

Integrated Campus Development in Uppsala: Developing a dynamic campus environment, a new approach for stakeholder dialogue, and an experimental, collaborative space for art, science and civil society

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Summary: The Uppsala node within the Live Baltic Campus (LBC) network has been active in two pilot cases (the Polacksbacken campus and the Uppsala Collaboratory) and carried out research within two projects (one in cultural geography and one in political science). The collected information should be useful for the future development of the Polacksbacken campus area. Today, one sees a gradual increase in the interaction between academia and the civil society in many different regards, and there are strives to strengthen that interaction further as exemplified by the recent European Commission report “*LAB - FAB - APP – Investing in the European future we want*”. How should the physical environment, *i.e.*, the urban fabric surrounding a university campus, be shaped to enhance the interaction? This question must be addressed at many different levels and scales, from design of the actual meeting places to the overall character of the surrounding urban areas. The Uppsala Collaboratory constitutes an experiment into how an actual meeting place between academia and the civil society can be shaped, placed and administered. The requirements for the establishment of a lively and mixed city structure surrounding a university campus has also been investigated, and we have explored existing Swedish higher education institutions in this regard. In the development and/or transformation of urban areas there are at many levels a desire for bottom-up approaches using dialogue-based processes instead of a traditional top-down approach. Here, we have developed a dialogue-based stakeholder analysis using an area-centered approach, and it is presently applied to the Polacksbacken pilot case. Very substantial changes will take place in Polacksbacken and its surroundings because ~7000 new apartments are planned to be completed in nearby Ulleråker until 2030 and the construction of Ångström stage 4 will lead to the relocation of one large university department and the vacating of previous military barracks that could be used for new activities.

Table of Contents

1. Introduction	p. 2
2. Background	p. 2
3. Exploring the presumptions for developing the university location Polacksbacken in Uppsala into a lively, urban, creative mixed-use environment	p. 6
4. A new approach for dialogue-based stakeholder analysis in relation in campus planning	p. 10
5. The Uppsala Collaboratory: ‘An experimental space for collaboration’	p. 14
6. Summary of workshop 2017-11-15	p. 25

1. Introduction

The management of Uppsala University has initiated a project, Development plan 2050. This plan will parallel the General plan 2050 of Uppsala Municipality and aims to a long-term strategic campus development integrating also other stakeholders as, for example, real estate and the chamber of commerce. The knowledge and experience of the LBC project will feed into this process in general and more specifically into the development of the Polacksbacken campus area.

The work on this Integrated Campus Development Plan (ICDP) constitutes an investigation into how the interaction between Uppsala University and the stakeholders in the vicinity of a campus area can proceed. Our analysis and approach is general, yet, has been applied to the Polacksbacken campus area where very substantial transformations, both within the area itself as well as in the direct surroundings, will take place in the years to come. We have analyzed what is required in terms of retail and service to achieve a mixed, lively and presumably creative campus area (Chapter 3). We have also addressed critical issues in the participatory design process and devised a new method that involves a dialogue based stakeholder analysis in an area-centered approach (Chapter 4), and we have set up a new type of physical meeting space, The Uppsala Collaboratory, for critical dialogue between academia and the civil society and carried out a survey of the users of this space (Chapter 5). How can similar types of spaces be developed around the campuses of Uppsala University? Where should they be located to become seeding points for collaborations between Uppsala University and the civic society? The Polacksbacken pilot case has constituted a project with very high uncertainty with regard to its future development as the decision to proceed with Ångström Stage 4 was taken by the vice chancellor on November 21, 2018, *i.e.*, one day before this ICDP was finalized.

Ångström Stage 4 includes two additional buildings to the Ångström Laboratory, one which will house Department of Information Technology (ICT) and create closer interaction between research groups at ITC and groups in Mathematics as well as in computational/e-science areas within Physics, Chemistry and Engineering, providing for improved cross-disciplinary collaborations. Yet, what should take place in the area which ICT will leave in ~2022? Historically, the development of innovative Uppsala has been a rather uncontrolled process where various companies, primarily in the pharmaceutical and biotech area, have come and gone over the last 6-7 decades. The active participation of students, staff as well as persons from the outside of UU in previous campus design processes of Uppsala University has been minimal, except for the design of the interior environments of new buildings, *e.g.*, in lab space design. The Live Baltic Campus (LCB) project within the context of Campus Plan 2050 allows for a redirection and a more active (participatory) process. Future Polacksbacken should be planned so that it more clearly invites students, staff, external stakeholders as well as the people that will live in the northern parts of the Ulleråker area.

2. Background

2.1 Basic information about Uppsala University: Uppsala University was founded in 1477, and with this it is the oldest university in the Nordic countries. The total number of students as of today is ~43 600, corresponding to ~23 700 full-time students (77% at Bachelor level and 23% at Master level). Additionally, there are ~2 300 PhD students, ~1 800 teachers and ~700 professors. Uppsala University carries out teaching and research in three disciplinary domains; (i) the humanities and social sciences, (ii) medicine and pharmacy, and (iii) natural sciences and engineering. Even though

Uppsala University always has been located on the western side of the Fyris River, which runs through Uppsala in an approximate north-south direction, the university is now spread in the western city parts stretching a nearly 3 km distance with the Polacksbacken campus in the south and the Ekonomikum campus in the north.

2.2 The Polacksbacken area and surroundings: The southernmost campus area, Polacksbacken, is constituted of two parts; a set of former military barracks and the Ångström Laboratory of which the first parts were erected in the mid-90s and the last part (stage 3) in 2006. The barracks house the Department of Information Technology (ITC) while the Ångström Laboratory houses the Department of Physics, the Department of Mathematics, the Department of Engineering Sciences, and the Department of Chemistry – Ångström Laboratory where the latter department represents about two thirds of the Section of Chemistry at the Faculty of Science and Technology. Yet, the expansion of the Ångström Laboratory (Ångström Stage 4; Figure 2) is planned to accommodate the ITC. With this move comes the opportunity to redevelop the Polacksbacken regiment area. What activities could be involved in the old barracks after the Department of Information Technology has moved to their new premises? In this regard, how can the university be an active partner in the future urban context?

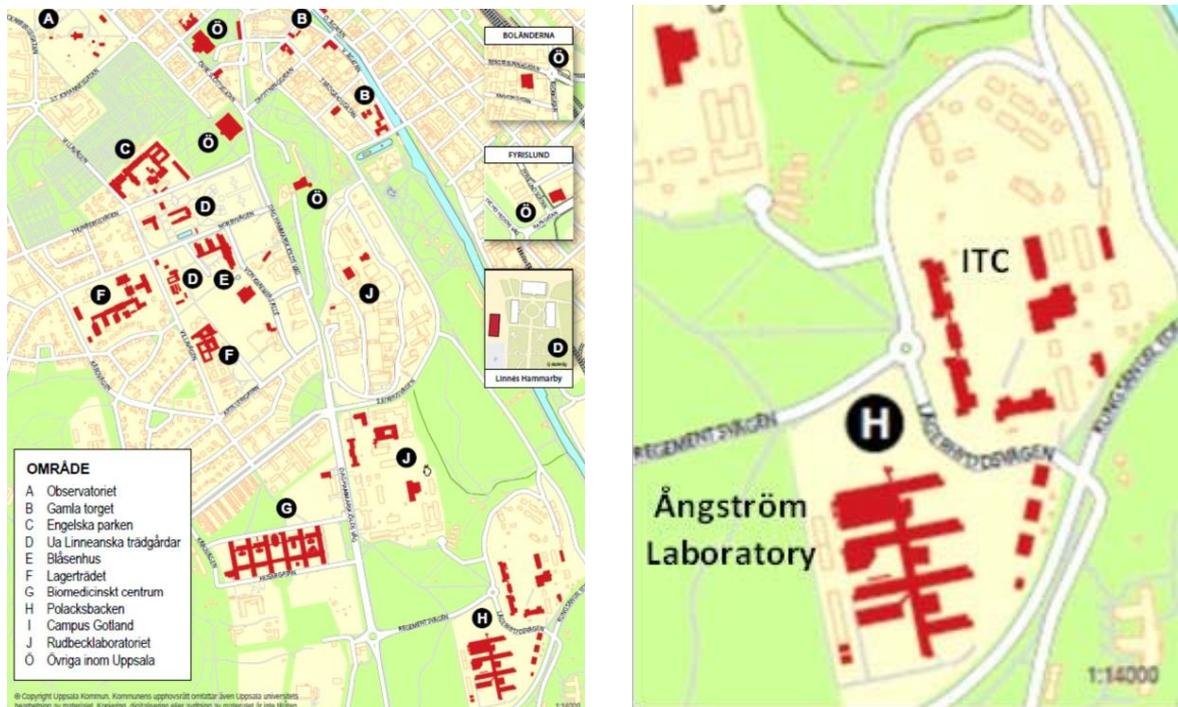


Figure 1: A map of the southern parts of Uppsala with Uppsala University campus locations displayed, as well as a detailed map of the Polacksbacken campus area.



