

UNIVERSIDADE DE LISBOA

Instituto de Geografia e Ordenamento do Território

UNIVERSITY OF EXETER

Business School



Tourism in University Cities. The Role of Universities in Place Branding

Sara Pereira Brando Albino

Orientadores: Professor Doutor Eduardo Manuel Dias Brito Henriques;

Professor Doutor Gareth Shaw

Tese em Cotutela internacional para a obtenção do grau de Doutor no ramo de Turismo, especialidade de Planeamento dos Espaços Turísticos.

2015

UNIVERSIDADE DE LISBOA
Instituto de Geografia e Ordenamento do Território

UNIVERSITY OF EXETER
Business School



Tourism in University Cities. The Role of Universities in Place Branding

Sara Pereira Brando Albino

Orientadores: Professor Doutor Eduardo Manuel Dias Brito Henriques;
Professor Doutor Gareth Shaw

Tese em Cotutela internacional para a obtenção do grau de Doutor no ramo de Turismo,
especialidade de Planeamento dos Espaços Turísticos.

Júri:

Presidente: Professora Catedrática Maria Lucinda Fonseca, Presidente do Instituto de Geografia e Ordenamento do Território da Universidade de Lisboa

Vogais:

- Emeritus Professor Richard Butler, University of Strathclyde, Glasgow;
- Professor Catedrático Carlos Manuel Martins da Costa, Departamento de Economia, Gestão e Engenharia Industrial da Universidade de Aveiro;
- Associate Professor Stewart Barr, College of Life and Environmental Sciences, University of Exeter;
- Professor Gareth Shaw, Orientador, University of Exeter Business School;
- Professor Catedrático Jose Manuel Henriques Simões, Instituto de Geografia e Ordenamento do Território da Universidade de Lisboa;
- Professor Associado Eduardo Manuel de Brito Henriques, Instituto de Geografia e Ordenamento do Território da Universidade de Lisboa

FCT- MEC / Bolsa Individual de Doutoramento - SFRH / BD / 77887 / 2011

Universidade de Lisboa / Instituto de Geografia e Ordenamento do Território
University of Exeter / Business School

Tourism in University Cities. The Role of Universities in Place Branding.

Submitted by Sara Pereira Brando Albino to the University of Lisbon and University of Exeter as a thesis for the degree of Doctor in Tourism – Planning of Tourism Spaces and Doctor of Philosophy to the University of Exeter with the grant support of FCT-MEC.

2015

This thesis is available for Library use on the understanding that it is copyright material and that no quotation from the thesis may be published without proper acknowledgement.

I certify that all material in this thesis which is not my own work has been identified and that no material has previously been submitted and approved for the award of a degree by this or any other University.

(Signature)

*“Enter the majestic Meadow Gate and walk in the footsteps of academics,
kings and queens, a little girl called Alice and even a few wizards! “*
(Christ Church, Oxford, 2012, quotation from webpage for visitors¹)

¹ <http://www.chch.ox.ac.uk/visiting&print=true> (last accessed on 23rd May 2015)

ABSTRACT

As the reorganization of Higher Education has paralleled that of the welfare-state downsizing, Universities have been challenged by governments to handle to market engagement a key social value. Beyond teaching and research, the emergence of a third mission related to science outreach, cultural/educational tourism activities appeared as an opportunity for Universities to increase revenues. Tourism in university heritage sites became not only a tool for university marketing and enhancement of corporate branding, but also contributed to brand host cities as student destinations (Pawlowska & Roget 2009; Popescu 2012; García-Rodríguez & Mendoza Jiménez 2015).

As a contribution to knowledge, this research aimed to enlarge the conclusions of previous studies conducted on the universities' changing roles and their impacts on society, culture and space (Perry & Wiewel 2008; Goddard & Vallance 2014). Tourism was introduced, not only as a consequence of university internationalization but as a dimension present in organizational behaviour of universities, which produces new place perceptions in the host cities. Consequently, the issue of collaborative place branding amongst different stakeholders in a city emerges in the rational scope of resource dependence theory, as a public diplomacy strategy with planned, concerted actions, also affecting the universities relation to the host cities. Hence, the leading research aims of the thesis are:

- To investigate the motives that lead universities to adopt discourses and actions conducting to tourism activities;
- To explore collaborative university-city relations in destination branding.

This investigation used cross-methods in case-study research and departed from an exploratory participant-observation of the phenomenon in four different universities and countries. The classical use of an ethnographical approach as first exploratory method originated the narrowing of the research into case-studies. As a complement, a scoping questionnaire was designed in order to provide further data for answering the first aim of research. The case-study research was conducted within a qualitative approach through semi-structured interviews and content analysis of university materials in their range of urban institutions communicating the city.

The research results suggested that universities have a role in city branding and that tourism plays an informal part in this strategy but following different stages of implementation and approaches. The exploratory first phase of research revealed how universities have the ability to originate and plan tourism activities. The direct involvement of Higher Education Institutions with local governments and tourism stakeholders emerged as part of networking activities, events and direct involvement as tour organizers and owners of tourism interest assets and attractions. The questionnaires and interviews to respondents have indicated that the marketing and communication offices together with the international offices have gained a primary role as bridge organisms with the exterior at the formal level. Despite responding to top-down leadership, these offices have become critical connectors not only to municipalities but also to public and private destination marketing organizations (DMO's).

Key-words: tourism, branding, university-cities

RESUMO ALARGADO

“- *The University of Glasgow is the City of Glasgow and the City of Glasgow is the University.*”

(Anton Moscatelli, Principal and Vice-Chancellor of the University of Glasgow, Source: quotation from the University of Glasgow’s profile-raising video: *Glasgow with Style – Studying with Style, 2011*).

Em paralelo com a diminuição do papel do Estado-Providência, nos países industrializados desde finais da década de 1980 assistiu-se a uma reorganização do setor do Ensino Superior, a qual teve impacto na sua estrutura organizacional. Adicionada às missões de ensino e investigação, o surgimento de uma terceira missão dentro da esfera de ação universitária adveio da necessidade de aumentar não só o impacto cívico ao nível local, mas também as receitas internas. Consequentemente, a questão do estudo da contribuição das universidades para a construção de marcas das cidades que as acolhem veio a surgir no âmbito da teoria da dependência de recursos.

A investigação foi desenhada em torno de dois objetivos primários da investigação, cujo intuito foi o de explorar as dinâmicas do planeamento de construção dos espaços turísticos tendo por base um setor não turístico na sua génese. Setor este que atua eminentemente como um agente despoletador de diversas externalidades nos territórios que ocupa, nomeadamente ao nível dos empregos diretos e indiretos e crescimento do setor imobiliário (Perry & Wiewel 2008; Goddard & Vallance 2014).

Os dois objetivos primários da presente investigação foram:

- 1- Investigar os motivos que levam universidades a adotar discursos e ações que levam à atividade turística;
- 2- Explorar as relações de colaboração entre universidades e a cidade que as acolhe na construção da imagem de marca dos destinos.

Contextualmente, o desenvolvimento de atividades de turismo em locais de património universitário de carácter único tornou-se não apenas um instrumento de marketing

universitário e de reforço da sua marca, tendo vindo a contribuir para a exportação de uma imagem de marca da cidade (Bulotaite 2003; Rodríguez et al. 2012). Desta forma, a cidade comunga com a Universidade não apenas exclusivamente como um destino turístico, mas em simultâneo como um destino de acolhimento de estudantes internacionais, conferencistas e quadros altamente qualificados (Heeley 2011; Popescu 2012; García-Rodríguez & Mendoza Jiménez 2015). As instituições do ensino superior demarcam-se assim como agentes do território com potencial influência e impacto ao nível da política local, com a capacidade de se ligar a processos colaborativos de ideação de uma marca para as cidades que as acolhem.

Como contribuição para o conhecimento, a investigação teve como objetivo ampliar as conclusões de estudos realizados acerca da mudança de paradigma de gestão nas universidades e dos seus impactos na política local nomeadamente enquanto agentes de uma estratégia de *branding* territorial (Clark 1998; Goddard 2009; Brandt & Pahud De Mortanges 2011). Assim, enquanto objeto de estudo foi explorada a dimensão das atividades e mensagens de carácter turístico presentes em instituições do ensino superior, enquanto consequência direta e indireta da sua expansão e reforço da sua projeção internacional. Pretendeu-se com isto aferir a sua capacidade de produzir novas perceções dos lugares e atração de diversos públicos-alvo, enquanto factor decorrente de novos comportamentos organizacionais.

Foi utilizado um cruzamento de métodos de investigação numa lógica indutiva. A escolha de três cidades no Reino Unido em Portugal como estudos de caso partiu do uso da observação participante em universidades de diferentes países enquanto método exploratório inicial. Como complemento, um questionário de âmbito exploratório foi também projetado de modo a fornecer dados adicionais, que permitissem compreender melhor o objeto de investigação enquadrado no primeiro objetivo primário da pesquisa.

A investigação dos estudos de caso foi realizada dentro de uma abordagem qualitativa, por meio de entrevistas semiestruturadas a dirigentes das instituições do ensino superior e dos organismos de turismo e de *marketing* territorial dos municípios. Realizou-se também uma análise de conteúdo dos materiais promocionais e de comunicação da estratégia institucional das organizações adquiridos durante as entrevistas como suporte das ilações retiradas após a codificação e interpretação das transcrições.

A ligação entre a construção de uma marca de destino a discursos de promoção turística surgiu no nível de conteúdos de divulgação das universidades. Foram estudadas as representações do lugar emergentes nas abordagens de marketing universitário. Como tal, foi concluído que, embora em diferentes fases de implementação formal de uma marca exterior de cidade de estudantes, o papel informal de universidades subsiste enquanto agentes urbanos que comunicam perceções e valores subliminares do lugar, contribuindo assim para a construção da marca dos destinos.

Os estudos de caso analisados na perspetiva das relações entre universidades e cidade para construção de uma de marca de destino foram conceptualmente colocados numa escala de seis estádios, que refletem o seu posicionamento relativo à estratégia de construção de uma marca de destino com base num trabalho colaborativo entre os vários agentes do território. Em complemento a esta escala que surgiu a partir da triangulação de entrevistas e análise de conteúdo, foi projetado um quadro com recomendações para implementação uma marca da cidade usando uma estratégia colaborativa.

A primeira fase exploratória de pesquisa revelou várias formas de desenvolvimento de atividades de turismo em instituições do ensino superior (IES) e a sua comunicação com a estratégia de turismo local e regional. Os questionários e entrevistas aos inquiridos indicaram que os serviços de marketing e de comunicação, juntamente com os gabinetes de relações internacionais ganharam um papel primordial enquanto estruturas que interligam as IES com os agentes do setor do turismo e do poder local. Apesar de estas estruturas responderem a uma liderança vertical nas organizações, tornaram-se os principais pontos de ligação, não só com os municípios, mas também com as organizações de *marketing* de destino públicas e privadas e empresas do setor turístico.

Estando a liderança universitária dependente das competências profissionais de colaboradores altamente qualificados nos domínios da comunicação e relações externas, o seu papel mostrou-se decisivo no desenvolvimento, implementação e avaliação contínua de estratégias de marca que ligam a universidade à cidade. Este resultado adveio do caso da cidade de Glasgow. Neste caso, as Universidades de Glasgow, Strathclyde e Glasgow School of Art coexistindo na mesma cidade fazem parte de um consórcio de vários agentes territoriais, que é liderado pela organização de marketing estratégico do município. Este consórcio tem como objetivo implementar o plano de construção de uma marca para a metrópole, a qual se dirige a vários públicos. Este evento foi também observado em Portugal, na Universidade de Aveiro desde 2007 e no

novo plano de Exeter desde 2012. As relações crescentes entre o município e a universidade de Exeter em ações visando à promoção externa de Exeter como uma cidade universitária no condado de Devon, têm sido objeto de um forte investimento na política de internacional da instituição e da sua influência crescente no grupo Russell de universidades de excelência enquanto "universidade global".

Os líderes universitários que não trabalham diretamente com o município a este respeito demonstraram ter conhecimento da sua forte influência territorial pela existência de várias Escolas e *campi* espalhados numa mesma cidade. Consequentemente, as tensões surgidas dentro de Universidades afetadas pelos impactos negativos de atividades de turismo em Escolas, como a degradação do património, intermissão de espaços de estudo e crítica aos valores da marca da universidade, provocaram o fenómeno oposto de desconstrução de estratégias de marca dos destinos turísticos. Este foi o caso de Oxford.

Os resultados da investigação indicaram que as universidades desempenham um papel ativo na contribuição para a construção de marcas das cidades dirigidas a uma população estudantil estrangeira. Mesmo nos casos em que não existe uma estratégia concertada e única entre os vários agentes participantes na política territorial, de atribuição consistente de valores e personalidade de uma marca, os factores: qualidade de vida, património, hospitalidade, clima e experiência cultural/sensorial na cidade de acolhimento emergiram como elementos de atração promovidos pelas universidades, os quais se equacionam com os factores da qualidade do ensino na escolha de um destino para estudar e investigar. Os resultados da investigação indicaram também que o turismo desempenha um papel informal nesta estratégia, estando imbuído em diferentes fases dos planos de execução e abordagens de construção de uma marca de um destino.

A tese contém seis anexos complementares, com materiais que refletem as varias fases de investigação:

- O primeiro anexo debruça-se sobre a primeira parte exploratória da investigação descrevendo ao período de observação participante em quatro eventos de diferentes naturezas. Nestes eventos descritos enquanto diário de trabalho de campo, o turismo aparece de forma direta e indireta nas organizações, apresentando-se material fotográfico de suporte. A observação participante permitiu identificar nos diversos cenários, os vários atores que interagem com o turismo universitário, as suas motivações e ações.

- O segundo anexo, inserindo-se no carácter exploratório do primeiro objetivo da investigação apresenta os detalhes do uso do questionário aplicado a diferentes IES do ensino politécnico e universitário. Aparecem reproduzidos os dois guiões utilizados, o do questionário piloto e questionário final. Este anexo reporta alguns dos resultados iniciais do questionário piloto que serviram para redesenhar as questões do guião final e ainda os resultados detalhados dos testes de qui-quadrado aplicados no questionário final.
- O terceiro anexo apresenta os documentos com a autorização do conselho de ética da Universidade de Exeter para a realização de entrevistas a indivíduos de diversos organismos públicos e privados. Os documentos apresentam o protocolo indicado pela Universidade de Exeter para garantir a segurança no tratamento de dados pessoais e institucionais dos participantes durante e após o processo de investigação.
- O quarto anexo focando-se no segundo objetivo da tese apresenta os diferentes guias utilizados nas entrevistas semi-estruturadas. Os guias foram estruturados de acordo com o perfil institucional dos respondentes das IES e também das autarquias e organismos de planeamento do turismo de *branding* territorial.
- O quinto anexo apresenta os resultados preliminares das entrevistas extraídos da primeira fase de codificação focando o segundo objetivo da tese. A primeira fase de codificação extraiu locuções, as quais foram colocadas de forma paralela entre os organismos de ensino e das autarquias, por cidade, de forma a permitir uma comparação e posterior organização dos resultados em temas e problemáticas.
- Por último, o sexto anexo reporta os vários materiais utilizados no processo da análise de conteúdos, o ano e entidade produtora. Inclui também a grelha de análise utilizada para estabelecer comparações entre os materiais em suporte papel e suporte digital focada em quatro dimensões de análise: sociabilidade, usos do espaço e atividades, acessos e conexões entre as IES e a cidade, familiaridade e imagem.

Palavras-chaves: turismo, *branding*, cidades universitárias

LIST OF CONTENTS

ABSTRACT	3
RESUMO ALARGADO	5
LIST OF CONTENTS	10
LIST OF TABLES AND FIGURES	13
ACKNOWLEDGEMENTS	19
1 INTRODUCTION TO THE RESEARCH PROBLEM	20
1.1 Tourism and Universities	20
1.1.1 <i>The educational virtue of tourism</i>	23
1.1.2 <i>Cross-border education and student travel</i>	25
1.1.3 <i>The idea of the University City</i>	28
1.1.4 <i>The University in the touristic city</i>	31
1.1.5 <i>Signs and markers of tourism at the University</i>	34
1.2 Research problem, aims and objectives	37
1.3 Location of research	40
1.3.1 <i>Sample case-study cities</i>	41
1.4 Structure of the thesis	42
2 LITERATURE REVIEW	44
2.1 Introduction	44
2.1.1 <i>Critical theoretical issues in the literature</i>	46
2.1.2 <i>Significant issues identified in the review</i>	52
2.1.3 <i>Studies linking universities to tourism: a meta-synthesis analysis</i>	54
2.1.4 <i>Emerging research lines</i>	61
2.2 Overlapping tourism and higher education	63
2.2.1 <i>Debating neoliberalism in HE management</i>	67
2.2.2 <i>Globalization and the integration of tourism in higher education</i>	69
2.2.3 <i>Inter-organizational relationships</i>	75
2.2.4 <i>The geographical scope of educational tourism</i>	79
2.3 Universities and place marketing	83
2.3.1 <i>The language of tourism in the HE marketing mix</i>	86
2.3.2 <i>The academic community as tourists</i>	90
2.4 The Role of Universities in destination image	95
2.4.1 <i>Defining destination image</i>	98
2.4.2 <i>Summary of destination image attributes´ in universities</i>	102
2.4.3 <i>Tourism representations in HE</i>	106
2.4.4 <i>Playing with tourism destination image</i>	112
2.5 Place branding and HEIs as agents of place identity	117
2.5.1 <i>Defining place branding</i>	118
2.5.2 <i>The universities role in city branding – a meta-synthesis analysis</i>	125
2.5.3 <i>Universities in destination branding approaches</i>	133

2.5.4	<i>Universities as stakeholders in collaborative branding</i>	137
2.5.5	<i>The University-City as a brand concept</i>	141
2.5.6	<i>The historical University City brand</i>	144
2.5.7	<i>The contemporary University City brand</i>	154
3	RESEARCH METHODOLOGY	159
3.1	The researcher’s worldview and reflexivity	159
3.1.1	<i>Build-up theory through phased mixed-methods</i>	161
3.2	Research methods	167
3.2.1	<i>Rationale for the selection of data collection methods</i>	167
3.2.2	<i>The selection process of case-studies cities</i>	170
3.2.3	<i>Using a mixed-methods approach to case-studies</i>	170
3.3	Phases of the investigating process and the research objectives	173
3.4	Phase 1- Participant observation	177
3.5	Phase 2: The scoping questionnaire survey	179
3.5.1	<i>The survey piloting stage</i>	180
3.5.2	<i>The scoping questionnaire</i>	183
3.6	Phase 3: The cross-methods approach to case-studies	184
3.6.1	<i>The interview process</i>	185
3.6.2	<i>The content analysis of university promotion materials and interviews</i> ..	186
4	UNIVERSITIES’ MOTIVES AND ACTIONS LEADING TO TOURISM. 190	
4.1	Introduction	190
4.2	Fieldwork results	191
4.2.1	<i>Meta-table of fieldwork results in relation to aims and objectives</i>	195
4.3	Scoping survey results	196
4.3.1	<i>Characterization of the respondents</i>	197
4.3.2	<i>How universities interconnect with the tourism industry?</i>	202
4.3.3	<i>Campus assets management and city heritage</i>	210
4.3.4	<i>Can tourism connect universities and cities?</i>	216
4.3.5	<i>Summary of results in relation to aims and objectives</i>	219
5	UNIVERSITY-CITY RELATIONS IN DESTINATION BRANDING	221
5.1	Introduction	221
5.2	Interview results	224
5.2.1	<i>Coding the interviews</i>	224
5.2.2	<i>Profile of the interview respondents</i>	226
5.2.3	<i>Discussion of results</i>	228
5.3	Content analysis of promotional materials	254
5.3.1	<i>The coding process</i>	254
5.3.2	<i>Capturing the city in HE brochures</i>	257
5.3.3	<i>Discussion of results: University-City relations in city branding</i>	270

5.4	Identified branding processes.....	275
6	KEY FINDINGS AND CONCLUSIONS.....	278
6.1	Introduction	278
6.2	Summary of Key-Findings.....	279
6.2.1	First aim of research	279
6.2.2	Second aim of research	280
6.3	Key- Contribution	285
6.4	Limitations of the research	289
6.5	Future Research.....	290
	References.....	291
	APPENDICES.....	310
	Appendix 1. Exploratory testing: Ethnography fieldwork reports	310
	<i>Field-work 1: The Ca' Foscari University Tours in Venice.....</i>	<i>310</i>
	<i>Field-work 2: The Erasmus Staff Training Week of the University of Oslo.....</i>	<i>313</i>
	<i>Field-work 3: The annual student festival of Coimbra “Queima das Fitas”</i>	<i>318</i>
	<i>Field-work 4: The NAFSA Higher Education Business International Fair</i>	<i>322</i>
	Appendix 2. Scoping questionnaires	326
	<i>Pilot Questionnaire-survey guide</i>	<i>326</i>
	<i>Outputs of pilot questionnaire-survey</i>	<i>329</i>
	<i>Detailed information on respondents’ organizational structure.....</i>	<i>330</i>
	<i>Final questionnaire-survey guide</i>	<i>331</i>
	<i>Outputs of scoping questionnaire-survey</i>	<i>336</i>
	Appendix 3. University of Exeter Business School Ethical Approval Form	362
	<i>Informed Consent Form for Non-disclosure of interviews and data treatment</i>	
	<i>safeguard.....</i>	<i>368</i>
	Appendix 4. Interview guides	369
	Appendix 5. Interview results - 1st cycle coding of interviews – locutions	371
	Appendix 6. Materials used in content analysis.....	377

LIST OF TABLES AND FIGURES

TABLES

Table 1.1 - Table of Aims and Objectives (Source: Author).....	38
Table 2.1 - Significant issues in travel and tourism consumption related to universities (Source: Author).....	45
Table 2.2 - Interconnection between themes and theoretical approach of the literature-review with aims and objectives (Source: Author)	51
Table 2.3 - Studies identified in the review (Source: Author).....	53
Table 2.4 – Meta-table of studies linking Higher Education to tourism behaviour, tourism activities and travel (Source: Author)	56
Table 2.5 - Meta-table of academic studies focusing international students’ university destination choice (Source: Author)	104
Table 2.6 - Meta-synthesis table of studies on branding university-cities (Source: Author)	129
Table 2.7 - Historic Islamic University Cities which lost their functional reputation as knowledge -centers within industrialized contemporary city identities (Source: Author)	148
Table 2.8 - UNESCO World heritage listings of historical university cities, towns and university village (Source: Author)	149
Table 2.9 - UNESCO listing of University buildings located inside the protected areas. (Source: Author).....	152
Table 3.1 - Table of Aims, objectives and methods (Source: Author).....	164
Table 3.2 - Table of research aims, objectives, and methods and expected output (Source: Author).....	168
Table 3.3 - Table of aims, objectives and research variables for analysis (Source: Author)	169
Table 3.4 - Phases of the investigation process (Source: Author).....	173
Table 3.5 - Key-themes and attributes identified for analysis within the sample with correspondent techniques of verbal and visual content analysis of materials pertaining to University tourism and its role in the host city branding (Source: Author)	188
Table 4.1 - Intangible attributes emerging from the ethnographic fieldwork focusing the interconnection of the University sector with tourism in host cities (Source: Author)	191
Table 4.2 - Summary of results of pilot fieldwork (Source: Author)	192
Table 4.3 – Combined results of field-work in relation to aims and objectives (Source: Author)	195
Table 4.4 - Cross-tabulation between the Variable 1 - Date of Foundation and Variable 2 -Type of HEI (Source: Author)	197
Table 4.5 – Cross-tabulation of data of respondents’ country of origin and date of foundation of HEIs (Source: Author)	199

Table 4.6 - Cross-tabulation of frequencies of the “Variable A17 - HEIs organisms organizing tourism related activities” with “Variable 2 – Date of Foundation” (source: Author).	200
Table 4.7 – Cross-tabulation of “variable A8 – management of campus facilities within the hospitality and events business” with “variable A2 – Date of Foundation”, (Source: Author)	201
Table 4.8 – Detailed results for questions A7-2, A7-3 and A7-4 with cross variable “V1/Typology of HEI” - percentage and frequency values. (Source: Author).	203
Table 4.9 - Detailed results for questions A7-2 with cross variable “V1/Date of foundation” - percentage and frequency values. (Source: Author).	205
Table 4.10 - Detailed results for question A14 crossed with variable “V2/Date of Foundation” with percentage and frequency values. (Source: Author).....	205
Table 4.11 - Detailed results for question A15 crossed with variables V1 – Type of HEI and V2 – Date of foundation, with percentage and frequency values. (Source:author)	206
Table 4.12 - Detailed results for question A10-3 crossed with variable V1 – Type of HEI with percentage and frequency values (Source:author).	207
Table 4.13 - Detailed results for question A19-5 crossed with variable V1 – Type of HEI with percentage and frequency values (Source: Author).	207
Table 4.14 - Detailed results for question A19-6 crossed with variable V2 – Date of Foundation with percentage and frequency values (Source: Author).	208
Table 4.15 - Detailed result for question A6-7 crossed with V2 – Date of Foundation with percentage and frequency values (Source: Author).....	208
Table 4.16 – Cross-table for questions A9-1; A-10,A11 with Variable 1 “Type of HEI” with frequency and percentage results (Source: Author).	211
Table 4.17 - Cross-table of the questions A8-1; A8-2, A8-3 with Variable 1 “Type of HEI” with frequency and percentage results (Source: Author).	212
Table 4.18 - Detailed results for questions A16-5 and A16-6 crossed with V2 – Date of Foundation with percentage and frequency values (Source: Author).	213
Table 4.19 - Detailed results for question A6-4 cross-tabulated with V1 – Type of HEI with percentage and frequency values (Source: Author).....	214
Table 4.20 - Detailed results for question A8-2 cross-tabulated with V2 – date of Foundation with percentage and frequency values (Source: Author).	214
Table 4.21 - Detailed results for questions A6-6 and A6-7 cross-tabulated with V1 – Type of HEI with percentage and frequency values (Source: Author).	217
Table 4.22 - Detailed results for questions A8-4 and A8-5 cross-tabulated with V1 – Type of HEI with percentage and frequency values (Source: Author).	218
Table 4.23 – Table of aims, objectives and results (Source: Author)	220
Table 5.1 - Table of thematic outputs from the interview transcripts (Source: Author)	225
Table 5.2 - Characterization of Interview Respondents from Portugal and the United Kingdom (Source: Author).....	227
Table 5.3 - Research aim 1: results for interviews in Aveiro post 2 nd cycle coding (Source: Author).....	232
Table 5.4 - Research aim 1: results for interviews in Exeter post 2 nd cycle coding (Source: Author).....	233

Table 5.5 - Research aim 2 - results for interviews in Aveiro post 2 nd cycle coding (Source: Author).....	234
Table 5.6 - Research aim 2 - results for interviews in Exeter post 2 nd cycle coding (Source: Author).....	235
Table 5.7 - Research aim 1: results for interviews in Coimbra post 2 nd cycle coding (Source: Author).....	240
Table 5.8 - Research aim 1 - results for interviews in Oxford post 2 nd cycle coding (Source: Author).....	241
Table 5.9 - Research aim 2 - results for interviews in Coimbra post 2 nd cycle coding (Source: Author).....	242
Table 5.10 - Research aim 2 - results for interviews in Oxford post 2 nd cycle coding (Source: Author).....	243
Table 5.11 - Research aim 1 results for interviews in Lisbon post 2 nd cycle coding (Source: Author).....	250
Table 5.12 - Research aim 1: results for interviews in Glasgow post 2 nd cycle coding (Source: Author).....	251
Table 5.13 - Research aim 2 - results for interviews in Lisbon post 2 nd cycle coding (Source: Author).....	252
Table 5.14 - Research aim 2 - results for interviews in Glasgow post 2 nd cycle coding (Source: Author).....	253
Table 5.15 - Meta-table of content analysis results in relation to aims and objectives (Source: Author).....	258
Table 5.16 - Place marketing promotional materials and target group published from 2009-2013 (Source: Author).....	260
Table 5.17 - Themed grid used for the second stage of coding through word count. (Source: Author).....	263
Table 5.18 - Themed grid used for the second stage of coding through word count. (Source: Author).....	267
Table 5.19 - Themed grid used for the second stage of coding through word count. (Source: Author).....	269
Table 6.1 - Research objectives and key findings (Source: Author).....	283
Table 6.2- A collaborative process for Universities and City Branding Organizations as place brand stakeholders, adapted from Gray (1985), Selin and Chavez (1995) and Wang and Fesenmeier (2007), (Source: Author).....	287

FIGURES

Figure 1.1 - Top 30 sending countries of foreign students (source: OECD Institute for Statistics, 2011)	27
Figure 1.2 - Percentage of OECD countries as destination of top 30 sending countries of students (source of data: OECD Institute for Statistics, 2011).....	27
Figure 2.1 - The merging space between tourism and higher education (Source: diagram developed from Ritchie, 2003)	72
Figure 2.2 - University of Aveiro's brochure for international staff, students and visitors, (Source: University of Aveiro, 2013)	84

Figure 2.3 - The communicational environment of tourism within the university marketing mix (Source: Author)	87
Figure 2.4 - Factors influencing the university marketing mix (Source: Author).....	90
Figure 2.5- University of Strathclyde’s Energy and Convention Centre, 2013. (Source: Glasgow Chamber of Commerce, February, 2013).....	96
Figure 2.6– Oxford Map cover (Source: Visit Oxfordshire, 2010).....	96
Figure 2.7 - Pull-factors influencing choice of universities amongst international publics (Source: Developed from: Kinnel 1989; Klassen 2001; Nguyen and Le Blanc 2001; Mazzarol and Soutar 2002; Van Hoof 2005; Llewlyn-Smith and McCabe 2008; 2008; Poor and Snowball 2010; Rodriguez et al 2012).....	97
Figure 2.8 - Testimonial of exchange experience in Jeddah. (Source: University of Strathclyde's People Magazine, 2013).....	99
Figure 2.9 - The components of destination image (Source: Echtner and Ritchie, 2003)	101
Figure 2.10 - Attributes of destination image in university marketing studies (Source: Author, developed from the Figure 2.9 and Echtner & Ritchie 2003)	106
Figure 2.11 - Postcard of the University of Glasgow, 1903 (Source: Author’s archives)	108
Figure 2.12 - Postcard of University of Coimbra, 1896 (Source: Author’s archives)	109
Figure 2.13 - Victoria University of Wellington webpage banner (Source: Victoria University of Wellington webpage 2013)	112
Figure 2.14 - Newspaper article (Source: The American Marketing Association, 2001)	115
Figure 2.15 - Universities as communicational agents in place branding (Source: Author)	131
Figure 2.16 – Oxford postcard (Source: Visit Oxfordshire, 2012, Author’s archive)..	146
Figure 2.17 - Tourism Brochure – Exeter the Educational Centre of the West, 1908. (Source: Exeter City Hall Tourism Bureau, 1908).....	146
Figure 2.18 - Guide to the City of Exeter, 1955 (Source: City of Exeter Tourism and Information Bureau, 1955)	146
Figure 2.19 - Child dressed with an academic costume from the University of Coimbra’s (Source: Author, May 2011).....	153
Figure 2.20 – Visitors in Coimbra at the Graduation Festival (Source: Author, May 2011).....	153
Figure 2.21 - City of Brisbane student ambassadors’ program website (Source: Brisbane Marketing Economic Development Board, Australia, 2013).....	156
Figure 3.1 - Diagram of the four key attributes of place with its intangible dimensions based on the work of Whyte (1980) (Source: Author).....	165
Figure 3.2 - Timeline of the phases of the investigation process during the period of 2012-2014 (Source: Author).....	174
Figure 3.3 - Implementation of methods used in the research process (Source: Author)	176
Figure 3.4 - Thematic structure for analysis of University promotional materials based on Febas Borrás (1978) (Source: Author)	187

Figure 4.1 - Country origin of respondent institutions completing the scoping survey. (Source: Author).....	199
Figure 5.1 - Images from brochures produced and disseminated by GL#1, GL#2 2011, 2012, 2013 (Source: Author’s data collection).....	271
Figure 5.2- Images from brochures disseminated by GL#1, GL#2, GL#3 in 2012 and 2013 involving the HEIs as part of the campaigns “Glasgow with style” (2009-2012); “People make Glasgow” (2013 onwards) (Source: Authors collection).....	271
Figure 6.1 - Implementation stages of the case-studies in collaborative place branding between local universities and local/regional DMO’s (Source: Author).	286

APPENDICES

TABLES

Table 0.1 - Pilot Survey – descriptive statistics results (Source: Author).....	329
Table 0.2 – Pilot survey data, related to the universities involvement with the tourism business sector and use of place references (Source: Author).....	330
Table 0.3 - Pilot Survey - Organic Structure’s participating in the Survey (Source: Author)	330
Table 0.4 - Pilot Survey: institutional position of the respondents (Source: Author) ..	330
Table 0.5 - Individual feedback of respondents provided in non-completed (NC) surveys	336
Table 0.6 Chi-Squared tests with cross tabulation of survey variables “V1/type of HEI” for the three objectives of the first aim of research (source: Author).....	337
Table 0.7 Chi-Squared tests with cross tabulation of survey variables “V2/Date of Foundation” for the three objectives of the 1st aim of research (source: Author).	338
Table 0.8 - Detailed results per variable used in chi-square test with cross tabulation of survey variables “V1/Type of HEI” for the 3 objectives of 1 aim of research (source: Author).	340
Table 0.9 - Detailed results per variable used in chi-square test with cross tabulation of survey variables “V2/Date of Foundation” for the 3 objectives of 1 aim of research (source: Author).....	348
Table 0.10 - Interview guides for University-City Relations Policy Makers (Source: Author)	369
Table 0.11 - Interview guides for Senior Executive Administrators working with University-City Tourism and Branding contexts (Source: Author)	370
Table 0.12 - Table of initial coding lines taken from interviews. * In these two case-studies both City Councils are responsible for the local place marketing and branding strategies although they are interconnected with the regional tourism board strategies (Source: Author).....	371
Table 0.13 - Interview locutions from interviews to University administration respondents at the City of Lisbon (Source: Author).....	372
Table 0.14 - Interview locutions from interviews to University administration respondents at the City of Lisbon (Source: Author).....	373

Table 0.15 - Interview locutions from interviews to City Council respondents at the Cities of Lisbon and Glasgow (Source: Author)	374
Table 0.16 - Interview locutions from interviews to University administration respondents at the Cities of Coimbra and Oxford (Source: Author)	375
Table 0.17 - Interview locutions to City Hall and DMO tourism administration respondents from the Cities of Coimbra and Oxford (Source: Author)	376
Table 0.18 List of Materials used for content analysis provided during the interviews (Source: Author)	377
Table 0.19 – Grid for first stage of coding elaborated for combined data analysis per city – text and images (Source: Author)	379

FIGURES

Figure 0.1 - University Ca'Foscari website banner, 2010 (Source: University Ca' Foscari)	310
Figure 0.2 - Ticket of the University Tour	312
Figure 0.3 Starting point of the tour at the entrance of the University near the medieval wall; view of the Grand Canal from the Atteneo room with furniture wall panels and mural designed by Carlo Scarpa. (Sources: Author's caption)	313
Figure 0.4 –Staff Training week program with social activities and tours (Source: University of Oslo)	314
Figure 0.5- Author's fieldwork notebook with drawings and comments of the festivities at the arrival day of the Erasmus Staff Week (Source: Author)	315
Figure 0.6 – Caption of the main square of the University of Oslo campus. (Source: Author)	317
Figure 0.7 - Coimbra students celebrating at “Queima das Fitas” Student Graduation Festival on the 8th of May, 2011. (Source: Author's captions during fieldwork)	318
Figure 0.8 – Images of students' behaviour and ambience at the festival (Source: Author's captions during fieldwork)	320
Figure 0.9- National Pavilions of UK and Canada at the NAFSA University Fair and Convention 2012. (Source: Author's captions during fieldwork)	323
Figure 0.10 - Pavilion of the London Metropolitan University giving emphasis to its central London location (Source: Author's captions during fieldwork)	324
Figure 0.11 - Front cover of the promotional leaflet published by the Lisbon City Hall for the NAFSA fair 2012 (Source: Lisbon City Council)	324
Figure 0.12- Copy of the pilot questionnaire-survey guide (Source: Author)	328
Figure 0.13 - Copy of the final questionnaire-survey guide (Source: Author)	335

ACKNOWLEDGEMENTS

I do not consider this research to be fully finished as these four years of research are the triggering point to a more profound research focused on the domain of public policy and interlinking agents of territorial branding and their practices. I would like to express my full gratitude to both my supervisors, Professors Eduardo Brito Henriques and Gareth Shaw for allowing me to live the possibility of engaging into cross-disciplinary research bridging the areas of tourism geography and management studies. Connecting these two areas within two different schools of thought, in IGOT and at the Business School of Exeter, not only was a challenging and demanding research experience, but also a very inspiring one. I would like to thank Gareth who used his Socratic teaching to test me during our talks, debates and supervision meetings. He was fundamental to the decision of focusing on City Branding as an event connected to tourism activities at HEIs. I would also like to thank to Eduardo for having contributed with his sincere thoughts. It helped me to grow as a person, as a researcher and to test my endurance in the critical points of research.

I would like to thank the FCT-MEC for proving me the grant, which allowed me to conduct the research period at the University of Exeter. Without this financial support not only I wouldn't be able to access essential research resources and to share ideas with leading academics, as it would also not been possible to have primary data from organizations in the UK.

I would like to acknowledge Carlos Alcobia for all his continuous support and care while I was in Exeter and during the past years, as I am very fortunate to have a companion who also follows a research path. Furthermore, I would like to thank my colleagues and friends from the University of Exeter, Mona Alharbi, Eddy Cheng, Paul Cleave and I-Lien Ho, whose theoretical insights and companionship have been crucial during the last years. Finally, I would like to thank the following people: Hellen Bell, Professor Neil Armstrong, Victoria Hatfield, Carlos Sousa, Carlos Ferreira, Paulo Carvalho, Manuela Madureira, Graça Fonseca, Pedro Ferreira, Luis Carvalho, Professor António Nóvoa, Professora Teresa Cid, Scott Parsons, Kathy Randall, Jenny Brownrigg, Ailie Ferrari, Tom Rice, Ray Mchugh, Claire Woodcock, Heather Armitage, Sónia Henriques, Sónia Nunes, Margarida Almeida and Mercedes Gonçalves.

1 INTRODUCTION TO THE RESEARCH PROBLEM

1.1 Tourism and Universities

Higher Education Institutions (HEI's) have increasingly gained political space in city-regions, since the industrialization period occurring in the 19th Century (Brockliss 2000). In reaction to product innovation demands of a competitive globalized knowledge economy, the higher education sector has expanded significantly worldwide. Although at different paces, HEI's organizations' financial sustainability became growingly intertwined with the global market of Higher Education (Knight 2002). This market sector gained multilateral contacts with other business sectors, such as tourism. In the post-industrial city, the influence of HEI's on the tourism sector through the exploitation of externalities emerging from knowledge-based activities, such as academic conferences, arts shows, academic and sports festivals and international student exchanges, added a new role to these organisations in the context of local development as contributors for the creation of jobs, both direct and indirectly.

As cities sprawled and industrial activities retracted during the 1970's in industrialized economies such as the USA, Canada and western European countries, not only citizens but also a new class of knowledge based service providers called for a wider access to HEI's. The disengagement of core academic activities to those of societal and legislative interest (O'Mara 2010) brought an increasing criticism amongst the public opinion. For this reason, in a context of democratization of higher education, we assisted firstly to the expansion of the sector in the main capital cities of city-regions in order to comply with the labour market demands (Murray 2006). Secondly, to the commitment of education institutions to a complementary mission directed to civic engagement (Goddard 2009). Thirdly, the phenomenon of hollowing of the state has pushed HEI's to diversify their sources of income beyond the main missions of teaching and research (Neave 2012). This has led to the establishment and furthering of connections, with local and regional public / private stakeholders. From this context, a new form of higher education institution, the urban university (Mundt, 1998) arose as an organization increasingly in partnership with the community in various aspects, i.e.: from the

organization of science and culture festivals as civic outreach activities, to policy making consultancy and lastly as a player of co-creation place branding.

The contemporary tourism experience linked to the universities appears in the context of a shifting marketplace in tourism. It is the result of socio-demographic changes, such as an active ageing population and a rising population of young adults and childless couples in industrialized societies. In addition, an increased spending power per capita, and more leisure time in these societies has led to various travel behaviors, and opportunities for mobility (Weiler & Hall 1992).

Universities have been portrayed as places where intellectual and sensorial experiences are lived and visual consumption takes place, not only by Higher Education Marketing (Marginson, 2004), but also in campus design and city planning as convergent spaces (Christiaanse 2007). Standing by Krippendorf's idea of "the new unity of everyday life" (Krippendorf 1987) and Stebbins's theory of "serious leisure" (Stebbins 2008), tourism behaviour associated to universities encountered a societal trend of an increasing reduced polarity between the spheres of work and leisure. Within this perspective, academic events triggering subsequent tourism activities have been so far, mainly academically addressed as a social trend of the individuals participating in short-term international study exchanges, research activities and conferences (Carr, 2005; Chatterton, 1999; Glover, 2011; Hoyer & Naess, 2001; Michael, Armstrong, & King, 2004; Shields, 2011).

Taking in consideration the behavioural aspect described above relating tourism to universities, it has been found a need to explore the a research gap in the context of tourism planning of destinations in relation to HEIs as tourism stakeholders. Nonetheless, besides the direct role of destination marketing organizations in strategy and programmatic implementation, HEIs motivate the creation of different narratives in regard to the idea of university-city (Alves Costa 2003). Subsequently, this research has explored the dynamics of co-creation branding processes, taking place between the aforementioned territorial agents, as they contribute to the identity, liveability and formation of representations of place. It is argued in this work, that the notion of university-city does not only find place in the narrative of a HEI as the major influence in the city social life and city-region economy. It is argued that the idea of university-city can also be found amongst the local city marketing organization (CMO) and in

municipal discourse, regarding HEIs as city branding stakeholders. Both these interpretations have fit in situations where independently of being anciently or recently created, the built reputation of universities has the ability to enhance the profile of the host cities, as marketing and branding became key instruments in the management of both stakeholders, as in reference to each other - the HEIs and cities (Bulotaite 2003; Popescu 2012).

Finally, the deliberate option for addressing tourism in the context of universities as a non-primary activity which occurs and is triggered by these entities is subjacent to a holistic perspective of the tourism phenomenon's overall impact on societies across the world (Tribe 2002). Within this perspective, individuals and businesses affected by tourism are part of a comprehensive phenomenon of consumption, which involves communities, governments and physical environments. A second idea is that of a nomadic cosmopolitan class which arose with market globalisation giving origin to a tourism world affecting societies in different ways (Cresswell & Merriman 2011; Hannam 2009), as it is the case of the creation of tourism city brands involving the academic imaginary. Consequently, it is hereby discussed that the aura emanating from image representations and invented traditions of universities transforms not only cities, but also the university campi into places for visual consumption and cultural experience. The objectification of the student life-style and university heritage allowed new perceptions of the idea of university-city (Brandt & Mortanges, 2011). For this reason, the research work has emerged from the following research question: considering HEIs as a pull-force of tourism, what is their role in city destination branding?

Concluding, this study focuses in its core, the assessment of how universities and their hosting cities are affected by the tourism narrative; a thematic example which aims to exemplify and discuss how the globalisation process develops practices of synergy and mediation between organisations in urban environments through the adjustment and creative use assets and human resources (Klaic 2012). Under this perspective, within the scope of inter-dependent relations, this research has addressed specific cases where city tourism and place branding organizations work with HEIs towards the formation of city brands.

1.1.1 The educational virtue of tourism

“Travel, in the younger sort, is a part of education; in the elder, a part of experience” (Bacon 1625, p.22)

Travel, as a mean of education is not a new concept. Within the humanistic movement of the 16th Century, it has been firstly adopted by the oldest Universities of Europe. Holden traces it to the Greek period (Holden 2006), as well as Green, who linked the act of educational travel with the concept of global citizenship (Green 2012). As such, the educational value of tourism has been ideally defined by the intelligentsia as part of the education of the gentry (Bacon 1625; Twain 1869), where the Journeyman’s Scholar Year was seen as an essential element of a gentleman’s upbringing (Holden 2006).

However, a new model of academic tourism has evolved from a particular class practice to a broader contemporary phenomenon of place consumption (García-Rodríguez & Mendoza Jiménez 2015; Tham Min-En 2006; Peel 2004), where it is estimated that an increasing number of young adults temporarily move away from their countries to study in a foreign country or to pursue part of their studies abroad (Eurostat 2013; OECD 2012). The UNESCO report, *Global Trends in Higher Education* (Altbach et al. 2009) forecasted 7 million international students worldwide in 2020.

University internationalization outcomes, such as the organization of international conferences and participation in study and teaching abroad programs have the potential to enhance local cultural tourism development and offer (Russo & Sans 2007). Universities originate tourism but can also receive tourists, who collect cultural experiences and through word-of-mouth brand cities and places (Maitland 2007; Weiler & Hall 1992). Although youth and student travel have been a cornerstone of the international travel market over the past 50 years, the explosive growth of the international student population in cities has turned the attention of the importance of university related tourism to policy makers and researchers (Ritchie 2003; Wilson & Richards 2004).

Youth travel was framed by the WTO (World Tourism Organization) in 1991 as a niche market. In 2004, for the first time, ATLAS (Association for Tourism and Travel Education) presented a primary research study demonstrating that university students

and young people represented the fastest growing niche market, with one in five international travellers, representing a multi-billion dollar industry, with growing specialist tourism companies trying to meet the demand of these publics (Richards & Wilson 2004). Also, within the higher education sector, since HEI's realised the importance of destination imageries and heritage, as attraction factors for full-cost fee paying overseas students, management responses to these trends took shape in the marketing strategies of higher education institutions and campus-planning. Organisation of events, and tourism activities have found place in the educational framework of lifelong learning and outreach for new publics.

The importance of consumption by international university students and visiting academics became significant for higher institutions and to city planning in EU cities (Popescu 2012; Russo et al. 2003). It produces positive economic, cultural and social impacts in destinations and enhances the brand of cities, as a place to study, visit, invest and live (Clark & Moonen 2009; Williams 2011; Oxford Economics 2012). The continuous presence of international students and academics either in towns, in capitals or in world cities has the ability to revitalise cities, as well as particular areas in crisis. While increasing the visitation of cultural places, it reinforced the role of universities as urban institutions with a status quo in domestic and foreign affairs. The growing international demand of courses in high ranked universities and numbers of exchange students has also accompanied the trend of maximisation of resources by reinforcing the creation of networks and informal flows of individuals between territories (F. X. Xu et al. 2009; Van Hoof & Verbeeten 2005). Academic communities travel within their specialised communication channels, as early noted by Shibutani referring to individuals who do tourism within their specific interests (Shibutani 1955). As such, it is argued that these groups belong to a community bonded by the university as a builder of a social world, whereby several of actors coalesce into spheres of interest.

The areas in the cities strolled by such individuals gain new identities through the corporeal use of space and consumption behaviour of leisure services. The creation of travel guides for university students and youngsters offering budget travel became part of the practice of holiday travel amongst these groups, such as the Arthur Frommer's paperbound "Guide to Europe on 5\$ a Day" printed in 1957 (Frommer 2007) and the University of Harvard's "Let's Go: a Study Guide to Europe" printed in 1961 (Sears 1999). Presently in Europe, the tourism guides produced by the Universities of Glasgow (Bainbridge 2008) and Newcastle in the United Kingdom using the brand extension of

the Lonely Planet provide a continuation of the idea of higher education as an embodied self-expression and learning experience.

The stroller, or Baudelaire's *flanêur* as the cosmopolitan man who lives and experiences the city, the backpacker, the visiting couch-surfer, the exchange student and the wonderer researcher coming for a conference are also the *homo academicus* of the grand tour in search for a sacralized space (Maccannell 1973), passing from pilgrim to a tourist in postmodernity. As such, world class universities recognised as cathedrals of knowledge and built heritage gain resonance in the tourism economy, as leisure appears as a right of the citizen (Veal 1989; Dumazedier 1967), and the aim of the postmodern citizen becomes to lead to an enjoyable life with leisure seen as a social institution, which creates bonds in advanced industrialised societies (Frey & Dickens 2007).

1.1.2 Cross-border education and student travel

Cross-border education is related to an idea of global citizenship, where university internationalization, aside from the financial benefits for the institutions themselves, and the cities and regions understand it as part of an utopia of feeling at home in the world. The international university sees the process of scientific innovation and self-betterment of the individual, as integrated in a global context of cross-communication and experience with different cultures, for instance being illustrated by the Fulbright Program in the USA, (since 1969), and the former European COMETT Program (1989).

Within the crisis of European culture values during the post-war period the appearance of the several European youth programmes since the year of 1987, such as the ERASMUS Program² has encompassed the enlargement phases of the European Union and its ideological needs to gain the support of the peoples of the various regions. Universities came to be transversally reinforced inside social and economic policy. This event had an impact on transnational individual mobilities of students and staff across European HEIs, where tourism has been mentioned as an external consequence (Favel

² ERASMUS is the acronym for: European Community Action Scheme for the Mobility of University Students

2008; Borneman & Fowler 2013; Teichler & Steube 1991). The inclusion of the lifelong learning concept on the article n.149 of the Treaty of Maastricht introduced the dimensions of cross-border education and travel as a policy target (Barblan 2001). This policy target continues as one of the target objectives of the European Union for its Higher Education Area is to achieve a goal of 20% international students in higher education institutions by 2020 (Council of the European Union 2011).

In 2012, approximately 4 million students were undertaking studies outside their home country (OECD 2012; UNESCO 2014). The international student market share continues to expand since 2004, when comparing data from seminal studies about the student market and specialized travel support services and operators for youth and academics (Giaretta 2003; Richards & Wilson 2004), with data from OECD (2012). However, within the statistics presented by the WTO (World Tourism Organization), academic publics are within the duality of tourist or residents according to the consecutive length of stay, since visiting students and academics may stay in a destination up to one year of permanence in a host university.

As an illustration, Figure 1.1 and Figure 1.2 present secondary data from 2011 gathered from the OECD Institute of Statistics last report on Higher Education internationalization (2011). They provide information on the 30 top sending countries of foreign students and the percentage of OECD countries receiving the students from the same countries. The trends found in this data provided evidence on Asia (China, India and South Korea) as the world leading source of international students counting for 53% of all students studying abroad. The US is still the world's leading market destination amongst OECD countries. However its market share dropped from 21% in 2000 to 17% in 2011 relatively due the share increase in other English speaking destinations – the United Kingdom, Australia and Canada. Yet, there is a growing trend to inter-regional mobility, with European, Latin American and South East Asian students studying outside their home country but within their home region, due to international regional policies.

Figure 1.1 - Top 30 sending countries of foreign students (source: OECD Institute for Statistics, 2011)

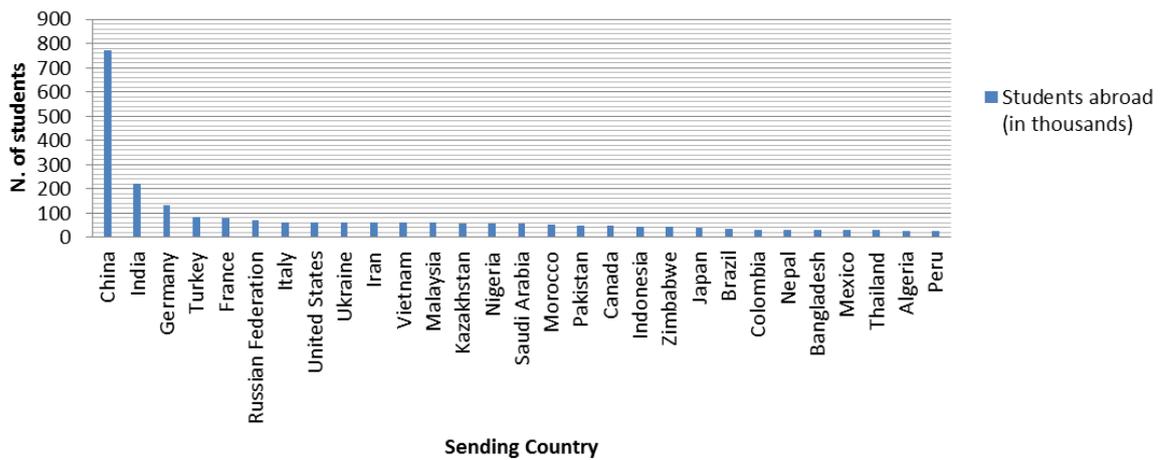
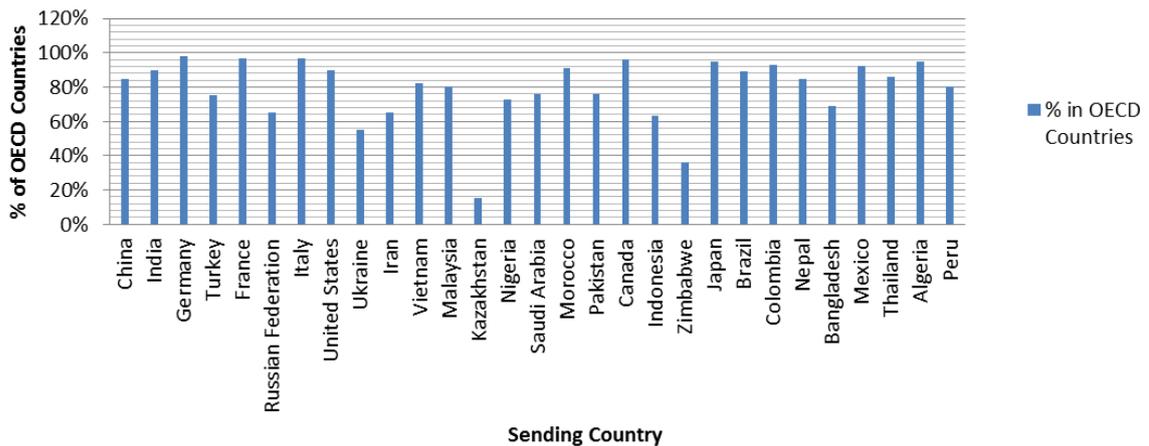


Figure 1.2 - Percentage of OECD countries as destination of top 30 sending countries of students (source of data: OECD Institute for Statistics, 2011)



The growing importance of academic tourism over the past few decades has been analysed by academics and governments within the countries amongst the top receivers of overseas students, such as the UK and Australia although under a different aspects. Nevertheless, the most common aspects of research are those that identify the phenomena of consumption, through market studies. Recent studies focus on push and pull factors (Llewellyn-smith & McCabe 2008), planning itineraries (Ryan & Huimin 2007a), travel patterns and studying motivations (Tham Min-En 2006), as well as international students satisfaction (Gallarza & Gil Saura 2006).

Furthermore, within the competitive market of higher education and country national

policy (Kinnell 1989), University marketing strategies using local heritage attributes and place branding focusing specific international publics are a close reality (Bulotaite 2003), with an overlapping body of research mentioning location and tourism perception as an attraction factor for international students (Glover 2011).

1.1.3 The idea of the University City

Cities have gathered various attributes. The idea of a city whose life is shaped significantly by the presence of one or multiple universities has been materialized into a variety of designations which all relate to specific lenses of academic analysis, as well as to strategies of urban spatial development and city branding. The uses of the following expressions found in various policy documents and marketing: student-cities, creative-cities, knowledge-cities, university-towns, educational hubs, university-centered cities and open-cities have all related to universities as significant players in the economic development of the host cities through their direct and indirect impact on local job creation, consumption of services and commuting (Alves Costa 2003; Yigitcanlar et al. 2008; Popescu 2012; Read et al. 2012; Russo et al. 2003).

For this reason, in the context of destination branding, it was found pertinent to debate the perspective of “university-cities” as historical cities shaped by the presence of a centennial university. Subsequently, this work drives to the idea of university-centered cities where political decision making and local economy place a growing importance in captivating and building a stronger affiliation between universities and cities.

To illustrate this point, the creation of the *Cité Internationale Universitaire de Paris* (CIUP) in 1925, tried to respond to the urban problem of the absorption of the increasing number of foreign academic population in Paris, in the period between the two World Wars. CIUP evolved up to the present day, as a place that connects the status of the city of Paris as a city of students, with the external image of France in the imaginary of the prospective publics. Likewise, the Education City in Qatar masterminded in 2000 by Sheikha Mozah Bint Nasser Al-Missned, is an example of a more recent project where universities both as architectural compounds, disseminators of ideas and testers of models incorporate a history of its contribution to the formation

of urban utopias with its idealized societies and imageries. In a similar plan, through arrangements with the INSEAD and the University Paris-Sorbonne the city of Abu Dhabi called attention to the potential of how the built brand of quality education of these western institutions was being used as a branding tool connected to land development in Middle East's oil producing countries having on the long-term a societal liberalizing potential (Lewin 2008a; Lewin 2008b).

Thus, the idea of University City is grounded on political utopia (Sousa Gomes 2008; Alves Costa 2003; Martins & Neto 2007). It has been subject to both tangible and intangible significances, tangling between the mysticism of monumental buildings and academic complexes as shrines to ideological visions of an intelligent city composed of a mix of science parks, modern architecture prized campus buildings and multicultural highly qualified entrepreneurial populations. As such, changes in the physical architecture of the campus, its uses and planning and the entrance of universities into the domain of virtual reality, have demonstrated how the impulses of society, such as tourism consumption, have also been accompanied by mutable physical forms which reflect new disruptive forms of education.

Studies on the contribution of universities to regional and local development are not recent, since the notion of university-city became an evolving idea accompanying trends in urban development (Bender 1998; Perry & Wiewel 2008). It became harder to define what a university-city is, since Thomas Bender published the grassroots historical review of university relationships with host cities (Bender 1991). Definitions range from the view of the university-city as an independent land-grant campus on the edge of a city, to that of the city shaped by the interwoven presence of the university. Furthermore, the concept of University City varies within the educational paradigm on the base of regions and their history, from the scholastic tradition of the first cloistered universities, to the new research campus and the urban university.

There is vast international evidence concerning the endogenous direct and indirect impacts of universities on their cities, as liveable places, as sites for triggering innovation in small-firms, on their wider city-region economies and on host societies (Benneworth et al. 2010; Charles et al. 2014; Ostrander 2004; Klopp et al. 2011; Alves Costa 2003). However, the discussion on how universities influence the brand profile of host cities being able to simultaneously engage in city tourism is very limited and

sectorial, focusing solely on tourism on one hand or the wider aspects of branding architecture strategy targeting international students on the other.

For this reason, various lines of thought emerged around the definition of university-cities:

- First, on town and gown contemporary relations and their symbiotic processes (Breda-Vasquez et al. 2008; Brockliss 2000; Chatterton 1999) discussing how the “studentification” and “academization”³ brings tensions but also dependences with the community.

- Second, on the university-city as a campus with built heritage (Poor & Snowball 2010). Common sense perceptions typically relate campus heritage to historic buildings, built structures such as centennial halls, gardens and towers. However the idea of contemporary heritage through the appraisal of contemporary architectural landscapes brought a new view to the traditional notion of university-city as a historical town (Dober 2000; Turner 1984). This is especially relevant to the construction of civic⁴ and urban universities throughout the world, where the university complex emerges with its symbolic institutional buildings and leisure facilities as a main city-scape marker (Soja 1996; Christiaanse 2007), thus, emerging as new sacred spaces which are open to communities.

- Third, as a modern city, where university buildings either through concentration or by scattering in the primary urban ring, contribute to a new spatial perception of the city (Berube 1978; Breda-Vasquez et al. 2008; Cooper 1971). This theory views the university as an urban institution which is part of the city, contributing to its market positioning and recognition abroad. What was commonly relegated to historic university towns through the creation of cities within cities: on its edge as the American land grant universities, through the scattering of university fortress buildings inside a city (e.g.: Colleges of the University of Oxford), the foundation of multiple urban universities,

³ “studentification” and “academization” are expressions which refer to the impact of the massification of higher education in cities, where higher education students and the academic population become classes with specific behaviours on urban quarters, leading to gentrification and areas of exclusion (Chatterton 1999; Altbach et al. 2009). These terms have also been applied in relation to the view of students as costumers of a higher education market and of academics as service providers (Molesworth et al, 2011)

⁴ The term civic universities has also been applied used in relation to “red-brick” universities in the UK, as new HEIs created in the 19th century following a non-collegiate system which admitted men without reference to noble background or religion and followed a practical approach in teaching. In the US the term civic university has been applied in the 1960’s in relation to the direct role-play of the university in contributing to community affairs, being also related to the idea of Community-college (Mordechai 2006; Goddard, 2009; Mundt, 1998a).

campuses and faculties inside a same city have contributed to its re-branding and association to other social practices. For example, the study of Soja (Soja 2000) on the expansion of the University of Los Angeles in California discussed how it has been designed not only for study and research but also as tourism leisure, thus contributing to the idea of leisure time and space as an inherent component of industrialized western countries.

- Lastly, an idea of University City which is developed in this research work is that of those mentioned elements, facing one of the University City as a brand concept being mainly developed by municipalities and DMOs together with local HEIs (Brandt & Pahud De Mortanges 2011; Jones & Coats 2006). Although a difficult process, since it involves an institutional involvement from both parties with clear joint strategic plans, considering accomplishment beyond mandates, Universities and cities are re-experiencing each other based on an increasing appreciation of shared benefits. Under this item, the engagement of the university as a major player engaged with the city as an urban developer involving its economic space in a global arena.

1.1.4 The University in the touristic city

“On behalf of the family of students, faculty and staff of the Community College of Philadelphia, welcome to the next Great American City. You have arrived in the midst of a renaissance, which is adapting old buildings to modern uses, luring world class cultural and artistic exhibits and making the once-dark downtown, come alive with late-night music (...) We hope you enjoy your stay. We know that your work will be history in the making.”⁵(Curtis 2008, p.14)

City tourism has become a mainstream for policy makers and urban developers involving different players from the city (Maitland & Ritchie 2009). As camouflaged players in tourism activity and destination planning, the urban universities have not been much formally represented in widely promoted tourism activities, since the core activity of these institutions relies on teaching and research. Furthermore, most attention

⁵ Stephen M. Curtis, President of the Community College of Philadelphia

had been given to historical cities and sites by tourism planning authorities, as educational and civic tourism activities at universities have been exploited within niche tourism (Weiler & Hall 1992; Schwartzman 2010; Glasgow School of Art 2010). The exception is on the historical university-cities, where the presence of centennial universities configured the landscape and brought the attention to the place, building city representations for travellers. Centennial universities, as Oxford and Coimbra had the power of influencing associations made to the brand of the city, through their own reputational capital. However, in the tourism city, new representations around the university publics have taken place. Since, the 1980's city tourism has been growing despite the economic crisis and various cities have encountered different tourism possibilities within their space, using different strategies to encourage it (Edgell et al. 2008). The discourse around the new university-city and tourism behaviour has found resonance, not only in the branding architecture of cities, but also as universities found inner capabilities that allows them to have a market position in several markets (Barnett 2011), as global restructuring increased competition, investment and allowed for economics of scale in higher education (Slaughter & Leslie 1999).

Furthermore, cities have constantly disposed rivalry with other cities, within their main exporting economic activities and power, not only as agglomerations of services but also through the dominance of finance, searching for distinguishing features and competitiveness. Tourism consumption throughout the past century, has allowed for the enlightenment of the distinctive features in cities which did not dominate the global sphere of capital transactions (Freire 2006). City features and reputation have fashioned tourism, although tourism had the ability to shape cities and to transform city features into main city attractions (Maitland 2006), such as the cloisters of the University of Glasgow and the Mackintosh building of the Glasgow School of Arts. Tourism demand at the university space of the city has also grown as an effect of the media and literature. The power of the mass media had an effect on the process of building a sense of ambience, playfulness and fantasy in places of cities (Ritzer 2001) encountering a specific "language of tourism" (Dann 1996), in universities-cities which invites its visitors not only to follow the footsteps of the academics, but also to encounter a world of myth, where book novel characters and television series find space in the universities narrative directed at visitors. For this reason, the mind of the traveller is drawn into the images of cities of students, gowns, traditions, festivals, emblematic buildings and personalities. However, it is argued that besides the public marketing and tourism

bureaus of the city, universities use imageries of their host places and give to cities values and attributes aiming to persuade prospective publics (Glover 2011; Llewellyn-smith & McCabe 2008; Nielsen 2011).

The post-industrial city is a stage for various services created by social dynamics. Hereby, university related tourists became a subset of travellers in the sense of their use of the university as an arrival or departure node. Within Leiper's definition of travellers "*as persons contemplating or making overnight trips to the extent that their behaviour involves leisure experiences which include personal contact with features or characteristics of places visited*" (Leiper 1990, p.438), university related tourism has found resonance in the inclusion of university spaces within the cultural offer of cities as a pull-factor in one hand, but on the other of universities as triggers of tourism consumption behaviour. A globalisation process has inflicted an emergence of economic processes and a system of social-relations between individuals and organisations not founded exclusively on the system of nation-states (Hjalager 2007). Within a systemic approach that exploits the co-creation process of city branding using the tourism potential of places, as well as tourism consumption by university publics, the relationship between town and gown in city identity and economic growth, has become increasingly interdependent, as the competition increases between higher education institutions and cities. Moreover, the reputation of the university has gone beyond physical mobilities with the creation of international university associations. In University associations, location and identity are used as distinguishing factors which enhance the positioning and brand personalities associated to these groups (e.g.: UNICA - Network of the Universities of the Capitals of Europe, the European Network of University-Cities, UK Science Cities).

The unbound metropolis with multiple HEIs is a volatile milieu, populated with scattered faculties, research institutes, university museums, *fora* and gardens. In 2011, HE Students' population ranged from 18 % to 23% of the population in the cities of London, Paris, Amsterdam and Lisbon, where it can be found a high concentration of HEIs in the city-region (Eurostat 2013). Within city-regions these organisations have contributed to the increased density of multicultural and transnational populations and the creation of a process of creative hybridity and clusters inside cities (Russo et al. 2003). Episodes of institutional town and gown conflicts are not only part of the history of universities as urban institutions (Brockliss 2000), as episodes of social friction

related to the appropriation of city space by students, but are also part of university-city dynamics (Chatterton, 1999; Hollands & Chatterton, 2002). Yet, universities are still bridged as instruments of inter-community linkages, especially since the formation of the urban universities in the USA as opposed to the pastoral land-grant universities (Mundt 1998; Perry & Wiewel 2008).

The academic community in mobility has become part of the group of transnational consumers (Sirkeci 2013b), being the result of transformations in the global scope of various types of organisations. Supranational entities (e.g.: the E.U.), international organisations (e.g.: IATA) and TNC (transnational corporations), who control the mass media channels, transnational advertising agencies and institutional strategy of governments, have become connected to the spread of particular patterns of consumption and experiment at the global level.

As hubs of human, intellectual and economic capital for the cities where higher education institutions (HEI's) are located, these organisations are a strong element of the arena of the cultural external relations of the city (Klaic 2012). In Europe, the urban university, as a publicly engaged institution in city affairs, occurs in a different time-scale and political contexts. Hereby, European regional cooperation and competition have been the key-policy drivers for understanding the Universities' role within the process of branding cities as educational centres. These policies used as instruments, EU integration support programs from regional development policy (i.e. URBACT) and education policy (i.e. Lifelong Learning) (Clark & Moonen 2009). In the European context, the discourse of the creative city and university-enterprise relations, understands the role of the university as an instrument for city regeneration, a platform of creative hybridity within the territory, and an element of connectivity of various spheres of the urban dimension: employment, cultural dynamism and leisure, demography, citizenship (Costa et al. 2009).

1.1.5 Signs and markers of tourism at the University

Within the logic of university rankings regarding quality in higher education, University reputation is firmly built from its scientific accomplishments. The alumni and place identity also contribute to define brand perceptions of the university (Chapleo 2009).

Universities as organisations with multiple institutional layers have different approaches to the tourism industry and tourism behaviour of individuals. Some see it as a threat to the university function (Taylor 2006), others as an opportunity to expand its lifelong learning mission (Cornford 1999), or as a service towards public understanding of science (as the case of the Anglophone urban universities). Another approach is the understanding of tourism as a cultural support activity to its academic events, short-term courses (e.g.: summer academies, language courses, senior universities) and scientific meeting activities (Weiler & Hall 1992).

The autonomy of universities together with the need to generate revenue beyond student fees, consultancy and applied research brought light to new ways of exploiting the university campus. Such an enterprise approach to assets management has brought questioning in regard to the specificity of the HE mission (Fuller 2005). Albeit, these different institutional approaches to tourism, a common transversal feature has emerged in various HEIs communication media. References to in-situ or surrounding tourism sites as apprehended in the studies of Klassen (2001) and Eder, Smith, & Pitts (2010). These, specific signs and markers are off-site and on-site. Off-site markers are defined as travel books and stories of people that have previously visited the site (Dann 1996; Sousa Gomes 2008). These markers can be found in induction and promotional materials for international students, but also in the public media representations of HE students (Williams 2011). On-site markers, as notices and visitor centres can also be found within those universities where tourism activities on-campus became a reality.

By drawing attention to the role of educational sites in the selection of the type of discourses which are to be disseminated, it has opened the door to the discussion of the shared influence of universities on site-specific consumption behaviours. As such, the analysis of tourism imageries in university marketing strategy becomes integrated into a broad context of the perception of a city brand by university publics.

For example, the tourism narrative and image at the universities and cities addresses prospective students, academics and visitors and talks about the possible places at the university, the city and in the country that they can visit. It introduces various pull

factors and attractions⁶. Thus, since much of this rhetoric is prior to the university experience, travel or sightseeing at the destination, it is argued that tourism is grounded in discourse, contributing to the perception of places. Since the 1960's in the US, references to tourism have been used in several higher education institutions (Alexander et al. 1977; Berube 1978) and later in Europe since the late 1980's as an integrant part of the university experience and as part of the learning process (Ritchie 2003).

These perceptions occur at different levels: the university campus, the city, the region and the country, corresponding to an interdependence of actors resulting from the implementation of public policies with a component of destination planning (e.g.: Study in Portugal and *Portugal Global* initiatives: with the joint collaboration of the Portuguese External Commerce Agency, Ministries of Foreign Affairs and Education and Science, and the Portuguese Council of Rectors of Public Universities).

Taking into consideration the intrinsically mobile character of contemporary societies (Listerborn 2011; Hannam 2009) university-cities became part of the construction of representations of places, as destinations of innovation, culture and life-experiences. The specialization of spaces within the postmodern city has been eroded, where the sphere of the workplace has encountered the private area of home (Bauman 2000). In a similar way, the university campus has become a community asset and the public matters that affect the livability of the university are also matters that directly affect the city. Turner (Turner 1984) addresses that the major changes which have accompanied campus layouts and investment reflect not only educational change but also changing social principles. For this reason, the planning of the campus has met several purposes, as it strengthens the image and substance of higher education venues. Campus enhancement and heritage embeds brand value in physical goods and not only on the value perception of the university amongst the broad community and prospective publics.

⁶ As examples, in 1955, the University of Princeton edited a guide to the campus and its treasures (Leitch 2015) and the Association of Art Museums of Universities at the USA published a guide about art on campus (Russell 2000).

1.2 Research problem, aims and objectives

The research problem arose from the core research statement, that the internationalized university is an active agent that employs the tourism assets of the city in order to appeal to international students and academics. This occurrence can be found in images of the city in the promotional materials of higher education for international publics. It is also found within university management strategy, where campus assets have grown into a secondary source of revenue for the universities.

1- As an example, in 2011 the total income of the University of Lisbon from sales, service rendering and estate management (not fees), summed up to 18819811.48€ when compared to the income of 22111694.86€ from student fees and 37430245.47€ from science funds (University of Lisbon, 2012). Within the same year, the University of Coimbra had a total income from sales and service rendering (not fees), of 132375722.83€, from which, 956993.16 € were from tourism visits and 34.504.57 € from merchandizing products (Administracao da Universidade de Coimbra 2013).

Furthermore, there are HEIs, which have been shown to play a leading role in the spatial configuration and economic development of cities, contributing to an identity perception of places and brand creation strategies.

2- This event has been especially relevant to the development strategy of the University of Exeter and its impact on the city of Exeter and the South West region of Britain. The economic impact report of the University of Exeter (Oxford Economics 2012) demonstrated that non-UK students contribute over £88 million a year to Exeter economy, supporting 2.8% of all employment in the city (2.880 jobs). Furthermore both campus, in Exeter and Cornwall had an approximate annual impact of £104 million in the wider South West economy. The strong reinforcement of the University of Exeter on international student recruitment since 2010 had the result of an increased 54% contribution to the economy from student expenditure, supporting employment increase in 36% by 2012. Within the framework of university related tourism, the contribution of international student's VFR to the general GDP in Exeter has been of £2.7

million, while in the South West has been of £3.3million (Oxford Economics 2012).

The aim is to investigate the relationship between universities and city councils in response to the phenomenon of the marketization of higher education which triggers tourism mobilities and consumption in the city. The study addresses the issue of university internationalization support activities in the context of the branding strategy of cities.

Following the previous identification of the research problem, the subsequent aims and objectives have been identified in Table 1.1:

Table 1.1 - Table of Aims and Objectives (Source: Author)

Aims	Objectives
<p>1. To investigate the motives that lead universities to adopt discourses and actions conducive to tourism activities.</p>	<p>1. To analyze how universities interconnect with the tourism industry, by engaging in tourism activities and adopting a language of leisure consumption.</p> <p>2. To identify different strategic measures taken by universities in relation to city heritage and campus assets.</p> <p>3. To identify tourism images and narratives of the host city used in university promotional materials, from the selected case-study cities.</p>
<p>2. To explore collaborative university-city relations in destination branding.</p>	<p>1. To understand the process of objectification of universities as consumable tourism places.</p> <p>2. To investigate how the universities perceive themselves as influential actors within tourism consumption and policy in the city.</p> <p>3. To investigate how the city connects with universities in place branding strategy.</p>

The investigation process has emerged from professional practice within higher education management of international affairs. Hence there has been a concern that the research findings would have not only a theoretical impact within tourism and management studies about HEIs, but also a practical impact in HE strategic planning, in regard to the engagement in collaborative partnerships of city branding. In this sense, the research niched around two vectors: the use of tourism imageries by universities and its engagement in tourism activities, university and city internationalization strategy and governance.

The congruence of municipal policy and university use of tourism image representations and narratives connected to the city is analysed with the aim of accessing the contribution of university-city synergies in the co-production of a brand image of the city. Considering tourism as one of the phenomena which has pushed city-university collaborative action or antagonistic positioning, this research aims to contribute in the domain of Higher Education management, through the presentation of the formal and informal activities linking universities to the tourism industry and proposal of a collaborative brand architecture grid for university-city relations.

1.3 Location of research

The research has been conducted in two countries between the period of the years 2012 and 2013, in the cities of Lisbon, Coimbra and Aveiro in Portugal, and in Glasgow, Oxford and Exeter in the United Kingdom.

The selection of sample case-studies in Europe resulted from the need for further research in this region, as the seminal studies raising the subject of tourism triggered by universities in collaboration with regional agencies and local DMOs, mainly took place outside the European sphere; mainly in the Commonwealth countries and US. The heterogeneous sample of case-studies have been selected in order to provide further discussion into the role of universities in forging the identity of places which are not traditional historic university cities. These countries were chosen for comparison, mainly due to the clear differences in university management perspectives relating the subject, which provided opposite findings in relation to institutional university and city hall relations.

The similarity in terms of demographic composition and regional economic activities has been considered and the sampled cities were paired in similarity of importance within each country. Therefore, different degrees of popularity of the sites chosen for analysis were taken into consideration. The following criteria were considered: the characteristics of place; stages of the development of activities related to tourism in universities; university internationalization; uses of tourism images in university marketing and influence of the university publics in the local strategy of place branding.

Finally, the case-studies have been selected following exploratory meetings with continuous education and external affairs managers at HEIs and research visits to several academic contexts linked to tourism. The selected HEIs showed to have financial needs which echoed on new target markets and promoted imageries. Exploratory data analysis pointed to a latent discourse around the idea of university as a sacred ground that contradicted organized tourism activities and social advertising. Thus, the economic context affecting the public HEIs was pointed as the main cause affecting the congruency between institutional discourse and institutional actions.

1.3.1 Sample case-study cities

The cities of Aveiro and Exeter were selected as county capitals, where universities have actively interconnected with the tourism industry. Despite the fact that the rurality and distance from the main capital cities, challenges university internationalization and local tourism policy, the continuous focus of the Universities in multiple strategies to attract students and researchers brought councils and university policy closer. For this reason, the importance of the internationalization activities from the universities from these cities became an important feature for the growth of local tourism firms and entertainment activities related to university events, exchange programs and meetings.

Oxford and Coimbra were selected as emblematic historic university-cities, with contrasting approaches to tourism. While in Coimbra there is a new approach to tourism at the university and its wider use in city-branding as a historic city of students, Oxford has passed through the phenomenon during the 1980's, to the point of engaging into a phase of de-branding its tourism image.

Lisbon and Glasgow have been chosen, due to the active role of the several public universities in their core in attracting students, organizing international research events and in providing a special cultural offer in the host cities. Moreover, these cities were selected, as former European cities of culture with a similar scope of resident population and percentage of the weight of the academic community (students and academics). Glasgow, was selected due to the fact that Scotland, strives actively through its universities and cities to compete with other city-regions promoted, as technologic, creative, student-cities (namely Birmingham and London). In turn, Lisbon was chosen for the reason that since 2008, its public universities teamed-up with the Council to sign an agreement sustained on attracting and create conditions to maintain international students as a mobile core population of the city.

1.4 Structure of the thesis

The thesis is structured into three main parts which aim to interconnect the dimensions of governance and strategy to that of tourism image promotion and destination branding, as pull factors of international academics, university students and specific groups of tourists and visitors.

The first part of the thesis corresponds to chapters one and two where the background and nature of the research problem is defined. It was discussed, as a particular response to globalisation trends that affect both cities and universities, being tourism discourse and organisation of activities for academia and students the common denominator.

Within the second chapter – “Literature Review”, the scope of the problem is divided into a thematic meta-analysis. Gaps of literature have been identified within studies from the areas of marketing and tourism, focusing on university related tourism activities, students’ travel behaviour and university-city relationships in tourism destination branding. These theoretical chapters refer to the background description and argument of the research statement, of the university-city as a place which is also designed for tourism consumption and the university as an inducer of a tourist gaze. Chapters, one and two, draw the conceptual linkage of university internationalization outcomes to the development of place branding. Hereby, the university is presented as a city stakeholder, arguing that the definition of university-city is brought as a matter of discussion both by the city and the university, thus influencing brand architecture and international image promotion of universities and cities as places of students.

The second part of the thesis starts with the third chapter concerning the methodology. It presents initially the ontological view subjacent to the investigation process and how it affects the use of cross-methods in case-study research, despite the fact that the research design and analysis was conceived within a qualitative research approach. Then, it discusses the appliance of the various qualitative research methods in accordance to aims and objectives of the thesis. This chapter outlines the process of inductive research design and of definition of the respondents, through an initial exploratory study involving participant observation, and through the appliance of a scoping questionnaire-survey to a heterogeneous sample group of the European universities. This sample was chosen according to its ranking position within the European Commission’s student mobility programs, as major hosts of exchange

international students. Following this scoping phase, two main methods have been applied in research concerning the case-studies – the appliance of interviews to key-administration respondents and content analysis from promotion materials and official documents from the sampled universities and their host cities.

Chapters four and five communicate the results of research. Chapter four presents the results to the first research aim, addressing how universities and the tourism business interconnect in different spheres. Chapter five presents the results regarding the second aim, addressing university-city relations and their engagement in destination branding, thus answering to second aim of the thesis.

Finally, the third part of the thesis reflects on the research findings and conclusions, which are discussed in chapter six, answering to the departure research question. The findings have been organized into six different stages of university-city relations in collaborative destination branding and the case-studies were positioned within these stages. As an output, a theoretical collaborative framework of university-city relations and a maturity diagram of university-city relations in destination branding were presented in the discussion point of implications for higher education management. This last chapter provides a summary of the main findings, implication and research contributions. It also presents the limitations which arose during the research period pointing to areas of future research.

2 LITERATURE REVIEW

2.1 Introduction

The tourism context in HEIs has been mentioned by different authors, as an activity occurring in an active (Weiler & Hall 1992) or passive manner (Hoyer & Naess 2001). However, there has been a gap on research on how universities communicate with cities as agents that trigger domestic and international movement of people, being students, academics, venue participants or visitors. It is argued that the role of universities goes beyond the organization of tours and venues. Universities appear connected to tourism on the following aspects:

- As tourism activity organizers: inside the campus as connected to lifelong learning for various publics and field-trips of university programs.
- As promoters of local tourism.
- Related indirectly and directly to the following niche segments: youth tourism, educational tourism, cultural tourism and meeting industry tourism.

One of the vivid consequences from the foundation of various HEIs within the same city has been the increasing of population attending tertiary education. For example, by 1960, the USA was the first country to achieve mass tertiary education with 40% of the population enrolled attending Higher Education (Altbach et al. 2009). On one hand this event, had a reflection on a growing tendency for academic capitalism, where the student is seen as a consumer and the higher education learning and scientific outcomes are understood as products (Carr 2005; Williams 2011). On the other, it transformed the political discourse of cities. New phrasal expressions linking HEIs as closely identified to city areas started to be used - those are: university cities (Bender 1998; Goddard 2009), student cities (Chatterton 1999), university-centered cities (Popescu 2012), knowledge cities (Jones & Coats 2006; Yigitcanlar et al. 2008), science cities (Kaplan et al. 2010; Alves Costa 2003) and creative cities (Richards & Palmer 2010; Costa et al. 2009). These expressions have been used to characterize places as positive attributes that convey messages to external publics and target groups. As Kaplan noted universities as historical and social gathering sites have the capability of attributing brand personality to cities (Kaplan et al. 2010). Such brand personality is not only able to attract prospective academic publics but also tourism visitors, such as the case of

Cambridge tourism flows, where the ratio of visitors to inhabitants is 35:1 (Maitland 2006).

The life of the university community regained new roles within the life of the polis, not only within the urbanization process of the cities (Bender 1998), but also on their regeneration process (Perry & Wiewel 2008; Christiaanse 2007), with the most visible contributions occurring on the domain of creative policies and cultural landscape (Klaic 2012). As competition between cities increased to attract the best agents that allow for their wealth and social development (Kotler et al. 1993); on a parallel side, the competition between universities also increased, specifically due to reasons that go from: government funding cuts, to league tables and an increasing number of education providers domestically and abroad (Enders & van Vught 2007). Such factors have called for the establishment of strategic partnerships with local tourism businesses and DMO's. As a consequence, the involvement of universities in city destination planning and tourism and events activities emerged.

As this project is divided into two research aims (see Table 1.1, p. 38) aiming to lead to the explanation of the role of universities in destination branding, this chapter is divided in two parts pertaining to the aims of investigation. Thus, the first part explores the existing literature and issues on tourism at the Universities and the second interconnects the theme of tourism consumption to city branding, in order to explain how one event is related to the other.

Table 2.1 - Significant issues in travel and tourism consumption related to universities (Source: Author)

Tourism Sector	Higher Education Sector	Local governance dynamics City-Branding
Special Interest Tourism	Marketing and communication Campus management	Town-gown relations
Meetings and Events Tourism	Internationalization strategy	Universities as urban Institutions
Youth Tourism	Lifelong learning practice	Destination planning
VFR (Visiting Friends and Relatives)	Civic engagement	

2.1.1 Critical theoretical issues in the literature

The thesis follows the theoretical concept of a place brand as a relational network between public and private sector organizations (Hankinson 2004; Houghton & Stevens 2010). However, University-city relations are able to demonstrate that relational networks also occur within public organizations themselves such as the city halls, public universities and public tourism marketing organizations (Clark 1998; O'Mara 2010). We can argue that within a distributive approach of city identity and ownership diverse formats and layers of partnerships can be found.

University and city discourse are analyzed in terms of perception of each other shared identity, as contributors to John Tribe's idea of a "tourism society/world", that "includes not just tourists and associated businesses, but also any individuals, communities, governments, and physical environments affected by them" (Tribe 2002, p.339).

The "tourism world" embarks a society of transnational consumers of space, including various social and economic elements that generate tourism activities and livings where place branding gains importance. Place branding encompasses perceptions of the city and communication strategies from stakeholders, directed to a multitude of target audiences.

Community leaders increasingly believe that there is a connection between the city image and its attractiveness as a place to live, visit, invest and study (Gertner & Kotler 2004). On the other hand, university leaders also increasingly recognize the importance of the host city "state of health" and perceived connotations for the reinforcement of a positive image beyond teaching and research and one of the clear examples has been the direct role and intervention of the urban universities in territorial planning, as the case of New York (Bernstein 2012). In Europe the intervention of newly established universities and highly competitive universities in the territorial development of medium cities has also been relevant, from the point of view of their direct impact on various sectors of the local economy, such as local tourism (The Associated Press - American Marketing Association 2001; Connel 1996).

Most of the literature, within marketing and tourism studies focuses on the demand side of tourism consumption by university students, understanding the university as an integrative element of society which widens opportunities for product innovation in the

tourism market private organizations and public urban marketing (Llewellyn-smith & McCabe 2008; Eder et al. 2010; Shields 2011). However, universities have increasingly gained an active role within the organization of tourism activities directed at specific publics of consumption (Wood 1992), as part of a “third way” in university mission which considers not only research capitalization but also involvement in social and cultural life of cities (Kozak 2007; Laredo 2007; Stephenson 2010). As an example, university public events, as the Imperial Fringe Festival (from the Imperial College of London), allow for a broader public understanding of science and the university creative heritage.

This active role of universities in organizational enhancement targeted at different activities, with distinct aims, has taken place not only through the organization of special interest tourism targeted at specific publics, but also through the individual use of university heritage attributes in order to appeal to international students, as part of their brand (Bulotaite 2003; Chapleo 2009). In another level, some universities have also gained the capacity for local policy inducement within destination branding by promoting cities as educational centers (Read et al. 2012). The representations and language of tourism focusing the destination image were found to be throughout the main promotion channels used by higher education marketers, from its vivid presence at the international ranking websites, to student recruitment brochures and films of individual institutions (Saichaie & Morphew 2010; Klassen 2001). Further on, in a less generalized level, since the university mission has been questioned in regard to its role in community issues and further education, as well as a stakeholder in addressing societal needs and changing demographics (Schwartzman 2010), such as population aging in western societies, (e.g.: the senior university in Toulouse) universities started to develop special interest tourism programs for the external publics. Some of these programs, are focused on the campus as a micro-cosmos of intangible and built heritage, others aim to connect the presence of the institution as an urban element of the city, organizing tours that explore the fluidity of the campus and academic presence in the city living (e.g.: walking tours organized by the Glasgow School of Art).

