project on such a large scale as that currently being undertaken.

Observe the territorial distribution of the types referred to above, which —as observed in figure 4— are organised on a city-by-city basis. It is necessary to stress

FIG. 5 - *Territorial distribution of the types of original location of campus by cities.*



the previously indicated, and indeed predictable, predominance of campuses on urban fringes or in non-consolidated urban areas in the case of the most recently founded universities: the greater diversity of types found in Lisbon with respect to other Portuguese cities was also predictable. The diversity of types related with different cities is the most evident fact. The structuring between types is reasonably specific from city to city, and constitutes an important factor when it comes to defining both the personality of a particular city and its university seat(s).

In the relationship between the planning of the campus and the city, the degree of cooperation between the university and its respective city council varies greatly. This ranges from mutual indifference—which causes a certain degree of conflict—as in the few cases in which the campus is a totally defined and closed entity with respect to the surrounding urban fabric, to very close collaboration, which can reach the extent—as in the case of Guimarães—of the municipality's own technical services assuming responsibility for drawing up the plan for the campus. If we examine this question from the stance of municipal policies, the diversity of the relationships with the University appears even greater.

Considering all of these questions together, we can say that city councils interact with their respective universities in the same way that they deal with all other large scale projects of an exceptional nature; casuistically. The opportunities for innovation, that are implicit when there is such an absence of norms and so many points remain undefined, can be capitalised upon by both parties (the university and the municipality) both to their respective advantages and to the ultimate benefit of the quality of the urban environment that they both share. However the absence of a clear doctrine and philosophy of university space that is capable of transcending the know-how of each individual university and the urbanistic priorities of each municipality tends to reduce the dimension and impact that such innovations could potentially have upon the Portuguese city.

The panorama of the relationship between the planning of the campus and the city in modern day Portugal therefore presents an extremely wide spectrum of different ways of organising space.

UNIVERSITY SPACES AND INTERNATIONAL MODELS

It is possible to establish a correspondence between urban relationships and the organization of *campuses* and some pedagogic, university and urbanistic models. The scheme outlined below tries to give a general overview of the different typologies found in modern day Portugal.

1. There is only evidence of one example of the model associated with *European university cities of medieval origin: Pólo I at Coimbra*.
2. The model for *Grandes Escolas e das Faculdades napoleónicas ocupando palacetes ou quarteirões* (*Grandes Écoles and Napoleonic Faculties occupying small palaces or blocks*) within the city,

originates from the construction of buildings for university uses in Lisbon and Porto both throughout the 19th century and in the early 20th century: the *Escola Politécnica de Lisboa*, the *Academia Politécnica do Porto*, the *Escolas Médico-Cirúrgicas* (Schools of Medicine and Surgery) of Lisbon and Porto.

3. The *American campus* model is not found in any Portuguese campuses. So far, it has only appeared in plans that were either never, or only partially, put into effect. These include the intermediate plans for the *Cidade Universitária de Lisboa* and, to a lesser degree, the original plan for the Porto's *Pólo II*. The fundamental characteristics of the model – large scale, diversity of uses, the importance of the residential function and sport facilities, a landscaped park-type location with an extensive green belt zone and spatial segregation – did not finally arise in anything other than a dissociated and very punctual way. Something similar is likely to occur with the pre-project for “Taguspark”: its ordinances contemplate the desire to assure environmental quality and to seek a location in a continuous landscaped green belt area, but the residential component of its university area was greatly reduced.
4. The *New English Universities* model applies to the first plans drawn up following the onset of university expansion: those for the *Universidade Nova de Lisboa* in the early 1970's and the campuses of Braga, Aveiro, and Gambelas in Faro – in the late 1970's and early 1980's. As far as their quantitative component is concerned – indexes and areas recommended for scientific areas – it could be said that this has been the dominant model for programming all of the universities to the present date. In the process of adapting it to Portugal's model for pedagogic institutions, the residential, sporting and social components of the English models were either retired or considerably reduced.
5. The model for *revitalising the city centre* focuses on the previously cited locations of the *Pólos I* of Évora and Covilhá, the ISEG, the FCSH and the Campolide in Lisbon and the new plan for the *Pólo I* at Coimbra. The *recovery of historic buildings*, which has more limited objectives due the fact that it only affects individual complexes, is consistent with this general tendency, as it also encourages the rehabilitation of the surrounding areas. These actions may affect various different parts of the city.

FINAL CONSIDERATIONS

We started by establishing an initial cartography of the physical space occupied by the country's university institutions. We then examined different hypotheses relating to territorial relations: the city appeared as the main organism involved in the spatial connections that are relevant to Portugal's universities.

The fact that the university continues to see itself reflected in the city that hosts it, is a consequence and development of the deep roots that the two share and that

date back to their common medieval past. The university is an institution that is essentially European in origin and thereby conservative by nature. The validity of this particular tradition —the close relationship between university and city— must be contemplated in the light of the threat that hangs over the spatial and social specificity of the European city: the explosion of structuring amenities and infrastructures in their *hinterlands*, the social segregation and loss of the public character of their main meeting spaces. The result for the city —just as it was constructed over more than a millennium of European history— has been that most of its constituent fabric can be travelled on foot and that it has retained a number of relatively small spaces dedicated to contemplation and study, which make it a privileged place for the purposes of meeting, discussion and the intensification of intellectual life, all of which are typical characteristics of the University. The fact that this symbiosis remains very much alive in today's Portugal, should be analysed and regarded as something positive and allow the foreseeable expansion to be carried out with and in a way that protects the added value that this privileged relationship bestows upon both the university organism and the city itself.

The fact that the university is presently going through a very dynamic phase, which has produced an unprecedented growth in its buildings and the urbanisation of its own environment, has provided an opportunity for reconsidering what is being built and how this is being done. The next stages in the expansion of existing locations and the construction of new campuses will probably receive less funding from the European Community, which is now occupied with the task of extending its territory towards the east. This fact, in itself, should be sufficient to justify or embark upon a *new phase* in the construction of Portugal's universities, which are now working on the formulation of a medium term strategy.

This study stresses the vitality of the civic tradition of Portugal's universities. Faced with the prospect of a future retraction, it is predicted that the main volume of work will be increasingly associated with the consolidation of existing groups of buildings. It is also desirable for efforts to concentrate on the reformulation and improvement of relations between each peripheral campus and its respective city through a continuous urban "potenciator" that works to create better living conditions for the university's users and the local citizens in general. This will be the moment at which to revalue and complete the campuses and to promote connections between these spaces and the urban fabric, with the inevitable involvement of the municipal authorities.

As far as the new development areas and campuses, that must be constructed *ex nihilo*, are concerned, will the ex urbanising strivings prove sufficiently viable to impose their logic? The long decades that Portugal's major university developments have required in order to be able to offer living conditions minimally similar in quality to those of the traditional city should be reflected in the extra-urban option.

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