Figure 2: A rendering of the new ITC building planned at the Polacksbacken area in front of the Ångström Laboratory (visible in the background).

The Polacksbacken campus is located 2.5 km south of the city center, and is easily reached by public transportation and by bike. Yet, the upcoming development of the Ulleråker area directly to the south requires drastic enhancement of the public transportation, and Uppsala municipality is planning for an upgrade along the “Kunskapsåret” (the “Knowledge Track”). North of Polacksbacken is a large meadow, the Polacksbacken meadow, and located around this meadow are also Uppsala University Biomedical Center (BMC) on the northwest side as well as the Swedish Medical Products Agency (Läkemedelsverket) and the Uppsala Science Park with start-up companies and businesses on the north side. The meadow should ideally be evolved into a space that can be better shared by researchers, students and the general public.

The Polacksbacken campus is further located at the nexus between two rapidly expanding urban areas; Södra staden (the Southern town) and Kungsängen, where the latter connects to both the city center and the Främre Boländerna, an industrial area that will be transformed in the decades to come. Södra staden is the overarching name of a larger development area (~4 km²) including a series of areas under construction and/or at the planning stage. It is postulated that Södra staden by year 2050 will have approximately 25 000 new apartments and some 60 000 more inhabitants when compared to today. Ulleråker and Rosendal are the two areas in vicinity to Polacksbacken. The first is a 1 km² area located directly south of Polacksbacken and planned for ~7 000 new apartments while the second is planned for ~4 500 apartments. The Rosendal area is separated from Polacksbacken by the Kronparken, one of the oldest existing forests in Sweden as it was a royal hunting sanctuary for ~350 years.

Indeed, Polacksbacken is directly surrounded by three recreational areas of very high ecological value. It is situated on and next to the Kronåsen Glacial Till Hill, which provides for the major ground water supply of Uppsala town. The Kronåsen Hill, together with the Geijer’s Valley, constitute a 10 ha nature preserve and the first of these recreational areas, accessible through the hiking trail Gula stigen (the “Yellow Path”) (see Figure 3). The Kronparken Forest, which is merely 25 ha, is the second area and is one of the oldest forests in Sweden. It connects Stadsskogen (the City Forest), the third area of 100 ha, with the Fyris River and the Årike Fyris nature reserve, located at the river banks south of Uppsala.



Figure 3: The north start of Gula stigen (the “Yellow Path”), and an information board at the entrance of the Kronparken forest.

Spatially, this location makes the transformation of the Polacksbacken Campus very interesting for exploring models and methods for campus planning. In the near future, it will become a geographical link between the new Södra staden and the city center of Uppsala. The more traditional academic functions of research and teaching can be complemented with new types of residential, commercial, recreational and infrastructure functions of the campus. At the same time, the campus transformation process creates an opportunity for Uppsala Municipality to find new paths for implementing a number of strategic goals concerning the reduction of urban footprints, housing, attracting business, cultural heritage, tourism, social integration, etc. Therefore, we can expect that the development of Polacksbacken will attract additional local actors with aims and concerns far beyond academic research and teaching. Yet, what are the requirements in terms of retail and services if the aspiration is to reshape the surroundings into a mixed and lively urban area? In Polacksbacken, we may assume that campus planning will become a case study of wider city politics. In short, the development of the Polacksbacken campus area, alongside the neighboring new urban areas, encompasses a series of challenging issues related to social, ecological, environmental, cultural as well as economic sustainability.

2.3 Participatory design and The Uppsala Collaboratory: The rapid expansion of Södra staden demands a much more active involvement of the university in the urban development than what hitherto has been the case. Today, the exclusive tenant of the Polacksbacken campus is Uppsala University. Yet, the future owner is unclear. For that reason, we have used a participatory design approach to explore what various opinions, visions and options there are for the area in the future.

Two sub-projects within the LBC-UU work address participatory design processes;

- (i) Development of a new method for dialogue-based stakeholder analysis using an area-centered approach (Nils Hertting).
- (ii) Prototyping of a physical space and forum for participatory and sustainable campus/urban development, the Collaboratory (CEMUS).

Chapters 4 and 5 describes these sub-projects. Chapter 6 describes the conclusions made at a final workshop organized by the LBC-UU team together with Länka Consulting on November 15, 2018.

3. Exploring the presumptions for developing the university location Polacksbacken in Uppsala into a lively, urban, creative mixed-use environment

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Someone intending to design a successful business in retail can find useful advice in scientific studies. For example, the consequences for sales of adapting a counter-clockwise movement around the shelves instead of a clockwise, of neighbouring an anchor shop instead of some kind of gated office building, or of locating on a high street instead of a side alley, are all well established.

Someone intending to design a successful university is worse off. Although there is a huge literature (see Ellis and Goodyear 2016 for a comprehensive overview), the conclusions to be drawn are unclear for at least three reasons. Firstly, the stated perceptions of certain kind of designs (or these designs as such) have been focused more often than the effects of them. Explicitly put, students and their teachers have – for example – been asked about what kinds of formal (e.g. classrooms) and informal (e.g. campus cafés) learning spaces they think encourage their educational activities best, and researchers have been asked what kind of office design they think would be of benefit to them. Fewer studies are based on observations of how these groups actually behave and act (e.g. Leijon 2016) in different kinds of spaces and even fewer have scrutinized whether a certain kind of physical design really lead to some kind of increased efficiency, for example, in terms of learning or research (e.g. Stoltzfus and Libarkin 2016).

Concerning designs of universities at less detailed levels of resolution (e.g. campuses or urban surroundings), the knowledge base is hardly better. Although students and faculty staff state that they use these areas, the few studies available hints that campus design is of limited importance to student's choices of university (e.g. Reynolds 2007), a view agreed to by concerned administrative staff of universities (Bélanger et al 2007). However, Hajrasouliha and Ewing (2016) report a possible relationship between certain physical features of physical settings of universities, their freshmen retention rates and graduation rates. Thereby they make an exception from the general tendency to limit the studies in this field to surveys of peoples stated perceptions.

Secondly, the vast majority of the studies of university designs are small case studies. Data collected from users of a certain design may be based on just a handful of interviews. Also studies which have dug into the wider issue of physical characteristics of creative milieus (e.g. McKenzie and Hutton 2015) tend to be small, qualitative and case based. Although exceptions occur (e.g. Wood and Dovey 2015), comprehensive systematic studies of possible effects of design on learning/research/creativity is still missing 50 years after Jane Jacobs seminal book in the field (cf Powe et al 2016).

Thirdly, whereas the objective of the retail developer supposedly is unambiguous (i.e. to maximise profit), the literature on offer for the university planner bear witness of less clear-cut situation. Sometimes universities are supposed to be designed to facilitate learning, sometimes to encourage research, sometimes to support applied creativity, just to mention a few examples. However, these objectives may call for contradictive design measures. For example, effective learning may require another kind of design than the support of a process to capitalise on successful research efforts. The operationalisations of the objectives may also bring about conflicts. For example, should the university planner take design advice of students or their teachers if they disagree on an issue?

In spite of the unclear knowledge base, the common wisdom in terms of designing university areas in the early 21st century seems to endorse design enabling unplanned encountering of peoples of various background. Thus, more substantial mixes of facilities and activities are called for. Universities are often expected to contribute to and benefit from a lively and urban milieu which should be achieved through a cooperation with their surrounding cities. For Swedish examples, see Caldenby 2008.