A main concept which became structural to the organization of the literature review, has been the idea of the university-city and its insertion in the world-systems theory, where the city with its higher education institutions, are as destination places, affected by external globalizing forces and economic shocks beyond its control (Beaverstock et al. 2000). Therefore, by addressing the university as an urban element with a presence in

tourism as a social phenomenon (by the tacit organization of tourism activities and uses of tourism representations embedded in marketing strategy), it became important to understand the role of the internationalized university as an element of a global network system made up of nodes and links (Listerborn 2011). There is a gap in literature regarding the organizational behavior of universities, on how they consciously respond to the event tourism mobilities, although in different outlines: through the use of market research intelligence for different target publics, through campus design and rehabilitation, by enhancing the service offer by providing campus tours and cultural activities, by teaming up with DMOs in destination branding as a support tool for university brand enhancement and finally as an antagonist of tourism destination planning related to Higher Education, as the cases of Oxford and Cambridge (Heeley 2011; Maitland 2006). There is also a gap in literature regarding university campus tourism activities and offer, with one study on hospitality supply at the University of Exeter (Connell, 1996) and a study focused on educational tourism at the University of Alberta (Kalinowski 1992). However, there has been a growing literature in higher education marketing and management towards the relevance of collaborative strategies linking HE institutions to business and public policy actors, in reference to the international students needs as consumers and strategic goals defined by national education agencies. Therefore it has been important to focus the thesis in two aims which allow for an investigation of the phenomenon by investigating the motives leading HEIs to adopt actions conducing to tourism and to explore collaborative university-city relations in destination branding.

The academic literature focusing the travel stimulated by international students has been prolific over the last two decades, with a growing and repetitive number of journal articles relating the dimension of tourism to students travel behaviour and travel preferences (Michael et al. 2004; Carr 2005; Ryan & Zhang 2007; Glover 2011; Freestone & Geldens 2008). Studies linking universities to city branding are recent, being often focused on the dimension of tourism representations of heritage and lifestyle in traditional university-cities within a sociological analysis of the role of the image in urban marketing (Peixoto 2000; Sousa Gomes 2008; Fortuna 1995). However, the university is a flexible institution by nature (Collini 2012) with an urban mission that lines the growth and development of cities, as well as its regeneration process. For this reason, the exploratory study of Popescu (2012) on the role of the higher education institutions in marketing cities as educational centres, as well as the study of Saraniemi

(Saraniemi 2011) on the research dwelling between image creation and identity-based branding strategies presented an important point for research on the role of universities as users of tourism imageries and triggers of destination branding strategies. For this motive, it has been considerate valuable to extend research on university communication strategy and its relation to city identity construction, in a context where the use of tourism imageries and narratives became a language addressing international students and marketing at universities gained a strategic place within the internationalization strategy of universities.

On a theoretical level, the thesis discusses how the concept of tourism society, as addressed by Tribe (Tribe 2002) is observed on the universities discourse and changes of values regarding their cultural heritage, through the use of a language of tourism that can be found in twofold: in media imageries and discourse and in university-community relations. The nomadologies paradigm (Cresswell & Merriman 2011) is therefore accessed on the social phenomenon of tourism as an everyday experience, reflected on the consumption of cities by an increasing number of higher-education related groups. Both these lines of thought cannot be separated or used as separated from a holistic, world-systems approach to the interconnection of market sectors, where universities appear as part of a world-economy focused on the provision of knowledge products and services (Weisbrod et al. 2008; Knight 2002).

When deconstructing the role of tourism as one of the points of contact between the universities, which appear as nodes of departure and arrival of world citizens and the city, we must have in mind the dialectic relation between two dimensions: endogenous capacity of development and external relations. These dimensions are both found at the university and the city. At the attempt of analyzing the existence of a phenomenon of congruence between higher education communication strategy and city destination branding it became important to understand the role of the reputational capital of universities in shaping the city image. The brand strategies of cities are connected to tactical messages: to visit, invest, live/work and study, as it is the case of the strategies of Lisbon and Glasgow, although in different phases of integration. These vectors are interconnected by different stakeholders of the city and by the individuals as maximizing agents. The matter of tourism and leisure, as a representation of quality of life is demonstrated as a transversal message.

This message perpetrates the marketing strategy of universities, thus contributing to the branding strategy of cities, which is a form of destination planning and design. Within the scopes of tourism destination planning, place branding and higher education management, the theoretical literature has been divided into the following thematic areas:

1. International education and travel (as a trigger of transnational consumption)
2. Collaborative place branding merging universities to cities (as a response to transnational consumption of academic publics and their VFR).

On the same level, these thematic areas are connected to theoretical approaches within the literature regarding the linkage of universities to the tourism phenomenon. These perspectives have focused on:

- Universities as agents of transnational consumption through international exchange programs (Glover 2011; Sirkeci 2013b)
- The changing nature of universities in a market society (Dale 2009; Nicolescu 2009; Doyle et al. 2009);
- Universities as stakeholders in place identity building processes (Popescu 2012; Brandt & Pahud De Mortanges 2011)

Table 2.2 - Interconnection between themes and theoretical approach of the literature-review with aims and objectives (Source: Author)

Aims	Objectives	Theme	Theory
<p>1. To investigate the motives that lead universities to adopt discourses and actions conducive to tourism activities.</p>	<p>1. To analyze how universities interconnect with the tourism industry, by engaging in tourism activities and adopting a language of leisure consumption.</p> <p>2. To identify different strategic measures taken by universities in relation to city heritage and campus assets.</p> <p>3. To identify tourism images and narratives of the host city used in university promotional materials, from the selected case-study cities.</p>	<p>- University internationalization as a response to a global market society.</p>	<p>Resource Dependence Theory</p>
<p>2. To explore collaborative university-city relations in destination branding.</p>	<p>1. To understand the process of objectification of universities as consumable tourism places.</p> <p>2. To investigate how the universities perceive themselves as influential actors within tourism consumption and policy in the city.</p> <p>3. To investigate how the city connects with universities in place branding strategy.</p>	<p>- The University as an urban institution.</p>	

2.1.2 Significant issues identified in the review

Since the 1970s a growing number of social science researchers from education management and marketing (Krachenberg 1972; Stordahl 1970; Gorman 1976; Moogan et al. 2001; Riggs & Lewis 1980) to sociology and urban studies (Carr 2005; Hollands 2002; Russo & Sans 2007) have addressed universities linkage to tourism and student travel regarding student consumer behavior in cities and leisure. In addition, the role of university attributes in the decision making processes of prospective students has been increasingly stressed, as the debate over the marketization of HE proceeds and universities borrow the managerial models from private corporations (Nguyen & LeBlanc 2001; Hemsley-Brown & Oplatka 2006; Slaughter & Leslie 1999).

From the analysis of empirical studies in HE marketing and management, we know that references to location and the importance of the social experience emerge as important factors in student behavior and university choices. These factors bring further the discussion of the international student as a tourist of the city in one hand (Reisinger 2004). On the other, to the role of universities evolves as providers to a sense of place, which also contributes to a tourist sightseeing (Fortuna 1995) and in profiling cities within destination branding local strategies (Heeley 2011). Within both perspectives, city attributes have been presented as intangible pull factors for university publics and are applied within marketing strategies from universities (Klassen 2001; Nguyen & LeBlanc 2001).

What is not explored in great depth, in academic literature, is how municipalities, through their destination marketing organizations respond strategically to the consumption led by the increasingly foreign HE publics and also how HEIs are responding to these trends. HEIs are shown to be drivers for urban tourism within their use of imageries in communication materials and brand character (Rodríguez et al. 2012; Llewellyn-smith & McCabe 2008; Glover 2011), but also through their tacit involvement and organization of tourism activities (Ritchie 2003; Kalinowski 1992). For this reason, in a panorama where the university-city has changed from a historical city with a main centennial university, to a shared urban space of competing HEIs, the university as an urban organism of the city has become increasingly tied to its survival dynamics and brand perception.

Therefore, it was found relevant to explore the relation between the use of tourism representations in the strategic planning dimensions of the Universities and how these organizations share their identity with the city as urban institutions through tourism imageries. It is argued that, similarly to the process of selection of a tourist destination, the choice of a study destination is also influenced by the promotional material and information from the city destination (Moogan 2011). These imageries are present in support guides for prospective students and influence the image perception of a city (Leitch 2015; Klassen 2001). Conclusively, the reference of destination image as a critical aspect in the selection process of the study destination institution by students (Mazzarol & Soutar 2002), leads us to the standpoint of the internationalized university as an active agent engaged in a competitive global marketplace, thus contributing to city branding. Table 2.3 presents the studies which were significant in the literature review accompanying the research process.

Table 2.3 - Studies identified in the review (Source: Author)

Tourism and the Universities	Stakeholder Place branding	University-City Relations
Rodriguez et al, 2012, Shoham and Edem, 2011 Glover, 2011 Shields, 2011 Xu & Song, 2009 Santos, 2009 Llewellyn-Smith and S. McCabe, 2008 Ryan & Huimin, 2007 Carr, 2005 Van Hoof, 2005 Ritchie, 2003 Giaretta, 2003 Swarbrook and Horner, 2001 Chatterton, 1999 Abreu, 1999 Barath & Hobson, 1996, Connell, 1996 Kalinowski and Weiler, 1992	 Merrillees et al, 2012 Popescu, 2012 Dinnie, 2011 Sicco van Gelder, 2011 Saraiemi, 2011 Houghton and Stevens, 2011 Jorgensen and Munar, 2009 Park et al, 2009 Gaio et al, 2008 Anholt, 2008 Hankinson, 2004	 O'Mara, 2012 Popescu, 2012 Brandt & Mortanges, 2011 Wiewel and Perry, 2008 Russo and Lavanga, 2003 Costa e Lobo, 2005 Mundt, 1998 Fortuna, 1995

2.1.3 Studies linking universities to tourism: a meta-synthesis analysis

Universities have been drawn into the global features of the business of higher education not only through the need to reply to a rising demand from students in countries with a smaller provision (Altbach et al. 2009) but also through the view that all the students should have the opportunity to have education which equips them as global citizens (Maringe & Foskett 2010). One of these connotations is of the student as a global citizen (Barnett 2011) the other is of the transnational consumer (Sirkeci 2013b). While the idea of the global citizen has become contoured to specific civic and multicultural value, the perspective of the transnational consumer in higher education became embedded into two ideas: of the commodification of education (Weisbrod et al. 2008; Molesworth et al. 2011) and of the consumption behavior by individuals with a high capacity for mobility (Hannam 2009).

Within the previous discussion of the merging space of tourism and higher education, 15 research studies have been identified which supported the reconfiguration of the model proposed by Ritchie (Ritchie 2003) and allowed for the definition of the second part of the literature review focusing the role of universities in manipulating tourism imageries and entering the domain of city branding as stakeholders. Most of these studies have been identified within academic journals in Tourism and Higher Education addressing management and strategic planning issues connecting tourism to the university sphere: the Journal of Tourism Management; the Journal of Travel and Tourism Marketing; the International Journal of Tourism Research; the Journal of Vacation Marketing; the Journal of Studies in International Education; and the International Journal of Higher Education Management. Also, chapters from the early seminal work addressing the impact of higher education on the tourism sector have been considered: these works established a relation to business travel (Hoyer & Naess 2001; Swarbrook & Horner 2001), special interest tourism activities developed by universities (Kalinowski 1992; Nielsen 2011) and a third addressing the social phenomenon of university students leisure travel and consumption (Carr 2005; Michael et al. 2004; Richards & Wilson 2004).

However, the decision to concentrate on these studies focusing the matter of consumption followed a previous phase of research pertaining the issue of youth international travel and tourism since it mostly endorsed the analysis of student behaviour and its relation to social tourism practices and youth policies (Pais 2005; Abreu 1995; Giaretta 2003). A confluent idea within the studies of international youth and student travel is that of a preparation for a society of global nomads and this has been relevant to understand the role of university internationalization within a global and regional agenda for education, which has been parallel and confluent to market forces, such as the tourism industry corporate sector (Hjalager 2007).

Within the group of studies identified in Table 2.4 and discussed in the following section two main approaches appeared:

- Students' travel behaviour and destination choice
- Niche tourism
- VFR tourism

Table 2.4 – Meta-table of studies linking Higher Education to tourism behaviour, tourism activities and travel (Source: Author)

Author	Purpose	key-words	Sample and Methods	Field(s) of study	type of publication
Rodríguez et al. 2012	To argue that international students contribute to a niche market of “academic tourism”.	academic tourism; tourism demand; non-economic determinants	Quantitative analysis - dynamic panel data models, GMM procedure. Sample: administered survey on the Erasmus students of the university of Santiago de Compostela.	Tourism	Journal of Tourism Management (33:6) p.1583-1590
Glover 2011	To contribute to the enhancement of the conceptual framework linking the international student market to the tourism industry, by providing empirical evidence.	destination choice; destination image; factors; higher education; international students; pull; study destination	Quantitative analysis - application of an online survey at a sample of university students in an Australian university in order to study the influence of tourist destination image on university students decision to study in Australia and to identify similarities and differences in students travel patterns	Tourism Marketing	Journal of Travel and Tourism Marketing (28:2) 180-195
Nielsen 2011	To study how the manipulation of destination image by universities student choice and publics in summer schools in Ireland.	destination image; tourism; summer schools; publics of consumption	Ethnographic research	Higher Education Management Tourism	Book chapter: “This place is not at all what I had expected”: student demand for authentic Irish experiences in Irish Studies programs.
F. Xu et al. 2009	To identify the similarities and differences in terms of attitudes, motivation and behaviour in holiday travel between university students from the United Kingdom and China.	student travel; motivation; travel behaviour; cultural differences; travel career	Quantitative analysis - a structured questionnaire regarding preferences for different types of tourism activities was applied to a sample of 300 respondents at each of the two universities.	Tourism	International Journal of Tourism Research (11) 255-268

Author	Purpose	key-words	Sample and Methods	Field(s) of study	type of publication
Llewellyn-smith & McCabe 2008	Study of the student motivations for enrolling in exchange programs and the factors of selection for particular programs. It refers to the potential of the student travel market in the tourism industry	Exchange students; destination choice; tourism; satisfaction	Examination of a sample of Australian students that participated in the international exchange program of an Australian university. Mixed-methods: semistructured interview and self-administered e-survey.	Tourism	International Journal of Tourism Research (10) 593-607
Ryan & Huimin 2007	To analyze the patterns of student travel preferences, as significant of economic benefits to tourism and aid the promotion and planning of destinations.	Itinerary planning; destination management; travel behaviour; tourism consumption	Replication of the study of Hsu e Sung (1997). The sample comprised of 151 students from China and 113 from New Zealand. The respondents were given a map of the USA with major cities and tourist attractions and were asked to plan an itinerary for a given period of time.	Tourism	International Journal of Tourism Research (9) 189-203
Carr 2005	To access to what extent university student holidays are affected by financial problems	Holidays; poverty; university students.	Sample of a group of students from a UK university. Applianc of mixed methods using surveys and in-depth interviews.	Tourism	Journal of Tourism Management (26:5) 797-806

Author	Purpose	key-words	Sample and Methods	Field(s) of study	type of publication
Van Hoof & Verbeeten 2005	To investigate the motives for travel, the role of university networks and the outcomes of the experience, from a group of students who participated in exchange programs.	Exchange programs; international education; study abroad	Quantitative analysis - use of data from the international office of a particular university referring to a sample of 1487 incoming and outgoing students.	Higher Education Management	Journal of Studies in International Education (9:1) p.42-61
Shoham et al. 2004	To pursue a cross-cultural comparison of university students' international travel preferences and behaviour, through a replication of Hsu and Sung (1997) study.	travel; students; cross-cultural comparison	Quantitative analysis - structured questionnaire similar to Hsu and Sung (1997) in an effort to replicate and extend their study	Tourism Marketing	Journal of Travel and Tourism Marketing (17:4) p.1-10
Taylor et al. 2004	To study the economic contribution of the visiting friends and relatives (VFR) of international students from a particular university in Australia.	International students, tourism, education, export, marketing	Quantitative analysis - administered self-addressed posted questionnaires to a cohort of randomly chosen international student population (20%).	Higher Education Marketing	Journal of Marketing for Higher Education (14:1) p.61-77
Ritchie 2003	To discuss the interconnection of the sectors of tourism and education, by dividing the tourism activities in two: education first and tourism first	New trends in tourism; niche markets; leisure planning	Theoretical study, bringing samples from various forms of tourism linked to education.	Tourism	Book: Managing Educational Tourism

Author	Purpose	key-words	Sample and Methods	Field(s) of study	type of publication
Giaretta 2003	To present a conceptual framework supported on empirical data of the various activities of the youth tourism segment.	Youth tourism; special interest tourism; youth behaviour; tourism demand	Theoretical study, bringing samples from various forms of youth tourism. Data collection from youth targeted tourism companies and associations in Brazil.	Tourism	Book: O Turismo de Juventude
Mazzarol & Soutar 2002	To study the push-pull factors influencing the students' choice of study destination.	Push-pull factors; international students; destination choice;	Longitudinal study. Appliance of a questionnaire in four countries conducted to a sample of international students, between 1996-2000.	Marketing	International Journal of Educational Management (16:2) 82-90
Swarbrook & Horner 2001	To present the case-study of the the British Universities Accommodation Consortium (BUAC).	meeting industry; business travel; tourism; universities	Case-study supported on interviews to key-respondents from the BUAC, as well as member universities.	Tourism	Book chapter: "The British Universities Accommodation Consortium" in Business travel and Tourism.
Chatterton 1999	To analyze how popular culture provision targeted at universities students groups has an impact on the use of specific areas of the city of Bristol for recreational purposes and venues.	Cities; division; popular culture; regulation; students; universities	Case-study analysis, through the application of interviews to community stakeholders (students, long-term inhabitants, and recreation business owners). Mapping of the main city areas used by university students.	Geography	Journal Geoforum, (30) 117-133

Author	Purpose	key-words	Sample and Methods	Field(s) of study	type of publication
Hobson & Barath 1996	To study the changes that occurred in spring break travel patterns of university students over a 4 year period, appointing implications for marketers, tour operators and DMO's.	Spring break marketing; youth travel longitudinal study	The longitudinal study surveyed students at the University of Wisconsin-Stout, USA, over a four-year period	Marketing	Journal of Vacation Marketing
Connel 1996	To review the growth of university-campus based holidays and to establish basic trends associated to this unrecognized tourism market	tourism supply; tourism demand; university campus; university management trends	Qualitative approach - informal interviews applied to stakeholders from a particular UK university: academics, administrative and support staff, students, holiday makers	Tourism	Journal of Tourism Management (17:7) 140-144
Kalinowski 1992	To present the case of special interest tourism activities at the University of Alberta in Canada.	educational tourism; universities	Mixed qualitative methods approach: semi-structured interviews and ethnographic observation	Tourism	Book: Special Interest Tourism

2.1.4 Emerging research lines

First, university related tourism appeared in research, both as a language in communication marketing within positioning strategy, using destination image, campus facilities and cultural integration factors (Krachenberg 1972; Moogan 2011; Klassen 2001), but also referred as a practice by various publics (Nielsen 2011; Giaretta 2003; Hoyer & Naess 2001). Furthermore, tourism activities appeared also as a product created by universities (Weiler & Hall 1992; Connel 1996) and as the result of the consumption behavior and study motivations of students (Carr 2005; Hobson & Barath 1996). For this reason, the majority of studies that focus on consumption as a factor of demand have directed a great deal of interest on identifying market opportunities for travel stimulated by students (Tham Min-En 2006; Glover 2011; Rodríguez et al. 2012) as demonstrated in the Table 2.4 of identified studies linking the sector of tourism to the publics from the universities and their response to the phenomenon.

Second, the contact of universities with the tourism industry underlies on the surface, as a service provider coworker that supports university internationalization (Hjalager 2007) on the technical aspect, majorly in the support of events, with the involvement of the hospitality, tour guides and travel operators, as it is further demonstrated in the research findings (Chapter 7). However, as the demand for education and learning has increased, similarly cultural and educational tourism activities also ascended and universities themselves became providers of these activities, as part of a third mission. In this sense, the contributions of Swarbrook and Horner (Swarbrook & Horner 2001) portraying the case-study of the creation of the British Universities Consortium has been seminal within the demonstration of the changing values of university management and its proactive involvement within the business tourism industry in the United Kingdom. On the political level, urban marketing strategic planning that incorporates universities in place branding, as well as public policies for city development focusing on university students consumption has brought recent discussion of the location factor as a destination choice for international university students and academics (Popescu 2012; Clark & Moonen 2009).

Within the system of production of mobilities that are part of university internationalization and simultaneously address tourism consumption, authors focused

on several aspects separately: who are the target groups (Wood 1992; Taylor et al. 2004; Rodríguez et al. 2012), why university publics have tourism consumption behavior (Carr 2005; Peel 2004), what are the attraction factors (Mazzarol & Soutar 2002; Bulotaite 2003; Chapleo 2009), where these publics go (Michael et al. 2004; Tham Min-En 2006; Hobson & Barath 1996) and to a reduced extent, what is the impact on cities and organizations (Nielsen 2011; Chatterton 1999; Russo & Sans 2007; Connel 1996). The empirical studies identified in literature focuses on the tourism phenomenon connected to universities and its relation to travel appeared segmented into three directions: a major part of the studies focusing on students' tourism actions and motivations, a second line focusing niche tourism practices and a third addressing the impact of the VFR tourism.

2.2 Overlapping tourism and higher education

“This is not classic tourism – Hoffman says, nothing that students bring is more money and stay for longer than tourists do. It’s economic development.”(The Associated Press - American Marketing Association 2001, p.9)

Tourism consumption has been associated to universities as the result of the coupling of changes in the panorama of higher education and of the tourism industry, as the globalization of the political economy destabilized the patterns of university organization and professional work from the past. Within the scope of the argument of the permeability of universities to economic and political change, the framework of analysis of the tourism phenomenon inside universities emerges not only as the result of a society of transnational consumers (Sirkeci 2013b) and nomads (Hannam 2009) but going much backward in time, to dependence theory, which suggests that organizations deprived from critical revenues are impelled to seek new resources (Pfeffer & Salancik 1978) and to open themselves to the exterior in order to simultaneously free themselves, while creating new networks of dependency (Hillman et al. 2009).

First, in societies where there has been a trend towards a “marketization” of public sectors through an engagement of public-private partnerships (Cox et al. 2009) it has been held that organizing economic relations on these lines has represented the best use of society’s resources, by providing a partial independence from rooted interdependencies. For this reason, and as Roppolo noted, as countries’ economies become more interdependent in a knowledge society, their prosperity and growth also passed through the creation of synergies between these two service sectors, with a convergence of interests, where international education activities facilitated mobility and learning became part of the tourism experience (Roppolo 1996). First, this fluid interconnection made of networking interdependencies between organizations, lead to new forms of consumption in cities by travelling academics as part of everyday life (Glaeser et al. 2001), thus the phenomenon of student and academic tourism consumption on urban places emerged as a result of specific enabling conditions created by a changing marketplace (Ritchie 2003) .

Second, within the systems interdependence approach, by addressing the subject of interconnected spaces for consumption (Sheller & Urry 2003), we can find the

phenomenon of universities as an actor which is present in the economic globalization of tourism (Hjalager 2007). Thus, dependence theory allows for the inclusion, of this perspective. This view, goes beyond the simple understanding of universities as passive places where tourism is triggered as an externality from their internationalization, furthering Maitland's view (Maitland 2010), when addressing the context of academics as city consumers and tourism in everyday life, or by Taylor et al (Taylor et al. 2004) when referring to the significance of the VFR group linked to universities, in city tourism.

Nevertheless, the tourism phenomenon at the university is argued to take place both on the active and passive side, engaging into both theories, where the systemic approach develops as a commonality. A good example of this is the Slaughter and Leslie longitudinal study of four countries – United Kingdom, USA, Canada and Australia, within their appliance of the contestation jargon “academic capitalism” to higher education, as a business driven response of HEIs facing the downsize of welfare public activity (Slaughter & Leslie 1999). Their expression, “academic capitalism” has been coined to refer to the move of HEIs towards the marketplace, mainly by diverting their R&D and teaching activity towards the needs of enterprises. Through the longitudinal comparison of expenditures and revenues in the US tertiary education in the years from 1980 to 1991⁷, the authors demonstrated how governmental policy and legislation enabling university entrepreneurship lead to a domino of events culminating into organizational change. Weisbrod et al (2008) also provided further discussion into the adaptability of HEIs mission to world markets integration. They referred to the transformation of HEIs into multinational corporations applying and attracting foreign investment in/from countries seeking to expand the HE system, through capital venture investment in R&D spin-off companies, reinforcement of alumni networks nationally and abroad, publishing, and optimal use of estate assets. A pertinent illustration is the entrance of the University of Cambridge in the stock market exchange competing side by side with enterprises, since 2012.

An interdependence theoretical approach to tourism has been taken by leading studies who also address a systems-based approach in the analysis of the tourism phenomenon

⁷ Between the period of 1980 and 1991, US Higher Education Institutions increased their revenue from sales and services, from \$13677366 thousand to \$34107502 thousand. In the same period of time, the percentage distribution in public HEIs for instruction decreased from 35.1 to 33.7 (Source: US Digest of Education Statistics, 1993, *apud* Slaughter and Leslie, 1997).

(Krippendorf 1987; Pearce 2001; Veal 2002; Shaw & Williams 2004). Hence, it is argued tourism consumption in university cities became a phenomenon inside an integrated system of various components, which has interrelated factors: network systems, demand, supply and impact on spaces, people and organizations.

For this reason, it is relevant to refer how the network system of exchanges provided by universities transformed them into nodes where mobility is channeled which in turn have generated international fluxes of individuals with behaviours that contribute to tourism (Gupta et al. 2013; Van Hoof & Verbeeten 2005; Cresswell & Merriman 2011). Conferences and seminars offer to the academic traveller, a chance to experience new and exotic places outside the daily workplace (Hoyer & Naess 2001). Also, the social life of exchange students provided by organised mobility programs has given place to their identification as consumers in cities with particular behaviours, such as high expenditure in entertainment, culture and restaurants, high propulsion to travel as VFR, and use of tourism retail services (Shoham et al. 2004; Rodríguez et al. 2012).

Over the past fifty years, Higher Education (HE) and tourism were within the service sectors, the fastest growing industries and their connection corresponded to a smothering of frontiers of matching needs and opportunities, connected by external environment events, such as the access to tertiary mass education coupled with subsidized international study opportunities. The subject of the study abroad experience as embedded of an educational tourism dimension has been addressed under the idea of the cultural immersion of the international exchange experience, by referring to specific university degrees with an abroad component which included *“undertaking a cultural study tour of the Renaissance painters gardens, short-term language courses, scientific ecotourism ventures, through long-term postgraduate university degree programs”* (Taylor et al. 2004, p.62).

Hence, in the globalized economy, the University became a multifaceted platform, where various activities take place as part of the studying experience but also beyond the core missions of teaching and research. A clear example came to be connected during the early seventies to the touristic interest brought by the construction of the University of Los Angeles as an element built from root considering the use of space for tourism, leisure and cultural creation as supplementary to the core university mission (Soja 2000). Another example is drawn from a group of seventeen universities and

colleges of Philadelphia in the USA which teamed up with the Philadelphia Tourism Marketing Corporation, in order to launch the Campus Visit Philadelphia program in 2001 (The Associated Press - American Marketing Association 2001). The website from this program featured on the homepage, a photograph from the Philadelphia Art Museum on an alluring sunset and provided international students with an array of resources to plan their travel. The website allowed for students to make hotel and flight reservations with discounts on American Airlines and Amtrak, provided lists of events and attractions, city tours and the links to the colleges and universities of the region.

As we can perceive from those examples, international travel gained relevance as an operational feature within the internationalization activities of universities. And in turn, these activities intersect with various sectors, such as leisure, finance and insurance, thus encountering the tourism industry for provision of support services (Weisbrod et al. 2008; Kotler et al. 1993; Molesworth et al. 2011). For this reason, we see how the adaptability of the university (Dale 2009) and the entrepreneurial response of particular institutions, allowed for the creation of educational products through a relational network of various players. The cases of Philadelphia and Los Angeles in the United States, demonstrate how the cultural industries, the tourism industry, the educational sector and the local government created network relations and interdependences in order to withdraw advantages from the phenomenon of consumption by university publics and VFR (visiting friends and relatives).

This response is meaningful of an organizational culture subject to a business spirit that is found both top-down and bottom-up, leading to risk taking decisions in universities, as concluded by Burton Clark, within his taxonomical definition of twenty entrepreneurial practices of universities (Clark 1998). The affectation of resources to tourism by universities emerges in discussion, within his defined practices of “competitiveness of campus infrastructures” and of “resources of durable supplementary funding”.

The engagement of the higher education sector with the tourism market corresponded to various factors:

- To a rationalisation of public funding on this sector, aiming a greater financial autonomy from the state has impelled higher education institutions to seek for new

financial sources by considering consumption as one of the dimensions of the university experience (Llewellyn-smith & McCabe 2008; Knight 2002).

- To recognition of the need to market themselves in an environment of growing international competition using tourism images in communication marketing strategy (Kinnell 1989; Hemsley-Brown & Oplatka 2006; Klassen 2001).
- To an engagement of the university in city policy through forms of participation in destination planning as local players (Nicolescu 2009; Popescu 2012; Jones & Coats 2006; Clark & Moonen 2009).
- As an external result of university internationalization practices, subsidized student travel and niche marketing by public institutions, both at the national and supranational levels (Hjalager 2007; Richards & Wilson 2004; Ritchie 2003).

2.2.1 Debating neoliberalism in HE management

“We are living in a period of value reassessment. (...) It is no longer possible to consider social policy, educational policy or industrial policy in isolation – they are all members of one body.” (King 1974, p.120)

Neoliberalism, as an economic theory, with its original philosophical inception at Freiberg School of German Economists sustains on its first instance that the well-being of individuals and societies is acquired through the liberation of individual entrepreneurial freedoms and skills, with state support of property rights and free trade (Boas & Gans-Morse 2009; Harvey 2005). The “term” neoliberalism in the economic-political practice became an embodiment of political change, in regard to the withdrawal of the role of state in public services (such as health and education). Instead, it enforced the State’s role as the regulator of the proper functioning of markets, and as provider of frameworks for the creation of new markets (as the cases of Higher Education and tourism). As such it has been subject to use as a terminological contestation jargon in critical studies stressing the role of market forces in economic performance. Neoliberalism in the academia has been used antagonistically across ideological divides, yet having in common the perception of a decrease investment on the social welfare state.

The capital withdrawn from the public services, where universities have been inserted in most countries, has been applied to create the conditions for competitiveness, having important consequences, on their relation to host cities and to the tourism industry. The decade of the 1990's as the triumph of economic neo-liberalism on the aftermath of the cold-war reinforced the soft-power of university internationalization activities (Dale 2009), with the ability to provide education on a continuing basis, to a broad spectrum of diverse groups, in many locations.

The idea of academic capitalism as argued by Slaughter and Leslie (Slaughter & Leslie 1999), or of neoliberalism practices in higher education management (Altbach & Knight 2007) gained weight with the inclusion of higher education as a trade service within the framework of the World Trade Organization (WTO) as specific countries, such as the USA, Australia and New Zealand signed the General Agreement for Trade and Services (GATS) in 2005. Consequently, the phenomenon of the liberalization of trade services in higher education has brought a schism to the sector at different levels, inside the universities themselves (Kezar & Eckel 2002) and between world regions (Dale 2009; Altbach et al. 2009). This antagonism is found between private sector groups of universities and non-profit public universities, as competition is uneven regarding to the sources of ownership and control of the institutions.

In this sense, globalization as the underlying cause that merged a space in the sectors of higher education and tourism appears as a multilateral process encompassing the growing mobility of people, capitals, knowledge and goods, resulting in a constant competition between the nations (Cox et al. 2009). This perspective has also been secured by Sassen (Sassen 2005) in relation to the phenomenon of globalization in cities, and when we analyze the universities as urban institutions that are part of the city and influence place branding (Popescu 2012; Read et al. 2012), we see how they have become also permeable to competition of places and ranked, in terms of diverting the fluxes of people and capitals through the production of knowledge and cultural goods (Perry & Wiewel 2008; Russo et al. 2003).

One conceptual point emerged as the matter of markets and business narrative in higher education constitute an ideological landscape much embedded in the neoliberal critical perspective. This led to the food chain analogy of the “dinosaurs, gazelles and tigers” in higher education management (Meyer & Murphy 2003) and to the idea of a current

worldwide revolution taking place in higher education (Altbach et al. 2009). On one-side we find the educationalists with the idea of universities as public-goods, engaged in civic affairs, raising the point that universities should be independent of market constraints (King 1974; Collini 2012). Universities are also regarded within the educationalist view of a strong role in the cultural production of cities and its symbolic dimension (Laredo 2007). On the other side, there is the managerial trend of efficiency-driven, global universities and corporate groups, as endorsers of academic production and response to the needs of various target groups as consumers, specifically the students (Krachenberg 1972).

However as (Barnett 2011) mentions, the overall context of idea of higher education in a marketplace is still one of fuzziness over what is considered to be a market in higher education and of fluidity in how different markets spill-over each other, as the case of tourism. Because it is not always clear what is being sold in the narrative of the university. Is it education, a granted social position, a life experience, or all these dimensions together? This points us to the argument, that in late capitalism, the attribution of values is not only related to the physical product, but to its intangible dimension and therefore value has been replaced by signification, as it can be illustrated by brand awareness (Levine 2003). In this sense, the relation of university to its symbolic capital has grown as an important intangible asset, and heritage and traditions grow into features of distinctiveness amongst fellow competitors (Bulotaite 2003). For this reason, the matter of tourism as an outcome ascends as being related to the consumption dimension of the university experience and campus heritage value (Poor & Snowball 2010) which spills-over to the city ambience (Curtis 2008).

2.2.2 Globalization and the integration of tourism in higher education

“Now, tourism is truly global and almost everywhere is a tourist destination, so that places are engaged in a fiercely competitive battle to retain not only visitors, investment and events, but also talented human capital, students, residents and even medical tourists.” (Morgan et al; 2011: 8)

The idea of tourism became blurred, as the restructuring effects of globalization on economies and civilizations had effects across units affecting all aspects of human life (Edgell et al. 2008). The bridge of the tourism sector with the higher education sector, have also corresponded to a restructuration process of the industry itself as the response to the surging of a “new tourist” distant from charter tourism from the 1960’s, more educated and with particular behaviors. The idea of tourism society and of leisure as an everyday life practice, became related to the increasing flow of international travel mobilities, where paradoxically the absolute number of “real tourists” in the sense of planned holiday package in a resort or a hotel only amounts for a part of the significance of tourism (Williams & Shaw 2011). Different academic lenses have approached tourism: from a form of imperialism (Nash 1989), to a form of sightseeing of the world (Urry 1990) as an international social occurrence (Lanfant 1980) and as a language (Dann 1996). This also corresponded to views that diverged in the scope of analysis of tourism as an increasing geographical phenomenon (Williams 1998) as a representation of the social world (Dann 2002) or of tourism as an economic phenomenon with an important role in the world flux of capitals (Sinclair & Stabler 1997). Also, importantly tourism has been understood as a social phenomenon affecting various structures, from individuals and families to social organizations and enterprises of different scales. Thus, paving the need to be increasingly addressed in governance policy outcomes (Pearce & Butler 1993; Pearce 2001; Wray 2009).

In a similar way to the neo-liberal approaches of western governments to higher education since the 1980’s in the Anglophone countries, the “New Right” and centrist approaches also had an impact on the tourism sector. However, due to the difference of core and missions within the two groups, the shift from traditional public administration to the corporatist model has been more liberally applied in tourism, by an increasing number of western countries in continental Europe, in terms of planning and reliance on tourism as a major contributor of economic exports. The corporative model has emphasized investment return and efficiency, as well as increasing synergetic relations between various players that interconnect within the industry (Stevenson et al. 2008). On this following, the corporative model as a figure of the liberalization practices of the economy has led to reform policies such as the elimination of price controls, trade barriers and deregulation of capital markets (Boas & Gans-Morse 2009), thus enhancing competition, investment and allowing for economics of scale to take place.

These three factors have affected both sectors: in the creation of multinationals and mergers and acquisitions in tourism, as well as in internationalization practices of medium and small firms (Coles & Hall 2008; Hjalager 2007; Williams & Shaw 2011). On the domain of education, also higher education multinational corporate groups have also expanded in various countries (e.g.: Laureate Group and the Apollo Group) through the opening of new institutions and acquisitions or through partnership with other for-profit organizations. Similarly, public institutions have also created franchises and invested in target export countries of overseas students and research (Knight 2002). The positioning of universities which is now pictured into league tables and different types of lobby interest associations, from R&D, to study abroad and academic venues, became a reflection of how institutions are administered and of their operational responses to technological, economic, social and political forces. These forces caused by global economic restructuring processes, such as the formation of economics of scale, market deregulation and formation of strategic partnerships (e.g.: not only between transnational enterprises, where private groups of universities are now inserted, within regional organizations (such as the E.U, Mercosul, ASEAN, and NAFTA).

However, tourism and university sectors had different stages of internationalization due to their natural differences, the university as a public good in democratic societies (Enders & van Vught 2007; Dale 2009) and inversely tourism as a competitive industry adaptable to the constant changing needs and desires of costumers (Camprubí et al. 2008) has become a major source of income of foreign exchange for many countries since the 1970's having a pivotal role in the national strategies of most countries, despite their development disparities (Noronha 1979). As higher education became a source of social and cultural capital of nations, tourism has been seen as a major source of economic capital, despite its perishability within the cycles of consumption (Wray 2009).

Ritchie (Ritchie 2003) provided a model which tried to illustrate the relationship between education, tourism and the changing environment, which has been a first attempt to approach the phenomenon into a systems-based approach, segmented to educational tourism. The model considered the emphasis given to tourism and to education within the activities and target groups, as part of the core missions of each industry. Notwithstanding, it was found relevant to contribute to the enhancing of the model, due to its limited approach to further operational external driving forces that

affect the particular case of higher education. Likewise, other tourism activities that tie both sectors were added to the model drawn from the contributions of more recent research on university related tourism and university internationalization management, illustrating other tourism segments and external forces which operate the linkage between the two spheres (Figure 2.1).

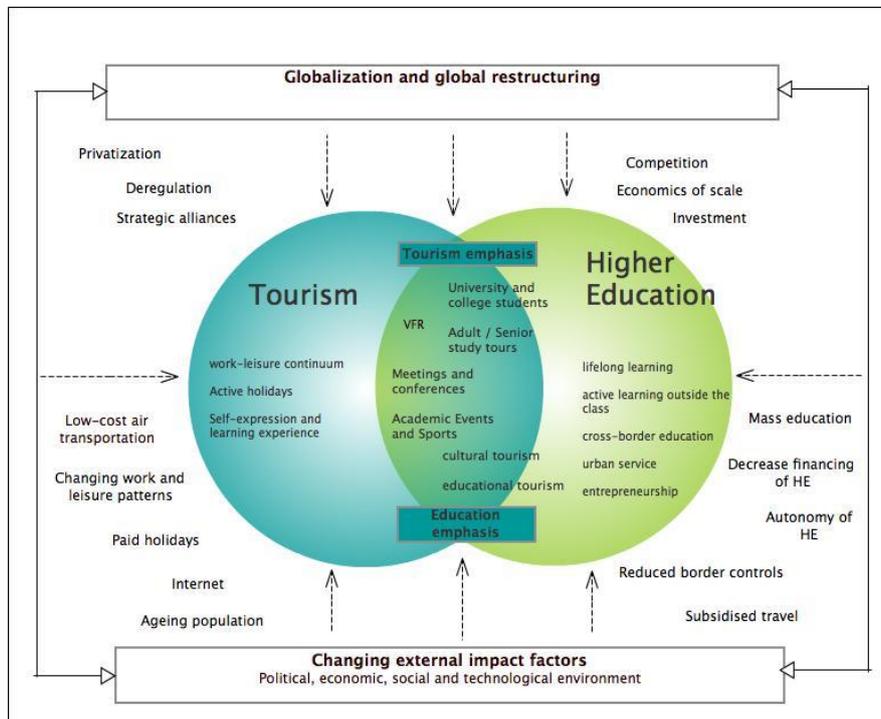


Figure 2.1 - The merging space between tourism and higher education (Source: diagram developed from Ritchie, 2003)

The linking bond between tourism activities and the university activities has occurred from changing external impact factors that possibilitate a match of interests between the two spheres having a tourism driven or education driven emphasis (Ritchie 2003) according to the aims of the product being sold and characteristics of the organization. On the side of education, the emphasis on lifelong learning subsidized travel of university students and academia and reduced border controls have been push factors for travel within the academic publics (Rodríguez et al. 2012; Van Hoof & Verbeeten 2005; Favel 2008). For this reason the idea of the establishment of a European Higher Education Area (Dale 2009; Jenson 2007) has become supported by the allowance of the free movement of people to take place, influencing tourism mobilities and the impact of VFR in continental Europe student cities (Rodríguez et al. 2012; Russo et al. 2003). Nevertheless, being a facilitator for E.U residents, the reduction of border

controls from the signatory countries of the Schengen agreement in 1995 has meant an increased challenge to account the movement of international visitors, within continental Europe land borders. Finally, an also relevant external factor pushing universities to engage into “tourism first” activities, has been the previously raised issue of the increasing autonomy of universities at the financial level (Molesworth et al. 2011).

Not only in higher education, but also within the tourism side, the industry itself has been affected by the emergence of a third industrial revolution, where “knowledge has become as central as labour in the classical political economy” (Fuller 2005, p.27). First, the passage from the industrial society to a society of services, based on individual consumption allowed for the creation of playful territories to take place (Ritzer 2001) and universities appeared on the tourism industry panorama as an inference of the changing work and leisure patterns, allied to a need of broadening its consumer’s niche market as the result of an increasingly ageing population in western societies.

Furthermore, as the western and leisure travel market became more specialized and segmented in developing new styles of tourism (Tkaczynski et al. 2009), new actors, such as the universities or entrepreneurial academics (Weiler & Hall 1992) became aware of the nature of interest of potential publics, of their interest to have a learning experience and started to develop special interest tourism activities related to heritage (e.g.: botanical gardens) and educational activities, such as language courses and summer schools. As Krippendorf (Krippendorf 1987) and Read (Read 1980) early suggested during the 1980’s, the following decades would assist a market segmentation driven on consumer heterogeneous demands. Their analysis of a changing marketplace has been seen today and has taken place given emphasis on the social and environmental context where the educational experience takes place, deriving satisfaction in an increasing active component of new forms of tourism towards conservation and academic knowledge (Burek & Colin 2008).

The growing competition brought by market segmentation not only raised new communication needs as it has gained force through marketing collaboration between universities and destination marketing organizations directed at various psychographic profiles (Giaretta 2003; Mazzarol & Soutar 2002), from the allocentric “traveler” of the overseas student looking for exotism on cultural diversity (Plog 2002), to the

psychocentric tourist looking for the familiarity and security of a built environment (Yiannakis & Gibson 1992; Cohen 1974). For this reason, the tourism industry niche sector connected to universities is found to be related to a work-leisure continuum market segment, such as the meeting industry and non-formal learning (Freestone & Geldens 2008; Swarbrook & Horner 2001), but also to a hedonistic profile of activities within the VFR market segment, as well as holiday student travel (Shields 2011; Carr 2005; F. X. Xu et al. 2009).

Second, the interplay of universities with tourism has been also allied to the events of technological changes in the communication systems and travel industry facilitated individual mobility and allowed for virtual experimentation of places and travel planning to take place using the internet. As a consequence, the growing influence of virtual communities has also represented an influence in stimulating the travel of individuals through different spheres. For instance specific travel social networks, like the *tripadvisor*, embed university heritage in cities as tourism destinations, as the consumer rates the attractions and tourism products in places, enabling for an expansion of the tourism marketplace (e.g.: Glasgow School of Art tours, Christ Church visitor center). Brands in tourism have the ability to be found in distant categories of products and services, influencing the diverse facets of activities, leading to the idea of influence of brand personality into consumers choice (Naresh 2012). For this reason successful university brands have gained relevance because, through their appeal to intangible memories and symbolisms (Chapleo 2009; Bulotaite 2003), they have the ability to extend their values and personality into products of non-educational activities.

Finally, much of the integration between the areas of education and tourism has taken place through marketing communication not only by market agents, but also by the polity.

Under a market driven approach, marketing consortia have appeared within the promotion of venues in the academic sector, such as the *Venuemasters*, an organization existing since 2001, composed by the merger of the firms *BUAC – British Consortium of University Accommodation* with *Connecting Venues* (Swarbrook & Horner 2001). Currently, ninety nine British universities are part of this consortium, from which three universities within the case-study cities are members.

Yet, under the polity, social marketing is used by governments and supranational organizations such as the European Union, where a process of Europeanization has also encompassed the tourism and education sectors and merged them through social policy and discourse (Favel 2008; Borneman & Fowler 2013). The European Union, Lifelong Learning Program, has gained a relevant role within the building of an image around specific academic groups, having a specific insight on higher education students, where the Erasmus Program (European Action Scheme for Student Mobility) became a flagship of student travel in Europe since 1987. This particular program became addressed in tourism research as it created an imaginary around the idea of the “Erasmus” exchange student as a tourist (Rodríguez et al. 2012) in one hand and on the other, through the building of the destination image of cities as student friendly destinations, as the case of Eindhoven, Utrecht, Barcelona, Amsterdam (Clark & Moonen 2009; Russo et al. 2003) and Lisbon (Albino 2009).

2.2.3 Inter-organizational relationships

“ Interdependence exists whenever one actor does not entirely control all of the conditions necessary for the achievement of an action or for obtaining the outcome desired from the action ” (Pfeffer & Salancik 1978, p.40).

Following the background discussion from the previous sections regarding the agency push factors leading universities to enter a marketplace and consequently engaging into tourism activities, resource dependence theory became important to understand this phenomenon. The work of Pfeffer & Salancik (1978) provided an explanation of how organizations are externally controlled, engaging into different modes of relations in order to develop a resilient capacity. Their work complements the neoliberal theory of the globalization effects on the political economy context by encapsulating organizational change. They provided an ecological view of the organization as a system responding to an external context. This turned to be essential within the two aims of the research project: the first about the motives of universities to adopt a language of tourism and engage into tourism activities; the second, to explore university-city relations in destination branding.

The authors conceptualized five options where institutions try to decrease environmental interdependence: a) mergers and acquisitions; b) joint ventures; c) inter-organizational relationships; d) boards of directors; and d) political action. All these five actions have been taking place not only in firms for their survival, where the tourism sector is naturally inserted (Hjalager 2007), but also in the public sector as university education became a valuable export to an increasing number of industrialized countries (Altbach et al. 2009). Furthermore, the increased environmental competition between higher education institutions, between tourism firms and also between cities for resource supplies, allowed for affairs to take place between these three actors and engage into network relations referring to the active involvement of Philadelphia's universities within local tourism planning (Curtis 2008).

Network relations became a symptom of interdependence, as organizations had to transact with elements of the environment in order to obtain the necessary resources that would support their continuation. As an example: within the period of research, two institutions from one of the case-study cities have completed a merging process. This action, allowed them to gain competitive advantages in relation to other local and national competitors. The merger not only permitted to enlarge the heritage assets but also to gain power within city relations and reinforce their identity value as part of the city. Also, within, power relations, some of the universities and city halls studied demonstrated to have administration individuals in key decision-making positions within both organisms as a political measure to boost university-city relations.

Nevertheless, the authors (Pfeffer & Salancik 1978) argued how the creation of interdependencies between organizations, as an action to reduce other dependencies is never completely successfully since they create new patterns of dependence. This dependence, can be found if we go to the urban dimension of the relation of the university with the city and the impact created by the use of space from the individuals that live both environments, we see that this relationship also becomes necessary in terms of city development, having a transversal impact on the livability of cities, their attraction and pricing of services (Kumar 2006; Brockliss 2000; Perry & Wiewel 2008).

For this reason, when exploring the factors and phases of policy development within universities and cities in order to create a destination image, the idea of Gulati and Sytch (Gulati et al. 2007) became relevant as a further development of dependence theory

because it considered two different dimensions: joint dependence and interdependence-dependence asymmetry. This idea, in turn taken from Emerson's theory of balance in interrelations of organizations, focusing the dimension of power ownership (Emerson 1962) is relevant, because showed empirically how balanced relationships have been found to be rare, as they tended to divert towards positive or negative dependence advantages, providing a vision within the problematic of research of various stages and imbalances within university-city relations, the process of identification of the university with the city and also the relation of universities with the tourism industry.

It has also been found relevant to ponder the perspective of interdependence as a multilateral socially constructed phenomenon, stating how interdependences could be a representation created by "portfolios of ties" between firms in order to bring advantages to organizations and enhance their profile near the target consumer groups and future strategic partners (Ozcan & Eisenhardt 2009). Building a portfolio of alliances and content is important as it allows for an understanding of the type of ties in which enterprises engage. Within tourism groups, this is visible amongst the internationalization stages of tourism companies (Thomas et al. 2011; He 2012), as well as with universities through their types of associations and flag institutional partnerships (Margolis 2011; Weisbrod et al. 2008). It has been discussed in the earlier sections how universities have acquired a growing enterprise driven behavior and for this reason, it has been found relevant do bring to discussion the concept of portfolio of ties within university internationalization and the strategy of co-operation with cities for profile enhancement as a destination.

Universities compete with other universities, although they join together in groups, making strategic alliances to remain competitive and regain sources of supply, maintain the demand as well as the status quo in their key areas of influence: students, quality assurance, and intellectual production in a given territory – the host city, the nation-state and the supra-regional area, such as the European Education Area (van Vught 2009; Bender 1998; Gibbs et al. 2014). For this reason the matter of territory and the proximity with power becomes especially important (Perry et al. 2008).

While, Roseblum et al (Rosenblum & Tichenor 2012) addresses how university associations in the USA have influence in international migration policies in order to maintain access to students from key countries, Van Vught addresses how universities

in the UK form coalition groups in the research-teaching nexus, as the case of the Russell Group (van Vught 2009). Murray's work brings an insight how universities in New Zealand and Australia have links with think tanks and lobby groups influencing political power within university-industry relations (Murray 2006). By this definition, interdependence and its implications are closely identified with power. As Pfeffer and Salancik (1978, p.52) argued, "The concentration of power is inevitable," and (...) to the extent that the interests of one party cannot be achieved without other parties, concentration is necessary." Universities have been found to also engage into associations related to their destination attributes being one of the visible ties that link universities to cities, as the Network of Universities of the Capitals of Europe (UNICA) and the University Network of the European Capitals of Culture. Also, universities engage into associations that attribute new characteristics to cities as the Network of Science-Cities. But, as a growing number of HE institutions are established within a same city, a stronger competition for critical resources emerges and privileged relations within local governments are sought by these institutions (Jones & Coats 2006).

To finalize, dependence theory is relevant within the analysis of university-city relations and the tourism phenomenon, since it proposes that actors lacking in essential resources will seek to establish relationships with (or to be dependent upon) others in order to obtain needed resources, from their various communities and visitors and being able to perpetuate their development and activities. For this reason, when referring to universities as players in city branding and how cities try to entail the various stakeholders into place branding architecture and form alliances with key urban players (the universities and local tourism associations) the theory of network relational branding by Hannigan became complementary to further the background theory given by RDP as a different approach to explore other dimensions of strategic responses of organizations beyond the five vectors pointed by the RDT (Hannigan 2003). Within the five plans, only three (interconnection in joint-ventures, board of directors and power relations) directly connect to the universities in cities in their attempt to merge interests in destination planning.

2.2.4 The geographical scope of educational tourism

On the framework of education, in a similar way as in the Grand Tour, the expansion of the university study abroad experience, corresponded not only to a democratization of travel (Lanfant 1980; Smith & Robinson 2005), but also to a practice of distinction of social groups in ascension throughout the world (Maccannell 1976). For this reason, in the context of subsidized academic travel, Higher Education Institutions have been argued to become ideological agents of both the state, supra-national agendas and markets (Roppolo 1996). Paradoxically, soft-power relations on universities' cultural production and internationalization strategies gained a hard power dimension (Jenson 2007), since new actors, such as China and Brazil are changing the landscape of soft power in Higher Education, reversing their position as major target countries of student recruitment (Altbach et al. 2009).

The idea of global citizen has been flagged as a soft-skill needed to build cosmopolitan societies (Lang 2011) and therefor embedded into the democracy values ideological discourse of governments (Atkinson 2010) and regional supranational agencies, such as the E.U (Borneman & Fowler 2013; Avtar 1993). Cross-border education supported by governmental action, such as the US Fulbright Program and the former European Union's Lifelong Learning and Youth in Action Programs have contributed to the niche tourism market of youth travel. On this following, the consumption of cultural products and services by the participants of youth mobility programmes, transformed these youngsters into E.U. sponsored tourists (Rodríguez et al. 2012), whose function gained a soft-power dimension as "ambassadors" of sending countries (Atkinson 2010) at the same time that they experience other life styles on foreign countries (Teichler & Mainworm 1997; Teichler & Steube 1991; Baron & Smith 1987). Furthermore, the psychological enhancement of the leisure dimension appears, not only within ideologically embedded intercultural education but also in destination branding as an added feature, as seen in the municipal strategies of the cities of Barcelona (Clark & Moonen 2009) and Lisbon (Albino 2009) as Erasmus Student destinations.

Within the studies analyzed in the literature review, the approaches and ideological perspectives to the existence of tourism activities linked to HEIs, within a similar period of time, were contrasting in Portugal and in the United Kingdom. The Portuguese

approach to higher education youth leisure over the past years, has been argued to be more closely linked to social tourism (Abreu 1995; Pais 2005) and transnational lifelong learning policy. This distanced itself from the approach of other authors from the United Kingdom, where tourism activity at HEIs has been analyzed, and argued to have become a supplementary device of financial backing becoming a retail activity with supporting distribution channels e.g.: the University Rooms Group (Connel 1996; Ritchie 2003; Swarbrook & Horner 2001). However, the panorama is changing, as Portuguese universities increasingly cooperate with governmental institutions to promote higher education and Portugal as study, conference and leisure destinations (CML 2012; Magalhaes & Amaral 2013).

The studies from authors pertaining to the UK and continental Europe presented different approaches, in terms of use of soft-power relations in the domain of university internationalization. Authors from continental Europe, addressing the theme of international education and mobility at HEIs revealed to have a common approach to the phenomenon as a result of European integration and its impact on multicultural city planning (Russo et al. 2003; Favel 2008; Rodríguez et al. 2012; Van Hoof & Verbeeten 2005). On the other hand, authors from the UK focused on the aspects of a wider market of higher education, thus addressing the impact of the new management policies and introduction of full cost fees and student loans on the behaviour of universities (Collini 2012; Maringe & Foskett 2010; Molesworth et al. 2011; Kinnell 1989; Carr 2005). Furthermore, within a leading comparative study about organizational change amongst Anglophone countries, the UK has been pointed as the country which had the strongest market involvement and quickest response to the hollowing of the state governmental policies (Slaughter & Leslie 1999).

The primary phenomenon addressed in this thesis - that of the merging space between higher education and tourism and its use in destination branding has been scrutinized first in the Anglophone countries (Canada, Australia, the USA and the United Kingdom). Since the late 1960's, these countries, by becoming the first to create promotion structures and national agencies to attract overseas students, as well as to send national students abroad, increasingly recognized the need of providing quality support services in order to accommodate the needs of an increasing mobile youth population (Kinnell 1989; Krachenberg 1972; Wood 1992).

Hoffa & DePaul (2010), Wood (1992) and Swarbrook and Horner (2001), provided three case-studies of tourism led activities related to universities, taking place in the United States of America, Australia and United Kingdom, namely:

- ***The University of Delaware's Junior Year Abroad***

The University of Indiana, has been one of the first North American institutions to implement the scheme of foreign summer camps in 1870's where American students were sent to Switzerland, France, Italy, Germany and the United Kingdom, to study natural history and languages during the summer, in programs that included local tours for an immersive cultural dimension (Hoffa & DePaul 2010). However, during the 1920's the University of Delaware Foreign Study program came to be known as the Junior Year Abroad (JYA) with the aim of combining experiential learning modes in a foreign setting. Three programs became forerunners of the modern study abroad experience: the JYA, faculty-led study tours abroad and summer study programs, most of which occurred in European countries and included home-stay accommodation.

- ***"Australians Study Abroad"***

The company Australians Study Abroad (ASA) has been presented as a case study by (Wood 1992), its own founder within the context of special interest tourism. The company founded in 1977 by the art historian professor Christopher Wood, still exists today, and became an example of academic entrepreneurialism connecting the domains of academic teaching to further education practices and tourism. This private sector company, based its model on the North American semester abroad scheme, and it found its niche market in Australia, due to the lack of familiarity of the Australian education system in accrediting overseas travel, responding to an existing demand of wealthy students from Australian universities. This company, organized academic led tours taught by scholars in European cities, as Paris and by the end of the 1980's, ASA tours were used by twelve Australian universities and colleges, some which accredited the period of study abroad from its students (Wood 1992). The company diversified its products and started to produce handbooks,

lecture programs, tours for academic conferences and travel services for a larger public audience and in diverse world regions (<http://www.asatours.com.au/>).

- ***The British Universities Accommodation Consortium (BUAC)***

Swarbrook and Horner (2001) presented this consortium which comprised sixty-eight member universities across the United Kingdom as a case-study that supports the growing interconnection of the sphere of higher education with the tourism industry. This consortium has grown in scope and has merged with other private sector companies from academic events, as Connect Venue in 2001. According to the authors, figures from the British Tourist Authority and the BUAC appointed to 30.000 conferences being held annually in British universities, generating a estimation of 4£ to 5£ billion a year. This consortium has a marketing focus and supports the organisation of conferences and venues in universities, according to the particular needs of the organizers. The authors mentioned the capability that universities had gained in competing directly with the hospitality and conventions sector, by providing cutting-edge conference and training facilities with high quality residential and catered accommodation services, managed by tourism and hospitality sectors qualified personnel. Although the case-study reports to 2001, it has brought to light, a clear example of the resilience and adaptability of universities through their interconnection with various business spheres.

2.3 Universities and place marketing

Place marketing as a field of marketing proposing a theoretical framework emerged in the early 1990's having as a starting point the view of the market oriented strategic planning for problem solving, by identifying the key export-import community assets and interactions with external target groups (Ashworth & Voggd 1990; Sadler 1993). In this sense, the invention of tourism as not only a social leisure activity involving domestic or international travelling but also as a service industry sustained on place image and resources, brings the phenomenon of advertising and promotion within a context of market interaction as a much older phenomenon with its roots on the late 19th century (Munar 2009; Heeley 2011).

Both cities and universities have become subject to constant process of evaluation and hierarchization, through the appearance of sets of global competition between places, as well as organizations. First, this has led both these entities to adopt managerial positions of governance, where the mediatization of the city image and reputation in advanced knowledge societies is sustained not only of a global market of services, but also on talent and urban lifestyles as cultural capital (Rogerson 1999; Sadler 1993). Second, under this perspective, strategic marketing has been seen as a tool transferrable from businesses to places (Ashworth & Voggd 1990; Kotler et al. 1993; Heeley 2011), and as places we can denominate not only countries, cities and city-regions, but also built communities, as the universities.

Soft factors such as creativity, culture and education became increasingly important within the conception of place-product (Veal 2001; Rogerson 1999). The total service- and product offering of place became complex, not only because consumers in cities, within a work-leisure continuum became more demanding, but because when we address the issue of universities, we are dealing with increasingly complex organizations, with evolving missions, organizational habits and traditions. As such, the increasing trend for the use of marketing on the non-profit sector as the case of public universities and the uses of references to academic tradition, intangible heritage and student cosmopolitanism in destination marketing has become a sign of local reactions to the economical and global restructuring and to the pressures of the interurban competition (Stephenson 2010; Gumport 2000).



Figure 2.2 - University of Aveiro's brochure for international staff, students and visitors, (Source: University of Aveiro, 2013)

A cosmopolitan elite has become linked to the idea of quality of education and internationalization of higher education institutions (Popescu 2012; Lang 2011) and of student-cities (Russo et al. 2003; QS World University Rankings 2012), science and creative cities (Jones & Coats 2006) where the notion of “quality of life” in place marketing appears as a criteria to classify and order cities for various promotional purposes: from conference venues to educational centers. For this reason, as cities are becoming an object whose images are being worked and promoted within public administration due to an underlying idea of surpassing cyclic scenarios of urban crisis (Peixoto 2000; Costa et al. 2009; Papadopoulos 2004), universities as tangible and intangible heritage building places, became subject to tourism images and representations in place marketing. As such, in the increasing atmosphere of competition among higher education institutions, both university and city heritage have given a powerful advantage in attracting prospective students and in building a university brand (Chapleo 2009; Bulotaite 2003; Nguyen & LeBlanc 2001). As a result, at the turn of the twenty-first century, the university has become an imaginary space.

Notwithstanding, improving the image of place through the use of target specific imageries is not sufficient to guaranty the prosperity of cities, as well as of university

reputation near the students and academics, and also a positive public opinion. Within a service dominant logic (SDL) applied to cities and universities as providers of intangible goods, as for instance education in one hand, and tourism attractions on the other, the act of promotion became inserted as one of the activities of destination planning, but not the main one (Veal 2002). For this reason image-building, namely, the promotion activities of places are only a sub-activity of marketing and branding, since it involves a clear design strategy of place, associating market research in order to meet the needs of consumers (Heeley 2011).

Universities play a major role in city living and as these organizations have had different sources of sustaining (from public to private funding) depending on the country specific situation. New roles of HEIs within the city strategy and neighborhood community became fundamental to local development, as these institutions have a positive impact in channeling financial resources to the city as urban organizations (Perry et al. 2008). For this reason, representations of university life in cities and their tourism impact are not a recent phenomenon and have been pictured in early visitors' guides and publications as the case of Coimbra since the late 19th century (Dias 1990). Within consumer research, the upsurge of interest in city marketing and the appliance of branding strategy in the last two decades of the twentieth century, has turned out to be more intense as cities have become not only significant for cultural and business tourism, but also as they became educational centers. As such, the issues of specific cultural identities within global phenomena addressed by critical marketing, became central to understand how these also affect place consumption and market transactions (Brownlie et al. 1999). This is the case of the tourism industry relations with the higher education sphere, where we find cross-cultural divergences and similarities of student choice for study abroad destination (Hobson & Barath 1996; Eder et al. 2010).

Within place marketing, university heritage has not only been transferred, but has become constantly developed as a living characteristic that accompanies city development and profile enhancement, as universities are increasingly becoming tourist attractions, turning out to be living museums with the ability to create and validate heritage (Kozak 2007; Nielsen 2011). The role play of universities in place marketing moves beyond tourism or student attraction, as a hybrid organization that directs the content of discourse and uses city imageries according to the institutional objectives (O'Mara 2010). For instance, the University Ca'Foscari in Venice is an institution

which is open for tourism since 2007, as part of an agreement with the City Council and Banco Popolare, towards the rehabilitation of the university historical buildings. This is a sign of the trade-off discourse and urban politics that universities became engaged.

2.3.1 The language of tourism in the HE marketing mix

As we have assisted to an increasing implementation of HEIs, regional competition has pushed forward universities to also promote the heritage attributes in order to become more appealing. Higher Education marketing is not a recent activity having been addressed by various authors from the fields of marketing, higher education management and tourism as in relation to growing influence of place factors in student recruitment (Riggs & Lewis 1980; Klassen 2001; García-Rodríguez & Mendoza Jiménez 2015; Moogan 2011; Maringe & Foskett 2010).

The “marketing mix” developed by universities, where product, price, place and promotion became part of a management problem started to attribute an increasing importance to place as connected to product. The marketing mix is a set of manageable marketing instruments that an institute uses to attain the response it desires from its target market groups and as Nicolescu (2009) noted, Universities can use all the resources to influence the demand of the products it offers. The product is what is being commercialized and more than concrete items in the case of Universities it became a bundle of direct and indirect benefits that meet customer needs and desires (Nicolescu 2009). Consequently, new products associated to destination image and quality of life: the campus facilities, academic tradition and the host city emerged as a direct result of external pressures (Bulotaite, 2003; Connel, 1996; Curtis, 2008; Poor & Snowball, 2010; Popescu, 2012; Read et al., 2012). These pressures aren’t only political, economic, cultural and institutional but increasingly gave place to the understanding of international students, mature students, secondary-school leavers, academic and non-academic staff and technological enterprises, as consumers of university education, campus services and location.

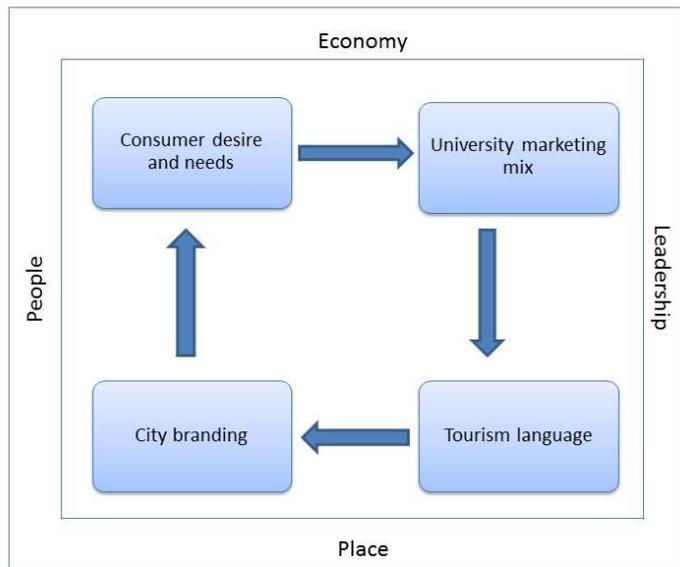


Figure 2.3 - The communicational environment of tourism within the university marketing mix (Source: Author)

The model in Figure 2.3 aims to acknowledge the complexity of environmental factors and provides a means of relating the traditional “marketing mix” of universities to the tourism society environment, where the external factors of *economy*, *leadership*, *place* and *people* play a role as influential external aspects.

First, the idea of *Place* within the marketing mix 4 Ps (Product, Place, Price and Promotion) is hereby argued to be more than the distribution method that the institution adopts in order to meet or exceed the target market expectations. For example, the Summer Schools as alternative forms of tuition with an included tourism agenda and socio-cultural activities.

Second, *Promotion*, as the tool that higher education institutions use to gather information on its product offerings, can be applied tangibly through publications, advertising, public relations and sales offerings, but very relevantly has been applied through the intangible dimension of people and university reputation. Promotion as the last stage of the marketing mix process, in order to be successful would ideally be the result of a self-evaluative process being strategically implemented with a purpose.

For this reason, the decision of universities to take a marketing approach relating its presence to the external urban environment and university campus as a cultural heritage asset transformable into a tourism interest resource has become the result of a self-evaluative institutional exercise. This self-evaluative activity has demonstrated the flexible character of the university as a plastic organization, with the most entrepreneurial universities being able to clearly assess which the important environmental influences are affecting them, their market positioning within fellow competitors and the new opportunities to explore.

Subsequently, the most dynamic and competitive universities had the ability to arise not only through scientific prestige but also by its immersion in an urban pattern language with reflex on city governance (Alexander et al. 1977) as complementary to its mission. Furthermore as the quality and prestige of education institutions is softly embedded in the external *status quo* of countries, tourism as a communicating environment has been appealed as part of a packaged imaginary which holds the promise of excitement but also a cultural experience (Smith & Robinson 2005).

However, this communicational environment has found controversy in the global space of higher education and has polarized organizational management between a formal education perspective and a pragmatic perspective, where entrepreneurial dynamism as an output of organizational creativity has also applied to campus services. This notion of transversal entrepreneurship⁸ in all aspects of university governance and function has though been implemented in a minority of universities in Europe, since the implementation of tourism activities on campus brought a new ethos to the University (Clark 1998; Barnett 2011). The new University management has also brought a new conception of time and it extended the timeline and scope of its activities beyond the academic year, hemisphere and real time experiences (Gibbs et al. 2014). As Enders and Vught pointed “*Universities are involved in many markets and are multiproduct organizations with a potentially ubiquitous number of consumers*” (Enders & van Vught 2007, p.25). Hence, the new multiple identities of the university gained contours in a

⁸ Entrepreneurship is more than an economic behaviour; it became a largely used concept that does not have a specific definition by numerous authors. Audrecht (2002) extensively discussed the constant dissensus of what constitutes an entrepreneurial activity. Nevertheless, in the European Union context, the European Commission Green Book (2005) indicates the notion of entrepreneurship as a profiting and industrial driven idea, ideally able to merge the capacity of creativity or commercial innovation to sustainable management, together with a predisposition to take risks.

leisure society being able to become a hybrid platform able to play with multiple actors, identities and players.

The employment of tourism content imageries and activities within higher education has furthered the tension between public and private space in university heritage, as the result of the promotional power coming from new university management as universities become more embedded in city space. One can argue that the use of professional marketing consultancy services and research by universities through the own recognition of the potential of the multiplicity of resources at the university and its surrounding city, has assisted to a change of values of university cultural heritage. Within those with public statute, the attainment of university administrative and financial autonomy from an increasing evaluative state allowed for new managerial approaches to take place, bringing the contested perspective of the entrepreneurial university and its discreditable actions (Neave 2012).

For instance, Sauntson and Morrish present a critical view through the content analysis of university mission documents as being significant to a change of values in university heritage management and missions, noting how the university vision, period of foundation, values and principle of excellence become products to be sold to students (Sauntson & Morrish 2011). Though, their analysis lacks the domain of the aspect of the force-field of leadership change into the psychological environment of organizations (Lewin 2013) and its influence on the implementation of mandate-framed strategic plans with impacts on university governance. In here we question ourselves of how truthfully university marketing management and strategy are close to the mission statement of the university. Are tourism representations used by universities incongruent to university mission statements, or are they just used as a tool to enlighten the university experience of students? Besides, this question another challenge faces university marketing strategy implementation within the universities themselves. Hereby, I refer to the fact that in large public universities, the enhanced role of Faculties and schools allowed for the occurrence of dispersed languages. This resulted from the many strategic connections with local power as well as the definition of their own internationalization agendas.

2.3.2 The academic community as tourists

In the world of university marketing, the use of testimonials became within the Promotion mix, part of the process leading to decision making of students and visitors as the main consumers. The academic community has their own ways of constructing images from the information that is presented to them both by the universities, educational agencies and the tourism market of the host destination as well as other independent sources, such as the word of mouth. Thus, since much of this activity within the process of problem identification, it occurs prior to the act travel, it is argued that there is a latent semantic of tourism grounded on the discourse of universities, as the emergence of marketing practices in higher education introduced various pull factors or attractions in universities to compete with other destinations, as seen on Figure 2.4.



Figure 2.4 - Factors influencing the university marketing mix (Source: Author)

As Peel noted in her reference to the particular situation of her country *“In the intensifying battle between Australian universities to attract fee-paying students, the deployment of tourist icons such as Steve Irwin⁹ confirms the promotional power of*

⁹ Steve Irwin (1962-2006) known as the “Crocodile Hunter” was a naturalist who became an Australian celebrity through nature documentaries.

tourism in the marketing of Australian education” (Peel 2004, p.314). The idea of the surrounding health environment to that of the host institution adds value to its market positioning beyond excellence research university rankings as demonstrated by Llewellyn-Smith and McCabe through the appliance of a push-pull typology and a structured questionnaire on students undertaking an international exchange (Llewellyn-smith & McCabe 2008). The results indicated that the students desire to travel was linked to the opportunity for leisure and excitement outside the home university environment.

For this reason, on the following of the publication of tourism guides by universities, academic studies in the field of international education management and marketing started to argue on the ethical considerations of foreign student recruitment within their marketing mix strategy, focusing student needs and satisfaction (Moogan 2011; Kinnell 1989), appealing to the various motivated states of the target publics (those of attention, interest, desire and action), through university advertising and their promoting agents, such as national agencies, student recruiters and cities destination marketing organizations. Consequently, the student support guides for study abroad incoming students and researchers, not only address the academic environment and quality of teaching, but also stress the university heritage and support services, campus amenities, host community positive characteristics and place environment. Furthermore, the strategy of universities in focusing on a language and specific activities directed at parents and alumni has gained relevance (e.g.: open-days and tours for families of prospective students and graduation festivals), as these groups emerge as pivotal factors of influence in decision making (Taylor et al. 2004; Gallarza & Gil Saura 2006).

In this context, properties of the language of tourism, those of authenticity (Maccannell 1973), play (Sheller & Urry 2004), myth (Barthes 2001), strange hood (Cohen 1979) and appropriation of cultural and physical heritage (Bruner 1989) emerged as registers of engagement of universities with the exterior within the context of the democratization of higher education and the idea of the internationalized university as part of a society of mobilities and life experiences. And it is perceived already in the early 1970’s on the following of the implementation of several competing urban universities in American cities (Krachenberg 1972) how the most highly competitive institutions had to become active in the analysis, planning, implementation and control of formulated programs in

order to achieve its institutional objectives and simultaneously being able to attract exchanges of values not only with target student and broad public markets.

Klassen has argued that the institutional performance and ranking of universities affected their marketing promotion outline and content. Yet, various authors presented cases of how the most traditional and prestigious universities have also changed their brand package and diversified their communicational interface (Margolis 2011; Collini 2012; Weisbrod et al. 2008). Beyond teaching and research, recreational and educational activities differed from the great heterogeneity of institutions and foundation period¹⁰ but also of target student population and public. As a result language varied as well as its engagement in tourism either as an active or a subliminal participant.

For this reason, what Dann called of “the language of tourism” as a dimension which operates in the act of tourism promotion being composed by a system of codes and symbols (Dann 1996). However, importantly and not raised by Dann, it is the presence and variations of this language system in other tertiary activity domains, as the case of higher education institutions with their cultural creation potential and evolving heritage. Furthermore, the language of tourism also allowed for city perceptions to change as the target clients become an increasing mobile population of students and academics with tourism behaviours. Thus the language of tourism is simultaneously the cause and also effect of a “tourism world” (Tribe 2002) where society in its wide scope does not only include clearly marked tourists, but also a broad group of transnational consumers with a reflex on the marketing strategy of companies from which international students, academics and university staff became increasingly part (Sirkeci 2013b).

The more the universities gained weight within the local economy and see it recognized by local governments, the more the dimensions of tourism behavior linking universities to city livability become present in the sociolinguistic dimension of both parts (Klassen 2001; Jones & Coats 2006; Taylor 2006; Bulotaite 2003; Alexander et al. 1977). Therefore, tourism image and content in advertising became present in city-regions, as the case of Oxfordshire and Coimbra (Sousa Gomes 2008) appealing not only to the discourse of myth, happiness, socialization and hedonism as noted by Dann (Dann

¹⁰ For example: polytechnic or university statute, centennial or contemporary institution with classical academic programs, technically based or vocational teaching and training.

1996), but also to a discourse of culture, university heritage, creativity in science and cosmopolitan socialization. In cosmopolitan new student-cities, the tourism image as a sight to be seen and experienced becomes also part of the studying, living and working dimensions, as an element of city branding.

Thus, the subliminal aspect of language of leisure has also contributed to the ludic understanding of spaces, being one of the primary instruments of place marketing, which has been used transversally by a multiplicity of stakeholders, as in the case of universities (Sousa Gomes 2008; Bulotaite 2003; Saichaie & Morpew 2010). From which, not only city tourism organizations and city marketing bureaus, but also the universities, as their status quo in the market of higher education becomes unstable as new lean competitors enter the sphere held by traditional centennial universities and university groups engage into economies of scale. Thus, the use of marketing research became a tool on the service of the organizational goals, such as the increased international character or the recognition of the institution as a multinational organization, with scattered campuses, programs and delegations on emerging higher education markets.

Finally, it must be drawn attention to the fact that the packaging of a place such as the creation of the idea of University City and the touristification of university heritage and science as activities of public interest become embedded in various layers. Within these layers the sign became part of an economy steered by market interests, where the focus on production has shifted to image, advertising and consumption within a society of services (Phillimore & Goodson 2004). Under this argument, the layers of community development but also of national and international interest, can be found not only on the discourse of myth, as the case of historical university-cities (Sousa Gomes 2008), but also the discourse of social control and ideology (Capuzzo 2001; Baron & Smith 1987; Russo et al. 2003). For instance, the historical legacy of the relationship between the University and the idea of Europe has balanced between the spheres of higher education as a national state competence, to a supranational European Union flagship where soft-power actions have been applied.

In order to better illustrate these various layers portraying the management problem facing universities it is hereby presented a figure focused on the academic community as consumers. In here the use of marketing mix, where the ultimate goal is consumer

satisfaction and implementation support of the university brand is not viewed merely as promoting the university but as influenced by interlinking factors: socio-economical, institutional and functional. The relation of these environmental factors to both concealed and vivid dimensions of tourism at the university are examples of the multi-tasking dimension of the university. This new *ethos* of the university has developed the specificity of marketing and brand positioning as axiomatic to the business management of higher education.

2.4 The Role of Universities in destination image

“Walking through the Cambridge colleges and seeing those foreboding signs next to the large expanses of beautifully kept lawn was, to me, akin to showing a young child the toy of his dreams and not letting him touch it (...) It wasn't long, though, until I realized that Cambridge's traditions and history are exactly what made it so magical.” (Doctoral Student testimonial, Gates Cambridge Programme, 2012)¹¹

Since an increasing number of authors have suggested and demonstrated how destination image has become one of the influencing aspects of student choice (Mazzarol & Soutar 2002; Tham Min-En 2006; Ryan & Zhang 2007; Llewellyn-smith & McCabe 2008), it has become important to discuss and identify the underlying meanings of the content of markers disseminated by universities in regard to host destinations in a tourism context, furthering the methodology developed of Klassen (Klassen 2001).

The process of urbanization has been accompanied by the increasing flow not only of inhabitants and service provisions, but also of visitors and temporary residents that carried with them the perception of a destination image. The last three decades have witnessed an upsurge of interest in city image, and the transference of product branding principles, has been used to create positive representations of places and change city perceptions (Rainisto 2003; Gertner & Kotler 2004). Within the process of image making, key-drivers of societal change, such as Higher Educational institutions have gained a role as fabricators of destination image, having an impact as cultural and socio-economic developers influencing the affluence of people to the cities and its livability (Bulotaite 2003; Popescu 2012; Read et al. 2012). For this reason, the promotion of cities as educational centers has become significant for cultural and business tourism focused on city-breaks, events and conventions (Figure 2.6, Figure 2.5), as the tourism movement shifted to cities within a work-leisure continuum and the time division between work and leisure became blurred into the holistic experience of a particular place (Curtis 2008).

¹¹ <https://www.gatescambridge.org/> (last accessed January 2013)

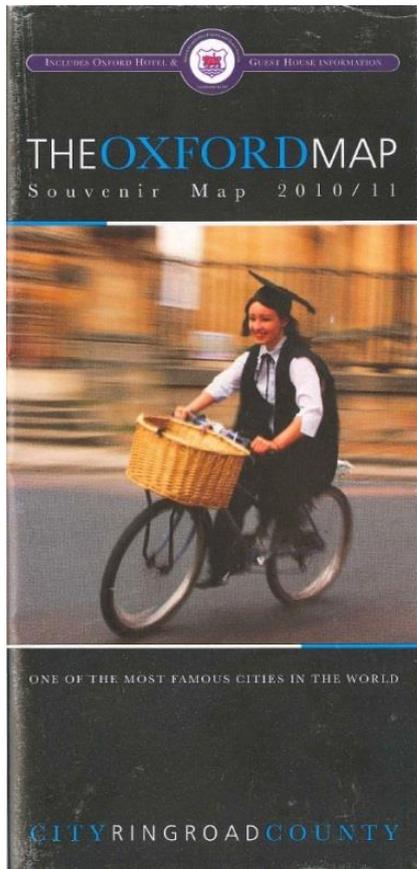


Figure 2.6– Oxford Map cover (Source: Visit Oxfordshire, 2010)



Figure 2.5- University of Strathclyde’s Energy and Convention Centre, 2013. (Source: Glasgow Chamber of Commerce, February, 2013)

On the support of the idea of the appliance of marketing tools and branding strategies to higher education derived the underlying argument of the subsistence of Higher Education institutions being increasingly dependent of a market environment (Nguyen & LeBlanc 2001; Sirkeci 2008; Brisbin & Hunter 2003). This has resulted from the two following main aspects, which were gathered on Figure 2.7.

- The approval and support of the national public opinion and wider local community,
- The recognition of institutions by the international public.

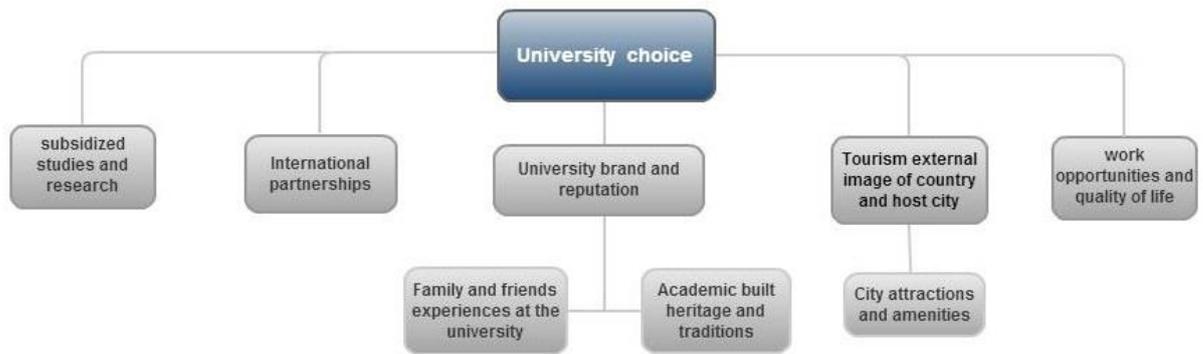


Figure 2.7 - Pull-factors influencing choice of universities amongst international publics (Source: Developed from: Kinnel 1989; Klassen 2001; Nguyen and Le Blanc 2001; Mazzarol and Soutar 2002; Van Hoof 2005; Llewlyn-Smith and McCabe 2008; 2008; Poor and Snowball 2010; Rodriguez et al 2012).

In this respect, despite of the fact of education being a national endeavor, the matter of internationalization of higher education and presence in multiple rankings has become one of the major key-subjects within its market positioning and public funding. As such, in the context of the internationalization of universities, the influence of the tourist external image of the host country as a safe, developed, creative study destination which also provides university publics with a social life dimension emerges in the marketing mix of universities. It is perceived as an add-on aspect to quality education, where service quality and place ambience appear increasingly as part of a packaged student experience amongst student perceptions of higher education institutions (Gallarza & Gil Saura 2006; Stordahl 1970).

Although authors from the area of higher education management have mentioned, how the phenomenon of marketization of higher education (Slaughter & Leslie 1999; Maringe & Foskett 2010; Nielsen 2011) also has repercussions in the merging space between higher education and tourism, their approach has been generalist and smeared only the phenomenon within the discussion of universities within a broader marketplace. It has been detected a gap on the literature regarding the intervention of universities in place making through image communication as part of their marketing strategy, although there are studies which mention university reputation and host-city representations as a factor of student choice (Becker 2009; Hemsley-Brown & Oplatka 2006; Mazzarol & Soutar 2002).

Therefore, it was found relevant to argue and further the knowledge of how the transference of strategic image management has been applied in universities in order to enhance the institutions reputation and brand has an impact of the image formation of places. For this reason, within the consulted studies focusing on pull factors in Higher Education, this particular chapter discusses the use of destination image and city attractions within university promotion strategy, as well as representations of universities as tourist sites. Within this double faced mirror it is demonstrated how the town and gown effect has the potential to become blurred by university-city representations, as well as by the touristification of university heritage.

2.4.1 Defining destination image

Several disciplines from the social sciences have gathered insights on the definition of destination image and the function of images as social constructs. From geography, marketing, psychology, sociology and linguistics (Lynch 1960; Lindquist 1974; Maccannell 1976; Beerli 2004; Camprubí et al. 2008; Plog 2002). Within the marketing literature using the contributes of psychology, the definition of image has focused on the construction process by the consumers as a cognitive assembly of impressions gathered from various sources of information surrounding the consumers (Stern 1994) and in the event of destination image, these sources can be found in an array of touristic and non-touristic media as language markers, from travelling promotional materials, to the mass media and the opinion of family and friends as well as the travel experience itself (Echtner & Ritchie 2003; Freire 2006).

Two studies targeting different spheres, one regarding host city narratives for international publics attending summer schools (Nielsen 2011) and other focusing international Higher Education marketing (Kinnell 1989) addressed the critical issue of the pre-departure perceptions of individuals and their confrontation with the reality. In this sense, it is argued that the influence of national stereotypes and the perceived countries' tourism image has a significant role in the formation of an image prior to the acquisition of formal information regarding the destination (Gunn 1988; Gertner & Kotler 2004).

Therefore, within the analysis of tourism imageries disseminated by universities it became important to recognize how the formation of destination image passes through a model process where the initial phase of information gathering on the destination and the final phase of confrontation experience of the place are important to the formulation of representations and to its passing to others (Gunn 1988).



Figure 2.8 - Testimonial of exchange experience in Jeddah. (Source: University of Strathclyde's People Magazine, 2013)

Goodall and Ashworth though merge the perspectives from both psychology and marketing, outline that the consumer experience of a place-product is limited by the general impressions and expectations that holiday-makers have prior to the trip (Goodall & Ashworth 2013). The researchers suggest that this limitation grants place imageries a crucial influence upon decision making about the destination. Within a different perspective, MacInnis and Price emphasize that the place imageries encompass the entire consumer experience (MacInnis & Price 1987).

Following the perspective of Goodall and Ashworth (2013), it has been found pertinent to focus on the socio-linguistic content of imageries and discourse in place marketing, discussing how the representations of the city in higher education marketing are also part of tourism symbols, through which people give their lives meaning. In this sense, few studies addressing university choice factors have recognized the influence of place

image and university representations in student's choice. While Klassen reached to the conclusion within his presented sample, that HEIs recur to different narratives of place marketing according to national positioning in HE rankings (Klassen 2001), Llewellyn-smith & McCabe discussed the relevance of the host destination as one of the critical factors of university students decision making in their application process (Llewellyn-smith & McCabe 2008).

The study of image content within the tourism perspective and its linking to universities portrays to be relevant, since visual identity has shown to be significant in the decision making process of students to attend a particular institution (Poor & Snowball 2010; Llewellyn-smith & McCabe 2008). Furthermore, the study of the prospectuses of American colleges and universities addressed how images became powerful tools for student market segmentation. The author demonstrated how place images and discourse of the host city and countryside framed a product package, bridging the ranking positions of HEIs to target student types (Klassen 2001).

Although the term "destination image" is widely used in tourism studies, the definition of the term is very broad being defined to the idea of "*a sum of beliefs, ideas and impressions that a person has to a destination*" (Crompton 1979, p.20) to more complex definitions, such as "a complex combination of various products and associated attributes" (Gartner 1989, p.22). Here, we see how the second definition has been understood upon attribute-base approaches to places, while the first appointed definition from Crompton is driven into holistic impressions, considering lasting memory of potential visitors of places (Crompton 1979).

In this regard, Pearce denoted the idea of sense of place within destinations, emphasizing their effect of long-term memory in relation to the panoramas, places, symbols and peoples (Pearce 1982). On the same stand, MacCannell had before alluded to the uniqueness of place markers and what they meant to visitors, influencing their interaction to places in demand for an idea of sacredness (Maccannell 1973). This deduces the inter-subjectivity of a place image, making it more experiential, going to the traditional geographical scope of the interaction between the man and the physical environment and its creation of landscapes. For instance, the idea of sacredness of the ground of ancient universities and the aura of their academic traditions demarks practices of inclusion and exclusion amongst different communities and groups, the city

residents, students, academics, alumni and visitors (for example: the University of Cambridge reserves the right to walk on the grass exclusively for fellows of the colleges).

