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Implementation of the Third Mission of the University: case of Bielefeld University of Applied Sciences

On the example of the activities of the Bielefeld University of Applied Sciences (Fachhochschule des Mittelstands Bielefeld – FHM Bielefeld, Germany) as a key participant in the UNICOM project, the modern university's implementation of its Third Mission – its fulfillment of its public purpose and observance of public responsibility – is considered. A comparative analysis of the four missions of a modern university was carried out, thanks to which the necessary relationship between them was revealed as an integral prerequisite for the successful functioning and development of a modern university. A modern university implements its Third Mission primarily in close interaction with communities and industrial communities – both local (primarily) and quite distant (additionally). At the same time, the university must find a balance between meeting the needs of different social groups, guided both by the principles of social responsibility and the interests of the university and these groups. FHM's training concept is to be close to practice and compact in the transfer of knowledge. This concept is based on four essential characteristics: application-oriented, profiling, interdisciplinarity and internationalization. Four main organizations in the structure of FHM Bielefeld enforce the active networking of people, with the motivation and expertise to enable groundbreaking projects and solutions aimed to strengthen the innovation ecosystem of the city. Applied research and third mission are conceptualized in the steps of preconditions, activities, results and consequences. The third mission includes the implementation of a cooperation project

with a civil society actor or the implementation of a continuing education program designed together with a company. The close interaction of universities with local communities is primarily aimed at ensuring the interests of university stakeholders from local civil society and should be based on academic virtues and values.

Keywords: *Third Mission of the University, Bielefeld University of Applied Sciences, universities, communities, UNICOM project.*

Introduction

When they talk about the third mission of the university, they obviously mean the presence of the first two. However, only when they started talking about the third one, the very term "mission" appeared. Therefore, it would actually be possible to focus at this name. However, it is worth trying to define it more meaningfully and at the same time succinctly. This is not an easy task, as researchers mean quite different things by the "third mission of universities".

So, let's try to define more comprehensively and at the same time sufficiently universally what the third mission of the university is. To do this, we will first review all possible missions, then we will turn to the list of the main features of the third mission and try to give our own definition beforehand, then we will analyze this definition of the third mission on the example of its implementation in the activities of the Bielefeld University of Applied Sciences (Fachhochschule des Mittelstands – FHM Bielefeld) as a participant in the UNICOM project, and finally – consider as the embodiment of the third mission of other participants of this project in Ukraine and the countries of the European Union.

1. The main missions of the university

Among the three main missions of the university, everyone names the first two quite clearly: they are teaching and research.

The first mission, and actually the main purpose of the university, is the transmission of knowledge, that is, ensuring the successful transfer of socially important knowledge from one generation to the next [Moore 2019].

In order to successfully transmit knowledge, it is first necessary to collect and organize it. In traditional society, it was possible for one person. You can read in Plutarch what full and rich libraries were collected by rich Romans, for example, Lucullus, Cicero or Seneca. The Library of Alexandria and other libraries of antiquity were also famous. However, the mere accumulation of knowledge in books was obviously not enough, since none of these libraries have survived to our time, and it is quite difficult to assess their impact on modern society. But even for their time, these libraries were more scrapers than working tools. After all, only a fairly limited circle of people could use them – primarily their owners and their friends. Of course, later libraries

became an integral part of universities, but libraries grew up within universities rather than universities around libraries: after all, a truly living library needs organized groups of regular users – so that its use does not turn into an episodic and chaotic affair.

Thus, the successful transmission of knowledge presupposed its regular successful collective mastery. Indeed, it is better to carry out mutual control of the correctness of knowledge acquisition in the team, it is better to organize regular meetings at which the absence of several participants (temporary or their elimination for good) will not prevent the successful further work of all others in learning knowledge. The formation of a community of students also involved the formation of a community of teachers. This meant the need not only for masters of knowledge as its perfect carriers, but also masters of learning – professors. Professors are recognized experts both in the knowledge itself and in the method of its transmission. To do this, they must coordinate their actions among themselves and at a certain stage create a corporation of professors: this is the backbone of a classical university. The administration and other service units of the university are added – it is more difficult to function without them. But without a professorship that works in harmony, it is impossible for the university to function at all.