The empirical part of this sub-project of LBC-Uppsala aims at exploring whether such a mixed environment would be a possibility for the future Polacksbacken area in Uppsala. To create a base for conclusions, the immediate surroundings of university localisations in Sweden have been monitored to reveal any presence of such lively and creative milieus. Each and every higher education institution (HEI), including universities, have been identified in a register of all the production units in Sweden based on their industrial classification code, and plotted on a digital map. The HEI-units have then been supplied with buffer polygons intended to represent their immediate surroundings, where after indicators of lively and creative areas (presence of residents and production units catering to the public, such as bars, cafés, (public) libraries, stores, and other services) were searched for in these polygons (see the exemplifying map of Uppsala, Figure 4). Initially the HEI units were also supplied with a larger buffer, intended for studies of the wider surroundings of out-of-town locations with indications of lively and creative activities going on (indicated by dashed lines in the maps).

Caldenby (1994, 2008) has identified different types of universities with certain reference to Sweden. (Similar typologies have been applied in other countries.) The departments of the *institutional university* are scattered and the complementary functions are organised outside academia and often shared with the general society. The *commuter university* is kept together and located in an out-of-town setting. In that respects it reminds of many campuses, but the set of complimentary functions found at a campus are missing. Finally, the *city university* is similar to the commuter university, but has a central or semi-central location in a city. With reference to other countries, a fourth type can be added; the *campus university*. It is like a town in itself, with co-located institutions, residences, different kinds of services and recreational facilities intended for staff and students.

The map show locations of HEIs in Uppsala. Most of them correspond to the many facilities of Uppsala university (an institutional university in Caldenbys terms), although the location of the Swedish university of agricultural sciences take some notice in the bottom of the map, 4 km south of the city centre (would probably be described as a commuter university by Caldenby). There are also a few smaller HEIs in other locations.

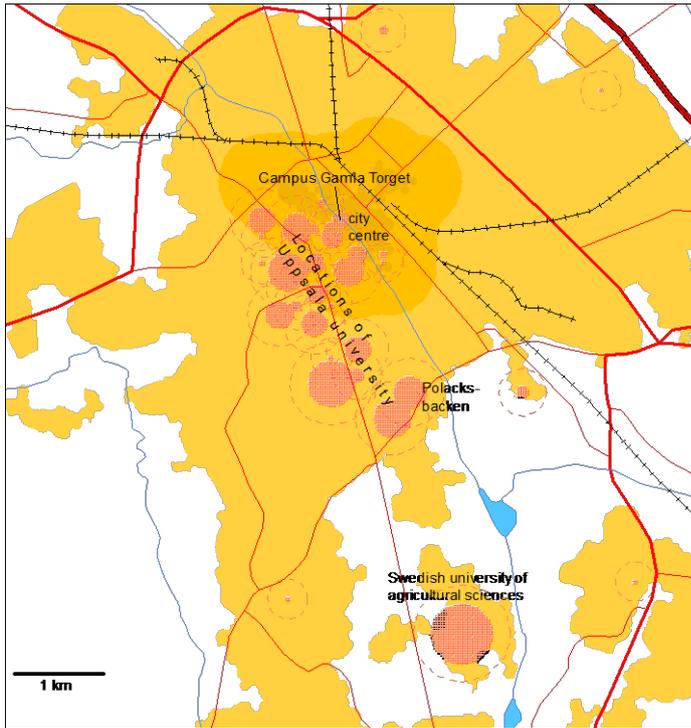


Figure 4: Location of the higher education institutions (marked in red) within Uppsala city.

The results show that there are university locations and other HEIs with an abundant presence of both residents and activities indicating possibly urban, lively and creative activities. However, this kind of areas is solely found at locations within city centres. The examples tend to be of three kinds; small specialised HEIs such as Beckmans college of design in Stockholm (less than 50 graduating students per year); small centrally located universities such as Mälardalen University in Eskilstuna (less than 1 000 graduating students per year); smaller parts of larger Universities with locations scattered within a city, e.g. “Campus Gamla Torget” (although not a campus in the terms of Caldenby) at Uppsala university.

HEI-locations in the outskirts of towns tend to be much more homogenous. The numbers of public facilities drop substantially already a few hundred metres from the town centres and the numbers of residents (students as well as others) show a similar pattern, although not as drastic. Out-of-town universities such as Swedish university of agricultural Sciences in Uppsala (4.3 km from the city centre) or Karlstad (4.8 km from the city centre) consist mainly of purpose built university buildings and very limited presence of other public activities or residential blocks. The situation is similar in the outer locations of the institutional universities (such as the Polacksbacken location of Uppsala university). Judging by the data at hand here, there are not a single Swedish example of a successful mix of activities at out-of-town locations.

The explanation can be found in the presumptions for the activities the universities are supposed to mix with. Nowadays, the service and retail businesses in the lively, urban and (possibly) creative, areas of Swedish cities, base their sales (i.e existence) on in-coming customers from other parts of the city. This goes for the traditional town centres as well as for different kinds of out-of-town retail developments and the terms are tightened as the number of retail and service facilities per capita are diminishing (although the turnover are increasing), and peoples’ willingness to move are increasing. Very few (if any) areas in the Swedish cities are densely enough populated to offer a large enough customer base within walking distance of a retail location. The Polacksbacken area in Uppsala is

certainly not. Therefore, it is doubtful whether the presumptions to establish this kind of milieu can be, at all, summoned up in areas such as Polacksbacken.

Changing mixes of elements in the immediate surroundings of HEIs have also been monitored over time, during the period 1999-2014. Although, both the numbers of public facilities (+0.17 per hectare on average) and general residents (+8.7 per hectare on average) have increased somewhat, newly established HEI-locations contributes most to this development. This can be exemplified by the several new buildings of recently established Malmö University, intendedly localised within the central parts of the city, and the re-localisation of “Pedagogen” teacher training facility in Gothenburg, from the periphery of the city to its central part. However, discontinued locations had even higher densities of public facilities and registered residents (and students) than average. Among the more important discontinued HEI areas are the several former addresses of mid Sweden University in central Östersund which were gathered to a new location just beyond the city centre in 2002 and the closing of the facilities of University West in central Vänersborg year 2008.

Thus, in terms of re-location, two – to some extent – contradictive tendencies are apparent in the data. The attraction of central locations on HEIs has clearly strengthened, but at the same time there seem to be a strive to gather all the activities of a university to a common location. As a consequence, they tend to end up right outside a city centre – where the mix of land use is very limited, although not in out-of-town locations.

To conclude, it seems to be the case that any successful attempt to establish an environment of cafés, bars, exciting retail shops, etc assumes a location to any of the kinds of retail/service agglomerations. A few universities and HEIs can take advantage of these possibly creativity-encouraging mixes of activities due to their locations in city centres. Agglomerations further out have been ignored (although they are probably offering cheaper locations). For Polacksbacken (or any other out-of-town location of a university facility), to achieve a mixed, lively and urban neighbourhood, in-coming customers to the retail and service facilities seems to be a necessity. In other words, co-location with a retail agglomeration with suitable facilities for in-coming customers is required. However, judging from the literature in the field, it is assumed rather than established that this kind of environments really generates creativity, good learning spaces, etc.

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4. A new approach for dialogue-based stakeholder analysis in relation to campus planning

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Within the context of the “knowledge city” or “innovation economy” campus development reasonably becomes a concern far beyond its daily users. In such contexts a close link between the welfare of the city and the development of the university exists that drives a call for campus plans that are integrated with not only city planning but also agendas such business and regional development, integration and sustainability, etc. From such a perspective, stakeholder dialogue and analysis becomes a crucial component of campus planning. Broader and better dialogues promise a solution to the problem of disintegrated campus development, where different actors with capacity to change the campus, and the outcome of the campus, act in a non-coordinated way. More precisely, such a lack of coordination and integration in campus planning means lost utility among interdependent actors because their choices of strategies in relation to the campus are not considered jointly. The more embedded part of the urban economy the university is, the more important this integration is.

