

## PROLOGUE

The 8<sup>th</sup> edition of the Urban Studies Week was held in Lleida a few years ago, between 10<sup>th</sup> and 14<sup>th</sup> April 2000 to be more precise, and was entitled: *University cities and urban campuses*. The Urban Studies Weeks began back in 1982 and have since dedicated each edition to the analysis of a particular aspect of the city. Since they began, these sessions have been jointly organised by the *Universitat de Lleida* (Lleida University), the *Ajuntament de Lleida* (Lleida City Council), the *Col·legi d'Aparelladors i Arquitectes Tècnics de Lleida* (The Official College of Technical Architects and Quantity Surveyors of Lleida) and the *Col·legi d'Arquitectes de Catalunya* (delegación de Lleida) (Lleida branch of the Official College of Architects of Catalonia).

The length of time between the 8<sup>th</sup> Urban Studies Week and the appearance of this publication –to a large degree, been due to the death of the director and prime mover of this initiative, Joan Vilagrasa– led us to doubt whether or not to edit and publish these acts. However, we finally decided that the texts remain relevant and of interest for a number of significant reasons: firstly, on account of the intrinsic quality of the contributions, which include significant reflections that go beyond the specific examples cited; and secondly, because of the relationship between cities and their respective universities has gained even greater interest and relevance over the last few years. Today, more than ever before, we recognise the notable role that universities play in socially, culturally and economically dynamising cities and indeed territory in general. Experts continue to review and analyse relationships between universities and cities as shown by the numerous publications and studies that have recently treated this subject.

Within this context, the present publication seeks to offer a further opportunity to examine the role that universities play in dynamising their cities and their importance for defining and developing different projects. The links between universities and cities and between universities and territories can be analysed from many different angles, and offer a rich and multifaceted series of relationships. With this in mind, the sessions sought to consider a wide array of situations ranging from the social, economic and spatial aspects of the university world to a more detailed analysis of the urbanistic dimension of university campuses.

We have organised the contributions of the different experts as a series of thematic blocks or sections, which do not always correspond exactly to those outlined in the original programme for the 8<sup>th</sup> Urban Studies Weeks. In the first of these sections –*Present processes and future perspectives*– we present a group papers that offer general reflections on the processes of change in which universities currently find themselves immersed and we also take a look a little further ahead and identify some of the challenges that are waiting on the horizon. The three papers included in this section recognise the key role of universities as factors that are important for socially and economically dynamising their adjoining territories.

The paper by Richard Dober points to the necessary interrelationship between the university and the city, and the fused development of the educational community and the university world in what he calls *Eduropolis*. This implies the two realities working together in a single network in which the upper levels of the educational system interact with, and form part of, the cultural and social dynamics of the local community. Dober analyses the educational system through a very specific case study centring on the metropolitan area of Boston, USA. In his paper, he seeks to explain the synergic relations that are established between university and society when the educational system works within a wider network and when the three elements that combine in the university –teaching, research and community service– work together as a single unit.

The second paper in this section is by Francesco Indovina. After an inspiring analysis of recent socio-economic changes and of the role of the university in modern society, this author reflects on the functions that universities should perform in the future. Indovina stresses the important role played by the university in the 21<sup>st</sup> century, understood in terms of its function as a well-connected public service that is present within global networks, and its importance as a powerful tool for bringing about transformation at both the local and regional levels. In the final section, the author analyses the role of the university as an instrument for creating the city and promoting the urban environment.

Herman van der Wusten analyses the changes that have taken place within the academic community in the era of globalisation. Although universities have always been involved in international networks, these networks now seem to be much denser than before and the connections within them seem to be governed by much more intense relations. The notable strength of virtual –but at the same time real– communities, calls into question the traditional association between the university community, and particularly its academic staff, and the most local and regional of settings. For this reason, the author stresses the importance of local strategies developed by universities and that imply a commitment to both research and the promotion of the immediate territory.

The second thematic block collects together four papers that focus on *The social and economic dimension* of the relationship between universities and cities. In the first chapter, Richard Harris contributes a detailed empirical study of the impact of the

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university of in the city of Portsmouth, UK, presenting the corresponding *input-output* analysis. This practical case also allows the author to establish a methodology with which to evaluate and estimate the impact of universities upon the territories in which they are located.

François Dubet analyses the different student typologies that can be distinguished in France (and consequently also in Europe). Dubet also refutes the myth of there being a strongly self-defined student community and underlines the importance of the role of students in the cultural changes in many cities and particularly in small and medium-sized cities.

The third paper is by the anthropologist Larissa Adler Lomnitz. In it, she stresses the role played by the middle classes and top officials in Mexican universities. The author studies the prototypes of students and graduates who must find their place in society and the problems that derive from the current climate of economic liberalisation and the weakening of the role of the State, which has had a great influence upon recent graduates.

The final paper in this section is by Gabino Ponce, Antonio Ramos and Andrés Pedreño and looks at Medpark; the scientific park of the Universitat d'Alacant. This paper was originally presented as a poster and was subsequently given the form of a written article in order to facilitate its inclusion in the present publication. The text presents the project for Alicante's science park; Medpark, as a space for transferring technology and knowledge that is strongly committed to ensuring the development of the Alicante region. This involves not only developing the area's economic base, but also stimulating its social dynamics and general environment.