The second mission is related to deepening the qualification requirements for the professorship, and later – for other academicians.

Indeed, in traditional society, the growth of knowledge was insignificant, the basis of educational material was knowledge that was not questioned: the main faculty was theological, experimental methods of research did not yet dominate in medicine, and jurisprudence was always distinguished by a certain conservatism and even some dogmatism in addition to conventionality. The philosophy faculty in the traditional university occupied a modest place, which can be judged even by Immanuel Kant's 1798 work "The Contest of the Faculties", in which he calls the philosophy faculty in the traditional division a "lower" faculty [Kant 1798].

Instead, in modern society, with the unfolding of the Enlightenment project and the political practices of secularization, modern experimental science, which was traditionally taken care of by philosophy in universities, began to develop at a rapid pace. French encyclopedist philosophers are carrying out a project that makes science truly popular in society. However, this public elevation of science is explained not so much by philosophical advertising, but by the fact that the modern economy created a steady demand for new technologies, which modern experimental science constantly produced as its by-product (the main product was and remains the development of fundamental scientific theory).

Thus, the professors now had to teach at the university knowledge that was not inherited from their predecessors and was mainly accepted on faith,

but above all to subject this knowledge to thorough revision based on the acquisition of their own scientific experience. The professor now had the moral right to teach in the academic classroom only what he could testify to his own scientific experience. Some didactic material from colleagues could be added to this basis, but this basis could not be replaced by anything – from now on, every professor in every university had to be a scientist: maybe not such a brilliant inventor and pioneer of new scientific laws, but competent enough to independently evaluate all achievements of modern science in his specialization.

Students and, especially, graduate students are from now on not just listeners-recipients of ready-made knowledge, they are in some ways assistants of the professor, and in some ways practically his equal colleagues in the matter of expert examination of those scientific knowledge that are the basis of the educational material of this or that specific educational subject.

The third mission, if characterized in general terms, reflects the public purpose of the university, i.e. it is its public mission or the public responsibility of the university, which some researchers interpret as its vocation, i.e. as the ultimate or higher mission of the university – because teaching and scientific research are ultimately needed for the sake of their pragmatic result, for the sake of a certain benefit for society [Leisyte, & Enders 2011]. Presumably, this is why the term "mission" is used here.

However, as you can easily guess, there are too many needs in society – economic, political, legal, religious, health care, aesthetic, etc. In addition, society is always structured – it consists of a large number of relatively independent social groups and communities, each of which has its own interests and needs. Therefore, the social mission of the university, simple at first glance, actually turns out to be rather difficult to define: because the university must find a certain balance between meeting the needs of different social groups. What social tasks should be a priority for the university: more topical and urgent for fulfillment, i.e. more socially acute and those that lie on the surface, or on the contrary, more fundamental for social development and which, as a rule, are not topical, but require a long and painstaking solution; those that are better provided by customers (the state or private investors), or vice versa, those that require investment from the university itself – for example, assistance to socially vulnerable groups, oppressed and disadvantaged; should the university always be loyal to the authorities, or vice versa – always support the political opposition; whether the university should be secular and religiously neutral, or on the contrary, support the traditional or in any case the dominant religion of its country or its area; should the university include in its structure commercial organizations that themselves embody the scientific developments of university representatives, or on the contrary, in no case should the spirit of commerce be allowed in the university and should distance itself

from temptations for academic workers to replace the search for truth with the search for profit?

All these questions require not only theoretical consideration, but also verification in practice, or rather in various social practices of university representatives. Actually, the second part of the article will be devoted to the second task, and soon we will consider the first one in more detail.

Nowadays, one cannot fail to mention that Mexican researcher in the field of innovations Jose Ramon López is already talking about **the fourth mission** of the university, which complements the first three "with the transfer of knowledge, which aims to ensure that universities have a special vocation for the act academic to form, among other things, a territorial network of knowledge" [López 2022].

