Interaction of urban management with universities and institutions of higher education and research; presenting the "Knowledge-City-University" model

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Based on various indicators such as dynamic cities, world cities, top cities, livable cities, creative cities, quality of life and competitiveness, Tehran has not gained a worthy position among the cities of the world, despite having the necessary potential and capability. This is while the capacity of human, intellectual and symbolic academic capital and effective interactions and interaction with the field of urban management, can be effective in creating and promoting the network of smart cities and their creative relationship with regional and global networks. In addition, lead to national and local development. Lack of effective interaction between universities, with public organizations such as urban management, has led to reduced productivity and efficiency in this area. In this research, the strategy of integrated and multiple methodology has been used. This methodological strategy itself consists of four approaches of positivism, pragmatism, instrumentalism and persuasion. Moreover, the third and fourth integrated approach and the reference theory used is the "social exchange theory" regarding the interaction of two institutions. The result of these approaches and theories is the presentation of the "knowledge-city- University" model. The different parts of this model are described in detail from the stakeholders of both the university and the city, as well as the supply and demand of the desired and applied knowledge. The result is that if startup strategies and complementary and executive projects are used alongside this operational model, the mentioned indicators about the city will definitely improve and its position in the world rankings will be greatly improved.

Keywords: *Universities and Institutions of Higher Education, Urban Management, Integrated Approach, Social Exchange Theory, Interaction Model.*

Introduction

Despite all these universities and higher education and research centers, we see many unfavorable evidences in the life of the city and the social atmosphere of the city and the livability of the city of Tehran. Why is a city with so many students and scholars still not a learning and knowledge-based city? The signs that are worrying are from traffic and transportation and environmental pollution to the condition of settlements and marginalization and population mobility and movement, Worn tissues, architectural clutter, infrastructure problems and the lack of integrated urban management, the condition of sidewalks, the level of urban intelligence, urban resilience etc. (Farasatkhah, 2010).

The main issue that this study deals with is that there is a university in the city of Tehran, but this university has not been socialized; It is not an organic, people-oriented, city-oriented, and citizen-oriented university. A university that is generationally backward, elitist, ivory tower, introverted, and social responsibilities are not institutionalized and systematic. A city that has a university, but is not a learning, intelligent, and knowledge-based city (Farasatkhah, 2011).

The focus of the problem in this study is the lack of interaction between urban management and universities and higher education and research institutes, and the solution that is intended as the goal of this article is to prepare and present a conceptual framework and model for preparing and facilitating and developing systematic and interactions between urban management and universities and higher education and research institutes along with the presentation of the "Knowledge-City-University" model.

Methodology

In this research, integrated and multiple methodology strategy has been used. In the first approach (positivism) it is assumed that real things are things completely independent of our minds that we can identify and test them in a completely objective way (Farasatkhah, 2016).

The second approach (pragmatism) is right at the other extreme of methodology. Just as positivism pursues its claims of knowledge based on completely objective tested necessities, pragmatism generally gives up the possibility of knowing things subjectively and simply bases its claims on the results of actions, the central issue and pluralism, and makes its claims with an approach aimed at Real-world practical exercises follow.

Between those extremes, there are the third and fourth approaches. While the third approach (structuralism) tends towards the cognitive end of the spectrum, the fourth approach (persuasion) tends towards pragmatism. The third approach (structuralism) is based on the assumption that the world and human affairs are actually historical and social constructs.

Finally, the fourth approach relies more on the agreement of partners, consensus building, persuasion and persuasion than cognitive concern. It is important to create conditions of facilitation and empowerment that should be created so that the partners of the two systems can, by changing their theory of problems and in a cooperative manner, seek changes in the relationship between the two systems that can solve some of their current problems and transfer them to a better situation (Creswell, 2003).

In this research, among the four mentioned approaches, it is mostly tried to use a combination of the third and fourth approach, which is participatory constructivism. In this consolidated approach, it is attempted to identify the status quo through the context of the two systems and the relationships between them and by depth in the documents and orientations and events in the two systems and the meanings in the partners of the two systems, and for the desirable image patterns are identified. The concept and communication models and theories and experiences of the two systems are discussed with the partners of the two systems, and then through their persuasive process and interpretation of these patterns, models and experiences, the scenarios of the desired relationship between the two systems are operational finds clarity (Kemmis & Robin, 1991; Robin, 1999; Whyte, 1991).

Findings

In the main article, the system of joint interactions between university management and city management in Tehran that the reference theory has also been the "social exchange theory" (regarding the interaction of two institutions) is represented

(Mitchell and Cropanzano, 2012). This system can be operational and applicable, an appropriate platform for the start of Tehran's urban management interactions with universities and institutes of higher education and research.

This system, which can be launched by a research institution, for example, Tehran Study and Planning Center; It is a small core for a large network. The meaning of the big network is the "Knowledge-City-University" network. That is, according to the fourth generation of the social university, the institution of the university is mediated by the city and city management, which can realize its social responsibility in education, research, and specialized services, and for this reason, instead of the word "university" The title "Knowledge-City-University" is used. This network model operates with two management wings in the city and the university.

On one side the administrative wing of the city, all urban stakeholders, including mayors and members of the city council, managers and experts in the urban area, citizens and families, neighborhoods, cultural centers, local communities, CBOs, civil institutions, governmental and non-governmental organizations NGOs, NPOs, charitable communities, voluntary activities of citizens and families is covered and on the other side the administrative wing of the university also includes university stakeholders, including faculty members, group managers, presidents of associations and board members, thesis and theses supervisors, students (projects, internships and ...), executors of theses and treatises, research plans, projects and authors of books, articles and reports and.... . All of them can become members of this system through the username and password registered and verified by the administration and participate in the large network of interactions between the university and the city.

The two main actions in this "Knowledge-City-University" network are; a. demand, b. supply. This means that the order of knowledge is sent to the system from the urban wing of this network, and it is in the social response to that order that the supply of knowledge from the university wing is prepared and presented in the system (Farasatkhah & Salehi, 2021).

Conclusion

As the desired model shows, if all the dimensions, angles and beneficiaries of this model are carefully identified in the two spectrums of the city and the university, as well as the knowledge ordering part from the city administration, and the knowledge supply part from the universities and educational centers and research are carefully analyzed, this model can improve the mentioned indicators about the city and improve our position in global rankings.

It suggests that this applicable model be guided and tested through a six-month pilot by a working group consisting of the municipality and the city council, and by inviting experienced university administrations in Tehran, such as Tehran University, Shahid Beheshti University, etc. And after the necessary adjustments for long-term periods, it will be used and served by the interaction system of Tehran's urban management with universities and educational and research institutions.

Also, the operationalization of the presented model requires the provision of startup strategies and very operational projects in the field of cooperation between the city and the university. These definable strategies and projects derived from the presented model can lead to the fact that from the knowledge of the university, problems and manifestations and bad urban landscapes such as traffic and pollution, worn-out fabric, marginalization and... is eliminated, it means having a smart, knowledge-based and livable city.

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