Therefore, the images of destinations can range from those based on functional characteristics and more psychological traits, to those that are based on unique features of place, as must-see symbolic markers, events, auras and feelings. For this motive, the framework image presented by Echtner and Ritchie (2003) suggesting a conceptual framework of the components of destination image became relevant when identifying the images and narratives of tourism present in university brochures, due to the fact that they equate both the functional, and the psychological characteristics of places with specific attributes and holistic references, considering what are the unique features and those that are common between places, as the case of historic university-cities and their distinction from modern university-cities.

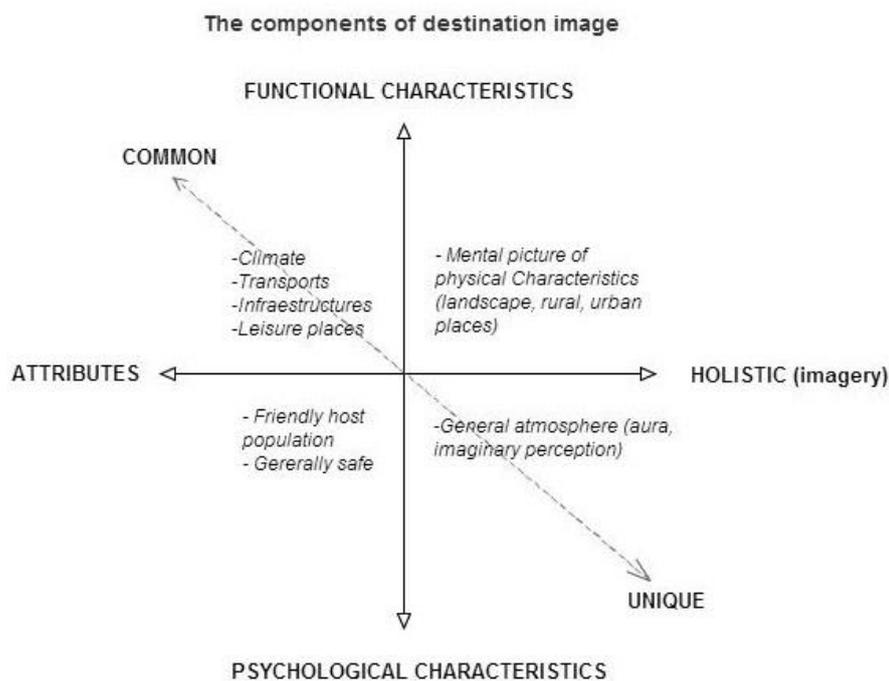


Figure 2.9 - The components of destination image (Source: Echtner and Ritchie, 2003)

Yet, an important point to make is that the idea of place making through branding is different to that of destination image because it involves different stages. The sense of place making can be fabricated through strategy, while the other is the result of it. As such, destination image, as the mix between the psychological and functional traits of a

city has become increasingly the result of applied place making strategy, not only by destination marketing organizations (DMO's), but also by those organizations whose attraction factor is much connected to positive representations of the host place. For this reason, DMO's have increasingly engaged in stakeholder relations with universities, as these organizations actively demonstrate to have a clear economic impact on city livability, job creation and tourism in order to reinforce its power in host places (Brandt 2008; Jones & Coats 2006; Bulotaite 2003; Read et al. 2012).

2.4.2 Summary of destination image attributes' in universities

Aspects of destination image have been noticed in various studies pertaining push-pull factors for student travel and university choice as well as communicational elements present in university marketing. The consumer buying decision sequential process (Kotler et al. 1993, p.192) has provided a useful framework for understanding the process of decision undertaken by Higher Education students: problem recognition, information search and considering alternatives. Within thirteen empirical studies identified linking universities to international travel, the research aims have been categorized into three categories:

- Those that focused on the problem recognition phase by students;
- Those focusing on the reasons of their decision-making process;
- And those that attempted to overlook the entire sequential process (Moogan et al. 2001; F. Xu et al. 2009).

Considering universities and their host places as destinations, the aspect of addressing directly consumer decision and perceptions is important, however the role of the communication strategy and discourse itself plays a major deal in consumer decision and only two seminal studies focused the socio-linguistic dimension of higher education marketing through the application of content analysis of communication materials as a research method (Klassen 2001; Gray et al. 2003). A single study, focusing the issue of branding a university-town, applied a questionnaire-survey to the local and foreign student population (Brandt & Pahud De Mortanges 2011) as an enabling tool to evaluate the place branding perception amongst this group focusing their expectations.

From the cohort of studies, a list of twenty-five attributes has been identified in the table below (Table 2.5) and put on a diagram representing the weighbridge of attributes ranging from functional to psychological traits of destination image as discussed by Echtner and Ritchie (2003). Nevertheless, the limitation within this cross-study comparison, despite the fact that all studies point to destination image as a fragment for university choice attributes is the diversity of perspectives of the researchers. In a way it is positive, since inferences can be drawn from the cross-analysis, but on the other hand narrows the scope of the studies through my own lens, surpassing the various motivations of the addressed researchers. Nevertheless, student perceptions have been analyzed in three ways: in accordance to the nature of the host institutions, in accordance to the nature and politics of host countries and cities, and in address the issue of student nationalities Within the studies of Rodríguez et al (2012), Glover (2011), Nielsen (2011), Gray et al. (2003) and Klassen (2001) the language of tourism does not only become embedded on the universities' target clients, the students, but also on the university itself. It became interesting how part of the attributes can be considered as indicators for further research to be done, indicating the hereby discussed phenomenon of the merging sphere of tourism and higher education and its contribution to destination image. For this reason, using a heuristic approach, one of the methods of research used these attributes within the analysis of communication materials as part of the coding system.

Table 2.5 - Meta-table of academic studies focusing international students' university destination choice (Source: Author)

attributes	Authors
scenery	Glover, 2011; Klassen, 2001; Llewellyn-smith & McCabe, 2008; Brandt & Mortanges, 2011
cost	Rodriguez et al, 2012; Glover, 2011; Mazzarol & Soutar, 2002; Ryan and Huimin, 2007; Llewellyn-smith & McCabe, 2008; Brandt & Mortanges, 2011; Van Hoof & Verbeeten, 2005
climate	Glover, 2011; Llewellyn-smith & McCabe, 2008
tourist attractions	Nielsen, 2011; Rodriguez et al, 2012; Glover, 2011; Sousa Gomes, 2008; Llewellyn-smith & McCabe, 2008
nightlife and entertainment	Moogan et al, 2005; Glover, 2011; Llewellyn-smith & McCabe, 2008; Brandt & Mortanges, 2011
urban vibe	Nielsen, 2011; Glover, 2011; Klassen, 2001; Llewellyn-smith & McCabe, 2008; Brandt & Mortanges, 2011
sports facilities / activities on campus	Mazzarol & Soutar, 2002; Klassen, 2001; Llewellyn-smith & McCabe, 2008; Brandt & Mortanges, 2011
local amenities / transportation	Glover, 2011; Mazzarol & Soutar, 2002; Klassen, 2001; Llewellyn-smith & McCabe, 2008; Brandt & Mortanges, 2011
student accommodation	Llewellyn-smith & McCabe, 2008; Brandt & Mortanges, 2011
architecture / historic sites	Nielsen, 2011; Rodriguez et al, 2012; Sousa Gomes, 2008; Klassen, 2001; Brandt & Mortanges, 2011
shopping facilities	Brandt & Mortanges, 2011
student festivals	Sousa Gomes, 2008; Klassen, 2001
university traditions and regalia	Sousa Gomes, 2008; Klassen, 2001
personal safety	Glover, 2011; Mazzarol & Soutar, 2002; Gray et al, 2003; Ryan and Huimin, 2007; Llewellyn-smith & McCabe, 2008; Brandt & Mortanges, 2011; Nielsen, 2011
political stability	Gray et al, 2003; Nielsen, 2011
receptiveness of host population	Gray et al, 2003; Mazzarol & Soutar, 2002; Ryan and Huimin, 2007; Llewellyn-smith & McCabe, 2008; Brandt & Mortanges, 2011
closeness to home country	Rodriguez et al, 2012; Glover, 2011; Mazzarol & Soutar, 2002; Ryan and Huimin, 2007
border and immigration issues	Rodriguez et al, 2012; Llewellyn-smith & McCabe, 2008
different culture / customs/ food	Nielsen, 2011; Llewellyn-smith & McCabe, 2008; Rodriguez et al, 2012; Glover, 2011; Van Hoof & Verbeeten, 2005
familiar atmosphere	Glover, 2011; Mazzarol & Soutar, 2002; Ryan and Huimin, 2007; Llewellyn-smith & McCabe, 2008
exotic atmosphere	Llewellyn-smith & McCabe, 2008; Mazzarol & Soutar, 2002
opportunity for adventure	Llewellyn-smith & McCabe, 2008; Glover, 2011
place of knowledge	Glover, 2011; Mazzarol & Soutar, 2002
quality of teaching and research	Mazzarol & Soutar, 2002; Brandt & Mortanges, 2011; Klassen, 2001
academic reputation	Sousa Gomes, 2008; Mazzarol & Soutar, 2002; Klassen, 2001; Llewellyn-smith & McCabe, 2008; Brandt & Mortanges, 2011; Van Hoof & Verbeeten, 2005

These pulling attributes have been debated in various ways and have engaged to an extent into the discussion presented on the previous chapter of the market of higher education, dividing themselves into two perspectives:

- A market-driven perspective focusing the tourism business opportunities which universities trigger in local communities and its extension into a third-mission beyond formal teaching and research.
- A critical management perspective focusing the new administration practices being implemented at universities. These perspectives range from the discussion of the paradox between the idea of the non-profit institution and its linkage to the foundation of university research spin-offs and university real estate management enterprises.

The empirical studies selected for analysis are important as they merge into conclusions of how the attractiveness of universities is also linked to the intangible factors of place image and the influence of word-of-mouth, despite the different research aims. These same research findings are relevant since they indicate how the notions of quality of life and place perceptions are markers of the work-leisure continuum (Krippendorf 1987). University prospectuses and websites have increasingly provided us with information of how destination image is built through tourism discourse with particular visual and physical markers, where six major attributes arose: those of academic traditions and history, academic reputation, intercultural environment, security, campus amenities and cost of living and education. As such, the psychological and functional traits as pull-factors linking universities to destination image emerging from the questionnaire-surveys to prospective students (Mazzarol & Soutar 2002; Moogan et al. 2001) and exchange students (García-Rodríguez & Mendoza Jiménez 2015; Rodríguez et al. 2012; Glover 2011) allow for a path of analysis of the tourism dimension linking universities to cities.

Attributes of destination image related to universities	
Functional (physical)	Number of studies measuring the attributes *
- Natural scenery	4
- Costs/ Price levels	7
- Climate	2
- Tourist attractions	5
- Nightlife and entertainment	3
- Urban vibe / crowdedness	5
- Sports facilities / activities on campus	4
- Local amenities / transportation	5
- Student accommodation	2
- Architecture / Historic sites	4
- Shopping facilities	1
- Student festivals	2
- University traditions and regalia	2
- Personal safety	7
- Political stability	2
- Receptiveness of host population	5
- Closeness to home country	4
- Border and immigration issues	2
- Different culture / language / food	5
- Familiar atmosphere	4
- Exotic atmosphere	2
- Opportunity for Adventure	2
- Place of knowledge	2
- Quality of teaching and research	3
- Academic Reputation	6
Psychological (abstract)	

*The total number of studies is 11

Figure 2.10 - Attributes of destination image in university marketing studies (Source: Author, developed from the Figure 2.9 and Echtner & Ritchie 2003)

2.4.3 Tourism representations in HE

The summary of attributes of destination image used by universities inspired by the seminal study of Klassen (2001) allowed me to understand how these organizations may employ consciously tourism imageries within their marketing strategy, further exploring the discussion of the merging space between the dimensions of leisure and study in local branding. The author concluded that merging the image to marketing served to appeal to the students' needs and demands, being reflected on the symbolic construction of visual images. Within the analysis of university prospectuses, the categories of student leisure behavior, culture, arts and events, the city as well as outdoor features emerged and differed in accordance to the university reputation and ranking.

For this reason, considering tourist attractions as psychological constructions and representational signs that become unique features of destination image, the boundaries of their location in a post-modern framework became less strict. As such, the construction of place perceptions embedded with various meanings in accordance to target publics became a socio-construct that is present on the domain of the tourism narrative (Dann 1996, p.18). In this respect, the aspects of tourism language presented by Dann (1996) as a sociolinguistic phenomenon with convergent and divergent properties can be found within these cases, showing contours of social control, socialization, myth, euphoria, romanticism, monologue and tautology.

Klassen (2001) interpreted the results of his analysis of a sample of American Community Colleges and Universities into four criteria:

- The “face” of the organization: are the human images of the organization aiming to establish relation and empathy with the consumers. This helps the target market audience to relate to the caught advertising information, by self-referencing to their own experiences.
- The “package”: is the overall branding strategy aiming to reinforce the identity of the school in relation to value for money. It appeals to the values and reputation of the institution.
- The “promise”: is the aspirations of the university in regard to the education product that is selling and how it aims to demonstrate to have a future impact on changing the prospective students’ lives. In this sense the university becomes a factory of dreams and the aspirations of students are addressed in the narrative.
- The “Big Idea”: is the simplified message that the communicator aims to convey to its target audience and that can be transcribed into a slogan or catchy sentence.

We can see as an early example of the poetic imaginary emerging from the phatic dimension of postcards, with the proliferation of the picture postcard in the *Belle-époque* period up to the First World War as a widespread trend which became attached to the growing progress of the modern tourism industry, accompanying changes in national legislations and the advances in printing technology (Brownlie et al. 1999; Brown & Turley 1997).

Pictures of places added a hyper-real simulacra, thus becoming the word-of-mouth promoters of destinations with their particular site specific sightseeing attractions and centennial universities, university botanical gardens, astronomical observatories and the interiors of colleges represented not only in the travel diaries from the *intelligentsia* of the grand tour, but later in postcards as place souvenirs and personal memoirs, thus contributing to the construction of place representations and their objectifications (Belk 1997) – see Figure 2.11 and Figure 2.12. In this sense the printing of postcards of universities, as an ongoing practice present throughout the 20th century until up to the present and their dissemination, by public City Tourism Organizations, tourism enterprises and university shops/visitor centers came to transform the idea of university, livability and its heritage as an adding attraction of the host city, becoming easily inserted in a planned language of tourism (Dann 1996).

The argument of the contribution of building of ad hoc positive representations by local stakeholders to place image improvement, as demonstrated through the early 20th century postcards, printed by tourism stakeholders (e.g.: tourism agencies, souvenir shops and printing houses) and the universities aren't itself synonyms of induced place marketing strategy. Public city marketing organizations (CMOs) in historic cities have early relied in the image of the centennial universities as part the tourism images and ambiance to a point where tourism flows became a problem, as in the cases of the cities of Oxford and Cambridge, authors point to a phenomenon of de-marketization on the first decade of the 21st Century (Maitland 2006; Heeley 2011).



Figure 2.11 - Postcard of the University of Glasgow, 1903 (Source: Author's archives)



Figure 2.12 - Postcard of University of Coimbra, 1896 (Source: Author's archives)

In these cases, tourism marketing encompassing the university phenomenon has been dealt by private-public destination marketing organizations funded by the membership of various organizations, from the business sector to the education sector, demonstrating an integration of economics logics into different sectors, thus creating new value chains. However, in medieval historic cities where the early urban development had not emerged from the university, as the case of Exeter, the foundation of the university college in the 19th Century came to add to the early outline of the city marketing organization new contents in discourse of the city, as an educational centre (Exeter City Council 1908).

In a similar way to the various stages of integration of tourism companies, universities have been engaged into international marketing collaboration with national and regional tourism organizations (Glover 2011; Curtis 2008). In such sense, tourism does not only become represented by global media and increasingly on the digital arena (Munar 2009), as it also became supported on various agents with different interests in the tourism market (Pike 2005).

The universities, as tourism market stakeholders have therefore gained weight in place marketing in three aspects: on the tourism retail and supply aspects (Kalinowski 1992; Connel 1996), as well as promoters of student cities as knowledge centres (Bulotaite

2003; Jones & Coats 2006; Russo et al. 2003). Under this reasoning, it is argued how Universities therefore contribute, not only to the construction of the physical space *per se* in cities, but to its imaginary construction, becoming places of representation, for local development purposes (Fortuna 1995; Sousa Gomes 2008).

In his work, the Image of the City, although Lynch (Lynch 1960, p.57) dedicated his focus on the physical elements of cities, he still recognized a set of influencing elements of an image of a city: the social meaning of an area, its function, its history, or even its name. As such, the image of a place corresponds to gathering of beliefs, ideas, impressions and expectations, having a built character that is made of the reconstruction and interpretation of the object as well as its interpretation by the target public or recipient of the message (Gertner & Kotler 2004), as the above shown postcards from universities from different periods of the 20th century. The roads and quarters would be the marking elements of a pattern language inside the city that would be in contrast, the physical structuring individual imageries about the cities (Alexander et al. 1977). For this reason, when we think of the historic cities of Coimbra and Oxford we have simplified imageries of academic festivals, student traditions and built heritage.

However, it became important to discuss how more recent universities, which differ from the case of medieval university-cities also contribute to the construction of new images of places, there was a gap in literature that breached by Bulotaite (2003). In this sense, the author provided an important contribution within her research on how more recent universities reinforced their competitive position through the creation of heritage landmarks, festivals, symbols and regalia. Also, Poor and Snowball brought an interesting insight of the role of the creation of university heritage within the process of student valuation (Poor & Snowball 2010).

Research on higher education marketing has traditionally focused on student-institution choice, student behavior and consumer loyalty and only one marketing study has been identified, analyzing the use of place references, tourism attractions and social life on university communication materials. Students preferences in regard to study abroad destinations have been identified to be: the physical geography, the host country, cultural representations, and institutional reputation (Eder et al. 2010), however on a different plan, authors criticized how low ranked universities became simplistic in the

over-relevance of place characteristics and student social life as main contents in communication promotion materials (Moogan 2011; Nicolescu 2009; Klassen 2001).

The ambivalent presence of definitions of place imageries focused the global basis of consumption (Williams 2011; MacInnis & Price 1987; Freire 2006) leads us to the argumentation of how tourism and education as a consumption behavior led to the matter of the attractiveness of brands and life-cycles of destinations as discussed by Pike, when arguing the need to address the latent relations of tourism with the formation place branding (Pike 2005). Hereby, universities have been widely used in political discourse and actions, as essential elements of city renewal and regional development in different parts of the world – e.g.: in Brazil (Martins & Neto 2007), in South Africa (Klopp et al. 2011), in the United States (Soja 2000) and in the Portugal (Breda-Vasquez et al. 2008).

Nevertheless, as places of representation, University images in touristic place marketing have been mostly resumed to the selection and production of iconographic materials, as well the use of specific elements of the landscape and discourse narratives. Historic university cities as Coimbra and Evora have been reported as re-imagined places, where there are distant and gathering spaces between the real-life city and touristic city (Sousa Gomes 2008; Fortuna 1995). In this sense, the application of marketing mix principles to places of different natures and scales enters the domain of cultures of consumption, by creating social identities associated to particular shared values and behaviours at the destinations.

2.4.4 Playing with tourism destination image



Figure 2.13 - Victoria University of Wellington webpage banner (Source: Victoria University of Wellington webpage 2013)

“Studying abroad at Victoria University of Wellington allows you the opportunity to study at a world-class institution while enjoying the benefits of living in a vibrant, cosmopolitan capital city at the heart of New Zealand.” (Victoria University of Wellington webpage, 2013)¹²

Although in different time scales, full-cost fees drove universities in an increasing number of countries to actively engage in recruiting students from abroad, changing the discourse amongst those which had a long tradition of receiving overseas students in the scope of past colonial ties. Although the United Kingdom traditionally received students from the Commonwealth countries, the issue of the impact of host populations and city amenities in student satisfaction became a reality as inter-university competition increased (Kinnell 1989). Thus, the use of psychological and functional aspects of tourism destination image in university marketing, such as the enhancement of an aura around university traditions and host city ambience, and the focusing on the hospitality side of the universities (e.g.: accommodation) emerged within university marketing.

Subsequently, university internationalization activities, became one of the primary elements influencing the involvement of universities in destination image, within purposeful market interaction, through the use of marketing practices and involvement in city branding strategies (Popescu 2012; Brandt & Pahud De Mortanges 2011).

As it has been noted “Like travel brochures, view-books help consumers/students decide if this is the place for them by allowing them to vicariously to try the product before consuming it” (Klassen 2001, p.13). Tourism destination image besides being

¹² <http://www.victoria.ac.nz/> (last access January 2013)

solely connected to prestigious historical university-cities as in the early twentieth century, further in time became rooted in the idea of the civic university defended in the United States since the 1960's (Krachenberg 1972). Under this perspective, the idea of the university as a product rooted on place distinctiveness spills-out the university campus. Thus, the university mission of education experience emerges through the individual's consumption of space. Within the logic of quality of teaching, research enhancement and community wellbeing, university expansion materializes within various attributes: heritage, social identity and direct economic impact. These attributes not only appear in the marketing mix of universities and cities as objectified products, as they are the result of a transversal discourse in regional development linking universities to host city-regions.

Similar to tourism destination choices, Mazzarol and Soutar (2002) identified pull-push factors in study destinations, where despite the fact of academic quality emerging as a primary push factor, the host country image portrayed a significant influence in student's choice. Under this reasoning, place marketing within the case of the universities contains the elements of a packaged product with functional characteristics and attributes, and their insertion in a given location through the use of images associated to it provides a holistic sense of place. The use of particular components of destination image has been argued to enhance the organizational profile and reputation of universities beyond the academic output as shown by Glover on her study of the University of Brisbane (Glover 2011). Furthermore, the association of the name of a particular organization or product brand to the name of a city brings three ideas:

- First, the merging of the identification of place to that of the universities, as creators of campus heritage in cities and social innovation (Dober 2000; Margolis 2011)
- Second, the identification of place representations within particular consumption groups, such as university students and cultural tourists (Chatterton 1999; Hollands & Chatterton 2002; Williams 2011).
- Third, the insertion of universities within a local branding strategy, where certain brand attributes, image and values are applied as part of a process of co-branding architecture (Brandt & Pahud De Mortanges 2011; Popescu 2012).

On a direct level, the aspects of tourism destination image within university marketing emerge not only directed at potential tourists, as universities are places with the capacity

to generate their own heritage through time, and with the capacity to interconnect their civic mission of teaching within the understanding of the history and culture of host places, as Nielsen addresses in the case of Belfast and Bulotaite, the case of Vilnius (Nielsen 2011; Bulotaite 2003). The entrepreneurial university (Clark 1998) has the ability not only to attain its own financial sustainability through research outcomes and connections with industry, but also through the engagement with parallel activities such as tourism driven activities on-campus (as the Universities of Exeter, Glasgow, Ca' Foscari and Oxford) and off-campus (Glasgow School of Art, University of Coimbra and University of Belfast) managed by university services and enterprises, underpinned by a specific language using specific verbal and visual techniques.

Subsequently, the emergence of co-marketing strategies linking the tourism industry, and city destination marketing organizations (DMO's) to local Universities had its first steps in the United States and Australia as the study abroad experience, and Spring-break travel became a youth travel phenomenon in these countries. Brisbane in Australia as a sun, sea and water sports destination where the hedonistic factor appears connected to that of study destination (Glover 2011) and Philadelphia in the USA turn out to be clear cases of place marketing targeting students and their families (Curtis 2008; The Associated Press - American Marketing Association 2001). In the case of Philadelphia, the City Tourism Organization and a Consortium of universities worked together in order to create a platform of services for university publics, with connections from airline companies to hospitality and tourism guide companies.

Following the example from the urban universities in the United States, this type of promotion strategy later gained resonance in Europe, as universities became actors of city development and urban renewal in deactivated industrial areas, as the case of the University Paris 7 Diderot with the moving of its main administrative buildings to the eastern side area along the river *Seine*, (in *La Defense* quarter) and inclusion of signature buildings as landmarks for university reputation and tourism interest. Campus planning as an area within urban planning and architecture has also been subject to place marketing as one of the tools of the overall strategy of campus development, as today's University Presidents and Chancellors gained new roles as community arbitrators, lobbyists, fund raisers and city ambassadors.

Philly colleges, tourism team up to get students

Universities spend millions on new buildings, glossy brochures and ad campaigns to sell themselves to top student prospects who sometimes make a decision based, in part, on just a few hours on campus.

So Philadelphia's scores of area colleges and universities have teamed up with city tourism officials to try to sell visiting students on Philadelphia as an attraction.

"The vitality of Philadelphia has been enhanced so much recently that it's a real selling point," says Lee Stetson, dean of admissions at the University of Pennsylvania.

Selling the city will be a focal point of the Campus Visit Philadelphia program, a 17-school effort led by the Greater Philadelphia Tourism Marketing Corp. to create a user-friendly atmosphere for visiting students and their parents.

The program's Web site, featuring a photo of the Philadelphia Art Museum overlooking the Schuylkill River at sunset, attempts to give students an array of resources for planning their trips.

The site lets students make hotel and plane reservations, provides discounts from US Airways and Amtrak, lists events, touts city attractions, and provides links to the colleges' Web sites.

The effort was prompted, in part, by a recent Pennsylvania Economy League study that found that Philadelphia's "knowledge industry" is inferior—despite drawing more than 200,000 students a year to the region—to that of New York, Boston, San Francisco or Raleigh-Durham, N.C.

The study recommended that the schools increase their capacity to attract 20,000 more students.

But to use Philadelphia's attractions as a selling point, the colleges need to overcome the problem of visiting students' budgeting enough time to tour campuses but not the city.

"This is not classic tourism," Hoffman says, noting that students bring in more money and stay far longer than tourists do. "It's economic development." ■

—*The Associated Press*

Figure 2.14 - Newspaper article (Source: The American Marketing Association, 2001)

Finally, on an indirect level, Universities also use the dimensions of authenticity and exoticism of local traditions as holistic aspects of tourism destination image in communication targeted at prospective students. An interesting point within the research literature from marketing regarding overseas student choice factors has been the presence of the element of familiar and security as coexistent with a desire for novelty and adventure. The idea of leisure society early defined by Dumazedier as a feature of modernism division of leisure and work spaces (Dumazedier 1967) and later on Tribe's postmodern concept of "tourism world" as a continuum (Tribe 2008) have both its presence on the campus environment, as the domain of educational tourism, university sports, culture and recreation enter the sphere of the university experience. Although these aspects appear as common destination image features in the present context of

universities, the central aspect of uniqueness within the idea of particular symbolic features which become “markers” or must-see sights appear visually in the communication content of universities as background features. Furthermore, the notion of socialization spaces further appears as a space-time continuum connecting campus living to city living (Chatterton 1999; Soja 1996).

An additional point is that the functional characteristics, attributes and psychological traits associated to destination image have the ability to carry out social control, which is an issue underlooked by Echtner and Ritchie (2003) within their definition of the four components of destination image (see Figure 2.9). For example, the aspect of the access to local infra-structures and costs are features of differentiation of publics and associate values to the image perception of places. For instance, by appointing codes of conduct and societal values aimed at the university community through media imageries and content in a subliminal way (Williams 2011). However, in a direct way according to the prestige and embedded traditions of HEIs, the factor of social distinction and academic status quo emerges visibly amongst the students and fellows. In this case, codes of conduct on social spaces both outside and inside the campus have been protocolled (University of Oxford 1936; Leitch 2015).

2.5 Place branding and HEIs as agents of place identity

As various cities have entered into decline at different paces, from the post second world war period, passing through the first oil crisis, until the economic recession of 2008, the expansion of university city neighborhoods and areas as an urban planning solution to ameliorate urban social problems, has been argued to turn cities and universities into allies (O'Mara 2010). Despite, city branding as an area of academic reflexion and study is relatively new, dating to the 1990's, with the standard text of Kotler, *Marketing Places* (1993) and following through the first decade of 2000's with Morgan, Richard and Pride's *Destination Branding* (Morgan et al. 2004) and later Maitland and Ritchie's *City Tourism* (2009), the few studies which make direct reference to the role of universities in place branding are very recent, dating to the past three years with the journal publications of Mortanges and Brandt's *City Branding: a Brand Map concept of a university town* (2011), and of Popescu's *Branding Cities as Educational Centres* (2012).

Still, although being dependent on a global economic panorama where major economic events affect cities with less productive and export capacity both in knowledge and manufacture, cities as specific ecosystems have shown to have different reactions towards similar brand identities and applications (Dinnie 2010; Pike 2008). Within these studies, the polysemic nature of the terms related to University-City becomes related to how cities dress themselves by holding to universities, as specific assets of the city. However, branding a University City as a campus and interconnecting it with the host cities raised three questions: of a confluence of different interests between city stakeholders, of the understanding of the grey-matter of the organization's reputation and history and lastly, how the municipality perceive HEIs communication ties in external affairs.

As the trend of world urbanization proceeds, with circa 2 billion people living in cities (Rosenblum & Tichenor 2012) the growth of the sector of higher education accompanies its pace, with the increasing establishment of both private and public institutions in growing, developing, regions with its city sprawling areas (Goddard & Vallance 2014; Perry & Wiewel 2008). Currently, there are 21 451 registered HEIs in over 180 countries (International Association of Universities 2014), hence, both cities and universities face unprecedented competition and hierarchization as they have entered economies of scale for production and offer of services (Altbach & Knight,

2007; Lewin, 2008a; Sassen, 2005). Henceforward, cities not only compete for the traditional economic activities of industrial investment and tourism as have also become attraction ports for university groups' investment. Therefore, universities became pull-factors in cities, as emerging countries and city-regions gain new role plays in the knowledge intensive world economy. The on-going change from the consumption and production of mass services and products to that of experiences (Pine & Gilmore 1999) brought new approaches from organizations of different sectors (such as Higher Education) as they encountered a need to enhance their profile, since the messaging of the potential experience became on the basis of added value to products of both tangible and intangible matter.

Under this reasoning, the expansion of the University campus outside its main headquarters, both in the city of origin, but also outside the city into the neighbourhood regions and in the world, as transnational firms (Weisbrod et al. 2008; Perry & Wiewel 2008; Berube 1978; Yigitcanlar et al. 2008) also brought new insights in relation to the role of the university in place identity. Consequently, while for centuries town and gown conflicts have demonstrated the division of power and missions between the university and cities, the massification of university access and the appearance of a panoply of different types of HEIs, raised the perspective that universities cannot be just confined places of science and thought, and rather become also influential agents in national and regional governmental policy (Brockliss, 2000; King, 1974; O'Mara, 2010).

2.5.1 Defining place branding

Place marketing as a push tactic has concentrated on promoting territories in regard to specific assets (Kavaratzis 2004). However since the last two decades, we have shifted from an idea of place marketing to place branding, at diverse levels (country, region, city, neighbourhood) and with different intentions - to attract investment, students, workers, tourists (Lucarelli & Berg 2011). Branding is a pull strategy, which precedes and underlies the marketing action.

Branding has been used as a tool to correct the image of places in crisis, and the campaigns of the 1980's that became icons such as the "I love New York" and "Glasgow's Miles Better", encapsulated such strategies (Anholt 2009). Nowadays, these

campaigns also extend themselves to particular urban institutions that also shape the territorial identity, on the following of these campaigns, such as universities in New York and Glasgow. Furthermore, not only the idea of the University of Oxford brand being sold in tourist souvenir shops in different places of Britain and simultaneously it's institutional efforts to induce a process of place de-branding at the local level (Heeley 2011) became one of the motives that introduced the discussion of the role of universities in place branding. Reputation and branding although different in functionality are hand in hand since positive place reputation builds capacity for place competitiveness, thus creating a space for goodwill (F. Xu et al. 2009).

The question of whether place branding is a new term for place marketing or a new practice in business management has been posed, to the extent that place branding has been debated in the context of other concepts such as place image, reputation and place identity. Yet, often branding a city is confused with the single investment of public subsidy on promotion and advertising, when the activity of promoting a city on the media and events is only a sub-action of the branding process (Gertner & Kotler 2004; Park et al. 2009).

By defining place branding as a strategic plan to improve a place's image (Kalandides 2011) it is referred on the way this practice intends to alter the perception of places in people's minds. Place branding influences a place identity through its three constitutive elements as defined by Weichhart et al (2006): "the identification of", "by being identified with" and, "being identified as". What the authors try to reinforce is that the place identity is intrinsically linked to the human experience and how humans relate themselves individually to it, as the material world cannot have an identity on its own, thus a brand is a personification of human values and personality types (Weichhart et al. 2006). For this reason, a destination brand is much more than a logo and a name of a place, even though place branding has developed from product branding (Heeley 2011; Mueller & Schade 2012). It represents the "personality" and its interface between the territory and the audience. A place brand comes into contact with its target audiences in various ways, from word of mouth, from what we see, through embodied experiences and lastly about general perceptions. A brand encapsulates both the tangible and the intangible aspects of a place and its organizations, being its flexibility and adaptability the key attributes of survival in a constantly changing society and global marketplace.

The question that arises around attributing value propositions to places in destination branding is also on how do we understand place and space? In this context, I leave a short glimpse on the discussion developed further in the next chapter on the university-city as related to place identity and space. While for Massey (1994) place is the product of social phenomena in the sense that the different trajectories of people confer to it distinctiveness and personality, the perspective presented by Harvey (2008) refers instead to space in the sense that can be relative, relational, limited, divided and measured. Relative in the sense that is made of relations between the individuals and objects and relational in the sense that objects have relations with each other, as in similarity to the arguments that have been proposed on resource dependence theory. It is this understanding of space/place in relation to the three notions of Weichhart et al. (2006) that allows us to deconstruct how place branding professionals tie these perceptions (the identification of, by being identified with and, being identified as) in an organized, schematic way using various tools, amongst those public diplomacy and urban planning and management. Thus the challenge for experts in branding architecture is how to create a strategy and implement it in a way that can influence the place perceptions of individuals or of any spatial unit, as the cases of cities and university compounds.

Finally, there is a controversy whether the creation of representations (through logos, campaigns, events and the digital media) is enough to influence representations of place (Ashworth & Kavaratzis 2009), such as the idea of university-city. Taking in account the constituting elements of space: the material-physical background of human relations linked to a system of symbols, the collective memory and history, the structures of social interaction amongst groups in a given place and lastly the regulator system that acts as the connector between social sphere and physical substrate (Harvey 1996), on my theoretical perspective, place branding acts from the domain of the regulation system. Taking in account the debate on neoliberalism and the role of regulatory state in creating competitive advantages, through the enhancement of market opportunities emerging from the private domain; place branding as emerging from the institutional framework of state policy, aims to enhance place profiles, consequently working on the physical substrate of a given territory which is constituted by several stakeholders. As such, place branding architecture has become an integrated approach, resulting in a structure emerging from research and design, debate and public deliberation, taking into consideration, all together, the place materiality, the stakeholder organizations, practices

and representations of place (Heeley 2011; Kalandides 2012). In the context of tourism there have been important developments in perceiving the importance of community participation in the implementation of branding strategies (Ooi 2004). Whether aiming to attract immigrants, students or tourists, good place branding strategy strengthens a community's sense of place, since it generates alignment between the language and messages created for and by business, community and visitors. When these three players are aligned, there is a proper resonance in a city brand.

2.5.1.1 Integrated place branding

Collaboration has become a primary idea both in the community-based branding and tourism literature. Since it's presented throughout this research that universities are key stakeholders in city policy making, the idea of collaboration practices in the implementation of branding processes is understood within an integrated approach to urban planning.

Deriving from management practice, place branding architecture as an applicable tool to urban planning is a process composed by various phases. The different processes of implementation of a brand, not only differ to the degree of precision in the implementation scheme related to the target public of the place brand, but mostly as part of the defined type of branding architecture masterminded by a strategic planning team (Davis 2009).

The seminal work of Gray (1985) and Waddock (1989) has paved the way for co-creation and network relational branding through a proposal of a three-phase model. In this model, the inter-organizational collaboration develops through an initial phase of problem setting between stakeholders. Then followed by two subsequent phases: direction setting and implementation. Still, this theoretical construct have derived to different phases of implementation and extended versions such as, the perspective proposed by Selin & Chavez (1995) which pointed to types of evolutionary partnerships between city stakeholders and alliance formation. It was considered to be pertinent to the research case of university-city partnerships, the process of brand implementation discussed by these authors. They added as functional aspects: the analysis of

preconditions leading to a need to trigger a branding process between stakeholders, and the use of the outcomes of the evaluation of a branding process to also generate a new one. Preconditions are the various outer forces that influence resource dependencies and lead to collaboration, such as crisis in specific economic sectors, competition amongst enterprises and reinforcement of network relations.

Yet, it must be understood that evaluation of outcomes does not necessarily lead to a new implementation of a brand strategy, as pointed by Wang & Fesenmaier (2007). Outcomes should indicate the visible and tangible benefits of place branding to the involved stakeholders, thus separating this final step of brand implementation from the loop of relations where a new implementation stage should follow.

This argument comes into the line of the argument of Houghton and Stevens, (2011) and Gelder (2011) since it is challenging to apply the following principles of effective brand partnerships: a) inclusiveness and representativeness of all the key city stakeholders, b) long-term commitment which needs to come from the partner organizations, rather than the bridge-individuals representing them; c) a shared vision of the city's future without separate visions for business, culture, education, etc; d) a shared responsibility between all partners to agree in taking joint decisions which envisage the city future in a coherent voice; e) being able to make investments which will have a resonance on how the city works, what is producing and what services needs from each of the stakeholders, and how it manages external relations; f) underlying trust between the each partner without hidden agendas exposing the expectations and objectives in the project, since the first step of analysing the preconditions leading to brand design; g) alignment and strategic engagement with each of the involved communities as brand implementation is more than the establishment of a joint committee, thus taking "on-brand" decisions and actions that will turn the brand into a reality, communicating as one; h) and lastly the ability to evaluate the impact and effectiveness of the brand implementation process through the establishment of key performance indicators at the initial planning.

The place branding process as a collaborative exercise that involves various communities has been expanded. Not only following the theoretical contributes from the afore mentioned authors, but also from Balmer & Gray (2003) and Knox & Bickerton (2003) who discuss what kind of organizational management interactions are required to construct effective city brand partnerships. But the important aspect that we

can extract within these studies as attempts to provide models for the implementation of strategic-policy actions can be found on these phases, which are drawn from the advocacy platform of organizational management theory:

- First of consultation and design amongst stakeholders,
- Second, of implementation, following a continuous phase of continuous follow-up evaluation and readjustment of the brand strategy.

2.5.1.2 *Reconciling brand stakeholders perspectives*

Though this reasoning, arising from an advocacy approach, we can find that an integrated place brand to be implemented having in mind the role of each stakeholder, surpasses the traditionally most important role attributed to the DMO (Destination Marketing Organization), or single governmental department as the only interested part and major facilitators and responsible legislators in the process of brand implementation (Heeley 2011). Furthermore, finding resonance in this idea, there are places that still strive without a coherent branding strategy, due to a reputation built by word-of-mouth (Pike 2008; Gertner & Kotler 2004). This lead to a second issue which is the challenge coming from the digitalization experience and its impact to place branding with its tourism counterpart. The evolving cloud of digital information meant a change in branding communicational strategy and what it represents to DMO managers, HE corporative branding administrators, as well as the various stakeholders involved in the branding process (Munar 2009). However, while recognizing that digital channels of communication are important in instant forms of communications, as the case of the representation of HEIs and Municipalities in the social media, such as, *Twitter*, *Facebook* and *TripAdvisor*, it is hereby sustained that successful place brand making is the result of a long-term strategy that involves a defined process (Kavaratzis 2004; Hankinson 2004; van Gelder 2010; Selin & Chavez 1995; Waddock 1989).

As an urban planning tool applied to tourism destinations, city branding enters into this contradiction, where reputation and community initiatives strength may overcome the lack of political articulation with the stakeholders as well as the existence of parallel place marketing discourses without a connective branding strategy as the aggregator. For instance, Higher education institutions consume the city image turning it into a tool

for marketing and branding (Saichaie & Morphew 2010; Read et al. 2012), becoming relevant to pay attention to the multiple discourses on tourism marketing and competition in the spaces where there isn't a place brand coherence. As the various agents of the city compete for power and prominence near decision making forces, not all stakeholders are given the same importance, due to the fact that branding campaigns mostly aim particular segmental publics and business investors (Dinnie 2010). This is the case of tourism and the universities, where the University publics although appearing in the Municipality's strategy documents as target publics, do not emerge in the local Marketing Plan (TLX14 – Association of Tourism of Lisbon, 2010).

Thus, the challenge of nowadays, as DMO's increasingly adopt brand strategies which apply to various segments within an umbrella concept it is the complexity to be implemented as communities have both joint and conflictive interests. Stakeholder network branding although ideal when fully working, is extremely complex to implement as Murtagh et al. (2008) in the study of the city of Derry suggests how the complex nature of stakeholders can be contradictory existing limitations in attaining a full consensus. Thus, the challenge to the DMO's which seek to implement a transversal strategy, is how they successfully engage the various stakeholders in the process while at the same time appeal to tourists (Park et al. 2009).

Consequently, on the contrary to the evaluation model of Van Gelder (van Gelder 2010) which proposes an homogeneous framework to evaluate multiple stakeholder network branding, based on principles of effective partnership that are not transplanted into stages of integrated strategies of brand implementation, the collaboration process argued by Wang & Fesenmaier (2007) incorporates this dimension, thus also incorporating the dimensions of strategy, learning and social capital of the stakeholder organizations, in the theoretical framework for presenting the stages of collaborative branding. As various stakeholders of the city gain market advantage with the construction of a city brand they also have interest in participating directly in their promotion, as the case of the Universities which use its highly connective community of top-researchers and exchange students as ambassadors abroad (e.g.: University of Strathclyde, and University Évora).

Hence, having in mind how Universities with different characteristics appear as self-acclaimed stakeholders within a same city, there is a need to develop of stakeholder typology in accordance to the characteristics of the organizational culture in policy

making, through the identification of the communication flaws and strengths with the various agents of place (Jones & Coats 2006; Kumar 2006; Perry & Wiewel 2008) Furthermore in Higher Education we assist to the case where university rankings and the investment of these organizations in web advertising is increasingly more tied to city rankings and the involvement of Municipalities with their testimonials (e.g.: City of Paris) in renowned University ranking websites, as the QS University Rankings – Best Student Cities (<http://www.topuniversities.com/best-student-cities>). For this reason, we can also sustain that a place can both attain the profile of tourist and study destination through the communication of images and narratives, both formally and informally, where conversation about the place, its appraisal and differentiation are the essential components of its reputation.

Thus, the action-research literature in place branding commonly agrees with the vision that the use of punctual promotion activities without a purposeful long-term strategy interweaving or continuous symbolic actions, well-articulated with the various stakeholders tends to fail, within city branding management (Maitland & Ritchie, 2009; Warnaby & Bennison, 2009, Heeley, 2011). This is why, while image is a sociocultural construct, branding became a business subject open to social and ethical challenges, as practices of product branding have been erroneously attempted to be transferred to cities in crisis, as valuation methods, which do not directly involve the host communities on the process, such as the Keller's Brand Report Card (Caldwell & Freire, 2004; Parkerson & Saunders, 2005).

2.5.2 The universities role in city branding – a meta-synthesis analysis

When discussing how universities have contributed to brand cities as multifunctional places (Jones & Coats 2006; Clark & Moonen 2009; Dinnie 2010) or specifically as educational-centers (Popescu 2012; Brandt & Pahud De Mortanges 2011), there is a lack of discussion how university-centered cities compete between each other using different strategies of branding architecture – from a specific stakeholder involvement as a privileged partner of a city or regional marketing agency, to a solo governmental

approach and to an attempt to horizontally integrate various stakeholders groups in city image policy.

The tourism literature has demonstrated since the early 1990's the importance of student travel within youth tourism and the potential of educational tourism as an output of a network society where knowledge related activities deeply shape individual mobilities through university internationalization. Besides, the academic literature on branding university influence on places has been somewhat limited, as most sources on the topic come directly from consultancy think tanks or municipalities on the format of impact studies and attempts to involve higher education institutions, municipalities and companies in applied research. Four of these examples are the *OpenCities* project financed by the European Union's UrbACT program, the *Ideopolis* project by the Work Foundation, the Conversations on Glasgow by the Glasgow Urban Lab, and the Lisbon Horizon 2020 Report. However, there has been recently a refreshing new corpus of research materials on branding which focus on the agential power of the Higher Education lobby groups involvement on public affairs in order to attain value propositions.

For instance, according to O'Mara (2010) the linkage of the elite university communities with the municipal power as allies within the period of 1950 and 1980's emerged as part of a solution to combat the American urban crisis. Within Chicago and New York the role of research universities in urban regeneration not only meant new approaches to town and gown as it contributed to processes of gentrification, supported by new discourses and production imageries in the intervened areas (Bernstein 2012). These actions are part of a localized branding process where the implementation of university facilities plays a role, thus incorporating the city brand, "I love New York", as a motivational tool to enhance the outline of problematic districts.

Nevertheless as demonstrated the specific corpus on branding university-cities outside the public media, the idea not only is recent as the presentation of case-studies are reduced (where these ideas are presented as actions to activate the place brands and call the attention to a particular strategy). There is a gap on how the universities influence place-branding despite the existence of conceptual and empirical studies which mention how centennial universities appear related to tourism semantics and perceptions of place. However, the identified studies, such as the empirical study of the tourism guides of the city of Coimbra by Gomes (Sousa Gomes 2008) and of the leisure dimension in

university promotional guides (Klassen 2001) do not discuss the role of the University in city branding policy.

The University brand is not only based on their mission statement and values (Chapleo 2009) but also on their heritage, cultural avant-garde connotations and geographical demarcation (Bulotaite, 2003; Poor & Snowball, 2010). The question has been raised about how effectively HEIs communicate their brand through the websites and embodied communities, and how they position themselves at the national and international target student markets (Becker 2009; Chapleo et al. 2011; Gray et al. 2003). For example a campus of the University of Lisbon in Shanghai, is not only a political statement of university status and positioning as being in an advanced stage of university internationalization as it also transports with its name the original place of foundation and establishes links between both territories, Lisbon and Shanghai through the mobility of people and their place consumption.

Consequently, the subject of the experience of both these places as connected to one another in a symbiotic territorial relation, where the action of studying, teaching and researching are not alone inside the university, since the subject of word of mouth by their users reinforces the importance of the quality of life and leisure (Nguyen & LeBlanc 2001; Mazzarol & Soutar 2002).

As such, the networking ambience and status offered by prestigious universities, the quality of its surrounding areas together with social benefits offered by the city amenities brought these two elements together within public strategy as dependent organizations (Perry & Wiewel 2008; Hillman et al. 2009). The phenomenon of the clear involvement of Universities in public affairs, has to do not only with its local economic impact in the services sector but also due to their needs for territorial expansion, as demonstrated by a growing number of impact studies in different countries (Martins & Neto 2007; Kumar 2006; O'Mara 2010; Mundt 1998; Klopp et al. 2011; Glaeser et al. 2001; Perry & Wiewel 2008). Within these studies, universities appeared both as builders or/and contributors to the construction of the social atmosphere and reputation of the host city. However, only few discussed the role of universities as agents of a place brand, despite the fact that Higher Education marketing studies have discussed briefly the influence of the perceived image of the host city in student's choice (Mazzarol & Soutar 2002; Hemsley-Brown & Oplatka 2006). Also, there is also a gap on specific studies and discussion of how the use of heritage

landscape and leisure references in promotion materials become tools that enhance place perceptions of the university and its host city, with the short-study of Klassen becoming a seminal work in this domain (Klassen, 2001).

Thus, as demonstrated earlier on the meta-synthesis table of studies linking tourism to higher education (see Table 2.4), the increasing number of studies on university marketing focusing destination pull-factors as related to student satisfaction and university choice, as part of “packaged experience” product have pin-pointed the need to concentrate on place branding as a strategic outcome that binds universities to their host cities (Rainisto 2003).

A table of empirical studies on place branding focusing universities is presented below (Table 2.6). The approach to place branding as an urban planning tool linked to tourism, with an impact on the university sphere appears separated in two ways:

- University brands and constructed heritage
- University-centred cities

Table 2.6 - Meta-synthesis table of studies on branding university-cities (Source: Author)

Author	Purpose	Author key-words	Sample and Methods	Field(s) of study	type of publication
Popescu, 2012	To discuss the role of Higher Education Institutions in branding cities as educational-centres.	brand; branding; higher education; internationalization; organizational branding; place branding; strategy	Theoretical paper. This paper tries to propose a conceptual framework to analyze the congruence of city and university branding strategies. This framework is then applied in the analysis of three case-studies – Lyon; Eindhoven and Edinburgh.	Place Branding	Journal of Management & Marketing Challenges for the Knowledge Society, 2012, Vol. 7:3, p. 493-512
C Brandt & Pahud De Mortanges, 2011	To access the saliency of attributes of University-towns in shaping the students decision of choosing a place to study. By using the data gathered at the city of Liege as a case-study, the author aims to extrapolate it as a framework to be applied by political agents in further university towns.	brand attributes; brand concept map; brand identity; brand image; brand perception; city branding	Mixed-methods applied to one case-study. Use of the BCM (brand concept mapping) and Zaltman’s metaphor elicitation technique as methods to enable the proposal of a place brand framework for Liege as a University-town.	Place Branding	Journal of Place Branding and Public Diplomacy, 2011, Vol.7:1, p.50-63
Russo, Van den Berg & Lavanga, 2003	To propose a framework for the management of student communities in European cities, by creating “Student Friendly Cities”	N/A	Mixed-methods research. Use of intensive and extensive research methods.	Urban Planning, Urban Management Place Branding	Conference proceedings: European Congress of the Regional Science Association, Finland 27-30 August, 2003, p.1-24
Bulotaite, 2003	The article analysis how the University of Vilnius and more recent universities make use of its heritage to promote and embellish its corporate identity, having the capacity to affect the city identity and tourism flows.	N/A	Qualitative research. Vilnius University as a case-study.	Marketing and Branding	Higher Education in Europe, 2003, Vol.8, p.449-454
Read et al., 2012	To propose a new place brand activation method in order to reinvent a University City in crisis. To discuss the role of the University City Partners Organization of Charlottesville, USA	N/A	Working Paper. Quantitative approach through the implementation of a questionnaire survey. Use of data as a support method of a case-study approach.	Place Branding	Society for Case Research, Summer, 2012, p.36-45

As an urban element of the city, the incorporation of the voice of universities in city branding is a controversial issue inside universities themselves as organizations dependent on leadership turns, with a core mission statement and values. When addressing the universities as both formal and informal agents of the tourism industry, the issue of professionally investing in a University brand in order to add market value to the institution has been raised in relation to the attained results from brand activation strategies (Chapleo 2011). As a result, University brands and their influence on the city brand have been discussed more in terms of why and less in terms of how to reach the objective by applying collaboration methods to the branding strategy. Consequently, the study of Poor and Snowball (Poor & Snowball 2010) on University Heritage and the willingness to pay high fees by students as a sign of prestige and status has been found relevant as it is increasingly related to branding the city as a place of exclusion of non-wanted populations (e.g.: illegal non-qualified migrants, low-income tourists).

For instance: while, Celine Brandt focused on the application of a BCM model (a graphical representation of a brand and its associations), aiming its direct employment as a method to implement a city brand (Brandt & Pahud De Mortanges 2011), Nijole Bulotaite discussed the matter of universities potential in creating heritage and enhancing place brands with a tourism impact (Bulotaite 2003). Her paper directed at HEIs managers also reflected on the role of the intangible European academic heritage in building an aura surrounding recent universities, in terms of their promotion strategy, using heritage as marketing and branding tools. Lastly, Alina Popescu although presenting a compelling discussion on the potential of branding cities as educational-centres, her proposed theoretical model lacked the empirical evidence of case studies.

A point in common within these three papers has been how they allow for the extrapolation of the idea of branding an University City as a fabrication (Popescu 2012). Therefore, considering the university as a new communicational agent in the city, the literature review exploring city branding stakeholder relationships has focused on the aspect of university management, where the university as an urban actor contributes to external tourism promotion and enhancement of the city profile. Consequently, within the literature review it has been given relevance to the aspect of the contribution of universities in the process of fabrication of a city brand. Hence, the universities by becoming image carriers of the city in response to the higher education market

challenges have gained an added responsibility as contributors to place reputation, as seen through the colligation of university rankings to the mercer index of best student cities to live (QS World University Rankings 2012).

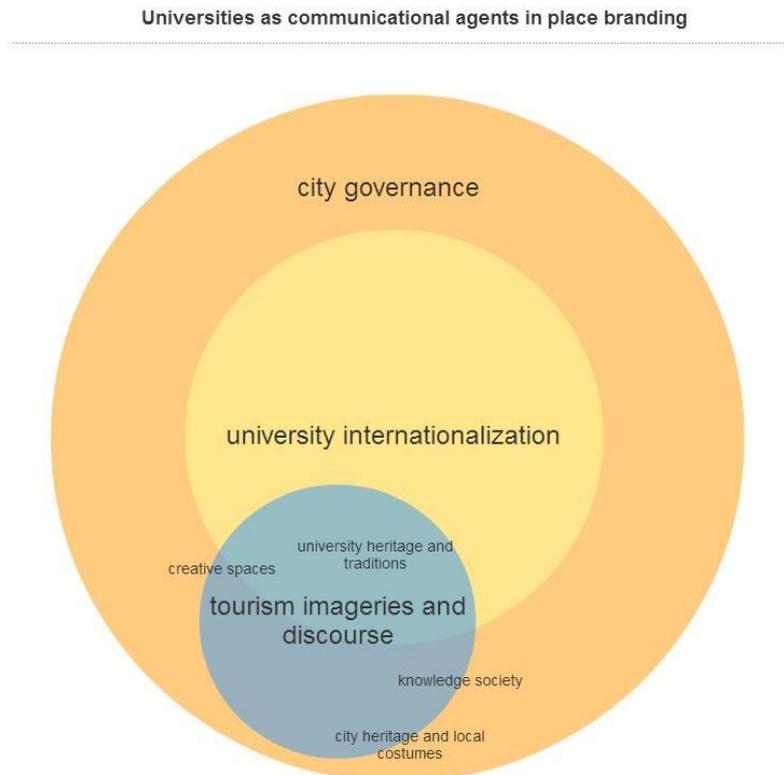


Figure 2.15 - Universities as communicational agents in place branding (Source: Author)

Although University courses are products developed as knowledge outcomes, the identity of a University with its core brand and its attachment to a city brand can be seen as a strategy to extend its brand value. However the question is, does it need to encapsulate a united university-city vision in order to contribute to the uniqueness of the host city as a destination, as well of the university value?

This vision of an “umbrella” city brand, that considers the role of universities not only in the formal knowledge society, but also as participants in the leisure market through informal learning pedagogic activities has been supported to add value to the university within the existent market of higher education. Nevertheless, the entrance of Universities as a tourism business participant with professionalized teams is a reflex of the complexity of the tourism industry, with its highly multifaceted nature. As Lickorish

has noted (apud Heeley 2011, p.3), the high segmentation of tourism businesses and stakeholders makes it difficult to resolve the issue of managing interests and gain consonance in a joint work-group. As such, the matter of city branding as a result of interactions in the fluid space of the city has been essentially put together by local City Tourism Organizations as a response to present needs and circumstances.

Furthermore within the influence of Universities as enhanced players in city branding strategy, the consumption behaviour of international university publics is increasingly being advocated to propose a unique selling proposition and long-term benefits to their local communities. These particular views have been advocated by powerful “glocal” universities, as they see the relevance of demonstrating its impact to city halls, as the cases of the Universities of Exeter (Oxford Economics Report, 2012) and Lisbon (Turismo de Lisboa 2011; CML 2012). For this reason, the following challenges raised by Morgan et al. (2011) find pertinence within the activities of creating a University-City brand in one hand or reinforcing a University-City reputation on the other:

- The place authenticity (felt and emotionally lived by the residents);
- Coherent brand narratives (which are present in territorial features and actions);
- Leadership and authorship (regarding bottom-up initiatives with both an intangible and utilitarian dimension which allows local people to create a sense of place);
- Performativity (in festivals and traditional events where the tourism dimension gains power over the local dimension);
- Story-telling (about the place and its communities);
- Aesthetics (of the various city neighbourhoods and how it influences community identity)

Within the complexity of tourism, as an interaction of visitors and residents and as an assembly of a heterogeneous set of trades and industries, these challenges gain an ethical dimension, since cities are places with multiple communities, where increasing transient and multicultural diverse university communities cohabit in a space with long-term city residents, as universities are transposing the traditional closed campus or fortress (as the case of Oxford and Cambridge college systems) and embedding the student halls and research and conference facilities into the urban fabric of buildings and neighbourhoods. As there is a crescent interaction between these groups, as a result of the universities expansion inside the city and its internationalization of activities, the

emergence of an experience economy has paved the way to the creation of synergies between these groups through the sector of services, especially in regard to the meeting industry and language summer schools. Particularly in language summer schools, the homestay experience of students with local families has been one of the first activities of universities contributing to the construction of an image of city reputation based on the interactivity of students and resident communities. Thus, allowing for a triangulation of participation of the tourism industry, universities and residents in branding processes of cities, in the case where the branding strategy emerges from public deliberation. If there is not a strategy, then we are addressing the issue of city profile enhancement through reputation management by each stakeholder.

Lastly, in these processes, it emerges the issue of tolerance of the residents to the transformability of the human landscape and management of place reputation. Consequently, the use of testimonies from city stakeholders became one of the most important elements in maintaining the reputation of either a city or major urban university, as their sharing of identities through the name of the place called the need for joint action. For this reason, as a deliberate construction, various authors called the attention for the activity of city brand architecture as an umbrella strategy for an urban ecosystem that involves various stakeholders (Boz & Unal, 2011; Heeley, 2011; Kaplan, Yurt, Guneri, & Kurtulus, 2010; Park, Cai, & Lehto, 2009; Hankinson, 2004): not only the tourism associations, resident groups, chambers of commerce and city halls, but also Higher Education, as motors of differentiation in the internationalization strategies of the city.

2.5.3 Universities in destination branding approaches

Universities have gained power in adding value to place branding strategies through their capacity for community building and helping to attain the alignment of brand strategy, with the public domain and businesses (Becker 2009; Benneworth et al. 2010; Read et al. 2012). Within this branding triangle, studies have shown how HEI's not only increasingly aim to reinforce the brand loyalty through their alumni, as also have the potential to engage in tourism as stakeholders that enhance the archetypal personality of

places and allow for a feeling of differentiation, such as a feeling of pride and prestige within both the community and the consumers' minds (Bulotaite 2003; Becker 2009).

For this reason, although, city branding has been strategically connected to messages directed at target groups of consumers, the appearance of “umbrella place brands” that aim to find resonance in multiple groups through place experience, have become a sign of the interchangeable status of individuals (Heeley 2011). For instance, while in a given moment, foreign students experience local costumes and absorb the host language as residents, one the other become city/country visitors and participants in festivals (Teichler & Mainworm 1997; Van Hoof & Verbeeten 2005). There is an open array of possibilities, as it is even possible to find that these individuals could return to the host city post the university experience as workers, investors or even parents of prospective students (Merrilees et al. 2012; Russo et al. 2003).

To illustrate, the case is of the establishment of the University campus of the University of North Carolina, in the 1960's came accompanied by joint branding strategy measures (e.g.: creation of the stakeholder organization University City Partners – UCP in 2003) in order to transform the city into an University City and promote it effectively on the following decades (since the University created the largest submarket for SMEs, visitors and residents in the region and become the second biggest employer). These measures applied through the creation of the UCP (University of Carolina Partners) as a DMO linked to the City Council, involved the stages of problem and direction setting as fundamental to the following stages of implementation, follow-up and evaluation of outcomes of a collaborative branding action rising from local policy (Read et al. 2012).

Thus, the idea of university as an Ivory Tower has been surpassed as its status quo has been challenged by the foundation of urban universities which directly affect the dynamic growth of cities (Jones & Coats 2006; Clark & Moonen 2009; Watson 2008). For example, the case of the University of Oporto in Portugal is an example of the impact of the university faculties on the maintenance of the urban service sector downtown. Due to space need and increasing student populations at the university campus in the city-centre, the dislocation of ten thousand students and staff to new premises have triggered a process of zone degradation in the city-centre, due to an acute decline of demand in the services of commerce, leisure activities and housing (Breda-Vasquez et al. 2008).

Studies on how destinations compete targeting university students as potential “resident-tourists” are reduced (Mazzarol & Soutar 2002; Llewellyn-smith & McCabe 2008). The subject is highly controversial, as two lines of research have emerged linked to higher education: one pertaining to critical studies on Higher Education marketing and branding (Nicolescu 2009; Moogan 2011; Enders & van Vught 2007) and another linked to management and campus planning, where Universities are understood as hybrid systems that need to be maximised by its direct linkage to different business domains, industry and the territory (Weisbrod et al. 2008; Laredo 2007; Benneworth et al. 2010; Krachenberg 1972). Yet, there are also critical studies in management approaches to HE territorial impacts, as HEI’s have also caused real estate speculation and influence in local tax income, flying over local interests and local resident communities. In this sense, it has been studied the impact of university brands on city quarters (e.g.: New York University expansion, Imperial College of London) and of university-city brands (e.g.: Liege and Coimbra) on a wider picture become centred on real estate development (O’Mara, 2012; Bernstein, 2012; Kumar, 2006), bringing issues of gentrification and tax income depletion or rising.

Yet, there is an underlying belief of a merging of the Universities’ brand values and the implementation of place branding strategies in urban planning as a solution to invert the process of stagnation and decline of cities as organic living beings at the same time that university reputation and brand personality is enhanced (Perry & Wiewel 2008). Nevertheless, similarly to tourism destinations and tourism services as design products, University City campuses branded within a real estate and cultural consumption logic, as demarked zones in city areas, these spaces also pass through a stagnation and maturation process (Read et al. 2012).

Thus, a pragmatist view is presented by understanding city branding as a tool that helps to enhance the spirit of university community in times of economic downturn, turning the threat of state economic cuts into an opportunity (Popescu, 2012; Clark, 2007). There is a need for constant renewal and brand maintenance in higher education and tourism, leading to the merging of both spheres in collaboration activities, through the enhancement of cultural programming, and triggering of initiatives towards the conservation universities’ leading architectural assets and public spaces (good examples are the cases of the decay and rehabilitation of the *Cité Internationale Universitaire de Paris* (Bureau et al. 2008; Université Paris Diderot - Paris 7 2010), as well as of the University City of UNAM in Mexico City (Schiechinger & Jimenez 2008).

The opening of Universities to a consumption society through the reinforcement of the employability dimension of courses and applied research, participation in stock markets and the involvement in the tourism, sports and leisure industries became not only some of major concerns of a thoughtful leadership as well as the source of disagreement and conflict within the various administration organs and academic groups inside universities, through demonstrations of resilience to institutional change (Gumport 2000; Kezar & Eckel 2002; King 1974). Aiming to reduce costs through the maximisation of resources, while engaging into the branding strategies of cities targeting the meeting and conventions sector to be held at its premises, entrepreneurial universities are also hosting those who are interested in cultural, educational and scientific tourism. Yet, despite internal struggles (Connel 1996), these organizations still define their role as cultural and scientific *fora* in host cities demonstrating a malleable nature, through continuous reputation management attempts amongst the public opinion. Within a civic insight, both as a service provider to the local community, but also to the visiting public, universities can reinforce their teaching mission and public understanding of science at different levels without losing its core values.

In conclusion, Higher Education institutions have been increasingly associated to brand planning and on-brand decisions in cities due to their transversal impact in city living and tourism impact (Maitland 2006; Read et al. 2012; Parkerson & Saunders 2005). For example, the Universities of Évora as the major source for young people in a region characterized by population exodus and ageing has become a major political agent of influence in this provincial city with UNESCO status, becoming involved with its tourism promotion as one of the elements of the student ambassador program (Organização das Cidades Património da Humanidade 2012). The aforementioned case, as well as the case of the study applied at the city of Lille as an University Town (Brandt & Pahud De Mortanges 2011) and the application of the Universities of Coimbra and Heidelberg to acquire a UNESCO World Heritage status, encounters the functional concept that branding a place is foremost a geopolitical decision involving public and economic diplomacy in the implementation processes of the brand (Pike 2008; Anholt 2009; Dinnie 2010). For this reason, as universities manage a city image and its reputation abroad, as they compete both nationally and internationally, these institutions have broadened their educational scope into public policy matters that enter the domain of tourism promotion, local production and urban space management.

2.5.4 Universities as stakeholders in collaborative branding

A city with a powerful distinctive brand allows universities to acquire a competitive advantage in fighting increasing product parity and competition (Brandt & Pahud De Mortanges 2011; Glaeser et al. 2001). A first issue which arose when discussing the role of universities as stakeholders of city branding has been the idea brought by Merrillees et al (2012) that multiple stakeholders of a city bring multiple interpretations to a city brand. Consequently, as universities have shown to have the capacity to become the differentiating factors of city-regions, the balance of power between HEIs and regional/local authorities has been challenged, not only within the theory of stakeholder relational branding (Hankinson 2004) but also within the theory of collaborative branding (Park et al. 2009).

The notion of co-creation branding through the marketing lens has initially focused the relationship with costumers in building a product brand and on the final stage of its promotion within a service dominant logic (Brownlie et al. 1999). However, when we refer to the domain of public-private partnerships in place branding, the term of co-creation gains a new dimension as it involves not only the binominal relation of the company and the satisfaction of the consumer as the ultimate goal, but a new array of stakeholders that become interdependent through the consumer experience.

This is the case of the merging dimension of the sectors of tourism and higher education, as students and academics consumption behaviour turned to be the first factor connecting these agencies within city branding policy. From this extrapolation as the *leitmotiv* of the thesis, we can argue how the levels of collaboration in co-creation of a territorial brand become variable within the context of power-relations in an urban ecosystem.

As outputs of resource dependence, collaboration branding between various stakeholders as a business management tool applied to urban planning management is complex and volatile if not rooted on a long-term strategy. The complexity of the appliance of co-creation branding to cities and its success is the result of the peculiarity of the inter-relational linkages that emerge through stakeholders, the social context, interdependence and heterogeneity of the social actors that are involved. This is due to the fact that, territorial management is developed in a multifaceted context of various social, economic and political scenarios that can be difficult to harmonize (Gaio et al.

2008; Kavaratzis 2012). Therefore, advocacy as a leading facilitator becomes the most important tool in collaborative branding as a response to the multifaceted character of urban ecosystems.

Consequently, the effort of building an “umbrella brand” for cities as an aggregating tool of various communities necessarily involves a pre-work of advocacy of reinforcement of positive associations and gathering of multiple stakeholders, including the target publics not only to make it believable, but and accepted by the overall spectrum of target groups. Hereby the dimension of the host-encounter situation beyond the role of tourism interest sites and heritage as pull-motivations becomes one of the leading dimensions in the attainment of brand equity, since the customer’s active involvement with the supplier becomes a pre-condition for the co-creation of value (Jager 2009).

Pine & Gilmore (1999) have distinguished four types of experience: the aesthetic experience, the entertainment experience, the escapist experience and the educational experience. These can be used, as market research sources, as experiences determine the value of destinations (Jager 2009) and Universities as multifunctional organizations with various embodied missions are increasingly using these four components in order to position themselves in the market through not only their various offer of services beyond formal education and research (Weisbrod et al. 2008; Kwiek 2008; Hofer & Potter 2010) but also through their reputation management and professionalization of marketing services. Also the host cities, as they incorporate the universities potential in local branding. Henceforth, the execution of branding policy strategies which are directed at different target publics, involving a joint committee of stakeholders in stakeholder branding, takes into account the various experiential outputs of consumers and their interchangeability of roles in a place, thus enhancing the different role-plays of fixed and volatile populations of a territory.

For instance, the case-study of the long-term branding actions that accompanied the construction of a University City district in Charlottesville as a place to study, live, to have entertainment and to invest, demonstrated how the stages of the branding process of the University City linked to the University of North Carolina have involved multiple agents and business sectors since its beginning. This study focusing the branding dimension of a University City is important since it specifies the multiple actors which are partners of the University of Carolina and their role in public policy formation as a

lobby group. As such it became important to be able to appoint and draw the various university-city partnership maps in this work, since it gives a main understanding on the type of branding architecture and its implementation procedures and failures.

Hence, the main issue in understanding the relationship between universities as part of the city communities and tourism centres is how they communicate and interact between each other. The university as well as the city can be places of exclusion for non-targeted audiences when these places are connected to the notion of academic excellence and prestige (Chatterton 1999). Consequently, university rankings and perceived value amongst the public become influencing aspects of university choice (Gallarza & Gil Saura 2006) affecting consumption behaviour and composition of services in host cities (Chatterton, 1999; University of Exeter, 2012). Thus, informed policy-making passes through the study and observation of how this dynamic process of influence can be successfully managed in order to overcome the distinct interests and missions of the various linked agents. This specific case illustrates the point of Gartner (1989), deriving from the advocacy platform, that for place branding to yield not only amid tourists but also other target groups, it must above all provide a united vision of a local community composed by various partners.

Therefore, although not being found in all knowledge dependent cities, as it requires a high degree of university-city policy articulation, it has been discussed through this section, how universities are urban elements that reinforce the cities' identities through their occupation of space and required external support services. Hence, universities as dependent of city affairs emerged as stakeholders as well as bridges for cooperation amongst various city actors (Aas et al. 2005; Hankinson 2004; Jones & Coats 2006; Clark & Moonen 2009). Furthermore, the study of Benneworth, Charles and Manipour (Benneworth et al. 2010) comparing five main research lead universities in three different countries, the USA, United Kingdom and the Netherlands has demonstrated how university-city collaborative initiatives represent a desire to fabricate creative and competitive urban spaces focusing the university properties.

These arguments are therefore a leading point to extrapolate to the idea of University City as a fabrication from branding strategy, applied to specific contexts, as the case of the direct influence of civic universities in regional economic growth, as major direct local employers as well as triggers of the service and manufacture sectors (Weisbrod et al. 2008; Perry & Wiewel 2008). Furthermore, we have seen this through the use of

conceptual brand mapping by Brandt and Mortgages of Liege as a University-Town (Brandt & Pahud De Mortanges 2011), as well as in relation to the strategy of Philadelphia as a core example of collaborative branding which links universities to the tourism industry and governance (Curtis 2008; The Associated Press - American Marketing Association 2001). Importantly, these various authors demonstrated how the physical campus of universities is changing in response to external driving forces.

Within a “standalone model” universities are using flagship facilities not only to respond to internationalization demands to attract the best staff and students, but also to diversify its income becoming commercial landlords who exploit their holdings in a rational, thoughtful way. Thus collaboration branding appeared not only within knowledge city brands (Jones & Coats 2006; Yigitcanlar et al. 2008) but also part of tourism as a destination of leisure, informal learning and high culture (Weiler & Hall, 1992; Ritchie & Carr, 2003).

Although stakeholder relational frameworks are organic at an informal level in urban interaction through different forms of spatial organization (Klopp et al. 2011; Costa et al. 2009; Jacobs 2001), branding as a formal process requires formal ways of interaction and contact in order to create unified visions of place. However Universities are “colourful anarchies” composed by internal competing bodies, as departments and schools gain enforced autonomy (Neave 2012). We can deduct how these features are transported to the understanding of the host city by the university itself and to how far power-relations underpin university corporate branding strategy into individual colleges and also affect the university institutional communication with DMOs and political agents.

Finally, as rigid organisations in multipolar contexts are less able to successfully establish real communication between market stakeholders, (Obolensky 2007), difficulties surging on collaborative branding strategy implementation arise amongst specific groups in the organization. Although the idea of city branding must be understood as a concept which emanates from a structure that aims to implement a given strategy, through advocacy and precise actions with a meaningful purpose (Hankinson 2004; Munar 2009) it has been demonstrated not to work in all governance systems which conflate with Higher Education Institutions, although they still are significant of interdependence theory, as shown to be observable in various place brand target identities (Tkaczynski et al. 2009; Aas et al. 2005; Savage et al. 1991).

2.5.5 The University-City as a brand concept

Brands have become main communicators in a consumption society. They differentiate all the elements that surround us and simplify our decisions based on how we engage emotionally with the values transmitted by their meaning.

As such it is argued that successful brands possess a strong semiotic importance (Lucarelli & Berg 2011; Johansson 2012; Mueller & Schade 2012), for instance the Botanical Garden of Padua as the oldest university medical support facility in the world has become one of the bastions in branding Padua as a city of science. Within the idea of the realization of tourism as a grounded discourse in University Cities, territorial branding provided the capacity of interlinking apparently distant dimensions, such as those of tourism and higher education, bridging stakeholders of places.

For instance, as a contemporary observer of the branding work involved in the application process and events leading the University of Coimbra entering the UNESCO list of heritage University Cities and university buildings in June, 22nd 2013, it is stated how Coimbra became a historical university campus open to the tourism sphere putting an emphasis of its main role in building a destination image to the city. Hereby, despite the vivid power antagonisms of town and gown, as also happens with Oxford, the university as a hole brought different dynamics between the triad of tourism activities, the residents and the transient university communities.

Therefore this brings discussion on influence of universities in branding places, since originally universities were detached from city issues. They served the clergy not the city, despite the fact that ancient universities in historical European university-towns are in its centre (Mathews 2011; Brockliss 2000). Durham, Oxford, Coimbra and Padua are cases of cities where the twin powerful organizations of the church and university have shaped the landscape. Today Padua, Coimbra and Durham are not only places of pilgrimage as also internationally recognized tourist sites protected under UNESCO. Also few ancient university-towns were inserted in capital cities of Europe as economic centres, as the case of Paris. However its implementation in secondary cities near the central power of the capital, such as Oxford and Cambridge permitted close relations to the governance system as they had the aim to educate the future leaders and intelligentsia of countries (Southern 1987).

Firstly, as it is given more relevance on national and regional policies to tourism, the matter of historical sites and their insertion in the hierarchy of heritage protected places provides an instrument with which to build a brand which in turn can be used as an intangible pull-factor for tourism. As such, the idea of the heritage value, university-city recognizable as an international tourism location implies several actions:

- The mapping of assets and heritage buildings as sites of potential interest;
- The study of the university foundational context, history, and buildings not only as a heritage inventory, but also for foreseeing publications;
- The creation and recreation of traditions as cultural / festive events which become open for the public eye or that create the mystic of university community;
- The investment on campus specific constructions, which added to previous campus assets become regarded as landmarks of the university vision for the future and its positioning.

Subsequently, two poles have emerged, one based on the excellence of universities as criteria for market positioning based on teaching quality, employability of courses and applied research outputs, and the other on urban renewal strategy and promotion of the city as a free-rider of the universities' success. In a situation, where the historical University City competes with the branded Student City from the metropolis, the free-rider effect from municipalities and universities becomes a constant with increasing institutional interdependences as it gains more autonomy from an evaluative state. Organizational interdependence develops as universities and cities show to have growing interdependent needs and actions in order to compete with other institutions as places sharing a brand identity and personality sustained in various attractive assets: a striving cosmopolitan student and academic population; unique heritage which differentiates places of consumption; quality of living and a friendly population; employability prospects and investment incentives.

For this reason, as we still assist a continuous foundation of civic and technological universities as part of a fourth "revolution" assisting the idea of country development (Delanty 2003)¹³, despite the fact that there is a deceleration in most advanced

¹³ The first revolution replaced the cloistered communities as we assisted in Oxford, Salamanca or Padua by the Humboldtian model in Germany of the experimental research university connected to Nation-State building. This model evolved in the late 19th century to the American civic university, that can also be parallelized to what has been found in Exeter as a 19th century Victorian civic university with a local

economies which passed the first and the second academic revolutions, the need to assist the educational needs in industrializing economies as well as the continuous move of population to cities allowed for a new conception of university-city to take place. Adding to the ideas of the university-city as a planned campus or a town mainly shaped by the centennial existence of a powerful University¹⁴, local policy makers together with university groups added other categories such as the science-city (as the case of Aveiro and York), the students-city (as Barcelona and Glasgow) or the modern university-cities (as Exeter) that also became part of a built imaginary of educational places emerging from a knowledge society. Hereby, the virtual dimension gain weight, by building the psychological arena and enhancing the functional decision-making, through virtual reality experiences of a host-city and campus-life (e.g.: University of Leeds virtual campus tours).

Additionally, the place of implementation of the university city, either adjacent to an urban-centre as a separate green campus, or as fortress inside the nuclei or uptown part of a city, being its eyes and pride, has also affected the conceptions of university-city and student-city as they are related to the identity of place by a shared name, in the case of main public universities. As a result, the lobby sector of universities and influence in city branding policy, not only appeared in accordance to their ranking, vision and accomplishments but also in accordance to the importance of their host location and university community demographics. As the universities formed a lobby sector with its own weight, becoming potential stakeholders of the branded city in the knowledge economy, defining a city brand becomes an abstract communicational exercise. Consequently, branding architecture encompasses the formation of a long-term strategy which decides to encompass all the aspects of a given city within its aspirational

service mission aiming to transform Exeter in an Educational centre with a professionalized elite. The third organizational revolution which contributed to the transformation of the idea of university-city into a city area buzzing with academic quarters is the fruit of the democratic mass university from the 1960's, typified by mass student entry and free public higher education in countries such as France, Portugal, Brazil, China and Norway. The fourth revolution, according to Delanty (2003) has is of virtual character and hereby the virtual experience of the university as pre-travel taster and its international scrutiny through web social networking gain weight within the reputation and tourism objectification of the university and its host city.

¹⁴ The centennial *University of Coimbra: Alta and Sofia*, the University and historic precinct of *Alcala de Henares*, the *Ciudad Universitaria de Caracas*, the University of Virginia in Charlottesville and the Central University City of the *Universidad Autonoma de Mexico* (UNAM). All these various types of universities are heritage protected sites from UNESCO. The University cities of UNAM and in Caracas are singular places who dominate quarters of the city.

reputation and what it presently offers: first as an umbrella activity or second through the focus on specific trade-elements as if it was a commercial product brand.

2.5.6 The historical University City brand

The recognition of university landscape as heritage not only is the result of a local and national political decision in the first instance but that also becomes subject to an international community scrutiny according to its scientific prestige linked to cohesive external promotion strategies, resulting from an entrepreneurial action. This leaves us again to the question of what is the perspective underneath the definition of University City and its recognition as part of human history. As referred earlier, different authors addressed, both the tangible and intangible university heritage qualities, as a tool for destination development (Bulotaite 2003; Read et al. 2012; Woodward 2013). Nevertheless, this leads us to a main question, what does it define formally a University City? Is it an abstract construction built from advertising, and from the impact of the university community in a city? Are we talking of a university buildings citadel occupying a demarked area? Or a tangible university city is plastic, adaptable and perishable, allowing all these phenomena to occur?

A first illustration of the concept of the politically reputed student and scholar city as a striving cosmopolitan place has had its roots linked to medieval merchant cities and religious centers in medieval Islam and Christian Europe. Though, as they were permeable to political power variations, medieval student cities as Lisbon and Durham, perished to Coimbra and Oxford changing its geographical scope through the centuries. However, such cities regained again its value as University Cities within new contexts, one as a creative and Erasmus student's city and the other as a touristic, prestigious University City with a high ranked university. Nevertheless, Islamic scholar cities in medieval history have perished and today still strive to regain their reputation within a Higher Education market, where technological innovation became also a component of the University of the future and its heritage.

Still, labeled university-cities as closed campuses with an international reputation have been addressed within critical views as they are subject to the public and political

scrutiny of campus facility expenditure and management of cultural amenities. As a consequence, university cities as heritage campus with protected buildings have also been induced to participate in a third mission closer to profit making. Within this situation, academics from urban sociology and youth studies have increasingly discussed how high income privileged international students and academics are contributors to spatial segregation in city living and increase confluent social tensions (O'Mara 2010; Chatterton 1999). Also, as Gomes (Sousa Gomes 2008) has discussed in respect to the case of the touristic dimension of Coimbra in travel-books, she addresses how a tourism gaze is enhanced by seductive marketing which attribute to the city an imaginary dimension and a sense of theme park with staged settings. As such, on the verge of becoming staged settings, through its reproduction by cultural animation actors and the entertainment media industry (e.g.: Inspector Morse murder TV series in Oxford), the academic traditions of ancient university cities become part of the main figures in destination planning and the university ambience is promoted and solidified into merchandizing products and souvenirs (see Figure 2.16).

International scrutiny and valuation of university heritage happens in two ways: on an upward level as an architectural compound or specific areas (as the Botanical Garden of the University of Bologna) eligible to UNESCO World Heritage protection which defines a place according to a charter analyzing its worldwide uniqueness and influence on the history, identity and values of the local community and landscape; on an informal level brought by the global market expansion in tourism through the social media, such as the Trip Adviser platform, travel blogs and social networking websites. For this reason, University campuses and buildings which are not recognized as world heritage sites, as the case of the Oxford and Cambridge Colleges are still affected by tourism, presenting questions to their original landscape preservation and university community satisfaction as it becomes objectified and constituted into an element for visual consumption into an experience economy (Sheller & Urry 2004; Pine & Gilmore 1999).

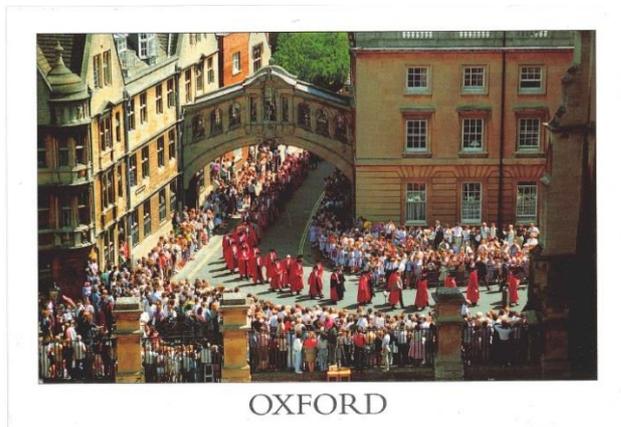


Figure 2.16 – Oxford postcard (Source: Visit Oxfordshire, 2012, Author’s archive)

Still, most of universities with listed assets at the national and local levels are not represented at the UNESCO listings as cultural landscapes and natural sites, being nevertheless important instruments, which have been applied since the late 1890’s throughout the 1960’s until the present. These were the first steps of the role of universities within brand equity, as stakeholders of place rebranding within early urban development strategy (see Figure 2.18 and Figure 2.17).

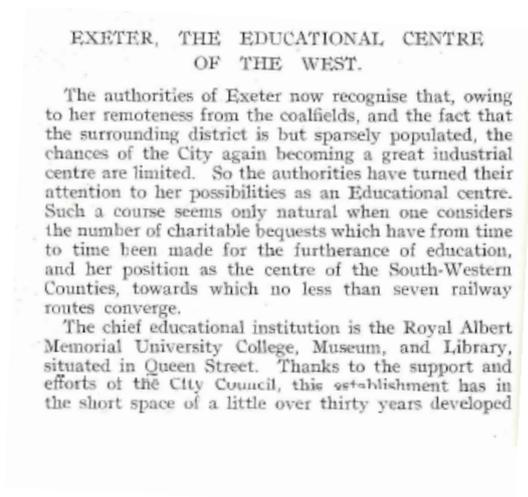


Figure 2.17 - Tourism Brochure – Exeter the Educational Centre of the West, 1908. (Source: Exeter City Hall Tourism Bureau, 1908)

**EXETER as an
EDUCATIONAL
CENTRE**



Figure 2.18 - Guide to the City of Exeter, 1955 (Source: City of Exeter Tourism and Information Bureau, 1955)

At the World Heritage Site List of UNESCO since 1978 that inside the categories of protected cultural and natural landscape, fifty sites in various parts of the world comprising singular university facilities, university research intervention and architectural complexes have been listed. Interestingly, prior to the idea of the European university campus the idea of ancient Islamic University City in the African countries of Marocco (University of Fez), Mali (University Sacore) and Yemen (Zahid) as the oldest in the world, appeared as lost functional city identities (see Table 2.7). The idea of University City, both as archeological urban complexes and intangible memory representations of places from the past, reinforces the changeability of the functional identity of places, although its perception as a *memoire* is applied within destination planning for tourism purposes, as these aforementioned cases, or within a rebranding strategy, using the historical identity as a cantilever to activate a place brand.

A second subject is that of the linkage of the academic communities to their Alma Mater as disciples and as alumni brings nowadays the subject of the valuation of campus heritage from students as a decision making influence and the value they attribute to conservation issues (Poor & Snowball 2010). On the same line of thought, as Woodward (2013) discussed taking the case of Durham, students from this university experience feelings of pride and privilege as their university is inscribed on the list of UNESCO World Heritage Sites since 1986. This site which attracts about 600.000 visitors/pilgrims per year does not only include the Durham cathedral and castle, but also the university with its transient population of 18.000. Since students live within the castle walls and in historical areas, there is a molded landscape where students became part of the setting which is not staged but became present in the authenticity discourse within city marketing.

Table 2.7 - Historic Islamic University Cities which lost their functional reputation as knowledge -centers within industrialized contemporary city identities¹⁵ (Source: Author)

Country	UNESCO category	Year of listing	Name of property on listing	Date of foundation of University	Property (ha)	Type of Involvement with the city	Nomenclature in UNESCO listing
Mali	Cultural site in danger since 2012	1988	Timbuktu city and region	1327	n/a	University of Sankoré as the educational centre of Timbuktu and its region in the 14 th and 15 th centuries.	Islamic University city
Morocco	Cultural site	1981	Medina of Fez	9 th century	280 ha	University of Fez with two <i>campi</i> .	Islamic University city
Yemen	Cultural site in danger since 2000	1993	Historic town of Zabid	820 AD	n/a	University of Zabid as referential in the city development in the 13 th century.	Islamic University city

Moreover, at the listings with the denomination of university city only four as urban planned complexes which compose an autonomous campus were identified: the Central University City Campus of *Universidad Autonoma de Mexico* (UNAM), the *University of Coimbra: Alta and Sofia in Portugal*, the *Ciudad Universitaria de Caracas in Venezuela* and the University and historic precinct of *Alcala de Henares* in Spain. However, other cities have been described as university towns or village, due to the influence of their student populations and university in the city livability and recognition as an educational-centre. Furthermore, the nomenclature while it did not follow a clear definition of urban typology it became an adjective in conjunction used in conjunction with the characteristics identified at the country applications for listings (see Table 2.8). These cities and evaluation of the term University City become described and therefore understood as closed landscapes of unique artistic and historical value (criteria II of UNESCO).

¹⁵ Presently, the idea of university-city, where a high student population, foreign scholars and merchants compose the landscape has changed in these places, due to changes of political status of the cities through the centuries and lost market positioning as trade centers.