As it is easy to see, here the university is no longer in the position of the defendant, but on the contrary – it takes an offensive position and itself sets tasks for society and asks about its responsibility to itself. However, in order for the university to have the right to position itself in this way, it must first successfully and convincingly fulfill the first three missions.

López refers to famous Spanish philosopher José Ortega y Gasset "in addition to taking up ideas from contemporary researchers such as Josep Vicent Boira, Eduardo Leal Chacón and Angelika Jaeger", and defines the fourth mission for modern society as "the formation of clusters of universities, industries and research centers is key to fully fulfilling the fourth mission of universities" [López 2022].

It is also worth mentioning here the more thorough approach of the French philosopher and sociologist Pierre Bourdieu, who as early as the 1970s substantiated the concept of symbolic power, according to which it is not money, physical coercion, and administrative resources that most control social development, but those ideas, values, and images, which motivate people's behavior and make production, the army and the state move [Bourdieu 1988]. This idea was first expressed in 1877 by the French writer Victor Hugo ("On résiste à l'invasion des armées on ne résiste pas à l'invasion des idées" [Hugo 2009: 624]), and was developed in the 20th century by Louis Althusser [Zwart 2022], Georges Bataille [Besnier, & Reid 1990] and other French thinkers and received their more pragmatic embodiment, in particular, in the works of Cornelius Castoriadis [Castoriadis 1987], Alain Badiou [Badiou 1969], Jean Rancière [Rancière 2004] and others. An important idea here is the idea of time as *kairos*, that is, fate, and not as *hronos*, astronomical time: time as kairos is a time of radical changes in the basic symbols on which society is oriented – after these changes, nothing can happen in the old way, nothing is repeated in its essence, it does not return to its circle, but everything rises in a spiral to a new circle, moves to new standards of life.

And yet, it seems that most scholars still understand the third mission as a combination of what Jose Ramon López distinguishes as the third and fourth missions.

2. The genesis of third mission of the university

The theme of the third mission of universities was relatively conceptualized in recent academic history in the Western world in the 2000s and developed on a new basis in the early 2010s [Zomer, & Benneworth 2011]. In recent years, interest in the third mission has been renewed in Eastern Europe [Szadkowski 2013], countries in Asia [Nguyen Quoc et al. 2021] and Africa [Nabano et al. 2022].

Each time it is about the same understanding of the third mission or very close interpretations of it. Prerequisites for the formation of the idea of the third mission were formed more precisely in the 1960s-1980s, when there was a dominant interest in "the relationship between educational investment and economic growth", which was investigated by Krystian Szadkowski from the angle of the philosophy of Marxism [Szadkowski 2013: 204-206]. He distinguishes between the actual production aspects of university activity and social aspects. The first include "profit generating activities (development of human resources through tuition-based teaching, direct contract with industry) and rent generating activities (production of intellectual property, spin-offs)", the second – "the production of the public (contract with public bodies, participation in public policy making) and the production of the commons (involvement in social and cultural life, public understanding of science)" [Szadkowski 2013: 213]. At the same time, the field of Marxist analysis comes primarily to the following issues: "1) academic capitalism... and the processes of corporatization,... 2) deterioration of academic work (the proletarianization of faculty)... 3) unionization... and 4) student debt" [Szadkowski 2013 : 210]. Of course, it is complemented by the problems of ideology and, more broadly, by critical university studies.

The political side of the third mission of universities is not limited to Marxism, but also includes other critical social studies. Thus, Antigoni Papadimitriou notes that "the institution's public mission is to provide knowledge, critical reflection and discourse on the larger and more fundamental questions of society" [Papadimitriou 2019]. Here one can find variety of left ideologies as well as liberalism, conservatism and other political-philosophical doctrines.