One of the aims with the Live Baltic Campus-project is to “utilize the campus as a lab for developing a proof-of-concept participatory planning method”. This is the aim of this sub-project. The sub-project starts from the assumption that critical perspectives need to be taken seriously if participatory planning shall have a real impact on campus development and the coordination of different strategies affecting the outcome of campus development. Even though campus stakeholders often approve with the urgency of increased collaboration and participation in the name of innovation, coordination and holistic solutions, we shall not assume it is therefore easy done. Quite the contrary, the critical literature on participatory planning offers a catalogue of problems.

Taking critics of participatory planning seriously

If we really want to develop methods for participatory planning we should carefully take critical perspectives into account. This simple but yet unconventional idea has been important to this subproject. Hence, we started out with an inventory of the challenges and pitfalls of participatory planning reported in the literature. Below we distill and simplify the findings:

Table 1: Phases and problems of participatory campus planning

<i>Phase of dialogue</i>	<i>Problem</i>
Agenda-setting	The agenda for the dialogue is explicitly or implicitly biased. Certain ideas or perspectives on campus planning are excluded from the participatory process. Holism and integration is limited already at the outset.
Mobilization of participants	Participating in participatory planning does not only take an invitation but also time and resources to do something out of it. This participatory capacity is not equally distributed among stakeholder. A biased mobilization of participants limits the prospects for integration and coordination.
Interaction between participants in dialogue	The two former problems continue to limit the dialogue. Unequal distribution of “dialogue capacity” and too strong focus on consensus-seeking means that certain positions are never articulated and coordination and integration therefore limited.
Link between outcome of dialogue and important decisions and hence a limited relevance of the dialogue for the (integration) of campus development.	Vague and unclear rules and norms about what to do with the outcome of dialogue limits real impact on important decisions and hence a limited relevance of the dialogue for the (integration) of campus development.

Future Polacksbacken and the development of a new approach for dialogue-based stakeholder analysis

The findings reported above might seem pessimistic. Our conclusion is not. Starting from a real concern with real problems we believe we are better equipped to improve methods for participatory planning generally and participatory campus planning specifically.

Empirically, the spatial location of Polacksbacken makes it a very interesting case for exploring such models and methods for campus planning. In the near future Polacksbacken will become the main geographical link between the new Södra staden and the city center of Uppsala. Here the more traditional academic functions of research and teaching may be complemented with new types of residential, commercial, recreational and infrastructure functions of a modern campus. At the same time the campus transformation process creates an opportunity for the City of Uppsala to find new paths for implementing a number of strategic goals concerning the reduction of urban footprints, housing, business, cultural heritage, tourism, social integration, etc. We may therefore expect that the development of Polacksbacken attracts local actors with aims and concerns far beyond academic research and teaching. Hence it is a *critical case* for participatory planning. As the attempts to plan or redesign Polacksbacken activate connections and contingencies between a range of different concerns, vested in different groups and individuals of the city, careful and ambitious stakeholder analysis becomes indispensable for successful collaborative navigation of the development process.

Actor-centered vs. area-centered stakeholder analysis

With reference to the classical literature on stakeholder analysis, first we found a distinction between actor-centered and area-centered stakeholder analysis productive. An *actor-centered stakeholder analysis* starts from the perspective of a specific actor or organization, i.e. the owner of the campus, and defines “any group or individual who can *affect* or is *affected by* the achievement of the organization’s objectives” a stakeholder (Freeman 1984). An area-centered stakeholder analysis takes a substantive problem or a geographical area rather than a specific actor as its starting point (in this case the neighborhood Polacksbacken). From this perspective a stakeholder is defined as any group who can affect or is affected by the development of the area. In order to facilitate a more holistic perspective and better grasp the complexity of the current transformation process the stakeholder analysis of the Campus Polackbacken transformation has been informed by the area-centered approach (illustrated in Figure 5 below).

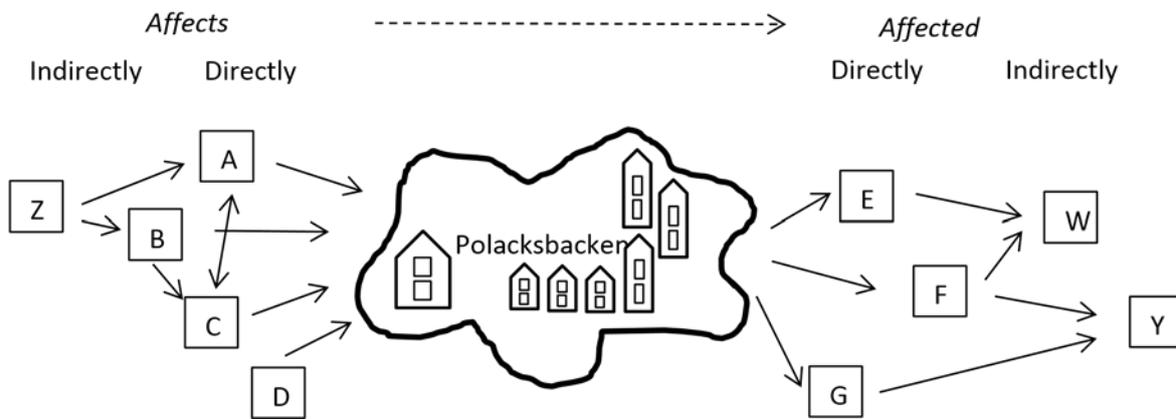


Figure 5: Area-centered stakeholder identification.

Discourse-oriented stakeholder-analysis based on dual logics of dialogues

With a particular eye to issues such as differences in participation resources and dialogue capacity among stakeholders, and dominating discourses setting the agenda for participatory planning, we have developed an eight-step approach for stakeholder analysis. Based on the problems pointed out in the critical literature we aimed to develop a method with ability to go beyond dominating discourses about campus development and urban renewal and to combine more holistic oriented procedures with the articulation of specific group interests, such as researchers, service providers, property owners, and students, in order to avoid a too strong focus on consensus-making. The ultimate aim of the method is to provide a more comprehensive and nuanced map of stakeholders and stakeholder positions in relation to campus development. The basic logic of the method is summed up briefly below:

- Step 1 Analyzes of general discourses and ideas on campus development in policy documents, handbooks etc. The analysis includes the logical “construction” of analytical counterdiscourses.
- Step 2 Constructing survey questions based on step 1. Survey items include propositions based on (empirically) dominating discourses as well as analytical counter-discourses in order map possible diversity.
- Step 3 Survey 1 on ideas about the role of campuses in the city and interdependencies in relation to campus development.

- Step 4 Selection and distribution of dialogue participants into two different types of dialogue workshops (based on survey 1)
- Step 5 “Dialogue treatment”: one “agonistic workshop” and one “consensus-oriented workshop”: Agonistic dialogue emphasizes the potentially positive aspects of political conflict and aims to create a space where diversity is developed, articulated and confronted. Consensus-oriented (or deliberative) dialogue aims at consensus by stressing that people shall to leave aside their particular interests and think in a more holistic perspective.
- Step 6 Survey 2: same questions as in survey 1 to participants in workshops
- Step 7 Analyzes: Mapping clusters of positions in relation to campus development and how the positions are affected by agonistic dialogue and consensus-oriented dialogue.
- Step 8 Conclusion: Compatibility and conflict between different positions and the possibility of an integrated campus plan.

Preliminary observations

Below we present some tentative observations from the initial steps.

Discourse analysis of campus development in Sweden: Campus development in Sweden is generally framed as a plus sum game where investments in research and higher education support urban and regional development and sustainability. A strong metaphor for the modern university campus is the “meeting place” where not only researchers, teachers and students meet. The campus is also regarded a crucial arena for interactions and meetings between different research traditions and disciplines, and between business and university. The discourse of campus development in Sweden draws strongly on the Mode 2 model for science and knowledge production. A campus works well if it enables multidisciplinary and cross-sectoral teams to come together for short periods of time in order to work on specific problems in the real world for knowledge production. The open campus benefits all.