Table 2.8 - UNESCO World heritage listings of historical university cities, towns and university village (Source: Author)

Country	UNESCO category	Year of listing	Name of property on listing	Date of foundation of University	Property (ha)	Type of Involvement with the city	Nomenclature in UNESCO listing
Austria	Cultural site	1999	City of Graz – Historic Centre and Schloss Eggenberg	n/a	71.97 ha	Multiple universities as enhancers of city profile	University town
Portugal	Cultural site	2013	University of Coimbra – Alta and Sofia	1290	36 ha	University as city profiler	University City
Spain	Cultural site	1998	University and Historic Precinct of Alcalá de Henares	1499	n/a	University as city profiler	University City
	Cultural site	1988	Old city of Salamanca	1243	51 ha	University as city profiler	University Town
Venezuela	Cultural site	2000	Ciudad Universitaria de Caracas	University founded in 1721 However, the listed heritage is from 1940-1960	164,203 ha	University campus as a unique example of 20th-century modernism in architecture.	University City
Mexico	Cultural site	2007	Central University City Campus of the Universidad Nacional Autónoma de México (UNAM)	University dating from 1547 however the listed heritage is from 1949-1952.	177 ha	University campus as a unique example of 20th-century modernism in architecture.	University City
USA	Cultural site	1987	Monticello and the University of Virginia in Charlottesville	1819	n/a	University complex as a unique neoclassical architecture example from Thomas Jefferson. University as a destination profiler.	University village

For this reason, taking into account not only the above mentioned secluded and isolated campus structures in cities but also that of the University of Virginia in Charlottesville as an academic village founded by Thomas Jefferson, as the model green campus American university, we see how the concept of historical University City is highly subjective and variable, when for instance Graz and Salamanca are also presented as University Towns. Furthermore, Edinburgh, Vilnius and Vienna historical city-centres as world heritage listed sites have their universities buildings within these demarked frontiers and marked buffer zones. As places of intensive use, not only due to their ongoing functioning as teaching organizations but also due to the decision of opening to the tourism and other business spheres, such as filmmaking, photography and corporate events, the fact that these sites are listed as world heritage brings sustainability issues and further conservation measures.

Within the worldwide listings of UNESCO world heritage places, two phenomena were identified within University City international applications for classification of university buildings and settings as heritage sites regarding to their type of involvement in urban affairs, city attractiveness and expansion. These are:

- The city historical identity becomes the profiler of universities therefore the organizations become urban elements of a protected landscape.
- The University campus and the University historical identity are outlined as unique cultural landscape markers becoming destination profilers.

Within these phenomena, however the terms University City and University Town have been used interchangeably by the country applicants. Also the term, University Village emerged in relation to the idea of the Jeffersonian architectural style (e.g: the Monticello property with the University of Virginia) and conception of the university as a closed space for study and contemplation, outside the city. For this reason, attending the specific characteristics of each listed place it has been identified a nomenclature pertaining to universities as world heritage markers: University City as a zoned campus; University Town as a town shaped by the presence of a university; and Academic buildings as architectural heritage markers.

Concluding, beyond the UNESCO committee charter of 1992 defining the guidelines for the listing of unique cultural landscapes, a consensual point of discussion within the term historical university city/town and village is found within two perspectives:

- On the historical perspective of the University as an identity which is a permanent builder of built heritage and traditions within cities.
- On the representation of a philosophical idea and political view portrayed through campus landscape and architecture.
- One view of the contribution of the presence of the university through its communities to the local, regional economy of places in terms of direct and indirect employment creation the live land finds place and the cases of urban universities which are part of city-centres such as Évora, Graz, Vilnius, Cracow and Vienna Universities with its buildings are part of world heritage demarked area in city-centres (Bulotaite, 2003; Wiewel & Perry, 2008; UNESCO, 2013).

For this reason, within the management of cities as corporations, composed by various bodies with relevant subdivisions, is natural the role of the universities as city branding and city tourism contributors gained strategic power in urban policy making. For example, the University of Évora in Portugal with its international student ambassador program in function since 2012, worked together with the municipality within the implementation and management strategy of Évora as a world heritage site, where the university enhances the tourist profile of the city in addition to the intrinsic value enhancement of Évora as also a Student City.

Below, is presented a summary table of the universities classified as UNESCO world heritage sites (Table 2.9). The UNESCO status acts itself as a brand value reinforce, increasing the competitiveness of cities as cultural tourism sites. It is visible how the idea of University City appears as an abstract definition from the point that the university compounds and individual buildings are classified as heritage they enter the formal domain of the human understanding of history and its attribution of intangible value where the emotional quadrant comes in hands with national identity and the politics of place.

Table 2.9 - UNESCO listing of University buildings located inside the protected areas. (Source: Author)

Country	UNESCO category	Year of listing	Name of property on listing with universities as protected sites	Date of foundation of University	Property (ha)	Type of Involvement with the city	Nomenclature in UNESCO listing
Spain	Cultural site	1999	San Cristobal de la Laguna	1701 and 1929	60 ha	The University after its re-foundation has worked as a new city profiler	University
Argentina	Cultural site	2000	Jesuite block and Estancias of Cordoba	1613	38 ha	The University of Cordoba as the oldest in Argentina became the city profiler (Cordoba has earned the city cognomen of <i>La Docta</i> , which means <i>The Wise</i> , due to the University presence).	University
Dominican Republic	Cultural site	1990	Colonial City of Santo Domingo	1496	106 ha	University of Santo Domingo inside the protected area	University
Ecuador	Cultural site	1999	Historic centre of Santa Ana de Los Rios de Cuenca	1850	224 ha	University as part of the protected landscape	University
Italy	Cultural site	1995	Ferrara, city of the Renaissance	1391	46,712 ha	University as part of the protected landscape University facility	University
		1995	Naples Historic City Centre	1224	1.021 ha		
		1997	Botanical Garden of Padua	1545	2.20 ha		
Latvia	Cultural site	1997	Historic Centre of Riga	1862	438 ha	University as part of the protected landscape	University
Lithuania	Cultural site	1994	Historic Centre of Vilnius	1579	352 ha	University as part of the protected landscape	University
Poland	Cultural site	1978	Historic Centre of Kraków	1364	150 ha	University as part of the protected landscape	University
		1992	Old City of Zamość	1594	72 ha		
United Kingdom	Cultural site	1995	Old and New towns of Edinburgh	1582	n/a	University as part of the protected landscape	University
		1997	Maritime Observatory of Greenwich	1992	175 ha	University of Greenwich in the premises of the protected site	University
		1986	Durham Castle and Cathedral	1832	8.79 ha	The castle dating from 1072 became part of Durham University in 1832. (Durham is cognomen as the birth of English Scholarship)	University

Nevertheless, as universities have always had a mission of knowledge advancement and protection in their countries, as a reason for their foundation, these institutions became enhancers of local pride amongst residents through their public academic festivals and celebrations. Such festivals aren't only a symbol of the University power and influence in city political and social affairs, as also have increasingly worked as community gatherers (Picard & Robinson 2006) for various reasons: in order to surpass the town and gown issues such as student behavior in resident areas; real estate rent increase and university needs of expansion through the public engagement in science and festivities; in order to directly contribute to the local tourism economy reinforcing its presence, at the same time that tourism revenues from campus visits support the campus maintenance and application of profit in research and learning activities.

For this reason the classification of universities as municipal and national heritage places outside the world heritage classification, such as Louvain, Cambridge and Heidelberg demonstrate how these organizations attribute value to place identity as educational-centers. For example, the pictures above demonstrate how the local community of Coimbra lives the annual university graduation festival, embedding the university mission in the aspirational values of the local residents of Coimbra as a city of doctors (see

Figure 2.20 and Figure 2.19). These captions have been taken before the University City of Coimbra entered the UNESCO world listing.



Figure 2.20 – Visitors in Coimbra at the Graduation Festival (Source: Author, May 2011)



Figure 2.19 - Child dressed with an academic costume from the University of Coimbra's (Source: Author, May 2011)

2.5.7 The contemporary University City brand

According to some studies students are major consumers of cultural and recreational facilities in cities (Echtner & Ritchie 2003; Glover 2011; Rodríguez et al. 2012). Its increasing academic mobility resulted from the internationalization of trade in the knowledge sectors and political subsidiarization of academic travel (Sirkeci 2013b). In the case of the European Union student exchanges played a critical role for the socio-economic integration between European regions. Thus student mobility became an instrument for building economic and social interdependencies (Borneman & Fowler 2013).

For instance, the Department for Business, Innovation and Skills of the British Council estimated that in 2008–09 the international student market was worth £14.1 billion to the UK economy as a whole (Higher Education Statistics Agency 2015)¹⁶. In 2011–12 UK domiciled students accounted for 83 per cent of all enrolments at UK higher education institutions (HEIs), five per cent were European Union (EU) domiciled and the remaining 12 per cent came from countries outside the EU. On this matter, driven by the increasing number of foreign and national students university students in Britain became a large cohort as part of the investment of universities on the professionalization of the education business as a whole since the late 1980's, the study of Chatterton (1999) on the formation of exclusive areas and pathways in the city-centre of Bristol in the UK not only has been seminal on mapping the consumption of students and pointing the influence of the rising student population in the creation of segregation areas in neighborhoods and entertainment areas of the city. Still, students and academics in non-traditional university-towns even as key targets both of European integration policy and national policy, have been an undistinguishable population with an ambiguous role that

¹⁶ Figures from the academic year of 2011-2012, by the UK Higher Education Statistics Agency (HESA) show more than 500,000 students came to the UK to study for an educational qualification, and over 600,000 came for a short English language course. The reputation of the UK's education sector is so strong that in 2011–12 an additional 571,000 students chose to take a UK higher education course outside of the UK.. 12% of students at UK universities are from overseas - which is categorised as being outside the European Union. China is by the far the biggest provider of overseas students to the UK with 67,000 students in the UK, compared with registered 39,000 from India. In this aforementioned year, E.U students represented only 5% of the foreign student population. The number of student enrolments from outside the EU increased by two per cent from 2010–11 (from 298,110 to 302,680). The number of other EU domiciled students also increased by two per cent (from 130,120 to 132,550).

although present as a social development target has found little space in local policy until successful cities in this area taking the lead on branding became inspirational cases for other municipal strategies.

As a consequence, the role of international student societies gained relevance as connectors between not only the city and the universities, but also between cities as universities applied the functionality of twin cities agreements into the organization of mobility schemes and incentives. As such, exchange students and recognized academics have become increasingly seen as ambassadors of place branding for the convention industry and university-place promotion. As Michael Sandle (Sandle 2012) reflects on how market values have been able to crowd out non-market values, the issue of the marketization of higher education through signaling actions (e.g.: from investment in potent advertising, to sponsorship of city community events and participation as a stakeholder in tourism industry fairs) arises in the University City, as an abstract idea with impact in city business. For instance, the image below from the city of Brisbane in Australia, belonging to the website of the student ambassador program is one of the examples of how city imageries with their skylines became relevant within the construction of destination image of the university-centred city as a place to study (Popescu 2012).

Since the 1960's, in opposition to the idea of the modernist campus, as a well defined city quarter or as a land grant university, new forms of HEIs' campus expansion allowed for informal, social spaces to emerge in the urban fabric of metropolises, such as London and New York (Bender 1998; Perry & Wiewel 2008).

Moreover, considering that the relations between the sphere of city and that of knowledge became one of the milestones targeting wealth and job creation (Costa et al. 2009), the use of tourism has been understood not as a main economic activity, but as a support activity which enhances city profile within an experience economy (Pine & Gilmore 1999). On the same level, the idea of "student-friendly" cities (Russo et al. 2003) gained relevance as the "knowledge spill-over" from universities became an equation for urban vitality in policy making and at the same time, as a win-win situation, where both global, powerful universities and local universities gain from the tourist reputation of the city.

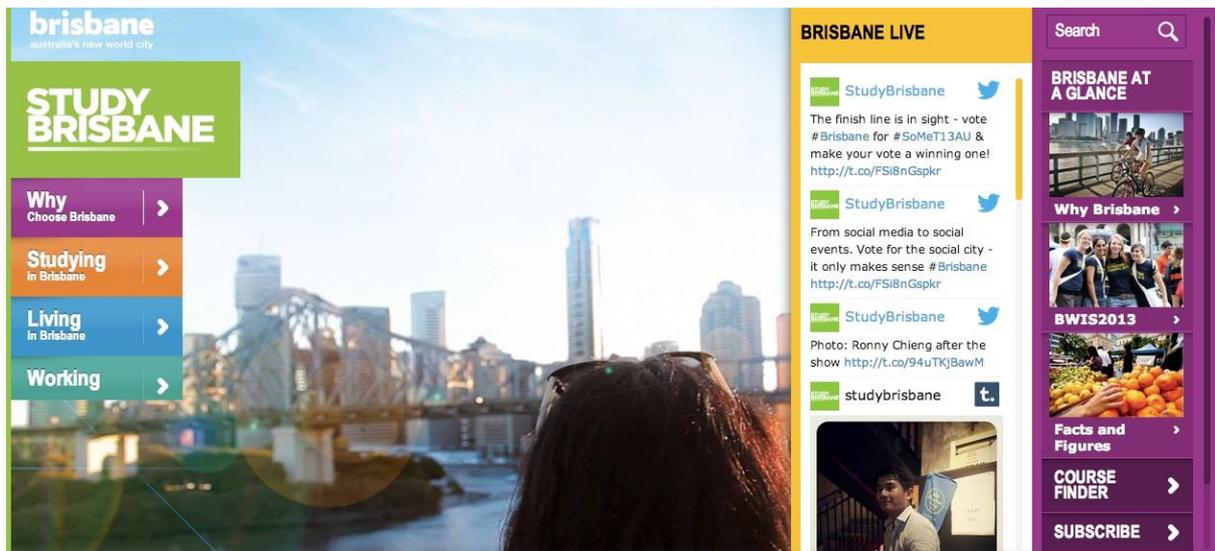


Figure 2.21 - City of Brisbane student ambassadors' program website (Source: Brisbane Marketing Economic Development Board, Australia, 2013)

Beyond the triple helix framework, state universities have been able to have a wider impact on local growth than private-sector R&D companies, due to its diversified views and triggering of various economic activities (Weisbrod et al. 2008). As an illustration, the local tourism impact of international students as studied by Rodriguez et al (2012) in the city of Santiago de Compostela is one of these cases. Consequently it is found that by attaining dynamic, lean stakeholder relations, the university-centred city is not exclusively promoted around the university, as it manages to embed the direct and indirect externalities triggered by local universities in other dimensions of urban areas beyond the study vector.

This brought new inputs into the idea of University City, both as a campus and/or as a university centered city where a high student population supports the investment decision on new urban amenities, as a formula for the regeneration of city-regions and economic stimulation (Glaeser et al. 2001; Russo et al. 2003; Becker 2009). Where these places which are built from origin, as the university of California or recreated in new campus, as the University of Paris 7, consider the consumption of various target publics, due to the fact that within an evaluative state, the contact with taxpayers and public opinion makers have gained relevance in the scope of public universities promotion as facilitators of a civic engagement in science and community affairs. Therefore, it is argued that the informal University City understood both as a product

from strategic branding or as the result of the knowledge industries clustering, is part of the third industrialization process occurring in post-modernity.

Subsequently to this context, the high concentration of universities with its consequent expanding number of student communities allowed for the rising of the new University City under different typologies:

- First of the downtown model of university atmosphere through the creation of academic citadels as the cases of Paris and Brussels, where academic community settlements are seen as an opportunity for cultural contamination within residents and neighboring commercial services in the midst of cities;
- Second, the suburb model, where the University City as a new campus is dislocated from central city areas in order to respond to the University needs of land space, as the case of the University of Porto in Portugal (Breda-Vasquez et al. 2008).
- Third, of the mixed model approach that is found in Venice and Lisbon, where the scattering of university buildings throughout the city and student residences has provided new centralities to arise in these cities, where depleted historic neighborhoods, suffering from ageing, decreasing populations, gained new vitalities.¹⁷

To conclude, these fluidic relations do not only occur in positive effects and present challenges to an integrated branding strategy where residents associations are included in the branding architecture process and present a view of the contributions of the various groups that contribute to the use of the local cultural amenities, its commerce, to job generation and knowledge exchange. As it has been addressed, one of the downturns of ubiquitously university cities, as a main university clearly shapes the economic and social landscape, is that university community concentration and impact on congested city centers has proven to cause in neighborhood quarters a subtraction of resources and functionality to the permanent residents, creating occasions of conflict (e.g.: increase of traffic; disruptive behavior in resident areas and tensions in the real estate local market) leading to the relocation of historical universities from city centers, and consecutive construction of new campuses in suburbs (Kumar 2006; Schiechinger & Jimenez 2008; Bernstein 2012)

¹⁷ To illustrate, within the exploratory fieldwork for this project in 2010, it has been noted that today, the areas of St. Margarita in Venice became a student hub that contrasts as a refuge within the main mass tourism exploding spaces in the city. Also, within the fieldwork in Portugal, the opening of new student-support targeted services and commerce in the areas of Bairro Alto, Alfama and Mouraria in Lisbon, which have been the result of an informal concentration of younger population in the historic neighborhoods, has been gaining relevance at the municipal strategic level since 2008.

Presently in Lisbon, the merging of the two of the public universities, in 19th of April 2013 brings new challenges for the spatial understanding of the city with its 18 faculties scattered in the city, and the consequent measurement of impact value of its 47.884 enrolled student population (Universidade de Lisboa 2013).

And so, the tendency of attaining scale for enhanced competition between cities and also between universities, through its dimension and huge decentralized collegiate organizations, or as centralized bodies with governmental-like structures becomes one of the most pertinent issues to address in city branding and its influence in stakeholder network relations. As brand activation strategy is a key factor within the creation of a product brand and international academic festivals, research projects, conventions and science parks, when well conjugated actions, promoted on various dissemination channels, at university international networks, public media, local government and destination marketing agencies give a tangible dimension to the post-modern metropolis and county capital as a new University City.

3 RESEARCH METHODOLOGY

3.1 The researcher's worldview and reflexivity

Attached to a methodological qualitative framework is the assessment of tourism as a multidisciplinary area of study, which presents different questions of variability, performance, ritualization of practices and mediation between stakeholders (Ritchie et al. 2005). Under this perspective, this thesis came across issues of the organizational response of institutions as nodes of mobility, to tourism planning and its role in destination branding. Therefore, the research methods applied were the result of a first stage of literature review interweaved with exploratory fieldwork research. The combination of qualitative and descriptive quantitative research methods aimed firstly to explore the research problem as a phenomenon in order to better understand it; secondly, to justify and explore the need for combination of the scientific areas of human geography and management studies when studying organizational roles in tourism and place branding.

The two research aims: to investigate the motives that lead universities to adopt discourses and actions conducive to tourism activities; and to explore collaborative university-city relations in destination branding - were generated through a personal reflection on past and present experience as exchange student and within professional practice in higher education international relations strategic management.

As a social researcher oriented to a pragmatist knowledge claim, I became deeply concerned with the answering of the questions “what” and “how” of the research problem. In consonance with this research view, an interpretativist/constructivist perspective has majorly influenced the direction of data collection, where there has been given an emphasis to cross methods research through the use of exploration field-work, followed by a scoping questionnaire and content analysis. As a result both these knowledge claims opened space for the understanding of triangulation of different research methods as a source of data validation (Creswell 2008). Thus, through a positioning within a line of non-deterministic thought (Grix 2010), the theory has been inductively developed from a pattern of meanings emerging different sources of data collection.

Finally, as a multidisciplinary researcher, my understanding of social research within heuristic thought of trial and error is oriented to a real-world practice. The implementation of research methods had into consideration how specific phenomena, such as university related tourism, became part of specific political and social-economic contexts affecting human behaviour.

I aimed to cross critical thought in management studies and tourism, to applied organizational affairs. Therefore, the thesis focuses the self-organisation capacity shown by different types of university and city councils, as a response to attraction factors and menaces (Woodman et al. 1993). The resilience shown by particular university cultures became the success factor which theoretically allowed me to question: - What are the different reactions of universities to city branding? What kind of roles, universities play in city branding?

Therefore, having as a standing research perspective, resource dependence theory in section 2.2.3 addressed as RDT (Pfeffer & Salancik 1978; Thornton & Jaeger 2007; Hillman et al. 2009), university-city relations both as allies and competitors have been a major source for research inspiration within the view of an ecosystem urban service. In this system, power relations shape simultaneous antagonisms and alliances affecting the individuals who live inside and outside these spaces and need to cross neighbourhood frontiers.

Hence, the idea of city development emerging from a balance between conflict and group collaboration has also been applied to organizational theory regarding polyarchal systems in adaptive organizations (Obolensky 2007; Stephenson 2010) and finally of successful place branding as a result stakeholder interweaving (Kotler et al. 2004; Saraniemi 2011). For a reason, mixed-methods approach to case-studies appeared as a comprehensive procedure to attain a systemic, explanatory understanding of the phenomenon within the interpretative/constructivist and pragmatist approaches.

Ten HEIs, from the following cities: Lisbon (University of Lisbon, Technical University of Lisbon¹⁸ and ISCTE – University Institute of Lisbon); Glasgow (University of Glasgow, University of Strathclyde, Glasgow School of Art); Exeter (University of Exeter); Aveiro (University of Aveiro); Coimbra (University of Coimbra); and Oxford (University of Oxford); have been selected for analysis in terms of verification whether

¹⁸ Post the period of data collection in December, 2012 - the University of Lisbon and Technical University of Lisbon merged into a single HEI on the 25th of July 2013.

the phenomena of tourism in university cities occurs as part of the tacit university involvement in city branding affairs and development of tourism activities on campus. Also the exploratory ethnographic and questionnaire survey allowed having a first layout of the reactions of the Universities to this phenomenon. These cities have been chosen, not for their similarity within scale, but for the reason that globalisation within university internationalization has an effect on local tourism policy and destination branding. Also their different urbanization process history allowed for addressing the significance of the rise of universities on the public sphere and local policy making.

Finally, cross-methods research was chosen in order to allow for a more profound exploration of the research object, which has been presented as a socially constructed phenomenon. The outline of the literature review chapter was not only built upon the theoretical aspects of research, but also from the results of the exploratory phase of ethnographical data collection and questionnaires. Furthermore, part of the collected imageries from complementary archival research, regarding tourism imageries and city branding are presented at the literature review discussion. This act has been understood as an inductive instrument throughout the thesis, which visually accompanies the argumentation process.

3.1.1 Build-up theory through phased mixed-methods

As an experienced participant in internationalization activities of universities, not only socialization practices amongst peers became the norm in order to induce networking and further learning within informal meetings, conferences and fieldwork trips, but also the institutional attachment of universities with tourism and city destination marketing organizations (DMO's). In a strategic dimension focused on target publics and events, specific markers of leisure and tourism became part of the organization's language.

The composition of the research problem and correspondent methods aimed to build up the case of the language of tourism in university policy making, where the university becomes a stakeholder of branding policy making. The research aims arose from a primary research assumption, of the idea of the tourism society and world (Tribe 2002) - as inscribed into the broad phenomenon of a society of movement and mobility

(Hannam 2009) - had its replication on university-based settlements. This replication became specified into the role of universities in destination branding and originated the two research aims: of investigating the motives that lead universities to adopt discourses and actions conducing to tourism activities and exploring the role of universities in place branding through collaborative university-city relations (Table 3.1).

By assuming that the two research aims above mentioned, with its ramification into research objectives correspond to what Lakatos called a “protective belt of auxiliary hypothesis” (Lakatos 1973), through the following the inductive investigation model, this belt of conjectures became my auxiliary and observational objectives put at the initial conditions of exploratory research. The exploratory research found a basis on the literature review, at the fieldwork observational notes, archival collection of university representations in city brochures and postcards giving later reference for the build-up of a scoping questionnaire survey (Table 3.1). The structure of the theoretical framework built in the literature review has been parted into blocks of interconnection leading to an inductive methodological approach, where the appliance of multiple case studies became part of a triangulating research strategy (Feagin et al. 1991).

For this reason, the research objectives inside each of the two aims could be understood as social science hypothesis withdrawn from an action-research ontological perspective conflated in the application of a mixed-method triangulation of research techniques. Post the exploratory first phase of the data collection, through scoping field-work and questionnaire in Higher Education Institutions from different countries in Europe, it has been my concern to apply the same combination of research methods to each case-study, in order to maintain congruence and analyse the main differences in results (Sharp et al. 2011). Nevertheless, the conceptualization of interview guides needed to accommodate different contents in accordance to the respondent’s organizational status and specific role of the institution (DMO, City Council Tourism Office, Mayor’s Office, and University’s Central Services).

From the 1st phase of exploration to the 3rd phase of gathering the various data sources (Table 3.1), it has been considered not only the opinion and perspective of the actors, but also of the significant groups of actors and the interface between them. Thus, data source interconnectivity became a main point in data validation (Phillimore & Goodson 2004). Post the exploratory research phase, the use of a closed questionnaire for scoping followed by interviews has been essential to build the theory about the other uses of the

image of University City. Within the extensive data collection it has been possible to grasp how the idea of University-City as a product of branding and tourism image in the trans-modern society, is the result of interconnected sectors emerging from a fluidity of economic interdependences, knowledge and people.

As several researchers argue, (Cresswell & Merriman 2011; Pearce 2001; Ritchie et al. 2005; Larsen et al. 2007) by combining a multi-method approach within the case study research method, a convergence or divergence of results can be attained, and therefore the researcher bias can be ameliorated, as one of the key-problems within the use of tourism research on policy and planning in urban contexts, tends to be a reductionist view of the phenomena. This leads to the action of tourism planning policy, not considering various research methods or scales of analysis (Pearce 2001; Veal 1989; Veal 2002) – from individuals to organizations and governments, from local to national and international levels.

The two research objectives and the subsequent adopted research strategy have been much inspired by four seminal works referring to how universities interact with tourism and place images:

- The action-research study led by Wood (Weiler & Hall 1992) of his educational tourism company progression focused academic summer trips from Australia to Europe following the inspirational model of the Grand Tour;
- The case study of branding Liege as a University Town (Brandt & De Mortanges, 2011) through the application of a BCM (Branding Concept Map) model;
- The empirical study of Klassen on university promotion books for incoming graduates relating university ranking positioning to the various types of imageries used in the product marketing strategy (Klassen 2001) through quantitative analysis of image repetition and themes;
- Lastly, the URBACT European Union Program benchmarking report on city internationalization written by Clark & Moonen (2009). This specific report focused how leading global cities went through holistic developmental strategies. It reinforcement the international positioning of metropolitan cities in key-areas, with observable outputs as student and research hubs and not exclusively, as tourism destinations, although still intertwined.

These sources, but also through historical analysis studies (Brockliss, 2000; Rashdall, 1895; Haskins, 2001) Universities have demonstrated to be a type of Complex Adaptive System Organization (CAS), becoming part of the longest surviving organizations in human working environments (Bulotaite, 2003; Collini, 2012; Southern, 1987; Slaughter & Leslie, 1999).

Table 3.1 - Table of Aims, objectives and methods (Source: Author)

Aims	Objectives	Methods
<p>1. To investigate the motives that lead universities to adopt discourses and actions conducive to tourism activities.</p>	<ol style="list-style-type: none"> 1. To analyze how universities interconnect with the tourism industry, by engaging in tourism activities and adopting a language of leisure consumption. 2. To identify different strategic measures taken by universities in relation to city heritage and campus assets. 3. To identify tourism images and narratives of the host city used in university promotional materials from the selected case-study cities. 	<p>Exploratory research on university internationalization, through participant observation for classification of its activities and analysis of its effect on student tourism behavior.</p> <p>Design of a support scoping questionnaire survey on HEIs.</p>
<p>2. To explore collaborative university-city relations in destination branding</p>	<ol style="list-style-type: none"> 1. To understand the process of objectification of universities as consumable tourism places. 2. To investigate how the universities perceive themselves as influential actors within tourism consumption and policy in the city. 3. To investigate how the city connects with universities in place branding strategy. 	<p>Design of differentiated semi-structured interview guides for HEIs and City Marketing stakeholders: City Council / Local Tourism Board / DMOs</p> <p>Archival data collection of interviewed HEIs and respective host cities in relation to cross-references.</p> <p>Application of a six staged collaborative branding framework to organize the case-studies.</p>

Finally, in order to address both primary research aims and to research the objectives, it was needed to understand within each respondent HE respondent how it related to its host space and established relations of resource dependency. For this reason I have focused on four key attributes adapted from the seminal work of William Whyte, *The Social Life of Small Urban Spaces* (Whyte 1980), whereby I expand the small locus of university as an interconnected system with the urban ecosystem, thus contributing for the construction and/or subsequent promotion of the idea of “University-City”. Hence,

the diagram below (Figure 3.1) became the concept that was later used for coding in content analysis of digital and physical documents based on 4 main attributes:

1. Sociability;
2. Uses and Activities;
3. Access and Linkages;
4. Comfort and Image.

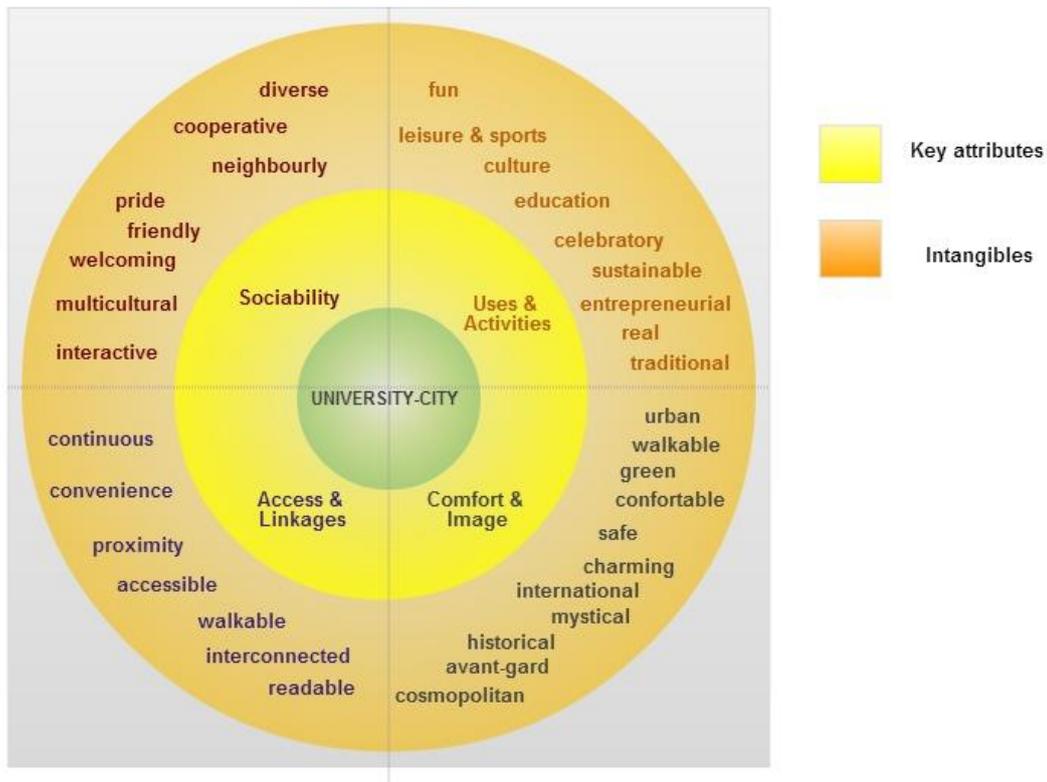


Figure 3.1 - Diagram of the four key attributes of place with its intangible dimensions based on the work of Whyte (1980) (Source: Author).

These four attributes (Figure 3.1) have been applied as an expansion of the work which has been a reference to place branding as a public diplomacy tool to be applied into larger urban ecosystems. Thus, this small matrix of place attributes together with the intangible elements have been used as criteria to analyse how universities as small spaces that communicate to larger territorial dimensions (local districts, metropolitan areas and international arenas) construct the image of a city brand. This matrix has been used as a tool to evaluate and interconnect the results of the different applied methods: the exploratory fieldwork, questionnaires surveys, the semi-structured interviews and

finally the analysis promotional materials as physical markers of discourse with a content referring to these dimensions. This diagram has been used not only as the element interconnecting the aims and objectives, but was also used for the selection of research variables of analysis (see Table 3.3). It was the interconnective tool of the research work.

In particular social studies focusing organizational interconnections, it is challenging to obtain a representative sample, using only one method for analysis together with a diminute sample (Sharp et al. 2011). The purposeful choice of diverse respondents pertaining to different university–city dynamics, thus allowed for an in-depth understanding of the context and findings pertaining to what was identified to be a particular socio-economic phenomenon.

Furthermore, the application of crossed methods sampling from an initial number of two case studies of historic university-cities to six differentiated cities, aimed not only to unveil the underlying dilemmas and issues behind place branding in university-city collaboration, but also to enhance the initially posed arguments: - of the idea of University-City beyond the perspective of the archetypal historical university town and of tourism markers as a tool, present in HE marketing.

3.2 Research methods

3.2.1 Rationale for the selection of data collection methods

The selection of data collection methods had in mind the need to transfer knowledge from academic research to the individuals working at the organizations who directly experience this socio-economic phenomenon. As this investigation work departed from a heuristic approach, the methods used had into consideration the ontological nature of tourism. As such it has conducted not only archive work of early-stage promotional data of institutions, but also ethnographical observation, surveying, interviews and content analysis of website materials. For this reason, the use of a combination of methods applied to case-study cities aimed to address, the relations with local governments and the presence of tourism signs and markers in university communication tools and strategy (having in mind the contextual nuances that affect the individual strategy of each HEI). Table 3.2 summarizes the interconnection between the different methods applied in the case-study cities. The convergence of these methods produced the analytical outputs presented in chapter six of the research findings.

Table 3.2 - Table of research aims, objectives, and methods and expected output (Source: Author)

Aims	Objectives	Research Methods	Convergence of results from triangulation of research methods Outputs design
<p>1. To investigate the motives that lead universities to adopt discourses and actions conducive to tourism activities.</p>	<p>1. To analyze how universities interconnect with the tourism industry, by engaging in tourism activities and adopting a language of leisure consumption.</p> <p>2. To identify different strategic measures taken by universities in relation to city heritage and campus assets.</p> <p>3. To identify tourism images and narratives of the host city used in university promotional materials, from the selected case-study cities.</p>	<p>Qualitative:</p> <p>a) initial ethnographic study to validate how tourism occurs in various forms at universities and related events;</p> <p>b) semi-structured interviews to policy respondents from case studies,</p>	<p>1. Discussion of case-studies in local tourism promotion and city branding strategy.</p> <p>2. Discussion of the governance issues emerging on each case-study study affecting the town-gown university actions</p>
<p>2. To explore collaborative university-city relations in destination branding.</p>	<p>1. To understand the process of objectification of universities as consumable tourism places.</p> <p>2. To investigate how the universities perceive themselves as influential actors within tourism consumption and policy in the city.</p> <p>3. To investigate how the city connects with universities in place branding strategy.</p>	<p>c) content-analysis of imageries from case-study universities and cities in order to investigate congruence.</p> <p>Quantitative :</p> <p>a) Exploratory scoping questionnaire survey to HEIs participating in the LLP Program¹⁹.</p>	<p>3. Theoretical diagram of positioning of the case study cities into the 6 phases of the collaborative branding process.</p> <p>4. Proposal of a framework with actions for city-university partnerships in collaborative branding drawn from research findings</p>

As shown in Table 3.2, the combination of quantitative instruments of analysis for scoping the problem combined with in-depth qualitative analysis became the basis for the research design strategy which aimed to infer in the organization of the case-study cities into phases of a collaborative branding process comprised of six phases, as combination of the models of Gray (1985), Selin & Chavez (1995) and Wang & Fesenmaier (2007). The method of application of research tools moved from the general to the particular. For this reason, the exploratory research methods determined the research variables that were later applied in the design of interviews, surveys and

¹⁹ Lifelong Learning Program of the European Union

content analysis of imageries as complementary methods within the selection of case studies, as summarized in the Table 3.3.

Table 3.3 - Table of aims, objectives and research variables for analysis (Source: Author)

Aims	objectives	Research Variables for analysis (RV)
<p>1. To investigate :</p> <p>The motives that lead universities to adopt discourses and actions conducive to tourism activities.</p>	<p>1. To analyze how universities interconnect with the tourism industry, by engaging in tourism activities and adopting a language of leisure consumption.</p> <p>2. To identify different strategic measures taken by universities in relation to city heritage and campus assets.</p> <p>3. To identify tourism narratives of the host city used in university promotional materials, from the selected case-study cities.</p>	<ul style="list-style-type: none"> - Importance of international students and visiting staff. - importance of international events - tourism infrastructures on campus - partnerships with local tourism sector - management of infrastructures - funding reasons - market competition - education and culture - new publics of consumption - entrepreneurial culture - influence in city policy
<p>2. To explore :</p> <p>University-city relations in destination branding.</p>	<p>1. To understand the process of objectification of universities as consumable tourism places.</p> <p>2. To investigate how the universities perceive themselves as influential actors within tourism consumption and policy in the city.</p> <p>3. To investigate how the city connects with universities in place branding strategy.</p>	<ul style="list-style-type: none"> - heritage promotion strategy - communication policy - multicultural enhancement - local/national tourism board initiatives - leisure and tourism specific attractions on campus - joint collaboration policy plans - city council sponsored academic events - co-chaired events (festivals, conferences) - joint promotion

Finally, the crossed-methods approach as a complement to the case-study analysis, resulted on the final selection of case-studies after the exploratory research period in 2011-2012, where four visits with interviews to different academic sites engaged in educational tourism and with relevant art collections and architectural compounds have taken place.

The case-studies have been developed through the interview method and visual content analysis. Thus, the results have been coded and distributed in a taxonomy of different types of University-Cities according to:

- To contribution of the universities in place branding by recurring to a language of tourism.
- The collaborative branding positioning strategy

3.2.2 The selection process of case-studies cities

As a result of a heuristic inductive approach, although there has been an initial group of pre-defined case-study cities, Lisbon and Exeter as opposites, the decision to expand the research to other cities, as Glasgow and Aveiro emerged during the piloting phase of the questionnaire-survey. These two cities gained relevance, as multiple insights on the questionnaire appeared from the various contacted respondents. Also, research in HE policy and debate with HE administrators has played a primary-role in the selection of the case-studies as demonstrative or antagonistic examples to be studied.

The criteria for choosing the six case-study cities was sustained on the stages of the development of activities related to tourism in universities and influence of the university publics in the local strategy of place branding.

For this reason, although recognizing that archetypical university cities play an important role in the tourism context and destination planning strategy on the level of city-regions, especially in cities such as Coimbra and Oxford, other case-studies have been particularly selected in order to incite further discussion into the role of universities in forging the identity of places which are not traditional historic university cities.

3.2.3 Using a mixed-methods approach to case-studies

The initial application of a descriptive survey to a wide panoply of different types of Higher Education Institutions participating in the Lifelong Learning Program of the European Union (n=200) allowed for indicating trends on the phenomenon of the merging of space between tourism and higher education and giving space to the next phase of data collection – the semi-structured sequential interviews to Higher Education administrators and public administration directors and councillors from municipalities responsible for implementing the branding strategy of the city.

Within the deepening of the insights into place-branding and information emerging from the questionnaires and sequential-interviews, the number of case-studies increased as there has been a need to focus into the notion of University City, as a branding process composed through various phases: from an initial stage of design, passing to the implementation and finally to the evaluation and redesign of the brand architecture or de-branding. For instance: Oxford has been an interesting case of de-branding as the result of the negative consequences of mass tourism on the street capacity of the city, became a problem to the permanent host communities (Heeley 2011; Coccossis & Mexa 2004). In here, the University reputation, together with film and literature tourism contributed to the upload of tourism marketing of Oxford as a historical University City with an atmosphere of theme park setting (e.g.: Inspector Morse TV Series, Harry Potter Film Sets and Lewis Carroll's books and memorabilia).

The design of the semi-structured interview guides followed different lines. The interview guides were adapted in language and content and sequential-interviews with key-bridge people from the same organisation were conducted. Also, individual semi-structured interviews were made as the respondents within institutions made the bridge between each-other inside the various cities being studied, regarding university city-relations. The respondents at the city councils have been snowballed from previous respondents at the universities and vice-versa. Consequently, the interview results reflected a degree of interconnection / distance in the narrative of events and positioning between the stakeholders.

Furthermore, the main justification to have different interview-guides was that, both the insight gained from experience in University management and the exploratory interviews led to the following practical observation: - the differences between the core contexts of HEIs and the municipalities reflected different organizational languages and political focus, amongst the administration dealing with strategy and its implementation. Also the exploratory interviews taking place on a first level of fieldwork during 2011 at the University Ca' Foscari from Venice, at NAFSA International University Fair in Houston and Municipality of Lisbon as promoters of the City's "Lisbon Experience" campaign, during 2012 gave indications about underlying town and gown issues addressing the institutions.

As a support method, the analysis of a collection of web visual materials and brochures from the respondent universities and respective cities allowed for the enhancement of

data regarding the destination image of places and mutual support or distance as well of use of a language of tourism related to universities and city heritage. *“Like travel brochures, (university) view-books help consumers / students decide if this is the place for them by allowing to vicariously try the product before consuming it”*(Klassen, 2001: 13). Besides the web information, hardcopy paper brochures have been also collected throughout the research period.

The research driving into the branding aspect of universities emerged from the literature review research demonstrating empirical evidence linking student travel to HE professional marketing services and branding (Moogan 2011; Saichaie & Morpew 2010; Reisinger 2004). The exploratory research on the marketization of higher education, using interviews and fieldtrips indicated that, due to cost reduction, HEIs are giving relevance to online advertising, apps and website development. Thus, institutions are spending less on printed brochures and handbooks. However, high quality printed materials are still being produced though in a smaller scale, for specific publics and events. The printed materials which are distributed in Open Days and fairs allow for immediate visual consumption and guidance.

For this reason, the images and texts have been analysed through content analysis on the merging of the city leisure and tourism dimensions to higher education.

Corpus analysis has been applied as a method of coding the images (Bell 2004; Rose 2012) and text (Sinclair 1991; Altinay & Paraskevas 2008). It has started with a simple analysis of word and image frequencies across the entire corpus of the University promotional materials targeting international students. This analysis revealed the main themes and then it has been passed to content analysis where the word collocation was analysed according to its occurrence of more than two times in the same sections of text.

- The image content analysis of university websites was coded according to categories using the following image categorization per city case-study: context, image themes, people, attributes, associated words, vision, values, relevance.
- The text content analysis from university websites was also coded using the following categories of content regarding the beliefs and associated attributes of the university regarding tourism and city identity: economy, physical environment, activities and facilities, reputation, people, accessibility.

3.3 Phases of the investigating process and the research objectives

Table 3.4 - Phases of the investigation process (Source: Author)

Tourism	Place Branding	Stages of data collection	Research objectives
- Participant observation in pilot fieldwork as background work of primary research - Scoping questionnaire-survey - Literature review		1 st phase	<ul style="list-style-type: none"> - To analyze how universities interconnect with the tourism industry, by engaging into tourism activities and adopting a language of leisure consumption. - To understand the process of objectification of universities as consumable tourism places. - To investigate how the city connects with universities in place branding strategy.
- Semi-structured interviews and gathering of relevant institutional material <i>in situ</i> .		2 nd phase	<ul style="list-style-type: none"> - To appoint the different strategic measures taken by universities in relation to city heritage and campus assets. - To investigate how the universities perceive themselves as influential actors within tourism consumption and policy in the city. - To identify tourism images and narratives of the host city used in university promotional materials, from the selected case-study cities. - To investigate how the city connects with universities in place branding strategy.
- Content analysis of imageries and text from HEIs		3 rd phase	<ul style="list-style-type: none"> - To investigate how the city connects with universities in place branding strategy. - To identify tourism images and narratives of the host city used in university promotional materials, from the selected case-study cities.

The Table 3.4 illustrates the entire process of implementation of the various research methods in relation to each of the research objectives. In order to be able to make a triangulation of results, the research objectives were explored in various phases. Through this comparative method, it was aimed to confront some of the research assumptions which arose from the ethnographical fieldwork and scoping survey. The entire research process followed the subsequent time-line and phases shown in Figure 3.2.

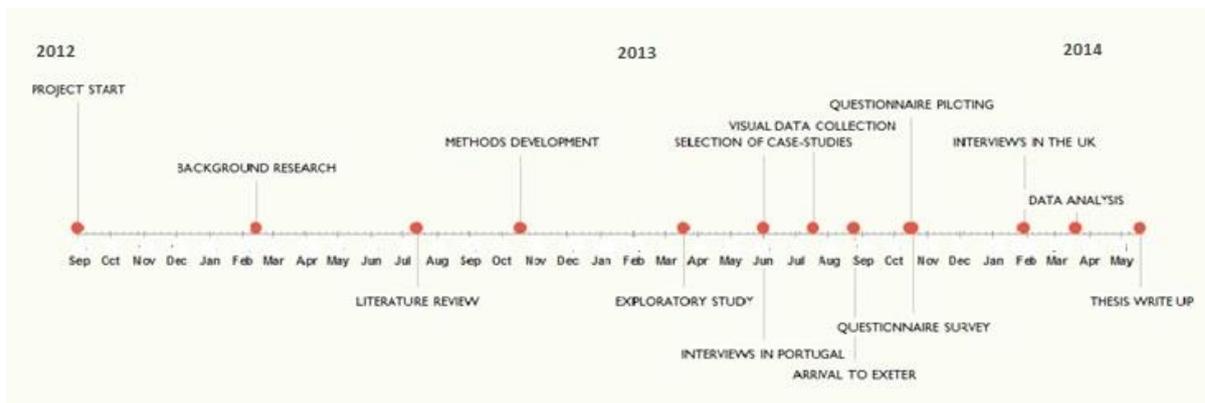


Figure 3.2 - Timeline of the phases of the investigation process during the period of 2012-2014 (Source: Author)

1) Three exploratory support methods were first applied in an early stage of the project:

1st - Explorative ethnographic fieldwork in three cities, Exeter, Venice and Coimbra in the years of 2011, regarding two topics: the use of the Universities premises for tourism purposes and the effect of university events in attracting national and international visitors.

2nd - Participant observation in University-City affairs in Lisbon as a continuation of fieldwork. Scoping of city branding and university strategy policy documents from capital cities and main university cities in Europe. This archival work had the following purposes: to analyse possible strategic joint plans and future actions; to have knowledge of relevant linkages and/or struggles between university and city leadership plans; and to organize the main topics in the questionnaire survey.

3rd - A structured questionnaire-survey which aimed to signalize: marketing trends in the respondent HE using destination imageries; tourism activities; and the participation of the universities in city-branding. The scoping survey was applied to a sample group of universities participating in the LLP program of the European Union (n=200). The survey was analysed using descriptive statistics.

2) Those preliminary actions lead to the subsequent 3 main research methods:

- From the piloting of the questionnaires and analysis of results, the selection of case studies was consolidated and different types of University-centred cities have

been compared. Then, semi-directive differentiated sequential interviews to university, city administration and City Destination Marketing Organizations (CTOs/DMOs) officials from the selected case-study cities took place.

- Archival work on strategic plans of universities and heritage assets was gathered.
- Data collection of promotional materials: from websites and hardcopy brochures, for content analysis of the universities and city DMOs, as well as collection of strategic plans of universities and city halls regarding institutional relations of these two urban organisms.

3) Finally, the information gathered was treated in the following ways:

- Coded and analysed seeking patterns and repetitions in content analysis
- Finally organized into stages of the implementation process of collaborative branding following the contributions of Gray (1985), Waddock (1989) and of Houghton and Stevens (2011) and Sicco van Gelder (2011) regarding effective city brand partnerships with stakeholders.

Consequently, the case-study cities have been analysed in accordance to their placement in the six-stages of the co-creation branding process:

Stage I - Assessment of preconditions

Stage II - Problem identification and partnership

Stage III - Participation in branding design

Stage IV - City brand Implementation

Stage V - Evaluation of the branding program

Stage VI - Outcomes and follow-up

For this reason it has been given relevance to the organization of the research findings into the various stages of maturation of the collaborative branding process, as presented above. Although the seminal work of Gray (1985) and Waddock (1989) have paved the way for co-creation and network relational branding through the proposal of a three-phase model, where the inter-organizational collaboration develops from the initial problem setting between organizations, direction setting and implementation; the place branding process as a collaborative exercise involving various communities has been expanded following the contributes of Houghton and Stevens (2011) and Sicco van Gelder (2011) about effective city brand partnerships.

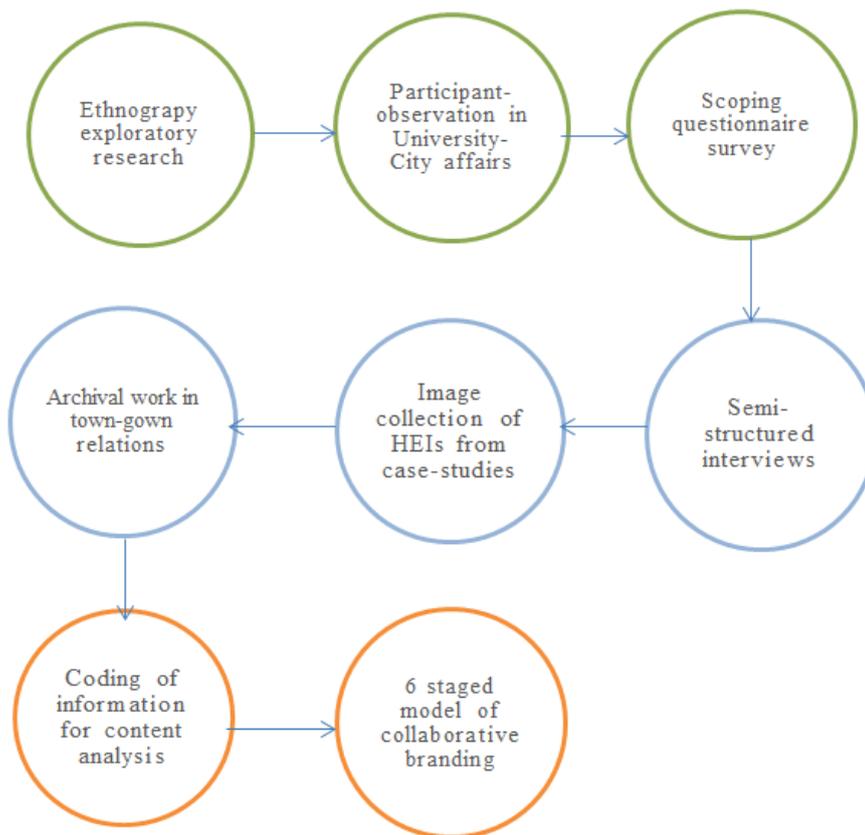


Figure 3.3 - Implementation of methods used in the research process (Source: Author)

3.4 Phase 1- Participant observation

In cross-methods research as is this case, Tashakkori & Teddlie (2003) explored how qualitative data from descriptive coding, as fieldwork, provides an overview, which can be used as an instrument for quantitative follow-up instruments, such as surveys. Consequently, the fieldwork gained importance, where the analysis of social action in uncontrived field settings provided the tools for the collection, analysis, and interpretation of data, in order to understand and describe meanings, relationships, and patterns (Phillimore & Goodson 2004). As a focused participant observer, there has been a clear plan in the selection of various and distinct university social/public events for analysis, as well as in the particular collection of data regarding a variety of cultural aspects including language use, rituals, ceremonies, relationships and artefacts. In the different events of fieldwork, there were moments of play by becoming an active member engaging in a range of cultural activities. However, the membership acceptance amongst the targeted communities varied through the settled agenda, as it was bound by formal norms of the scene – thus putting one foot in, one foot out.

During the years before and throughout the research project within my work place at the University, I have been an exchange student living the life of travellers while simultaneously being permeable to a “tourist gaze” (Urry et al. 2006; Urry 1990) of the host city and country. Simultaneously as an academic researcher, the attendance of university conventions and its organization became important to understand the tourism dimension within the social program of these events, where tourism boards and convention bureaus become sponsors, as well as the role of academics as ambassadors of place. Furthermore, my role within university administration affairs in the international area, allow me to deeply understand and simultaneously being involved in the process of reputation management of the work-place university, as well as to evaluate its role of influence and participation in city governance affairs, where the domain of place branding takes place. Given this preliminary self-reflexion statement, where I position myself as a researcher of the self-reflexive paradigm, I believe that critical empathy became important on the first part of research regarding the exploratory methods. Heuristics drawn from real-world practices was determinant for choosing the places where the fieldwork took place, and in the design and piloting of the questionnaire-survey.

The first phase of the investigating process started with the theoretical review upon the main concepts emerging from the research problem on university related tourism travel. The main concept explored was: the society of mobilities and the university as an urban institution (Cresswell & Merriman, 2011; Wiewel & Perry, 2008), connected to the regenerating process of the city (Christiaanse, 2011). Covert participant observation took place in four events that involved various agents of academia and market segment of higher education: students, academic staff, administration staff of universities, private companies specialized in higher education related products, city halls, national tourism boards. Through the meta-table (Table 2.4) presented on literature review, it was noted, that the main studies concerning university related tourism are focused on student behaviour. For this reason, the participant observation exploratory study was primary to analyse the organizational behaviour of the HE sector and public institutions supporting university activities, towards the phenomenon of academia related tourism.

Initial research has been conducted in Coimbra, Venice and Barcelona in the year of 2011 in order to access the involvement of universities within tourism activities, as potential visiting interest sites, as well as about their direct involvement as stakeholders in the internationalization strategy of their host cities. This provided insights on the discussion of the idea of university-city and its role in city branding beyond the typical relation to historical university-towns debated in the literature review chapter. These initial findings also contributed to the definition of different case-studies on a stage where the process of branding the city with the universities as stakeholders was analysed. Coimbra was selected as a case-study. Fieldwork research occurred in Oslo, Norway – 17th to the 22nd of May 2010; University Ca'Foscari in Venice, Italy on the 27th of February 2010, Coimbra, Portugal – on the 8th of May 2011; and in Houston, USA, from the 27th of May to the 1st of June 2012. The events were: the participation in the tourist visit organized by the Ca'Foscari University of Venice and exploratory interview to the tour guide, participation in an Erasmus Staff Training Week organized by the University of Oslo; participant observation of the annual traditional student festival of the University of Coimbra – *Queima das Fitas*, and finally the reputed international fair of the higher education business sector annually organized by NAFSA (Association of International Educators).

3.5 Phase 2: The scoping questionnaire survey

The pilot fieldwork became important in order to perceive three main dimensions and pass to the preparation of a scoping questionnaire to be applied amongst various types of HEIs. Post the pilot distribution of the survey and initial comments of this first group of respondents (n=13) in Portugal and the United Kingdom, it became necessary to extend the questionnaire to other respondents, in order to understand how the variety of responses may vary in accordance to the type of HEI, the date of foundation, as well as department/ respondent's position answering the questionnaire. The survey aimed to explore: how HEIs perceived their influence in local tourism through internationalization; how they relate themselves to heritage creation; and if they partner with municipalities and other organizations in collaborative actions for place branding. Thus, the three areas focused on the questionnaire were:

- a) University heritage and tourism
- b) Place branding and tourism language.
- c) University internationalization, campus activities and city relations

Due the fact that the major issues affecting HEIs internationalization strategies emerged not only through the institutions' background and leadership drive (which became noticeable in organizational culture – hierarchy: traditional top-down systems versus university community horizontal systems), but also as prominent causes: national policy (with effects on pull and push international activities), and the effect of transnational policy into their own programs, the way how the survey was designed had these aspects in account. The survey was distributed post the pilot period in order to better scope, how a heterogeneous group of HEIs from different countries of Europe portrayed the phenomena addressed in the literature review and analysed in the field-work. For this reason, the Portuguese National Agency for the implementation of the European Union's Lifelong Learning Program (LLP) had a key-role, as a facilitator and disseminator of the questionnaire, to a group of 200 institutions from participating countries in Europe (from private to public and polytechnic teaching).

3.5.1 The survey piloting stage

The survey was designed from the main issues and findings of the participant-observation pilot fieldwork, content analysis of websites/institutional materials from HEIs and the literature review. The questionnaire safeguarded the confidentiality of the identity of all the respondents, as there were institutions which required a non-disclosure of their participation.

The piloting stage was conducted amongst the public universities belonging to CRUP (the Council of Rectors of Portuguese Universities) and the Universities that are part of the Russell Group in the United Kingdom in the period of 1st of October to 30th of November 2012. The respondent HEIs which answered the pilot questionnaire had participated in the EU funded projects: - *EUniversities* focusing on the cooperation between the city and the University-nexus and MAUNIMO - Mapping University Mobility of Staff and Students.

A bilingual questionnaire was prepared and posted institutionally with a cover letter via the University of Exeter, to a total sample of 30 respondent institutions from the selected lobby groups, however the response rate was of 43.3% with n=13 full replies with 0 missing values. The questionnaire-survey and cover letter were prepared in the two languages of the respondents (Portuguese and English to acquire a broader understanding and engagement by the participants). An investigation about the organics of the services supporting visits, events and international activities of each university was taken and each Head of Services or Personal Assistant was contacted in person, via telephone and e-mail. After the telephone contact, most respondents preferred an online questionnaire survey to be sent, while few required the postage option. For the online questionnaire version, the *Qualtrics* software program was used.

From this initial step of telephone calling and presenting the project, it became clear how Central Services Departments or Visiting and Events Departments from each University had different *modus operandi* and engaged differently into the theme according to the objectives of the department and official strategy. For this reason the final respondent group at the pilot project was of 13 universities (7 from the UK and 6 from Portugal). From these institutions insightful replies and individual cases emerged

in terms of tourism policy and activities, as well as of their vision for place branding while responding to the questionnaire and on the telephone call stage.

The pilot questionnaire document (see Appendix 2 - Figure 0.12) distributed via postage and e-mail was divided in 4 parts. The 4 themed parts were also applied in the final scoping questionnaire, although the number of questions was reduced with the aim of obtaining clearer answers with variables that could be explored through descriptive statistics.

Section A – Information on the Respondent Institution

This included a question about the posts of the people and type of department/s completing the questionnaire, since both the pilot questionnaire and fieldwork indicated that professional posts and type of department from respondent institutions affect the results.

Section B – The University identity and tourism impact

This section focused on the how universities see themselves as stakeholders of the city policy. It aimed to acquire the institutions' self-evaluation of how they perceive their impact on local tourism revenues and influence city branding and tourism policies. Also, this section aims to understand how positively/negatively universities perceive the use of their heritage assets and city heritage references in marketing discourse for the international publics.

Section C – Town and Gown relations and university promotion.

This section addressed how universities perceived institutional dependency relations with the City Hall. It aimed to scope the following issues underlying town and gown relations within the municipal tourism strategy and city branding: expansion of the university campus and public interest heritage management and activities; universities entrepreneurial action beyond teaching and research (the third mission); the regularity of sponsorship of university celebrations and public activities by municipal funding.

Section D – University external promotion policy for the visiting publics

This section addresses how universities organize cultural activities and fieldtrips to the international academic community. This section also identifies tourism

related activities taking place at HEIs, the reasons for engaging into tourism activities and the main target audiences.

The fact that the respondent universities also participated in other research projects about international mobility and local development, helped to have an experienced feedback on the design of the small-scale test survey addressing the topic of research. They provided comments which ameliorated the final design of the final scoping questionnaire due to the following reasons:

- Different organizational cultures in HE management and interests affected the approach to the research topic.
- The survey language needed to be adapted to target group sensibilities and knowledge of HE and tourism management jargon. So, there was a need to provide translation of the questionnaire into two languages and reduce the use of idiomatic expressions (ex: “town and gown relations” in English language was translated to “city-university relations” in Portuguese language)
- The total answering time of the questionnaire was reduced through a re-organization of the questions, since the target respondents from university administration had a very limited time to complete the survey.

Within the pilot group of universities from these groups however residual, four institutions shown to have specialized professional services engaged in this type of activities – an operational service for tourism and events and a strategic service for place branding and communication. The institutions involved in the case study analysis regarding their role in collaborative branding positioning belong to these two groups. The respondents from these groups demonstrated to play a role as formal and informal stakeholders of place branding through their internationalization activities and visual / written contents for undergraduate students, summer courses, public outreach events, conferences and promotion of university heritage for visiting publics.

3.5.2 *The scoping questionnaire*

The final scoping survey was reduced. Nevertheless it followed the same for four thematic sections defined in the pilot questionnaire. Likert scaled questions from 1 to 5 were introduced. The final bilingual questionnaire (see Appendix 2, Figure 0.13) was resent using the *Qualtrics* software program, via the Portuguese National Agency to the network of institutions in Europe under the LLP program with a valid Erasmus Program Charter (2007-2013). From this procedure, there were n=52 fully completed questionnaires belonging to 12 countries of Europe, from a sample of 200 HEIs. There were 113 partially answered questionnaires with missing response values, signalling that respondents viewed the survey and received the call. However, relevant sections were not answered and those questionnaires were not considered to the final analysis. From the group of non-completed questionnaires, 28 respondents provided written feedbacks on the topic, due to the controversy of the subject or lack of internal contact amongst different sectors at the institutions (see Table 0.5 in Appendix 2). In the first part of the survey, institutions had the ability to choose if their identity wanted to be revealed and 67% of the respondent institutions opted for the non-disclosure of the institutional identity. Subsequently, it has been decided not to reveal the institutional identity of any of the respondents in the questionnaire survey.

The survey questionnaire, as an exploratory tool was analysed using descriptive statistics. The Chi-Squared test was applied on all variables defined for the 1st aim of research and the data from the final sample of respondents, presented as a scale was aggregated into three Likert scale degrees. These were crossed with two key variables: VA1- "Type of HEI" and VA2 – "Date of Foundation". The mean frequencies of the survey questions were also calculated. Moreover, cross-tabulations of frequencies and percentages between the survey questions and the two main variables (VA1- "Type of HEI" and VA2 – "Date of Foundation") were made to support the observations extracted from the exploratory survey.

The results of the scoping survey aimed to provide an overview of the research problem in the research findings and macro contextualization for the in-depth analysis of the case-studies. The research findings discussion resulted from the comparison of the observational results from the survey and the results from the content analysis of the interviews and promotional materials.

3.6 Phase 3: The cross-methods approach to case-studies

The third phase of data collection of the project corresponded to the study of the specific case studies, using content analysis of imageries, documents and narratives from the interviews, as well as the results from questionnaires. These methods were important for the completion of the dimensions of image and place in tourism planning in regard to the way they are used by universities. A content analysis approach, both to the promotion materials from universities and to the contents of the structured interviews using the NVivo10 Program was applied post the initial coding phase, where nodes and themes were defined to input in the program. Within the analysis, it has been defined what were the signs (tourist attractions) and what markers (e.g.: names, pictures, senses appealing) provided information about the sight to be visited or experienced (the university or\and the city). The materials gathered have been promotional materials and policy documents. The sources for the collection of materials have been the HEIs, local governments and DMOs, located on the territories defined for the case studies. The promotional materials provided by local governments and DMOs were used in the analysis of discourses and references to academia related tourism in urban centres.

As part of an inductive building process, these case studies were finally selected after the previous phases of the ethnographic fieldwork and scoping questionnaire. Although the presence of tourism interconnected to the universities emerged as a common event both in the ethnographic fieldwork exploratory phase and also in questionnaires, these initial results have pointed to different relations of the universities to the host cities.

For this reason it was found necessary to deepen the work, map the university-city relations within place branding through the elaboration of different stages of collaboration, emerging from the interviews and documental sources from case-studies. The collocation of the cities into a scale was done after outlining the relational problems and organizational entropies within the implementation of the university-city as a brand. Thus, the interview process, the individual questionnaire answers of the respondents of the selected cities, and the images were fundamental to understand the power relations, the relational scope of universities and cities as connected agents with a role in place branding as a tool that is part of urban planning and tourism policy.

3.6.1 The interview process

Four interview guides were prepared (see Appendix 4 - Table 0.10, Table 0.11), after an application for appliance of this method of research, to the ethics council of the University of Exeter and consequent approval (see Appendix 3. *University of Exeter Business School Ethical Approval Form*). Two semi-structured interview guides were applied at the Universities and City Halls, whereby policy makers from Universities and City Halls participated and identified administration executives that were important to supply further specialized information relevant to the study. While policy makers contributed with major strategic lines of action, with their insights and gave supporting policy materials, the senior administration executive respondents provided practical information on activities' development.

The snowball sampling method used a small pool of initial informants at the Universities from decision making positions to indicate, other relevant participants inside the educational institution and within municipalities, in university-city relations projects involving the aspects of city tourism and branding policy. Consequently, the different interview guides that were used, have been produced from the views showing through the scoping surveys, and also considering the respondents' institutional position and direct/indirect engagement in the object of research.

The advantage of using the snow ball sampling method as a community of connected stakeholders has been the possibility to include people in the interviews, who had specific roles to place branding and university marketing business. This method was used to identify professional experts in the respondent institutions from the fields of development of university related tourism products, university-city policy making and customer relations. The disadvantage of this sequential process is the community bias. However, in the case of network branding and co-creation branding studies it is important to appoint community dependencies and linkages as an underlying aspect of cooperation (van Gelder 2010; Houghton & Stevens 2010). A circle of professional relations and inter-linkages on university-city relations was established and the interviewed chain sample respondents revealed to share vertical and horizontal types of network engagements.

3.6.2 The content analysis of university promotion materials and interviews

Content analysis was undertaken as a support method not only to analyse the interviews in order to identify the main themes and issues regarding each case-study city but also to analyse the university promotion materials directed at external students, academics and tourism activities on campus.

The corpus analysis of texts of the interviews through the support of the NVivo10 program followed the Sinclair method (1991), where was applied a simple analysis of word frequencies across the whole textual corpus. This began to inform on the main themes that were pulled within the interview guides. Then it was passed to the word collocation in each corpus, which is the occurrence of two or more words within a same paragraph. From the word frequencies and collocation, the overview of main themes and discourses has been appointed. These themes from the interview contents were compared with the themes from the visual analysis of the promotion materials.

After the interviews and collection of promotional materials provided by the respondents both from the HEIs and Municipality, the texts were organized according to their target group/intention. The content was analysed as a support method to the interviews and discussion of the role play of universities in place branding. The sample was composed of 35 documents of promotional material of various dimensions supplied by the Higher Education Institutions. DMO's/City and Hall Offices also provided brochures as support materials and indicated relevant websites²⁰. Together, the interviews, the content analysis of promotional materials and the individual answers from the institutions within the case-studies in the questionnaires helped to answer the second aim of research.

Content analysis was applied at the promotional materials as a support method aimed specifically to investigate aspects of the language of tourism (Dann 1999) and how it appeared to be connected to the city context in terms of the following four subliminal dimensions present in the message of discourse: ideology, hedonism, experience and myth. The analysis was made also using the sociolinguistic approach used in Febas

²⁰ Websites:

Study in Scotland - <http://www.studyinScotland.org/why-scotland/>;
Education UK - <http://www.educationuk.org/global/>;
Study in Lisbon - <http://www.studyinlisbon.pt/>;
Study in Portugal - <http://www.studyinportugal.net/>

Borras' (1978) model of communication in order to see the thematic structure of the promotion materials whereby each brochure was examined holistically against the following criteria (Figure 3.4):

a) The context as it refers to the objective description of the brochure's message. Its referential function is present within the items of landscape, geography (physical and human) as well as the references to climate.

b) The emotive function of the sender's language (the University). It refers to the subjective level where is present the cultural infrastructure, such as the University character (brand values) heritage, art, university traditions/regalia.

c) The conative function of the receiver. This can be one type of receiver or multiple according to different modes of tourism consumption that the sender's message suggests. The receivers can be international students and academics, cultural / educational tourists, conference participants, *alumni*, but also national visitors/local residents.

d) The poetic content and the objective of the final message. Its specificity either in offering tourism services or by referring to places of visiting interest at the University, thus identifying, motivating and expressing touristic communication, through a language of myth, hedonism, rebirth, happiness, fun, socialization, gain of knowledge and *status quo*.

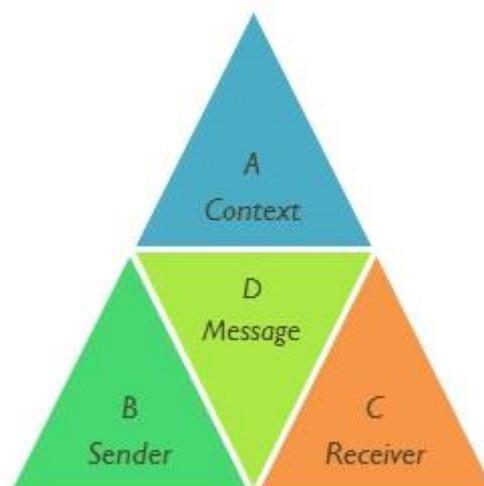


Figure 3.4 - Thematic structure for analysis of University promotional materials based on Febas Borras (1978) (Source: Author)

The content analysis of promotional brochures and websites followed the subsequent coding elements, as well as verbal and visual analytical techniques presented in Table 3.5.

Table 3.5 - Key-themes and attributes identified for analysis within the sample with correspondent techniques of verbal and visual content analysis of materials pertaining to University tourism and its role in the host city branding (Source: Author)

Key-themes in University Tourism and City Branding	Key-attributes in University-City relations	Verbal content techniques	Visual content
University character University built heritage International experience Unique academic traditions Famous <i>alumni</i> Hospitality and Events Education and cultural activities Cultural environment City built heritage Urban and civic institution Academic environment	1. Sociability 2. Uses and activities 3. Access and linkages 4. Comfort and image	Comparison Key-words Testimony Humour Language Ego-targeting Target public	Colour Format Visual Cliché Connotation procedures Weight in relation to text

In the same way it was applied to the interviews, the 1st cycle of coding method looked for locutions that conveyed the aim of the promotional materials and the undisclosed messages in the samples within a first list of intangible 33 attributes defined in the model of university-city relations (Figure 3.1).

The locutions were first allocated inside 4 key-attributes: 1. Sociability; 2. Uses and Activities; 3. Access and Linkages; 4. Comfort and Image. These four attributes emerged early within the exploratory field-work referring to activities and consumption behaviour of university communities (see Table 4.1) as well as the literature-review sources regarding the interconnection of universities to tourism lifestyles and place identities (Charles, Kitagawa, & Uyarra, 2014; Connel, 1996). Having in mind that images are embedded in social practices and communicate their own discursive flow (Rose, 2001), the image content was interlinked to the analysis of the semantic content.

The 2nd cycle of coding focused on the quantitative aspect of previously defined intangibles that were observed within the fieldwork. These were grouped inside aforementioned key-attributes (1. Sociability; 2. Uses and Activities; 3. Access and

Linkages; 4. Comfort and Image). The word count aimed to assess the given focus of the texts as in relation to the entire corpus of the source. A grid was used to collect information from each data source (see Appendix 6, Table 0.19)

4 UNIVERSITIES' MOTIVES AND ACTIONS LEADING TO TOURISM

4.1 Introduction

This chapter presents the results of the initial methods used for exploration in order to research the first aim of the investigation with its linked objectives (see Table 3.1). Within the first phase of exploratory fieldwork and scoping questionnaire through a heterogeneous group of institutions geographically dispersed in Europe and United States it has been aimed to research the following objectives:

- To analyse how universities interconnect with the tourism industry, by engaging with tourism activities and adopting a language of leisure consumption.
- To appoint the different strategic measures taken by universities in relation to city heritage and campus assets.
- To identify tourism images and narratives of the host city used in university promotional materials from the selected case-study cities.

4.2 Fieldwork results

The first phase of research initiated through the classic use of ethnographic fieldwork as an inductive method for narrowing research into primary subjects and gathering key-informants. Observatory fieldwork in four different events – in Portugal, Norway, Italy and in the United States has demonstrated different ways of how universities develop a role in place branding.

These scenarios were:

- Organized campus tours at Ca’Foscari University in Venice, Italy;
- The annual Erasmus Staff Training Weeks of the University of Oslo, Norway;
- The annual student graduation festival of *Queima das Fitas* in Coimbra, Portugal;
- The annual NAFSA (Association of International Educators) World Conference and University Expo, which took place in Houston, Texas.

Four key dimensions emerged in the fieldwork after the coding of the descriptive reports from diaries (see Appendix 1. Exploratory testing: Ethnography fieldwork reports) in the following 33 intangible attributes organized on the Table 4.1, which were later tested and applied in the content analysis of website materials and brochures pertaining to universities.

Table 4.1 - Intangible attributes emerging from the ethnographic fieldwork focusing the interconnection of the University sector with tourism in host cities (Source: Author)

University-city relations & Internationalisation – Tourism & Place Branding			
Sociability	Uses and Activities	Access and Linkages	Comfort and Image
Diverse Cooperative Neighbourly Pride Friendly Welcoming Multicultural Interactive	Fun Leisure & Sports Culture Education Celebratory Sustainable Entrepreneurial Real Traditional	Continuous Convenience Proximity Accessible Walkable Interconnected Readable	Urban Walkable Green Comfortable Safe Charming International Mystique Historical Avant-garde Cosmopolitan

The qualitative results described below, although of subjective nature, became an important source of explorative validation of the two research aims, leading to the use of other intertwining methods to strengthen these initial findings. This pointed to the summarized subjects on the Table 4.2.

Table 4.2 - Summary of results of pilot fieldwork (Source: Author)

Summary of results of pilot fieldwork			
The role of Universities in place branding in a tourism context			
Fieldwork 1	Fieldwork 2	Fieldwork 3	Fieldwork 4
<p><i>Formal engagement of the university with the municipality</i> as a tourism attraction beyond science and research.</p>	<p><i>The University as the leading tourism and visitors' point of attraction.</i> The central historical campus, the academic traditions and annual student festival developed into symbols of the exotic and unique for visitors and residents.</p>	<p><i>Tourism activities in the context of university staff and academic meetings</i> as part professional networking processes and lifelong learning practices.</p>	<p><i>Country foreign affairs and commercial policy as fully present in education trade</i> (e.g.: British Council in the U.K. and AICEP in Portugal). <i>Hereby place branding emerges in the context of the university destination as a pull-factor.</i></p>

The first field-work at the Ca'Foscari University in Venice was composed of the participation in a tour to the medieval campus facing the Grand Canal and also a scheduled interview with the head of the communication office. It was very pertinent for the research for the reason it showed the influence of the City Council's tourism policy. Most importantly it presented the terms and conditions behind the renovation and maintenance of the heritage of the University main building, as one of the hidden treasures of the city. Furthermore, within the exploratory interview addressing the subject of the use of imageries of the city and its touristic aura, as one of the attraction factors for university internationalization, the university confirmed this factor, although admitting that it has become a problem to the university itself, since the number of tourists overloaded the city capacity not only in terms of conservation issues, but in terms of an escalation of prices and lack of available accommodation near the campus. The university student residences could not absorb the totality of international students

applying to the university, since they also needed to have in mind the national students. Nevertheless, the city council in regard to its strategic policy for youth, it developed a project for the rehabilitation of quarters near the Ca'Foscari University faculties in order to promote Venice as a student friendly city, that can establish transversal links within the youth tourism niche market.

The second exploratory fieldwork, which has occurred in Coimbra, during the student graduation week, gave a different insight since the university itself is the key-attraction of the city, in terms of tourism and city liveability on the contrary to the Ca'Foscari University which is promoted to the cultural and heritage tourism niche markets. Coimbra has branded itself as the Portuguese city of Health due to the University Hospitals, highly advanced research departments and Nursing Schools. Nevertheless, the brand equity and values behind the city prestige are due to the University presence as an archetype of a university-city, with its historic architectural compound, student traditions and regalia. Its main annual academic festival has the duration of a week and brings to the city more than 200 000 visitors.

Moreover, since Coimbra has made its application to UNESCO as a World Heritage Site, linked to the existence of the University Compound as a Medieval Knowledge City with a future vision and social engagement, the tourism dimension became more present in terms of the University communication and market approach. Tourism professionals are invited by the university administration in charge of tourism activities, not only to receive instructions about the visiting collections open to the public, but also to come across with the tourism planning strategy of the university. Nonetheless, since the festival affects transversally the city services in terms of economic and social impact, the city hall enters as a partner of this specific event. The municipality provides the civil permission for the event to occupy the main streets and city park adjacent to the river, where concerts take place. The event also gathers sponsorship from different private sectors: from the media to local tourism retail, transports and spirits/beer industries.

The third exploratory fieldwork focused the leisure dimension of the activities encompassing the European Union's Lifelong Learning strategy. The fieldwork occurred at the University of Oslo on its international university staff training week. This event was supported by the European Commission, under the Erasmus Program and has given the output of understanding three aspects within university linkages to the broad society:

- The first aspect has been how tourism activities appear within the context of study trips and professional networking amongst university peers;
- The second aspect relates to the formal business partnerships between universities and hotel groups and cultural institutions as support services accompanying the university internationalization activities: from the organization of conventions, to summer schools and events.
- The third aspect relates to a given emphasis to the University museums with various specialities and a broad range of collections as well other cultural and scientific amenities such as, Botanical gardens, theatres, art galleries and libraries. These emerged in this particular field-study as main interlinking nodes of the university with society, the general public and visitors.

Finally, the last exploratory research fieldwork, occurred within a major higher education sector trade fair and convention organized by NAFSA – the Association of International Educators. This convention has been the matching quarter of an academic world which is deeply rooted on place identities.

The different dimensions of place branding within the types of collaborative, co-creation and network branding could be found within the various country pavilions transposing different types of political approaches and higher education strategies towards their host cities, regions and countries. These pavilions not only transmitted national colours and symbolisms as also made the bridge to the various regions where specific universities were located. It could be clearly traced within the formal and visible contents not only the formal aspects of heritage and tourism sites but also the intangible and emotional counterpart aiming to informally communicate perceptions and differentiate messages across universities as competitors.

In a Higher Education international trade fair where the most common jargons across all institutions are the references to rankings, scientific quality and international vibrant environments in terms of staff and students, the connection to place identity emerges as an element of differentiation and exoticism, as well of linkages between world regions and countries with past historical ties (e.g.: Association of the Commonwealth Universities; AULP – Association of Universities from the Portuguese Speaking Countries).

4.2.1 Meta-table of fieldwork results in relation to aims and objectives

The fieldwork provided outputs from various angles – through universities as organizers of campus tours, as recruiters of international students, part of a strong industry of academic related events, as participants of lifelong learning programs that provide a component of tourism and leisure as a complement, and as organizations that attribute distinct place identities to cities and deeply affect the local tourism economy.

Table 4.3 – Combined results of field-work in relation to aims and objectives (Source: Author)

Aims	Objectives	Results
1. To investigate the motives that lead universities to adopt discourses and actions conducive to tourism activities.	<ul style="list-style-type: none"> - To analyze how universities interconnect with the tourism industry, by engaging in tourism activities and adopting a language of leisure consumption. 	<ul style="list-style-type: none"> - organization of annual events which gain national and international reputation - need to increase financial capacity in order to reach sustainability - adoption of tourism language for student recruitment purposes
	<ul style="list-style-type: none"> - To identify different strategic measures taken by universities in relation to city heritage and campus assets. 	<ul style="list-style-type: none"> - organization of educational tourism tours and summer camps for supportive income - establishment of institutional agreements with municipalities for financial support and external promotion purposes
	<ul style="list-style-type: none"> - To identify tourism images and narratives of the host city used in university promotional materials 	<ul style="list-style-type: none"> - images of university buildings, museums and botanical gardens - references to country / host city identity and culture - references to university traditions and regalia - discourse of myth - references to safety, sports and transport connections - images of multicultural contexts and beautiful people

4.3 Scoping survey results

Since, few studies addressing the general influence of universities in tourism and branding cities (Popescu 2012; Bulotaite 2003) lacked themselves empirical data from how HEIs saw themselves in regard to this role, the aim of the scoping survey has been: - to attain indications from a heterogeneous group of HE institutions outside the defined case-studies, as a support method for the design of the interview guides which would take place with HE, City Hall and DMO decision makers. Also the survey aimed to provide data that could be used to establish comparisons with the interview findings.

The variables from the final survey were divided into 3 sections: a) Characterization of institution, b) HEIs involvement in tourism activities and city branding; c) University-municipality relations.

These were cross-tabulated with two primary characterization variables: “V1/Typology of HEI” and “V2/Date of Foundation”. The general assumptions for testing of independence: were that: 1 - the participation of the HEI’s in the tourism industry and city cultural affairs could be related to the type of teaching mission (research or vocational driven) and values associated to the institution; 2 – the participation of the HEIs in tourism could be correlated to corporative tradition, in this case represented by date of foundation.

The chi-square test was applied to measure the independence of these two variables with a predetermined significance level of $p \leq 0,05$ from the three aforementioned sections. Nevertheless, and mostly due to the reduced sample size ($n=52$), the chi-squared test demonstrated to be invalid to most variables. This fact limited the assumptions that could be taken from this test in regard to the survey results. (see Table 0.6 and Table 0.7 for the complete results of the Chi-Squared test in Appendix 2. Scoping questionnaires).

4.3.1 Characterization of the respondents

4.3.1.1 Types of Higher Education Institution

The sample of Higher Education organizations respondents belonged to two systems of teaching in Higher Education: polytechnic teaching and university teaching. The respondent institutions also had different foundation dates ranging from 1088 to 2013. There were three key moments of foundation of HEIs, responding to different economic development stages at the global level (Dale 2009) and the table of results (Table 4.4), allows us to have a general description of the respondents positioning regarding to these foundational moments: as centennial institutions with architectural heritage assets, the new institutions responding to an age of democratization policies of access to higher education and lastly the institutions founded post the economic crisis of the 1970's where vocational teaching in HEIs gains weight. The high moment of the foundation of polytechnics versus foundation of universities within the group of respondents is post the 1970's decade, as it was observed when comparing the figures of the polytechnic institutions and universities established in the same period.

Table 4.4 - Cross-tabulation between the Variable 1 - Date of Foundation and Variable 2 -Type of HEI (Source: Author)

		Type of Higher Education Institution		Total count
		University	Polytechnic	
Date of Foundation	1088-1900	12	0	12
	1901-1970	8	0	8
	1971-2013	20	12	32
Total		40	12	52

Within the literature review, it was discussed how the marketing approach of institutions and its use of place and leisure associated references has been related to: the type of HEI; mission and association to university groups (Klassen, 2001; Nguyen & LeBlanc, 2001; Morphew, 2010). Within the area of HEI marketing, it has also been explored how rankings affected the approach of institutions to other consumer markets. For this reason, it seemed relevant to structure the survey analysis using cross-

tabulations within these two variables: type of higher education institution and date of foundation as in Table 4.4.

4.3.1.2 The Geographical scope and date of foundation

Since seminal studies pointed to linkages between international education, student travel and local tourism (Carr, 2005; Glover, 2011; Rodriguez et al, 2012) the criteria of sampling was the participation of HEI in organized student exchange programs at the European level, therefore it has been relevant to present a map of the survey respondents.

Within the Figure 4.1 and Table 4.5 it is clear how the Portuguese and Spanish institutions had larger rates of participation in the scoping survey. The geographical distribution of results has been mostly influenced by two factors: a) the node of contact of this research near the HEIs has been the Portuguese National Agency for the LLP Programme; b) Within the cohort of participant countries in the LLP program, Spain has been the European Programme Country sending and hosting most Erasmus students (European Commission 2012, p.6).

Table 4.5 shows the number of participating HEIs per country of origin were mostly founded post 1970, belonging to the group of new universities and polytechnics. However the participation of historical and new universities in the survey was also relevant, allowing for interpretations on how these groups compete within the HE market as a whole, as both appear to influence city branding and tourism policy, (see Table 0.9, in appendix 2) adding information to the theoretical study of Bulotaite (2003) on using university heritage as a tool for marketing and Popescu (2012) on branding cities as educational centres.

Figure 4.1 - Country origin of respondent institutions completing the scoping survey.²¹ (Source: Author)

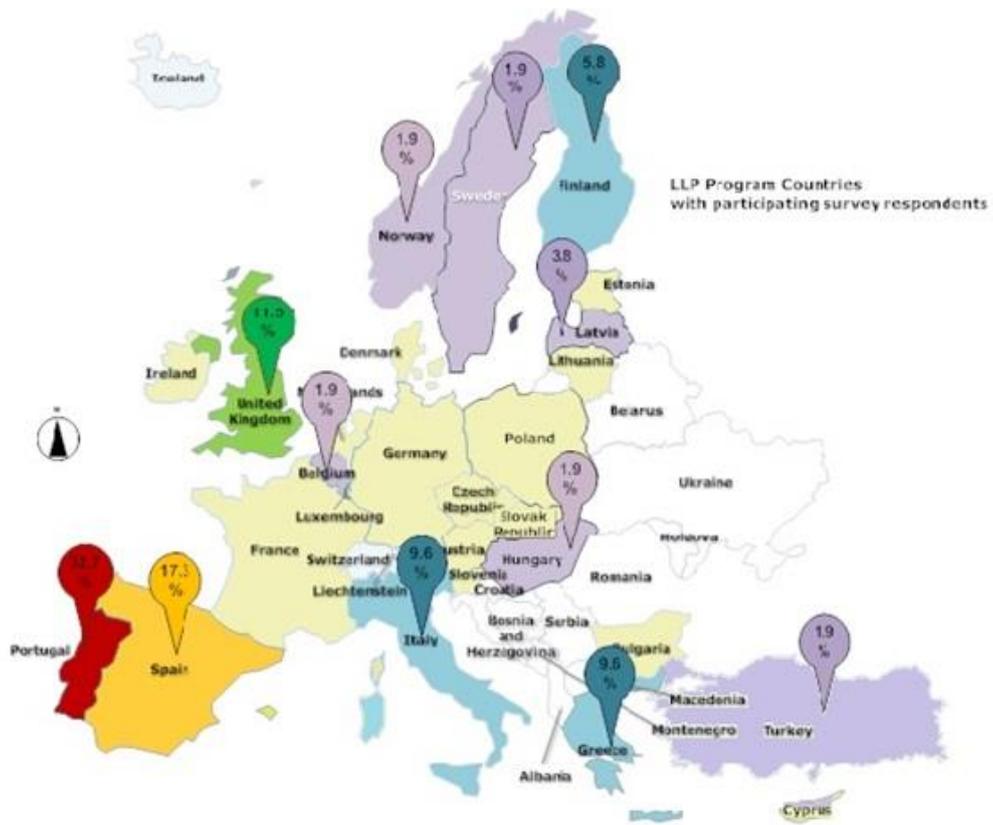


Table 4.5 – Cross-tabulation of data of respondents’ country of origin and date of foundation of HEIs (Source: Author)

Date of Foundation	Country												Total Count
	Belgium	Finland	Greece	Hungary	Italy	Latvia	Norway	Portugal	Spain	Sweden	Turkey	UK	
1088-1900	1	0	0	1	3	0	0	2	2	0	0	3	12
1901-1970	0	0	1	0	1	1	0	4	1	0	0	1	9
1971-2013	0	3	4	0	1	1	1	11	6	2	1	1	31
Total	1	3	5	1	5	2	1	17	9	2	1	5	52

²¹ Note: Although Turkey, Switzerland and Norway are not E.U. member-states were participating countries in the former E.U. Lifelong Learning Mobility Program.

4.3.1.3 Professional structures at the respondent HEIs

Within the cohort of 36 HEIs (n=52) which affirmed to participate in tourism related activities it has been identified various internal organisms in the organization and planning of the tourism related services. The cross-tabulation with frequencies illustrates the existence of dispersed services directly involved with tourism related activities, as well as diverse compositions of professionalized services in the HEIs. These seemed to vary in accordance to the “V2- date of foundation”, as it shown in Table 4.6.

Table 4.6 - Cross-tabulation of frequencies of the “Variable A17 - HEIs organisms organizing tourism related activities” with “Variable 2 – Date of Foundation” (source: Author).