The social-democratic approach dominates in general, with its emphasis on social solidarity, which directs the achievement of individual freedom and justice in society as a whole. This approach, in particular, is presented in the research of Serbian philosophers Maja Bosanac, Jovana Milutinović, Biljana Lungulov, who note: "Today, the activities of the university's third

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mission strengthen the impact of science in society within the framework of technology transfer, lifelong learning, and social engagement of the members of the academic community" [Bosanac et al. 2022: 72]. Among the main areas of implementation of the third mission by universities, these researchers distinguish political, economic, etc. The third mission is rated higher than the second, but lower than the first. Moreover, both professors and students have approximately the same attitude to the third mission of universities: "...the respondents from both subsamples highly value the civic dimension of the university's third mission" [Bosanac et al. 2022: 82]. The high status of awareness of civic duty, "promotion of civic advocacy" among students is inextricably linked to specific projects with local communities: "Regarding university cooperation with the external environment, the results show statistically significant differences between teachers and students in case of cooperation with civic associations when designing programs and social actions in the local community (where students achieve higher scores than teachers)" [Bosanac et al. 2022: 82]. Obviously, such projects are often perceived as voluntary and not as a source of income, but this does not mean the absence of classic economic interest in the third mission: "...although the economic dimension of the third mission of the university is perceived as the least significant by the members of the academic community, its average values are still high" [Bosanac et al. 2022: 82].

At the level of political strategy, the scope of the third mission is determined not so much as its general principles, and therefore European educational policies are "supporting higher education institutions for greater social responsibility and engagement, with the goal of making the whole society more cohesive and inclusive" [Bosanac et al. 2022: 84].

However, the third mission of universities cannot be reduced only to the economic or political relations of universities with society – no matter how important these relations are in fact. Formally, the third mission of universities is broadly defined as their activity "outside academic environments" [Bosanac et al. 2022]. Indeed, outside universities there is a highly differentiated and multicultural society, that is, the social environment of universities is too diverse and even colorful, and therefore certain priorities are necessary to concentrate the efforts of universities in working with this "external environment". And such priorities cannot be only economic or political.

On the example of Dutch higher education Arend Zomer and Paul Benneworth emphasize on "how universities consciously and strategically make these societal contributions" and make "changing stakeholder expectations of what universities can achieve" [Zomer, & Benneworth 2011: 82]. But it is not only the stakeholders who make "direct pressures for involvement and relevance". It was not the only pressure to which universities were subjected. It also included "legitimacy, governance, marketisation,

internationalisation and commodification of higher education" [Jongbloed et al. 2007].

As you can see, the third mission can be characterized broadly. But we offer a simpler and more modest definition for a first glance. The third mission of universities is the mission of caring for local communities and taking responsibility for their well-being and development.

3. Implementation of Third Mission at Fachhochschule des Mittelstands (FHM – University of Applied Sciences) / Germany

The *Bielefeld University of Applied Sciences* (FHM) was founded in 2000 as a private, state-recognized university by the *Paderborn District Craftsmen's Association,* the *East Westphalia-Lippe Chamber of Crafts* in Bielefeld and the *West German Chamber of Crafts*. Today, the shareholder is the *Education & Crafts Foundation* from Paderborn. It offers Bachelor's and Master's degree programs in the fields of Business, Technology, Media and Communication, Sports, Health and Nutrition, Pedagogy and Social Affairs as well as in Psychology [Fachhochschule des Mittelstands 2024a]. This background makes it evident how Third Mission forms a genetic part of *FHM*'s education concept. *FHM* is nowadays widespread all over Germany. There are additional *FHM* locations in Bamberg, Berlin, Bocholt, Düren, Frechen, Hanover, Cologne, Rostock and Waldshut-Tiengen. About 5.000 students are currently enrolled.

Studying at *FHM* is structured by a trimester system. The university offers full-time degree programs, part-time offers for working people, distance learning courses and dual study models developed together with the industry. In addition, there are the area of distance learning and certificate programs in the field of scientific further education. In cooperation with British partner universities, *FHM* offers an international doctoral program.