Positions according to survey 1: Despite items developed in order to catch counter-discourses, the dominating discourse identified above is also the dominating stakeholder position according survey 1. However, there is a small yet clear tendency that stakeholders that identify themselves as researchers agree less with the Mode 2 or “meeting place” discourse on campus development other stakeholders linked to city planning, local business or non-research units of the university. Hence, before dialogue – in survey 1 – we find a dominating position, where the future campus is pictured as an arena for multidisciplinary research and meetings between researchers and other local interests, which is stronger among other stakeholders than researchers.

5. The Uppsala Collaboratory: ‘An experimental space for collaboration’

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The Uppsala Collaboratory

The Uppsala Collaboratory (*Kollaboratoriet Uppsala*) is a pilot of a new type of physical meeting space in an urban campus environment. It is located in Uppsala University's (UU) buildings in the city center on the ground floor facing the street, making it easily accessible to the public. The space is designed for activities with up to 40 people in an area of about 80m², and flexible furniture options allow for many types of activities and group sizes. The space has so far been provided free of charge, events may be open to the public or by invitation, and activities are hosted by the management team or independently by those who use the room. The requirement to use the space is that the



Figure 6: Logo of the Uppsala Collaboratory activity should be connected to, at least, one of its three themes:

1. Opening new, valuable channels between academia and civil society
2. Crossovers of science, art and culture in the shadow of global challenges and transitions
3. Supporting new pathways for social innovation and action towards sustainable futures

The Uppsala Collaboratory opens up a new space for possibilities in a time when complex and rising social, economic and environmental challenges require learning, collaboration and innovation across boundaries. A creative, empowering, accessible environment is key for enabling this. The Uppsala Collaboratory strives to provide citizens and various societal actors with a space where they can meet and discuss sustainability issues, and together find new approaches for their engagement.

It takes inspiration from several sources. One is the boundary-crossing, interdisciplinary, student-driven culture and model cultivated since 1992 at the Center for Environment and Development Studies (CEMUS), a joint center between Uppsala University and Swedish University of Agricultural Sciences (see Andersson 2011 for an introduction). The center is a part of the Uppsala Live Baltic Campus (LBC) group.

Further, from the ideas of Katrin Muff (Muff, 2014), thought leader on transformations, sustainability, and responsibility, who sees a 'Collaboratory' as extending the process of doing research into the public spaces of the city; "an open space for all stakeholders where action learning and action research join forces, and students, educators, and researchers work with members of all facets of society to address current dilemmas." The Uppsala Collaboratory expands this concept out from the places where research traditionally happens and into the public spaces of the city. It is open to people who want to learn, to discuss, to meet and experiment, but who might not have a space to do it.

Sacha Kagan (Kagan, 2015) argues for a great need of 'spaces for possibilities' in which science and the arts, scientists and artists, meet around complex and wicked problems that require transdisciplinary responses. Not to develop the grounds for a new 'creative class' for the economic development of the city, but rather to make communities more resilient and creative, and enhance their 'response-abilities' in the face of large scale paradigmatic challenges like climate change. At the Uppsala Collaboratory we expand on this, inviting crossovers between the arts and sciences – not only around climate – with the goal of new collaborations for a resilient community.

It is also noteworthy that there are ongoing discussions at the EU level (European Commission, 2017) into how the public can participate more actively in research. Taken from the foreword by the chair Pascal Lamy *”Our society should increasingly become a living laboratory for innovative solutions to the many challenges we face in Europe – be they economic, environmental or social. Through broadbased, impact-focused research and innovation policy and investments, we can turn these challenges into innovation opportunities. This requires action and participation by many, if not all of us.”* The Uppsala Collaboratory constitutes an experiment into how the physical spaces for this interaction should be shaped, placed and administered.

More can be read on the Uppsala Collaboratory’s website at www.kollaboratorietuppsala.se.

Bottom-Up Collaborative Spaces in Campus-City Integration: Creating meetings across boundaries

The work with the Uppsala Collaboratory has been an ongoing process of learning, evaluation and developing the concept. In this section we summarise our experiences and learnings gathered throughout the past one and a half year, including the tentative analysis of the data we have collected thus far.

Judging from the usage of the space, 140 activities during 2017, and from the interest from different actors requesting meetings and presentations of the space and its concept, the interest and demand for a space such as the Collaboratory has been substantial. Many users have expressed that they experienced a lack of open and centrally located meeting places before the Collaboratory opened. The space provided a home for individual and societal conversations, as well as events and activities from a broad range of actors.

Moreover, one key-factor to the high amount of activities, and their diversity, was the possibility to draw on existing networks of established organisations. For the Uppsala Collaboratory, the support and connection to the Center for Environment and Development Studies (CEMUS), was central in reaching stakeholders both within and outside academia.

Furthermore, all activities at the Collaboratory was guided by three themes, with the purpose to open up new ways of collaborating across various boundaries. The themes functioned both as a communication tool, and as a tool for developing new ways of collaboration.

Additionally, without the people working with, and in, the Uppsala Collaboratory, it had only been a regular university room. In order to establish a meeting space for collaboration, the management of the space and coordination of activities has been essential. It was through developing a concept, spreading the word, inviting different stakeholders and managing bookings and media visibility, that the Uppsala Collaboratory became something else than just any other university room.

Finally, when it comes to social and ecological sustainability, new conversations that question ‘business as usual’ are needed. Finding ways to do this that do not only remain inside the walls of the university, or inside planning departments, is a challenge. Likewise, catalysing conversations, meetings, ideas and actions around sustainability questions is a challenge for both cities and universities. Drawing from the Collaboratory-pilot it may be that, as part of efforts to create hubs for innovation, and to have a sustainability strategy, spaces such as the Uppsala Collaboratory could be encouraged as part of campus planning. However, some key characteristics may need to be in place:

- Open to ‘Bottom up’ organising of activities and actions

- Purpose, concept and goals that are reflected in the agenda of the place, this should guide (but not constrain) the content and format of the activities
- Linked to an existing group(s), organisation(s) that work across boundaries and on sustainability
- A management structure that allows for users to feel empowered, and yet get the support and information needed to host different activities

Management

The Uppsala Collaboratory is a part of the work for the Live Baltic Campus project at Uppsala University. It has been managed by a team of two main coordinators, Sanna Gunnarsson and Lakin Anderson, and two senior advisors, Isak Stoddard and Sara Andersson. The LBC group Henrik Ottosson, Annika Sundås Larsson, Nils Herttig and Jan Amcoff have also provided advice, contacts and practical organisation support throughout the project, alongside their other responsibilities under Uppsala's contribution to the LBC project.

Activities at the Uppsala Collaboratory have been both 1) organised by various actors, and 2) organised by the Collaboratory's management team. Most activities have been of the former type. Requirements of support from the management team varied greatly, with some actors booking the space and taking responsibility for organising most things, while others have requested help in terms of thinking through their ideas, or in facilitation. The support the management team provides has been relative to other work constraints on their time, with no one being employed to manage the space only (all have other work commitments, including work on other parts of the LBC project). If the concept were to be developed further and expanded beyond an experiment, this could be changed to allow for more support and attention to organisation, promotion and providing advice where needed.

Bookings for the space could be made on the website. Anyone could book after answering a series of questions, the data from which the Uppsala Collaboratory's team collected and viewed regularly to keep in touch with how and why people were using the space.

Below, we move on to examples of activities and events held at the Uppsala Collaboratory during 2017.

Examples of Events and Activities

The events in the Uppsala Collaboratory have varied, including exhibitions, public seminars, an innovation day, a theater performance, network meetings, panel conversations etc. Some examples of activities that follow the three themes of the Uppsala Collaboratory are

1. Opening new, valuable channels between academia and civil society

Example: The official opening week of the Uppsala Collaboratory began April 4th 2017, with a gathering of around 60 people from the Uppsala and Stockholm region for a 'public conversation'. People from civil society, local businesses, students and academics were invited. Three researchers: climate, energy and global change researcher Bert de Vries, Zensström Professor in Climate Change Leadership at Uppsala University Kevin Anderson and Associate Professor in Sustainable Urban Development at KTH Stockholm, Josefin Wangel, were invited to share their reflections on the concept of the Uppsala Collaboratory and what such spaces might mean for cities. The participants at the opening came from a wide range of sectors stretching from the municipality of Uppsala, including the chairman of the city council, to researchers and students from Uppsala University on to local libraries and non-governmental organizations such as Climate Action Uppsala and Friends of the Earth Uppsala. In addition, Moderna

Museet Stockholm presented a collaborative art project on climate change, *Acclimatise*, which asked artists from around the world to respond to climate, and which guests could interact with.