The third block of this book is dedicated to an analysis of the implications of the *University system and territorial model* and includes two papers. In the first, Esteve Oroval contrasts the model for "local" universities, which typifies the Catalan university system, with other forms of organisation. He particularly focuses on a model that he considers more practically and economically efficient; the territorial university model based on various different campuses. He cites various examples of this latter organisational model ranging from the University of California to several different Spanish examples.

In her article, Madalena Cunha Matos, explains the process behind the creation of the Portuguese university system, affording special attention to what has happened over the last few decades. This historical analysis allows her to relate the time at which each university was set up to the predominant urbanistic model and architectural style of the period of construction. The author reaches a conclusion shared by many of the other experts who presented papers at the meeting, favouring urban campus rather than the peripheral model.

The fourth and final block analyses *The spatial and urbanistic dimension* of the relationship between university and city. The paper by Pierre Merlin, which in fact was the opening lecture for the 8<sup>th</sup> Urban Studies Week, provides a general framework

within which to study this factor. The author presents various ways in which it is possible to set up university campuses and advises the traditional European campus model as opposed to that of the isolated Anglo-Saxon campus that, largely due to its extension throughout North America, became very popular in Europe during the 1960s and 1970s. The author also comments that this trend has changed over recent years. Many universities are now located in, or are returning to, the centre of the city. In this way, they try to fit into the urban fabric and to help structure and complement it both functionally and urbanistically.

The paper by Pablo Campos offers an exhaustive analysis of the university typologies employed in Spain. Although his work largely reaffirms the urban vocation of the majority of university projects, the author also recognises the existence of a very diverse and complex situation that is rather difficult to define. At the same time, Campos notes that the latest tendencies increasingly opt for the urban model and involve notable efforts to achieve integration with the point of location and to reinterpret its cultural memory. The new campus of the Universidad Politécnica de Cartagena is used as a case study and as an example of modern-day typologies.

Michelangelo Savino presents an overview of relationships between city and university through a series of social and institutional agents that have interests that do not always coincide and which take decisions in function of existing correlations of power. This idea of a consensus, and of an institutional pact between different agents, which is not always easy to maintain, is presented as the fundamental way of designing and realising city and university projects that benefit all of the parties concerned. Savino's case study focuses on the city of Venice and particularly on the complex situation of its historic centre with its loss of population and non-tourist-related economic activities.

Carles Carreras reviews the historical relationships that have existed between city and university in Barcelona over the last five centuries. The growth of the university has been closely linked to the development of the city, while the city, in turn, has been both conditioned by and has taken advantage of the university in the structuring of its urbanistic environment. In recent years, Barcelona has clearly committed itself to the information society with ambitious projects such as that of District 22@, which is currently being undertaken in Poblenou.

The paper by Josefina Gómez, Daniel Marías and Ester Sáez was originally presented as a poster and analyses the evolution of the first Spanish university campus to be built on the urban periphery. This occurred at the end of the 1960s and involved the Universidad Autónoma de Madrid, at Cantoblanco. The paper offers a critical description of the origin and construction of the campus during its first stage and underlines how more recent interventions have sought to give the campus a more urban character than it initially possessed. Furthermore, the growth of the city and the improvements made to its communications have helped to better integrate the site within the area of influence of the Madrid metropolis.

Finally, José María Esteban and Benito García present the planning project for the Jerez de la Frontera campus of the Universidad de Cádiz. This work was also originally presented as a poster. The project opts for an urban campus, macro-functional model aimed at generating new opportunities at the chosen site that should also be open to the city as a whole.

Unfortunately, this publication cannot include all of the presentations made in the course of the 8<sup>th</sup> Urban Studies Week. In part, this was because we did not have full copies of all of the papers presented. This is a problem common to many meetings attended by a large number of people and one that will, unfortunately, prevent readers from sharing the valuable contributions made by some of the other speakers.

Another factor stemmed from the fact that the last day of the meeting specifically reserved for the presentation of a series of studies that were developed in parallel to the meeting and which examined the impact of the Universitat de Lleida on its city and local territory. In this case, the work in question, which was carried out by lecturers from the departments of Geography and Sociology and Applied Economics of the Universitat de Lleida, can be consulted elsewhere. It was published in 2001, in a book by Joan Vilagrasa entitled *Ciutat i universitat a Lleida*.

The book presents four separate studies that seek to offer a global vision of relations between the city of Lleida and its university. The first study presents an analysis of the area of influence of the university which, despite being basically regional, also has a notably extra-regional impact in the case of higher level studies in agronomical and forestry engineering. The second study examines student life as an element of cohesion between groups of young people and as a very relevant factor for life in the city as a whole. The third study analyses the economic impact of the Universitat de Lleida and is based on methodology similar to the *input-output* analysis used by Richard Harris in his study of Portsmouth. The final chapter examines how the urban campus of the Universitat de Lleida fits into the urban fabric of the city yet still manages to conserve its own separate identity. As explained on other occasions during the Urban Studies Week sessions, the general conclusion points to the need to seek a pact and consensus between the different institutions in order to jointly plan the future of the university and the city.

Finally, it only remains to wish you all a good read and hope that the contents of this publication will encourage you to attend future editions of Lleida's Urban Studies Weeks.

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