Cross-cutting topics across all departments at *FHM* are entrepreneurship and business start-ups as well as digitalization. *FHM*'s overwhelming approach towards small and medium businesses (SME's) is based on the fact, that local businesses are driving forces for the regional and community development. *FHM* intends to encourage students to take responsibility for their communities with the knowledge acquired at the university.

FHM is the only one university in Germany, which consistently is committed to smaller and medium-sized companies and takes this identity in the name. *FHM* prepares students through application-oriented teaching and studies at vocational and technical level management activities at home and abroad. Graduate successes stand for the *FHM*'s training concept: close to practice and compact in the transfer of knowledge. Students are provided with well-founded scientific findings and methods that enable them to create outstanding tasks in the – especially medium-sized – economy and society.

FHM sees itself at the same time as an application- and research-oriented, regionally anchored as well as internationally oriented University. This is reflected in the everyday life of the students: The degree program includes a six-month study in practice (SiP phase) at one company, numerous projects with companies, guest lectures and lecture series with experts as well as regular excursions to companies.

A special concern of the university is the promotion of the independent, entrepreneurial as well as global thinking and acting. There is close cooperation with partners from the economy. Students, teachers and staff live this collaboration on a daily basis: Total the university's network has more than 4,000 company contacts. Numerous collaborations are intensive and are supported by the locations of the university for many years.

FHM develops its international relations and cooperations and contributes to the development of intercultural competences of students and teachers. It prepares within the framework of a state-recognized preparatory college foreign students for studies in Germany.

The Research & Development Unit (R&D) and the Institute for SME (IFM) at FHM as driving forces of Third Mission

FHM's third mission is primarily conducted by the Research & Development Unit (R&D) and the Institute for SME (IFM) [Fachhochschule des Mittelstands 2024b]. The vast majority of the projects are dealing with the universities responsibility for public affairs in the broadest sense. These european, national and regional projects currently shape the profile of a distinctive SME research at *FHM*. The research fields are f.i. digitalization/security as well as media/virtual reality. They provide useful contributions for digital technologies in value-added processes of medium-sized industry and crafts, but also in higher education and vocational training.

The research is always connected with regional development and forms therefore the basis of *FHM*'s approach towards Third Mission. *FHM* cooperates directly with all kinds of political entities, business organisations and public activities. Innovative ideas and concepts are also relevant dimensions in the research field of city and periphery. One important example for this concept is the project: *Bielefeld – Open Innovation City* (see below). This achievement forms an important step of Third Mission under the consortium leadership of *FHM's Research & Development Unit.* It is a unique opportunity to understand the trends for urban society in of this special time [Fachhochschule des Mittelstands 2022: 3].

The *R&D unit* is characterized through its academic and administrative management system. The department has been set up in 2006 and is chaired by the Vice-Rector for Research & Development. The department is responsible for administrative, organizational and scientific tasks. It considers itself as

an internal service provider, which supports the projects from the stage of application until completion.

Based on the idea of application-oriented SME research, the future research fields follow the High-Tech Strategy 2025 of the Federal Government as well as the Europe 2030 strategy. These strategies are in the *R&D* concept integrated. Under the premise of the SME's relevance for economy, society and science, further interdisciplinary topics are defined and recorded [Krüger et al. 2006].

FHM is continuously developing ideas and concepts for research projects with national and international orientation. The central topics are entrepreneurship, sustainability, mobility, digitalization/security, media/ virtual reality, education/skills, human resources and health/care. The concept is based on the following essential characteristics:

Application-oriented: Research at *FHM* addresses the specific questions and challenges of SMEs. The results are found in the immediate vicinity of the entry into corporate practice and into that of the economic and social partners.

Profiling: The focus on medium-sized companies topics creates sustainable expertise, which in turn can be applied in follow-up projects.

Interdisciplinarity: The use of knowledge and methods of various disciplines increases the quality of results in the sense of a holistic view.

Internationalization: Research and Development need international exchange. In numerous projects, *FHM* has expanded its international competence and is constantly expanding it.