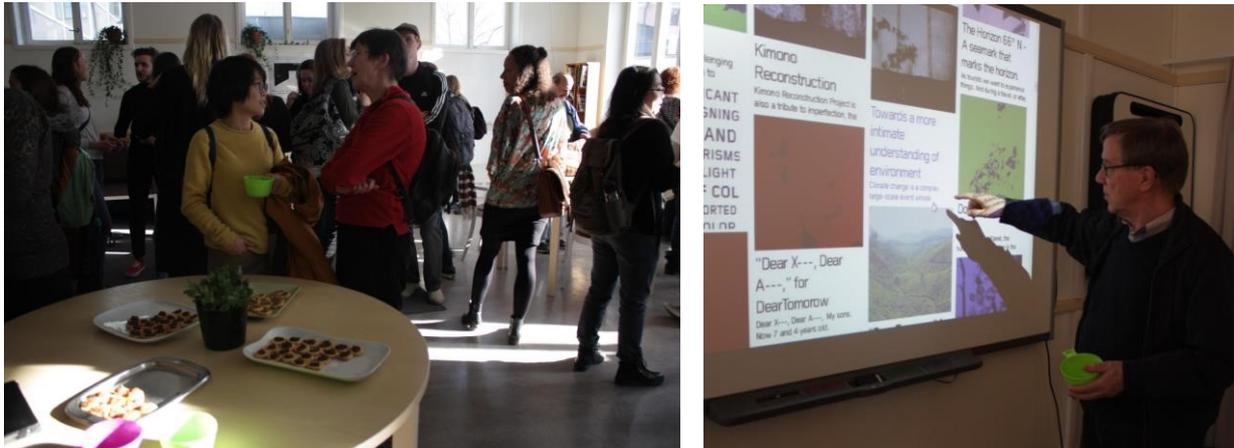


Figure 7: Photos from the opening

2. Crossovers of science, art and culture in the shadow of global challenges and transitions

Example 1: In February, a theater performance, ‘Medan Klockan Tickar’, by the National Swedish Theater Company (*Riksteatern*) was held at the Uppsala Collaboratory, as part of a tour between 6 universities in Sweden. 50 academics and some students and the public who worked with climate related questions were invited to a play about “four researchers who weigh their professional duty against the climate”, that posed existential and pragmatic questions about what it means to be a scientist and a human in the face of climate change.



Figure 8: Photo from theater performance 'Medan Klockan Tickar'

Example 2: In April an art installation, ‘Calm Emergency’, transformed the space at the Uppsala Collaboratory into a walk-in maze made from thousands of pages of climate science reports in a calming and eerie soundscape, along with a display of works from the collaborative, international *Acclimatise* exhibition curated by Stockholm Museum of Modern Art (Moderna Museet Stockholm).



Figure 9: Photo from art installation 'Calm Emergency'

3. Supporting new pathways for social innovation and action towards sustainable futures

Example: During the spring the event 'Bike Town', a competitive innovation day on mobility, was held at the Uppsala Collaboratory. The aim was to meet existing challenges and innovate for new ways of improving the transport systems in the city. To do that, four cases were presented from the city of Uppsala and Uppsala University. During the afternoon, teams of students and citizens jointly developed ideas and innovations on how to improve the situation in the four cases. At the end of the day, the outcomes of the event were presented to the stakeholders and later compiled in a written report.



Figure 10: Photo and poster from innovation day 'Bike town'

Developing the Concept

The seeds of the idea for the Uppsala Collaboratory were first discussed in early 2016. A series of workshops, meetings and discussions with various actors in Uppsala led to its official opening in April 2017. The first step was acquiring a physical space in a good location in the city center of Uppsala, located inside a university building but with street access easily accessible to the public. This came about through a combination of luck with timing and contacts. In mid 2016, a large room in a central university building under renovation (which also happened to be the old city library) became available. The architect in charge of the renovation was also at that stage a part of the Live Baltic Campus project at Uppsala University. Also in mid 2016, CEMUS was brought into UU's LBC project group. In response to ideas from staff at CEMUS about designing and developing a new collaboration space in Uppsala in order to experiment with new ways to connect campus and city, academia and society, she suggested this space as a possible venue.



Figure 11: Photos from different stages of the planning process

In September 2016 Keri Facer, Professor of Educational and Social Futures at the University of Bristol, visited CEMUS and Uppsala. Keri shared ideas and research from working with new ways of organising the collaboration between formal educational institutions and wider society. She also visited the soon-to-be Collaboratory, and in a workshop format had conversations with parts of the LBC group about this new collaborative space, its connection to the city and what its purpose could be. Participants were asked to discuss how the new space could be developed to integrate with its surroundings. Results from this process were captured and formed part of further conceptual development and planning.

Another concept development workshop took place in November during the Livable City Forum in Uppsala in which around 40 participants participated in brainstorming and developing ideas around the possibilities for a space like the Collaboratory. Participants included stakeholders from civil society, academia, and local government in Uppsala, and LBC project partners from across the Baltic region. At another meeting in December 2016 the Uppsala Collaboratory was visited by three researchers from Space Lab at University of Bergen. During their stay a meeting was held in the Uppsala Collaboratory discussing similar spaces they were trying to build as part of their own work, a series of Living Labs. The large amount of ideas and lessons generated in these meetings were valuable in the further concept development and planning.

Finally, we turn to data collected about the use of the Uppsala Collaboratory and users' experiences. These will also contribute to the ongoing development of the concept.

Findings and Learnings from Questionnaire and Interviews

The data collection and evaluation of the Uppsala Collaboratory has been an ongoing process during 2017. Throughout the year, data has been collected through an extensive booking form and a calendar with all activities. The data for evaluating the Collaboratory has been collected by an online questionnaire and semi-structured interviews with 3 users. It should however be noted that responses

to the questionnaire are still coming in, the results and analyses that follows are based on 14 responses and preliminary.

Usage of the Uppsala Collaboratory

The Uppsala Collaboratory opened in April 2017. However, even before the official opening some events took place in the room. In total, 147 activities have taken place in the Uppsala Collaboratory during 2017 (counted mid-November). It should be noted that the numbers will increase, due to bookings still coming in for December. The number of activities have varied throughout the year, as shown in the graph below

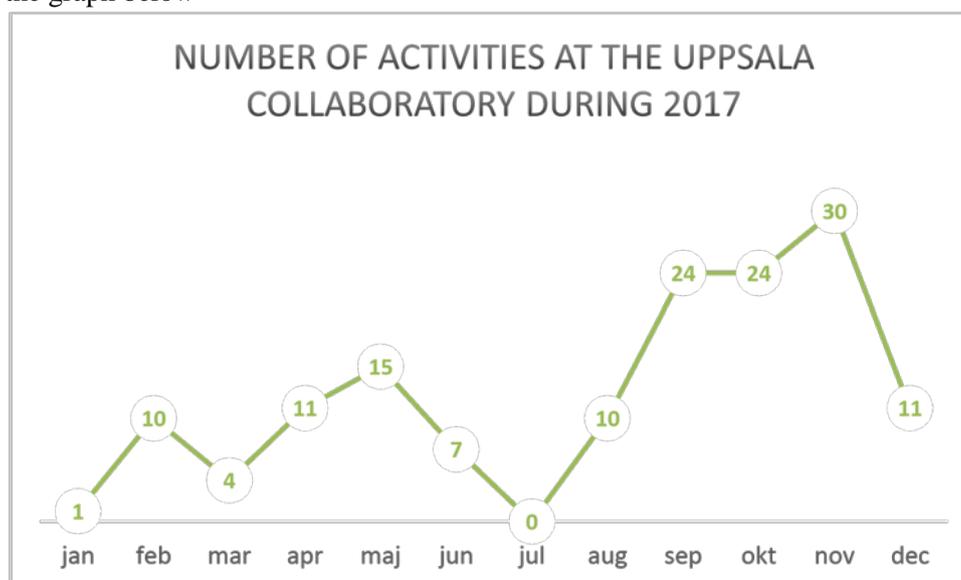


Figure 12: Graph showing activities at the Uppsala Collaboratory during 2017, based on the booking calendar as it was 2017-11-21.

