

Chapter 14

The Features and Roles of Universities in Creative Cities

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ABSTRACT

Universities are the most important institutions that any city needs to establish a good environment for producing knowledge in a creative way in knowledge economy age. This chapter investigated the nature of the relationship between the universities and creative cities and how could universities contribute in transforming a creative city through spreading culture and values of creativity. The limits of this role were studied and cases of creative universities all over the world were discussed. A descriptive analytical approach was used through analyzing previous studies and literature to identify the following points: 1) the universities as educational institutions (concept and roles), 2) creativity and creative cities and creative universities concepts, 3) the relations between creative city and higher education institutions, 4) universities in creative cities' practices all over the world, 5) a model of creative university. Features, requirements, and roles will be discussed.

INTRODUCTION

The city today represents home to more than half of the world's population and three-quarters of its economic activity, including a large share of the creative economy. (UNESCO, 2020) However, all cities have acquired new roles resulting from changes in the human's lifestyle. Cities should develop new strategies, policies, and initiatives aimed at making culture and creativity a driving force for sustainable development and urban regeneration through the stimulation of growth and innovation and the promotion of social cohesion, citizen well-being, and inter-cultural dialogue.

New dimensions have been added to the relations between city and creativity. Whereas the main interest areas of the nineteenth and twentieth century were focused on science, technology, and industry, in the twenty-first century, these areas are increasingly shifting to “creativity”, “innovation” and “generation of knowledge”. Cities have started to assume active roles in the configuration of the knowledge

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economy as being places open to change and offering potential for sharing different ideas, and as places for different organizations to reach well-qualified labor and consumers (Gertler and Vinodrai, 2004).

Thus, the crucial role of cities in promoting sustainable development focused on people and the respect of human rights is notably recognized in the 2030 Agenda for Sustainable Development which includes among its 17 goals a specific objective to make cities and human settlements inclusive, safe, resilient and sustainable' and identifies culture and creativity as one of the essential levers for action in this context. (UNESCO,2020)

The Creative City is a clarion call for imaginative action in developing and running urban life. It shows how to think, plan, and act creatively in addressing urban issues, with remarkable examples of innovation and regeneration from around the world. (Landry, 1990)

Educational institutions have come under increasing pressure in recent years to expand their traditionally dominant role in the conduct of basic research and to supplement with more applied research activities, frequently based on university-industry partnerships. Increasing attention has been placed on the role of universities in the creative economy. In particular, as more and more cities claim their creative and cultural value, it is important to consider what role universities can play in shaping and fostering this value and in attracting graduates in creative disciplines to study in specific cities and maps their ability to retain this talent and to offer them work opportunities in the creative sector. A creative city, with the environment and infrastructure it offers on several layers, opens up opportunities for people to develop new ideas, establish relations, and turn these into reality. In such a system, universities and research centers as knowledge-intensive establishments have strategic importance and potential for accelerating the city in the creative sense.

There are arousing debates about the model of the university in creative cities. Questions as to what are the features, requirements, and roles of this model? Thus, this chapter analyzed the concepts of the university as an educational institution, the creative cities' concept, the nature of the relationship between the creative city and the higher education institutions, and the status of universities in the creative cities all over the world. Finally, a model for the creative university was presented and its features and requirements were discussed.

1 THE UNIVERSITIES AS EDUCATIONAL INSTITUTIONS: CONCEPT AND ROLES

The word "university" is derived from the Latin word "Universitas", which means "community of teachers and scholars". It is an institution for higher education and research, which awards academic degrees in various academic disciplines. Universities are, as it were, the pinnacle of a system of education, guarding an intellectual inheritance and ensuring that it is preserved through its transmission to the next generation.

Universities developed to be a part of a wider network of social and educational institutions, and this network constantly change as a response to changing economic and social factors. (Pring, 2007) Universities are not just a higher education institution that award several academic degrees, but they have much deeper roles. They represent beacons for illumination, producing and transmission of knowledge in any society. The long history of universities' development in Europe the other developed countries referrers to their role as forces for changing and for modernization of societies.

Traditional university education systems, with their limited technology and rigorous instructions, are no longer able to meet the demands of a modern life characterized by speed, flexibility, and continuous

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