Case Study 1: Open Innovation City as Best Practice example of FHM's Third Mission

Cities are faced with the task of creating a systematic handling of the trends and to shape their future viability. The urban society can take over this function, if it considers itself as an ecosystem in which knowledge, skills, ideas and creativity profitable can be merged. The project *Open Innovation City* is based on this definition: "An Open Innovation City is a city that drives progress and questions answered with the involvement of urban society. Strategic access to external innovation potential creates an open culture of innovation" [Open Innovation City Bielefeld 2023: 13].

The project *Open Innovation City* is central for understanding *FHM*'s university / community relations. [Fachhochhochschule des Mittelstands 2024c] The basic idea is to support the city development by academic knowledge transfer. *FHM* was a leader in this project during the years 2019 until 2023. The project has been financed by governmental grants. After the official end of the project, the City of Bielefeld integrated concept and infrastructure into their own organization.

The projects starting point was the general concern about the cities' future. The following questions have been asked in the public sphere: What is about

Bielefeld's future viability? How must the city align itself in order to improve its economic strength and quality of life? These questions drove out numerous actors Bielefeld's innovation ecosystem, including the four organizations that support the Open Innovation City project. It became quickly clear that in was necessary to use the existing networks and activities in the city and region of East Westphalia Lippe and to promote the open, innovation-oriented exchange amongst each other. This is how the idea of the first Open Innovation City was born. The four organizations involved contributed from their respective perspectives:

- FHM with its expertise in the implementation of publicity-relevant research projects;
- Founders Foundation with their new approach to promoting entrepreneurship and founding [Founders Foundation 2024];
- Pioneers Club as innovation-promoting platform of the digitalized Mittelstand [Pioneers Club 2024];
- OWL Maschinenbau e.V. as an industry network of mechanical and plant engineering [OWL Maschinenbau 2024].

These organizations enforced the active networking of people, with the motivation and expertise to enable groundbreaking projects and solutions aimed to strengthen the innovation ecosystem the city. The four representatives of the organizations formed together with the head of the Innovation Office at the same time the project's steering committee. They invited the companies, organizations and citizens to participate in Open Innovation City. The goal was to create the largest possible network of citizen organizations that will shape the future of the city. [Open Innovation City Bielefeld 2023: 18]

At the starting point, Bielefeld was in the same position as many other cities: they face fundamental changes like mobility and climate change. Numerous technological innovations take place as well as new forms of networking, consumption and coexistence, to name just a few examples. These trends, the opportunities and inherent risks are raising the following questions: How does a modern Administration work? How does the local economy remain competitive? And beyond that: How do we want to work and live?

The majority of cities will change their position in terms of major urban trends, such as the mobility transition and feel compelled to act. For others topics, a city can become a "first mover", i.e. it can position itself innovatively as a location. The trends can turn into opportunities and challenges for cities and their inhabitants. The way a city deals with them can have an impact on their attractiveness as well as their competitiveness and future viability. These topics, which in some cases require active involvement, have proven to be extremely difficult. Not just reacting, but strengthening the innovative capacity of the urban society is a key success factor.

In Bielefeld the topic of open innovation is used for the development of the city. Open innovation means that companies recognize that appropriate information, knowledge and sources of technology may be provided not just internally but also outside of one's own organization. That is why they are looking for opportunities to their identification and involvement, in order to involve them in their own innovation process. This means for cities to use information outside of the traditional administrative and political entities to establish innovation.

The American organizational theorist and developer of the open innovation concept Henry Chesbrough emphasizes: "The critical mass of people, the growing diversity of people within cities and the density of connections create fertile soil in these cities for innovation" [Open Innovation City 2021: 9]. The goal of such a city is the promotion of open innovation and exchange processes on future issues, the strengthening of the location as a competitive driver of innovation and the establishment of a culture of innovation. The principle of applying open innovation at the city level means horizontal networking between all four areas of urban society contribute to the common Design of the big trend topics to promote: politics and administration, education and research, business and associations as well as citizens' and Civil society. In this way, evolutionary and revolutionary ideas for coping with the great social challenges and to secure of the city's future viability. The following stakeholders of the topics are relevant:

POLITICS & ADMINISTRATION: • Lord Mayor / • Departments / • Municipality / • Municipal companies and institutions / • Municipal companies/public utilities / • Transport services / • Regional development / • etc

EDUCATION & RESEARCH: • Schools / • Universities / • University Research Institutes / •Institutes & Research Groups / • Science showrooms/real-world laboratories / • Initiatives for the promotion of science / • etc.