The graph shows an increase of activities in connection to the opening in the beginning of April, this was also the time when we launched the webpage of the Collaboratory and opened it up for external bookings. The Collaboratory team decided to close the space for activities during the summer, due to vacations among staff and the fact that the building in which the Collaboratory is located was closed during this period. This is the reason behind the low number of activities in both June, July and August.

As the graph shows, the activities at the Collaboratory peaked during September, October and November. Worth noting is that the numbers for November and December are not final, and they will with all likelihood increase significantly due to bookings coming in. There are several potential reasons behind the increase of activities during the fall. The Collaboratory has gained interest from courses at Uppsala University and has served as a space for non-traditional learning activities, such as workshop, panel conversations etc. The increased visibility in courses has led to more students knowing about the space and booking it for various events. Furthermore, the importance of “word-of-mouth” in spreading the knowledge and interest of a space such as the Collaboratory should not be under-estimated. Marketing or media visibility has not increased during the fall, and cannot serve as explanation for the increase in activities.

As the Uppsala Collaboratory has been run as an experimental pilot project, reflections and discussions with users concerning its’ potential and challenges has been ongoing during the year. Through these discussions we identified five possible strengths with the space, which has then been used as a basis for the evaluation. In the online questionnaire, users of the Collaboratory were asked

which aspects of the space were important for them in deciding to use the space for their event. The preliminary results are shown in the graph below



Figure 13: Graph showing the results of answers to the questions “Why did you choose to have your event at the Collaboratory?”

As shown in the graph, multiple reasons were important when users of the Collaboratory decided to use the space for their event. These reasons are explored more in-depth below.

The concept, purpose and goals

The concept, purpose and the three formulated goals for the Uppsala Collaboratory was the factor that most respondents in the questionnaire pointed out as important for them choosing the space for their event. 13 out of 14 respondents pointed out this factor as important.

Being a factor in the choice of venue is one thing, but did the concept of the Collaboratory affect the activities happening there? Accordingly to the questionnaire, 7 out of 14 think that the concept was essential in the planning of their event, whereas 5 out of 14 stated that it was essential in the implementation of the event.

The question following these results is of course in what way the concept influenced the activities taking place in the Collaboratory, a question which is more difficult to answer. In an interview with one of the more frequent users of the space, she expressed a lack of presence from the concept and story behind the space in the physical room. She meant that their meetings in themselves had not been affected by the story, but that the story around the Collaboratory had made them feel welcomed to use the space.

Another user expressed in an interview that the story behind the Collaboratory, that it is a space for collaborations across boundaries, helped them define and develop the purpose and format of their event.

In the questionnaire, one of the respondents expressed that they used the concept of the space to motivate and introduce the events held there. He/she wrote “*The story of the Kollaboratoriet concept - the space to create new and interesting collaborations - usually work super well as an introduction to*

any event or class we are holding, and makes it feel special and 'makes sense' to be there due to it matching the ambition of the events.”

Free of charge

Many respondents rated ‘free of charge’ as an important contributing factor to why they used the Uppsala Collaboratory. Providing a space free of charge obviously removes an important cost barrier and provides opportunity for many local groups and individuals who would like to organise events but who may not otherwise have the financial resources to do so.

We also argue that this is a key design feature of the concept. It allowed possibility for creating a ‘common’ space that is open to experimentation and trying new ideas and activities.

The location

The location of the Uppsala Collaboratory is another important factor in the users’ choice of venue for their activity. 9 out of 14 stated that the location in the city was one factor for them choosing the space. The room is, however, also located within a university building, which has been raised as both a strength and a challenge.

In the city

Based on the questionnaire, 7 out of 14 stated that the location in the city was essential in the planning of the event and 6 out of 14 that it was essential in the implementation.

Furthermore, the location in the city is something that has been highlighted both in the interviews with users and in the booking form filled out prior to activities taking place. In the booking form, potential users were asked to motivate why they wanted to have their event in the Collaboratory, some recurrent responses were “central location”, “good accessibility” and “accessible for citizens”.

In one of the interviews, one user working with meetings and events around housing issues, expressed that having their events in such a centrally located space contributed to them being able to bring people from different parts of Uppsala together. The events became more attractive and inviting, and instead of being a question for just one part of the city, the event became a question for the whole city.

In the university

Whereas the location in the city is experienced as solely a strength from the users, the location within a university building is viewed as both a strength and a challenge.

One of the users who has organized several events on the topic of sustainable lifestyles, has experienced that it could be “daunting” for “the average citizen” to enter the university building where the Uppsala Collaboratory is situated. However, a group of students instead expressed that they experienced that their event in the Uppsala Collaboratory had been taken very seriously by their target group because of the space and its’ location. Furthermore, in another interview, one user expressed that even though the Uppsala Collaboratory lies within a university building, the room in itself has a non-academic feeling.

A conclusion that can be drawn from this is that the Collaboratory is not experienced as a neutral space, but that it is very much affected by being located within the university. This can be both a strength and a weakness, depending on the purpose of the activity.

The interior design

The interior, or physical, design of the Collaboratory was mentioned by 8 out of 14 as a factor for them choosing to have their event in the space. The design and resources available were also, not

surprisingly, very important for the implementation of several events, where 7 out of 14 respondents judged it as a very important, and 2 out of 14 as essential.

The interior design and the resources available were also highlighted in the free text answers in the questionnaire, as well as in the interviews. One person points out that the space has an atmosphere or vibe that is different from other spaces at the universities:

“The space at Kollaboratoriet is dynamic, versatile and very functional for a wide range of activities, which makes it an attractive space to have access to. In addition, the space has a great atmosphere/vibe that you don't always have in rooms/spaces in universities.”

Another respondent stressed the fact that the space encourages them to do something different from what they usually do during their workshops:

“I like the fact that the default setting is quite similar to how we would like to arrange the room from a social learning perspective. In regular classrooms, we have to start with removing the tables or trying to make group tables etc, so it is really nice that that sort of environment is encouraged by the physical space already.”

One central aspect in planning and designing the Collaboratory was that the space should be easy to take over and make into your own for the purposes of your event. The purpose has been to create a shared ownership where all people who use the space feel that the space is theirs to change according to their needs. Drawing from the questionnaire and the interviews, this has also been the experience from many of the users. As one respondent expressed it in an interview:

“[The Collaboratory] doesn't have the hierarchy of one single speaker. You can change it according to your needs, may it be a clothes swap, a mingle or a conference presentation.”

Support and collaboration

Few respondents rated ‘support and collaboration’ from the Collaboratory management team as important in why they used the space. We were surprised by this, however we tentatively suggest that this could be because 1) many of the respondents so far took responsibility for managing their own activities in the space and 2) the support and collaboration from the management team was needed practically for operational purposes, but not particularly a reason why people chose to use the space in the first place.

Furthermore, one insight to that the support and collaboration from the management team is not rated very high in the questionnaire could be drawn from one of the interviews with one of the frequent user. She expressed that they had experienced a strong sense of openness and trust in using the Collaboratory. The experience of not being micromanaged or controlled created a welcoming atmosphere where ideas and solutions could arise. This is in line with the purpose behind the Collaboratory, and shows that the support structures around the space have succeeded in making the users feel empowered to take over the space.

The Future of Uppsala Collaboratory

Although the idea of the Uppsala Collaboratory in some ways was an extension and further development of activities and organisation of the collaborative arm of CEMUS, it was also very much a unique experiment in itself made possible by the LBC project as well as the support of Uppsala University's building department. And although the evaluation is still ongoing, the experiment seems to have borne fruit in many unexpected and interesting ways.

In thinking of the next steps and potential futures of the Uppsala Collaboratory, key questions include organisation and financing. A number of actors both within and outside UU have expressed an interest in the continuation of the activities and opportunities that the Uppsala Collaboratory has enabled. Discussions with these actors is ongoing as this ICDP is being published.