HEIs organisms organizing tourism related activities	Date of Foundation			Total Count
	1088-1900	1901-1970	1971-2013	
Academic Services in cooperation with Student Union	0	0	1	1
Faculties	1	0	2	3
Communication Office	0	0	1	1
Cultural Events, Students Union, University Community Services	0	0	1	1
EU Programmes Office	0	0	1	1
Faculties, Open University	0	0	1	1
GSA Enterprises; Professional and Continuing Education	1	0	0	1
International Office, Center of Hispanic Studies	0	0	1	1
International Relations Office	3	2	1	6
International Relations Office and Various Faculty Departments	1	0	0	1
International Relations Office, Academic Departments, Conference Hall, University's Museum, Public Relations Office, Central Library, Faculties	0	1	1	2
International Relations Office, External Communication Office	1	0	0	1
International Relations Office, Museums, Students Unions, Confucius Institute, Sports Office	0	1	0	1
International Relations Office, Students Union, Campus Services	1	0	0	1
International Relations Office, Teacher of Portuguese Culture and Language Course	0	0	1	1
International Relations Office, Vice-chancellor of Students	0	0	1	1
International Relations Office; Cooperation Office for Portuguese Speaking Countries and Latin America; Culture, Sport and Leisure Office; Communication and Image Office	0	1	0	1
International Relations Department	0	0	1	1
International Welcome Office, Public Relations Office	1	0	0	1
Marketing Office	0	0	1	1
Project Department Coordinator, International Relations Office, Exhibitions Department, Communication Department, Academic Personnel	0	1	0	1
Public relations, International Relations Office, Individual Departments	0	0	4	4
Tourism Office of the University	1	0	0	1
University and Education Services, International Relations Office, Extension Activities Department, Student Union, Faculties	0	1	0	1
Vice-Principal & International Relations Office, Cooperation & Mobility Department	0	0	1	1
Total (n=52)	10	7	19	36

The variety of organisms in HEIs dealing with university external relations affairs deconstructs in part, the Rhoades and Slaughter (2009) findings of HE professional specialization, according to the needs of HEIs in reaching different niche markets. Very few institutions have created internal enterprises, tourism, continuing education and marketing offices as differentiators in this type of service. The International Relations Offices seemed to emerge as the main operational structure. Still, from the display of different actors there was the impression that various structures within the same HEI were involved in the organization of tourism related activities. However, having in mind, the different geographical contexts of research, the specific focus of research and limitations of the sample size, it is interpreted that the lack of specialisation in tourism activities at the majority of the respondent HEIs is due to:

- Different stages of organizational intelligence of HEIs towards external threats and types of market competition,
- Diverse strategic focus, thus influencing the distribution and specialization of services.

Table 4.7 – Cross-tabulation of “variable A8 – management of campus facilities within the hospitality and events business” with “variable A2 – Date of Foundation”, (Source: Author)

		Date of Foundation			Total Count
		1088-1900	1901-1970	1971-2013	
Does your HEI manage On-campus infrastructures within the hospitality and events business? (e.g.: student halls, conference and theatre halls, museums)	Yes	8	5	15	28
	No	4	4	16	24
Total (n=52)		12	9	31	52

The results regarding the management of campus facilities by HEIs within the hospitality and events business in relation to different typologies of the variable “V2 – Date of Foundation”, suggests that some HEI (independently of the year of foundation) are reusing facilities for other purposes beyond teaching activities, as discussed by (Weisbrod et al. 2008; Clark 1998). So, it is suggested, that organizational intelligence at the management level does not only come from the needs and external policy drive, but also from the attainment of an individual strategy, mirrored by specialized services, and in the diversification of campus services as we can see from the overall sample of respondents in Table 4.6. and in Table 4.7.

4.3.2 How universities interconnect with the tourism industry?

Due to the limited number of observations per item it was not possible to validate the Chi-square test in most of the variables and for this reason the test results were not conclusive. Within the questions designed to access the first objective of the first aim of research, the results extracted from the survey presented provided some considerations to the phenomenon of university engagement in local tourism industry, from the HEIs perspective. HEIs portrayed themselves as an informal stakeholder organization that mainly contributes to this sector at an indirect level. As relevant studies in this area have focused students as respondents, such as the research of Glover (2011), Llewellyn-smith & McCabe (2008) and Kim (2006), the outcomes of the scoping survey contributed to understand who are the stakeholders behind the university student's travel motivations and behaviour.

Nevertheless, we could understand some degree of significance between the answers provided by Universities versus the answers given by Polytechnics in the questions *“Would you agree that your university has a direct impact on local tourism revenues”*; *“Would you agree that your university has an active role within the local cultural offer and creative environment of the city”*; and *“Would you agree that your university has heritage sites of local interest”* (see the Chi-Square test results - variables A7-2; A7-3; A7-4 in Table 0.6 of Appendix 2).

More specifically, in the questions *“Would you agree that your university has a direct impact on local tourism revenues”*; *“Would you agree that your university has an active role within the local cultural offer and creative environment of the city”* it was found that universities in comparison to polytechnics had a clearer perception of their importance to both local tourism revenues and the role in the local cultural and creative offer. Amongst the polytechnics, the percentage of respondents that disagreed was substantially higher (Table 4.8).

In the question *“Would you agree that your university has heritage sites of local interest”* (VA7-4) it has been identified a clearer difference between universities and polytechnics. As within the group of Universities the positive answer to these questions was commonly consensual, in the case of Polytechnics the negative response was more than 40% (Table 4.8).

The discrepancy in the percentage of Polytechnics in relation to their possession of heritage sites of visiting interest, maybe related to the fact that the dates of foundation of the respondent institutions belonged to the cohort of HEIs with foundation dates between 1971-2013 (see Table 4.8 - Variable A7-4 “*Would you agree that your university has heritage sites of visiting interest*”). On a wider context this outcome cannot be extrapolated as a generalization, since, outside the sample of respondent institutions, there are polytechnic schools created in the Humboldtian context of the 19th century, which are nationally recognized to be heritage sites of visiting interest (e.g.: Rensselaer Polytechnic Institute, founded in 1824 in the USA).

Table 4.8 – Detailed results for questions A7-2, A7-3 and A7-4 with cross variable “V1/Typology of HEP” - percentage and frequency values. (Source: Author).

A7-2	Would you agree that your university has a direct impact on local tourism revenues?			Disagree	Agree	Total
	Type of Higher Education Institution	University	Count	4	36	40
			% within Type of Higher Education Institution	10.0%	90.0%	100.0%
	Polytechnic	Polytechnic	Count	4	8	12
			% within Type of Higher Education Institution	33.3%	66.7%	100.0%
	Total		Count	8	44	52
% within Type of Higher Education Institution			15.4%	84.6%	100.0%	
A7-3	Would you agree that your university has an active role within the local cultural offer and creative environment of the city?			Disagree	Agree	Total
	Type of Higher Education Institution	University	Count	2	38	40
			% within Type of Higher Education Institution	5.0%	95.0%	100.0%
	Polytechnic	Polytechnic	Count	4	8	12
			% within Type of Higher Education Institution	33.3%	66.7%	100.0%
	Total		Count	6	46	52
% within Type of Higher Education Institution			11.5%	88.5%	100.0%	
A7-4	Would you agree that your university has heritage sites of local interest?			Disagree	Agree	Total
	Type of Higher Education Institution	University	Count	6	34	40
			% within Type of Higher Education Institution	15.0%	85.0%	100.0%
	Polytechnic	Polytechnic	Count	5	7	12
			% within Type of Higher Education Institution	41.7%	58.3%	100.0%
	Total		Count	11	41	52
% within Type of Higher Education Institution			21.2%	78.8%	100.0%	

Also, similarly to new Universities, the role of the foundation of Polytechnics in less developed areas reinforced their part as territorial agents which would allow for economic, social and cultural changes to take place. For this reason, but still in a significantly lower number in relation to the cohort of universities, 66.7% of Polytechnics stated to have individually an impact on local tourism revenues and also to contribute to the local culture offer and creative environment of the host city (Table 4.8). Hence, if we look to the figures regarding the importance of HEIs impact on local tourism as an important subject in HE-municipality relations, we see that 95% of the University as well as 91.7% of Polytechnic institutions respondents consider this an important dimension. Also, the variable of the general perception of HEIs influence on local tourism became a constant with a 100% agreement within the answers (see the detailed frequency and percentage results for variables A10-2 and A16-7 in Table 0.8 of appendix 2).

Despite the fact of the reliance on the data being limited due to the sample size and uneven distribution between respondents from universities and polytechnics, it can be assumed from the results, that the high approach of universities to the concept of material heritage and their active role in the creative environment of the city can be linked to their specific location and ownership of assets as discussed by Christiaanse (2007) and Alves Costa (2003). This is both the case of historic and more recent universities with recent campi and buildings conceived to become architectural landmarks (e.g.: cases of Universities of Aveiro and Exeter which were addressed in the interviews).

Although, the Chi-Square results could not support this analysis, we can nonetheless observe how the date of foundation of respondents seemed to influence the distribution of the answers and the result appeared to illustrate that there is a generalist perspective of the direct impact of HEIs in local tourism revenues (Table 4.9).

Table 4.9 - Detailed results for questions A7-2 with cross variable “V1/Date of foundation” - percentage and frequency values. (Source: Author).

A7-2	Would you agree that your university has a direct impact on local tourism revenues		Disagree	Agree	Total
	Date of Foundation	1088-1900	Count	2	10
% within Date of Foundation			16.7%	83.3%	100.0%
1901-1970		Count	0	8	8
		% within Date of Foundation	0.0%	100.0%	100.0%
1971-2013		Count	6	26	32
		% within Date of Foundation	18.8%	81.3%	100.0%
Total	Count		8	44	52
	% within Date of Foundation		15.4%	84.6%	100.0%

The variable “VA2 - date of foundation” also seemed to influence the distribution of the answers provided in “VA14- *How often does the university organize campus tours, city tours and trips for international visiting academics and students?*” (Table 4.10). We might interpret from the survey that tourism related activities within an educative context, involving campus trips and city tours appear to be linked to the date of foundation of institutions. The more recent institutions seemed to be more active in continuing education activities.

Table 4.10 - Detailed results for question A14 crossed with variable “V2/Date of Foundation” with percentage and frequency values. (Source: Author).

A14	How often does the university organize campus tours, city tours and trips for international students and academics?		It does not organize	Between 2 and 5 times per year	More than 6 times per year	Total
	Date of Foundation	1088-1900	Count	0	2	10
% within Date of Foundation			0.0%	16.7%	83.3%	100.0%
1901-1970		Count	0	2	6	8
		% within Date of Foundation	0.0%	25.0%	75.0%	100.0%
1971-2013		Count	5	16	11	32
		% within Date of Foundation	15.6%	50.0%	34.4%	100.0%
Total	Count		5	20	27	52
	% within Date of Foundation		9.6%	38.5%	51.9%	100.0%

Furthermore, the perspective of the third-mission of the university in the tourism context was explored through the question “VA-15 *How often does the university engage into the organization of tourism related activities directed at external publics*” It seems to exist a significant difference between the answers provided by Polytechnics

and Universities on how often they would organize open activities for broad publics (see Table 4.11). The figures presented that historical HEI's (1088-1900) with University teaching very often organized outreach activities (more than 6 times a year) for academic communities (VA14 – 83.3%) and to a less extent to the broad public (VA15 – 41.7%) – see frequency Table 4.10 and Table 4.11.

Table 4.11 - Detailed results for question A15 crossed with variables V1 – Type of HEI and V2 – Date of foundation, with percentage and frequency values. (Source:author)

How often does the university engage into the organization of tourism related activities directed at external publics?			never	yearly	monthly	Total	
A15	Type of Higher Education Institution	University	Count	16	14	10	40
			% within Type of Higher Education Institution	40.0%	35.0%	25.0%	100.0%
		Polytechnic	Count	10	2	0	12
			% within Type of Higher Education Institution	83.3%	16.7%	0.0%	100.0%
	Total	Count	26	16	10	52	
		% within Type of Higher Education Institution	50.0%	30.8%	19.2%	100.0%	
How often does the university engage into the organization of tourism related activities directed at external publics?			never	yearly	monthly	Total	
A15	Date of Foundation	1088-1900	Count	4	3	5	12
			% within Date of Foundation	33.3%	25.0%	41.7%	100.0%
		1901-1970	Count	2	3	3	8
			% within Date of Foundation	25.0%	37.5%	37.5%	100.0%
		1971-2013	Count	20	10	2	32
			% within Date of Foundation	62.5%	31.3%	6.3%	100.0%
	Total	Count	26	16	10	52	
		% within Date of Foundation	50.0%	30.8%	19.2%	100.0%	

On the context of these scoping results, it was observed for the variable VA14 (however at an exploratory level) some of the assumptions linking education to tourism within an education first emphasis presented by Ritchie (2003). A tourism first emphasis was observed in VA15. Furthermore, these results contribute for the discussion of HE self-perceptions, practice and new representations in the city tourism context. Not only it seems to reinforce the ethnographic observations from the 1st part of research related to the case of Ca'Foscari University in Venice, but also the conclusions of the ethnographic study made by Nielsen (2011) on student demand for authentic life-style experiences in Ireland and organizational practices of institutions. Hereby, heritage and

educational tourism taking place at the universities and the host city emerged as the niche market being explored by universities.

In this respect, regarding “V10-3 – How important are these issues in town-gown relations? – university internationalization and destination branding.” (Table 4.12) we observe that HE market competition seems to have driven institutions to open to new publics (97% response) as the main reason to engage in tourism promotion (Table 4.13) in particular amongst historical and contemporary universities where an entrepreneurial culture beyond teaching and research seems to emerge through the increasing engagement with the host city (Table 4.14).

Table 4.12 - Detailed results for question A10-3 crossed with variable V1 – Type of HEI with percentage and frequency values (Source:author).

A10-3	How important are these issues in town-gown relations? University internationalisation and city destination branding		Not important	important	Total
	Type of Higher Education Institution	University	Count	2	38
% within Type of Higher Education Institution			5.0%	95.0%	100.0%
Polytechnic		Count	3	9	12
		% within Type of Higher Education Institution	25.0%	75.0%	100.0%
Total		Count	5	47	52
		% within Type of Higher Education Institution	9.6%	90.4%	100.0%

Table 4.13 - Detailed results for question A19-5 crossed with variable V1 – Type of HEI with percentage and frequency values (Source: Author).

A19-5	Would you agree that the main reason for the engagement of the university in tourism promotion activities? - A need to open the university to new publics		Disagree	Agree	Total
	Type of Higher Education Institution	University	Count	0	27
% within Type of Higher Education Institution			0.0%	100.0%	100.0%
Polytechnic		Count	1	8	9
		% within Type of Higher Education Institution	11.1%	88.9%	100.0%
Total		Count	1	35	36
		% within Type of Higher Education Institution	2.8%	97.2%	100.0%

Table 4.14 - Detailed results for question A19-6 crossed with variable V2 – Date of Foundation with percentage and frequency values (Source: Author).

A19-6	Would you agree that the main reason for the engagement of the university in tourism promotion activities? - Entrepreneurial culture beyond teaching and research, through an increasing engagement with the city		Disagree	Agree	Total
	Date of Foundation	1088-1900	Count	0	10
% within Date of Foundation			0.0%	100.0%	100.0%
1901-1970		Count	0	7	7
		% within Date of Foundation	0.0%	100.0%	100.0%
1971-2013		Count	4	15	19
		% within Date of Foundation	21.1%	78.9%	100.0%
Total	Count	4	32	36	
	% within Date of Foundation	11.1%	88.9%	100.0%	

As the HE sector expanded in the host cities, the respondents also stated that the main reason for engaging in tourism promotion activities beyond their core missions of research has been through an increasing engagement with the city sphere of influence. In this sense, 96.9% younger institutions (both polytechnic and universities) agreed that in general HEIs use references to the host place in promotion materials as seen in Table 4.15. This wider group perception can be discussed as indicative of the role of HEIs as potential lobby group in territories, allied to municipalities in a framework of organizational dependence relations in respect to the HE heterogeneous target-groups. This can be apprehended through the presented case in Chapter 2 - Literature Review, of the coalition of the HEIs of Philadelphia in the USA with the regional tourism organization or through university associations, which group themselves by territorial typologies, such as the University Group of the Capital Cities of Europe.

Table 4.15 - Detailed result for question A6-7 crossed with V2 – Date of Foundation with percentage and frequency values (Source: Author).

A6-7	Would you agree with the following statements? In general universities use in promotion materials appealing images and references to culture, heritage and city living.		Disagree	Agree	Total
	Date of Foundation	1088-1900	Count	3	9
% within Date of Foundation			25.0%	75.0%	100.0%
1901-1970		Count	0	8	8
		% within Date of Foundation	0.0%	100.0%	100.0%
1971-2013		Count	1	31	32
		% within Date of Foundation	3.1%	96.9%	100.0%
Total	Count	4	48	52	
	% within Date of Foundation	7.7%	92.3%	100.0%	

In this sense, in a context of urban regeneration policies, universities and polytechnics, both ancient and new, as institutions which both cooperate and simultaneously compete within the HE sector have reinforced their social role within the expectations for the betterment of quality of life of places (Rogerson 1999; Watson 2008). These expectations surpassed the teaching role, as the growth of service sectors and the available amenities that come to this, opened HEIs to local inhabitants, thus contributing to the enhancement of local interactions (Benneworth et al., 2010).²²

In conclusion, according to the results, under the first objective of the 1st aim of research, it conveys the impression that universities in particular, interconnect with the tourism ecosystem. HEIs agree that they have a direct impact on tourism revenues namely by possessing heritage sites of visiting interest and having an active role in the local cultural offer of the city, and by these reasons HEIs also identified their influential role on city branding and tourism policy.

Still, the newer Universities are a minority in organizing tourism activities for external publics and campus tours for academic communities (only 6.3% of HEIs founded between 1973-2013 stated to frequently organize tourism activities for external publics – see Table 4.11). This can be interpreted in two ways: a) these institutions may possess fewer campus landmarks in relation to historical HEIs b) the strategic mission of the HEIs may focus on teaching and research as exclusive activities. This result refutes to a certain degree, which is limited by the authors' specific case-studies and the lack of chi-square validation of the present research, the theoretical perspective of Bulotaite (2003) and findings of Klassen (2001) addressing younger institutions as enhancers of tourism amongst the academic publics, as the result of the creation of traditions and investment in new campuses with attractive amenities. However, it seems to enhance Nielsen's (2011) and Rodriguez et al. (2012) findings of the difficult balance between the tourism industry and new types of internationalization activities in Higher Education, where a form of hybrid student-tourist / visiting academic-researcher, and heritage tourist emerged as a niche segment for historic universities to maximize the revenues beyond tuition fees.

²² These localized interactions can go from monthly local farmers markets taking place at the HEIs campus, to ethnic festivals such as the celebration of the Chinese New Year, city tours organized by university academics to the general public and building of cycling routes connecting green spaces at the university campus to city areas.

4.3.3 Campus assets management and city heritage

The use of city heritage as a pull factor for HEIs brand positioning and reputation organizational strategy was defined as a main variable for analysis within the 1st aim of research, post Bulotaites' study on HE marketing and city branding (2003) focusing HE heritage and the definition of 20 distinctive practices of university entrepreneurship by the seminal study of Clark (1998). Within a perspective of crisis in the HE sector due to market saturation, and gradually throwing out of state funding resource dependency (Collini 2012; Slaughter & Leslie 1999), HEI's urged to take measures in order to become sustainable functioning organizations.

Previous theoretical chapters presented the forces that underline the dynamic inter-relationships between institutions, places and policies and it was discussed how universities have struggled to balance the development of a third mission reflecting multiple forms of engagement: economic, social and cultural (Charles et al. 2014; Molesworth et al. 2011; Clark 1998; King 1974).

As this research focuses on the particularity of tourism in HEIs, its positioning regarding campus assets management emerged as an essential variable in the scoping survey design.

Despite both typologies indicating that the identity of the HEI and city heritage are important towards joint relations as illustrated in Table 4.16 (see the cross-table result of VA10-1*V1 Type of HEI -values range from 83.3% to 95% of agreement), the matter that both types of organizations have different missions of teaching: one directed towards the universality of knowledge and the other towards vocational training, allowed for the interpretation of the results in relation to strategic management of campus facilities for revenue purposes and maintenance. The detail that, Polytechnic institutions referred to have a higher degree of collaborative relations with the municipalities than universities (see the cross-table result of VA9-1* V1 Type of HEI – indicated 100% agreement), can be understood as a display of dependence on the municipality due to geographical and local socio-economic contexts. However, this has to be explored in further research to the individual case of each respondent, where Polytechnics might appear as the only HEI in a given region. In this case, and for example, Polytechnics stated to benefit more from municipal sponsorship for events than Universities, as 58.3% stated to receive support, further than 3 times per year, in

relation to 45% from Universities, where 35% of these organizations state to never receive any sponsorship (see the cross-table result of VA11* V1 Type of HEI).

Table 4.16 – Cross-table for questions A9-1; A-10,A11 with Variable 1 “Type of HEI” with frequency and percentage results (Source: Author).

A9-1	How would you rate institutional relations between the university and the city council?			conflicting	collaborative	Total
	Type of Higher Education Institution	University	Count	4	36	40
			% within Type of Higher Education Institution	10.0%	90.0%	100.0%
	Polytechnic	Polytechnic	Count	0	12	12
			% within Type of Higher Education Institution	0.0%	100.0%	100.0%
Total		Count	4	48	52	
		% within Type of Higher Education Institution	7.7%	92.3%	100.0%	
A10-1	How important are these issues in town-gown relations? University identity and heritage in the city.			Not important	important	Total
	Type of Higher Education Institution	University	Count	2	38	40
			% within Type of Higher Education Institution	5.0%	95.0%	100.0%
	Polytechnic	Polytechnic	Count	2	10	12
			% within Type of Higher Education Institution	16.7%	83.3%	100.0%
Total		Count	4	48	52	
		% within Type of Higher Education Institution	7.7%	92.3%	100.0%	
A11	How frequently does the city council sponsor university events? (e.g.: festivals, celebrations, conventions)			Never	In very rare occasions (e.g: the university anniversary)	Three times per year and more
	Type of Higher Education Institution	University	Count	14	8	18
			% within Type of Higher Education Institution	35.0%	20.0%	45.0%
	Polytechnic	Polytechnic	Count	2	3	7
			% within Type of Higher Education Institution	16.7%	25.0%	58.3%
Total		Count	16	11	25	
		% within Type of Higher Education Institution	30.8%	21.2%	48.1%	

Another aspect noteworthy of mentioning, as illustrated in Table 4.17 is the fact that a high proportion of Polytechnics stated not to use on campus accommodation, facilities and heritage as an opportunity for revenue, on opposite to Universities (see the cross-table result of VA8-2 and VA8-3* V1 Type of HEI in Table 4.17). This may not only

point to their main functional aspect as institutions of vocational training as it may also indicate the different nature of practices of alliances with enterprises at the local level, as suggested from Clark (1998). Following this reasoning, tourism companies can appear as knowledge transfer hosts for students internships, as an interpretation that part of Polytechnics (see the cross-table result of VA8-1*V1 Type of HEI in Table 4.17) refer to have 67.3% of regular contacts with tourism businesses. Consequently, the high percentage of agreement of Polytechnic institutions as passive actors in the tourism ecosystem, can be assumed not only in the sphere of university-company relations, as it can also be explained, due to the emergence of a market of a higher education related services, where tourism retail businesses contact with organizations, as part of their operational international activities.

Table 4.17 - Cross-table of the questions A8-1; A8-2, A8-3 with Variable 1 “Type of HEI” with frequency and percentage results (Source: Author).

		Does your university have regular contact and partnerships with local tourism businesses?		Yes	No	Total
A8-1	Type of Higher Education Institution	University	Count	28	12	40
			% within Type of Higher Education Institution	70.0%	30.0%	100.0%
		Polytechnic	Count	7	5	12
			% within Type of Higher Education Institution	58.3%	41.7%	100.0%
	Total	Count	35	17	52	
		% within Type of Higher Education Institution	67.3%	32.7%	100.0%	
		Does your university use on-campus facilities and/or heritage as an opportunity for revenue? (e.g.: museums, campus tours, cultural offer)		Yes	No	Total
A8-2	Type of Higher Education Institution	University	Count	20	20	40
			% within Type of Higher Education Institution	50.0%	50.0%	100.0%
		Polytechnic	Count	3	9	12
			% within Type of Higher Education Institution	25.0%	75.0%	100.0%
	Total	Count	23	29	52	
		% within Type of Higher Education Institution	44.2%	55.8%	100.0%	
		Does your university manage on-campus accommodation infrastructures within the hospitality and events business? (e.g.: student halls, conference and theatre halls, museums)		Yes	No	Total
A8-3	Type of Higher Education Institution	University	Count	23	17	40
			% within Type of Higher Education Institution	57.5%	42.5%	100.0%
		Polytechnic	Count	5	7	12
			% within Type of Higher Education Institution	41.7%	58.3%	100.0%
	Total	Count	28	24	52	
		% within Type of Higher Education Institution	53.8%	46.2%	100.0%	

However, in Table 4.18, the cross-tabulation of questions VA16-5 - “*In what kind of tourism activities is your university engaged? Senior tourism*” and VA16-6- “*In what kind of tourism activities is your university engaged?-Educational tourism (E.g.: summer language and culture programs)*” with variable”V2Foundation Date”, the results suggest that the date of foundation of the HEIs influence the distribution of the answers. In this case, it seems that the older the universities, the wider the participation in societal and cultural outreach activities as part of their educational mission.

Table 4.18 - Detailed results for questions A16-5 and A16-6 crossed with V2 – Date of Foundation with percentage and frequency values (Source: Author).

		In what kind of tourism activities is your university engaged? - Senior tourism (e.g.: summer senior university)		not participates	participates	Total
A16-5	Date of Foundation	1088-1900	Count	4	8	12
			% within Date of Foundation	33.3%	66.7%	100.0%
		1901-1970	Count	4	4	8
			% within Date of Foundation	50.0%	50.0%	100.0%
		1971-2013	Count	26	6	32
			% within Date of Foundation	81.3%	18.8%	100.0%
	Total	Count	34	18	52	
	% within Date of Foundation	65.4%	34.6%	100.0%		
		In what kind of tourism activities is your university engaged? -Educational tourism (e.g.: summer language and culture programs)		not participates	participates	Total
A16-6	Date of Foundation	1088-1900	Count	2	10	12
			% within Date of Foundation	16.7%	83.3%	100.0%
		1901-1970	Count	1	7	8
			% within Date of Foundation	12.5%	87.5%	100.0%
		1971-2013	Count	19	13	32
			% within Date of Foundation	59.4%	40.6%	100.0%
	Total	Count	22	30	52	
	% within Date of Foundation	42.3%	57.7%	100.0%		

It’s interesting to verify that independently of the date of foundation, the overwhelming majority of HEIs agrees with the question (VA6-4*VA1 type of HEI) that the HEI’s “*should increase revenues through entrepreneurial enhancement of campus assets*” as seen in Table 4.19. Nevertheless when confronted with the question “*Does your University use on campus facilities / or heritage as an opportunity for revenue*” (VA8-2) it was observed that within the minority group of HEIs answering affirmatively (n=23), the cohort of HEIs founded between 1971 and 2013 predominantly agreed with

this statement. The dispersion of positive answers amongst the three cohorts suggested that, although not consensual, it is a current practice used in university management (see Table 4.20).

Table 4.19 - Detailed results for question A6-4 cross-tabulated with V1 – Type of HEI with percentage and frequency values (Source: Author).

Would you agree with the following statements? In general universities should increase revenues through the entrepreneurial enhancement of the campus assets.			Disagree	Agree	Total	
A6-4	Type of Higher Education Institution	University	Count	2	38	40
			% within Type of Higher Education Institution	5.0%	95.0%	100.0%
		Polytechnic	Count	1	11	12
			% within Type of Higher Education Institution	8.3%	91.7%	100.0%
	Total	Count	3	49	52	
		% within Type of Higher Education Institution	5.8%	94.2%	100.0%	

Table 4.20 - Detailed results for question A8-2 cross-tabulated with V2 – date of Foundation with percentage and frequency values (Source: Author).

Does your university use on-campus facilities and/or heritage as an opportunity for revenue? (e.g.: museums, campus tours, cultural offer)			Yes	No	Total	
A8-2	Date of Foundation	1088-1900	Count	5	7	12
			% within Date of Foundation	41.7%	58.3%	100.0%
		1901-1970	Count	5	3	8
			% within Date of Foundation	62.5%	37.5%	100.0%
		1971-2013	Count	13	19	32
			% within Date of Foundation	40.6%	59.4%	100.0%
	Total	Count	23	29	52	
		% within Date of Foundation	44.2%	55.8%	100.0%	

We can interpret these results and apparent contradiction in two ways. The first in regard to the oldest HEIs - despite the fact that the decrease of state funding and growing market competition provoked a need for change in university leadership mindset and diversification of entrepreneurial activities, these institutions still struggle with internal resistances as mentioned in the empirical study of (Connel 1996) on hospitality business of Universities. The second, in regard to the younger organizations – although these were founded during the periods of HE expansion and downsize and therefore being born already in a context of re-adaptation within a logic of de-regulation of market systems, the fact is that few have heritage assets of visiting interest that could allow them to generate revenues from – with noteworthy exceptions of those HEIs who invested in signature *campi* from famous architects and significant public art on campus. This could also partly explain the reason, why the same group of 1971-2013

HEIs have indicated to not manage accommodation infrastructures within the hospitality and events businesses, in an apparent contradiction to the result of their answers (see Table 4.7, p. 201).

Another aspect, and also a binding factor that emerged in the answers has been the almost common view of HEI's organized tourism activities as a new strategy for lifelong learning through informal education (A19-4*V2 date of foundation = 97.2% - see

Table 0.9 in Appendix 2), which can be explained through the effects of HE universalization and ageing in industrialized societies, thus affecting the number and diversification of people attending HE courses, mainly on the arts and humanities (Altbach et al. 2009). Therefore, these institutions have been slowly pushed to seek revenue in tourism and cultural offer, outside the traditional triple-helix framework used in national policy making since the late 1990's (Etzkowitz & Leydesdorff 2000), thus increasing the engagement with the municipality and opening to new publics outside the academia and knowledge industries (A19-5 to A19-7*V2 date of foundation – see

Table 0.9 in Appendix 2).

Still, it is worth noting that in VA19-7 – *“Would you agree that the main reason for the engagement of the university in tourism promotion activities is a change within university management culture”* a group of the newest HEIs had a significant level of disapproval (26.3%) when the other two groups of HEIs had a total consensual agreement around this question. We might conjecture that part of this perspective, was due to the fact that these HEIs were shaped since their foundation to have a different management culture due to the economic, regional and social context that enabled their creation (especially in regard to southern European countries), against the two groups of older HEIs which agreed 100% with this statement.

Finally, regarding the HEIs actively engaged in different types of tourism products, heritage tourism (variable A16-1 – see

Table 0.9 in Appendix 2) was found to be spread amongst the three groups, but mainly those founded from 1088-1900 (75%) and 1911- 1970 (87.5%). Still respondents stated to also be engaged in educational tourism, followed by scientific tourism, senior tourism and social tourism (variables VA16-2 to VA16-6 - see

Table 0.9 in Appendix 2). Accordingly, the sample of respondents participating in the tourism business of campus visits, city tours and conferences largely indicated to have specific communication strategies directed to different target groups of tourism activities and events (variable VA18*date of foundation - see

Table 0.9 in Appendix 2). This points to the possibility that different HEIs may be partners and not only competitors outside the domain of teaching and research in relation to the host city as destination, since it is possible to have different market shares in the tourism business niche activities in the same city-region.

4.3.4 Can tourism connect universities and cities?

Chapter 2 discussed how strategic marketing in Higher Education engaged into differentiated actions of marketing, such as the use of tourism related contents. While authors from the field of marketing mainly addressed the issue of institutional rankings and reputation amongst competitors as a factor of differentiation amongst HEIs organizations which used appealing to leisure and city traits in communication strategy (Glover 2011; Klassen 2001; Hemsley-Brown & Oplatka 2006), in tourism studies, the language of tourism has been explored in the context of special interest tourism activities organized at universities for various target groups (Weiler & Hall, 1992; Carr, 2003; Nielsen, 2011).

As the research has been focused on the role of universities as contributors for destination branding, within the perspective of the relation between university internationalization to travel and city planning (Popescu 2012; Glover 2011), four variables have been defined to analyse the objective three of the first aim. These were grouped into the domains of representations regarding other HEIs (variables VA6-6 and VA6-7) and practices of the respondent HEIs (variables VA7-5, VA8-4 and VA8-9) – see Table 0.6 in Appendix 2. Scoping questionnaires.

Considering the overall results of the cross-tabulation of (VA6-6, VA6-7)*V1Type of HE (see Table 4.21), a significant difference between the answers provided by Universities versus the answers given by Polytechnics seems to not exist. Still, the detail that 100% of Polytechnic institutions agreed that in general universities “use in

promotion materials appealing images and references to culture, heritage and city living” (VA6-7) seems to corroborate the thesis of (Kinnell 1989) and Molesworth et al. (2011) on the highlight of the higher education experience as a growing trend in strategic HE marketing, where the dimension of socialization is presented into a packaged message in student recruitment services.

Yet, our results suggest a contradiction to the quantitative study of Klassen (2001) of content analysis of student recruitment books focusing the variables of HEI’s typology and league table ranks. While the author’s findings indicated that Polytechnic schools and community colleges used to a higher degree messages related to landscapes as part of socialization experiences in higher education, in opposition, highly ranked Universities appealed to host city features in a context of competitive labour market integration of their students. There was a clear differentiation of brand values and personalities. However, in the particular sample of research of this study, the results don’t seem to follow Klassen theory. There was a variance of 10% between answers of Universities (90% agree) and Polytechnics (100% agree), which seemed to indicate that in practice both types of HEIs use for general marketing purposes, appealing images and references to culture, heritage and city living.

Table 4.21 - Detailed results for questions A6-6 and A6-7 cross-tabulated with V1 – Type of HEI with percentage and frequency values (Source: Author).

Would you agree with the following statements? In general universities use tourism content imageries in promotion materials as part of student recruitment strategy.			Disagree	Agree	Total	
A6-6	Type of Higher Education Institution	University	Count	2	38	40
			% within Type of Higher Education Institution	5.0%	95.0%	100.0%
		Polytechnic	Count	1	11	12
			% within Type of Higher Education Institution	8.3%	91.7%	100.0%
	Total		Count	3	49	52
			% within Type of Higher Education Institution	5.8%	94.2%	100.0%
Would you agree with the following statements? In general universities use in promotion materials appealing images and references to culture, heritage and city living.			Disagree	Agree	Total	
A6-7	Type of Higher Education Institution	University	Count	4	36	40
			% within Type of Higher Education Institution	10.0%	90.0%	100.0%
		Polytechnic	Count	0	12	12
			% within Type of Higher Education Institution	0.0%	100.0%	100.0%
	Total		Count	4	48	52
			% within Type of Higher Education Institution	7.7%	92.3%	100.0%

Interestingly, when addressing target-groups within the communication practices of HEIs, a difference in the use of tourism language references between types of HEIs within differentiated target groups was observed.

In Table 4.22, it was observed that while Polytechnic institutions indicated to slightly use more of these type of references for international student recruitment purposes than universities (VA8-4*V1 Type of HEI = 75%), conversely Universities indicated to use more of these references within the organization of international academic conferences (VA8-5*V1 Type of HEI = 82.5%). It can be interpreted that the wide acceptance of use of references of place in the promotion of academic conferences by universities suggests that universities are visible players of the business tourism industry at the local level. Since the variance of results between types of HEIs is very low it can be interpreted that appealing to international students is a priority to enhance the profile of the organizations and for this reason use destination marketing as a support strategy. Still in order to be able to reach this conclusion, further research must be made. Hereby, it is meant that a specific survey should be applied to HEIs from a single country in order to better apprehend their market share in terms of international student caption, considering external conditions related to demographic changes and population desertification in areas where the HEIs are located.

Table 4.22 - Detailed results for questions A8-4 and A8-5 cross-tabulated with V1 – Type of HEI with percentage and frequency values (Source: Author).

		Does your university use specific references and images of local heritage and city life in promotion materials for international students?		Yes	No	Total
A8-4	Type of Higher Education Institution	University	Count	29	11	40
			% within Type of Higher Education Institution	72.5%	27.5%	100.0%
		Polytechnic	Count	9	3	12
			% within Type of Higher Education Institution	75.0%	25.0%	100.0%
	Total	Count	38	14	52	
		% within Type of Higher Education Institution	73.1%	26.9%	100.0%	
		Does your university use specific references and images of local heritage and city life in materials of international academic conferences?		Yes	No	Total
A8-5	Type of Higher Education Institution	University	Count	33	7	40
			% within Type of Higher Education Institution	82.5%	17.5%	100.0%
		Polytechnic	Count	9	3	12
			% within Type of Higher Education Institution	75.0%	25.0%	100.0%
	Total	Count	42	10	52	

4.3.5 Summary of results in relation to aims and objectives

The scoping survey aimed to investigate the motives that lead universities to adopt discourses and actions conducive to tourism activities (first aim of research). The results associated with cross-tabulations of questions with the variables V1 (type of HEI) and V2 (date of foundation) suggested the following general conclusions:

First, that age and type of institution affected the representations and practices of organizations on the subject of research. These variables revealed some degree of difference in the awareness that organizations have in relation to their impact on local tourism policy as a result of internationalization practices. The same can be stated regarding the awareness of HE heritage as valuable assets for external recognition and source of revenue beyond teaching and research. Most precisely, the foundational background factor suggested that the assessment of external constraints lead institutions to organizationally mould to exogenous circumstances and new trends in HE or to show resistance, as also observed during fieldwork on section 3.4 of the thesis and discussed on chapter 2. In this sense, differences in leadership drive were found on behaviour regarding to resource dependence matters, which in turn has affected the way how the organizations direct their discourse towards target groups – students, visiting academics and tourists.

Second, in this respect, a small group of respondents answered to actively engage in tourism, at the professional level (36 institutions out of 52 respondents). As HEIs demonstrated to professionalize in this area, the development of professional communication departments, events and visitor centres were founded to provide services for niche publics outside the main core areas of HE business.

Finally, it was found that universities as tourism providers, still focused on their core areas of education and research to extend to niches of scientific and educational tourism, thus following the education-first discourse, as attached to a lifelong learning perspective. Hereby, as a result, heritage and civic tourism emerged as the leading tourism planned activity, for external groups from the three cohorts of HEIs, within a perspective of public engagement of science and external outreach that allows not only to maintain heritage assets sustainability, but also appeal within student recruitment.

Table 4.23 – Table of aims, objectives and results (Source: Author)

Aims	Objectives	Results
<p>1. To investigate : The motives that lead HEIs to adopt discourses and actions conducive to tourism activities.</p>	<p>a) To analyze how universities interconnect with the tourism industry, by engaging in tourism activities and adopting a language of leisure consumption.</p>	<ul style="list-style-type: none"> - Internationalization activities are not only the main triggers of university-city relations in tourism and leisure, but also a university third mission sustained in societal values and providence of quality of life in cities. - The respondent HEIs shown to interconnect with the tourism industry through: <ul style="list-style-type: none"> a) direct engagement with tourism supply companies (both types of HEIs) b) by becoming part of the tourism industry (mainly Universities) c) by enhancing their campus value (mainly universities founded post 1900)
	<p>b) To identify different strategic measures taken by universities in relation to city heritage and campus assets.</p>	<ul style="list-style-type: none"> - Indirect city promotion through student recruitment marketing materials by mainly polytechnics and direct city promotion as a venue location for conferences mainly by universities. - Establishment of formal collaborative relations with the municipality to a higher degree by polytechnics. - Corporate management practices adopted mainly by newer universities.
	<p>c) To identify tourism images and narratives of the host city used in university promotional materials from the selected case-study cities</p>	<p>-The extent of use of images of city living and/or heritage is dependent on type of organization and defined target publics. While ancient universities tend to focus on campus heritage, polytechnics focus on city heritage, culture and lifestyles.</p>

5 UNIVERSITY-CITY RELATIONS IN DESTINATION BRANDING

5.1 Introduction

This chapter focusses on the second part of research aiming to explore collaborative university-city relations in destination branding. For this reason, the use of in-depth and semi-structured interviews to stakeholders within city policy and university administration, as well as the appliance of content analysis to communication materials, aimed to research the following research objectives:

- To understand the process of objectification of universities as consumable tourism places;
- To investigate how the universities perceive themselves as influential actors within tourism consumption and policy in the city;
- To investigate how the city connects with universities in place branding strategy.

Focusing on the second aim of research (second aim of research – see Table 3.1), it presents the results of interviews and of the content analysis of the promotional materials that were provided by the respondents at the time of the interviews.

The first part provides the results from interview coding based on defined variables and subsequent discussion of the interview results. The second part provides the results for the coding of promotional materials provided by the interview respondents during the interview process, following the same process of coding using a matrix to point the main characteristics and target-groups of the materials (see Table 0.19 in Appendix 5). Therefore, the analysis of these materials became an auxiliary research tool that accompanied the analysis of the interview discourse and these were treated as a whole, as it was important to take in consideration the corporate factor within interview respondents, as they were asked to present the major contents and significances of the materials provided for the indicated target groups.

Since, the case-studies emerged during the appliance of the previous methods, the main focus for the appliance of interviews and analysis of content promotional materials has been to address the particular questions that emerged from the scoping survey.

For instance, the issue of the foundation period as an influential element in university organizational culture and openness to city branding was found to be important to look in-depth at the level of the interviews, since the fieldwork cases and scoping questionnaire raised the question of university influence on place reputation and vice-versa. Another issue to be developed was in regard to particular actions and strategies taken by universities as part of a place branding strategy and also, how universities saw their individual corporate branding being shared with a host city, which has much relevance to tourism.

From these issues, finally, the case-study cities were chosen from the countries of Portugal and the United Kingdom, due to their opposite experiences in university management and to an extent, due to differences in university traditions beyond the scholastic collegial model - the German model and the French model of *Grandes écoles*, which started to be implemented in the early modern industrialization period in the nineteenth and early twentieth centuries (Rüegg 2005).

According to Magalhaes & Amaral (2013), Portugal appears within its public universities still deeply rooted in a traditional collegial mission and deeply dependent on state financing, despite the financial autonomy of universities. The authors theoretically conclude that the “business world has a relative influence on the higher education system and its institutions” (Magalhaes & Amaral 2013, p.447). However, since the financial crisis in 2009, that we assist to different increasing attempts to develop university-city branding as well as actions involving a language of tourism which involve HEIs as stakeholders. Lisbon is one of the cases as a capital city, but main provincial cities as Porto, Coimbra, Évora and Aveiro also demonstrated particular agendas on this respect.

In the case of the United Kingdom, since the late 1980’s, the hollowing out of the state, resulted in a maximization of resource management of public Higher Education Institutions. Consequently, the United Kingdom became one of the first countries in Europe to diversify the universities’ scope of action and outreach activities. Through the interviews in both these countries, it was assessed to how far the role of universities in destination branding through the construction of an idea of university-city was sign of both organizational resilience and adaptation to a leisure and knowledge consumption society.

Finally, the six case-study cities were selected for their diversified status in their own countries of origin: Aveiro, Lisbon and Coimbra in Portugal and Exeter, Glasgow, and Oxford in the United Kingdom. However there is a note that must be made: the HE system in Scotland as it is a country with its own Parliament has differences in respect to financing and access to education in comparison to the other three countries inside the United Kingdom²³. For this reason, the competition between Universities from the various countries that compose the United Kingdom is shown to be very connected not only to affairs of regional and local identity but also of distinction within the national affairs.

²³ The United Kingdom (UK) is composed of the countries of England, Wales, Scotland and Northern Ireland. Despite the fact that the ISO (the International Organization for the Standardization of the list of countries) does not recognize these territories as independent countries, the UK law considers these territories as countries in its National Statistics and by the British Standards Institution.

5.2 Interview results

5.2.1 Coding the interviews

The interviews were coded in two cycles, and coding through the categorization of meanings was used both during (at the planning process of the interview guide contents) and after the data collection as an analytic heuristic process. The disposition of the questions during the interviews and choice of themes is in itself an act of coding (Saldana 2010), since the planning process of the interview guide makes an initial categorization of subjects, which in turn, groups the themes into variables that allow for the categorization of answers during the analytic process. However, as also noted by Basit (2003), I had in mind that coding the *corpus* of materials and analysis are not synonymous, though coding is a symptomatic aspect of pre-analysis.

As the interview guides were produced to help to research the key-objectives (Table 0.10 and Table 0.11 in Appendix 4), the coding and categorization of the verbal contents followed the variables of analysis expressed in the methodology chapter (Table 3.5). The sample analysis of transcriptions was first coded through a first cycle analysis where the appointed variables assigned for the first and second aims of research were the base for the selection of locutions from the interviews (see the first cycle analysis results –Table 0.12 in Appendix 5). However, as part of the research design, the interviews aimed to explore the second part of data collection.

Table 5.1 - Table of thematic outputs from the interview transcripts (Source: Author)

Aims of Research	Research Variables of Analysis applied in 1 st cycle coding	Pattern coding themes from transcripts in 2 nd cycle coding
<p>1. To investigate :</p> <p>The motives that lead universities to adopt discourses and actions conducting to tourism activities.</p>	<p>V1- Importance of international students and visiting staff. V2 - Importance of international events V3 - Tourism infrastructures on campus V4 - Partnerships with local tourism sector V5 - Management of infrastructures V6 - Funding reasons V7 - Market competition V8 – Education, sports and culture activities V9 - New publics of consumption V10 - Entrepreneurial drive V11- University community behaviour</p>	<ul style="list-style-type: none"> • International community • Frequent conferences and Events • Tourism interest sites • Amenities • University funding • Higher Education differentiation • Science outreach • Lifelong Learning • University community as consumers
<p>2. To explore :</p> <p>University-city relations in destination branding.</p>	<p>V1- Heritage promotion strategy V2 - Communication policy V3 - Multicultural enhancement V4 - Local/national tourism board initiatives V5 – Collaborative University-City policy V6 – Collaborative city-branding actions V7- City council sponsored academic events V8- Challenges in a City brand strategy V9 – Universities political influence</p>	<ul style="list-style-type: none"> • University heritage as a city landmark • Higher Education marketing • Agent of eventful cities • Multicultural environment • University reputation as a global brand • University-city dependency • Contemporary Public diplomacy • Collaborative place branding • Town & Gown

After the first coding stage, the subjects were aggregated into the grouping of the locutions into a smaller number of sets. The second cycle of coding, used the method of pattern coding, to develop a sense of categorical and conceptual organization from the first array of coding (Saldana 2010) and focused on the pre-defined variables (Table 5.1). The development of major themes from the data collection, made it possible to examine aspects of organizational relationships amongst the respondents. This allowed search for congruencies and distances from the interview contents based on the results of the themes given emphasis by each respondent at each case-study city. The organization of the study in case-study cities came to be relevant, as the snowballing

technique with the interview respondents indicated the existence of professional inter-linkages and network relations between organizational agents from the Universities to DMO's and Municipalities.

Based on the established variables for analysis linked to each research aim (Table 5.1), the coded data was consolidated in meta-tables of results for a clear comparison of the answers between the respondents and to have an overview of types of relation with municipalities and destination marketing agencies. In 5.2.3 Discussion of results – the meta-tables at the end of each sub-section present the results of variables V1 to V11 established for the first and the second aims of research (see Table 5.1). In each meta-table, the coded data has been placed inside typologies. The created typologies reflect how the respondents positioned themselves in regard to the characteristics/traits of their host-city:

- Metropolitan university-cities;
- Technological university-cities;
- Historical university–cities.

5.2.2 Profile of the interview respondents

The interviews took place in the United Kingdom and Portugal in the period from July 2012 to March 2013 and were applied to a sample group of 23 respondents: managers, leaders, administrators, gallery curator and a Red Coat guide from the following three types of organization:

- Universities, Art Academies with University teaching status;
- Municipal councillors, vice-chancellors and administrators responsible for developing linkages with local HEIs within the local strategy in the areas of Tourism and Place Branding;
- Destination Marketing Organizations from the case-study cities.

The respondents from the Higher Education organizations participated firstly in the scoping questionnaire survey therefore they provided in-depth answers to issues

emerging from the previous method. The enquired respondents from the three types of city policy stakeholders were both male and female and their age ranged from the 30 to 60 years old. All had various leadership positions and different degrees of political involvement within the participating organizations from the case-studies at the time of the interviews (Table 5.2).

Table 5.2 - Characterization of Interview Respondents from Portugal and the United Kingdom (Source: Author)

Code N.	Type of Organization	Position	Department
#1	University (PT)	Vice-Chancellor	Central Services
#2	University (PT)	President's advisor	Central Services
#3	University (PT)	Director	International Relations
#4	University (PT)	Director	External Relations and Communication
#5	University (PT)	Director	International Relations
#6	City Council (PT)	Councillor	Economy and Innovation
#7	City Council (UK)	Director	Economy and Innovation
#7	Arts Academy (UK)	Director & CEO	Marketing and Communication / Enterprises
#8	Arts Academy (UK)	Curator	Gallery
#9	Arts Academy (UK)	Manager	Visitors Centre
#10	City Council (UK)	Director	City Marketing Organization
#11	University (UK)	Director	Corporate Branding and Communication
#12	University (UK)	Director	Corporate Branding and Communication
#13	University (UK)	Director	Communication
#14	University (PT)	Manager for University Visits	Communication
#15	City Council (PT)	Councillor	Economy and Tourism
#16	University (UK)	Director	Hospitality and Events
#17	University (UK)	Deputy Vice-Chancellor for International Affairs	Central Services
#18	City Council (UK)	Director	City Marketing and Tourism
#19	University (PT)	Director	University Tourism Affairs
#20	City Hall (PT)	Director	Tourism
#21	University (UK)	Director	Corporate Branding and Communication
#22	Destination Marketing Organisation (UK)	Director	Communication Policy
#23	Destination Marketing Organisation (UK)	Tour Guide-Interpreter	Visits Department

The time of each interview ranged from 30 to 60 minutes as the respondents became involved in the theme or presented further considerations to the topic bringing in-depth information to the following subjects: university-city relations and the focus of city branding strategies, projects in course, pitfalls from the past and objectives for the future, the use of tourism as a point of contact between organizations, inter-city competition and cooperation in university-city joint strategies. The interviewees had provided further different types of physical data to support their statements. This data although disaggregated aimed to exemplify and demonstrate projects they were involved in university-city relations with focus on branding and tourism, ranging from journal and specialized magazine articles, to public and internal classified information.

5.2.3 Discussion of results

5.2.3.1 *Promoting the Technological University-City*

The interviews with university administration and city hall respondents in the cities of Aveiro and Exeter indicated that both Universities actively collaborated with Municipalities in projects which had an impact on city tourism (Table 5.5; Table 5.6). Both Universities have a strong identity deeply rooted in local territorial development, which sustained their view as stakeholders within a process of designing the modern university-city.

If we consider visiting activities on campus as tourism activities these are committedly focused on the educational interest of the campus assets in one hand and on the other, focused on the quality of living that they provide to the city, as green, walkable areas. Both, in the cities of Aveiro and Exeter, the respondents positioned the University *campi* as an important trait of architectural local heritage (Table 5.3, Table 5.4). If we consider the promotional materials for conferences and prospective students, both universities agreed to be active enhancers of the city profile as a

destination, where the dimensions of city heritage and leisure spaces are exploited in content.

Respondent #4 (University, Director - External Relations and Communication)

"Then there really is a use of the geographical situation of Aveiro, and about the potential for tourism, hmm... in relation to international dissemination of the University and also more in the context of the conferences'

" (...) the Ria, or the proximity to the ocean, it's a city very close to the sea, but also the centrality, the distance between Porto-Coimbra, hmm is also always highlighted, and the ease of access, the fact of being a small town, but with some pace and innovation, is promoted as a positive factor."

Respondent #17 (University, Deputy Vice-Chancellor for International Affairs, Central Services)

"We think that Exeter itself is an attraction to visit due to its long heritage and history and also the fact that students are bringing families and friends to visit the city and are coming back as visitors after graduation"

"So as from your question regarding the use of city imageries, yes we use them in international materials. When we first went to China we had to show Exeter in the map next to London and Manchester to show where it was. Everybody knew about London as a capital and Manchester due to the Football club, but no one knew where Devon County was. So now we are demonstrating the Council how the University is a huge flagship to the city. If you look at these materials, most of the university materials are referring to the city ambience and heritage."

Moreover, within destination branding contents related to university-city collaboration and design of a place brand, the dimension of civic outreach of science became the common denominator, as both universities invest in a strong arts and science outreach in the inter-municipal region surrounding them. While in the case of Exeter, multiculturalism enhancement in the city was a key-point brought in the interview, where the university becomes the promoter of regular ethnic-based events for a mainly Caucasian host population; in Aveiro, the creation of tourism routes bridging the university campus to the city, aimed to mingle university heritage and student living into the city life.

The idea of a multicultural modern university-city is part of the brand of the University of Exeter of building a global university (Table 5.6), thus bridging the local to the global dimensions at various levels (e.g.: at the university and city

strategic marketing actions in international fairs and local street events for students) and considering different issues, such as local integration of students and staff amongst residents and by providing catering services and leisure/ recreational activities to both.

Hence, civic educational tourism is practiced in both universities within their teaching mission. Consequently, university heritage promotion inside a tourism and leisure perspective is intrinsically connected to a discourse of lifelong learning and dissemination of science for wide publics outside the universities. Hereby, the visiting activities and museums on campus are positioned within. Despite the various perspectives on the idea of University third-mission, as discussed in the literature review, within these particular institutions, the lifelong learning dimension becomes inserted within the public activities of these institutions, reflecting the various contexts of their foundation years.

Respondent #4 (University, Director - External Relations and Communication)

“our visits aim support the uptake of students and closely linked to the logic of dissemination of science (...) we have visits focusing the architecture based on the campus and are those in which there has been more interaction and projects with the City in the definition of an architecture tourist route”

“both the municipality and the University are the two partners of a European project that aims to establish also a tourist route of salt (salt: Traditional production), hmm, and we have been developing work in this direction to put the salt as a tourism product, but giving it added some value, hmm, and diversify a bit. There are these two marine salt-mines, the City is exploring the more traditional component, the production of salt, we give the educational and scientific support that a university can give. And so... we are more directed to these components: the marine flora, the fauna of the sea salt-mine, bird-watching is another component that is beginning to be implemented. And then, the relationship with chemistry and the chemical characterization of salt, the geosciences...”

Finally, as both universities compete internationally and nationally with the historic and metropolitan public universities, these universities located in provincial capitals reinforce the value positioning of the city, as safe, quality living destinations, that simultaneously own sites of visiting interest (Table 5.5; Table 5.6). Respondents referred clearly that the relation to tourism is not a main domain of action, as the core

business of higher education is teaching and research. Nevertheless, these interviewees reported to use tourism related events alongside their main core business as a background support activity that enhances the educational experiences provided by the universities.

Respondent #17 (University, Deputy Vice-Chancellor for International Affairs, Central Services)

“not directly into leisure and tourism, but it can be found as an externality in 3 of our strategies. I mean: education strategy, the research and knowledge transfer strategy, and the internationalization strategy. And all our colleges have to contribute to these strategies and especially in regard to the internationalization strategy.”

The geographical context of these institutions near the coast, the distance to the main metropolises in both countries and surrounding landscape imageries was brought-up in interviews. These content markers were presented to play an important role in the promotion strategies and competitive stamina which combines university values and strategies to those of city economic development strategies, being those: city brand enhancement and the construction of tourism destination image.

Table 5.3 - Research aim 1: results for interviews in Aveiro post 2nd cycle coding (Source: Author)

		Research Aim 1: To investigate the motives leading universities to adopt discourses & actions conducing to tourism											
		V1 International markets	V2 Conferences and events	V3 Tourism amenities	V4 Tourism industry partners	V5 Campus management	V6 Finantial sustainability	V7 Market competition	V8 Education, culture and sports activities	V9 New consumers	V10 Entrepreneurial culture	V11 Consumer behaviour in the city	
Technological University-city	Aveiro	Univ. Resp. n. 1	Brazil, Central Asia, Europe.	Regular conference activities and cultural, sports events	Campus architecture, green spaces, University managed Saline.	Regional and local tourism board, hospitality, cultural animation and events enterprises.	Non-profit campus tours and children/youngsters summer schools.	No direct revenues from campus visits but reinforces university brand.	With nearby university strong brands: Porto and Coimbra	Summer academy, fieldtrips and Santiago campus tour .	Conference participants and student's VFR.	Despite openness for cultural tourism, there is no entrepreneurial activity in tourism services of university.	Students as continuous consumers
		City Hall Resp. n.1	New plan joining tourism to university international activities in city strategy	Weekly conference activities and cultural, sports events	Campus architecture, green spaces, University managed Saline.	Tourism marketing bureau at city hall with relations to university	Visits and materials are made by the Univ. Communication office	The University is the major city employer.	With nearby cities: Porto and Coimbra. Promotion as science city	Santiago Campus Tours and Salt Routes reinforce the university visibility	Consumers of University events and educative offer	Provider of human resources for regional industry and services.	The city hall aims to bring student life to city centre

Table 5.4 - Research aim 1: results for interviews in Exeter post 2nd cycle coding (Source: Author)

Research Aim 1: To investigate the motives leading universities to adopt discourses & actions conducing to tourism													
			V1 International markets	V2 Conferences and events	V3 Tourism amenities	V4 Tourism industry partners	V5 Campus managmt	V6 Finantial sustainability	V7 Market competition	V8 Education, culture and sports activities	V9 New consumers	V10 Entrepreneurial culture	V11 Consumer behaviour in the city
Technological University-city	Exeter	Univ. Resp. n.1	Focus on South East Asia, India, Middle East, Canada, Brazil and USA excellent students.	Exeter Events team with role of twining with City Tourism Bureau	Hospitality managed accommodation, museum, botanical campus	Chamber of Commerce, City Council Tourism Bureau,	Self-Sustained through multiple campus activities	Events and accommodation important for self-sustainability	With other Russell Group Universities and UK city destinations	Weekly culture, sports and recreation activities organized by multiple university stakeholders.	Conference participants, overseas students	Entrepreneurial focus at university events and campus services strategy	The full academic community
		City Hall Resp. n.1	More connected to University international strategy for conferences and events	Exeter Events team with role of twining with City Tourism Bureau	Open campus for city visitors, with garden, museums, buildings.	Chamber of Commerce, University of Exeter Events team	Self-funding university	Self-funding university with important externalities in city tourism and employment in Devon	Application for Exeter as a Science City.	Weekly culture, sports and recreation activities organized by multiple university stakeholders.	Alumni as new city visitors	City council profit with student's holidays in attracting events.	Students, conference participants and VFR

Table 5.5 - Research aim 2 - results for interviews in Aveiro post 2nd cycle coding (Source: Author)

Research Aim 2: To explore University-City relations in city branding											
			V1 Heritage promotion strategy	V2 Communication policy	V3 Multicultural enhancement	V4 Local/regional Tourism policy	V5 Collaborative city-university policy	V6 Collaborative city-branding actions	V7 City Council sponsored academic, cultural, sports events, festivals.	V8 Challenges in a city brand strategy	V9 University political influence
Technological University-City	Aveiro	Univ. Resp. n. 1	University Campus as part of City Heritage	To focus on Science and local heritage traits	Reinforcement of international population	Local tourism strategy focused on University architecture and visitors	City-University Dependency relations based on trust	Collaboration in the promotion of architectural visits and scientific outreach activities	Collaborative actions with international mission	High degree of informality becomes a challenge	Deep political influence and interdependence
		City Council. Resp. n.1	University Campus as part of City Heritage	To promote the idea of a Science City with strong focus on conferences	Multicultural enhancement through the University	Local tourism strategy focused on University architecture and visitors	City-University Dependency relations based on trust	Collaboration in the promotion of architectural visits and scientific outreach activities	Collaborative actions with international mission	Collaboration is dependent on University Leadership turns	Deep political influence and interdependence

Table 5.6 - Research aim 2 - results for interviews in Exeter post 2nd cycle coding (Source: Author)

		Research Aim 2: To explore University-City relations in city branding									
		VI Heritage promotion strategy	V2 Communication policy	V3 Multicultural enhancement	V4 Local/regional Tourism policy	V5 Collaborative city-university policy	V6 Collaborative city-branding actions	V7 City Council sponsored academic, cultural, sports events, festivals.	V8 Challenges in a city brand strategy	V9 University political influence	
Technological University-City	Exeter	Univ. Resp. n. 1	Wide use of city images and heritage in recruitment and events materials	To bridge excellence of university to quality of life and vibe in the city	Accomplished aim of transforming Exeter into a multicultural city	Joint policy of Exeter as a city of Events and Conferences	Recent collaboration with City Hall in place marketing promotion	Joint Application of Exeter as a Science City in the UK	Very rarely, only on mutual interest big scope activities	Challenges of national immigration policy issues	University as a persuader
		City Council. Resp. n.1	University Botanical Campus and Sculpture trail as part of City visiting attractions	Exeter as a city of Events and new University City	Focus on VFR and inward investment brought by international alumni	New vision of the University role in tourism income	Recent collaboration with University in place marketing promotion	Joint Application of Exeter as a Science City in the UK	Self-funded university	Challenge of Human Resources in project implementation	University formal representation at Municipal Council

5.2.3.2 *University-City collaborative relations in historic University-Cities*

In the analysis of the interview results conducted in the cities of Coimbra (Table 5.7; Table 5.9) and Oxford (Table 5.8; Table 5.10), four interviews were not allowed to be recorded and only notes were taken. There were two main results which differed from the cases presented in the technologically driven university-cities, as in the cases of Aveiro and Exeter.

Firstly, subliminal and present power struggles in both historical cities were identified in relation to the aforementioned universities as occupiers of the city grounds. Collaborative relations tended to focus more on community engagement of students, research and cultural activities outreach as the bonding feature between both institutions, rather than urban development matters. Secondly, the positioning of these two universities, regarding tourism portrayed to have opposite official engagements in regard to tourism activities on campus and promotion of the university as a tourism site for external publics, as their historical buildings are not only embedded in the city landscape, as also recurrently feature in the literature and visual media.

First, considering that Coimbra and Oxford are commonly known as “the authentic” university-cities, regarding the issue of “town and gown” relations, the institutional power and status *quo of* both institutions, become subjacent to issues of territorial dispute regarding the economic-social impact of students, staff and university visitors (Table 5.9; Table 5.10). In one of the cases, both interviewees from the DMO and the University Central Services from the same city referred to public-media cases of confrontation, within university-municipality relations regarding the issue of university grounds expansion needs for student residences and conversely city planning needs using the university’s private grounds.

On this matter, the interviews with the regional DMOs and senior administrators from the Universities of Oxford and Coimbra revealed that town and gown issues exist. The interviews revealed that both universities have the ability to conduct political affairs on the backstage, through influential alumni and academics in leading positions (Table 5.9; Table 5.10).

In the case of Coimbra, if we refer to architecture as a symbol of power in cities, the university-complex on the top of the hill (Table 5.7), recalls the fact of the university's oldest nucleus occupying a past official residence of the Portuguese Royal Family, prior to the final establishment of the University in Coimbra, since 1537²⁴. Interview respondents at the university brought up this intangible dimension. However, interviews to the local governmental stakeholders brought a differing view, which was based on an increased system of interdependency tying the university to the City. Hereby, the matter of collaborative city branding gained a major importance, as it emerged from the application of the University of Coimbra to the formal status of protected University-City, being listed as a World Heritage Site by UNESCO.

It has been found by consulting institutional documentation (Silva et al. 2013), that the earning of the World Heritage Site status, since 2013 reinforced the relational power and dependency of the university with the municipality and regional political stakeholders (the Regional Directorate for Culture of the Centre of Portugal). Different measures²⁵ have been agreed to be implemented in the protected areas in partnership with different territorial agents (the University, the Municipality, the Regional Directorate for Culture and the Society for the Urban Rehabilitation of Coimbra). The matter of collaborative city branding became a major subject within these measures as the enhancement of the University identity (Table 5.9), the promotion of quality tourism, and the plan to give new liveability to the University quarter throughout the year, emerged as key-measures that became part of the new master plan for the urban development of the city (Silva et al. 2013).

Regarding Oxford, the architecture of the Colleges as closed fortresses with particular, traditions, code of ethics, rules and exclusive underground passages between buildings for university members, still pass a message of micro-campi closed to the city life (Table 5.8). Interviews and

²⁴ The University of Coimbra was founded in 1290 by the King D. Dinis of Portugal, but later was transferred to Lisbon in 1338 by the King Afonso IV. Only in 1537 in the reign of King D. Joao III, the University was finally established in Coimbra, remaining in continuous function until the present (Alves Costa 2003) .

²⁵ “1 - To preserve and rehabilitate the applicant areas to World Heritage Status, as well as its areas of protection; 2- To keep alive and strengthen the functions of teaching and research in applicant areas; 3 - To foster a permanent usage of space in the University surrounding area to avoid student seasonality; 4 - To promote new views of understanding regarding the rehabilitation and use of heritage; 5 - To promote the conservation of the built heritage; To safeguard and protect the natural heritage; 6 - To promote quality tourism; 7 - To Promote and disseminate the cultural identity of the University of Coimbra, enhancing the vivid experience” (source: translated to English language from the application of the University of Coimbra to UNESCO, page 226, University of Coimbra, 2011).

fieldwork in Oxford with official red-coat guides indicated a social distinction between those who are privileged by merit to attend the University and those who inhabit the city but are not members of the University (Table 5.8). In this context, a committee for university-community relations has been formed in order to approach both spheres. Similarly to the Coimbra case, the university-community relations aim to foster the civic engagement with the local communities, as part of the University mission of teaching and dissemination of research. This partnership seems to be consensual in student volunteering activities and in events for dissemination of culture and science (Table 5.9; Table 5.10).

However, the issue of economic impact of the university, brought by research outcomes from the various Colleges, university festivals, sports competitions (e.g.: the annual Oxford-Cambridge boat races), conferences and visits to the city bring a particular relational power to this University and its' Colleges. Just to illustrate, the University of Oxford brings an annual impact of 750£ million in the regional economy, supporting directly and indirectly 18.000 jobs(University Of Oxford 2006; University of Oxford - Public Affairs Directorate 2009). Consequently, throughout the years, different episodes of tension in university-city relations regarding territorial usage needs and student behaviour emerged as the university life and buildings became welded into the city centre and adjacent areas (e.g.: from the need of the City to build a bypass on Christ Church grounds, to the need of the University to build student residences).

Second, Coimbra and Oxford have different degrees of brand implementation in the context of place branding. This is the point, where these two universities diverge within their institutional view of tourism as an activity related to the university third-mission and the university sustainability. Since 2013, the Coimbra university-complex is being promoted as a visiting destination (Table 5.7). The University not only participates in tourism industry fairs as also appeared in the lifestyle publications in the communicational media and airport advertisements (Table 5.9). The branding exercise of the University of Coimbra, beyond word of mouth reputation formally started to be implemented, since 2011. On the other way around, the University of Oxford has been making an effort to de-brand its image as related to tourism, as a consequence of mass tourism and critical approaches to tourism advertising and hospitality services occurring in several Colleges. As such, in interviews the word “tourism attractions”

disappeared to be substituted by the expression “sites of visiting interest”. It has been formally indicated at the DMO, that there aren’t tourism activities at the university as Colleges “concede the privilege to visit the grounds”. Yet, various Colleges are associates to the regional DMO, being represented by the DMO in tourism retail and in meeting industry events, as revenues from these activities are reinvested on maintenance and rehabilitation of buildings.

Finally, critical voices also arise at the University of Coimbra in regard to the true mission of university and heritage preservation. But, still, due to financial constraints and the need to increase competitiveness amongst universities in the Portuguese panorama, the University appeals to its traditions and treasured buildings, besides the emphasis given to research activities as distinctive marks that enhance university choice by prospective students and organizers of events (Table 5.7).

Table 5.7 - Research aim 1: results for interviews in Coimbra post 2nd cycle coding (Source: Author)

			Research Aim 1: To investigate the motives leading universities to adopt discourses & actions conducing to tourism										
			VI International markets	V2 Conferences and events	V3 Tourism amenities	V4 Tourism industry partners	V5 Campus managmt	V6 Finantial sustainability	V7 Market competition	V8 Education, culture and sports activities	V9 New consumers	V10 Entrepreneurial culture	V11 Consumer behaviour in the city
Historic University-city	Coimbra	Univ. Resp. n. 1	Brazil, China, E.U. Erasmus students and VFR One day visitors from Lisbon cruises	Though all year organized by Central Services.	Historical UNESCO classified campus	Regional Tourism Board, Tourism Retail operators.	Aim to attain a self-financed campus	Tourism revenues and summer schools as a big support to campus maintenance	Higher brand equity post UNESCO status	Though all year organized by multiple university stakeholders.	Student's VFR and city tourists	Facing the economic crisis, the university needed a market approach for its campus assets	Students, VFR and city visitors from one-day trips and university events
		City Hall Resp. n.1	Visitors from Brazil and European countries.	Though all year organized by the University and the City Hall in separate.	Historical city with heritage compound outside University	University as new tourism partner in MICE business	N/A	The tourism activities at university enhance the city attraction capacity during summer-term	With other UNESCO Portuguese cities as tourism destinations	Very dynamic city with daily education, culture and sports events.	VFR of local HEIs students, and conference participants	More aggressive market approach from the city's HEIs	Students, VFR and city visitors from one-day trips and university events

Table 5.8 - Research aim 1 - results for interviews in Oxford post 2nd cycle coding (Source: Author)

			Research Aim 1: To investigate the motives leading universities to adopt discourses & actions conducing to tourism										
			VI International markets	V2 Conferences and events	V3 Tourism amenities	V4 Tourism industry partners	V5 Campus managmt	V6 Finantial sustainability	V7 Market competition	V8 Education, culture and sports activities	V9 New consumers	V10 Entrepreneurial culture	V11 Consumer behaviour in the city
Historic University-city	Oxford	Univ. Resp. n. 1	Countries with excellent secondary education systems	Events team at Central services and University Colleges	Reference to “visiting interest sites” open to visitors as part of educative mission	Colleges are autonomous and some are part of tourism, events and university hospitality associations	Central University policy coexistent with College strategies	Tourism revenues supports heritage management at Colleges	HE Market competition in the UK Russell Group Univs.	Daily events at museums. Academic sports events and ceremonies	Films and TV series shot at University brought new tourism consumers	Only few Colleges, like Christ Church accept the entrepreneurial potential of tourism.	City tourism survey from 2010 indicated the University as major visiting reason
		DMO Resp. n.1	Prospective students attend DMO organized tours	Events team at Central services and University Colleges	Reference to “visiting interest sites” open to visitors as a privilege	Colleges are autonomous and have different tourism partners	Issues of College policy and mass tourism	Tourism revenues supports heritage management at Colleges	competition with historical university-cities as Cambridge, Durham and St. Andrews	Daily events at museums. Academic sports events and ceremonies drive millions of tourists	Films and TV series shot at University brought new tourism consumers	Dependent on the College approach	Students are the major consumers

Table 5.9 - Research aim 2 - results for interviews in Coimbra post 2nd cycle coding (Source: Author)

			Research Aim 2: To explore University-City relations in city branding								
			V1 Heritage promotion strategy	V2 Communication policy	V3 Multicultural enhancement	V4 Local/regional Tourism policy	V5 Collaborative city-university policy	V6 Collaborative city-branding actions	V7 City Council sponsored academic, cultural, sports events, festivals.	V8 Challenges in a city brand strategy	V9 University political influence
Historic University-City	Coimbra	Univ. Resp. n. 1	Important within the UNESCO World Heritage status	Policy aggregating tourism and international relations	Priority for University competition in Portugal and abroad	Local and Regional tourism linked to University tourism activities	Collaborative University and Regional policy	Joint application for UNESCO and participation in place marketing activities: tourism fairs, presence in international media	Annual academic festival, culture and sports events of student groups.	Proximity to the city council dependent on political positioning	Political influence at national level has repercussions at local level
		City Council Resp. n.1	Important as a unique feature of the City	Focus on UNESCO World Heritage status, Culture and Sciences	Important for city tourism revenues and image of the city as a city of students	Local and Regional tourism linked to University tourism activities	Fairly collaborative city-university relations	Joint application for UNESCO and participation in place marketing activities: tourism fairs, presence in international media	Annual academic festival, culture and sports events of student groups	Proximity to the university dependent on leadership turns	Strong influence in city affairs and living

Table 5.10 - Research aim 2 - results for interviews in Oxford post 2nd cycle coding (Source: Author)

			Research Aim 2: To explore University-City relations in city branding								
			V1 Heritage promotion strategy	V2 Communication policy	V3 Multicultural enhancement	V4 Local/regional Tourism policy	V5 Collaborative city-university policy	V6 Collaborative city-branding actions	V7 City Council sponsored academic, cultural, sports events, festivals.	V8 Challenges in a city brand strategy	V9 University political influence
Historic University-City	Oxford	Univ. Resp. n. 1	Heritage sites promoted by each managing organism of the university	Focus on University role play in the city as unique cultural, scientific and civic player	Increasing importance in attracting excellent international students	Each College and Museum has connection with various partners	Joint civic activities with University Museums/Library	No collaborative tourism city-branding	Self-funded university	Mass tourism became a twitchy subject	Alumni have a big political influence
		DMO. Resp. n.1	Idea of privilege to visit heritage sites	Subject to the idea of status and tradition	Response to provide materials and tours in diverse languages	Regional instances connected to University Colleges and Museums	Still town and gown-issues	Civic outreach activities	Self-funded university	Connection to the university sphere is limited	Alumni have a big political influence

5.2.3.3 *The Metropolitan Student-City*

The panorama between Glasgow and Lisbon is demonstrated to be different in respect to the different degrees of brand implementation in both cities, in the context of business plans and visions for city development. There is a difference of 20 years of development of place branding attempts between both cities, as they experienced different reputation issues. The experience of Glasgow in collaborative branding arose from its own reputational constraints as a city with a high rate of crime during the 1980's (Heeley 2011).

Interviews in Lisbon (Table 5.11; Table 5.13) and Glasgow (Table 5.14; Table 5.12), at the Universities and City Halls revealed that although presenting intentions and strategies in relation to city branding and the role of universities in this process, both have distinct behaviours leading to different degrees of maturity regarding the brand awareness and implementation of activities within the various stakeholders. Hereby, we are focusing the universities, the local destination marketing organizations and the city hall. Yet, in these two cases DMOs are coordinated with the city halls. While in Lisbon, the DMO is the result of a public-private partnership, in Glasgow the DMO is run by the Council and works in consonance with the Glasgow Economic Leadership Board, where the HE establishments are represented, together with stakeholders from the tourism industry.

Both these cities promote themselves abroad as student cities, in international university fairs due to the concentration of HE establishments inside the city-regions. Nevertheless, there are sectorial discourses, regarding target publics (Table 5.11). Although these cities are not historic university-cities, they present themselves as “student-cities” and University-cities from the economic and territorial point of view of student numbers and HEI's with headquarters in these cities. While in international competitions for hosting conventions, the content of discourse is linked to these cities as places to visit and work, focusing on the entrepreneurial ambiances and amenities for events, in university trade fairs, both Councils focus on appealing to the boisterous charisma of host cities, and excellence of HEIs (Table 5.11; Table 5.12).

Respondent#15 (Municipality, Councillor for Economy and Innovation)

“Lisbon is much more than a university-city...well, starting for several reasons: for being a capital-city and for having the majority of the public governmental institutions, etc. But in fact, Lisbon is the major university-city from the point of view of the number of students... national students, as well as it is verified from the growing numbers over the past years of Erasmus students, and also, students from other countries (...) Also, the Rector ### has in its program “UniverCity” (UniverCidade) and as you may know he is one of the major enthusiasts of this connection of the university with city and whom we have been working with a lot.”

“Our idea is to be present in a stronger way because last year we arrived (at NAFSA International University Expo) without much planning and so we didn’t have much time to work with more detail, especially the City Bureau of Economy (who has been conducting all these initiatives). But this year we are going to be present again and work in a different way directly with universities from the United States to try to promote the city in a more effective way. We are trying to do the same with Brazil, much on the framework of the current year Portugal-Brazil and doing some connections. But in Brazil this is more diffuse because there is not this concentration moment, this big annual event with Universities as there is in the United States.”

Respondent#18 (Municipality; Director - City Marketing Organization)

“In our activities, we have an ambassador program which has about two thousand Ambassadors drawn especially from the academic and scientific community and these are leading experts in their field, and we work with them to identify conventions opportunities, to bring conventions to the city, to bring convention delegates to the city. And all that helps with the branding and positioning of “Glasgow the place for conventions”, a business centre.”

“In terms of the image of the destination, they (the universities) have a key role to play in terms of the place attractiveness, because they are indicative of a city of the future and a city that is continuously investing in ideas and creativity and we try to harness that, through the aspect of the universities and in what we do in terms of the city branding. It is a process as you see and

that image, that broader image can then be segmented depending on the audience which we are targeting. So we work very close to the student recruitment, as well as contacts in the universities in terms of the attractiveness of “Glasgow the place”.

Interviews at the DMO in Glasgow, and public Higher Education Institutions, confirmed that the HEIs of Glasgow are owners of key heritage assets of the City that make it unique abroad (Table 5.12). This aspect has emerged to be substantial, in regard to the role of Glasgow universities and the School of Art in the various branding architecture strategies designed for the city, since the early 1980’s, for the European Capital of Culture in 1990. Also this early branding exercise evolved to the 2004 framework of the umbrella brand “Glasgow with Style” which aimed for promoting the city, not only as a student destination, but also as a visiting, investment and work destination. Universities and specially the Glasgow School of Art enterprises demonstrated to be players through direct collaboration with the City Marketing Organization in actions aiming strong consumer awareness through an approach to city heritage due to their direct role in the promotion of the cultural industries of the city and role-play in the history of design and architecture within the arts and crafts movement. All respondents emphasized the connection between university heritage and culture aligned with academic excellence, but in accordance to the specialization of each HEI contributing to the plan, as local HEIs compete with each other.

Concluding, similarly, to the case of Lisbon, major constraints in communication at the HEIs emerged in one of the institutions due to leadership change, despite the different experiences in the appliance and testing of place branding strategies in cities at the municipal levels. As internal constraints appeared in one of the HE institutions in Glasgow, in a panorama of disagreement with the former brand campaign “Glasgow with style”, this also resulted in different speeds of implementation of the of follow-up measures and possible rejection of a new strategy for branding the city, which at the time of the interview with the DMO was being prepared and was launched in May 2013 – “People Make Glasgow”. As in the case of Lisbon, it was found that the municipality worked closer to some HEIs than others, not only due to political approaches at the leadership spheres, but also due to emerging constraints of organizational complexity in periods of adjustment to new administrations, (such as tensions and blocks between the levels of decision making, strategy development and operations).

Respondent#7 (Art Academy; Enterprise CEO, Director – Marketing and Communication)

“The Glasgow School of Art is a landmark brand for Avant-guard and excellence in design and architecture. We not only bring this reality to draw in the most competitive students and academic, administrative staff, as we promote our campus and teaching worldwide as a flagship of the city. Three Turner prizes came from this School. It has been this recognition that made us invest in a campus in Singapore, because not only enhances the international brand awareness of the School in key-markets for design, but also internationalizes the profile of Glasgow the City”.

Respondent#10 (Art Academy, Manager – Visitors Centre)

“The main building designed by Rennie Mackintosh attracts thousands of visitors annually, many of which are prospective students and are architecture students from other countries. Yet, conservation issues of heritage, as well as tensions between the academic community and tourists, created the necessity to invest in a visitor centre, to avoid student and academic staff distress, caused by unexpected situations in the original building where classes take place.”

The results for Lisbon have indicated an initial process and attempts to engage into collaborative city branding actions (Table 5.13). Since 2008, that on the sphere of policy making, the Lisbon universities and the municipality's, have continuously engaged into the attempt to promote Lisbon as a student friendly capital, establishing institutional key-performance targets amongst the participant organizations.

By interviewing different institutional stakeholders working on the same project, it was found that brand activation problems resulted from the lack of communication between institutions. Communicational problems arose mostly inside organizations themselves and this affected how the project priorities and tasks were undertaken between the various stakeholders. Also the difficulties stated by interviewees were fruit of a consensual agreement of what is the brand Lisboa, what does it define and which associated images the stakeholders attribute to the city within a planned strategy for different target groups that may overlap – as the case of the international students who live in

the ambiguity of tourist-residents. Such findings about institutional branding in Lisbon have also been mentioned in the study of Freire (2012) who states that the main problem with the implementation of Lisbon was the lack of focus, concluding that although the concept of the city of Lisbon is well defined, the definition of brand Lisboa continued open to debate, as many of its associated images (e.g.: the variables of the sea and beaches) do not coincide with the defined boundaries of the city.

The interviewees from directorates at universities stated to exist problems of understanding of the various realities from the involved stakeholders, not only in relation to activities focusing target publics, but also in relation to discourse markers and images in promotional materials (e.g.: flyers, guides to Lisbon, films promoting Lisbon as a study destination and websites directed at international students) which used images that not only related do the city borough, but also to the neighbourhood boroughs within the Tagus Valley and the Atlantic Coast, which are part of the Lisbon city-region.

The opposite was reported on the municipality side. For instance, while the Council focused on promoting Lisbon as an Erasmus Students' destination encircled by surf imageries on an immediate first communicational approach for international students. At the time of the interviews to university respondents, these demonstrated the existing debate between the local HEIs and the municipality on the brand values and message to be disseminated by the Council linking the desired city image of a study destination to their primary missions of teaching and research.

Thus, the challenges in the implementation of a city brand strategy in Lisbon as a study destination inside a bigger plan concerning an umbrella brand of "the capital of the Atlantic", arose from the fact that actions were implemented without the full involvement of HEIs stakeholders and communities at the various levels regarding the values and expectations connected to the brand architecture of Lisbon as a destination. These organizations, deep rooted in top-down strategy implementation would benefit from the appointment of key bridge people for community relations between the municipality and the various HEIs, as in the Paris case, where there is a councillor for university-city relations, as well as vice-rectors for university-city relations that work as peers.

For instance, the interviews did not reveal that there was a process of consultation near students. However there was a consultation near the management communities in HEIs in regard to the main “brand personality traits” of Lisbon as a study destination, despite targets were defined under the plan “Lisbon, Erasmus City” which had its first steps since 2008. The idea of study destination has also been nested within the long-term city development plan Lisbon Horizon 2020, focusing the role of HEIs in the technological and economic development of the city, where tourism appeared as one of the action lines. However, the interviews, both at the universities and municipalities in 2013, allowed us to understand that at that moment there wasn’t an umbrella brand in line with initiatives directed to various target groups, but instead, several actions from the various stakeholders within a concerted strategy of Lisbon, as an Atlantic City (Table 5.13), as indicated by the respondent from the city council.

Respondent#15 (Municipality, Councillor for Economy and Innovation)

“What we have tried to do since 2008 (although I have only started my mandate from 2009): first to work closer with the universities. There are common strategies with the main three public universities of Lisbon essentially in two ways... the first to promote Lisbon as a destination of international students and not only Erasmus (...)under the premise that the growing of Erasmus students is a positive aspect for both the universities and the city. There is an agreement of partnership with the Rectors under the commitment of the implementation of initiatives to increase the number of Erasmus students within a defined time-line (...). So, what we have always tried was precisely that universities could have a different role in the city, because not always through the years happen that the City Hall was connected to the universities as anchor institutions of the city and also because not always the universities saw their role beyond teaching institutions as agents of the city.”

Table 5.11 - Research aim 1 results for interviews in Lisbon post 2nd cycle coding (Source: Author)

Research Aim 1: To investigate the motives leading universities to adopt discourses & actions conducing to tourism													
		VI International markets	V2 Conferences and events	V3 Tourism amenities	V4 Tourism industry partners	V5 Campus managmt	V6 Finantial sustainability	V7 Market competition	V8 Education, culture and sports activities	V9 New consumers	V10 Entrepreneurial culture	V11 Consumer behaviour in the city	
Metropolitan University-city	Lisbon	Univ. Resp. n. 1	Need to focus attraction points for Lusophone publics	Social program embedded in conference events	Student halls and heritage assets not generate profit.	For conference delegates and university community	Revenue from Theatre Hall and conference rooms	Fees; renting of facilities; organization of conferences and events; outreach activities at museums.	Individual HE competition increases city promotion	Societal outreach through educational tourism	Lifelong learning publics	Changing organizational culture with merger. Push factors conduce for new outreach activities.	Students are city consumers
		Univ. Resp. n.2	Asian and Lusophone students are a focus.	Colleges organize Conferences and events and use local tourism infopack.	One College uses amenities for tourism.	Local City tourism association for support in city marketing materials	Student halls not for profit	Investment for short-coming results	With the other Portuguese public universities.	City tours and trips organized by Colleges; Sports tourism trips and cultural activities	Seniors and secondary school students.	Each college has its own culture and societal approach. At rectorate formal top-down structure	Portuguese Language courses have cultural emersion visits in the city.
		Univ. Resp. n.3	Focus on Canada, USA, China and Brazil.	The host city is used as an asset to compete in hosting events.	No amenities on campus, but tourism activities are provided	Local City tourism association for support in city marketing materials	Student halls not for profit	High investment in student internationalization activities for short-term and long-term results	With the other Portuguese Lisbon public universities,	City tours and trips organized by student support services.	Civic outreach and drive for student living a the city amenities.	Its small scale and geographic position brings higher risk taking in new activities.	Foreign Students have a higher income than local students.
		City Council Resp. n.1	Focus on Lisbon as na Atlantic international hub to study, visit, invest, work and live.	University meeting events promote the city as a venue.	Subject of controversy	Public-private partnership with InvestLisboa company. "Study in Lisbon" initiative.	Promotes University events for general publics	Study Fees and organization of conference events.	The city competes amongst other cities addressing HE quality, city heritage assets, climate.	Different councilors dealing with areas.	HE Student population is 30% of the Lisbon City population. Highest commuters in the metropolitan area.	Enhancement of the image of Lisbon as a start-up city and city of international students. Strategic partnerships.	Vision of Students as place consumers but also as investors.

Table 5.12 - Research aim 1: results for interviews in Glasgow post 2nd cycle coding (Source: Author)

Research Aim 1: To investigate the motives leading universities to adopt discourses & actions conducing to tourism													
		VI International markets	V2 Conferences and events	V3 Tourism amenities	V4 Tourism industry partners	V5 Campus managmt	V6 Finantial sustainability	V7 Market competition	V8 Education, culture and sports activities	V9 New consumers	V10 Entrepreneurial culture	V11 Consumer behaviour in the city	
Metropolitan University-city	Glasgow	Univ. Resp. n. 1	Employment of student recruiters (Middle East, South East Asia, African countries)	At main historical buildings but also at newer Faculties	Architecture as a city symbol. The HEI is a live museum.	Collaborates with City Marketing Bureau in big scale events	Team for campus services and events	Events enhance Campus maintenance	Prospective students and conference venues	Civic tourism at university premises	Niche tourism publics	To approach a traditional university to new city affairs	Reinforce the city potential as complement
		Univ. Resp. n.2	E.U students, South American, South East Asia and Middle East students	Strong link of conference management at the university with tourism industry.	Amenities for conferences and events.	City Marketing Bureau, Chamber of Commerce	Events and strong city promotion enhance Campus visibility	Events are a source of Campus maintenance	Competition amongst destinations in Scotland and England, also with St. Andrews University brand.	Study trips and exchanges. Focus on city centre activities.	Conference participants	Entrepreneurship through city marketing approach	Strong link between conference events and tourism city activities
		Univ. Resp. n.3	Asian markets – branch campus in Singapore	Focus on Art & Design Events	Architecture as a city symbol. The HEI is a live museum. New visitor centre	City Marketing Bureau, Chamber of Commerce	HEI's Group of enterprises provides tourism related services	Creation of a HEIs group of enterprises	Glasgow city as the challenge in markets.	Cultural tourism activities for visitors	City visitors and prospective students	Entrepreneurship through cultural industries and city marketing approach	Tourism activities organized by HEI for visiting publics
		City Council Resp. n.1	HEIs heritage assets are the city's leading attractions	Local <i>campi</i> with attractive infrastructures	Visitor centres, unique heritage buildings, art galleries and museum collections.	Tourism partners and Universities team up for definition of target publics	To add recognition to University efficiency and public outreach.	Glasgow Universities shape the city.	Within other universities of Glasgow, and UK Cities.	Annual Graduation Festival involves activities and tourism deals for VFR	Conference participants, students' VFR	City Marketing Bureau works with local HEIs student recruitment teams.	Conference participants, students' VFR

Table 5.13 - Research aim 2 - results for interviews in Lisbon post 2nd cycle coding (Source: Author)

		Research Aim 2: To explore University-City relations in city branding									
		V1 Heritage promotion strategy	V2 Communication policy	V3 Multicultural enhancement	V4 Local/regional Tourism policy	V5 Collaborative city- university policy	V6 Collaborative city-branding actions	V7 City Council sponsored academic, cultural, sports events, festivals.	V8 Challenges in a city brand strategy	V9 University political influence	
Metropolitan University-City	Lisbon	Univ. Resp. n. 1	Campus Heritage promoted in outreach activities	Focus on University and City shared identity	Focused on Portuguese speaking countries	Disaggregated discourse at tourism governmental agents	Continuous public diplomacy collaboration	Erasmus City is a first collaborative branding attempt	City Hall brand association or contribution at cultural events and conferences	Lack of concerted strategy in line with the City Hall	Strong political influence in city cultural affairs and economic strategy
		Univ. Resp. n.2	Focus on city assets in conference materials	Growing emphasis on destination	Focus on international students as target	Links to hospitality sector and use of City Tourism image depository	For city and university mutual interest affairs	Passive collaboration by the university	City Hall brand association or contribution at cultural events and conferences	Lack of understanding of students reality by City Hall	Strong political influence in city economic strategy
		Univ. Resp. n.3	Small HEI highly dependent on city image	Growing emphasis on destination	Important for HEI competition	Links to hospitality sector and use of City Tourism image depository	For city and university mutual interest affairs	No expectations from City Hall post downturns	City Hall brand association or contribution at cultural events and conferences	Lack of concerted strategy by the City Hall	University Professors with political roles
	City Council Resp. n.1	At City Hall materials for international students	Communication strategy targeting HE foreign students	Target to increase the international students and researchers population	Mix of policy actions focused on mobility of individuals	Lisbon Horizon 2020 joint political strategy	Joint participation in International Education fairs, promotion of Lisbon as study destination	The City Council organizes events for international students as part of political strategy.	Multiple stakeholders at universities difficult communication	Strong influence of Universities as actors with different key-assets	

Table 5.14 - Research aim 2 - results for interviews in Glasgow post 2nd cycle coding (Source: Author)

		Research Aim 2: To explore University-City relations in city branding									
		V1 Heritage promotion strategy	V2 Communication policy	V3 Multicultural enhancement	V4 Local/regional Tourism policy	V5 Collaborative city-university policy	V6 Collaborative city-branding actions	V7 City Council sponsored academic, cultural, sports events, festivals.	V8 Challenges in a city brand strategy	V9 University political influence	
Metropolitan University-City	Glasgow	Univ. Resp. n.1	Emphasis on university heritage and culture aligned with academic excellence	Tourism behavior shall not be explicit in student recruitment as opposed to events.	Present in student recruitment and university values.	University & City Marketing Bureau policy alignment	Collaborative vision in culture engagement and civic tourism	“Glasgow with style, study with style” campaign “People make Glasgow” campaign	Collaboration in the City Graduation Festival, heritage promotion and big scale academic conventions	Disagreement with sensational approaches in HE-city marketing. New focus on excellence and not the city.	Initial problem of university isolation in city affairs.
		Univ. Resp. n.2	Strong city heritage approach for consumer awareness	To profile the University assets in the context of the city potential,	As part of international profile of research and technical university	The international profile of universities is interlinked in Glasgow	Close work with CMO to arise positive awareness of the city.	Glasgow as a city of students, heritage and meeting industry services	Collaboration in the City Graduation Festival and big scale academic conventions	The three universities of Glasgow have their own strategy.	Collect of local HEIs working together to face Edinburgh’s popularity.
		Univ. Resp. n.3	Emphasis on HEI heritage and culture	Clear defined brand strategy with values	World class HEI in	The international profile of universities is interlinked in Glasgow	Collaborative approach since Glasgow capital of culture	Workgroup on Mackintosh heritage in the city	Self-sustainable HEI	Coherence in brand architecture	Long-term vision and positioning aligned with city cultural policy
		City Council Resp. n.1	HEIs have major heritage assets of the City.	Clear defined brand strategy with values	Work with local student recruiters. Participation in alumni networks, HE Fairs abroad.	Intertwined with Glasgow’s HEIs at the Economic Leadership board.	Collaborative work with HEIs in different sectors of specialization	Events, Tourism visits and student recruitment.	Big Scale Events: Capital of Culture; GradFEST; Commonwealth Games.	Local HEI’s inter-competition	Sectorial influence in different domains (urbanism/ art & culture / health sciences/ design & technology driven)

5.3 Content analysis of promotional materials

As referred to in the methodology chapter, all the interview respondents were solicited to provide documental materials during the course of the interview which could be supportive of their views and statements regarding the second aim of research (see Appendix 6. *Materials used in content analysis*). The materials of analysis provided by the respondents were expected to be disseminated at different levels and places. From university recruitment events, fairs and campus visits offices, to DMOs, tourism and external commerce offices.

These materials were analysed together with the interview results, following the same two stage method of coding of the interviews (from the general to the particular). The relation of the university to the host city through its promotion as a place to visit has been the focus of the content analysis both on the promotional paper support materials and web portals, as respondents were asked to provide insights on their institutional brochures themes and contents linking to the city dimension and lifestyles and a grid of analysis with variables of analysis was produced to analyse individually each material post the transcription of the interviews.

5.3.1 The coding process

The analysis of 35 publications from 10 institutions (5 institutions in each country) provided by each educational respondent at the interviews (see Table 0.18) intended to focus the approach of the HEIs, in relation to the emphasis they gave to references of the host city and how this matched their self-profile as institutions. The literature review, exploratory field-work and questionnaire-survey to HEIs allowed for identifying the main target groups that would be addressed during the interviews. For this reason, the interviewees from HEIs and DMOs were asked to provide information on the target groups addressed in the materials provided by them. The target groups were: prospective students; prospective researchers, citizens, decision makers, visitors.

Following the theoretical assumption of Febas Borrás (1978), the end message for a defined target group, is in itself a product of the identity characteristics of the sender of the message, which in turn is the result of the context on which the publication was produced. Hence, the interviews were important to explore the intentional context behind the message sent to the receivers (see Figure 3.4 - Thematic structure for analysis of University promotional materials based on Febas Borrás (1978) (Source: Author)).

Respondent#3: (University, Director for International Relations)

- *“That's how we got all our international communication associated with the destination of Lisbon, because we think that is what sells. Nobody will recognize the xxx by itself against the Sorbonne or the Imperial College, is it not? Unless you have a good reference from a friend or something ... Because if we, in the promotion strategy do not associate the destination to the University, we will not have great success”.*

Respondent#12 (University; Director – Corporate Branding and Communication)

- *“As you can see, the xxx campus is not as you can see the most attractive. Which is the opposite from Glasgow (the University). We tend to use in the recruitment and conference materials images of the city. Of “- if you come to xxx to study, you will study in this wonderful Victorian city” and we will use the imagery of the City Chambers, or George Square and we tend not to use for instance that building there across the road”*

The end table of results in Section 5.3.2 *Capturing the city in HE brochures* (see Table 5.15) presents a summary of the overall message of each set of brochures per institution, considering as part of the analysis, the editors, sponsors and questions to each respondent regarding the images and most important aims and features pointed by them in the materials.

In each HEI brochure it was aimed to analyse the direct and indirect enhancement of a city profile as a tourism destination through following features present in the corpus of

text and imageries: 1. Sociability; 2. Uses and Activities; 3. Access and Linkages; 4. Comfort and Image. These aspects were coded following verbal content techniques: Comparison; Key-words; Testimony; Humour; Language; Ego-targeting (see Section 3.6.2 of Chapter Three). A grid of analysis was applied for each publication provided by each respondent institution (see Appendix 6. Materials used in content analysis).

For this reason, two grids for the analysis of the content materials were designed for a first and second stage of coding as it occurred with the analysis of the interview transcripts. However, the first grid divided in the aforementioned groups focused on the elements of images and text in each brochure as a whole corpus and the second grid of analysis focused on the word count of the three defined sections of the publications which emerged as the most relevant in relation to the aim of research: HEI institutional presentation section; the HEI visiting section; study and living information section directed for international students.

The emphasis in the items for analysis has been the presence of territorial markers within the city-region and its relation to tourism: landscapes, heritage buildings, references to local traditions, lifestyles and festive events. There was also given emphasis to adjectives linked to these features: friendly, modern, cosmopolitan, safe, traditional, vibrant, colourful, musical, etc. Consequently, it was aimed to portray the weight of word references/sections dedicated to the role of universities in tourism destination branding, within the overall samples provided by the interviewed respondents. For instance, as it was found in the cases of the Universities of Aveiro and Exeter (as illustrated on the website quotations below).

WEX#2: *“The (...) offers a friendly and cosmopolitan student experience... Our location in the mild and beautiful South West of England, with access to both city life and beaches assures those who live here of a very high quality of life.”*

WAV#1: *“(...)is a prize-winning Campus, renowned for its many buildings designed by famous Portuguese architects (...) bookshops, canteens, conference rooms, sports halls, all this on one campus, surrounded by the natural beauty of the old salt pans and only a short distance from the city centre.”*

5.3.2 Capturing the city in HE brochures

Following the analysis of the entire corpus of materials, a meta-table with a summary of qualitative results was produced in relation to each research aim and its objectives (see Table 5.15). It has been focused how the content markers following different verbal content techniques (as referred on the methodology chapter) communicate the message of the university as a tourism interest site in one hand and on the other, how the different HEIs informally contribute to the communication of a city brand. One of the first aspects to emerge was the target group of the brochures in the materials. It has been noticed that according to target groups, there were variations on image presentation and language regarding the following aspects: socialization within academic communities and information on campi facilities, on the uses of the facilities for various purposes and activities on and off campus; the emphasis given to accesses and linkages to transport systems and lastly the domain of representations of comfort and time spending at the institution and the city.

The results of the meta-table are further explained throughout the divisions of this section, following the items addressed in the analysis: i) the institutions target groups; ii) sociability, comfort and image; iii) accesses and linkages; iv) the city as a study destination.

Table 5.15 - Meta-table of content analysis results in relation to aims and objectives (Source: Author)

Aim 2	Objectives	Message	Verbal content techniques (Comparison; Key-words; Testimony; Humour; Language; Ego-targeting; Target age public)
<p>To explore collaborative university-city relations in destination branding.</p>	<ul style="list-style-type: none"> - To understand the process of objectification of universities as consumable tourism places. - To investigate how the universities perceive themselves as influential actors within tourism consumption and policy in the city. - To investigate how the city connects with universities in place branding strategy. 	<p>AV#1 – objectification within scientific tourism and lifelong learning in university promotion promotional materials. Existence of a campus and city tour guide for architecture niche publics. Student union societies produce their own promotional materials for leisure activities. Collaboration with the municipality’s tourism office and marketing bureau in the promotion of architectural city walks and conferences.</p> <p>EX#1 –Objectification within cultural and garden tourism as civic activities. Specific materials created by the Events and Campus services teams promoting leisure activities, gaming activities, conference facilities and civic services on campus. Specific materials in student recruitment alluding to city life, local culture, socialization practices and city/campus heritage. Joint collaboration with Municipality in promoting the city as a place for events and garden tourism.</p> <p>OX#1 – Objectification of the University’s Colleges within a self-administered process by the autonomous colleges and structures or by external organizations to the University as the public-private DMO. Tourism messages vary according to the College and involved activities. The institutional University of Oxford heritage guides provide succinct information to cultural amenities and Colleges. Small collaboration with regional destination marketing agency in dissemination of products.</p> <p>CM#1 – The process of objectification the University of Coimbra as a tourism site accompanies the application procedure to UNESCO and acquired status of World Heritage Site. The involvement of the University in strategic place branding through the rehabilitation of heritage and active involvement on the media and tourism sector fairs reinforced this business activity in a perspective of university sustainability. Enhanced collaboration with regional tourism board and</p>	<p>AV#1 – Target age /background publics for the various civic outreach activities (national primary and secondary school students; university students). Ego-targeting and comparison techniques with formal language / use of 2nd person – “thee” in materials produced by the Central Services. Informal language, using humour and bright visual contents in materials produced by student unions.</p> <p>EX#1 – Specific language for diverse target groups. Use of language in the 2nd person of singular – “you”. Bright visual contents of big dimension in self-touring books with images of campus heritage and botanical gardens. Ego-targeting and comparison techniques relating to the uniqueness of university campus.</p> <p>OX#1 – Use of testimony techniques, comparison and storytelling in some College tour guides. The official guide published by the University’s central communication office provides pictures of the main cultural and historical university monuments and uses formal language – it uses academic ego-targeting and attains for a broad public, but mainly to future undergraduate students.</p> <p>CM#1 – Use of strong comparison and ego-targeting writing techniques. Formal language adapted to International tourism publics.</p> <p>LX#1 – Use of informal language with testimonials adapted to international students as publics consuming the city as a tourism and study destination. Use of descriptive techniques with strong</p>

		<p>local tourism office in product dissemination.</p> <p>LX#1 – Process of objectivation of the University as a host institution for study and research in a tourism city. The University transfers the tourism dimension to the city short-term living / visiting experience. Joint collaboration with the local tourism association and municipality.</p> <p>LX#2 – Institutional process of connection to the city image. Shared political identity between the University and the City. Attempt to build a joint agenda of university-city promotion for international publics. The University reinforced the city as a host study / research / leisure / tourism destination. Joint collaboration with the local tourism association and municipality.</p> <p>LX#3 – Process of objectivation of the University inside a destination with growing tourism demand. Despite a political attempt to engage the University in city affairs, there is a weak connection at marketing and communication levels for external publics.</p> <p>GL#1 – Objectivation of the HEI as a tourism site. City profile enhancement in the cultural domain focusing the major importance of its architectural assets and art collections. Joint collaboration with the City Conventions Bureau and Marketing Bureau.</p> <p>GL#2 – Apart from the mission of teaching and research there was a clear objectivation of the HEI as a tourism site resultant from the civic need to communicate with city policy and inhabitants. Also, the profile enhancement of the city in the cultural domain focusing the major importance of its architectural assets and art collections. Joint collaboration with the City Conventions Bureau and Marketing Bureau.</p> <p>GL#3 – Materials focused new facilities for conferences and research. The University has focused in the events industry as a support measure to promote the internationalization of research at the same time that enhances the city profile as a technological hub. Joint collaboration with the City Conventions Bureau and Marketing Bureau.</p>	<p>adjectivation for presenting the host city and region.</p> <p>LX#2 – Use of institutional films about University-City connection. Use for formal versatile language adapted to different- target publics from Lusophone and European countries. Use of descriptive techniques with strong adjectivation for presenting the University cultural facilities / amenities as unique, the host city and region.</p> <p>LX#3 – Conservative presentation with formal language aiming research and study target publics from Lusophone countries. Use of descriptive techniques with strong adjectivation for presenting the host city and region. Materials produced to be used over several years.</p> <p>GL#1 – Strong imagery content in relation to text. Emphatic text with adjectives emphasizing the uniqueness of HEI’s Architectural compound, collections and famous designers. Ego-targeting and comparison techniques reinforcing the role of the institution in the city’s past, present and future. Target directed to visitors.</p> <p>GL#2 – Strong imagery content in relation to text. Neutral, descriptive text with adjectives emphasizing the uniqueness of university scientific and art collections. Target directed to visitors.</p> <p>GL#3 – Balanced imagery content in relation to text with emphasis of images of conference venues and host city central historic buildings. Textual references to the central city location and its cosmopolitan environment. Targeted corpus for student and research populations. Use of testimonials of conference participants and students to enhance the city profile as a place to study, work and visit. Enhanced relevance to transport accesses to campus and linkages to other parts of the city.</p>
--	--	---	--

5.3.2.1 The Institution's target groups

Although the use of a grid to access the presence of target groups was the main tool for content analysis, it was also important to register the received insights from the interview respondents, as they were asked to present and describe the written and visual content of the materials. The used grid of analysis allowed accounting each of the markers related to types of publics present in each brochure (international students, researchers, visitors, community, decision-makers). From the final number of content markers of the publication focusing the defined target groups, a percentage was calculated.

The table below (Table 5.16) intends to communicate the target group focus amongst the total sample of promotional materials provided. The observation regarding the use of tourism contents in marketing materials was that these were clearly directed or scattered, depending on aim of the brochures provided. For instance, while in CM#1 the materials were clearly produced for visitors in the context of its newly acquired UNESCO heritage status and one of the provided sources was published by an airline company, in LS#3 the materials had a recruitment aim for international students and postgraduate researchers and focused aspects of life on campus and in the city.

Table 5.16 - Place marketing promotional materials and target group published from 2009-2013 (Source: Author)

Target group* focus	(% Target group focus of place marketing promotional materials from HE Institutions with tourism contents (date of publication: 2009-2013)									
	AV#1	EX#1	CM#1	OX#1	LS#1**	LS#2**	LS #3	GL#1	GL#2	GL#3
<i>Prospective students</i>	25%*	20%	0%	0%	33%*	66%	66%	33%*	33%	0%
<i>Prospective researchers</i>		20%	0%	0%		33%	33%		33%	0%
<i>Citizens</i>		20%	20%	25%		0%	0%	0%	0%	0%
<i>Decision Makers</i>	25%	20%	20%	25%	33%	0%	0%	0%	33%	33%
<i>Visitors</i>	50%	40%	60%	50%	33%	0%	0%	66%	0	66%
Total sample of brochures per HEI	4 (100%)	5 (100%)	5 (100%)	4 (100%)	3 (100%)	3 (100%)	3 (100%)	3 (100%)	3 (100%)	3 (100%)

*The merged cells from the table indicate that the various target groups are blended within the same publication. ** The institutions LS#1 and LS#2 have merged in July 2013 and became a single university.

Also, as reproduced below, the interviewees from the professional area of communication stated the important connection between the public portrait of the organization and the target group focus on promotional materials. These insights were relevant to cross information with the word count of institutional presentations, as it was observed a consistence between both the results in relation to the message.

Respondent #4 – AV#1 (University, Director - External Relations and Communication)

“- The corporate brand of xxx is of a technological University, which has a large thematic approach in the promotional materials, but with a strong focus on engineering, hmm, there is also a message of transversal teaching, because we are not a collegial university ...”

Responden#12 – GL#3 (University, Director - Corporate Branding and Communication)

“- The role of xxx in the city is civic and very much connected with economic development and research. ... The student recruitment marketing is important but for our principle is more important to be seen taking an active role in empowering the city economy.”

The institutional profile presented by each university communicated key-words related to the main aims of institutions as shown on Table 5.17 below. The key-words highlight certain aspects: the students, the research, excellence, knowledge and the host city. From the presence of references to host cities and communities in presentation sections from the materials of institutions we can apprehend how the corporate identity is also based and valued on its relation to space, as there were references, to the region and country, as well as, word repetitions on the city name appeared in higher number than the HEI's name.

The profiles of the respondent HEIs and aims emerged in relation to: research, vocational training, civic engagement, business partnerships and knowledge-transfer. The written and visual contents did not only characterize how the institution sees itself

but how it wants to be seen. Depending on the institution's history and individual strategies, the following two dimensions connected to teaching and research appeared: the linkage between the university mission and civic issues; and the linkage between university international reputation ambitions and the city economic strategy.

Table 5.17 - Themed grid used for the second stage of coding through word count. (Source: Author)

	Key-words per Higher Education Institution sample of brochures – University Presentation section									
	AV#1	EX#1	CM#1	OX#1	LS#1**	LS#2**	LS#3	GL#1	GL#2	GL#3
<i>Total Word Count</i>	573	559	637	78	430	275	405	211	246	181
<i>Top Key-words (ranked by occurrence n. up to two repetitions)</i>	Research-18 Aveiro-11 Campus-8 Programmes-7 City-7 Education- 7 University- 6 Scientific-5 International-5 Innovative-5 Quality-4 Knowledge-4 Students-4 Profile-4 National-4 Dynamic-4 Projects-4 Portuguese-4 Staff-3 Technological-3 Engineering-3 Development-3 Teaching-3	Study -9 University-9 Students -8 Campus -7 Forum -6 Spaces-6 Retail-5 Staff-4 Alumni-4 Environment-4 Library-4 Education -4 Place-4 Facilities-4 Exeter-3 Celebrate-3 Flexible-3 Features-3 Unique-3 Market-3 Learning -3 Space-3	University-36 Coimbra-18 Portuguese-7 Scientific-7 Royal 6 Architectural- Period-5 Century-5 College-5 Academic-5 Formation-5 Model-5 Heritage-4 Education-4 Important- 4 Centuries-4 Cultural-4 Influence-4 Role-4 King-4 Time-3 Heritage-3 World-3 Continuous-3 Development-3 Estate-3 Reformation-3	Students-5 Oxford-4 Colleges -4 University-3 International-3 World-2 Mentorship -2 Including-2 Universities-2 Unique -2 Open -2 Accessible -2 Community -2 History-2 Future-2	University-15 Lisbon-10 Research-8 Science-8 Education -7 City- 5 Prestigious -4 Famous -3 Excellence -3 Community-3 Plural -2 Universality-2 Historical -2 International-2 Cooperation-2 Culture-2 Students-2 Republic-2 Nobel Prize -1 Alumni-1	University -10 Technical -8 Students - 7 Schools- 7 Modern-5 Research -5 Lisbon -4 Engineering - 3 Excellence -3 Science -5 Campus -5 Reputation -2 International – 3 Cooperation -4 Heritage -2 Autonomy -2 Public -2 Portuguese -2 Language -1	University-15 Research-10 Lisbon-9 Teaching-6 Society-5 Public-5 Development-5 Students 4 Cultural 4 Education -4 International-4 Community-4 Management-4 Knowledge-4 Service-4 Activities-4 Quality-3 Culture-3 National-3 Institution Scientific-3 Academic-3 Companies-2 Country-2	Our-10 Research-6 Design-4 Education-4 Culture-4 Research-3 Architecture-3 Communities-3 Fine-3 Art-3 World-3 Creativity-3 Promote-3 Internationally-2 International-2 Role-2 knowledge-2 visual-2 face-2 Europe-2 Socially-2 Thinking-2 New-2 Innovation-2	Student- 4 Country- 3 Work- 3 Glasgow- 3 Research- 3 World- 3 University- 3 Benefit- 2 Change- 2 Scotland- 2 Network- 2 Friendship- 2 Leaders- 2 Expertise- 2 International -2 We're -2	Mission- 3 Excellence-3 Education-3 Research-3 University-3 International-3 Learn-2 Contribute-2 Knowledge-2 Exchange-2 Useful- 2 Society- 2 Place- 2 Develop-2 Business-2 Strategic-1 Potential-1 Inspirational-1 Opportunity-1 Experience-1 Profession-1 Graduates-1 encourage -1

** These two institutions have merged in July 2013, post to the data analysis.

5.3.2.2 *Sociability, comfort and image*

“Whether you're new to Strathclyde or have been here for a while, there's always something to discover - from different sports activities to the latest art exhibitions. So come and find out what's happening around Glasgow.”(University of Strathclyde’s student recruitment brochure, 2013)

Universities affirm their presence not only in terms of scientific accomplishments but also in relation to their surroundings and the external image of the host city-region and country. Despite the institutional written content, city living characteristics, such as affordability, safety, built heritage and beauty also emerge as content markers but in a smaller scale, when compared to the entire textual corpus. However, imageries transpose other subliminal contents in relation to the institutional text, as it was found in 8 of the 10 HEIs from the case-study cities (EX#1; AV#1; OX#1; CM#1; LX#1; GL#1; GL#2; GL#3). These imageries focused the presence of city-friendly images directed at societal liveability, leisure and sports; monuments; landscape and traditions. Also the relevance given to textual expression related to the aspects of socialization, city image and comfort appeared in the brochures. See Table 5.18.

As an example of socialization focused contents for students, we can portray the cases of Aveiro and Exeter as provincial cities, where the provided materials, produced not only by the central services, but also by the student unions focused on civic outreach activities for national primary and secondary school students; but also for international university students. As such the use of informal language, using humour and bright visual contents in materials appealed for the experience of living in a green campus in permanent communication to city affairs and services.

On the other hand the historic universities of Coimbra and Oxford focused on academic traditions and regalia as part of socialization practices as a natural bonding strategy to the city that evolved from time. Nevertheless, the use of testimony, comparison and story-telling techniques in brochures presenting the socialization aspect of students as closed communities from colleges, not only demonstrated a marketing technique

focusing on exclusivity through ego-targeting as also, created a separation between the city visitors and inhabitants and the university fellows.

Finally, on the domain of city comfort, Lisbon has been presented by three respondent institutions as a city that targets international students as publics. Despite the formality of the language differed within the respondents, all used descriptive techniques with strong adjectivation for presenting the host city and region in conjunction with imageries of natural settings and built heritage surrounding the campi.

5.3.2.3 Use of amenities and activities

In the cases where universities did not profit directly from campus visits as a strategy for campus development, the diversification of promotional materials regarding the universities presentation throughout the years was minor, and the variation of text and images pertaining to campus heritage and visits remained static. For instance, in Exeter and Aveiro, the printed publications of university campus self-tour guides did not have updates since their first edition. For instance: the single existing guide for self-guided tours edited by Aveiro is part of a civic, non-profit tourism view and was distributed for free. On the contrary, the marketing investment towards the attraction of visitors to Glasgow School of Art, Coimbra and Oxford became part of a pragmatic approach for self-funding and heritage rehabilitation, while enhancing the establishments' reputation nationally and abroad.

As result, three situations were identified: 1 - contents were reinforced within the samples targeting visitors in a direct way as consumers of a cultural and educative product, such as the case of the respondents AV#1, CM#1, OX#1, GL#1 and GL#3. In AV#1, OX#1, GL#1 and CM#1 visits to campus heritage specifically directed to visitors became embedded as part of city tours; 2 – contents appears in a neutral language applied to all target groups interchangeably at AV#1; OX#1; LX#2 and LX#3 (in the circumstance where the message in the institutional brochures had the intent to be used in period longer than one academic year); 3 - the contents for visitors in three of the respondents had a double purpose, to study and to visit at OX#1, AV#1 and EX#1.

In the context of “Open-days”²⁶ directed to prospective students, within an education-first purpose, contents related to culture, sports and leisure were present in the guides for visitors. In the case of Lisbon (LS#1;LS#2;LS#3) the institutions did not provide specific materials, produced by the communication services, about visiting the campus as a service offered to external publics.

The word-count exercise below (Table 5.18) allows us, to interpret the different emphasis given by each of the HEI, in relation to their campus and surrounding areas in conjunction with image composition of brochures and locutions. We could apprehend that Exeter and Aveiro as provincial cities, not only gave relevance to the name of the university and city, but also focused mainly on the natural heritage surrounding the campi. This was part of their positioning as places to visit and make activities during a stay in the city.

On an opposite strategy, the urban universities located in Glasgow, focused on the city’s most famous assets and amenities as a leisure and culture complement to the educational offer provided by the university. On the opposition to the cases of the historic cities of Coimbra and Oxford, where the cultural offer and events sphere is much focused on these institutions, in the case of urban universities, it was perceived in the contents message, that city amenities activities emerged as the complement to the educational needs of students, thus providing the cultural, sports services and boisterous liveability that as a package, compose the university experience of young graduates.

²⁶ In HEIs “open-days”, students with families tour the campi facilities, stay-over as guests in halls of residence and visit the host cities.

Table 5.18 - Themed grid used for the second stage of coding through word count. (Source: Author)

	Key-words per Higher Education Institution brochures – Visiting the University							
	* AV#1	EX #1	CM #1	OX #1	LS #1** LS#2** LS#3	GL #1	GL #2	GL #3
<i>Total Word Count</i>	135	429	89	158		313	615	130
<i>Top Key-words (ranked by occurrence n.)</i>	<u>Marinha-7</u> <u>Visita-6</u> <u>Aveiro-6</u> <u>Universidade-6</u> <u>Visitas-5</u> <u>Visitante-5</u> <u>Unidades-4</u> <u>Aves-4</u> <u>Artesanal-3</u> <u>Sal-3</u> <u>Santiago-3</u> <u>Ciencia -2</u> <u>Ria-2</u> <u>Biodiversidade-2</u>	<u>Campus-25</u> <u>Students -13</u> <u>Cornwall -12</u> <u>University-12</u> <u>Exeter -11</u> <u>Streatham -10</u> <u>Grounds -9</u> <u>Falmouth-6</u> <u>City-6</u> <u>Environment-6</u> <u>St. Luke's - 6</u> <u>Facilities-6</u> <u>Collection-6</u> <u>Town-5</u> <u>Campuses-5</u> <u>Beaches-5</u> <u>Cinema-5</u> <u>Music-5</u> <u>Exhibitions 5</u> <u>World-5</u> <u>Art-3</u> <u>Jurassic coast -2</u> <u>Coastal path -2</u> <u>Northcott-2</u> <u>Theatre -2</u> <u>Museum -1</u> <u>Bill-Douglas -1</u>	<u>Coimbra-10</u> <u>University – 6</u> <u>Museum-3</u> <u>Tickets -3</u> <u>Tourism – 3</u> <u>Paço-3</u> <u>Portuguese-3</u> <u>Culture -3</u> <u>Tradition -2</u> <u>Academic -2</u> <u>Escolas-2</u> <u>Visit-2</u> <u>Library -2</u> <u>Tower-2</u> <u>Group visit-1</u>	<u>Students-8</u> <u>College-6</u> <u>Colleges-5</u> <u>Oxford-4</u> <u>University-4</u> <u>Study-3</u> <u>Part-3</u> <u>Green-2</u> <u>Time-2</u> <u>System-2</u> <u>Templeton -2</u> <u>Academic-2</u> <u>Lifelong-2</u> <u>Learning-2</u> <u>Teams-2</u>	N/A N/A N/A	<u>Mackintosh building -8</u> <u>Mackintosh-6</u> <u>Glasgow-5</u> <u>the GSA-4</u> <u>Glasgow school-3</u> <u>to discover-3</u> <u>Architecture -3</u> <u>of art-3</u> <u>GSA tour-2</u> <u>booking -2</u> <u>building tours-2</u> <u>our award-2</u> <u>tour in local area- 2</u> <u>new visitor centre-2</u> <u>award winning-2</u> <u>building tour-2</u> <u>the local-2</u> <u>gems-2</u> <u>Charles Rennie-2</u> <u>tickets-2</u> <u>support the school -2</u>	<u>the university- 11</u> <u>the hunterian-11</u> <u>museum 9</u> <u>Glasgow 8</u> <u>art gallery - 8</u> <u>Scottish 5</u> <u>tours-8</u> <u>mackintosh house-3</u> <u>Rennie mackintosh-6</u> <u>student visits-4</u> <u>gift shop-2</u> <u>every Thursday-2</u> <u>student discount- 6</u> <u>visit-6</u> <u>you-5</u> <u>campus-4</u> <u>shop-4</u> <u>gifts-3</u> <u>events-3</u> <u>zoology-3</u> <u>UK-2</u> <u>School-2</u> <u>Diversity-2</u> <u>Lectures-2</u> <u>Displays-2</u> <u>History-2</u> <u>groups program-2</u> <u>collection-2</u> <u>public-2</u> <u>architecture -2</u> <u>concerts-2</u>	<u>Glasgow-5</u> <u>Biggest-2</u> <u>there's-2</u> <u>around-2</u> <u>see-2</u> <u>you-2</u> <u>UK-1</u> <u>us-1</u> <u>stately-1</u> <u>museums-1</u> <u>kelvingrove-1</u> <u>city-1</u> <u>Glasgow architecture- 1</u> <u>Visitors-1</u> <u>you're-1</u> <u>ideas-1</u> <u>scotcities-1</u> <u>theburrell-1</u> <u>seeing-1</u> <u>Highlands-1</u> <u>Islands-1</u> <u>Scotland-1</u> <u>Live music-1</u> <u>High culture-1</u> <u>Sports -1</u>

**Brochure in Portuguese language* ** these two institutions have merged in July 2013, post to the data analysis.

5.3.2.4 *Nodes and linkages in the city as a study destination*

Independently of the profile of institution the subject of providing full information regarding access and linkages to the city appeared as a main functional aspect in external affairs activities. One of the important aspects to pinpoint is the hierarchy given by HEIs in their presentation as places to study from the particular to the general in terms of geographical positioning, making different connections: from the HEI to the city and to the country (case of CM#1 and LS#1, LS#2); from the HEI to the city-region and country (case of EX#1 and AV#1). Also HEIs emerged as platforms that make direct interconnections to a world scale, promoting themselves first as global and not only international institutions (OX#1; EX#1; LS#3).

Addressing the formal contents of materials, Aveiro, Exeter, Oxford and Glasgow HEIs provided clear contents about the main nodes to the city and information services (tourism, leisure, culture) using different languages styling types and idioms passing from corporate formal descriptions to a language of friendliness (see Table 5.17 and Table 5.19). The contents aimed to enhance the features of the host city, as part of the strategy to direct different target publics to the HEI's. This encompassed in one hand, the idea of a packaged experience in HE as mentioned by Kinnell (1989) and Klassen (2001) and on the other of security and wellbeing in the city through easy territorial interconnections, within the idea of the "everyday-holiday" experience in cities (Maitland 2010). As study destinations, the analysis of brochures containing maps provided by the respondents, allowed to identify not only the different campi of a given HEI in the city, but also sponsors of the tourism business, municipality, sports and leisure sectors. These place markers at institutional materials for newcomers, provide the option for fluidity between the ordinary life and tourism, as global changes within the HE sector also affect the origins of work flows, motives and styles of travel. In the cases of the maps of Glasgow and Lisbon, we can see this fluid intertwining, as both the universities and the municipality collaborate in the construction of data platforms with different layers, where users can explore the sites of interest and HEIs in the city, such the web platform directed to international students "Study in Lisbon"²⁷.

²⁷ <http://www.studyinlisbon.pt/>

Table 5.19 - Themed grid used for the second stage of coding through word count. (Source: Author)

* LS#1/LS#2 merged in July 2013	Key-words per Higher Education Institution– “Study in...” section									
	AV #1	EX #1	CM#1	OX #1	LS #1*	LS #2*	LS #3	GL #1	GL#2	GL #3
Total Word Count	204	251	281	205	120	82	183	325	221	284
Top Key-words (ranked by occurrence n.)	<p>UA- 5 International-5 September-5 Open-5 Your-5 Student-4 Office-4 1st Cycle-4 integrated-3 building-3 degrees-3 undergraduate-3 registration-3 masters-3 july-3 application-3 must-2 accommodation-2 go-2 network-2 campus-2 university -2 apply-2 card-2 portal-2 postgraduate form-2 applications-2 you-2 Aveiro-2 Students-2 Erasmus-2</p>	<p>Our-11 students-7 campus-5 find out-4 Exeter-3 life-3 studying-2 penryn-2 cornwall-2 support-2 involved-2 help-2 wellbeing -2 culture-1 accommodation-1 UK-1 Development-1 Quality offer - 1 Variety-1 Meet-1 university -1 experience-1 mind-1 available-1 body-1 clubs-1 care-1 sport-1 streatham -1 amusement-t yourself-1 campuses-1 social-1 national-1 spirit-1</p>	<p>University -11 World- 8 Education- 7 Portugal 6 research 5 knowledge- 5 Coimbra-4 Portuguese- 4 Development-3 Best-3 Leading- 3 Academic-3 Study-3 Transfer-3 Innovation-3 Higher-3 Years-2 Rankings 2 Stars-2 Universities-2 Heritage-2 Students 2</p>	<p>Oxford-12 College-5 Financial-4 Academic-4 Support-3 Study-3 Students-3 Oxford-2 Committed -2 support-2 hundreds-2 tutorials-2 student-2 attention-2 skills-2 providing-2 member-2 years-2 university-2 universities-2</p>	<p>Lisbon-10 University-8 Research-5 Teaching-4 Prestigious-3 City-3 Famous-2 Studies-2 Academic-2 Students-2 Campus-1 Community-2 Oldest-1 International-1 Lusophone-1 UniverCity-1 Culture-1 Diversity-1 Museums-1 Portugal-1 Subjects-2 Graduates-1 Postgraduate-1</p>	<p>Lisbon-5 Students-5 Technical-4 University-4 Campus-4 Schools-4 Accommodation-3 Top-2 Rankings-3 Research-2 City-life -3 Safety-2 Greenspaces-2 Beach-2 Sports-2 Cooperation-1 International-1 Countries-1 Erasmus-2 Exchange-2 Capital-1 Lifestyle-1 Support-1 Guide-1 Employability-1 Subjects-1</p>	<p>Lisbon-26 You-11 Summer- 10 City-8 Average-8 Day-7 During-6 Months-6 Temperature-6 Night-5 Capital-5 River-5 Portuguese-5 Winter-4 Sunshine-4 Sea-4 Restaurants-4 December-4 Great-4 Hours-4 Perfect-4 Europe-4 Cultures-3 Traditional-3 Best-3 Tagus-3</p>	<p>School-25 Design-16 Art-15 Students-15 Research-13 GSA-12 International-10 Our-10 Architecture-9 Fine-8 Top-8 UK-6 Creative-5 Mackintosh-4 Education-4 Study-4 Glasgow-4 Departments-3 Leading-3 Internationally-3 Graduate-3 Activity-3 Most-3 turner prize-3 digital-3 world-3 practice-3 winners-3 programmes-3 artists-3 ranked-3 together-3 Scotland-3 Exchange-2</p>	<p>university -5 Glasgow-4 Our-4 Research-3 Student-3 World-3 Top-3 UK-2 1451-2 Leading-2 Graduate-2 history 2 subjects 2 satisfaction-2 choice-2 studies-1 countries -1 lifetime-1 quality-1 city-1 excellence-1 we're-1 Russell group-1 Undergraduate-1 Dedicated- 1 Expertise-1 Teaching-1 Opening-1 Speaking-1 Minds-1 welcomes -1 lifestyle-1 culture-1 art-1</p>	<p>Strathclyde-5 Glasgow - 5 university -4 global-3 students-3 200 years-2 Industry-2 medallist -2 technologies-2 society-2 gold-2 heart of city-2 first-2 engineering-1 energy-1 graduates -1 countries- 1 cities-1 research-1 skilled-1 record-1 philanthropist-1 campus-1 businesses-1 dedicated -1 internationally-1 teaching-1 vibrant-1 working-1 world's-1 'useful-1 International-1 Pioneer-1</p>

5.3.3 Discussion of results: University-City relations in city branding

From the outputs portrayed in the summary Table 5.18, the first result regarding the message in each case-study city was that the three HEIs from Glasgow stood out, as a case of planned branding regarding the visits to the 3 HEIs – the University of Glasgow, the University of Strathclyde and the Glasgow School of Art. There is an intertwining congruence within their positioning in the city policy of promoting the city architecture and creative environment in the scope of Scotland and the UK. Also, it was found a linkage between the materials and the different city brand architecture exercises, from 2009 onwards (see Table 5.19). In this case, although each institution explored a different dimension of the city policy in order to position itself in relation to the others, there have been attempts by the municipality, as a facilitator, for HEIs to work under “cooperative competition” regarding to their scientific specialization and desired reputation.

As such, in Glasgow the Municipality’s CMO (city marketing organization) is the head promoter and the HEIs are collaborators in the co-creation strategy. The congruent outputs reflected the maturity and well development of the organization, as it became a landmark in city branding strategy, through its subsequent adaptations, resulting from constant monitoring and follow-up activities with stakeholders. The research period accompanied two different city branding campaigns involving the HEIs: “Glasgow with style” (2009-2012) and “People make Glasgow” (2013 onwards), which has been a follow-up result from the evaluation of the previous branding exercise. The new brand architecture is focused on Glasgow’s resident communities as the main communicators and promoters of the brand values.

Using the same method, Lisbon’s municipality has also developed work as the facilitator organization which bridges the local HEIs towards a same goal for the city, although not through the DMO, but directly the cabinets of different councillors. In similar cases LX#3 and GL#3 as younger universities in the city, do not possess the heritage of their counterparts, however both have a similar discourse towards visitors, one in the context of HEIs international affairs and research, the other on the context of international students. Both direct their discourse techniques to the comparison of

amenities and ego-targeting providing their central locations and new facilities. Both tacitly enhance the city profile in content materials as they are close to the city business centre. Also both explore the city heritage and neighbourhood regions as features of profile enhancement of an experience at the institutions themselves.



Figure 5.1 - Images from brochures produced and disseminated by GL#1, GL#2 2011, 2012, 2013 (Source: Author's data collection)



Figure 5.2- Images from brochures disseminated by GL#1, GL#2, GL#3 in 2012 and 2013 involving the HEIs as part of the campaigns “Glasgow with style” (2009-2012); “People make Glasgow” (2013 onwards) (Source: Authors collection)

The second relevant result of a process of city branding is the case of Coimbra and the efforts/responsibility of the University as the main stakeholder of the UNESCO status, as a world heritage site. Similarly in terms of the pulling effect of the university role in

destination branding is the case of the city of Exeter. City tourism materials dating from 1908 and also from the decades of 1960, 1970 and 1980's referred to Exeter as an educative centre and presented tours to the University and College buildings and gardens. Furthermore, these materials from the 1970's onwards, promoted the city as a place for conventions and leisure connected to the touristic discourse of the county of Devon and the South West of England, showing image markers of the Northcott Theatre and the University of Exeter grounds with its amenities (e.g.: swimming pool, gardens, tennis courts, halls). In both of these cases, the role of the universities, appear as active actors in the assistance of building brand associations to the host cities. These associations have been formally reinforced, as universities strengthened their political roles at the national and international levels, as a result of market competition in higher education and the growing transversal influence of the institutions in the local/regional economies.



Figure 5.3 – Article presenting the city of Coimbra by CM#1 President (Source: TAP Airline Company Magazine, March, 2013)



Figure 5.4 – Photo caption of billboard at the Exeter airport (Source: Author, 2013)

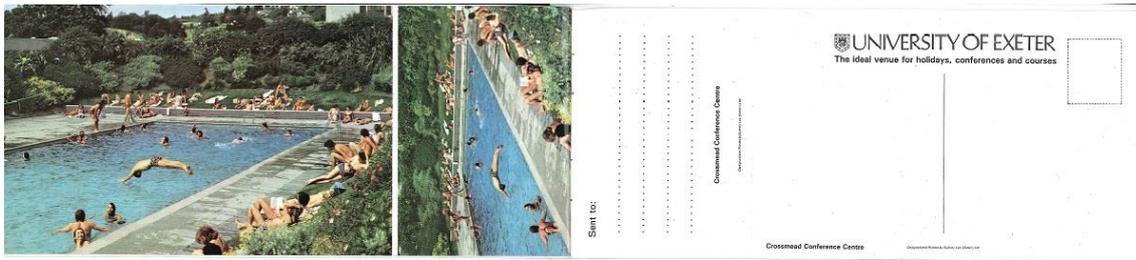


Figure 5.5 - Postcard with the text: “*University of Exeter – The ideal venue for holidays, conferences and courses*” (Source: Crossmead Conference Centre, University of Exeter, 1979)

The third result was the non-observance of linkages through visual elements pertaining to collaborative city branding architecture in the content of the different materials within Lisbon HEIs (such as logos and references to the municipality-HEIs venture to transform Lisbon in a study destination on the framework of the LX 2020 plan, designed in 2011). Despite the city hall efforts to enhance the role of universities in city promotion, and the individual political focus of university leadership to involve Lisbon universities in municipal affairs and cultural offer, the paper-based institutional presentation materials have minor references both to the cultural offer in the city as well as to the collaborative work with the municipality. In relation to the written and visual content, the presence of tourism city markers with representations of emblematic landscape features are present (e.g.: trams, the river, city hills), in materials for specific conventions and in international student-guides and have evenly produced by both counterparts the HEIs and the municipality. In some of the cases, the local tourism associations by request of HEIs provide the tourism promotional materials for use in international conventions and events welcoming international students.

Finally, the content analysis of the materials alone is not indicative of a city brand status, although it showed how universities subliminally use the city to enhance their profile and shared a brand image established together with the host city, based on a shared local economic development program. Only Glasgow, as the city which strived with a reputation of crime and industrial unemployment amongst the cohort of case-study cities, demonstrated to fully engage in joint city-university relations since 1990, using place branding as a soft urban development tool (in 1990, Glasgow became the holder of the tittle of European city of culture). Yet, as a commonality in all cities, city reputation, assets and its surroundings determined how universities communicated their images to the exterior, visually and using writing techniques in order to enhance its

profile for the various target publics. Lastly the final commonality amongst the messages of the various HEIs and civic relation to the host city-region was the idea of friendly university, through the offering of services and cultural openness to the community.

5.4 Identified branding processes

This section presents the identified branding processes from the crossing of results of interviews and content analysis, in accordance to the degree of maturity, interdependence and trust built between the societal agents – the city HEIs and the city DMOs.

The analysis of materials allowed for a view of how universities perceive their host cities within external promotion – attributing them particular brand personalities: ex: friendly, safe, resilient, creative, natural, cosmopolitan, wise, etc. Furthermore, the simultaneous appearance of DMO activities focusing the University public permitted a further understanding, of the congruence issues in the local government attempts to brand a city targeting students and young people.

Both informal and formal synergetic relations between the universities and municipalities in the case-studies were identified. These relations appear at the city level in joint projects and symbolic events targeting the integration of the academic community in the city. However entropies during the implementation of joint projects appeared due to the different nature and goals of the institutions. Entropies at the interview level emerged as institutions share the space and power in the city, but mainly due to the following issues:

- Internal struggles inside these public structures (universities and municipalities).
- Lack of space for bottom-up initiatives to take place within these organizations as a result of an absence or extreme dependence on bridge-people / gate-keepers which are able to enhance and negotiate projects between both institutions.²⁸
- Multiple senders of information from different units in each institution, at the university and municipal levels leading to uncoordinated actions and institutional mistrust of each-other at various organizational levels (administrative, executive and decision-making levels).

²⁸ Gate-keepers are essential highly-qualified personnel with soft-skills in advocacy and hard-skills in project management which work at the meso-level as connectors between executive officers and the top administration of their own institutions. Nevertheless, as Gelder (2011) suggested for brands to evolve there is a need for fully participation of city organizations, as an engaged community that is not only sustained in a key-person.

The interviews at DMOs, municipalities and university leaders demonstrated different embedded concepts of what is city branding and how it reflects within their strategies. Glasgow, Lisbon, Exeter and Aveiro were found as cities that used a co-creation branding strategy, being supported on the testimonials of the student experience in the cities as a base for market research, thus extending their strategies to forms of collaborative branding architecture schemes. However these cities encountered not only different views of brand architecture design within the perspective of collaboration branding, but also different stages and ways of implementation amongst stakeholders. In Lisbon there was not the case of targeted messaging and work with each of the stakeholders as a whole. This led to the case of a non-integrated brand, but instead of the organization of single actions within bilateral and trilateral “on-brand” city stakeholder relations.

Oxford and Coimbra as archetypal historic University Cities show contrasting approaches to university related tourism in a period of three decades. While in Coimbra there is a new approach to tourism at the university and a purposeful involvement in place branding since hosting the title of UNESCO World Heritage Site in 2013, Oxford has passed through the University-City brand phenomenon during the 1980’s, to the point of engaging into a phase of de-branding its tourism image at the City Council level (due to the negative effects of tourism at the levels of the city service capacity and residents’ quality of life). Therefore, the work between the City Council and the university has focused on the domain of community relations within a social outreach approach to knowledge and culture. The role of the University of Oxford in tourism destination branding became attached to a regional scope level, since part of the University of Oxford’s Colleges became associated to the regional DMO. The same occurrence was observed in the case of Coimbra, but with institutional participation of the University.

The University of Coimbra became not only a newcomer in the tourism industry at the city-regional level but also engaged in stakeholder relational branding with the municipality. For this reason a stakeholder association focusing the construction of a future vision for the city with planned activities on the long-term was created. On-brand investment has been applied on the following activities: city renewal, reinforcement of public services, marketing investment on the international media, participation of the

university in destination marketing fairs, tourism retail events, and participation in international fairs for HEIs.

The case of Glasgow has confirmed the existence of a collaborative framework and joint agenda for a city brand. The evolving strategy, which departed from the formation of a stakeholders' work group has developed different strategies for the city, since 2007. Within this group, the resident communities have been added and local universities gained parity in the decision-making at DMO. City brand strategy therefore emerged as a public deliberation process.

Finally, collaboration branding carries the difficult task of the creation of a local stakeholder team, all with different interests. The various HEIs coexisting in a same city are natural competitors. Those cities which overcame the initial stage of problem definition for the city brand and made strong stakeholder partnerships, surpassed the implementation challenges based on the benefits of a reinforced city image. Scientific excellence and university internationalization emerged as the opportunities for the city councils' changes in policy. Although, it has been identified that lack of dialogue allowed for place marketing to be used and not clear branding strategies to appear, for the reason that these actions were mainly based on advertising and non-continuous actions without a clear long-term plan. Secondary cities such as, Aveiro and Glasgow have reinforced their city brand resonance and awareness, due to an effort to co-create an integrated brand linked to local HEIs as relevant urban stakeholders. This contrasted with the cases of Lisbon and Exeter where, HEIs enhance the place reputation, but without being part of a solidified local strategy.

6 KEY FINDINGS AND CONCLUSIONS

6.1 Introduction

As excellence in education and research became the benchmark for leading HEIs, institutions as corporate brands have needed to search for distinguishing nuances that bring competitive advantage to retain target publics and users. For this reason, the purpose of the thesis has been to explore the role of HEIs in place branding. As such, one of the aims of both the literature review and data collection was to explore how tourism has found its presence in collaborative branding strategies. Although, apparently disconnected items of research, these three layers: tourism, branding and HEIs overlap, when addressing the external factors pushing HEIs to appeal to distinguishing features of host cities. Within the practice of integrated city brands developed by Municipalities and DMOs, tourism activities also pair with educational activities. Successively, as HEIs and cities compete for students and academics as primary resources, tourism language has also been employed by the higher education sector, for raising the host city profile as a destination. Resource dependence theory was introduced as the conceptual element behind the variances in the organizational behavior of HEIs.

The presentation of the conclusions of the research is organized in four sections:

Section 6.2 presents a discussion of the key-findings of research by research-aim, providing comparison between the research results and the presented literature. Table 6.1 gathers the main key-findings discussed on this section.

Section 6.3 highlights the main contributions of research towards the dynamics of stakeholder relations in University-city relations and the hybrid nature of HEIs;

Section 6.4 describes the limitations encountered at the various phases of research and at the application of the different methods selected for data analysis;

Section 6.5 presents the main lines of future research being extended from the thesis, not only as a result of encountered research limitations, but as a need to further develop the research findings within three key-areas of research: stakeholder place branding and tourism policy.

6.2 Summary of Key-Findings

This thesis primarily concludes that due to the need to break from traditional resource dependence ties, tourism activities occur in HEI - nevertheless, with different repercussions on HEI operational management and external promotion decisions. Subsequently, in answer to the departure question of research, although dependently of local policies, HEI do participate as agents in collaborative branding. Place branding emerges as HEIs aim to gain competitive advantage by adding the element of place experience into quality education. However, this has occurred at different levels and paces, as it was observed to be dependent on national policy for creating the conditions for the decision to happen, as well as from the following factors; type of higher education institution and foundation period.

6.2.1 First aim of research

Within the first aim of research - *to investigate the motives that lead universities to adopt discourses and actions conducive to tourism activities* – the following key-findings were identified:

The use of subliminal as well as direct references to tourism at the respondent organizations have reflected two aspects: the first are the internal struggles at the HEIs in early stages of adopting marketing specialization and market positioning; the second is a clear vision of the supporting role of leisure as a pull-factor for student retention by universities with a high international profile. This result places cross-border education as the primary reason for the instrumentalization of destination image, as discussed in the literature review (Ritchie 2003; Glover 2011). Both, the interviews and scoping questionnaire drawn to the core aspect of the adaptive change measures in Higher Education management beyond teaching and research, envisioning organizational sustainability as early discussed by Clark (1998). In order to break former dependency ties, HEIs simultaneously created others as a reactive response.

A second aspect which rose from the interviews and contrasted to the results of content analysis was the mismatch between the use of tourism representations of place in promotional materials, and formal discourse about these markers. This contradicted the conclusions of Klassen (2001) pointing to the connection between the leisure driven discourse and the national ranking of HEIs – where the lowest ranked HEIs made more use of leisure markers and outdoor activities to enhance profiles. The research results from the case-studies, pointed to a disconnection between international positioning of HEIs in rankings and tourism activities at HEIs facilities supported by promotional materials for diverse target publics. This was visible at the following highly ranked HEIs: University of Exeter, Coimbra, Oxford, Glasgow and Glasgow School of Art.

Finally, while tourism sites and activities appeared to be pejorative to university corporate identity in research driven institutions, as the case of the Universities of Lisbon, Oxford and Strathclyde, in contrast, the participation of these HEIs in the meeting industry has been presented to be an important measure for the promotion of research activities and visibility of cities as technological driven sites. As a dissemination measure of reputation and brand profile management, research driven institutions adopted civic outreach events and activities (with educative and heritage tourism components at HEIs visiting interest sites).

6.2.2 Second aim of research

Within the second aim - *to explore collaborative university-city relations in destination branding* - the following key-findings were reached:

From the data analysis, the case of HEIs in Glasgow as well as Coimbra provided information regarding tourism as an activity taking place at particular HEIs, which was entangled consciously in the action of branding a destination. This conclusion was significant, because these two cities have contrasting characteristics, in regard to population, HEIs environment and place image. In these cases, both the tangible and intangible dimensions of university heritage and students' lifestyle have allowed for the enhancement of city branding, as proposed by Bulotaite (2003) and Popescu (2012),

nevertheless together with other value propositions provided by the various city communities – the residents, industry and chambers of commerce.

It was found that the following aspects: HE reputation, geographical positioning and individual corporate strategy affected organizational dependence ties to key stakeholders on city branding, namely the municipality and DMO's. From the group of interviews and respondent institutions, HEIs with sustainability concerns and fair positioning in international rankings sought increasing municipal support in external promotion measures, as they become more dependent on economic force-fields. On the opposite side, it was found that self-funded highly competitive institutions with influential alumni and academia (nationally and abroad) shown bigger resilience towards local decision-making, thus contradicting the overall view of Enders and Vught (2007) regarding the permeability of HEIs, early discussed in the literature review.

For this reason, the idea of university-city may not be a stand-alone process as the case of Oxford and Coimbra where both universities and cities share territorial dependencies and at the same time intangible power-struggles. The alignment of visions and power aiming the external promotion and recognition of a city is hard to attain where there is a limited scope of bridge people and bottom-up projects where universities and cities can work effectively together.

Van Gelder, (2010) has presented the dimension of trust as essential to city branding partnerships and it has been confirmed at the interviews that the major difficulty in city branding implementation was caused by a lack of trust amongst stakeholders and unrealistic expectations of what universities aim to achieve or have ability to achieve. If both the municipality and the university strategic vision do not conflate or share common visions with lined-up brand activation initiatives, then the branding strategy as a university-centred city will be limited to an advertising campaign without foundational ground and supportive elements. Conversely, city tourism as an add-on to place-attractiveness still may be used by local HEIs according to their vision and marketing approach, as the case of Aveiro and Exeter which, to an extent deal with the various heritage markers of the region in line with the university campus heritage.

The interviews with communication directors in Glasgow indicated that civic outreach activities and local HEIs lobbying became a practice to gather municipal support regarding: the needs for campus expansion and HE heritage rehabilitation through public funding. Furthermore, the creation of HEIs clusters for university promotion

within a destination branding profile, as in the cases of Portugal and the United Kingdom become present not only in national but also in local external commerce strategies. Hence, the overlapping between the dimensions of destination image and quality education, through the use of the mercer index for quality of living presented by the international HE consultancy groups, *QS University World Rankings* and *Universia* having the formal contributions of city DMOs. Within these rankings of best student cities to live, Glasgow emerged as a highly profiled destination for students. Such aspect of the construction of city brands through the confluence of specific city marketing approaches goes towards the argument of Heeley (2011) regarding new trends of city branding, where DMO's gather new partners abroad in order to attract target publics and work in international consortia with fellow DMO's.

The empirical results from the interviews confirm the main conceptual studies of Nicolescu (2009) and Popescu (2012) about profiling students' cities and university-cities synergies. However, the results bring a critical view to these studies, as they lack considering the political spheres and missions of the university and that of the city. Actually, such dimension emerged as one of the major issues in policy implementation at the local level. For example, divergent communication practices and goals between stakeholders have not allowed desired output of planned strategies to be fully achieved, such as the case of Lisbon, as early noticed by Jones & Coats (2006). The role of HEIs in local branding as a pull force has been identified on the scoping questionnaire results and presented by Brandt and De Mortanges (2011) however the real role of HEIs as participant stakeholders in collaborative branding has shown to be dependent of the individual strategy of HEIs and capability of the local DMO in bridging town and gown.

Table 6.1 - Research objectives and key findings (Source: Author)

Aims	Objectives	Key findings
<p>1. To investigate the motives that lead universities to adopt discourses and actions conducting to tourism activities.</p>	<ul style="list-style-type: none"> - To analyze how universities interconnect with the tourism industry, by engaging into tourism activities and adopting a language of leisure consumption. - To appoint the different strategic measures taken by universities in relation to city heritage and campus assets. - To identify tourism images and narratives of the host city used in university promotional materials 	<p>Internationalization activities are not only the main triggers of university-city relations in tourism and leisure, but also a university third mission sustained in societal values and providence of quality of life in cities.</p> <ul style="list-style-type: none"> - HEIs shown to interconnect with the tourism industry through: <ul style="list-style-type: none"> a) direct engagement with tourism supply companies (both types of HEIs) b) by becoming part of the tourism industry (mainly Universities) c) by enhancing their campus value (mainly universities founded post 1900) - There is indirect city promotion through student recruitment marketing materials by mainly polytechnics and direct city promotion as a venue location for conferences mainly by universities. - It has been found a higher degree of formal collaborative relations with the municipality by polytechnics. - Universities founded post the 1960's, became early adopters of corporate management practices in campus services. -The extent of use of images of city living and/or heritage is dependent on type of organization and defined target publics. While ancient universities tend to focus on campus heritage, polytechnics focus on city heritage, culture and lifestyles.

<p>2. To explore collaborative university-city relations in destination branding.</p>	<ul style="list-style-type: none"> - To understand the process of objectification of universities as consumable tourism places. - To investigate how the universities perceive themselves as influential actors within tourism consumption and policy in the city. - To investigate how the city connects with universities in place branding strategy. 	<ul style="list-style-type: none"> - Universities subliminally use the city to enhance their profile. Higher Education marketing enhances the city brand profile, although not all institutions work directly with the local city branding and tourism organizations as part of their strategies for external affairs at the local and international levels - Through the scoping questionnaire and interviews universities perceived their active role as agents in cities with a promotion strategy centered in the meeting industry and organization of events. They directly to their multicultural environment. - University heritage appears as a city landmark in all studied case-study cities, however only in two cities (Glasgow and Exeter), these organizations clearly link to a collaborative place branding plan. - University reputation, in the cases of Exeter, Oxford and Coimbra emerged as global brand, enhancing advocacy in local public diplomacy leading to collaborative place branding. - Town & Gown issues appear in historical university-towns as part of an embedded history of territorial power relations. However this event also occurs in metropolitan cities as universities compete for status quo against fellow peers in gaining advantage and media promotion near legislators and DMOs.
--	--	---

6.3 Key- Contribution

As university-city relations became increasingly recognized, resulting in the appointment of facilitators for the enhancement of institutional connections (e.g.: Paris has a municipal councillor for university-city relations); one of the major motivation drivers has been the attempt to raise attention for still existing town and gown relations. Hence, the key contribution of the thesis has been to propose a conceptual process for enhancing communication in University-City partnerships. The conceptual framework has been drawn, both from the research results at the six case-studies and the studies of Gray (1985), Selin and Chavez (1995) and Wang and Fesenmeier (2007) on integrated city brand building. The suggested process has been based on the theoretical review of dependence theory in inter-organizational collaboration branding processes.

A six staged process of brand implementation management was proposed, as a tool to evaluate and apply in Higher Education institutions in the development of co-creation city branding, in order to monitor the joint actions aiming to produce brand awareness. Brand performance of a place can be measured, through the establishment of key-performance indicators and follow-up measures during the planning stage that would be applied to monitor the impact of the actions at the target publics. The six stages projected aim to function in circular way, where the growth of trust between stakeholders allows for the re-design and re-implantation of a new branding tactic. As an illustration, Glasgow DMO and HEIs revealed to have as part of the collaborative brand strategy, the establishment of planned actions within a time-frame to create brand resonance (e.g: feelings/judgements by consumers) which would impact the evaluation process and the outcomes. The branding consortium of Glasgow has passed through the six stages of collaborative branding from problem identification, to implementation, evaluation, follow-up and new implementation of a new tactic.

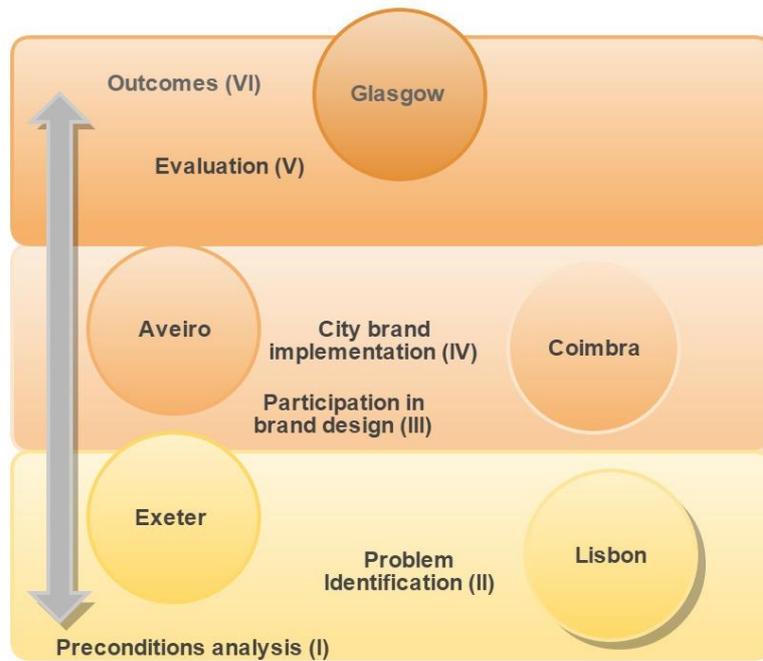


Figure 6.1 - Implementation stages of the case-studies in collaborative place branding between local universities and local/regional DMO's (Source: Author).

Connected to the figure 6.1 showing stages in collaboration branding, a table of recommendations for University City collaborative relations in branding architecture has been designed. The proposed collaboration framework focuses on the issue, of the challenge to lever collaborative brand strategies. Table 6.2 address the seven main initial problems which affect the attempts of collaborative city-university relations, post a first stage of the definition of the conditions for justifying the investment, thus leading to the following actions:

- To collect and share information within an environment of trust;
- Organize a group responsible for the joint direction setting.
- To recognize the perceived interdependences and shared identity.
- To attain parity in power distribution amongst the stakeholders at the process of direction setting and decision-making.
- To establish rules and a tangible program streamlined with the objectives, activities and contributions of each stakeholder (the program should convey the shared vision / goal and objectives of the new branding strategy).
- To define key goal indicators for the city and per stakeholder.
- To establish an agenda for a continuous process of nurturing stakeholder-relations.

Table 6.2– A collaborative process for Universities and City Branding Organizations as place brand stakeholders, adapted from Gray (1985), Selin and Chavez (1995) and Wang and Fesenmeier (2007), (Source: Author)

Stages	University Actions
<p>Stage I</p> <p>Environmental preconditions</p>	<ul style="list-style-type: none"> - Conditions influencing the current brand strategy. (e.g.: Institutional strategy; economic crisis; market competition; organization networks; transnational, regional and local policy)
<p>Stage II</p> <p>Problem identification and partnership</p>	<ul style="list-style-type: none"> - Identify the public common to university and city policy. - Identify the various engaging stakeholders and organizational inter-dependencies; - Linking mission and values of the various stakeholders as the positive associations to a place brand are a public good; - Legitimize stakeholders. - Identify University-city main links in city policy and bridge-people as mediators between organizations that are able to communicate between the strategic and executive levels. - Identify and balance the visible and tangible benefits of the implementation of a joint city brand plan with the threats. - Benchmark university-city partnerships in city branding
<p>Stage III</p> <p>Participation in branding design</p>	<ul style="list-style-type: none"> - To collect and share information; - Organize a group responsible for the joint direction setting. - Enhancement of the perceived interdependence and shared identity. - Parity in power distribution amongst the stakeholders at the process of direction setting and decision-making. - To establish rules and a tangible program streamlined with the objectives, activities and contributions of each stakeholder (the program should convey the shared vision / goal and objectives of the new branding strategy). - To define key goal indicators for the city and per stakeholder. - To establish an agenda for a continuous process of nurturing stakeholder relations.
<p>Stage IV</p> <p>City brand Implementation</p>	<ul style="list-style-type: none"> - Formalization of a legal structure for institutionalizing the process - Assign roles and responsibilities to each stakeholder. - Discuss the means and scopes of implementation of the brand vision, plan and strategy. - Implementation of the branding strategy through the articulation of purposeful, meaningful actions which activate the brand (e.g.: communicate and reinforce the university city brand near the local community)

	<p>and university partners / network associations as participants of the brand activation).</p> <ul style="list-style-type: none"> - Document brand implementation actions (from the definition of the media portfolio, to arrangement of spaces, promotion, symbolic actions, campaigns, blueprints, events, etc)
<p>Stage V</p> <p>Evaluation of the branding program</p>	<ul style="list-style-type: none"> - Brand design monitoring of the application of the brand tools. - To evaluate the achievement or surpassment of the key goal indicators defined for the city and per stakeholder. - Access the predefined values, goals and objectives of the campaign within the new case-scenario. - Weight the detailed strategy, correspondent implementation activities and benefits versus the investment. - Evaluate the roles of teams and outputs - Document the evaluated results for future reference and base to enhance new actions. - Follow-up and benchmark activities from the collaborators
<p>Stage VI</p> <p>Outcomes and follow-up</p>	<ul style="list-style-type: none"> - Desired programmatic outcomes: <ul style="list-style-type: none"> a) the increment of place brand equity with positive results for both for the city and involved stakeholders b) Enhancement of relations and trust amongst stakeholders. c) Economic and social oriented outcomes (return on the human, financial and social investment) - Decision making upon the outcomes <ul style="list-style-type: none"> a) Maintain the same brand model b) Change the brand architecture, adding a new vision, values and goals, but maintaining the collaborative model. c) Change the brand architecture adding or subtracting stakeholders. d) De-brand the city as a cause of organizational and human ecology sustainability.

6.4 Limitations of the research

First, the major limitation in research that appeared during the research design process has been the complexity to address a phenomenon through a holistic approach, where it has been proposed to study the connecting points between two sectors different in nature and its influence into place branding. This led to a research approach in two layers – the first of the universities participation in tourism at the local level and the second how these organizations contributed to destination branding through their partnerships with the municipality and destination marketing organizations. Consequently, the use of cross-methods in different phases of research and aiming different types of organizations became an essential strategy to provide answers to both research aims and objectives.

Second, although an increasing number of studies have brought the topic of research into the realm; the controversy of the subject within higher education management has also been a limitation within the distribution of the scoping questionnaire. Non-completed questionnaires have been received with comments from university leaders and administration (see Table 0.5 in Appendix 2). This issue has affected the answer rate of the questionnaire, as there was a telephone follow-up of respondents, which communicated the reasons for not cooperating with the research. It is recognized that the small sample of 52 full questionnaires out of a group of 200 contacted European institutions participating actively in the Erasmus Program has a limitation in terms of statistical reliability of results (26% answer rate). During the application of the Pearson's chi-square test, the majority of variables had more than 25% cells with a frequency of answers less than 5. In these cases, the test invalidated the results and these were statistically meaningless.

A third limitation of research occurred from the merging process between two of the respondent institutions and the strategies that were discussed during the interviews and were patent in the documentation provided at the beginning of research in 2012. The research prior to the merger allowed for the observation of the opposing views of these institutions. These were also reflected on the insights of the communication materials, regarding to their role in enhancing city tourism and city branding. The merging introduced a new corporate identity created upon the immaterial history and organizational culture of the past institutions.

6.5 Future Research

Since this thesis has focused on the aspect of the enabling conditions for collaborative city branding within the scope of university-city relations, further research should focus the subject of the measurement of city brand awareness by city stakeholders. It would be relevant that future research could encompass the outcomes of collaborative city branding. Within this area of study, the methodological process for analyzing the branding dynamics in cities and data collection should be further focused on clearly measuring the influence of various stakeholders and multiple senders of information on brand awareness. The measuring of data should focus on the key dimensions for collaborative branding in city partnerships presented by Van Gelder (2010) and Heeley (2011) and further question these dimensions within a study directed at branding consortia.

A second line of research extending from the thesis is on the domain of corporate branding in global Higher Education. It is important to understand the implementation of corporate brands in higher educational transnational groups, such as the Laureate and Apollo groups within a process of mergers and acquisitions, in order to further the conceptual review presented on the market of higher education and external commerce. Within this scope, it would be relevant to understand the transformation of university brands linked to national values and its extension into international brands located in different countries.

Lastly, the third line of research to be furthered is on the domain of educational tourism and future trends influencing this niche sector. As an increasing ageing population is present in industrialized countries, becoming a target group in tourism activities, it would be relevant to research on emerging stakeholders providing educational tourism activities, within a discourse of societal well-being, such as tourism driven rural creative hubs.

References

- Aas, C., Ladkin, A. & Fletcher, J., 2005. Stakeholder collaboration and heritage management. *Annals of Tourism Research*, 32(1), pp.28–48. Available at: <http://eprints.bournemouth.ac.uk/105/4/licence.txt>.
- Abreu, P., 1995. Turismo Internacional de Jovens. O universo das formas, dos motivos e das representações juvenis sobre a viagem. *Revista Critica de Ciencias Sociais*, (Outubro, 43), pp.69–91.
- Administracao da Universidade de Coimbra, 2013. *UC em Numeros 2011 - 2012*, Coimbra.
- Albino, S., 2009. University Tourism. In J. M. Simões & C. C. Ferreira, eds. *Turismos de Nicho, Motivações, Produtos, Territórios*. Lisbon: Centro de Estudos Geográficos, pp. 221–232.
- Alexander, C., Ishikawa, S. & Murray, S., 1977. *Pattern Language – Towns, Buildings, Construction*, New York: Oxford University Press.
- Altbach, P.G. & Knight, J., 2007. The Internationalization of Higher Education: Motivations and Realities. *Journal of Studies in International Education*, 11(3-4), pp.290–305. Available at: <http://jsi.sagepub.com/cgi/doi/10.1177/1028315307303542> [Accessed January 30, 2013].
- Altbach, P.G., Reisberg, L. & Rumbley, L.E., 2009. *Trends in Global Higher Education : Tracking an Academic Revolution Trends in Global Higher Education : Tracking an Academic Revolution*,
- Altinay, L. & Paraskevas, A., 2008. *Planning Research in Hospitality and Tourism First.*, Oxford: Elsevier Ltd.
- Alves Costa, A., 2003. *Cidadesofia. Cidades Universitarias em Debate* 1st ed. A. Alves Costa, ed., Coimbra: eldarq - Departamento de Arquitetura. Faculdade de Ciencias e Tecnologia da Universidade de Coimbra.
- Anholt, S., 2009. *Handbook on Tourism Destinations Branding*, Madrid: World Tourism Organization and the European Travel Commission.
- Ashworth, G. & Voggd, H., 1990. *Selling the city: approaches in public sector urban planning*, London: Belhaven Press.
- Ashworth, G.J. & Kavaratzis, M., 2009. Beyond the logo: Brand management for cities. *Journal of Brand Management*, 16(8), pp.520–531. Available at: <http://hdl.handle.net/2381/21531>.
- Atkinson, C., 2010. Does Soft Power Matter? A Comparative Analysis of Student Exchange Programs 1980 – 2006. *Foreign Policy Analysis*, 6(1), pp.1–22. Available at: <http://dx.doi.org/10.1111/j.1743-8594.2009.00099.x>.
- Avtar, B., 1993. Reframing Europe - En-gendered racisms, ethnicities and nationalisms in contemporary western Europe. *Feminist Review*, (45), pp.09–29.
- Bacon, F., 1625. Of Travel. In *The Essays of Francis Bacon*. p. 70. Project Gutenberg. Available at: <https://www.gutenberg.org>
- Bainbridge, J., 2008. *Lonely Planet UK - Study Glasgow*, Lonely Planet and University of Glasgow special edition.
- Balmer, J.M.T. & Gray, E.R., 2003. Corporate brands: what are they? What of them? *European Journal of Marketing*, 37(7/8), pp.972–997.
- Barblan, A., 2001. Academic co-operation and mobility in Europe : how it was , how it should be. , (October 1948), pp.1–32.
- Barnett, R., 2011. The marketised university: defending the indefensible. In M. Molesworth, R. Scullion, & E. Nixon, eds. *The Marketization of Higher Education and the Student as Consumer*. Oxon: Routledge, pp. 39–51.

- Baron, B. & Smith, A., 1987. *Higher Education in the European Community: Study abroad in the European Community*. B. Baron & A. Smith, eds., Brussels: Office of Official Publications of the European Communities.
- Barthes, R., 2001. *Mythologies* 37th ed. S. and G. Farrar, ed., Paris: Seuil.
- Basit, T.N., 2003. Manual or Electronic: the Role of Coding in Qualitative Data Analysis. *Educational Research*, 45(2), pp.143–54. Available at: <http://dx.doi.org/10.1080/0013188032000133548>.
- Bauman, Z., 2000. *Liquid Modernity*. Z. Bauman, ed., Polity Press.
- Beaverstock, J., et al., 2000. Globalization and world cities: some measurement methodologies. *Applied Geography*, 20(1), pp.43–63. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S0143622899000168>.
- Becker, C., 2009. *Branding in Universities: identity versus image – a case study of a Swedish University*. Lulea University of Technology.
- Berli, A., 2004. Factors influencing destination image. *Annals of Tourism Research*, 31(3), pp.657–681. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S0160738304000349>.
- Belk, R., 1997. Been There. Done That, Bought the Souvenirs: Of Journeys and Boundary Crossing. In S. Brown & D. Turley, eds. *Consumer research: postcards from the edge*. Routledge, pp. 22–45.
- Bell, P., 2004. Content Analysis of Visual Images. In T. Van Leeuwe & C. Jewitt, eds. *The Handbook of Visual Analysis*. SAGE Publications, pp. 10–34.
- Bender, T., 1991. *The University and the City: From Medieval Origins to the Present*, Oxford: Oxford University Press.
- Bender, T., 1998. Universities and the City: scholarship, local life and the necessity for Worldliness. In H. Van der Wusten, ed. *The Urban University and its Identity: Roots, Locations, Roles*. Dordrecht: Kluwer Academic Publishers, pp. 17–29.
- Benneworth, P., Charles, D. & Madanipour, A., 2010. Building Localized Interactions Between Universities and Cities Through University Spatial Development. *European Planning Studies*, 18(10), pp.1611–1629. Available at: <http://www.tandfonline.com/doi/abs/10.1080/09654313.2010.504345> [Accessed May 19, 2013].
- Bernstein, F.A., 2012. Experts Debate NYU 's Controversial Expansion. *Architectural Record*. Available at: <http://archrecord.construction.com/news/2012/03/NYU-Campus-Controversial-Expansion.asp>.
- Berube, M.R., 1978. *The Urban University in America* 1st ed. M. R. Berube, ed., Connecticut: Greenwood Press .
- Boas, T.C. & Gans-Morse, J., 2009. Neoliberalism: From New Liberal Philosophy to Anti-Liberal Slogan. *Studies in Comparative International Development*, 44(2), pp.137–161. Available at: <http://www.springerlink.com/index/10.1007/s12116-009-9040-5> [Accessed March 6, 2013].
- Borneman, J. & Fowler, N., 2013. Europeanization. *Annual Review of Anthropology*, 26(1997), pp.487–514.
- Boz, A.P.D.M. & Unal, D., 2011. Successful strategy in destination tourism marketing through social media; Queensland, Australia case. *Tourism*, pp.467–472. Available at: http://www.dukagjinicollege.eu/libri/mustafa_boz_duygu_unal.pdf.
- Brandt, C., 2008. Spirit of Management - Liege City Branding. , pp.16–18.
- Brandt, C. & Pahud De Mortanges, C., 2011. City branding: A brand concept map analysis of a university town. *Place Branding and Public Diplomacy*, 7(1), pp.50–63. Available at: <http://www.palgrave-journals.com/doi/10.1057/pb.2010.37>.
- Breda-Vasquez, I., Conceicao, P. & Alves, S., 2008. The University of Oporto and the Process

- of Urban Change: An Ambiguous Relationship. In W. Wiewel & D. C. Perry, eds. *Global Universities and Urban Development*. Cambridge, Massachusetts, pp. 226–254.
- Brisbin, R.A. & Hunter, S., 2003. Community Leaders' Perceptions of University and College Efforts to Encourage Civic Engagement. *The Review of Higher Education*, 26(4), pp.467–486. Available at: http://muse.jhu.edu/content/crossref/journals/review_of_higher_education/v026/26.4brisbin.html.
- Brockliss, L., 2000. Gown and town: the university and the city in Europe, 1200–2000. *Minerva*, (38), pp.147–170.
- Brown, S. & Turley, D., 1997. Travelling in the trope: postcards from the edge of consumer research. In S. Brown & D. Turley, eds. *Consumer research: postcards from the edge*. Oxon: Routledge, pp. 1–21.
- Brownlie, D. et al., 1999. *Rethinking Marketing: Towards Critical Marketing Accountings*, SAGE Publications, Ltd.
- Bruner, E., 1989. Tourism, creativity, and authenticity. *Studies in Symbolic Interaction*, 10, pp.109–114.
- Bulotaite, N., 2003. University heritage—an institutional tool for branding and marketing. *Higher Education in Europe*, 28(4), pp.449–454.
- Bureau, S., Miranda, G.M. de & Rossini, L., 2008. La Cité Universitaire Internationale de Paris. Un espace d'échange culturel ? *EchoGéo*, 5(Numéro 5), p.14.
- Burek, C. & Colin, P., 2008. *The History of Geoconservation*, Bath: Geological Society of London.
- Caldwell, N. & Freire, J.R., 2004. The differences between branding a country, a region and a city: Applying the Brand Box Model. *Journal of Brand Management*, 12(1), pp.50–61. Available at: <http://www.palgrave-journals.com/doi/10.1057/palgrave.bm.2540201>.
- Camprubí, R., Guia, J. & Comas, J., 2008. Destination networks and induced tourism image. *Tourism Review*, 63(2), pp.47–58. Available at: <http://www.emeraldinsight.com/10.1108/16605370810883941>.
- Capuzzo, P., 2001. Youth cultures and consumption in contemporary Europe. *Contemporary European History*, 10(1), pp.155–170. Available at: <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=3148715&tool=pmcentrez&rendertype=abstract>.
- Carr, N., 2005. Poverty, debt, and conspicuous consumption: university students tourism experiences. *Tourism Management*, 26(5), pp.797–806. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S0261517704001396> [Accessed April 14, 2012].
- Chapleo, C., 2011. Branding a University: adding real value or smoke and mirrors? In M. Molesworth, R. Scullion, & E. Nixon, eds. *The Marketisation of Higher Education and the Student as Consumer*. Oxon: Routledge, pp. 101–114.
- Chapleo, C. et al., 2011. Do UK universities communicate their brands effectively through their websites? *Journal of Marketing for Higher Education*, 21(1), pp.25–46. Available at: http://eprints.bournemouth.ac.uk/18987/1/UniWeb_Brands_Final_Paper_for_Review_V3.doc.
- Chapleo, C., 2009. External perceptions of successful university brands. *International Journal of Educational Advancement*, 8(3-4), pp.126–135.
- Charles, D., Kitagawa, F. & Uyerra, E., 2014. Universities in crisis?--new challenges and strategies in two English city-regions. *Cambridge Journal of Regions, Economy and Society*.
- Chatterton, P., 1999. University students and city centres - the formation of exclusive geographies The case of Bristol, UK. *Geoforum*, 30, pp.117–133.

- Christiaanse, K., 2007. *Campus to city: urban design for universities* K. Hoeger & K. Christiaanse, eds.,
- Clark, B., 1998. *Creating Entrepreneurial Universities: Organizational Pathways of Transformation*, Oxford: Pergamon Press.
- Clark, G. & Moonen, T., 2009. *OPENCities: Thematic Paper 2 - Internationalisation*, URBACT, Luxembourg: European Commission Publications.
- CML, 2012. Lisboa Student Guide., p.160, Lisbon: Camara Municipal de Lisboa.
- Coccosis, H. & Mexa, A., 2004. Tourism carrying capacity: Methodological considerations. In H. Coccosis & A. Mexa, eds. *The Challenge of Tourism carrying Capacity Assessment: Theory and Practice*. London: Ashgate, pp. 55–90.
- Cohen, E., 1979. A Phenomenology of Tourist Experiences. *Sociology The Journal Of The British Sociological Association*, 13(2), pp.179–201. Available at: <http://soc.sagepub.com/cgi/doi/10.1177/003803857901300203>.
- Cohen, E., 1974. Who is a Tourist? A Conceptual Clarification. *The Sociological Review*, 22(4), pp.527–555.
- Coles, T. & Hall, M., 2008. *International Business and Tourism: Global Issues, Contemporary Interactions*, Oxon: Routledge.
- Collini, S., 2012. *What are universities for?* 1st ed., London: Penguin Group.
- Connel, J., 1996. A study of tourism on university campus sites. *Tourism Management*, 17(7), pp.541–544.
- Cooper, W.M., 1971. The urban university and its urban development. *Minerva*, 3(IX), pp.361–385.
- Cornford, I.R., 1999. Imperatives in teaching for lifelong learning: Moving beyond rhetoric to effective educational practice. *Asia Pacific Journal of Teacher Education*, 27(2), pp.107–117 ST – Imperatives in teaching for lifelong.
- Costa, P., Seixas, J. & Oliveira R., A., 2009. Das Cidades Criativas à Criatividade Urbana? Espaço, Criatividade e Governança na Cidade Contemporânea. In APDR, ed. *Congresso de Desenvolvimento Regional de Cabo Verde*. Cidade da Praia, pp. 2715–2746.
- Council of the European Union, 2011. *Council conclusions on a benchmark for learning mobility*, Brussels.
- Cox, E. et al., 2009. Origin of alliance portfolios: entrepreneurs, network strategies, and firm performance. *Academy of Management Journal*, 52(2), pp.246–279.
- Cresswell, T. & Merriman, P., 2011. *Geographies of Mobilities: Practices, Spaces, Subjects* T. Cresswell & P. Merriman, eds., Ashgate.
- Creswell, J.W., 2008. Mixed Methods Research. In *The SAGE Encyclopedia of Qualitative Research Methods*.
- Crompton, J., 1979. Motivations for Pleasure Vacation. *Annals of Tourism Research*, 6(4), pp.408–424.
- Curtis, S.M., 2008. Philadelphia What to see and do. *Community College Journal*, (May), p.14.
- Dale, R., 2009. Os diferentes papeis, propositos e resultados dos modelos nacionais e regionais de educacao. *Educacao e Sociedade*, 30, pp.867–890.
- Dann, G., 1999. Writing out the tourist in space and time. *Annals of Tourism Research*, 26(1), pp.159–187. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S0160738398000760>.
- Dann, G.M.S., 1996. *The Language of Tourism* 1st editio., Oxon: CABI International.
- Dann, G.M.S., 2002. *The Tourist as a Metaphor of the Social World*, Wallingford: CABI Publishing.
- Davis, M., 2009. *The Fundamentals of Branding* 1st ed., Lausanne: AVA Publishing.