In discussions with actors both within and outside Uppsala University, the Uppsala Collaboratory should be placed and discussed in relation to the broader landscape of other existing ‘hubs’ and meeting spaces and ones that are in the process of being developed. Hopefully the Uppsala Collaboratory can continue to be both an experimental space that can serve as inspiration for other spaces under development, but also complement the emerging landscape of maker-spaces, social innovation hubs, cultural meeting places and publicly accessible spaces at Uppsala University and in Uppsala at large.

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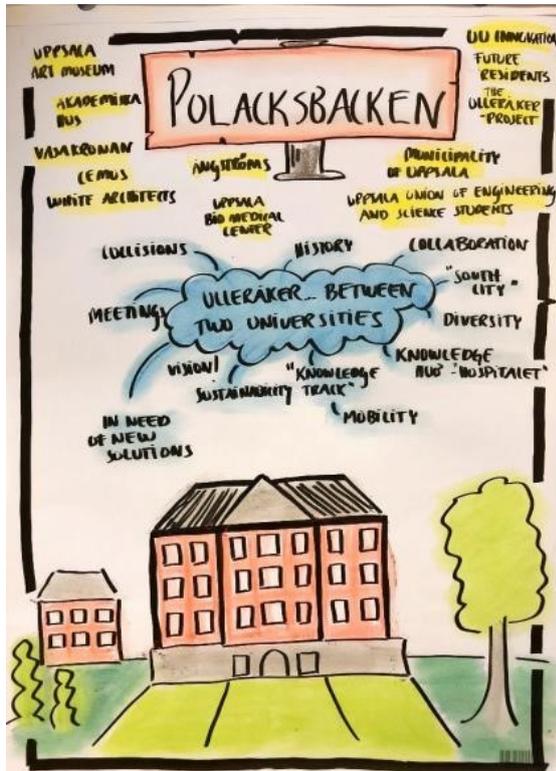
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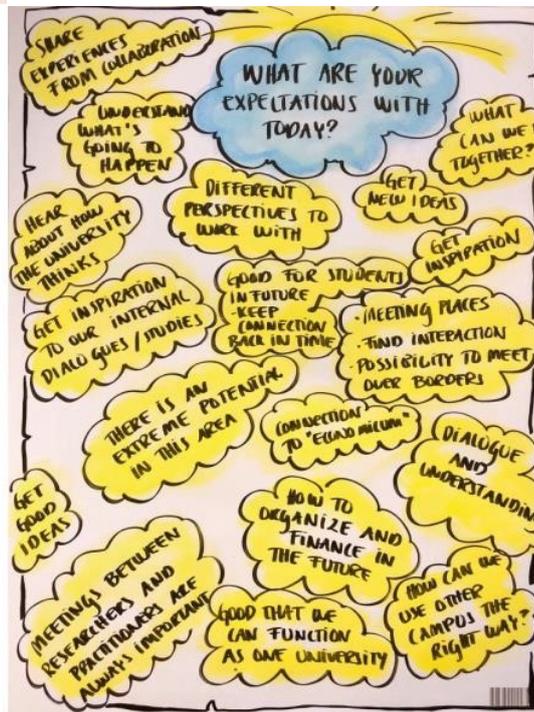
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6. Summary of workshop 2017-11-15

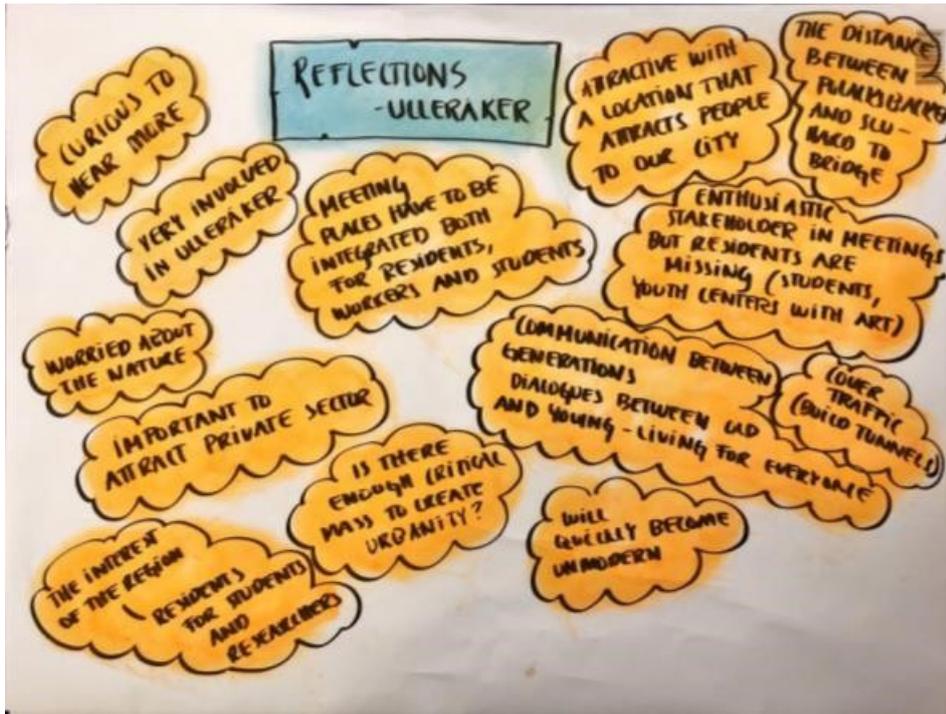
Caroline Bottheim, Matilda Ardenfors, and Annika Sundås-Larsson



To sum up the project we organized a work shop with participation of a number of different stake holders. The three sub-projects were presented and representatives for the municipality presented the plans for the development of the surroundings of Polacksbacken. Scientists, PhD students, students, the Ångström campus, the nearby campus BMC, the buildings division, Uppsala university innovation, the real estate owners Akademiska hus and Vasakronan as well as Uppsala municipality including Uppsala Art Museum were represented.

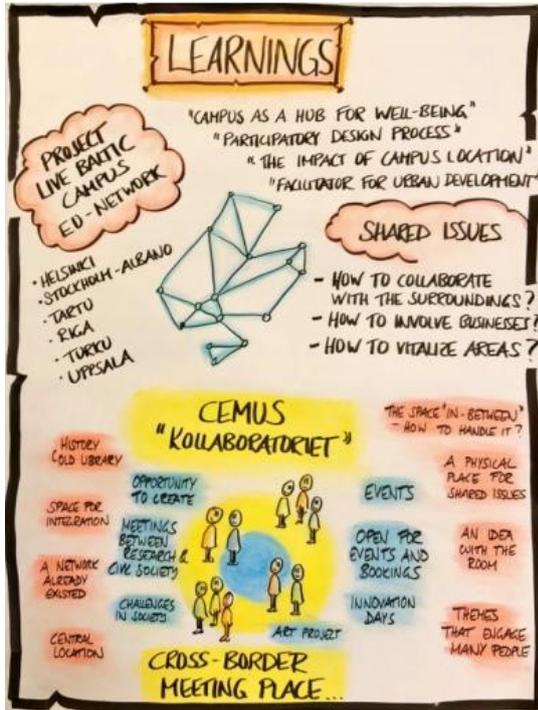


A check-in to share expectations for the day revealed a large interest in understanding each other's perspectives and plans as well as for dialogue in campus development.



Reflections on the development of the surroundings of Polacksbacken included the importance of different issues such as:

- long term processes ensuring sustainability
- the history of the area
- creation of attractiveness and what that is
- traffic planning
- creation of meeting places



The learnings from the different sub-projects raised reflections on an attractive campus and the future:





The communication between stakeholders to understand each other's perspectives will facilitate the creation of shared goals for the future and make it possible to realize these goals.

In summary, Ulleråker and Polacksbacken are neighbours situated inbetween two universities as well as inbetween the city center and the new developments South city of Uppsala. This makes it an area with great potential for integration of different actors. Will it grow into a valuable area organically or does it need a structured process? As the decision to expand the Ångström laboratory now has been taken the old regiment buildings will be open for new tenants. We have started to create a platform for a structured process as the work shop itself and the contacts made between different stake holders was highly appreciated and give an excellent basis for further joint activities for development of the area.