- Delanty, G., 2003. The university and modernity: a history of the present. In K. Robins & F. Webster, eds. *The Virtual University? Information, Markets and Management*. Oxford: Oxford University Press, pp. 31–48.
- Dias, P., 1990. *O patrimonio artistico da Universidade de Coimbra*, Coimbra: Universidade de Coimbra.
- Dinnie, K., 2010. *City Branding: theory and cases* K. Dinnie, ed., Eastbourne: Palgrave Macmillan.
- Dober, R.P., 2000. *Campus Landscape: Functions, Forms, Features*, New York: John Wiley & Sons.
- Doyle, S. et al., 2009. An Investigation of Factors Associated With Student Participation in Study Abroad. *Journal of Studies in International Education*, 14(5), pp.471–490. Available at: <http://jsi.sagepub.com/cgi/doi/10.1177/1028315309336032>.
- Dumazedier, J., 1967. *Towards a Society of Leisure*, New York: Free Press.
- Echtner, C.M. & Ritchie, J.R.B., 2003. The Meaning and Measurement of Destination Image. *The Journal of Tourism Studies*, 14(1), pp.37–48.
- Eder, J., Smith, W.W. & Pitts, R.E., 2010. Exploring Factors Influencing Student Study Abroad Destination Choice. *Journal of Teaching in Travel Tourism*, 10(3), pp.232–250. Available at: <http://www.informaworld.com/openurl?genre=article&doi=10.1080/15313220.2010.503534&magic=crossref>.
- Edgell, D.L. et al., 2008. *Tourism Policy and Planning, Yesterday, Today and Tomorrow* 1st ed., Oxford: Elsevier.
- Emerson, R.M., 1962. Power-Dependence Relations. *American Sociological Review*, 27(1), pp.31–41.
- Enders, J. & van Vught, F., 2007. *Towards a cartography of higher education policy change A Festschrift in Honour of Guy Neave* J. Enders & F. van Vught, eds., Twente: CHEPS (Centre for Higher Education Policy Studies), University of Twente.
- Etzkowitz, H. & Leydesdorff, L., 2000. The dynamics of innovation : from National Systems and “ Mode 2 ” to a Triple Helix of university – industry – government relations. *Science And Technology*, pp.109–123. Available at: http://cmappublic3.ihmc.us/rid=1223538615937_1419971854_1861/etzkowitz-innovation triple helix.pdf.
- European Commission, 2012. *Erasmus - Facts, Figures and Trends. The European Union support for student and staff exchanges and university cooperation 2010-2011*, Luxembourg: European Commission Publications.
- Eurostat, 2013. *Total number of students in tertiary education (ISCED levels 5 and 6), as a percentage of the population aged 20 – 24 , by NUTS 2 regions* , Luxembourg: European Commission Publications.
- Exeter City Council, 1908. *Exeter Official Guide*, Exeter: Exeter City Council.
- Favel, A., 2008. *Eurostars and Eurocities: Free Movement and Mobility in an Integrating Europe*, Wiley-Blackwell.
- Feagin, J.R., Orum, A.M. & Sjoberg, G., 1991. *A Case for the Case Study* J. R. Feagin, A. M. Orum, & G. Sjoberg, eds., The University of North Carolina Press.
- Febas Borrás, J.L., 1978. Semiología del lenguaje turístico. *Estudios turísticos*, (57-58), pp.17–192.
- Fortuna, C., 1995. Turismo, Autenticidade e Cultura Urbana: Percurso teórico com breves paragens em Évora e Coimbra. *Revista Crítica de Ciências Sociais*, (43), p.35.
- Freestone, P. & Geldens, P., 2008. “For More than Just the Postcard”: Student exchange as a tourist experience? *Annals of Leisure Research*, 11(1-2), pp.41–56. Available at:

- <http://www.tandfonline.com/doi/abs/10.1080/11745398.2008.9686785>.
- Freire, J.R., 2006. Other tourists': A critical factor for a geo-brand-building process. *Place Branding*, 2(1), pp.68–83.
- Frey, J.H. & Dickens, D.R., 2007. Leisure as a Primary Institution. *Sociological Enquiry*, 60(3), pp.264–273.
- Frommer, A., 2007. *Europe on 5 Dollars a Day*, reproduction of 1959's edition, Jefferson City: Frommer's.
- Fuller, S., 2005. Qu'est qui fait de la specificite des universites? Point sur l'ideal d'une epoque entrepreneuriale. *Politiques et gestion de l'enseignement superieur*, 17(3), p.133.
- Gaio, S., Borges, G.L. & Gouveia, J.B., 2008. Network Based Branding: um modelo colaborativo para a edificacao de marcas territoriais. In *14 Congresso da APDR. Desenvolvimento, administracao e Governanca Local*. Instituto Politecnico de Tomar, pp. 1–19.
- Gallarza, M.G. & Gil Saura, I., 2006. Value dimensions, perceived value, satisfaction and loyalty: an investigation of university students' travel behaviour. *Tourism Management*, 27(3), pp.437–452. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S0261517705000099> [Accessed July 12, 2012].
- García-Rodríguez, F.J. & Mendoza Jiménez, J., 2015. The role of tourist destination in international students' choice of academic center: the case of erasmus programme in the Canary Islands. *Revista de Turismo e Patrimonio Cultural*, 13, pp.175–189.
- Gartner, W.C., 1989. Tourism Image: Attribute Measurement of State Tourism Products Using Multidimensional Scaling Techniques. *Journal of Travel Research*, 28(2), pp.16–20.
- van Gelder, S., 2010. City Brand Partnerships. In K. Dinnie, ed. *City Branding: theory and cases*. Eastbourne: Palgrave Macmillan, p. 256.
- Gertner, D. & Kotler, P., 2004. How can a place correct a negative image? *Place Branding*, 1(1), pp.50–57. Available at: <http://www.palgrave-journals.com/doi/abs/10.1057/palgrave.pb.5990004>.
- Giaretta, M.J., 2003. *Turismo de Juventude* 1st ed., Sao Paulo: Editora Manole.
- Gibbs, P. et al., 2014. *Universities in the Flux of Time: An Exploration of Time and Temporality in University Life*, Routledge.
- Glaeser, E.L., Kolko, J. & Saiz, A., 2001. Consumer city. *Journal of Economic Geography*, 1(1), pp.27–50. Available at: <http://joeg.oxfordjournals.org/cgi/doi/10.1093/jeg/1.1.27>.
- Glasgow School of Art, 2010. *Case Study Glasgow School of Art Enterprises Ltd - Winner 2010 "Heritage Experience" & "Retail Tourism"*, Glasgow: GSA Enterprises.
- Glover, P., 2011. International Students: Linking Education and Travel. *Journal of Travel & Tourism Marketing*, 28(2), pp.180–195. Available at: <http://www.tandfonline.com/doi/abs/10.1080/10548408.2011.546210> [Accessed February 20, 2013].
- Goddard, J., 2009. *Reinventing the Civic University*, Available at: <http://www.nesta.org.uk/library/documents/Reinventing-Civic-Uni-v2.pdf>.
- Goddard, J. & Vallance, P., 2014. The university and the city. *Higher Education*, 68(2), pp.319–321.
- Goodall, B. & Ashworth, G., 2013. Tourist images: marketing considerations. In B. Goodall & G. Ashworth, eds. *Marketing in the tourism industry: the promotion of destination regions*. Oxfordshire: Routledge, pp. 213–238.
- Gorman, W.P., 1976. An evaluation of student attracting methods and university features by attending students. *College and University*, 51(Winter), pp.220–225.
- Gray, B., 1985. Conditions Facilitating Interorganizational Collaboration. *Human Relations*, 38(10), pp.911–936.

- Gray, B.J., Fam, K.S. & Llanes, V.A., 2003. Branding universities in Asian markets. *Journal of Product & Brand Management*, 12(2), pp.108–120.
- Green, B.M.F., 2012. Global Citizenship : What Are We Talking About and Why Does It Matter ? , (January), pp.1–4.
- Grix, J., 2010. *The Foundations of Research* 2nd ed., London: Palgrave Macmillan.
- Gulati, R. et al., 2007. Dependence asymmetry and joint dependence in interorganizational relationships: effects of embeddedness on a manufacturer's performance in procurement relationships. *Administrative Science Quarterly*, 52(1), pp.32–69. Available at: <http://www.atypon-link.com/JGSCU/doi/abs/10.2189/asqu.52.1.32>.
- Gumport, P., 2000. Academic restructuring: organizational change and institutional imperatives. *Higher Education*, 39(1), pp.67–91.
- Gunn, C., 1988. *Vacationscapes: designing tourist regions*, New York: Van Nostrand Reinhold.
- Gupta, D. et al., 2013. Conference Tourism or Tourists' Conference for Students of Medicine: A Perspective. *Journal of Palliative Medicine*, 16(1), pp.7–8. Available at: <http://online.liebertpub.com/doi/abs/10.1089/jpm.2012.0404>.
- Hankinson, G., 2004. Relational network brands : Towards a conceptual model of place brands. *Journal of Vacation Marketing*, 10(2), pp.110–121.
- Hannam, K., 2009. The end of tourism? Nomadology and the mobilities paradigm. In J. Tribe, ed. *Philosophical Issues in Tourism*. Channel View Publications, pp. 101–116.
- Hannigan, J., 2003. The Intertainment Economy and Urban Place Building: Introduction. *International Journal of Urban and Regional Research*, 27(2), pp.352–360.
- Harvey, D., 2005. *A Brief History of Neoliberalism* 1st ed., Oxford: Oxford Univ Press.
- Harvey, D., 1996. *Justice, Nature and the Geography of Difference*, Oxford: Blackwell Publishers.
- Harvey, D., 2003. The right to the city. *International Journal of Urban and Regional Research*, 27(4), pp.771–980. Available at: <http://davidharvey.org/media/righttothecity.pdf>.
- He, W., 2012. *Essays of Strategic Alliance Portfolio Configuration — Its Performance Properties , Strategic Antecedents and Consequential Effects on Multinational Firms ' Continuing Foreign Expansion*. Florida International University.
- Heeley, J., 2011. *City Branding in Western Europe* Goodfellow. C. Cooper, ed., Oxford.
- Hemsley-Brown, J. & Oplatka, I., 2006. Universities in a competitive global marketplace: A systematic review of the literature on higher education marketing. *International Journal of Public Sector Management*, 19(4), pp.316–338. Available at: <http://www.emeraldinsight.com/10.1108/09513550610669176> [Accessed November 9, 2012].
- Higher Education Statistics Agency, 2015. *Overview of student data 2009/10 to 2013/14*, United Kingdom. Available at: <https://www.hesa.ac.uk/stats>.
- Hillman, a. J., Withers, M.C. & Collins, B.J., 2009. Resource Dependence Theory: A Review. *Journal of Management*, 35(6), pp.1404–1427. Available at: <http://jom.sagepub.com/cgi/doi/10.1177/0149206309343469> [Accessed March 2, 2013].
- Hjalager, A.-M., 2007. Stages in the economic globalization of tourism. *Annals of Tourism Research*, 34(2), pp.437–457. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S016073830600140X> [Accessed March 7, 2012].
- Hobson, P.J.S. & Barath, J., 1996. Spring break student travel: a longitudinal study. *Journal of Vacation Marketing*, 2(2), pp.137–150. Available at: <http://0-jvm.sagepub.com.lib.exeter.ac.uk/content/2/2/137.abstract> [Accessed October 3, 2012].
- Hofer, A.-R. & Potter, J., 2010. *University entrepreneurship support: policy issues, good practices and recommendations*,

- Hoffa, W. & DePaul, S.C., 2010. *A History of U.S. Study Abroad: 1965 to the Present* Original f., Forum on Education Abroad.
- Holden, A., 2006. *Tourism Studies and the Social Sciences*, Routledge.
- Hollands, R., 2002. Divisions in the Dark : Youth Cultures , Transitions and Segmented Consumption Spaces in the Night-time Economy. *Journal of Youth Studies*, 5(2), pp.153–171.
- Hollands, R.G. & Chatterton, P., 2002. *Youth Cultures , Identities and the Consumption of Night-life City Spaces Full Report*,
- Van Hoof, H.B. & Verbeeten, M.J., 2005. Wine Is for Drinking, Water Is for Washing: Student Opinions About International Exchange Programs. *Journal of Studies in International Education*, 9(1), pp.42–61. Available at: <http://jsi.sagepub.com/cgi/doi/10.1177/1028315304271480> [Accessed November 16, 2012].
- Houghton, J.P. & Stevens, A., 2010. City branding and stakeholder engagement. In K. Dinnie, ed. *City Branding: theory and cases*. Eastbourne: Palgrave Macmillan, p. 256.
- Hoyer, K.G. & Naess, P., 2001. Conference Tourism: A Problem for the Environment, as well as for Research? *Journal of Sustainable Tourism*, 9(1), pp.451–470. Available at: <http://www.tandfonline.com/doi/abs/10.1080/09669580108667414>.
- International Association of Universities, 2014. *World List of Universities: And Other Institutions of Higher Education (World List of Universities & Other Institutions of Higher Education)* 26th ed. International Association of Universities/UNESCO Information Centre on Higher Education, ed., Palgrave Macmillan. Available at: <http://www.whed.net/home.php>.
- Jacobs, J., 2001. *Morte e Vida nas Grandes Cidades* Traducao P. C. Mendes Rosa, ed., Sao Paulo: Martins Fontes.
- Jager, A.K., 2009. Co-creation as a strategic element of tourism destination branding. In L. A. N. Dioko & X. Li, eds. *Proceedings 3rd International Conference of Destination Branding and Marketing*. Macao: Institute for Tourism Studies, pp. 199–207.
- Jenson, J., 2007. The European Union’s Citizenship Regime. Creating Norms and Building Practices. *Comparative European Politics*, 5(1), pp.53–69. Available at: <http://www.palgrave-journals.com/doi/10.1057/palgrave.cep.6110102> [Accessed April 14, 2012].
- Johansson, M., 2012. Place Branding and the Imaginary: The Politics of Re-imagining a Garden City. *Urban Studies*, 49(16), pp.3611–3626. Available at: <http://usj.sagepub.com/cgi/doi/10.1177/0042098012446991> [Accessed February 20, 2013].
- Jones, A. & Coats, D., 2006. *Ideopolis : Knowledge City-Regions*, London.
- Kalandides, A., 2012. Place Branding and Place Identity . An integrated approach. *Tafter Journal*, (3 Gennaio), pp.1–5.
- Kalandides, A., 2011. The problem with spatial identity: revisiting the “sense of place. *Journal of Place Management and Development*, 4(1), pp.28 – 39.
- Kalinowski, K.M., 1992. Universities and Educational Travel Programs: The University of Alberta. In B. Weiler & C. M. Hall, eds. *Special Interest Tourism*. New York: Belhaven Press, pp. 27–37.
- Kaplan, M.D. et al., 2010. Branding places: applying brand personality concept to cities. *European Journal of Marketing*, 44(9/10), pp.1286–1304. Available at: <http://www.emeraldinsight.com/10.1108/03090561011062844>.
- Kavaratzis, M., 2004. From city marketing to city branding: Towards a theoretical framework for developing city brands. *Place Branding*, 1(1), pp.58–73. Available at: <http://www.palgrave-journals.com/doi/10.1057/palgrave.pb.5990005>.

- Kavaratzis, M., 2012. From “necessary evil” to necessity: stakeholders’ involvement in place branding. *Journal of Place Management and Development*, 5(1), pp.7–19.
- Kezar, A. & Eckel, P.D., 2002. The Effect of Institutional Culture on Change Strategies in Higher Education Universal Principles or Culturally Responsive Concepts? *The Ohio State University Press*, 73(4), pp.435–460.
- Kim, K., 2006. Travel decisions of students at a US university: Segmenting the international market. *Journal of Vacation Marketing*, 12(4), pp.345–357. Available at: <http://0-jvm.sagepub.com.lib.exeter.ac.uk/content/12/4/345.abstract> [Accessed July 27, 2012].
- King, A., 1974. University and society: towards a European policy of higher education. In College of Europe, ed. *De Tempel, Tempelhof, Bruges*. Bruges: De Temple, p. 334.
- Kinnell, M., 1989. International Marketing in UK Higher Education: Some Issues in Relation to Marketing Educational Programmes to Overseas Students. *European Journal of Marketing*, 23(5), pp.7–21.
- Klaic, D., 2012. Cities and Universities: a virtual cultural policy nexus. In H. Anheier & Y. R. Isar, eds. *Cities, Cultural Policy and Governance*. London: SAGE Publications, Inc., p. 443.
- Klassen, M.L., 2001. Lots of Fun, Not Much Work, and No Hassles: Marketing Images of Higher Education. *Journal of Marketing for Higher Education*, 10(2), pp.11–26. Available at: http://www.tandfonline.com/doi/abs/10.1300/J050v10n02_02.
- Klopp, J., Ngau, P. & Sclar, E., 2011. University/City Partnerships: Creating Policy Networks for Urban Transformation in Nairobi. *Metropolitan Universities*, 22(2), pp.131–142. Available at: <http://www.cumuonline.org/mujAbstracts.aspx>.
- Knight, B.J., 2002. Trade in Higher Education Services: The Implications of GATS., March, pp.1–25, London: The Observatory of Borderless Education.
- Knox, S. & Bickerton, D., 2003. The six conventions of corporate branding. *European Journal of Marketing*, 37(7/8), pp.998 – 1016. Available at: <http://dx.doi.org/10.1108/03090560310477636>.
- Kotler, P. et al., 2004. “Where is place branding heading?” *Place Branding*, 1(1), pp.12–35. Available at: <http://www.palgrave-journals.com/doi/10.1057/palgrave.pb.5990002>.
- Kotler, P., Haider, D.H. & Rein, I., 1993. *Marketing Places: Attracting Investment, Industry and Tourism to Cities, States, and Nations*, New York: Simon & Schuster Inc.
- Kozak, Z.R., 2007. *Promoting the past, preserving the future: British university heritage collections and identity marketing*, PhD Thesis, St. Andrews: University of St. Andrews.
- Krachenberg, A.R., 1972. Bringing the Concept of Marketing to Higher Education. *The Journal of Higher Education*, 43(5), pp.369–380.
- Krippendorf, J., 1987. *The Holiday Makers: Understanding the Impact of Leisure and Travel* illustrate. U. of Minnesota, ed., Elsevier Science & Technology Books.
- Kumar, M., 2006. *Geographical Scope of University Expansion and its impact on Housing Markets - a Method and its Demonstration with a Case Study of an Urban University*, Washington. Available at: [https://www.lincolnst.edu/pubs/dl/1198_Kumar Final.pdf](https://www.lincolnst.edu/pubs/dl/1198_Kumar%20Final.pdf).
- Kwiek, M., 2008. Academic Entrepreneurship vs. Changing Governance and Institutional Management Structures at European Universities. *Policy Futures in Education*, 6(6), p.757. Available at: <http://www.wwords.co.uk/rss/abstract.asp?j=pfie&aid=3474&doi=1>.
- Lakatos, I., 1973. Science and Pseudoscience. Available at: http://richmedia.lse.ac.uk/philosophy/2002_LakatosScienceAndPseudoscience128.mp3.
- Lanfant, M.-F., 1980. Tourism in the process of internationalization. *International Social Science Journal*, 32(1), pp.14–44.
- Lang, P., 2011. Provincializing the Worldly Citizen: Yugoslav Student and Teacher Travel and Slavic Cosmopolitanism in the Interwar Era. *European History Quarterly*, 41(3), pp.550–

52. Available at: <http://web.ebscohost.com/ehost/detail?sid=6a4fcc4d-499a-4a8c-8a75-d54f9ceef7cf@sessionmgr10&vid=6&hid=19> [Accessed October 3, 2012].
- Laredo, P., 2007. Revisiting the Third Mission of Universities: Toward a Renewed Categorization of University Activities? *Higher Education Policy*, 20, pp.441–456. Available at: <http://www.palgrave-journals.com/hep/journal/v20/n4/abs/8300169a.html>.
- Larsen, J., Urry, J. & Axhausen, K.W., 2007. Networks and tourism. *Annals of Tourism Research*, 34(1), pp.244–262. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S0160738306001253> [Accessed March 18, 2012].
- Leiper, N., 1990. Tourist attraction systems. *Annals of Tourism Research*, 17(3), pp.367–384.
- Leitch, A., 2015. *A Princeton Companion*, Princeton: Princeton Legacy Library.
- Levine, M.P., 2003. *A Branded World: Adventures in Public Relations and the Creation of Superbrands*, New Jersey: John Wiley & Sons.
- Lewin, K., 2013. *A Dynamic Theory of Personality - Selected Papers*, Read Books, Ltd.
- Lewin, T., 2008a. Oil money cultivates a Mideast Ivy League. *The New York Times*, pp.1–6. Available at: http://www.nytimes.com/2008/02/11/world/africa/11iht-11global.9921842.html?pagewanted=all&_r=0.
- Lewin, T., 2008b. U.S. Universities Rush to Set Up Outposts Abroad. *The New York Times*, pp.1–6. Available at: <http://www.nytimes.com/2008/02/10/education/10global.html?pagewanted=all>.
- Lindquist, J.D., 1974. Meaning of image. *Journal of Retailing*, 50, pp.30–38.
- Listerborn, C., 2011. *Translocal geographies: spaces, places, connections*, Ashgate. Available at: <http://eprints.lse.ac.uk/23793/>.
- Llewellyn-smith, C. & McCabe, V.S., 2008. What Is the Attraction for Exchange Students : the Host Destination or Host. , 607(October), pp.593–607.
- Lucarelli, A. & Berg, P.O., 2011. City branding: a state-of-the-art review of the research domain. *Journal of Place Management and Development*, 4(1), pp.9–27. Available at: <http://www.emeraldinsight.com/10.1108/17538331111117133> [Accessed February 18, 2013].
- Lynch, K., 1960. *The image of the city*, Cambridge, Massachusetts: M.I.T. Press.
- Maccannell, D., 1973. Staged Authenticity : Arrangements of Social Space in Tourist Settings. *American Journal of Sociology*, 79(3), pp.589–603.
- Maccannell, D., 1976. *The Tourist: A New Theory of the Leisure Class* 2013 Editi., Berkeley: University of California Press.
- MacInnis, D.J. & Price, L.L., 1987. The Role of Imagery in Information Processing: Review and Extensions. *Journal of Consumer Research*, 13(4), p.473.
- Magalhaes, A. & Amaral, A., 2013. Portuguese Higher Education and the Imaginary Friend : the stakeholders ' role in institutional governance. *European Journal of Education*, 35(4), pp.439–448. Available at: <http://www.jstor.org/stable/1503630>.
- Maitland, R., 2010. Everyday life as a creative experience in cities. *International Journal of Culture Tourism and Hospitality Research*, 4(3), pp.176–185.
- Maitland, R., 2006. How can we manage the tourist-historic city? Tourism strategy in Cambridge, UK, 1978–2003. *Tourism Management*, 27(6), pp.1262–1273. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S0261517705000828> [Accessed March 7, 2012].
- Maitland, R., 2007. Tourists, the creative class and distinct areas in major cities: the roles of visitors and residents in developing new tourism areas. In G. Richards & J. Wilson, eds. *Tourism , Creativity and Development*. Routledge, pp. 73–87.

- Maitland, R. & Ritchie, B.W., 2009. *City Tourism: National Capital Perspectives*, London: CAB International.
- Marginson, S., 2004. Competition and Markets in Higher Education: a “glonocal” analysis. *Policy Futures in Education*, 2(2), p.175. Available at: <http://www.wwords.co.uk/rss/abstract.asp?j=pfie&aid=1951&doi=1>.
- Margolis, M., 2011. New Universities. *First Monday*, 3(6), pp.14–18. Available at: <http://frodo.lib.uic.edu/ojsjournals/index.php/fm/article/view/593>.
- Maringe, F. & Foskett, N., 2010. *Globalization and Internationalization in Higher Education. Theoretical, Strategic and Management Perspectives*, London: Continuum International Publishing Group.
- Martins, A. & Neto, M., 2007. *The Impact of University Campuses on Disperse Urban Contexts: Case Study of Brasillia, Brazil*, Massachussets. Available at: [https://www.lincolnst.edu/pubs/dl/1317_Martins Sawaya Final.pdf](https://www.lincolnst.edu/pubs/dl/1317_Martins%20Sawaya%20Final.pdf).
- Massey, D., 1994. A global sense of place. In D. Massey, ed. *Space, Place and Gender*. Cambridge: Polity Press, pp. 146–56.
- Mathews, D., 2011. What have they ever done for us? *Times Higher Education*, pp.1–5. Available at: www.timeshighereducation.co.uk/418236.article.
- Mazzarol, T. & Soutar, G.N., 2002. “Push-pull” factors influencing international student destination choice. *International Journal of Educational Management*, 16(2), pp.82–90. Available at: <http://www.emeraldinsight.com/10.1108/09513540210418403> [Accessed February 28, 2013].
- Merrilees, B., Miller, D. & Herington, C., 2012. Multiple stakeholders and multiple city brand meanings. *European Journal of Marketing*, 46(7/8), pp.1032–1047. Available at: <http://www.emeraldinsight.com/10.1108/03090561211230188> [Accessed February 19, 2013].
- Meyer, V.J. & Murphy, P.J., 2003. *Dinossauros, gazelas e tigres: novas abordagens da administração universitária*, Florianópolis: Editora Insular.
- Michael, I., Armstrong, A. & King, B., 2004. The travel behaviour of international students: The relationship between studying abroad and their choice of tourist destinations. *Journal of Vacation Marketing*, 10(1), pp.57–66. Available at: <http://o-jvm.sagepub.com.lib.exeter.ac.uk/content/10/1/57.abstract> [Accessed August 15, 2012].
- Molesworth, M., Scullion, R. & Nixon, E., 2011. *The Marketization of Higher Education and the Student as consumer* M. Molesworth, R. Scullion, & E. Nixon, eds., Routledge.
- Moogan, Y.J., 2011. Can a higher education institution’s marketing strategy improve the student-institution match? *International Journal of Educational Management*, 25(6), pp.570–589. Available at: <http://www.emeraldinsight.com/10.1108/09513541111159068> [Accessed October 26, 2012].
- Moogan, Y.J., Baron, S. & Bainbridge, S., 2001. Timings and trade-offs in the marketing of higher education courses : a conjoint approach. *Marketing Intelligence and Planning*.
- Morgan, N., Pritchard, A. & Pike, R., 2011. *Destination Brands: Creating the Unique Destination Proposition* Third., Oxford: Butterworth-Heinemann Ltd.
- Morgan, N., Pritchard, A. & Pride, R., 2004. *Destination Branding: Creating the Unique Destination Proposition* N. Morgan, A. Pritchard, & R. Pride, eds., Oxford: Elsevier Butterworth-Heinemann.
- Mueller, A. & Schade, M., 2012. Symbols and place identity: A semiotic approach to internal place branding – case study Bremen (Germany). *Journal of Place Management and Development*, 5(1), pp.81–92.
- Munar, A.M., 2009. Bridging Tourism Theory and Practice Emerald Book Chapter : Chapter 2 Challenging the Brand.

- Mundt, M.H., 1998. The Urban University : An Opportunity for Renewal in Higher Education. *Innovative Higher Education*, 22(3), pp.251–265.
- Murray, G., 2006. *Capitalist Networks and Social Power in Australia and New Zealand*, Aldershot: Ashgate Publishing, Ltd.
- Murtagh, B., Graham, B. & Shirlow, P., 2008. Authenticity and stakeholder planning in the segregated city. *Progress in Planning*, 69(2), pp.41–92.
- Naresh, G., 2012. Do Brand Personalities Make a Difference to Consumers? *Procedia - Social and Behavioral Sciences*, 37, pp.31–37. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S1877042812007513> [Accessed April 25, 2013].
- Nash, D., 1989. Tourism as a form of imperialism. In V. L. Smith, ed. *Hosts and Guests: The Anthropology of Tourism*. Oxford: Blackwell Publishing, pp. 33–48.
- Neave, G., 2012. *The Evaluative State, Institutional Autonomy and Re-engineering Higher Education in Western Europe: The Prince and His Pleasure (Issues in Higher Education)* J. Enders & E. de Weert, eds., Palgrave Macmillan.
- Nguyen, N. & LeBlanc, G., 2001. Image and reputation of higher education institutions in students' retention decisions. *International Journal of Educational Management*, 15(6), pp.303–311. Available at: <http://www.emeraldinsight.com/10.1108/EUM0000000005909>.
- Niculescu, L., 2009. Applying Marketing to Higher Education: Scope and Limits. *Journal of Management*, 4(2), pp.35–44.
- Nielsen, K., 2011. “This place is not at all what I had expected”: student demand for authentic Irish experiences in Irish Studies programmes. In M. Molesworth, R. Scullion, & E. Nixon, eds. *The Marketisation of Higher Education and the Student as Consumer*. New York: Routledge, pp. 129–141.
- Noronha, R., 1979. *Social and Cultural Dimensions of Tourism*, Staff working paper ; no. SWP 326. Washington D.C.: the World Bank.
- O'Mara, M.P., 2010. Beyond town and gown: university economic engagement and the legacy of the urban crisis. *The Journal of Technology Transfer*, 37(2), pp.234–250. Available at: <http://www.springerlink.com/index/10.1007/s10961-010-9185-4> [Accessed February 20, 2013].
- Obolensky, N., 2007. *Chaos Leadership and Polyarchy - countering leadership stress?* University of Exeter, ed., Exeter: University of Exeter - Centre for Leadership Studies.
- OECD, 2012. *Education at Glance 2011: OECD indicators*, OECD Publishing.
- Ooi, C.-S., 2004. Poetics and Politics of Destination Branding: Denmark. *Scandinavian Journal of Hospitality and Tourism*, 4(2), pp.107–128.
- Organização das Cidades Património da Humanidade, 2012. Apresentação “Jovens Embaixadores de Évora.”, p.19., unpublished presentation.
- Ostrander, S.A., 2004. Democracy, Civic Participation, and the University: A Comparative Study of Civic Engagement on Five Campuses. *Nonprofit And Voluntary Sector Quarterly*, 33(1), pp.74–93. Available at: <http://nvs.sagepub.com/cgi/doi/10.1177/0899764003260588>.
- Oxford Economics, 2012. *The Economic Impact of the University of Exeter's International Students*, Exeter: Oxford Economics.
- Ozcan, P. & Eisenhardt, K., 2009. Origin of alliance portfolios: Entrepreneurs, network strategies, and firm performance. *Academy of Management Journal*, 52(2), pp.246–279.
- Pais, J.M., 2005. Jovens e cidadania. *Sociologia, Problemas e Praticas*, (49), pp.53–70.
- Paliaga, M. & Franjić, Z., 2010. Methodology of valuation of city brands. *Ekonomska istraživanja*.
- Papadopoulos, N., 2004. Place branding: Evolution, meaning and implications T. C. Melewar,

- ed. *Place Branding*, 1(1), pp.36–49. Available at: <http://www.palgrave-journals.com/doi/10.1057/palgrave.pb.5990003>.
- Park, O., Cai, L.A. & Lehto, X.Y., 2009. Chapter 6: Collaborative Destination Branding. In *Tourism Branding: Communities in action. Bridging Tourism Theory and Practice*.
- Parkerson, B. & Saunders, J.A., 2005. City branding: can goods and services branding models be used to brand cities? *Place Branding*, 1(3), pp.242–264. Available at: <http://www.palgrave-journals.com/pb/journal/v1/n3/abs/5990026a.html>.
- Pawlowska, E. & Roget, F.M., 2009. Una aproximación al impacto económico directo del turismo académico: El caso de los intercambios Erasmus en la universidad de Santiago de Compostela. *Revista Galega De Economía*, (2), pp.1–20.
- Pearce, D.G., 2001. An integrative framework for urban tourism research. *Annals of Tourism Research*, 28(4), pp.926–946. Available at: <http://www.sciencedirect.com/science/article/B6V7Y-43NT3GM-5/2/9fcc09ea8abc3a0b3f88727544b58cb6>.
- Pearce, D.G. & Butler, R.W., 1993. *Tourism research: critiques and challenges* B. Goodall & G. Ashworth, eds., Routledge. Available at: <http://books.google.com/books?id=LZYOAAAQAAJ&pgis=1>.
- Pearce, P.L., 1982. *The Social Psychology of Tourist Behaviour*, Pergamon Press Oxford, UK.
- Peel, V., 2004. Classroom tourists: study-abroad students and Australian Studies. In D. Carter, K. Darian-Smith, & G. Worby, eds. *Thinking Australian Studies: Teaching Across Cultures*. St Lucia Qld Australia: University of Queensland Press, pp. 304–317.
- Peixoto, P., 2000. Gestao Estrategica das Imagens das Cidades. *Revista Critica de Ciencias Sociais*, (56), pp.99–122.
- Perry, D. et al., 2008. *360 Degrees of development: Universities as Real Estate Developers in Atlanta*, Boston.
- Perry, D. & Wiewel, W., 2008. *Global Universities and Urban Development* 1st ed. W. Wiewel & D. Perry, eds., Cambridge, Massachusetts: Lincoln Institute of Land Policy.
- Pfeffer, J. & Salancik, G.R., 1978. *The external control of organizations: A resource dependence perspective* 1st ed. J. Greenman & R. E. Beach, eds., New York: Harper and Row.
- Phillimore, J. & Goodson, L., 2004. *Qualitative Research in Tourism: ontologies, epistemologies and methodologies* J. Phillimore & L. Goodson, eds.,
- Picard, D. & Robinson, M., 2006. *Festivals, Tourism and Social Change: Remaking Worlds* 1st ed. D. Picard & M. Robinson, eds., Channel View Publications.
- Pike, S., 2008. *Destination Marketing: An Integrated Marketing Communication Approach*, Oxford: Butterworth-Heinemann.
- Pike, S., 2005. Tourism destination branding complexity. *Journal of Product & Brand Management*, 14(4), pp.258–259.
- Pine, J. & Gilmore, J., 1999. *The Experience Economy: Work Is Theater & Every Business a Stage: Work Is Theatre and Every Business a Stage* 1st editio. J. Pine & J. Gilmore, eds., Harvard Business School Press.
- Plog, S.C., 2002. The power of psychographics and the concept of venturesomeness. *Journal of Travel Research*, 40, pp.244–251.
- Poor, J.P. & Snowball, J.D., 2010. The valuation of campus built heritage from the student perspective: Comparative analysis of Rhodes University in South Africa and St. Mary's College of Maryland in the United States. *Journal of Cultural Heritage*, 11(2), pp.145–154. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S1296207409001101> [Accessed April 14, 2012].
- Popescu, A.I., 2012. Branding Cities as Educational centres. The Role of Higher Education

- Institutions. *Management and Marketing Challenges for the Knowledge Society*, 7(3), pp.493–512.
- QS World University Rankings, 2012. QS Best Student Cities - Top Universities. *annual rankings*. Available at: <http://www.topuniversities.com/best-student-cities> [Accessed February 5, 2013].
- Rainisto, S.K., 2003. *Success factors of place marketing: a study of place marketing practices in Northern Europe and the United States*. Helsinki University of Technology.
- Rashdall, H., 1895. *The Universities of Europe in the Middle Ages*, Oxford: Clarendon Press. Available at: http://openlibrary.org/books/OL7076971M/The_universities_of_Europe_in_the_Middle_Ages.
- Read, D.C. et al., 2012. Reinventing University City: Applying branding principles to places. *Society for Case Research*, (Summer), pp.36–45.
- Read, S.E., 1980. A prime force in the expansion of tourism in the next decade: special interest tourism. In D. E. Hawkins, E. L. Shafer, & J. M. Rovelstad, eds. *Tourism marketing and management issues*. Belhaven: George Washington University, pp. 193–202.
- Reisinger, Y., 2004. Modeling Psychographic Profiles: A Study of the U.S. and Australian Student Travel Market. *Journal of Hospitality & Tourism Research*, 28(1), pp.44–65. Available at: <http://0-jht.sagepub.com.lib.exeter.ac.uk/content/28/1/44.abstract> [Accessed August 11, 2012].
- Richards, G. & Palmer, R., 2010. *Eventful Cities : Cultural Management and Urban Revitalisation*, Oxford: Elsevier Limited.
- Richards, G. & Wilson, J., 2004. The International Student Travel Market: Travel style, Motivations and Activities. *Tourism Review International*.
- Riggs, R.O. & Lewis, W.L., 1980. Applicability of marketing research to student recruitment. *Journal of College Student Personnel*, 21, pp.467–68.
- Ritchie, B.W., 2003. *Managing Educational Tourism* 1st ed. B. W. Ritchie, N. Carr, & C. Cooper, eds., Clevedon: Channel View Publications.
- Ritchie, B.W., Burns, P. & Palmer, C., 2005. *Tourism Research Methods - Integrating Theory with Practice* 1st ed. B. W. Ritchie, P. Burns, & C. Palmer, eds., Wallingford: CABI Publishing.
- Ritzer, G., 2001. *Explorations in the Sociology of Consumption: Fast Food, Credit Cards and Casinos*, London: SAGE Publications.
- Rodríguez, X.A., Martínez-Roget, F. & Pawlowska, E., 2012. Academic tourism demand in Galicia, Spain. *Tourism Management*, 33(6), pp.1583–1590.
- Rogerson, R.J., 1999. Quality of Life and City Competitiveness. *Urban Studies*, 36(5), pp.969–985.
- Roppolo, C., 1996. International Education: What does this mean for Universities and Tourism? In M. Robinson, E. Evans, & P. Callaghan, eds. *Tourism and Cultural Change*. Sunderland: Centre for Travel and Tourism and Business Editorial Press, pp. 191–201.
- Rose, G., 2012. *Visual Methodologies* 3rd Editio. T. O. University, ed., Sage Publications.
- Rosenblum, M.R. & Tichenor, D.J., 2012. *The Oxford Handbook of the Politics of International Migration*, Oxford University Press.
- Rüegg, W., 2005. Resources and Management. In *A History of the University in Europe: Volume 3, Universities in the Nineteenth and Early Twentieth Centuries (1800–1945)*. Cambridge, UK: Cambridge University Press, pp. 101–117.
- Russell, J.J., 2000. *Art on Campus: The College Art Association's Official Guide to American College and University Art Museums and Exhibition Galleries*, Friar's Lantern, Inc.
- Russo, A., Van den Berg, L. & Lavanga, M., 2003. The Student City Strategic Planning for

- Student Communities in EU Cities. In *European Congress of the Regional Science Association*. Jyvaskyla, p. 24.
- Russo, A.P. & Sans, A.A., 2007. Student communities as creative landscapes: evidence from Venice. In G. Ritchards & J. Wilson, eds. *Tourism , Creativity and Development*. Routledge, pp. 178–189.
- Ryan, C. & Huimin, G., 2007a. Spatial Planning, Mobilities and Culture — Chinese and New Zealand Student Preferences for Californian Travel. *International Journal of Tourism Research*, 9, pp.189–203.
- Ryan, C. & Huimin, G., 2007b. Spatial planning, mobilities and culture—Chinese and New Zealand student pr... *International Journal of Tourism Research*, 9, pp.189–203. Available at: <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&hid=19&sid=6a4fcc4d-499a-4a8c-8a75-d54f9ceef7cf@sessionmgr10> [Accessed October 3, 2012].
- Ryan, C. & Zhang, Z., 2007. Chinese students: Holiday behaviours in New Zealand. *Journal of Vacation Marketing*, 13(2), pp.91–105. Available at: <http://0-jvm.sagepub.com.lib.exeter.ac.uk/content/13/2/91.abstract> [Accessed September 24, 2012].
- Sadler, D., 1993. Place-marketing, competitive places and the construction of hegemony in Britain in the 1980s. In G. Kearns & C. Piilo, eds. *Selling Places: The City as Cultural Capital, Past and Present*. Oxford: Pergamon Press, pp. 175–192.
- Saichaie, K. & Morpew, C.C., 2010. *(Marketing) the Goals of Higher Education: A content Analysis of College and University Websites*,
- Saldana, J., 2010. *The Coding Manual for Qualitative Researchers* 3rd ed., SAGE Publications, Ltd.
- Sandle, M., 2012. *What Money Can't Buy: The Moral Limits of Markets*, London: Penguin Group.
- Saraniemi, S., 2011. From destination image building to identity-based branding. *International Journal of Culture Tourism and Hospitality Research*, 5(3), pp.247–254.
- Sassen, S., 2005. The Global City : introducing a Concept. *Brown Journal of World Affairs*, XI(2), pp.27–43.
- Sauntson, H. & Morrish, L., 2011. Vision, values and international excellence: the “products” that university statement missions sell to students. In M. Molesworth, R. Scullion, & E. Nixon, eds. *The Marketisation of Higher Education and the Student as Consumer*. Routledge, pp. 73–85.
- Savage, G.T. et al., 1991. Strategies for assessing and managing organizational stakeholders. *Academy of Management Journal*, 5(2), pp.61–75. Available at: <http://www.jstor.org/stable/4165008>.
- Schiechinger, C.M. & Jimenez, S.G., 2008. Mexico City and University City: a story of struggle for autonomy through land. In W. Wiewel & D. C. Perry, eds. *Global Universities and Urban Development*. Cambridge, Massachusetts: Lincoln Institute of Land Policy, p. 361.
- Schwartzman, S., 2010. Changing universities and academic outreach. *Book*, pp.1–113. Available at: <http://www.schwartzman.org.br/simon/outreach.pdf>.
- Sears, L., 1999. The Harvard Globetrotters: The student-run Let's Go travel guide company rediscovers the world every year. *The Harvard Gazette*. Available at: <http://news.harvard.edu/gazette/1999/05.20/letsgo.html>.
- Selin, S. & Chavez, D., 1995. Developing an evolutionary tourism partnership model. *Annals of Tourism Research*, 22(4), pp.844–856.
- Sharp, J.L. et al., 2011. A Mixed Methods Sampling Methodology for a Multisite Case Study. *Journal of Mixed Methods Research*, 6(1), pp.34–54. Available at: <http://mmr.sagepub.com/cgi/doi/10.1177/1558689811417133>.

- Shaw, G. & Williams, A.M., 2004. *Tourism and Tourism Spaces* 1st ed. G. Shaw & A. M. Williams, eds., Sage Publications.
- Sheller, M. & Urry, J., 2003. Mobile Transformations of 'Public' and 'Private' Life. *Theory, Culture & Society*, 20(3), pp.107–125. Available at: <http://tcs.sagepub.com/cgi/doi/10.1177/02632764030203007> [Accessed October 2, 2012].
- Sheller, M. & Urry, J., 2004. *Tourism Mobilities: Places to Play, Places in Play* 1st ed., Routledge.
- Shibutani, T., 1955. Reference Groups as Perspectives. *American Journal of Sociology*, (60), pp.562–69.
- Shields, P.O., 2011. A Case for Wanderlust: Travel Behaviors of College Students. *Journal of Travel & Tourism Marketing*, 28, pp.69–387.
- Shoham, A., Schrage, C. & Eeden, S. Van, 2004. Student Travel Behavior Student Travel Behavior : A Cross-National Study. *Journal of Travel & Tourism Marketing*, 17(4), pp.1–10.
- Silva, J.R. et al., 2013. *UNIVERSIDADE DE COIMBRA – ALTA E SOFIA RELATÓRIO ANUAL DE ACOMPANHAMENTO DO PLANO DE GESTÃO E MONITORIZAÇÃO DO BEM – 2012*, Coimbra.
- Sinclair, J., 1991. *Corpus, Concordance, Collocation*, Oxford: Oxford University Press.
- Sinclair, M.T. & Stabler, M., 1997. *The Economics of Tourism*, London & New York: Routledge.
- Sirkeci, I., 2008. Determinants of undergraduate level business school choice in the UK : the role of research reputation. , (July).
- Sirkeci, I., 2013a. Editorial : Transnational Marketing. *Journal of Transnational Marketing*, 1(1), pp.1–4.
- Sirkeci, I., 2013b. *Transnational Marketing and Transnational Consumers*, London: Springer.
- Slaughter, S. & Leslie, L.L., 1999. *Academic Capitalism: Politics, Policies, and the Entrepreneurial University*, John Hopkins University Press.
- Smith, M. & Robinson, M., 2005. *Cultural Tourism in a Changing World*, Clevedon: Channel View Publications.
- Soja, E., 2000. *Postmetropolis: Critical Studies of Cities and Regions.*, Oxford: Blackwell Publishing.
- Soja, E., 1996. *Thirdspace: Journeys to Los Angeles and Other Real-and-Imagined Places.*, Oxford: Blackwell Publishing.
- Sousa Gomes, C., 2008. Imagens e narrativas da Coimbra turística : Entre a cidade real e a cidade. *Revista Crítica de Ciências Sociais*, 83(dezembro), pp.55–78.
- Southern, R.W., 1987. The Changing Role of Universities in Medieval Europe. *Historical Research*, LX(142), pp.133–146.
- Stebbins, R.A., 2008. *Serious Leisure: A Perspective for Our Time* 2nd editio., New Jersey: Transaction Publishers.
- Stephenson, M., 2010. Conceiving land grant university community engagement as adaptive leadership. *Higher Education*, 61(1), pp.95–108. Available at: <http://www.springerlink.com/index/10.1007/s10734-010-9328-4> [Accessed October 13, 2012].
- Stern, B., 1994. A revised communicational model for advertising. Multiple dimensions of the source, message and audience. *Journal of Advertising*, 23(2), pp.23–48.
- Stevenson, N., Airey, D. & Miller, G., 2008. Tourism Policy Making: the policymakers' perspectives. *Annals of Tourism Research*, 35(3), pp.732–750. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S016073830800056X> [Accessed April 14,

- 2012].
- Stordahl, K.E., 1970. Student perceptions of influences on college choice. *Journal of Educational Research*, 65, pp.209–212.
- Swarbrook, J. & Horner, S., 2001. *Business travel and tourism*, Oxford: Butterworth-Heinemann.
- Tashakkori, A. & Teddlie, C., 2003. *Handbook of Mixed Methods in Social & Behavioral Research* A. Tashakkori & C. Teddlie, eds., London: SAGE Publications.
- Taylor, J., 2006. “Big is Beautiful.” Organisational change in universities in the United Kingdom: new models of institutional management and the changing role of academic staff. *Higher Education in Europe*, 31(3), pp.251–273. Available at: <http://dx.doi.org/10.1080/03797720601058724>.
- Taylor, R., Shanka, T. & Pope, J., 2004. Investigating the Significance of VFR Visits to International Students. *Journal of Marketing for Higher Education*, 14(1), pp.61–77. Available at: http://www.tandfonline.com/doi/abs/10.1300/J050v14n01_04.
- Teichler, U. & Mainworn, F., 1997. *The Erasmus Experience* European Communities, ed., Luxembourg: Office for Official Publications of the European Communities.
- Teichler, U. & Steube, W., 1991. The Logics of Study Abroad Programmes and Their Impacts. *Higher Education*, 21(3), pp.325–349. Available at: <http://www.springerlink.com/index/T156734701622Q91.pdf>.
- Tham Min-En, A.T.M.-E., 2006. Travel stimulated by international students in Australia. *International Journal of Tourism Research*, 8, pp.451–468. Available at: <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=1b9e6c79-52c9-4c83-8a3a-81934e9443b4@sessionmgr10&vid=24&hid=19> [Accessed October 3, 2012].
- The Associated Press - American Marketing Association, 2001. Philly colleges, tourism team up to get students. *Marketing News of American Marketing Association*, (Oct 8), p.9.
- Thomas, R., Shaw, G. & Page, S.J., 2011. Understanding small firms in tourism: A perspective on research trends and challenges. *Tourism Management*, 32(5), pp.963–976. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S0261517711000471> [Accessed July 17, 2012].
- Thornton, C.H. & Jaeger, A.J., 2007. A new context for understanding civic responsibility: Relating culture to action at a research university. *Research in Higher Education*, 48(8), pp.993–1020. Available at: <http://www.springerlink.com/index/10.1007/s11162-007-9058-3>.
- Tkaczynski, A., Rundle-Thiele, S.R. & Beaumont, N., 2009. Segmentation: A tourism stakeholder view. *Tourism Management*, 30(2), pp.169–175. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S0261517708000915> [Accessed March 6, 2013].
- Tribe, J., 2008. The art of tourism. *Annals of Tourism Research*, 35(4), pp.924–944. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S0160738308000819> [Accessed August 7, 2012].
- Tribe, J., 2002. The philosophic practitioner. *Annals of Tourism Research*, 29(2), pp.338–357. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S016073830100038X>.
- Turismo de Lisboa, 2011. *City of Lisbon Marketing Plan 2011-2014*, Lisbon, Associacao de Turismo de Lisboa.
- Turner, P.V., 1984. *Campus, an American Planning Tradition*, Cambridge: M.I.T. Press.
- Twain, M., 1869. *The Innocents Abroad* 1st editio. D. Widger, ed., Project Gutenberg. Available at: <http://www.gutenberg.org/ebooks/3176>.
- UNESCO, 2014. Global flow of tertiary students (interactive map). Available at: <http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx> [Accessed July 10, 2014].

- Universidade de Lisboa, 2013. *A ULisboa factos e numeros*, Lisboa. Available at: <http://www.ulisboa.pt/home-page/universidade/factos-e-numeros/>.
- Universite Paris Diderot - Paris 7, 2010. *University Paris Diderot - architectural development*, unpublished presentation.
- University of Oxford, 1936. University Oxford's code of conduct and ceremonial guide for students and fellows. , p.20.
- University Of Oxford, 2006. White Paper on University Governance University of Oxford. *Governance An International Journal Of Policy And Administration*, p.72.
- University of Oxford - Public Affairs Directorate, 2009. *A vital partnership: the University of Oxford and Public and Community Engagement*, Oxford.
- Urry, J., 1990. *The Tourist Gaze: Leisure and Travel in Contemporary Societies* M. Featherstone, ed., London: SAGE Publications, Inc.
- Urry, J., Axhausen, K. & Larsen, J., 2006. *Mobilities, Networks, Geographies.*, Ashgate. Available at: <http://eprints.lancs.ac.uk/3513/>.
- Veal, A.J., 2002. *Leisure and Tourism Policy and Planning* 2nd ed. A. J. Veal, ed., Guilford: CABI Publishing.
- Veal, A.J., 2001. Leisure, culture and lifestyle. *Society and Leisure*, 24(2), pp.359–376. Available at: <http://www.erudit.org/revue/ls/2001/v24/n2/000187ar.html>.
- Veal, A.J., 1989. Leisure, lifestyle and status: a pluralist framework for analysis. *Leisure Studies*, 8(2), pp.141–153. Available at: <http://www.informaworld.com/10.1080/02614368900390141>.
- van Vught, F., 2009. The EU Innovation Agenda: Challenges for European Higher Education Research. *Higher Education Management and Policy*, 21-22.
- Waddock, S.A., 1989. Understanding Social Partnerships: An Evolutionary Model of Partnership Organizations. *Administration & Society*, 21(1), pp.78–100.
- Wang, Y. & Fesenmaier, D.R., 2007. Collaborative destination marketing: A case study of Elkhart county, Indiana. *Tourism Management*, 28(3), pp.863–875.
- Warnaby, G. & Bennison, D.J., 2009. Reciprocal urban place marketing and co-branding? Retail applications. *Place Branding*, 2(4), pp.297–310. Available at: <http://hdl.handle.net/2173/84795>.
- Watson, D., 2008. The university in the modern world: Ten lessons of civic and community engagement. *Education Citizenship and Social Justice*, 3(1), pp.43–55. Available at: <http://esj.sagepub.com/cgi/doi/10.1177/1746197907086718>.
- Weichhart, P., Weiske, C. & Werlen, B., 2006. *Place Identity und Images. Das Beispiel Eisenhüttenstadt*, Vienna: Institut für Geographie und Regionalforschung der Universität Wien.
- Weiler, B. & Hall, M., 1992. *Special interest tourism* 1st Edition. B. Weiler & C. M. Hall, eds., London: Belhaven Press.
- Weisbrod, B.A., Ballou, J.P. & Asch, E.D., 2008. *Mission and Money, Understanding the University* First. B. A. Weisbrod, J. P. Ballou, & E. D. Asch, eds., Cambridge: Cambridge University Press.
- Whyte, W.H., 1980. *Social Life of Small Urban Spaces* 2001 Editi., Project for Public Spaces Inc.
- Williams, A.M. & Shaw, G., 2011. Internationalization and innovation in tourism. *Annals of Tourism Research*, 38(1), pp.27–51. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S016073831000126X> [Accessed July 17, 2012].
- Williams, J., 2011. Constructing consumption: what media representation's reveal about today's students. In M. Molesworth, R. Scullion, & E. Nixon, eds. *The Marketisation of Higher Education and the Student as Consumer*. Oxon: Routledge, p. 240.

- Williams, S.W., 1998. *Tourism Geography*, London: Routledge.
- Wilson, J. & Richards, G., 2004. *Student and Youth Travel: A Bibliography of Research and publications*,
- Wood, C., 1992. Australians Studying Abroad: A private Sector Success Story in Educational Tourism. In B. Weiler & C. M. Hall, eds. *Special Interest Tourism*. Belhaven Press, pp. 37–42.
- Woodman, R.W., Sawyer, J.E. & Griffin, R.W., 1993. Toward a Theory of Organizational Creativity. *Academy of Management Review*, 18(2), pp.293–321. Available at: <http://www.jstor.org/stable/258761?origin=crossref>.
- Woodward, S., 2013. Campus tourism, universities and destination development. In M. Smith & G. Richards, eds. *Handbook of Cultural Tourism*. Oxon: Routledge, pp. 265–273.
- Wray, M., 2009. Policy communities, networks and issue cycles in tourism destination systems. *Journal of Sustainable Tourism*, 17(6), pp.673 – 690. Available at: <http://www.tandfonline.com/doi/abs/10.1080/09669580903071979>.
- Xu, F.X., Morgan, M. & Song, P., 2009. Students' travel behaviour: a cross-cultural comparison of UK and China. *International Journal of Tourism Research*, 11, pp.255–268. Available at: <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=6a4fcc4d-499a-4a8c-8a75-d54f9ceef7cf%40sessionmgr10&vid=4&hid=19> [Accessed October 3, 2012].
- Yiannakis, A. & Gibson, H., 1992. Roles tourists play. *Annals of Tourism Research*, 19, pp.287–303.
- Yigitcanlar, T., O'Connor, K. & Westerman, C., 2008. The making of knowledge cities: Melbourne's knowledge-based urban development experience. *Cities*, 25(2), pp.63–72. Available at: <http://linkinghub.elsevier.com/retrieve/pii/S0264275108000024> [Accessed April 14, 2012].

APPENDICES

Appendix 1. Exploratory testing: Ethnography fieldwork reports

Field-work 1: The Ca' Foscari University Tours in Venice

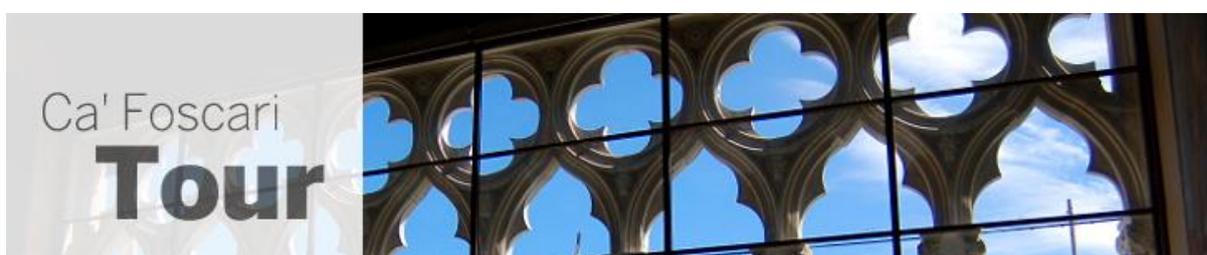


Figure 0.1 - University Ca'Foscari website banner, 2010 (Source: University Ca' Foscari)

“Ca' Foscari Tour is the guided tour service of Ca' Foscari palace, the main seat of Ca' Foscari University of Venice, a Venetian Gothic building placed in the largest bend of the Grand Canal” (Ca'Foscari University Tours Brochure, 2010)

On the 2nd of March 2010, during the first semester of the PhD, as a researcher I have engaged into an exploratory field-work visit to Venice, after a formal contact with the Ca'Foscari University within the framework of cooperation between our universities to observe and participate into their carefully planned tourism tours. What struck my attention first was not only the content of the university website as directed not only to its primary mission, but to the communicational relevance given to the tourism tours at the Palace where the Rectorate of the University is located, inserted a city branding framework of Venice as leading tourism destination. The University is presented as a hidden gem in the heart of Venice and it escapes from the main tourism guides, giving the opportunity to be visited within the discourse of authenticity and resilience of a medieval building from the time where it was the house of the first doge of Venice till the present day.

Functionally, the University has created an online system, with the tours plans and timetables and the visitors are able to schedule and book the visit, since there are a maximum number of visitors allowed per tour. So, I was able in a first user experience approach through the internet to book the visit. However, due to ethical considerations and as I was fostering for on-sight primary information for the reasons that lead the university to engage into professional tourism tours directed at all tourism niche markets as an open museum of university community life as an attraction, I have presented myself as a fellow international relations colleague from a Portuguese University conducting research on the merging sphere between universities and higher education and the influence of place marketing into their recognition as destinations for international students.

As I arrived to the University Ca' Foscari of Venice I have presented myself at the entrance according to schedule and with my given professional credentials at the International Relations office of the University's' Rectorate. The tours have been organized under the direction of this department at the time of the visit. The department had a common problem which happens to other universities of human resources management regarding the numerous tasks and events accompanying the university internationalization process. In this case this department besides doing the operational work regarding mobility international programs and summer schools also had the function of making the connection with the city policy and managing the tours to the building.

The tour guides where students from art history, letters and heritage sciences which applied to the job and were remunerated as a support to their studies, and by enhancing their curricula post-the end of studies. During my enquiries to the tour guide, a student conducting the visit, besides explaining with detail the story behind the organization of the opening of the university to tourism, as a limitation on the numbers due to conservation reasons and the difficult process of rehabilitation of the Atteneo interiors designed by Carlo Scarpa. The building itself has been present in the paintings of Canaletto and has a major position and view through the Atteneo to the Grand Canal.

Due to the low season time when my visit took place and having in account that the visiting service functioning since one year ago, I had the privilege to have a certified university tour guide on my own answering with detail to questions related to the engagement of the university into tourism, as an exchange partnership made with the

city council and *bank Populare* in order to secure the needed capital for the renovation works and heritage maintenance of the centennial building.

Figure 0.2 - Ticket of the University Tour



There has been an engagement of the University, an overture to the city strategic affairs in relation to tourism, although there was some reliance on the part of academic staff and senior administrators to the engagement of the university into these activities. During the arranged private tour, it surprised me to enter the vice-rector's room and see him working in his professional while I visiting the palace. I was taken to that room in order to be able to see the ancient floors painted in fresco. These were discovered during the repair works of the building. Although the guide asked for permission, the forced ambience where academics become part of a consumption landscape made me reflect to how far universities had to engage and the boundaries they put or not when they embrace other economic activities besides teaching and research. The guide recommended me further readings on the growth and expansion of the University on the urban fabric of the city and explained the revenue system of the visits income.



Figure 0.3 Starting point of the tour at the entrance of the University near the medieval wall;
(Sources: Author's caption)

The revenue from the tour tickets was all applied into the pool fund for the maintenance of the property and also to pay the loan taken to rehabilitate this symbolic architectural value building. The University Ca'Foscari however near Padua within its region, still attempted to gain international recognition through the tourism perceptions and heritage capital of the city. From the very beginning, this University has been founded as a Business School in the first quarter of the 20th century, integrated theoretical exploration with practical activity and the study of western and eastern languages, so as to provide students with a complete education in economics and business. For this reason, besides expanding itself to other academic areas, the resilience of the University and its vocation to turn the potentiality of the building into a revenue source to sustain the school has been much found within the business practice within the School.

Field-work 2: The Erasmus Staff Training Week of the University of Oslo

Oslo, 22nd of May 2010

Considering how universities engaged in partnerships with the tourism entities and how social programs involve a component of tours, it has been found pertinent to engage into a participant-observation field-work on the framework of the Erasmus Mobility Program of the European Union for university staff. The experience has occurred on the

week of the 17th to 21st of May 2010 and was organized by the University of Oslo. All participants have been subsidized with travel grants from the Erasmus Program awarded by their sending institution. There were a total of nineteen participants from different universities in Europe.

On the framework of my workplace having previous insight knowledge of the type of schedule of activities and social events in a specific action of university internationalization called Erasmus Staff Training Week, as a researcher, I denoted that participant observation would be relevant since it gives further information than the public reports published by the European Commission. The aims were to examine in first-hand the tourist behaviour of the training school participants, and also to document who were the tourism entities involved and tourism components linked to image of the city of the host university, its heritage and activities of the social program and communication materials.

Agenda for the Erasmus Staff Training Programme 2010

A University of Oslo training Week for non-teaching staff, 17-21 May 2010, hosted by the International Education Office.
 (The programme will be conducted in cooperation with UIO's faculties and departments, where also an important part of the programme will take place, depending on background and wishes of the participants).

Monday 17 May	<p>Ca. 9:30 Pick-up at the hotel</p> <p>Ca. 10:30 Attending the celebrations of Norway's Constitution Day down-town</p>	<p>Ca. 13:00 Gathering for UIO staff, their families and EST-participants in the University Garden downtown</p>	<p>Afternoon / evening: No official programme. Activities according to choice. Suggestions will be made.</p>	
Tuesday 18 May	<p>09:00 – 10:00 Welcome Speech and Introduction to the International Education Office</p> <p>10:00 – 10:30 Short introduction by each participant</p> <p>10:45 – 11:30 Introduction to the University of Oslo</p> <p>11:30 – 13:00 ESN: Tasks, activities and responsibilities. Best Practice. Presentations .</p>	<p>13:00 – 14:00 Lunch*</p>	<p>14:00 Guided tour on campus</p> <p>15:15 Guided tour to the sports centre Domus Athletica and some of the student residences</p>	<p>Guided tour around Lake Sognsvann (optional)</p>
Wednesday 19 May	<p>09.00 – 10:00 Norwegian courses – learning the language in Norway</p> <p>10:15 – 11:00 Admission and reception of exchange students to the University of Oslo</p> <p>11:15 – 12:30 To be decided. Interactive session.</p>	<p>12:30 – 13.30 Lunch at own expense</p>	<p>13.30: Departure for Bygdøy Peninsula, Oslo's Museum Island</p> <p>14:15: Visit to the Viking Ship Museum, part of the University of Oslo's Museum of Cultural History</p> <p>16:00: Opportunity to visit other museums at Bygdøy (Museum of Cultural History / Folk Museum, Fram Polar Explorer Museum etc)</p>	

Figure 0.4 –Staff Training week program with social activities and tours (Source: University of Oslo)

The first event of reception of the participants was clearly within the matter of the involvement of the University in the City fabric and liveability, as well it demonstrated how university visitors could consume the city and gaze its heritage and traditions within a context of observing key national festivals of the host country. The date of the 17th of May in Norway as a date of reception of the international participants was not any random date. It is the national holiday of the Norwegian Constitution, where all Norwegians celebrate their national identity and dress in traditional clothes representing their birth city.

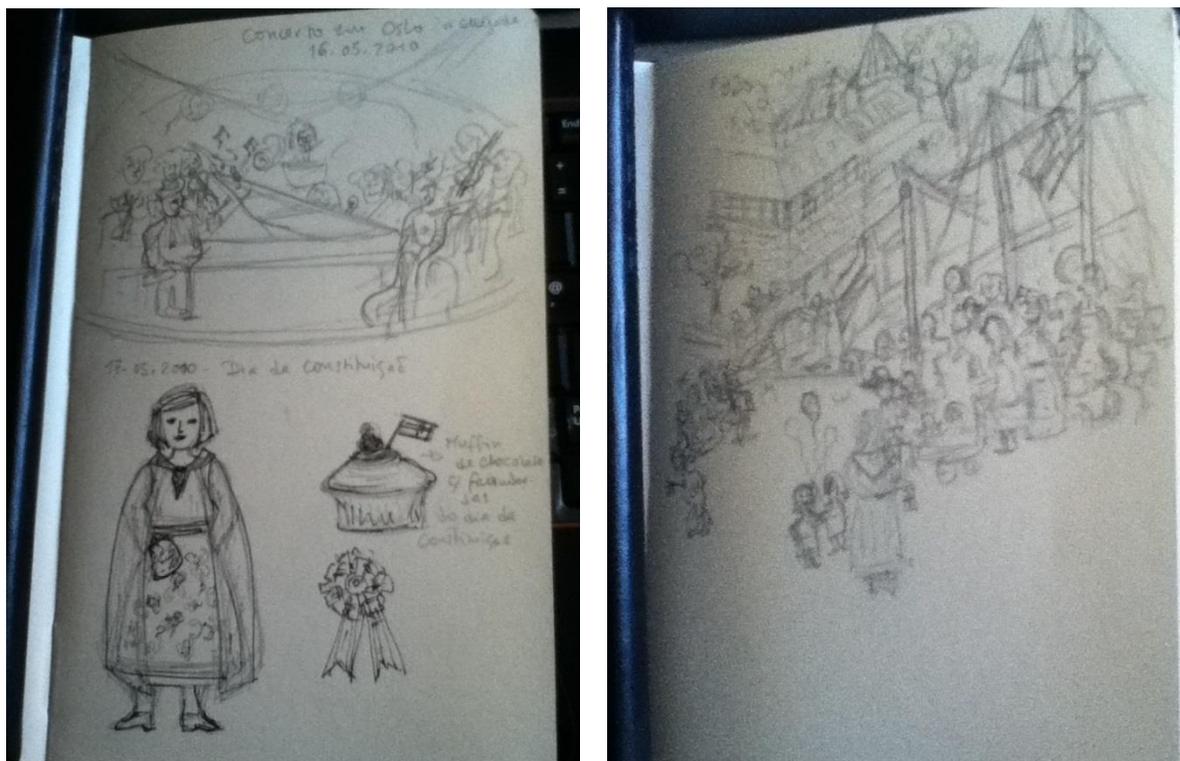


Figure 0.5- Author's fieldwork notebook with drawings and comments of the festivities at the arrival day of the Erasmus Staff Week (Source: Author)

The University engaged in the celebrations by offering a traditional breakfast in its central campus in the city centre where we could observe and take photographs as tourists the procession of the royal guards accompanied by the philharmonic military band and commons from the Royal Palace to the centre of the city. In a given moment, as tradition, the guards stopped marching, fetched people from the audience and started dancing a waltz as tradition. Afterwards a wide circle of traditional dances was formed and people from the various cities danced together traditional music, while us the participants watched the events and were left to explore the city and enjoy the celebratory day as lonely travellers or within the company of each-other for preliminary

social and professional networking, since the formal activities would take place the next morning.

During the staff training, the afternoons have been filled with cultural activities related with University Heritage sites and cultural production. There were also two informal dinners organized by the host university in famous places of the capital. One of the dinners took place in one of the newest and most trendy areas of the city. This area known as an ethnical quarter occupied by immigrants, is now becoming gentrified by the occupying of art galleries, artists and international students and executives. The other dinner took place in an ambiguous experimental art gallery, fashionable boat in front of the national opera house similar to an iceberg which was designed by Tarald Lundevall. We had a trip to the Viking Museum which belongs to the University and is located in a fiord nearby and also another to the University's Botanical Garden. The natural white nights period was taking place, so since the night time was filled with light, after the workshops, participants in small groups of reciprocal engagement were strolling the city and visiting main shopping, entertainment, nature watching and cultural sites.

Post the workshop I have visited the museum of Norwegian architecture with other fellow colleagues. We also took a boat trip through the fiords of Oslo and had dinners under the yellow sun light of 09 p.m. We spent some time buying traditional knitted and national brand products to bring to our families and as night life and entertainment consumers we have met in bars for exchange of ideas after the training school formal dinners. So as I reflected, not only students had natural tourism behaviours as well as the staff of universities engaged in international contact seminars. The issue of the English as a common language in the training event brought people together from various countries. On the contrary, participants with limited knowledge in more than two European Union languages commonly used in diplomatic affairs engaged themselves in smaller groups for leisure meetings outside the university.

In terms of the spatial impact of the University of Oslo in the city, following the same pattern of most of urban universities in European capitals had his initial main faculties, such as law, and its institutional power house, the rectorate, at the city centre. However, as the university followed the trend of the democratization of education and the number of students and faculties increased, the campus has itself been reconstructed on the city

peripheral area, in an area enclosed by green spaces and student services, as residences, university supermarket, canteens and libraries.



Figure 0.6 – Caption of the main square of the University of Oslo campus. (Source: Author)

As integrated in an urban ecosystem, not only the Rectorate maintained its place in the city centre nearby the main public institutions and City Hall not only as a demonstration of its shared power with the city, but also as a cultural mark on the landscape.

In turn, the new campus focusing quality of life and university community wellbeing as part of a human ecosystem has become a place surrounded by green spaces with good and functional public transport connections to the city centre and non-car traffic where bicycles were the main moving vehicles. Large public sculptures in leisure open space areas with tall trees and gardens surrounded the university buildings, where the stunning new library became a main landscape mark, with its modern architectural spaces, combining public art with the user experience of students and academics. The international participants became themselves the tourists inside the university, taking pictures to the campus and city, buying souvenirs at the university shop which had three floors of all types of merchandising and educational products. The participants also visited faculties of their interest not only for networking but also to see special architectural features and artistic murals, besides the university museums and botanical garden in the midst of the city verve.

Field-work 3: The annual student festival of Coimbra “Queima das Fitas”



Figure 0.7 - Coimbra students celebrating at “Queima das Fitas” Student Graduation Festival on the 8th of May, 2011. (Source: Author’s captions during fieldwork)

8th of May 2011

Through my position as a PhD student in Lisbon as well as within my role at the International Office of the University, not only I have met other exchange PhD students under the framework of the Erasmus Program, as I have also professional knowledge of the associative sector of the non-profit student support associations targeting international students. For this reason, I have contacted some of my postgraduate student international colleagues who were members of the Erasmus Student Network based in Lisbon. Through informal gatherings and social relations I gathered information of their particular leisure lifestyles and trips around the country as well as trips to frontier regions in Spain and staying in the houses of friends and relatives who were also exchange students in other European countries and Portuguese regions.

For this reason, I have requested to the European Student Network from Lisbon to enrol in a Day Trip to Coimbra’s annual student festival “*Queima das Fitas*” with my fellow exchange colleagues for research purposes. The total of enrolled students was 109 students and they were divided in two very low cost urban transportation buses with a capacity of seventy passengers each. The trip, took place on a Saturday and started one hour and half later than the scheduled time, due to lack of professional organization of the volunteer students from the ESN (although, most of their revenues as a youth organization came from the organization of parties and leisure, touristic activities).

While talking to the organization to know why we were so late, we discovered that there were still people buying tickets for the trip at that moment. At the bus, I have signed a term of responsibility for my personal behaviour and accidents that might have occurred during the festivities in Coimbra, stating also that it was my full responsibility to meet the organization team at 8.p.m for my return to Lisbon.

During the trip, I started to talk with the Portuguese student volunteers from the organisation committee to know how often they organized these day trips and city breaks in Portugal. The volunteer who was a student mentor told that each semester during the holidays and special national events with tourism projection, these trips are organized and that not only the European students were accepted but also other international students from countries outside the European Union. One of the information gathered was that in the previous two months to this trip, during Carnival, there was a day trip to Torres Vedras, a well-known place for Carnival festivities in Portugal and ESN took 250 students.

Due to my physical complexion which is not common to southern Portuguese ethnical traces and also since I had been in the past an Erasmus student, no-one from the other international students apart from my international student friends and the group that was with them, knew that I was a Portuguese student/researcher. We did a tacit partnership and they have become my gatekeepers and major informants in the field-work research: from the invitation to trips around the country outside the ESN network, just between small groups of people, to parties and hostels in Lisbon targeted to the Erasmus students public. We both became informants of each other in relation to our tourism activities and my research outputs. Also, I have observed that my research attributed to them an awareness of their kind of behaviours and whether they considered themselves tourists, travellers or temporary residents with tourist consumption behaviours in accordance to the specific activity.

During the procession of “*Queima das Fitas*” with the allegoric cars, the foreign exchange students looked with amazement to the academic rituals of the festival and to the act of offering beer as if we were in a ceremony of the Bacchants of Aeschylus. The dizziness of alcohol took over the entire city with thousands of students in black gowns bathing themselves in beer, cheap wine and sangria.



Figure 0.8 – Images of students' behaviour and ambience at the festival (Source: Author's captions during fieldwork)

Eagerly, the exchange students also wished and wanted to become part of the festivities. The exotic atmosphere of the academic gowns in Coimbra made these students compare the *Other* as characters of a Harry Potter film. They have been pushed freely to the middle of the crowd and were intrigued by the meanings of the traditions, colours and symbols that involved the entire visual and sound spectacle. There has been a first part of freedom and ecstasy of the students who were finishing their university graduation courses by burning their faculty ribbons and cutting in shreds the black gowns, followed by a second moment of decadence, where human physiological desires were put in practice and rivers of urine grotesquely run down the ancient pebbles of the Botanical Garden street. The Botanical garden was safely locked in order to maintain its floral integrity in the midst of the festival.

As I was conducting my role as a foreign student, together with my Erasmus friends, we became lost in the crowd and while coming to a student asking for directions, I asked what was the meaning of the wine baths and shredding of the gowns in public and why all students were drinking until the limit. She answered that she just had finished law school and was drinking to forget. She further replied that this festival of luxury and excess was their farewell from a student life and entrance ritual to the world of labour and unemployment. Many of the students had families present and I observed some parents carrying their sons and daughters, drunken new-graduates home, without shoes and scruffy stockings. Some students were making love in public parks on daylight rounded-up in their black gowns as bed sheets. Others were throwing themselves to

River Mondego while the police in boats tried to pull them out of the water to avoid drowning and ambulances crossed the city carrying students in alcoholic coma.

The resident population participated in the festival, with their local children dressed with costumes of Coimbra students adapted to their size. The windows of the major avenue were open and locals put mantles on the balconies to greet the Coimbra student's procession. Elderly people observed the show as if they had seen it year after year, without surprise, but still they watched it without judgement on their faces as they knew the symbolic act of liberation from the ties of academia. At the same time they were wishing all the luck to the students, to what they would encounter in the new world outside Coimbra's walls.

The foreign students gained the will of talking one of the black gowns as a trophy, as a souvenir of academic authenticity. Although they had never passed through the symbolic process involving the act of wearing the academic gown in Coimbra, which passes through the phase of the fresher until the last stage of the veteran, this cultural element of a Portuguese student became a party jewel carrying the remembrance of the ecstasy of the festival. To find an abandoned gown became an exotic treasure found amongst the beer and music battle. For the Erasmus students that gained this object, on the return home, they showed off their accomplishment of the remains to all the other students. Paradoxical, the gowns that are vestiges of someone's past academic experience became touchable items of tourism gaze within a context of multicultural student exchange experiences.

On the return home, while I was in the metro station going home, three girls of the hundred students that also participated on the trip were boasting and looked like queens passing the black gown to each other and taking pictures. The happy owner was using the black gown in Chiado station with a semi-grandeur walk, tumbled in the dizziness of alcohol while at the same time made the movements of a flying bat while her friends cheered.

Field-work 4: The NAFSA Higher Education Business International Fair

NAFSA was founded in 1948 as the National Association of Foreign Student Advisers in order to support the international 25.000 students that arrived to the United States after the 2nd World War. NAFSA, has increased its international scope of action in different world regions, becoming the Association of International Educators. Is still based in the United States and has become of the leading professional associations for international educators as there was an awareness of the potential of the international dimension of student exchanges in foreign affairs and public diplomacy. For this reason, its annual convention became a vivid real world example of the increasing business market of Higher Education and its multiple stakeholders from editors, to insurance companies, chambers of commerce, transnational organizations as the European Union, municipalities and national tourism boards.

This particular fieldwork at the NAFSA Convention and trade fair which took place in the Convention Centre of Houston, USA, from the 27th of May to the 1st of June 2012 became especially relevant since it clearly illustrated how universities engage into the tourism sphere and gained an important role in place branding. Not only through business agreements with student recruitment companies which explore stereotypes and tourism perceptions connected to host countries, but also with national tourism agencies and city councils who become partners and sponsors of universities attending the Annual Convention which also comprises a fair of Universities and its related services. Furthermore, as a convention participant, as soon as the registration was confirmed, I started to receive all different types of correspondence from the Convention Bureau Visitors Centre in order to help to prepare the trip having in mind the amenities existent in Houston, within a continuous work-leisure perspective.

The hundreds of universities and academic tourism businesses present at the convention allowed for a heterogeneous collection of a wide set of brochures from different world regions. Also within my work as a participant with a role of promoting my sending university and its mission, courses and host city, it allowed me to conduct participant observation with in situ exploratory informal interviews. These non-recorded spontaneous interviews took place with the representatives from the public tourism boards, educational tourism agencies, university summer exchanges travel operators and city halls. It has been common to find travel companies which its main product was to sell the grand tour to American students in European countries, thematic tours related to

university courses in the arts and humanities but also to organize wildlife conservation and volunteer tourism in Costa Rica for natural science and medicine students.

It was very relevant to see how the countries pavilions with various HEIs aimed to portray their national cultures for the wide public as part of the communication strategy, but then once individuals were interested into a specific HEI, there was corresponding support information on the university host region. In some cases, inside the country pavilions, there it was observable the regional competition between the delegates of various HEIs.



Figure 0.9- National Pavilions of UK and Canada at the NAFSA University Fair and Convention 2012. (Source: Author's captions during fieldwork)

Within the context of the case-studies defined later for this research work, it was interesting to denote in this trade fair of the university sector, how the Portuguese and British Universities had clearly different modes of market representation as well as support organizations. This was not only visible through the investment in the pavilion infrastructures and type of universities represented (public, private or polytechnic teaching) but also through the main support organizations behind the universities linked to the national governments.



Figure 0.10 - Pavilion of the London Metropolitan University giving emphasis to its central London location (Source: Author's captions during fieldwork)

In the case of Portugal, the main public universities were present and the event has been organized by the Portuguese Council of rectors together with the Luso-American Foundation and the American Chamber of Commerce in Portugal. AICEP – the Portuguese Agency for Trade and Commerce also had a delegate at the pavilion of Portugal, which was a third of the size in comparison with the British Council Pavilion. Unfortunately, the delegate could not add any type of relevant information to the potential partners, since they did not have previous experience in this type of events, it was their first attendance, as well as the delegate did not work behind a national strategy to enhance the potential of attraction of Portuguese universities. The City Hall of Lisbon invested in its participation at the fair in order to promote Lisbon as a city of experiences beyond studying. Through focusing its branding strategy for foreign students as an Erasmus City, in this context, the communication had to be adapted to various destinations of possible university partners.

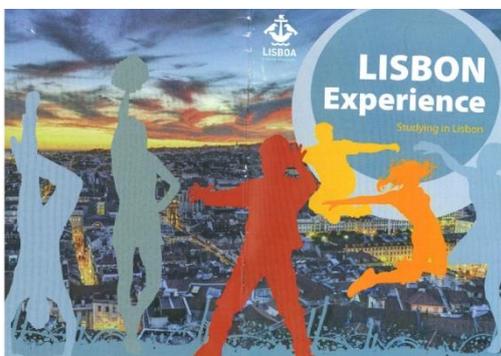


Figure 0.11 - Front cover of the promotional leaflet published by the Lisbon City Hall for the NAFSA fair 2012 (Source: Lisbon City Council)

It was in this trade fair that both the AICEP and City Hall of Lisbon had for the first time, the real notion of the fierce competition behind the market of higher education and the assets that universities represent to their local and national economies. Also, these institutions did not have the knowledge capital of the broad market sphere supporting and interlinking with higher education, besides the most visible aspect of student consumption and impact of academic conferences at the local level and the understanding of international education as a country export. However, the City of Lisbon was the only City Hall that had invested in its participation in 2012 (as this was the first time that the Portuguese universities and government teamed up to participate in this fair as whole group), the Universities of Porto and Coimbra had a big role in the place branding promotion of their host cities, not only through their visual and digital promotion materials such as short films bonding the city lifestyle and culture to academic life, but also included gastronomy and wine offers.

In terms of the role of the universities in place branding, it became clear how the relation to place was symbiotic. In the case of the Pavilions with regions and country, traditional games simulacra and symbols connected to perceptions of place, such as panda bears with China and beaches with Brazil, the Atlantic Ocean and wines with Portugal, the idea of university and city has been deeply tied to a double-feed of service rendering tied to knowledge advancement. In the case of Portugal, as well as other countries some universities that were represented were offering gastronomic treats to partners together with travel books and design items related to beach lifestyles and forests. The student recruitment companies, as well as country delegations who were sponsors of the event and had an important weight in the flow of students around the world, organized private receptions and parties in up-town hotels, theatres and clubs inviting key partner countries and universities.

Appendix 2. Scoping questionnaires

Pilot Questionnaire-survey guide

Tourism in University Cities. The role of Universities in destination branding

SECTION A – INFORMATION OF THE RESPONDENT

Note: this data is confidential data and is used only for statistical analysis purposes and research on university strategy development. The name of the inquired institutions will not figure in the graphs, and tables within the thesis, unless the respondent gives express authorization.

I authorize the name of the consulted institution to figure on the PhD thesis:

I do not authorize the name of the consulted institution to figure on the PhD thesis.

A1. Name of the Institution: _____

A2 Year of Foundation: _____

A3 Total number of non-local regular domestic students:

(this item refers to the students enrolled in a full program who have a home residence outside the county where the university is located)

2006-2007

2007-2008

2008-2009

2009-2010

2010-2011

A4 Total number of regular international students:

(this item refers to the international students enrolled in a full program who have a home residence outside the country where the university is located).

2006-2007

2007-2008

2008-2009

2009-2010

2010-2011

A5. Is your University engaged at any national level exchange program/s? *(If not applicable go to question A8)*

Yes

No

A6. Which specific national exchange program/s? _____

A7. If possible can you provide us the total number of incoming exchange domestic students for the presented time-frame?

(this item refers to the national students from other UK universities who are doing an exchange the national level up to the maximum period of 1 year).

2006-2007

2007-2008

2008-2009

2009-2010

2010-2011

A8. Is your University engaged at international level exchange programmes with foreign partners? *(If not applicable go to Section B)*

Yes.

No.

A9. Which specific international exchange program/s?

a) Commonwealth countries protocol agreement exchanges (UK Universities only)

b) CPLP countries protocol agreement exchanges (Portuguese Universities only)

c) E.U. funded exchange programs (Erasmus, Leonardo da Vinci, Marie Currie actions, etc.)

d) Santander Universities Program with China

e) Santander Universities Program with Latin America

f) Protocol agreements with specific universities

A10. If possible can you provide us the total number of incoming exchange international students for the presented time-frame? (*this item refers to the European and overseas international students from partner universities who are engaged in an international exchange up to the maximum period of 1 year*).

2006-2007

2007-2008

2008-2009

2009-2010

2010-2011

SECTION B – UNIVERSITY-CITY IDENTITY AND TOURISM IMPACT

B1. Does the existence of your University contribute to shaping the identity of the city?

Yes

No

B2. To what extent does the presence of the University influence the city branding and tourism planning policy?

a) *It does not influence it all*

b) *It has an influence on specific market segments (e.g.: youth and students tourism, conference tourism, cultural tourism, educational tourism)*

c) *It has a strong influence on the overall urban marketing strategy (e.g.: Barcelona as an Erasmus city; Aveiro city council promotion of university campus tours)*

B3. Does the presence of your University have an impact on local urban tourism?

Yes

No

B4. Are there issues arising from the University presence at the city?

a) Host-visitant encounters in residential areas

b) gentrification processes of city neighbourhoods

c) expansion of the university campus

d) appearance of a market of student housing

e) appearance of student services profit-making companies (e.g.: University Cruises, Euroyouth; ISIC; University-Rooms.com)

f) appearance of youth associations outside the university campus that organize tourism activities for HE students (e.g.: Erasmus Student Network satellite groups scheme, Erasmus Lisboa Association).

B5. Does it exist a specific communication plan of the city directed at the international academic community?

Yes.

No.

B6. How often does the city council work with the university as a sponsoring partner in academic events?

a) *never*

b) *occasionally (once per year)*

c) *frequently (more than two times per year)*

d) *very frequently (more than three times per year)*

e) *always*

B7. In case the city hall is a partner, in what type of events does your institution find support?

a) *financial sponsorship*

b) *lending of infrastructures for events*

c) *enhancement of security measures*

d) *promotion of the University on the local cultural and tourism agenda*

e) *contribution with local tourism promotional materials*

SECTION C – UNIVERSITY PROMOTION POLICY FOR VISITING STUDENTS/STAFF AND THE GENERAL PUBLIC

C1. Does the university promote local tourism as part of the visiting student/staff social experience?

Yes

No

C2. Does the University use references to national and local heritage, leisure activities, local traditions and culture in its promotion materials?

Yes

No

C3. Does the university directly engage into tourism activities within the campus directed at the general external public? (*In case your answer is negative in question C3, you are done with the questionnaire!*)

Yes.

No.

C4. In case your previous answer was positive, what kind of tourist profile do you encounter?

a) attendants of educational tourism activities

b) families seeking for budget accommodation

c) backpackers

d) youngsters up to 24 years old

e) prospective students

f) visiting students and staff

g) university conference participants

h) elderly

C5. In case your answer to the previous question was positive, in what kind of tourism activities is your university engaged?

a) Educational tourism activities (*lifelong learning informal education activities, summer courses, language courses, business sector training courses*)

b) Cultural tourism activities

b) Bed and Breakfast hospitality services on campus

c) Self-catered hospitality services on campus

d) creation of thematic trails on campus (*e.g.: sculpture trails, architecture interest heritage, nature trails*)

e) Conferences and events tourism

f) Guided tours to university heritage interest sites (*museums, campus buildings, parks and botanical gardens, artworks*)

C6. In case your answer to the previous question was positive, are these tourism activities profit making?

Yes

No.

C7. Do these activities correspond to an entrepreneurial approach of university facilities management?

Yes

No.

C8. What were the main reasons for engaging into tourism promotion and planning activities at the university?

a) Funding reasons

b) Higher Education market competition

c) Enhancing education and culture

d) New publics of consumption

e) Entrepreneurial culture

f) City council advancement

g) Other _____ (*please state*)

Thank you for your time and help.

The results of this questionnaire-survey will be presented and discussed at the thesis. The link to the thesis digital version will be sent to all the respondents.

Figure 0.12- Copy of the pilot questionnaire-survey guide (Source: Author)

Outputs of pilot questionnaire-survey

Table 0.1 - Pilot Survey – descriptive statistics results (Source: Author)

Descriptive Statistics results of the Pilot Survey Stage					
	N	Minimum	Maximum	Mean	Std. Deviation
<i>Would you agree with the following statements?</i>	13	2	5	3.92	1.038
- Universities influence city branding and local tourism policy					
- In general universities have sites of tourism interest	13	1	5	4.08	1.115
- In general universities increase the cultural offer and livelihood of cities	13	1	5	4.38	1.193
- In general universities use in promotion materials appealing images and references to culture, heritage and city living.	13	1	5	4.23	1.363
<i>Does the university you represent...</i>	13	1	5	3.77	1.166
- Have a direct impact on local tourism revenues					
- Have heritage sites of local interest.	13	1	5	4.31	1.251
- Have regular contact and partnerships with local tourism businesses?	13	1	5	2.31	1.750
- Manage on-campus accommodation infrastructures within the hospitality and events business? (e.g.: student halls, conference and theatre halls, museums)	13	1	5	2.08	1.320
- Use specific references and images of local heritage and city life in materials of international academic conferences?	13	1	4	1.85	1.068
How would you rate institutional relations between the university you represent and the city council?	13	2	5	4.31	.947
How relevant is the direct impact of your university on the local tourism business?	13	1	5	4.00	1.080
How frequently does the city council sponsor university events? (e.g.: festivals, celebrations, conventions...)	12	2	5	3.83	1.115
Is local tourism policy, a factor of contact between the city council and the university?	12	1	4	2.25	1.138
How often does the university engage into the organization of tourism related activities directed at university international communities (students, teaching and non-teaching staff)?	12	2	5	3.92	1.165
Is it important for your university to have a specific communication strategy directed at these international academic publics?	10	3	5	4.50	.707
<i>Would you agree that the main reason for the engagement of the university in tourism promotion activities are:</i>	10	1	4	2.80	1.033
- The emergence of a market of Higher Education related services (E.g.: insurance companies, benchmarking agencies, university tourism operators)					
- New strategies for lifelong learning through informal education.	10	4	5	4.30	.483
- Entrepreneurial culture beyond teaching and research, through an increasing alignment with the civic city policy.	10	3	5	4.10	.738

- City council policy	10	1	5	3.50	1.509
Valid N (list wise)	10				

Table 0.2 – Pilot survey data, related to the universities involvement with the tourism business sector and use of place references (Source: Author)

Universities' involvement in Tourism			
	Does your university have regular contact and partnerships with local tourism businesses?	Does your university use on-campus facilities and/or heritage as an opportunity for revenue?	Does your university use references and images of local heritage and city life in marketing materials?
Yes (%)	53.8	38.5	53.8
No (%)	15.4	30.8	15.4
Total N.	13	13	13
Median	1.00	2.00	1.00
Std. Deviation	1.75	1.363	1.068

Detailed information on respondents' organizational structure

Table 0.3 - Pilot Survey - Organic Structure's participating in the Survey (Source: Author)

		Frequency	Percent
Valid	Campus Services	1	7.7
	Central Services	11	84.6
	Professional Services	1	7.7
	Total	13	100.0

Table 0.4 - Pilot Survey: institutional position of the respondents (Source: Author)

		Frequency	Percent
Valid	Head of Academic Mobility Office	1	7.7
	Head of Events Office	1	7.7
	Head of International Affairs	8	61.5
	Head of Strategy, Marketing and Communication	1	7.7
	Head of Tourism Services	1	7.7
	Officer of Communication and Public Relations	1	7.7
	Total	13	100.0

Final questionnaire-survey guide

Tourism in University Cities

The role of Universities in destination branding.

This research project is concentrated on addressing the university-city relations in a context, where tourism became a language, which affects the planning strategies of universities as non-profit organizations and of city councils as town planners. The research project accesses the relation between communication branding and strategic planning dimensions of the Universities and how these organizations share their identity with the city as urban institutions.

The above questionnaire survey has the following aims:

To analyze how universities as internationalized urban institutions are affected by leisure and tourism policy and planning.

To investigate the motives that lead universities to adopt discourses and actions that lead to tourism activities.

To understand, the process of objectification of universities as consumable tourism places.

To explore university-city relations in tourism policy

QUESTIONNAIRE-SURVEY

SECTION A – INFORMATION ON THE RESPONDENT

Note: This data is confidential data and is used only for statistical analysis purposes and research on university strategy development. The name of the inquired institutions will not figure in the graphs, and tables within the thesis, unless the respondent gives express authorization.

Please select one of the options :

I authorize the name of the consulted institution to figure on the acknowledgements section of the research project and within figures.

I do not authorize the name of the consulted institution to figure on the acknowledgements section of the research project and figures.

A1. Information of the respondent

Name of the institution

Date of Foundation

Position/s of person/s answering the survey

Department/s completing the survey (e.g.: academic services, communication office)

Organic Unit (e.g.: central services, social services, students guild...)

SECTION B - UNIVERSITY CITY IDENTITY AND TOURISM IMPACT

Please select one of the options :

B1. How would you agree with the following statements?

Universities influence city branding and local tourism planning policy

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I strongly agree	I agree	I don't agree or disagree	I disagree

Universities have a direct impact on local tourism revenues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Universities have sites of tourism interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Universities should increase revenues through the entrepreneurial enhancement of the campus assets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Universities increase the cultural offer and livelihood of cities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Universities often use tourism content imageries in promotion materials as part of student recruitment strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>					
B2. Would you agree that your university...					
	I strongly agree	I agree	I don't agree or disagree	I disagree	I strongly disagree
Influences city branding and tourism policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a direct impact on local tourism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has an active role within the local cultural offer and creative environment of the city	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has heritage sites of local interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses in promotion materials: appealing images and references to culture, heritage and city living.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>					
B3. Does your university?				Yes	No
Have regular contact and partnerships with local tourism businesses.				<input type="checkbox"/>	<input type="checkbox"/>
Uses on-campus facilities and/or heritage as an opportunity for revenue (e.g.: museums, campus tours, cultural offer).				<input type="checkbox"/>	<input type="checkbox"/>
Manages on-campus accommodation infrastructures within the hospitality and events business (e.g.: student halls, conference and theatre halls, museums)				<input type="checkbox"/>	<input type="checkbox"/>
Uses specific references and images of local heritage and city life in promotion materials in programs targeted at international students.				<input type="checkbox"/>	<input type="checkbox"/>
Uses specific references and images of local heritage and city life in materials of international academic conferences.				<input type="checkbox"/>	<input type="checkbox"/>
<hr/>					
SECTION C – TOWN-GOWN RELATIONS AND UNIVERSITY PROMOTION					

C1. How would you rate institutional relations between the university and the city council?	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Neutral	<input type="checkbox"/> Non existent	<input type="checkbox"/> Conflicting	
C2. How important are the below issues in town-gown relations?						
University identity and heritage in the city.	<input type="checkbox"/>	<input type="checkbox"/> Very important	<input type="checkbox"/> Important	<input type="checkbox"/> Moderately Important	<input type="checkbox"/> Of little importance	<input type="checkbox"/> Not important
Universities direct impact on local tourism business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University internationalisation and city destination branding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University entrepreneurial potential beyond teaching and research (e.g.: as creativity incubators, campus tourism)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expansion of the university campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3. How frequently does the city council sponsor university events, such as conventions, celebrations and festivals?						
<i>*e.g.: university anniversary celebrations</i>	<input type="checkbox"/>	<input type="checkbox"/> More than 3x per year	<input type="checkbox"/> Twice per year	<input type="checkbox"/> Once per year	<input type="checkbox"/> In rare occasions *	<input type="checkbox"/> Never
C4. How important are university and city council relations within the university development policy?						
	<input type="checkbox"/>	<input type="checkbox"/> Very important	<input type="checkbox"/> Important	<input type="checkbox"/> Moderately Important	<input type="checkbox"/> Of little importance	<input type="checkbox"/> Not important
C5. Is local tourism policy, a factor of contact between the city council and the university?						
	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
SECTION D - UNIVERSITY EXTERNAL PROMOTION POLICY FOR THE VISITING PUBLIC						

<p>D1. How often does the university organize trips for international visiting academics and students?</p>	<input type="checkbox"/> More than 6 times p. year	<input type="checkbox"/> Up to 6 times p. year	<input type="checkbox"/> Between 2 and 4 times p. year	<input type="checkbox"/> Once p. year	<input type="checkbox"/> Does not organize
<p>D2. How often does the university engage into the organization of tourism related activities directed at the external public? (In case your answer is negative in question D2, you are done with the questionnaire)</p>	<input type="checkbox"/> More than 6 times p. year	<input type="checkbox"/> Up to 6 times p. year	<input type="checkbox"/> Between 2 and 4 times p. year	<input type="checkbox"/> Once p. year	<input type="checkbox"/> Does not organize
<p>D3. In what kind of tourism activities is your university engaged?</p>	Please select the options <input type="checkbox"/>				
Heritage tourism (E.g.: university museums and buildings)	<input type="checkbox"/>				
Events tourism (E.g.: academic festivals, sports festivals, conferences)	<input type="checkbox"/>				
Social tourism (E.g.: activities for families and associations)	<input type="checkbox"/>				
Scientific tourism (E.g.: activities for people with specific scientific interests conducted by academic experts).	<input type="checkbox"/>				
Senior tourism (E.g.: summer senior university)	<input type="checkbox"/>				
Educational tourism (E.g.: summer language and culture programs)	<input type="checkbox"/>				
None of the above.	<input type="checkbox"/>				
<p>D4. Is it important for your university to have a specific communication strategy directed at these publics?</p>	<input type="checkbox"/> Very important	<input type="checkbox"/> Important	<input type="checkbox"/> Moderately important	<input type="checkbox"/> Of little importance	<input type="checkbox"/> Not important

D5. Would you agree that the main reason for the engagement of the university in tourism promotion activities has been the result of...	I strongly agree	I agree	I don't agree or disagree	I disagree	I strongly disagree
The decrease of state funding in Higher Education institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The emergence of a market of Higher Education related services (E.g.: insurance companies, benchmarking agencies, university tourism operators)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competition within Higher Education Institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New strategies for lifelong learning through informal education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A need to open the university to new publics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entrepreneurial culture beyond teaching and research, through an increasing engagement with the city	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A change within university management culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
City council policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for answering the questionnaire. The results will be sent to your institution.

Figure 0.13 - Copy of the final questionnaire-survey guide (Source: Author)

Outputs of scoping questionnaire-survey

Table 0.5 - Individual feedback of respondents provided in non-completed (NC) surveys

Code N.	Type of Organization	Position	Feedback on NC Survey
NC1	University	Vice-Chancellor	<i>"I am sad of what universities may become"</i>
NC2	University	Deputy Vice-Chancellor for International Affairs	<i>"I refuse to answer to this topic as undermines the university mission"</i>
NC3	Polytechnic	International Relations Director	<i>"Yes, tourism happens but is not our aim"</i>
NC4	University	Deputy Vice-Chancellor for International Affairs	<i>"Neoliberal research"</i>
NC5	University	Pro-Rector	<i>"Universities are not for entertainment"</i>
NC6	University	International Affairs staff	<i>"Non-relevant topic at this university"</i>
NC7	University	International Relations Director	<i>"Dangerous subject and can't give a formal answer up to this point"</i>
NC7	University	Academic Staff of Faculty	<i>"Higher Education management is focusing on non-relevant subjects"</i>
NC8	University	Administrator	<i>"I can't call to tourism, student leisure"</i>
NC9	University	International Relations Director	<i>"many topics to be answered by different people at the university"</i>
NC10	University	Communications Director	<i>"I only answer to the questions related to my work"</i>
NC11	Polytechnic	President	<i>"maybe tourism activities exist in other HEIs but not in here"</i>
NC12	University	Dean for International Affairs	<i>"The real mission of university is in danger"</i>
NC13	University	Vice-Chancellor	<i>"Interesting topic but I reject to contribute to research dealing with topics outside our mission"</i>
NC14	University	Vice-Chancellor	<i>"we do work with the city but also stick to our vision of excellence"</i>
NC15	University	Director for Internationalization	<i>"what do you mean by using tourism imageries in our materials for students?"</i>
NC16	University	Chief Executive Officer for International Affairs	<i>"tourism should not be connected to university internationalization"</i>
NC17	University	Deputy Vice-Chancellor for International Affairs	<i>"if tourism occurs in the institution is not formally recognized"</i>
NC18	University	Director for Internationalization	<i>"I can't answer to that as it is not our strategy"</i>
NC19	University	Administrator	<i>"maybe it occurs at the faculty level, but is a controversial research"</i>
NC20	Polytechnic	Vice-President	<i>"we are a Russell Group university"</i>
NC21	University	Administrator	<i>"I am not fully aware of the subject"</i>
NC22	Polytechnic	President's Advisor	<i>"can only answer to town-gown questions, not to operational aspects"</i>
NC23	University	Vice-Chancellor for External Relations	<i>"do not agree with the research topic"</i>
NC24	University	International Affairs Officer	<i>"I am only allowed to do the parts related to my area"</i>
NC25	University	International Relations Director	<i>"university internationalization is trying to avoid this topic"</i>
NC27	University	Administrator of External Relations activities	<i>"I only answer to subjects from my department"</i>
NC28	University	Vice-Chancellor	<i>"I am aware that it occurs but I don't wish it, because it damages the university heritage"</i>

Table 0.6 Chi-Squared tests with cross tabulation of survey variables “V1/type of HEI” for the three objectives of the first aim of research (source: Author).

Question	Variable Code	Chi Square	df	Asymp.Sig. (2-sided)	N (n of valid cases)	Chi Square Max 0.05	Observations (a)
Would you agree with the following statements? In general universities influence city branding and local tourism policy	A6-1		a.		52		a. No statistics are computed because Would you agree with the following statements? In general universities influence city branding and local tourism policy is a constant.
Would you agree with the following statements? In general universities have a direct impact on local tourism revenues	A6-2	.157a	1	0,6919292	52	3.841	a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 1.38.
Would you agree with the following statements? In general universities have sites of tourism interest	A6-3	.030a	1	0,86362153	52	3.841	a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 1.15.
Would you agree with the following statements? In general universities increase the cultural offer and livelihood of cities	A6-5	.306a	1	0,580218	52	3.841	a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .23.
Would you agree that your university influences city branding and tourism policy.	A7-1	1.783a	1	0,18179888	52	3.841	a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 1.62.
Would you agree that your university has a direct impact on local tourism revenues	A7-2	3.861a	1	0,04943247*	52	3.841	a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 1.85.
Would you agree that your university has an active role within the local cultural offer and creative environment of the city	A7-3	7.260a	1	0,00705111*	52	3.841	a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 1.38.
Would you agree that your university has heritage sites of local interest.	A7-4	3.936a	1	0,04727566*	52	3.841	a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.54.
Does your university...-have regular contact and partnerships with local tourism businesses?	A8-1	.571a	1	0,4498696	52	3.841	a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.92.
How important are these issues in town-gown relations?- University identity and heritage in the city.	A10-1	1.769a	1	0,18345085	52	3.841	a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .92.
How important are these issues in town-gown relations?- University internationalization and city destination branding	A10-3	4.24a	2	0,03928477	52	5.991	a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 1.15.
How frequently does the city council sponsor university events? (e.g.: festivals, celebrations, conventions)	A11	1.459a	2	0,48220845	52	5.991	a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.54.

Is local tourism policy, a factor of contact between the city council and the university?	A13	.126a	1	0,72220594	52	3.841	a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.54.
How often does the university organize campus tours, city tours and trips for international academic visitors and students?	A14	4.586a	2	0,10095751	52	5.991	a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.15.
How often does the university engage into the organization of tourism related activities directed at the external public?	A15	7.475a	2	0.02381356	52	5,991	a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.31.
Would you agree that the main reason for the engagement of the university in tourism promotion activities? Is the competition between Higher Education Institutions	A19-3	.063a	2	0,96875258	36	5.991	a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.75.
Would you agree that the main reason for the engagement of the university in tourism promotion activities? Are new strategies for lifelong learning through informal education.	A19-4	3.977a	2	0,13688639	36	5.991	a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .25.
Would you agree that the main reason for the engagement of the university in tourism promotion activities? Is the City council policy	A19-8	.920a	2	0,63139157	36	5.991	a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.00.

Level of significance * $p \leq 0,05$ / Typology of HEI - is the b (independent) variable

Table 0.7 Chi-Squared tests with cross tabulation of survey variables “V2/Date of Foundation” for the three objectives of the 1st aim of research (source: Author).

Question	Code	Chi Square	df	Asymp.Sig. (2-sided)	N (n of valid cases)	Chi Square Max 0.05	Observations (a)
Would you agree with the following statements? In general universities.....- influence city branding and local tourism policy	A6-1		a.		52		a. No statistics are computed because Would you agree with the following statements? In general universities.....-influence city branding and local tourism policy is a constant.
Would you agree with the following statements? In general universities have a direct impact on local tourism revenues	A6-2	7.505a	2	0,02346101*	52	5.991	a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .92.
Would you agree with the following statements? In general universities.....-have sites of tourism interest	A6-3	1.180a	2	0,55428797	52	5.991	a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .77.
Would you agree with the following statements? In general universities.....- increase the cultural offer and livelihood of cities	A6-5	3.399a	2	0,18280296	52	5.991	a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .15.
Would you agree that your university...-influences city branding and tourism policy.	A7-1	1.479a	2	0,47739168	52	5.991	a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.08.

Would you agree that your university...-has a direct impact on local tourism revenues	A7-2	1.748a	2	0,41725696	52	5.991	a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 1.23.
Would you agree that your university...-has an active role within the local cultural offer and creative environment of the city	A7-3	1.688a	2	0,43002972	52	5.991	a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .92.
Would you agree that your university...-has heritage sites of local interest.	A7-4	5.285a	2	0,07119901	52	5.991	a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.69.
Does your university...-have regular contact and partnerships with local tourism businesses?	A8-1	2.720a	2	0,25663921	52	5.991	a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.62.
How important are these issues in town-gown relations?-University identity and heritage in the city.	A10-1	.801a	2	0,66991286	52	5.991	a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .62.
How important are these issues in town-gown relations?-University internationalisation and city destination branding	A10-3	2.521a	4	0,6408415	52	9.488	a. 6 cells (66.7%) have expected count less than 5. The minimum expected count is .46.
How frequently does the city council sponsor university events? (e.g: festivals, celebrations, conve...	A11	5.649a	4	0,22693178	52	9.488	a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is 1.69.
Is local tourism policy, a factor of contact between the city council and the university?	A13	4.343a	2	0,11400614	52	5.991	a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 3.69.
How often does the university organize campus tours, city tours and trips for international academic visitors and students?	A14	11.090a	4	0,02556961*	52	9.488	a. 6 cells (66.7%) have expected count less than 5. The minimum expected count is .77.
How often does the university engage into the organization of tourism related activities directed at external publics?	A15	10.250a	4	0.03642058	52	9,488	a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is 1.54.
Would you agree that the main reason for the engagement of the university in tourism promotion activities-Competition within Higher Education Institutions	A19-3	6.255a	4	0,18089357	36	9.488	a. 7 cells (77.8%) have expected count less than 5. The minimum expected count is 1.36.
Would you agree that the main reason for the engagement of the university in tourism promotion activ...- New strategies for lifelong learning through informal education.	A19-4	4.336a	4	0,36243483	36	9.488	a. 6 cells (66.7%) have expected count less than 5. The minimum expected count is .19.
Would you agree that the main reason for the engagement of the university in tourism promotion activ...- City council policy	A19-8	1.636a	4	0,80225494	36	9.488	a. 7 cells (77.8%) have expected count less than 5. The minimum expected count is 1.56.

Level of significance * $p \leq 0,05$ / "V2/Date of Foundation" - is the b (independent) variable

Table 0.8 - Detailed results per variable used in chi-square test with cross tabulation of survey variables “V1/Type of HEI” for the 3 objectives of 1 aim of research (source: Author).

A6-1	Would you agree with the following statements? In general universities influence city branding and local tourism policy			Agree	Total
	Type of Higher Education Institution	University	Count	40	40
			% within Type of Higher Education Institution	100.0%	100.0%
		Polytechnic	Count	12	12
			% within Type of Higher Education Institution	100.0%	100.0%
	Total	Count		52	52
% within Type of Higher Education Institution		100.0%	100.0%		

A6-2	Would you agree with the following statements? In general universities have a direct impact on local tourism revenues			Disagree	Agree	Total
	Type of Higher Education Institution	University	Count	5	35	40
			% within Type of Higher Education Institution	12.5%	87.5%	100.0%
		Polytechnic	Count	1	11	12
			% within Type of Higher Education Institution	8.3%	91.7%	100.0%
	Total	Count		6	46	52
% within Type of Higher Education Institution		11.5%	88.5%	100.0%		

A6-3	Would you agree with the following statements? In general universities have sites of tourism interest			Disagree	Agree	Total
	Type of Higher Education Institution	University	Count	4	36	40
			% within Type of Higher Education Institution	10.0%	90.0%	100.0%
		Polytechnic	Count	1	11	12
			% within Type of Higher Education Institution	8.3%	91.7%	100.0%
	Total	Count		5	47	52
% within Type of Higher Education Institution		9.6%	90.4%	100.0%		

A6-5	Would you agree with the following statements? In general universities increase the cultural offer and livelihood of cities			Disagree		Agree		Total
				Count	% within Type of Higher Education Institution	Count	% within Type of Higher Education Institution	
Type of Higher Education Institution	University	Count	1	39	40			
		% within Type of Higher Education Institution	2.5%	97.5%	100.0%			
	Polytechnic	Count	0	12	12			
		% within Type of Higher Education Institution	0.0%	100.0%	100.0%			
Total	Count	1	51	52				
	% within Type of Higher Education Institution	1.9%	98.1%	100.0%				

A7-1	Would you agree that your university...-influences city branding and tourism policy.			Disagree		Agree		Total
				Count	% within Type of Higher Education Institution	Count	% within Type of Higher Education Institution	
Type of Higher Education Institution	University	Count	4	36	40			
		% within Type of Higher Education Institution	10.0%	90.0%	100.0%			
	Polytechnic	Count	3	9	12			
		% within Type of Higher Education Institution	25.0%	75.0%	100.0%			
Total	Count	7	45	52				
	% within Type of Higher Education Institution	13.5%	86.5%	100.0%				

A7-5	Would you agree that your university...-uses in promotion materials: appealing images and references to culture, heritage and city living.			Disagree		Agree		Total
				Count	% within Type of Higher Education Institution	Count	% within Type of Higher Education Institution	
Type of Higher Education Institution	University	Count	4	36	40			
		% within Type of Higher Education Institution	10.0%	90.0%	100.0%			
	Polytechnic	Count	1	11	12			
		% within Type of Higher Education Institution	8.3%	91.7%	100.0%			
Total	Count	5	47	52				
	% within Type of Higher Education Institution	9.6%	90.4%	100.0%				

A10-2	How important are these issues in town-gown relations?-Universities direct impact on local tourism business.			Not important		important		Total
				Count	% within Type of Higher Education Institution	Count	% within Type of Higher Education Institution	
Type of Higher Education Institution	University	Count	2	38	40			
		% within Type of Higher Education Institution	5.0%	95.0%	100.0%			
	Polytechnic	Count	1	11	12			
		% within Type of Higher Education Institution	8.3%	91.7%	100.0%			
Total	Count	3	49	52				
	% within Type of Higher Education Institution	5.8%	94.2%	100.0%				

A10-4	How important are these issues in town-gown relations?-University entrepreneurial potential beyond teaching and research (e.g.: as creativity incubators, campus tourism)					Total
				Not important	important	
A10-4	Type of Higher Education Institution	University	Count	6	34	40
			% within Type of Higher Education Institution	15.0%	85.0%	100.0%
	Polytechnic	Count	2	10	12	
		% within Type of Higher Education Institution	16.7%	83.3%	100.0%	
	Total	Count	8	44	52	
		% within Type of Higher Education Institution	15.4%	84.6%	100.0%	

A10-5	How important are these issues in town-gown relations?-Expansion of the university campus					Total
				Not important	important	
A10-5	Type of Higher Education Institution	University	Count	4	36	40
			% within Type of Higher Education Institution	10.0%	90.0%	100.0%
	Polytechnic	Count	3	9	12	
		% within Type of Higher Education Institution	25.0%	75.0%	100.0%	
	Total	Count	7	45	52	
		% within Type of Higher Education Institution	13.5%	86.5%	100.0%	

A12	How important are university and city council relations within the university development policy?					Total
				Not important	Moderately important	
A12	Type of Higher Education Institution	University	Count	5	35	40
			% within Type of Higher Education Institution	12.5%	87.5%	100.0%
	Polytechnic	Count	1	11	12	
		% within Type of Higher Education Institution	8.3%	91.7%	100.0%	
	Total	Count	6	46	52	
		% within Type of Higher Education Institution	11.5%	88.5%	100.0%	

A13	Is local tourism policy, a factor of contact between the city council and the university?					Total
				Yes	No	
Type of Higher Education Institution	University	Count	21	19	40	
		% within Type of Higher Education Institution	52.5%	47.5%	100.0%	
	Polytechnic	Count	7	5	12	
		% within Type of Higher Education Institution	58.3%	41.7%	100.0%	
Total	Count	28	24	52		
		% within Type of Higher Education Institution	53.8%	46.2%	100.0%	

A14	How often does the university organize campus tours, city tours and trips for international students?			It does not organize	Between 2 and 5 times per year	More than 6 times per year	Total
	Type of Higher Education Institution	University	Count	3	13	24	40
			% within Type of Higher Education Institution	7.5%	32.5%	60.0%	100.0%
		Polytechnic	Count	2	7	3	12
% within Type of Higher Education Institution			16.7%	58.3%	25.0%	100.0%	
Total	Count	5	20	27	52		
		% within Type of Higher Education Institution	9.6%	38.5%	51.9%	100.0%	

A15	How often does the university engage into the organization of tourism related activities directed at...						Total	CHI-SQUARE 7.475 A 2 cells (33.3%) have expected count less than 5. The minimum expected count is 2.31.
				never	yearly	monthly		
	Type of Higher Education Institution	University	Count	16	14	10	40	
			% within Type of Higher Education Institution	40.0%	35.0%	25.0%	100.0%	
		Polytechnic	Count	10	2	0	12	
% within Type of Higher Education Institution			83.3%	16.7%	0.0%	100.0%		
Total	Count	26	16	10	52			
		% within Type of Higher Education Institution	50.0%	30.8%	19.2%	100.0%		

	In what kind of tourism activities is your university engaged?-Heritage tourism (E.g.: university museums and buildings)			Total		
		not participates	participates			
A16-1	Type of Higher Education Institution	University	Count	16	24	40
			% within Type of Higher Education Institution	40.0%	60.0%	100.0%
	Polytechnic	Count	5	7	12	
		% within Type of Higher Education Institution	41.7%	58.3%	100.0%	
	Total	Count	21	31	52	
	% within Type of Higher Education Institution	40.4%	59.6%	100.0%		
	In what kind of tourism activities is your university engaged?-Events tourism (E.g.: academic festivals, sports festivals, conferences)			Total		
		not participates	participates			
A16-2	Type of Higher Education Institution	University	Count	15	25	40
			% within Type of Higher Education Institution	37.5%	62.5%	100.0%
	Polytechnic	Count	4	8	12	
		% within Type of Higher Education Institution	33.3%	66.7%	100.0%	
	Total	Count	19	33	52	
	% within Type of Higher Education Institution	36.5%	63.5%	100.0%		
	In what kind of tourism activities is your university engaged?-Social tourism (E.g.: activities for families and associations)			Total		
		not participates	participates			
A16-3	Type of Higher Education Institution	University	Count	24	16	40
			% within Type of Higher Education Institution	60.0%	40.0%	100.0%
	Polytechnic	Count	8	4	12	
		% within Type of Higher Education Institution	66.7%	33.3%	100.0%	
	Total	Count	32	20	52	
	% within Type of Higher Education Institution	61.5%	38.5%	100.0%		
	In what kind of tourism activities is your university engaged?-Scientific tourism (E.g.: activities for people with specific scientific interests conducted by academic experts).			Total		
		not participates	participates			
A16-4	Type of Higher Education Institution	University	Count	17	23	40
			% within Type of Higher Education Institution	42.5%	57.5%	100.0%
	Polytechnic	Count	6	6	12	
		% within Type of Higher Education Institution	50.0%	50.0%	100.0%	
	Total	Count	23	29	52	
	% within Type of Higher Education Institution	44.2%	55.8%	100.0%		

	In what kind of tourism activities is your university engaged?-Senior tourism (E.g.: summer senior university)					Total
				not participates	participates	
A16-5	Type of Higher Education Institution	University	Count	24	16	40
			% within Type of Higher Education Institution	60.0%	40.0%	100.0%
	Polytechnic	Count	10	2	12	
		% within Type of Higher Education Institution	83.3%	16.7%	100.0%	
	Total	Count	34	18	52	
% within Type of Higher Education Institution		65.4%	34.6%	100.0%		
In what kind of tourism activities is your university engaged?-Educational tourism (E.g.: summer language and culture programs)						
				not participates	participates	Total
A16-6	Type of Higher Education Institution	University	Count	16	24	40
			% within Type of Higher Education Institution	40.0%	60.0%	100.0%
	Polytechnic	Count	6	6	12	
		% within Type of Higher Education Institution	50.0%	50.0%	100.0%	
	Total	Count	22	30	52	
% within Type of Higher Education Institution		42.3%	57.7%	100.0%		
In what kind of tourism activities is your university engaged?-none of the above						
				not participates	Total	
6-7	Type of Higher Education Institution	University	Count	40	40	
			% within Type of Higher Education Institution	100.0%	100.0%	
	Polytechnic	Count	12	12		
		% within Type of Higher Education Institution	100.0%	100.0%		
	Total	Count	52	52		
% within Type of Higher Education Institution		100.0%	100.0%			

A18	Is it important for your university to have a specific communication strategy directed at these publics?					Total
				Not important	important	
Type of Higher Education Institution	University	Count	1	26	27	
		% within Type of Higher Education Institution	3.7%	96.3%	100.0%	
	Polytechnic	Count	1	8	9	
		% within Type of Higher Education Institution	11.1%	88.9%	100.0%	
	Total		Count	2	34	36
			% within Type of Higher Education Institution	5.6%	94.4%	100.0%

A19-1	Would you agree that the main reason for the engagement of the university in tourism promotion activities.-The decrease of state funding in Higher Education institutions.					Total
				Disagree	Agree	
Type of Higher Education Institution	University	Count	9	18	27	
		% within Type of Higher Education Institution	33.3%	66.7%	100.0%	
	Polytechnic	Count	3	6	9	
		% within Type of Higher Education Institution	33.3%	66.7%	100.0%	
	Total		Count	12	24	36
			% within Type of Higher Education Institution	33.3%	66.7%	100.0%

A19-2	Would you agree that the main reason for the engagement of the university in tourism promotion activities.-The emergence of a market of Higher Education related services (E.g.: insurance companies, benchmarking agencies, university tourism operators)					Total
				Disagree	Agree	
Type of Higher Education Institution	University	Count	7	20	27	
		% within Type of Higher Education Institution	25.9%	74.1%	100.0%	
	Polytechnic	Count	3	6	9	
		% within Type of Higher Education Institution	33.3%	66.7%	100.0%	
	Total		Count	10	26	36
			% within Type of Higher Education Institution	27.8%	72.2%	100.0%

A19-3	Would you agree that the main reason for the engagement of the university in tourism promotion activities.-Competition within Higher Education Institutions					Total
				Disagree	Agree	
Type of Higher Education Institution	University	Count	5	22	27	
		% within Type of Higher Education Institution	18.5%	81.5%	100.0%	
	Polytechnic	Count	2	7	9	
		% within Type of Higher Education Institution	22.2%	77.8%	100.0%	
	Total		Count	7	29	36
			% within Type of Higher Education Institution	19.4%	80.6%	100.0%

	Would you agree that the main reason for the engagement of the university in tourism promotion activities.-New strategies for lifelong learning through informal education.					Total
				Disagree	Agree	
A19-4	Type of Higher Education Institution	University	Count	0	27	27
			% within Type of Higher Education Institution	0.0%	100.0%	100.0%
		Polytechnic	Count	1	8	9
			% within Type of Higher Education Institution	11.1%	88.9%	100.0%
		Total	Count	1	35	36
		% within Type of Higher Education Institution	2.8%	97.2%	100.0%	
	Would you agree that the main reason for the engagement of the university in tourism promotion activities -Entrepreneurial culture beyond teaching and research, through an increasing engagement with the city					Total
				Disagree	Agree	
A19-6	Type of Higher Education Institution	University	Count	4	23	27
			% within Type of Higher Education Institution	14.8%	85.2%	100.0%
		Polytechnic	Count	0	9	9
			% within Type of Higher Education Institution	0.0%	100.0%	100.0%
		Total	Count	4	32	36
		% within Type of Higher Education Institution	11.1%	88.9%	100.0%	
	Would you agree that the main reason for the engagement of the university in tourism promotion activities -A change within university management culture					Total
				Disagree	Agree	
A19-7	Type of Higher Education Institution	University	Count	4	23	27
			% within Type of Higher Education Institution	14.8%	85.2%	100.0%
		Polytechnic	Count	1	8	9
			% within Type of Higher Education Institution	11.1%	88.9%	100.0%
		Total	Count	5	31	36
		% within Type of Higher Education Institution	13.9%	86.1%	100.0%	

	Would you agree that the main reason for the engagement of the university in tourism promotion activities -City council policy					Total
				Disagree	Agree	
A19-8	Type of Higher Education Institution	University	Count	7	20	27
			% within Type of Higher Education Institution	25.9%	74.1%	100.0%
	Polytechnic	Count	1	8	9	
		% within Type of Higher Education Institution	11.1%	88.9%	100.0%	
	Total	Count	8	28	36	
		% within Type of Higher Education Institution	22.2%	77.8%	100.0%	

Table 0.9 - Detailed results per variable used in chi-square test with cross tabulation of survey variables “V2/Date of Foundation” for the 3 objectives of 1 aim of research (source: Author).

	Would you agree with the following statements? In general universities influence city branding and local tourism policy					Total
				Disagree	Agree	
A6-1	Date of Foundation	1088-1900	Count	12	12	12
			% within Date of Foundation	100.0%	100.0%	100.0%
	1901-1970	Count	8	8	8	
		% within Date of Foundation	100.0%	100.0%	100.0%	
	1971-2013	Count	32	32	32	
		% within Date of Foundation	100.0%	100.0%	100.0%	
Total	Count	52	52	52		
	% within Date of Foundation	100.0%	100.0%	100.0%		

	Would you agree with the following statements? In general universities have a direct impact on local tourism revenues					Total	
				Disagree	Agree		
A6-2	Date of Foundation	1088-1900	Count	4	8	12	CHI-SQUARE 7.505 a .3 cells (50.0%) have expected count less than 5. The minimum expected count is .92.
			% within Date of Foundation	33.3%	66.7%	100.0%	
		1901-1970	Count	0	8	8	
			% within Date of Foundation	0.0%	100.0%	100.0%	
		1971-2013	Count	2	30	32	
			% within Date of Foundation	6.3%	93.8%	100.0%	
	Total	Count	6	46	52		
		% within Date of Foundation	11.5%	88.5%	100.0%		

	Would you agree with the following statements? In general universities have sites of tourism interest					Total
				Disagree	Agree	
A6-3	Date of Foundation	1088-1900	Count	1	11	12
			% within Date of Foundation	8.3%	91.7%	100.0%
		1901-1970	Count	0	8	8
			% within Date of Foundation	0.0%	100.0%	100.0%
		1971-2013	Count	4	28	32
			% within Date of Foundation	12.5%	87.5%	100.0%
	Total	Count	5	47	52	
		% within Date of Foundation	9.6%	90.4%	100.0%	

	Would you agree with the following statements? In general universities should increase revenues through the entrepreneurial enhancement of the campus assets.					Total
				Disagree	Agree	
A6-4	Date of Foundation	1088-1900	Count	1	11	12
			% within Date of Foundation	8.3%	91.7%	100.0%
	Date of Foundation	1901-1970	Count	0	8	8
			% within Date of Foundation	0.0%	100.0%	100.0%
	Date of Foundation	1971-2013	Count	2	30	32
			% within Date of Foundation	6.3%	93.8%	100.0%
Total		Count	3	49	52	
		% within Date of Foundation	5.8%	94.2%	100.0%	
	Would you agree with the following statements? In general universities should increase the cultural offer and livelihood of cities					Total
				Disagree	Agree	
A6-5	Date of Foundation	1088-1900	Count	1	11	12
			% within Date of Foundation	8.3%	91.7%	100.0%
	Date of Foundation	1901-1970	Count	0	8	8
			% within Date of Foundation	0.0%	100.0%	100.0%
	Date of Foundation	1971-2013	Count	0	32	32
			% within Date of Foundation	0.0%	100.0%	100.0%
Total		Count	1	51	52	
		% within Date of Foundation	1.9%	98.1%	100.0%	
	Would you agree with the following statements? In general universities often use tourism content imageries in promotion materials as part of student recruitment strategy.					Total
				Disagree	Agree	
A6-6	Date of Foundation	1088-1900	Count	1	11	12
			% within Date of Foundation	8.3%	91.7%	100.0%
	Date of Foundation	1901-1970	Count	0	8	8
			% within Date of Foundation	0.0%	100.0%	100.0%
	Date of Foundation	1971-2013	Count	2	30	32
			% within Date of Foundation	6.3%	93.8%	100.0%
Total		Count	3	49	52	
		% within Date of Foundation	5.8%	94.2%	100.0%	

	Would you agree that your university has a direct impact on local tourism revenues					Total
				Disagree	Agree	
A7-2	Date of Foundation	1088-1900	Count	2	10	12
			% within Date of Foundation	16.7%	83.3%	100.0%
	Date of Foundation	1901-1970	Count	0	8	8
			% within Date of Foundation	0.0%	100.0%	100.0%
	Date of Foundation	1971-2013	Count	6	26	32
			% within Date of Foundation	18.8%	81.3%	100.0%
Total		Count	8	44	52	
		% within Date of Foundation	15.4%	84.6%	100.0%	
	Would you agree that your university has an active role within the local cultural offer and creative environment of the city					Total
				Disagree	Agree	
A7-3	Date of Foundation	1088-1900	Count	1	11	12
			% within Date of Foundation	8.3%	91.7%	100.0%
	Date of Foundation	1901-1970	Count	0	8	8
			% within Date of Foundation	0.0%	100.0%	100.0%
	Date of Foundation	1971-2013	Count	5	27	32
			% within Date of Foundation	15.6%	84.4%	100.0%
Total		Count	6	46	52	
		% within Date of Foundation	11.5%	88.5%	100.0%	
	Would you agree that your university has heritage sites of local interest.					Total
				Disagree	Agree	
A7-4	Date of Foundation	1088-1900	Count	1	11	12
			% within Date of Foundation	8.3%	91.7%	100.0%
	Date of Foundation	1901-1970	Count	0	8	8
			% within Date of Foundation	0.0%	100.0%	100.0%
	Date of Foundation	1971-2013	Count	10	22	32
			% within Date of Foundation	31.3%	68.8%	100.0%
Total		Count	11	41	52	
		% within Date of Foundation	21.2%	78.8%	100.0%	

	Would you agree that your university uses in promotion materials: appealing images and references to culture, heritage and city living.				Total	
			Disagree	Agree		
A7-5	Date of Foundation	1088-1900	Count	1	11	12
			% within Date of Foundation	8.3%	91.7%	100.0%
		1901-1970	Count	1	7	8
			% within Date of Foundation	12.5%	87.5%	100.0%
		1971-2013	Count	3	29	32
		% within Date of Foundation	9.4%	90.6%	100.0%	
	Total	Count	5	47	52	
		% within Date of Foundation	9.6%	90.4%	100.0%	
	Does your university have regular contact and partnerships with local tourism businesses?				Total	
			Yes	No		
A8-1	Date of Foundation	1088-1900	Count	9	3	12
			% within Date of Foundation	75.0%	25.0%	100.0%
		1901-1970	Count	7	1	8
			% within Date of Foundation	87.5%	12.5%	100.0%
		1971-2013	Count	19	13	32
		% within Date of Foundation	59.4%	40.6%	100.0%	
	Total	Count	35	17	52	
		% within Date of Foundation	67.3%	32.7%	100.0%	
	Does your university manage on-campus accommodation infrastructures within the hospitality and events business ? (e.g.: student halls, conference and theatre halls, museums)				Total	
			Yes	No		
A8-3	Date of Foundation	1088-1900	Count	8	4	12
			% within Date of Foundation	66.7%	33.3%	100.0%
		1901-1970	Count	5	3	8
			% within Date of Foundation	62.5%	37.5%	100.0%
		1971-2013	Count	15	17	32
		% within Date of Foundation	46.9%	53.1%	100.0%	
	Total	Count	28	24	52	
		% within Date of Foundation	53.8%	46.2%	100.0%	

	Does your university use specific references and images of local heritage and city life in promotion materials for international students?					Total
				Yes	No	
A8-4	Date of Foundation	1088-1900	Count	9	3	12
			% within Date of Foundation	75.0%	25.0%	100.0%
	Date of Foundation	1901-1970	Count	5	3	8
			% within Date of Foundation	62.5%	37.5%	100.0%
	Date of Foundation	1971-2013	Count	24	8	32
			% within Date of Foundation	75.0%	25.0%	100.0%
Total		Count	38	14	52	
		% within Date of Foundation	73.1%	26.9%	100.0%	
	Does your university use specific references and images of local heritage and city life in materials of international academic conferences?					Total
				Yes	No	
A8-5	Date of Foundation	1088-1900	Count	10	2	12
			% within Date of Foundation	83.3%	16.7%	100.0%
	Date of Foundation	1901-1970	Count	5	3	8
			% within Date of Foundation	62.5%	37.5%	100.0%
	Date of Foundation	1971-2013	Count	27	5	32
			% within Date of Foundation	84.4%	15.6%	100.0%
Total		Count	42	10	52	
		% within Date of Foundation	80.8%	19.2%	100.0%	
	How would you rate institutional relations between the university and the city council?-0					Total
				conflicting	collaborative	
A9-1	Date of Foundation	1088-1900	Count	1	11	12
			% within Date of Foundation	8.3%	91.7%	100.0%
	Date of Foundation	1901-1970	Count	1	7	8
			% within Date of Foundation	12.5%	87.5%	100.0%
	Date of Foundation	1971-2013	Count	2	30	32
			% within Date of Foundation	6.3%	93.8%	100.0%
Total		Count	4	48	52	
		% within Date of Foundation	7.7%	92.3%	100.0%	

	How important are these issues in town-gown relations?-University identity and heritage in the city.					Total
				Not important	important	
A10-1	Date of Foundation	1088-1900	Count	1	11	12
			% within Date of Foundation	8.3%	91.7%	100.0%
		1901-1970	Count	0	8	8
			% within Date of Foundation	0.0%	100.0%	100.0%
		1971-2013	Count	3	29	32
			% within Date of Foundation	9.4%	90.6%	100.0%
	Total	Count	4	48	52	
		% within Date of Foundation	7.7%	92.3%	100.0%	
	How important are these issues in town-gown relations?-Universities direct impact on local tourism business.					Total
				Not important	important	
A10-2	Date of Foundation	1088-1900	Count	1	11	12
			% within Date of Foundation	8.3%	91.7%	100.0%
		1901-1970	Count	0	8	8
			% within Date of Foundation	0.0%	100.0%	100.0%
		1971-2013	Count	2	30	32
			% within Date of Foundation	6.3%	93.8%	100.0%
	Total	Count	3	49	52	
		% within Date of Foundation	5.8%	94.2%	100.0%	
	How important are these issues in town-gown relations?-University internationalisation and city destination branding					Total
				Not important	important	
A10-3	Date of Foundation	1088-1900	Count	1	11	12
			% within Date of Foundation	8.3%	91.7%	100.0%
		1901-1970	Count	0	8	8
			% within Date of Foundation	0.0%	100.0%	100.0%
		1971-2013	Count	4	28	32
			% within Date of Foundation	12.5%	87.5%	100.0%
	Total	Count	5	47	52	
		% within Date of Foundation	9.6%	90.4%	100.0%	

	How important are these issues in town-gown relations?-University entrepreneurial potential beyond teaching and research (e.g.: as creativity incubators, campus tourism)					Total
				Not important	important	
A10-4	Date of Foundation	1088-1900	Count	1	11	12
			% within Date of Foundation	8.3%	91.7%	100.0%
		1901-1970	Count	0	8	8
			% within Date of Foundation	0.0%	100.0%	100.0%
		1971-2013	Count	7	25	32
			% within Date of Foundation	21.9%	78.1%	100.0%
	Total	Count	8	44	52	
		% within Date of Foundation	15.4%	84.6%	100.0%	
	How important are these issues in town-gown relations?-Expansion of the university campus					Total
				Not important	important	
A10-5	Date of Foundation	1088-1900	Count	1	11	12
			% within Date of Foundation	8.3%	91.7%	100.0%
		1901-1970	Count	0	8	8
			% within Date of Foundation	0.0%	100.0%	100.0%
		1971-2013	Count	6	26	32
			% within Date of Foundation	18.8%	81.3%	100.0%
	Total	Count	7	45	52	
		% within Date of Foundation	13.5%	86.5%	100.0%	

A11	How frequently does the city council sponsor university events? (e.g: festivals, celebrations, conventions)						Total
				Never	In very rare occasions (e.g: the university 100th anniversary)	Three times per year and more	
	1088-1900	Count	2	1	9	12	
		% within Date of Foundation	16.7%	8.3%	75.0%	100.0%	
	1901-1970	Count	2	3	3	8	
		% within Date of Foundation	25.0%	37.5%	37.5%	100.0%	
	1971-2013	Count	12	7	13	32	
		% within Date of Foundation	37.5%	21.9%	40.6%	100.0%	
	Total	Count	16	11	25	52	
		% within Date of Foundation	30.8%	21.2%	48.1%	100.0%	

	In what kind of tourism activities is your university engaged?-Heritage tourism (E.g.: university museums and buildings)					Total
				not participates	participates	
A16-1	Date of Foundation	1088-1900	Count	3	9	12
			% within Date of Foundation	25.0%	75.0%	100.0%
		1901-1970	Count	1	7	8
			% within Date of Foundation	12.5%	87.5%	100.0%
	1971-2013	Count	17	15	32	
		% within Date of Foundation	53.1%	46.9%	100.0%	
	Total	Count	21	31	52	
		% within Date of Foundation	40.4%	59.6%	100.0%	
	In what kind of tourism activities is your university engaged?-Events tourism (E.g.: academic festivals, sports festivals, conferences)					Total
				not participates	participates	
A16-2	Date of Foundation	1088-1900	Count	3	9	12
			% within Date of Foundation	25.0%	75.0%	100.0%
		1901-1970	Count	1	7	8
			% within Date of Foundation	12.5%	87.5%	100.0%
	1971-2013	Count	15	17	32	
		% within Date of Foundation	46.9%	53.1%	100.0%	
	Total	Count	19	33	52	
		% within Date of Foundation	36.5%	63.5%	100.0%	
	In what kind of tourism activities is your university engaged?-Social tourism (E.g.: activities for families and associations)					Total
				not participates	participates	
A16-3	Date of Foundation	1088-1900	Count	5	7	12
			% within Date of Foundation	41.7%	58.3%	100.0%
		1901-1970	Count	4	4	8
			% within Date of Foundation	50.0%	50.0%	100.0%
	1971-2013	Count	23	9	32	
		% within Date of Foundation	71.9%	28.1%	100.0%	
	Total	Count	32	20	52	
		% within Date of Foundation	61.5%	38.5%	100.0%	

	In what kind of tourism activities is your university engaged?-Scientific tourism (E.g.: activities for people with specific scientific interests conducted by academic experts).					Total
				not participates	participates	
A16-4	Date of Foundation	1088-1900	Count	3	9	12
			% within Date of Foundation	25.0%	75.0%	100.0%
		1901-1970	Count	2	6	8
			% within Date of Foundation	25.0%	75.0%	100.0%
		1971-2013	Count	18	14	32
			% within Date of Foundation	56.3%	43.8%	100.0%
	Total	Count	23	29	52	
		% within Date of Foundation	44.2%	55.8%	100.0%	

	In what kind of tourism activities is your university engaged?-none of the above				
				not participates	Total
A16-7	Date of Foundation	1088-1900	Count	12	12
			% within Date of Foundation	100.0%	100.0%
		1901-1970	Count	8	8
			% within Date of Foundation	100.0%	100.0%
		1971-2013	Count	32	32
			% within Date of Foundation	100.0%	100.0%
	Total	Count	52	52	
		% within Date of Foundation	100.0%	100.0%	

	Is it important for your university to have a specific communication strategy directed at these publics?					Total
				Not important	important	
A18	Date of Foundation	1088-1900	Count	0	10	10
			% within Date of Foundation	0.0%	100.0%	100.0%
		1901-1970	Count	0	7	7
			% within Date of Foundation	0.0%	100.0%	100.0%
		1971-2013	Count	2	17	19
			% within Date of Foundation	10.5%	89.5%	100.0%
	Total	Count	2	34	36	
		% within Date of Foundation	5.6%	94.4%	100.0%	

	Would you agree that the main reason for the engagement of the university in tourism promotion activities.- The decrease of state funding in Higher Education institutions.					Total
				Disagree	Agree	
A19-1	Date of Foundation	1088-1900	Count	2	8	10
			% within Date of Foundation	20.0%	80.0%	100.0%
		1901-1970	Count	2	5	7
			% within Date of Foundation	28.6%	71.4%	100.0%
		1971-2013	Count	8	11	19
		% within Date of Foundation	42.1%	57.9%	100.0%	
	Total		Count	12	24	36
			% within Date of Foundation	33.3%	66.7%	100.0%
	Would you agree that the main reason for the engagement of the university in tourism promotion activities.- The emergence of a market of Higher Education related services (E.g.: insurance companies, benchmarking agencies, university tourism operators)					Total
				Disagree	Agree	
A19-2	Date of Foundation	1088-1900	Count	1	9	10
			% within Date of Foundation	10.0%	90.0%	100.0%
		1901-1970	Count	4	3	7
			% within Date of Foundation	57.1%	42.9%	100.0%
		1971-2013	Count	5	14	19
		% within Date of Foundation	26.3%	73.7%	100.0%	
	Total		Count	10	26	36
			% within Date of Foundation	27.8%	72.2%	100.0%
	Would you agree that the main reason for the engagement of the university in tourism promotion activities.- Competition within Higher Education Institutions					Total
				Disagree	Agree	
A19-3	Date of Foundation	1088-1900	Count	0	10	10
			% within Date of Foundation	0.0%	100.0%	100.0%
		1901-1970	Count	3	4	7
			% within Date of Foundation	42.9%	57.1%	100.0%
		1971-2013	Count	4	15	19
		% within Date of Foundation	21.1%	78.9%	100.0%	
	Total		Count	7	29	36
			% within Date of Foundation	19.4%	80.6%	100.0%

	Would you agree that the main reason for the engagement of the university in tourism promotion activities- New strategies for lifelong learning through informal education.				Total	
			Disagree	Agree		
A19-4	Date of Foundation	1088-1900	Count	0	10	10
			% within Date of Foundation	0.0%	100.0%	100.0%
		1901-1970	Count	0	7	7
			% within Date of Foundation	0.0%	100.0%	100.0%
		1971-2013	Count	1	18	19
			% within Date of Foundation	5.3%	94.7%	100.0%
	Total	Count	1	35	36	
		% within Date of Foundation	2.8%	97.2%	100.0%	
	Would you agree that the main reason for the engagement of the university in tourism promotion activities - A need to open the university to new publics				Total	
			Disagree	Agree		
A19-5	Date of Foundation	1088-1900	Count	0	10	10
			% within Date of Foundation	0.0%	100.0%	100.0%
		1901-1970	Count	0	7	7
			% within Date of Foundation	0.0%	100.0%	100.0%
		1971-2013	Count	1	18	19
			% within Date of Foundation	5.3%	94.7%	100.0%
	Total	Count	1	35	36	
		% within Date of Foundation	2.8%	97.2%	100.0%	

	Would you agree that the main reason for the engagement of the university in tourism promotion activities - A change within university management culture					Total
				Disagree	Agree	
A19-7	Date of Foundation	1088-1900	Count	0	10	10
			% within Date of Foundation	0.0%	100.0%	100.0%
		1901-1970	Count	0	7	7
			% within Date of Foundation	0.0%	100.0%	100.0%
		1971-2013	Count	5	14	19
			% within Date of Foundation	26.3%	73.7%	100.0%
	Total	Count	5	31	36	
		% within Date of Foundation	13.9%	86.1%	100.0%	
	Would you agree that the main reason for the engagement of the university in tourism promotion activities.- City council policy					Total
				Disagree	Agree	
A19-8	Date of Foundation	1088-1900	Count	1	9	10
			% within Date of Foundation	10.0%	90.0%	100.0%
		1901-1970	Count	2	5	7
			% within Date of Foundation	28.6%	71.4%	100.0%
		1971-2013	Count	5	14	19
			% within Date of Foundation	26.3%	73.7%	100.0%
	Total	Count	8	28	36	
		% within Date of Foundation	22.2%	77.8%	100.0%	

Appendix 3. University of Exeter Business School Ethical Approval Form

**University of Exeter Business School
Ethical Approval Form: Research Students**

This form is to be completed by the research student. When completing the form be mindful that the purpose of the document is to clearly explain the **ethical considerations** of the research being undertaken.

Once completed, please submit the form **electronically and a signed hard copy** to Helen Bell at H.E.Bell@exeter.ac.uk. A copy of your approved Research Ethics Application Form together with accompanying documentation **must be bound into your PhD thesis**.

Part A: Background

Student name	Sara Brando Albino		
Supervisors names	Gareth Shaw (University of Exeter Business School); Eduardo Brito Henriques (University of Lisbon Institute of Geography)		
Title of thesis	Tourism in University cities: from the promotion of an image to the planning of spaces		
Date of entry	13. 10.2012	Status	FT/PT/Continuation
Start and estimated end date of the research	August 2013		
Aims and objectives of the research	<p>Taking into consideration the intrinsically mobile character of contemporary societies - as it is referred by Bauman (2006), Lefebvre (2004) and Hannam (2009) - university cities are part of the construction of representations of places as destinations of innovation and culture. They give origin to a chain of value, which is sustained in network relations in cities that host these institutions. On the following of this conjecture my primary research objective is to outline how the idea of the tourism society and world (Tribe, 2002) - as inscribed into the broad phenomenon of a society of movement and mobility (Hannam, 2009) has its replication on university-based settlements. The departure research question of this project is how universities have become places of tourism consumption.</p> <p>With the aim of studying the urban centers where universities have shown to play a leading role in the spatial configuration and economic development of cities, such as the cases of the historical cities of Cambridge (Maintland, 2006) and Coimbra (Santos, 2009; Fortuna, 1995), the question of what defines a university city must be made. This phenomenon is visible on the planning strategies from both Universities and cities that host these institutions. Considering the fluid and interdependent character of globalized societies and places, the following inquiries came through when applied to universities as study cases: - How can we identify tourism-related practices in universities?; - How universities have become permeable to external influences thus being affected by a tourism society?</p> <p>Subsequently, the research objectives are:</p> <ul style="list-style-type: none"> - To discuss how universities are affected by actions of tourism business enhancement and tourism planning by local governments; - The motives that lead universities to adopt discourses and 		

	<p>actions which are conducive to tourism activities</p> <ul style="list-style-type: none"> - To study the process of objectification of universities as consumable tourism places. - The discussion of planning and development of tourism actions as a response to a demand created by policy factors which indirectly create tourism consumption.
Please indicate any sources of funding for the research	Foundation for Science and Technology (FCT-MEC) – Portuguese Ministry of Education and Science

Part B: Ethical Considerations

Describe the methodology that will be applied in the project (no more than 250 words)	<p>The dissertation explores the issues of urban planning and development, organizational response of institutions, destination branding and mobility of people, which find place within the scientific areas of human geography, management and marketing. The multi-method approach to two selected case studies is being applied. The case studies are the cities of Lisbon and Exeter.</p> <p>The research aims to make a triangulation of research methods, combining qualitative and quantitative instruments of analysis. From the exploratory ethnographic fieldwork, which gave origin to the research questions, to the methods that allowed identifying variables for analysis of the research problem. The research methods being used are: spatial analysis, semi-directive interviews, closed questionnaires and semiotic analysis of branding communication imageries and policy documents.</p> <p>The methods take into consideration, the ontological nature of tourism, having in mind the need to transfer knowledge from academic research to the private and public sphere. The importance of the ability of this research to cause an impact on the understanding of the flexible nature of universities and their incidence on cities, in a way to provide a future point for action within these organizations and policy agents, has been one of the key concerns in choosing a triangular combination of methods: focused on the analysis of image, space and policy as tools to understand and answer the research problem.</p>
---	--

Describe the method by which you will recruit participants and gain their informed consent. If written consent will not be obtained, this must be justified.

[Note: Please attach a copy of any Information Statements and Consent Forms used, including translation if research is to be conducted with non-English speakers]

Phase one of the research has already commenced in the Portuguese context, before I transferred to the University of Exeter. In this section I first present the research that has already taken place. Secondly, I outline the procedures that will be followed in semi-structured interviews. Thirdly, I outline the procedures for administering a survey.

In phase one, respondents have already been identified through contacts made within the exploratory phase of research, where participant observation in university internationalization activities occurred, through ethnographic reporting within 4 events that occurred between May 2010 and May 2012. These events corresponded to four areas of university internationalization: strategic planning and management; student recruitment; research and teaching; marketing and entrepreneurship, network creation.

The aims of the research will be explained to insider respondents. These respondents identified colleagues in management positions that could be interviewed and made further contacts with other relevant respondents.

Second, semi-structured interviews will occur in Lisbon and in Exeter to relevant respondents in university and Higher Education policy and city planning. The informed consent will be obtained in written form and sent by e-mail before the interview occurs or delivered on the day of the interview. The full transcription of the interview and the results of the research will be shared with all the involved respondents. The web link with the access to the full thesis will be sent to the institutions.

Third, the questionnaire-surveys are applied within the Russell Group Universities in the UK and the CRUP Universities in Portugal. Pilot surveys, will be applied to five universities in Portugal and five universities in the UK.

The contacts from the Universities of the Russell Group and CRUP Universities to whom the questionnaires are sent are public and are available at the public relations offices from these institutions. The action-research exploratory fieldwork gave a tacit knowledge on university structures and contacts.

The respondents will be informed on the nature of the research. The questionnaire document has on its structure a paragraph regarding the informed consent, with information regarding the confidentiality of data and anonymity of the surveyed institution. The results from the survey will be sent to the respondents, as well as the web link

	to the full thesis.
<p>Will there be any possible harm that your project may cause to participants (e.g. psychological distress or repercussions of a legal, political or economic nature)? What precautions will be taken to minimise the risk of harm to participants?</p>	<p>There is no possible harm that the project may cause at the psychological level.</p> <p>Though the study reflects how policy has or not repercussions on space planning and promotion of universities and cities, therefore the respondents from interviews and questionnaires must be conscientious of their authority and openness to share their views on the subject. All data will be confidentially treated in the sense that the text will not name specifically the respondents interviewed at the institutions. The respondents may withdraw from the research at any stage. For this reason, the multi-method approach is being used to support the analysis of defined case studies. Semiotic analysis of institutional promotional materials, and public access data from national sources, such as campus maps and statistics is also used to support research and construct maps of university expansion and assets.</p>
<p>How will you ensure the security of the data collected? What will happen to the data at the end of the project, (if retained, where and how long for)?</p> <p><i>[Note: If the project involves obtaining or processing personal data relating to living individuals, (e.g. by recording interviews with subjects even if the findings will subsequently be made anonymous), you will need to ensure that the provisions of the Data Protection Act are complied with. In particular you will need to seek advice to ensure that the subjects provide sufficient consent and that the personal data will be properly stored, for an appropriate period of time.]</i></p>	<p>All the information gathered from the interviews and questionnaires will be locked at the university premises, at the PhD room locker and will be stored at the university server file. The laptop from the University is encrypted.</p> <p>The respondents interviewed will have code names, and the files stored with the interview transcriptions will be labelled with these codes, in order to guarantee the anonymity.</p> <p>The project does not involve, personal data from living individuals, since is accessing university behaviour and town-gown relations in relation to tourism mobilities caused by the presence of internationalized higher education institutions in cities. The data is stored until the research project has been fully disseminated in the thesis, academic papers and conferences. The financing institution requires the researcher to archive the data safely for a period of two years after the submission of the thesis. Following this period, the questionnaires, recordings and transcriptions from the interviews will be destroyed.</p>

Part C: Ethical Assessment

Please complete the following questions in relation to your research project.

	yes	no	n/a
Will participants' rights, safety, dignity and well-being be actively respected?	x		
Will you describe the main details of the research process to participants in advance, so that they are informed about what to expect?	x		
Will you tell participants that their participation is voluntary?	x		
Will you tell participants that they may withdraw from the research at any time and for any reason?	x		
Will confidentiality be appropriately maintained at all stages of the project, including data collection, storage, analysis and reporting?	x		
Will any highly personal, private or confidential information be sought from participants?		x	
Will participants be involved whose ability to give informed consent may be limited (e.g. children)?		x	
Will the project raise any issues concerning researcher safety?		x	
Are there conflicts of interest caused by the source of funding?		x	

Please provide any additional information which may be used to assess your application in the space below.

The project is being conducted under the framework of a co-tutelle PhD agreement. Both supervisors are primary.

Part D: Supervisor's Declaration

As the supervisor for this research I can confirm that I believe that all research ethics issues have been considered in accordance with the University Ethics Policy and relevant research ethics guidelines.

Name: Gareth Shaw

(Supervisor at the University of Exeter)

Signature: 

Date: 15 Oct. 2012

Part E: Ethical Approval

Comments of Research Ethics Officer
and PGR Management Board.

*Risks are considered and possible
impacts minimised.*

*[Note: Have potential risks have been
adequately considered and minimised
in the research? Does the significance
of the study warrant these risks being
taken? Are there any other precautions
you would recommend?]*

This project has been reviewed according to School procedures and has now been approved.

Name: *A. R. BAILEY*

(Research Ethics Officer)

Signature: *A. R. Bailey*

Date: *17-10-2012*

Informed Consent Form for Non-disclosure of interviews and data treatment safeguard

Informed Consent Form to be supplied to all participants

INFORMED CONSENT FORM
University of Exeter Business School
Research on university cities and tourism mobilities

Thank you for participating in a study concerning how universities are affected and respond towards tourism mobilities. The study is being conducted from November 2012 to January 2013 by the Doctoral Candidate from the University of Lisbon Institute of Geography and University of Exeter Business School, Sara Albino (spb211@exeter.ac.uk).

Please know that:

- Your participation is voluntary.
- Your answers will be kept strictly confidential
- Any information that identifies you and your organization will be anonymised.
- All the information will be stored securely
- You are free to withdraw from the interview at any time
- You are free to refuse to answer questions
- You will be provided with the findings of this study after it is completed

If you are willing for this interview to be recorded for ease of transcription, please check the box

I have read and understand the above and consent to participate in this study. My signature is not a waiver of any legal rights.

Participant's Signature

Date

Researcher's Signature

Date

If you should wish to withdraw from this research and remove your data from the project subsequent to this interview, please contact Sara Albino at the above contact email address and quote the reference **01**.

Appendix 4. Interview guides

Table 0.10 - Interview guides for University-City Relations Policy Makers (Source: Author)

Guide 1 - Semi-structured interview University Policy Makers	Guide 2 - Semi-structured interview City Council Policy Makers
<p>Topic 1 – University internationalization and city branding</p> <p>Q1. What are the aspects of internationalization that the HEI attributes more relevance?</p> <p>Q2. Does the university perceive its internationalization as an influence in the overall image of the city?</p> <p>Q3. Can this city be considered a university-city?</p> <p>Q4. Do you believe that the images of the city in communication materials targeted at the international publics of the university contribute to enhance the city profile?</p> <p>Topic 2 – Town-gown relations, university-city identity and tourism impact</p> <p>Q5. Could you describe the relation of the HEI with the city over the years? Did it change and why?</p> <p>Q6. Did the reports of the economic impact of the University have an influence on the local urban marketing / tourism strategy over the past decade?</p> <p>Q.7. Within local policy initiatives and university engagement, are there moments and documents of reference in University-city relations?</p> <p>Q8. What are the main challenges in town-gown relations especially in relation to the joint building of a branding strategy?</p> <p>Topic 3 – Tourism activities on campus facilities</p> <p>Q.9. Although the University is a non-profit organization, does the HEI engage in entrepreneurial actions in order to enhance the HEI revenue beyond teaching and research?</p> <p>Q.10. When did your University start to consider tourism as an activity and to bridge university branding connections with the city policy? Are these actions connected to leisure and tourism planning or to further education practices?</p> <p>Q.11. Can you specify what are the main reasons for university engagement in activities which maximise the use of the campus facilities?</p>	<p>Topic 1 – Town-gown relations, university-city identity and tourism impact</p> <p>Q1. Does the existence of HEIs shape the identity of the city?</p> <p>Q2. Do you consider this city to be a Student's city?</p> <p>Q3. Does the presence of the HEIs have a clear impact on local tourism?</p> <p>Q4. To what extent does the presence of HEIs influence city policy on place branding strategic planning?</p> <p>Q5. Do the local universities have an entrepreneurial role within the city beyond teaching and research, such as city partners in the tourism and conventions industry?</p> <p>Q6. How would you describe town-gown relations within the city and how have these relations evolved during the years?</p> <p>Q7. What are the main challenges in town-gown relations?</p> <p>Topic 2 – Place Branding policy for international and domestic students</p> <p>Q8. Do you think that university internationalization has affected city living? In what way? What are the problematic issues arising from the HEIs presence at the city? e.g.: Host-visitant encounters, gentrification processes, expansion of the university campus and student accommodation blocks.</p> <p>Q.9. Is it strategic to have a specific communication plan of the city directed at the international academic community?</p> <p>Q10. Can we talk on the existence of consultancy procedures near the local HEIs for gathering information on the international community for policy reasons? E.g.: student support, leisure activities, discounts on transportation and museums.</p> <p>Q.11. Can you specify what were the main reasons for the City Hall engagement in branding activities which maximise the use of the image of local Universities? (e.g.: Reed Hall, Exeter Events, British consortium of University Accommodation)?</p>

Table 0.11 - Interview guides for Senior Executive Administrators working with University-City Tourism and Branding contexts (Source: Author)

Guide 3 - Semi-structure interview University Administration Professionals (Communication and External Relations)	Guide 4 - Semi-structure interview City Council Administration Professionals (Destination Marketing Organisations)
<p>Topic 1 – University internationalization and its role in city branding</p> <p>Q1. What is the weight of the internationalization factor in the corporate branding of the University?</p> <p>Q2. Is there a connection with the development of a joint place brand in the city? In what aspect within co-creation or as part of network?</p> <p>Q3. What are the attributions of the University Services (ex: external affairs and events, communication office) in respect to this?</p> <p>Q4. Do you work together with other HE institutions in the promotion of the city? Where and how?</p> <p>Topic 2 – Operationalization of branding activities at the University level</p> <p>Q5. How does it work at the organizational level?</p> <p>Q6. Are there bridge people with the city council?</p> <p>Q7. What are the main activities or does it only function at the subliminal level (written materials and university promotion channels)</p> <p>Topic 3 – Tourism activities on campus facilities and external promotion with the City DMOs</p> <p>Q.8. How do you connect the tourism activities on campus and the policy for visitors with the city brand and local heritage?</p> <p>Q9. Do you participate in Tourism Promotion and Convention Bureaus Fairs and events?</p> <p>Q10. What are the main difficulties of these actions in relation to the other missions of the University? Is there a conflict with teaching and research as well as with specific strategies and culture from Faculties/Colleges?</p> <p>Q11. Is it possible for you to provide me support materials on your activities related to the city policy and place branding construction?</p>	<p>Topic 1 – City branding and the role of universities</p> <p>Q1. Does the presence of multiple HEIs have a clear impact on local tourism and contact with the DMO? In what particular aspects?</p> <p>Q2. Are also considered VFR mobilities and alumni for local tourism promotion purposes and city policy?</p> <p>Q3. Does the presence of HEIs influence the urban marketing strategic plan? What are the main difficulties in reaching the target university publics as city consumers?</p> <p>Q4. Do all public Universities equally cooperate within the City Council common goals for place branding or are there defined partners?</p> <p>Topic 2 – Tourism activities on campus facilities and external promotion with the City DMOs</p> <p>Q5. Do you provide publicity support to the Universities tourism activities on campus? Such as on-campus hotel and B&B accommodation, university museums, theatre halls and conference facilities?</p> <p>Q6. Via what channels? Is it possible to provide some support materials to support the research?</p> <p>Q7. Does the University pay a membership fee for these services?</p> <p>Q8. What are the main challenges in town-gown relations as marketing and branding executives?</p> <p>Topic 3 – Operationalization of branding activities with the Universities as stakeholders</p> <p>Q9. Can we talk of an umbrella brand to the city that also takes in account the university segment?</p> <p>Q10. What has been the role of local universities in the planned branding strategy? So, are we talking of co-creation branding strategy or of network relational branding?</p> <p>Q11. At the University level who are the main bridge-people working in the joint branding campaign?</p>

Appendix 5. Interview results - 1st cycle coding of interviews – locutions

Table 0.12 - Table of initial coding lines taken from interviews. * In these two case-studies both City Councils are responsible for the local place marketing and branding strategies although they are interconnected with the regional tourism board strategies (Source: Author)

1 st cycle interview coding / locutions		
Case-study university-cities	University respondent	City Council respondent*
Civic university-city	Aveiro	<ul style="list-style-type: none"> - Centralization of tourism and branding strategy at City Hall - Recent plan to join tourism to university sphere in institutional strategy due to internationalization - University as major local employer and provider of human resources in the regional industry and services - City dependent on local HEIs community - Brand strategy - city of events and innovation sustained on university externalities - Collaboration dependent on university leadership flows/turns - High level of informality in university-city institutional relations - Bring student-life to city centre - University internationalization priority to city living - Collaboration in university tourism architecture and salt production routes - Collaboration in promotion of immaterial heritage - Long-term collaboration at joint EU projects on heritage and science promotion (more than a decade) - Plan to bring student liveability to city centre - Regional level collaboration with university as stakeholder (summer academy, transports, mobility, tourism)
	Exeter	<ul style="list-style-type: none"> - Centralization of tourism and branding strategy at City Hall - University formal representation at Municipal Council / formality in collaborative relations - Previous generalist tourism strategy Vs New vision alumni as city visitors (since April 2013) - Focus on inward investment – due to students and VFR consumption - Application for Exeter as Science City - University economic impact in Devon - Focus at one day-visits - Clear role of university in promoting the city since 2012 (new website) - Clusters as a safe city and quality of life place - Collaboration with University in promoting meetings/conferences - Collaboration in promoting University Heritage - University as main conference amenity with their professional staff - Profit with student's holidays in events - Self-funding university - Open campus for city visitors: botanical garden tours, sculpture walks, theatre, Bill Douglas Centre.

Table 0.13 - Interview locutions from interviews to University administration respondents at the City of Lisbon (Source: Author)

Case-study cities		1 st cycle interview coding / locutions		
		University respondent n.1	University respondent n.2	University respondent n.3
Metropolitan university-city	Lisbon	<ul style="list-style-type: none"> - The merger is a step for new corporate branding - There is a problem with the future university - lack of a university generation in the city - It shall take years to unify the image of UniverCity - Challenge to transform the scattered new university in a university of the City - “frequent meetings with the City Hall: from the place branding issue to urban planning matters”. - Lack of concerted strategy with strong divulgation at the City - The Erasmus City is a project slowly being developed at universities - The tag “Erasmus City” is mostly worked by student support associations in Lisbon - the brand “UniverCity” is registered by us - The new university project is reinforcing the power relations - Challenge of students to commute between <i>campi</i> - Physical mobility issues - “Each HEI competes individually but the image of the city is promoted through this competition” - “The Lisbon MBA” excellent example of place branding allied to corporate branding - Vertical student mobility versus horizontal mobility - University Communication strategy not completely aligned with Faculty strategies and international strategy - Focus on Portuguese speaking world prospective students - New framework of third country students outside E.U. - “170 000 students in Lisbon are 170 000 consumers” - Higher consumption capacity of non-European students. - Aim to recover University Heritage for tourism purposes - Different context of the USA where the “University is the city”, a walking tour at the open campus -Residences do not generate profit 	<ul style="list-style-type: none"> - “City Hall has an image repository we use for promotion” - Images of nearby beaches and the city are very present in materials - Surf Summer Course - Safe-city to reassure prospective students - Asian publics are a focus - Portuguese speaking countries - The website presents the city to prospective students - Links to hospitality sector - No internal structure of accommodation for foreign students - concern on costs - Investment for short-coming results - Language courses with cultural visits - “Infopack” about Lisbon and Portugal - Different information according to international target publics - Emphasis on city characteristics - The Vice-Chancellors and Rectors are bonding figures to the City strategy - Decentralization of Colleges is a challenge for a unified strategy - The communication office is bonded to external relations department - no professionalization of leisure activities on campus – punctual activities - Formal top-down structure - Support service to a decentralized structure - “Routes of Science” project - “The Summer in T...” project - Connection to society through educational activities - Lack of understanding of University students reality by the City Council - Link to City Tourism office in conferences - Colleges organize city tours and trips for inside community -Residences do not generate profit 	<ul style="list-style-type: none"> - Small HEI = Highly dependent on city image - The City Hall communicates in separate with various stakeholders - Collaboration as feedback to City Hall own initiatives – content advisers - “Lisbon Erasmus City” not really working - No expectations from the City Hall - Lack of permanent contact - Disaggregated contacts with City Hall - Growing number of foreign students - High investment in recruitment - Lisbon brings attractiveness to HEI - Lisbon as the selling item - Sun, beach and surf - Visual image connected to the country - Main student motivations connected to leisure - Use of city hall image depository - Use of texts from “Turismo de Portugal - “Word of mouth” connected to HEI reputation - Stronger representation in University Fairs – Canada, Brazil, USA, China - Wide use of social media - Use of newspaper cover pages - Merchandising with City promotion references - Brochures with city lifestyle, heritage, culture, leisure and sports, references as an objective item in conference materials - Brochures with city lifestyle, heritage, culture, leisure and sports, references as an objective item in student recruitment materials. - “destination always” - institutional films with clear city destination items - Focus on student integration activities (excursions, buddy system, dinner parties, surf classes, language courses) - Summer Courses ally study to tourism experiences in the city - Several target publics in Summer Courses - Focus on study and holiday destination in Summer - Residences do not generate profit

Table 0.14 - Interview locations from interviews to University administration respondents at the City of Lisbon (Source: Author)

Case-study cities		1 st cycle interview coding / locutions		
		University respondent n.1	University respondent n.2	University respondent n.3
Metropolitan university-city	Glasgow	<ul style="list-style-type: none"> - University and City alignment in destination marketing and branding. - The university architecture is a symbol of the city - To fight isolation of university in city affairs - It was not enough to be a 15th century university - “Glasgow with Style: Studying with Style” - Evolving new strategy as dependent on leadership and previous outputs. - New content of university promotion as a result of new leadership. - Emphasis on excellence and civic role of university heritage and culture. - Disagreement with sensationalism in university marketing linked to place branding. - Lonely Planet was a “mistake” - Political moves approach university and Marketing bureau - Until 2006 there was not a strategy connecting the university to the city. - The University sells its heritage and culture in brochures for conferences and prospective students. - Collaboration with the City Marketing Bureau in big scale conventions - Problem of objectification of the university - Civic tourism in university premises – at museums and botanical garden - Niche tourism publics - New effort to concentrate in university excellence as primary in image and not city - Tourism behaviour shall not be explicit in student recruitment materials in opposition to events 	<ul style="list-style-type: none"> - The three universities of Glasgow have their own strategy. - “We are in the middle of the City, so we want to promote the city” - The international profile of the universities is interlinked in Glasgow. - It is about cooperating to generate awareness of the city. - Working with the city marketing bureau to generate a positive image for the city. - Challenge about industrial city image and weather - Complementary two stage approach from us and the CMO: to arise the city awareness to then come with the offer. - It essentially profiles the University of Glasgow in the context of the city. - There is a collect for the HEIs working together to face the popularity of Edinburgh. - Difficulties: St. Andrews experience and brand. Edinburgh internationally is far high (festival, castle, royal family, romantic image). London is the absolute magnet for students. - So we are entrepreneurial on the way we approach the marketing of the city. - “Strong link between tourism and conferences offered at university... so we work close with the CMO to host important meetings” - Weak link between tourism and study because we are looked for our quality of teaching and engineering practice. - Strong link between tourism and conferences. - Our campus is not the most attractive, so we must appeal to the city - The students invest in education and life experiences. - Highlight Glasgow as part of the E.U - Glasgow as a city of students - “Glasgow is more boisterous... more parties... trying to take that message to potential students” 	<ul style="list-style-type: none"> - The institution is a landmark of Glasgow - Connected to the City Marketing Bureau - In a long-term institutional relation - Political moves approach university and Marketing bureau - Workgroup of local HEIs - The image of the HEI projects Glasgow worldwide - Definitely has a role in tourism - Management of tourism visits and products through the HEIs enterprises - Professional Marketing and Communication services - Guided Tours - Divulcation in media channels - New visitor centre to answer to demand - Profit reinvested in heritage and maintenance - Collaborative approach since Glasgow Capital of Culture - Use and references of city culture in materials to prospective students - Challenge about industrial city image and weather - Reinforce positive city image - Workgroup on Mackintosh heritage in the city. - To promote the City through the university design production. - Host-Tourist conflict in premises - Tourism as a business at the premises - Clear defined brand strategy - Participation in city branding as stakeholder - Glasgow the vibrant city - New focus on inhabitants of the city and connection with communities - Evolving brand of university-city relations - Cultural marketing is strong in our context - Difficulty of different messages to various publics but there is an underling strategy - Long-term vision and positioning - We are the most competitive HEI in our field due to evolving organizational policies and struggling

Table 0.15 - Interview locutions from interviews to City Council respondents at the Cities of Lisbon and Glasgow (Source: Author)

		City Hall respondent	CMB respondent (City Marketing Bureau)	
Metropolitan university-city	Lisbon	<ul style="list-style-type: none"> - “Erasmus City” strategy - Idea of “UniverCity” from local influential Rector - Lisbon “Start-up City” - Largest university-city in Portugal - Commitment between public universities and City Hall. - Collaborative promotion initiatives - Target to increase international students - University-city in the sense of number of students - HEIs as anchor institutions of the city - Lisbon as student destination - Dimensions: location, quality of life, culture and leisure - Partnership with Foundations that work with international student mobility/education - Lisbon assets: safe city, quality of life - Problems in coherence of city promotion strategy - Problems of communication channels between City Hall and University despite collaboration. - Target groups – USA and European students - 10 reasons to study in Lisbon: “Lisbon Experience” project - Joint participation with universities in leading international educational fairs. - Universities as city promoters at international level - Reputation of city as choice factor allied to education rankings. - City Hall talks with rectorate at strategic level - Top-down approach - Academic association of Lisbon is an important player - Contents of city promotional materials revised by local stakeholders (e.g.: HEIs, student associations) - Domain of tourism connected to overall strategy - Segmented strategy in accordance to publics 	Glasgow	<ul style="list-style-type: none"> - Universities are the city brand consultants - Because Universities shape the city - Students have a big impact on local economy - Students have a role in place attractiveness - Universities have a key role in destination image - Indicative of a city of the future - Indicative of investment in ideas and creativity - Segmented strategy in accordance to publics - Working close with student recruitment - Connection of Universities and Chamber of Commerce. - Involvement of Universities in city brand architecture in specific sectors - Ambassador program – academics as leading academic experts with a role in attracting conventions to the city. - Glasgow the place for conventions - “we weave the universities in every aspect” - At the Economic Leadership Board, tourism partners and universities work together in definition of target publics. - Role of the CMO to help university positioning - “we are rocking on attracting Universities VFR in events” - GradFEST - The graduation event is a collaborative university-city event that brings thousands of VFR to Glasgow - Students leave as city ambassadors - “Universities are tourist attractions in their own right” - The cloisters of the University of Glasgow and the Glasgow School of Art are the city’s major attractions - The Universities are a source of civic tourism - Free entrance in most museums and parks of HEIs are part of the civic environment of university-city relations

Table 0.16 - Interview locutions from interviews to University administration respondents at the Cities of Coimbra and Oxford (Source: Author)

		University respondent	University respondent	
Historic university-city	Coimbra	<ul style="list-style-type: none"> - New strategic vision open to the exterior - Active place branding involvement - Surpass university budget limitations - Promotion of University in tourism fairs – Coimbra as a tourism destination - University open to tourism within UNESCO status - Charing world heritage perspective to the public - Heritage sustainability and maintenance issues - Meetings and events business as a revenue source - Special visiting prices for conference attendants at the city. - New tourism office/division project - Professionalization of tourism services - Surpass limitation of tourism only at the campus - Open collaboration with the City Hall and Regional Tourism Bureau - Focus on city level tourism - Connection between the university with other heritage assets nearby and in the region. - Connection with the local hospitality agents - Connection with local transport agents - Connection with tours and cultural animation agents - inclusion of the university in “tourism packages” - the creation of a discount card did not work - campus visiting prices at the level of European heritage tourist attractions - Targets: of alumni, new international students with family connections to Portugal, senior tourism, cultural and garden tourism - Change of language in university promotion – more images - Product for Erasmus students and VFR – city and region visiting pass - “we are working on an invitation to VFR tourism to the university, the city and its region” - residence halls not open to hospitality business - summer students occupy student halls - national students composition has changed - international students and researchers are a focus - academic vision - the university symbolism has a huge power - the university has huge political power - Tourism seasonality dependent on academic calendar - Tourism high season in town – September, March, April, May - Mostly excursion tourists: 60% of university visitors comes through agencies - Use of circuits suggested by Tourism course students - Rigid organizational structure - Lack of attractive merchandizing - Communication services outsourcing - Many technical human resources at the university but lack of specialization problem 	Oxford	<ul style="list-style-type: none"> - University of Oxford is a world-wide brand - The University is the city brand and brings local resentments - Tourism became a twitchy subject - “complex town and gown issue that is still present”. - Growing acknowledgement of HE market competition in the UK and abroad - Participation in prestigious HE fairs - University annually instructs red and blue coat tour guides on information to give - Academics afraid that tourism development undermines education quality - The University developed materials for visitors: Explorer’s Guide to Oxford leaflet; the Official Guide to the University; web app for visitors - Collegial system with legal autonomy - Each college has a political and external/public relations strategy - Colleges and departments have own agreements with tourism marketing and hospitality agencies - Christ Church is the example of professional organized tours - Some colleges with Bed & Breakfast accommodation and Conference services - Tourism helps to sustain the heritage maintenance - Constant outreach activities at the museums - Oxford “Open Doors” project with Colleges - Joint work with the Council at the culture activities level and museums - Problem of University’s Museums recognition as part of the University by locals - “Oxford is different from any other university in the world, apart from Cambridge.” - The central communication office does the University wide communication; - Central communication office advises colleges on University brand policy and reputation - City Tourism Survey about reasons to visit Oxford indicate the University - Films and TV series at the University and City increase the discourse and curiosity on the University. - Leading green spaces in Oxford belong to the University - The University moulds the cultural and liveable city landscape - Issues of capacity of residents and visitors on local transports - Issues of security/ pickpocketing in crowded areas - Local DMO and Conference Oxford works with affiliated Colleges.

Table 0.17 - Interview locutions to City Hall and DMO tourism administration respondents from the Cities of Coimbra and Oxford (Source: Author)

		City Hall respondent	DMO (Destination Marketing Organization) respondent	
Historic university-city	Coimbra	<ul style="list-style-type: none"> - Political proximity to the University - UNESCO status reinforced collaboration - “Queima das Fitas” event brings collaboration - Other stakeholders beyond the university - City of Health - City of Lovers, Literature, Music and Arts – Ines de Castro and D. Pedro story, D. Luis de Camoes, Machado de Castro sculptures, Fado. - Destination image dependent of university - University independence in promoting their tourism products - Increasing approach of the university - Increasing interdependence - City needs to solve academic seasonality problem - Promotion in events and heritage tourism - Target to increase stays in the city - International students are both short-term and long-term consumers. - Relevance to the University status as a UNESCO world heritage site - Growth of University local political influence - Joint University and City agenda – Agenda7Coimbra - “Endlessences” city tours – one about academic traditions - Cooperation with the University of Coimbra’s Tourism Office - Multiple-stakeholder problem at university at medium administration level - University with its own tourism program - City Hall as a University promoter 	Oxford	<ul style="list-style-type: none"> - Oxford brand is subject to the idea of status, privilege, excellence and tradition. - Most of visitor attractions in Oxford belong to the university City image indissociable from University of Oxford - Resilience to the matter of tourism - An internal identity fight at the University - Issues of colleges sustainability and mass tourism - Organized visits at university colleges as response to the 1969 student strike - Colleges started organizing visits since early 1970’s - Colleges are autonomous - University colleges have their own tourism materials - Privilege of visit to College heritage - “We don’t refer the tourism word” - “We say sites of visiting interest” - No real joint collaboration between the DMO and the - Town and Gown issues - The main issue is one of shared power with the City due to influential alumni - Various agents writing tourism texts on the University - Tourism of secondary students in language courses - The DMO is a private entity - Some University of Oxford Colleges are our members and pay for their specific promotion - College museums are research establishments - Requirement to pertain a civic engagement - Entrance at Colleges open to visits subject to daily academic calendar – visits are always different - The DMO organizes tours to the university heritage - Prospective students come to these visits - Licensed guide-Interpreters have information briefings by the University - the connection within the university-city spheres is limited to its domains

Appendix 6. Materials used in content analysis

Table 0.18 List of Materials used for content analysis provided during the interviews (Source: Author)

N.	University	Type of support material	Title	Date of edition	Publisher
1	Aveiro	Paper book	A tour guide to Santiago Campus	2009	Universidade de Aveiro
2	Aveiro	Brochure	Do sapal se fazem marinhas de sal	N/A	Minerva
3	Aveiro	Brochure	Mapa, factos e numeros	2012	Universidade de Aveiro
4	Aveiro	Brochure	International Student Exchange – Universidade de Aveiro	N/A	Universidade de Aveiro
5	Exeter	Paper book	University of Exeter - A Sculpture walk on the Streatham campus	1998	University of Exeter
6	Exeter	Paper book	A self-guided tour of the University of Exeter's Estate	2004	University of Exeter
7	Exeter	Paper book	International Exeter	2013	University of Exeter
8	Exeter	Paper book	The economic impact of the university of Exeter	2013	Oxford Economics
9	Exeter	Paper book	Study in Exeter	2013	University of Exeter
10	Coimbra	Tour guide	A Universidade de Coimbra – uma visita a partir do paco das escolas Official Touristic itinerary	2006 (1st edition)	Universidade de Coimbra
11	Coimbra	Magazine	Rua Larga – revista da reitoria da Universidade de Coimbra	n.32, Maio 2011	Universidade de Coimbra
12	Coimbra	Magazine article	Coimbra – City of Knowledge	February 2013	TAP Portugal
13	Coimbra	University Journal	Universidade, um passado com futuro	2011	Revista da Faculdade de Letras – Universidade de Coimbra
14	Coimbra	Digital document http://candidatura.uc.pt/en/	University of Coimbra – UNESCO World Heritage Site application	2013	Universidade de Coimbra
15	Lisboa	Brochure	Universidade de Lisboa	2012	Universidade de Lisboa
16	Lisboa	Map/Brochure	100 Locais – Percursos na Universidade	2011	Universidade de Lisboa

17	Lisboa	Paper Book	Massa Critica	2013	Universidade de Lisboa
18	UTL	Compact Disc	UTL em Numeros	2012	Universidade Tecnica de Lisboa
19	UTL	Brochure	Cooperacao e Desenvolvimento	2012	Universidade Tecnica de Lisboa
20	UTL	Website page (seized to exist post the merger)	Estudar na UTL	2013	Universidade Tecnica de Lisboa
21	ISCTE-IUL	Postcard	ISCTE Summer School	2012	ISCTE-IUL
22	ISCTE-IUL	Brochure	International Master in Asian Studies	2012	ISCTE-IUL
23	ISCTE-IUL	Webpage http://iscte-iul.pt/en/internacional/Study_at_ISCTE-IUL/Admissions.aspx	Study at ISCTE-IUL	2013	ISCTE-IUL
24	GSA	Brochure	The GSA Tours	2013	Glasgow School of Art Enterprises
25	GSA	Paper Book	The Glasgow School of Art	2012	Glasgow School of Art Enterprises
26	GSA	Digital document http://www.gsa.ac.uk/media/845768/2343_gsa_prospectus_14-15_digital_arch_lower_02.pdf	The Glasgow School of Art Undergraduate Magazine	2013	Glasgow School of Art
27	Glasgow	Brochure	Travel Guide	2012	University of Glasgow
28	Glasgow	Paper Book	Study in Glasgow	2011	Lonely Planet / University of Glasgow
29	Glasgow	Brochure	The Hunterian – What’s on	2013	University of Glasgow
30	Strathclyde	Magazine	Strathclyde People	2012	University of Strathclyde
31	Strathclyde	Webpage http://www.strath.ac.uk/about/heritage/cityofglasgow/	City of Glasgow – “Study with Style”	2013	University of Strathclyde
32	Strathclyde	Brochure	A Leading International technological University	2013	University of Strathclyde
33	Oxford	Map	Explore the University of Oxford – free official map	2011	University of Oxford
34	Oxford	Paper book	University of Oxford the - Official Guide	2011	University of Oxford
35	Oxford	Paper book	Oxford in Brief 2012	2012	University of Oxford
36	Oxford	Policy report	University-Community relations - A vital partnership	2009	University of Oxford

Table 0.19 – Grid for first stage of coding elaborated for combined data analysis per city – text and images (Source: Author)

Message	Verbal content techniques	Brochure 1	Brochure 2	Brochure 3	Brochure 4	Brochure 5	Brochure 6
Sociability	<i>Comparison</i>						
	<i>Key-words</i>						
	<i>Testimony</i>						
	<i>Humour</i>						
	<i>Language</i>						
	<i>Ego-targeting</i>						
	<i>Target age public</i>						
Uses of Space and Activities	<i>Comparison</i>						
	<i>Key-words</i>						
	<i>Testimony</i>						
	<i>Humour</i>						
	<i>Language</i>						
	<i>Ego-targeting</i>						
	<i>Target age public</i>						
Access and Linkages	<i>Comparison</i>						
	<i>Key-words</i>						
	<i>Testimony</i>						
	<i>Humour</i>						
	<i>Language</i>						
	<i>Ego-targeting</i>						
	<i>Target age public</i>						
Comfort and Image	<i>Comparison</i>						
	<i>Key-words</i>						
	<i>Testimony</i>						
	<i>Humour</i>						
	<i>Language</i>						
	<i>Ego-targeting</i>						
	<i>Target age public</i>						