BUSINESS & ASSOCIATIONS: • Enterprises / • Service agencies / • Start-ups, start-up promotion & Co-Working Spaces / •Chambers / • Economic development / • Business associations and associations / • Industry networks / • etc.

CITIZENS & CIVIL SOCIETY: • Citizens / •Civil society / • Organizations/Foundations / • Social facilities / • Social associations / • Civic engagement / • Art, culture & sports / • etc.

The important achievement of the project was, to bring all these different groups and opinions together. Therefore the five core principles of open innovation are relevant for the city:

- Active shaping of the urban innovation and future viability,
- Promotion of interdisciplinary networking for community development of innovative solutions,

- Participation of the urban society on future-relevant issues,
- Establishment of a culture of innovation and
- Promotion transfer of knowledge to the city

From the five core principles five themes derived from the of the Open Innovation City project:
- Governance,
- Ecosystem,
- Participation,
- Culture
- Partnerships

The project is being noticed internationally, and the first innovation partnerships are at Tampere and Tel Aviv.

Strengthening knowledge transfer and skills development in the field of innovation and Open Innovation is supported by the Innovation Office. It was built in March 2021 directly in the city centre of Bielefeld. In addition to a physical location there is also a digital tool: the Open Innovation City Platform. The vision is an open innovation platform which provides different formats of exchange information and solutions generated in a crowd.

The project forms a model which might be a template for other cities and municipalities that apply the principle of an open Innovation City.

Case Study 2: Lemgo – Innovation Campus and the project on Artificial Intelligence in Craftsmanship

FHM cooperates with institutes of the *Innovation Campus Lemgo* [Innovation Campus Lemgo 2017]. The Innovation Campus Lemgo forms a place with various educational institutions and research centers which provides a close communication between local economy, research and political entities. It is characteristic, that this Campus has been developed by the very narrow and practical cooperation of all the mentioned stakeholders. With the *Innovation Campus Lemgo*, the founding members wanted to realize a coherent science and education center. They considered the settlement of further research institutions and companies, the networking of the players and the upgrading and expansion of the existing areas as central tasks.

In 2022, the new Campus Center was completed with the initiatives of the *Lippe district*, the *Paderborn-Lippe District Craftsmen's Association* and the *OWL University of Applied Sciences*. The 5000 m^2 building belonging to this is called *InnovationSPIN* and, according to the project sponsors, serves as a meeting place for vocational, craft and academic education. One best practice example of this development is the *FHM* participation in the project of *Artificial Intelligence in the Craftsmanship*. It's a very high recognized project with introduces modern techniques into the traditionally organized Craftsman-

ship, consisting of privately owned smaller companies. This project provides an important example of FHM's third mission as well.

Digital solutions and the use of artificial intelligence can make an important contribution for craft businesses to strengthen their own competitiveness and innovative strength. The *AI and Digital Offensive HANDwerk.NRW* project, which is unique in Germany and has its origins and headquarters in Bielefeld, Paderborn and Lemgo, has set itself the goal of developing special AI solutions for the skilled trades and supporting companies and their employees in their implementation.

The project is funded by the secretary of *Economic Affairs and Climate Protection Nordrhein-Westfalen*. It is important to stress, that the support goes to the entire project consortium formed by *FHM*, the *Paderborn-Lippe District Craftsmen's Association* and the *Fraunhofer Institute of Optronics, System Technologies and Image Exploitation in Lemgo (IOSB-INA)*. The ministry highlights the relevance of the Project: "Digitalization is inevitably coming to the skilled trades. For our craft businesses in North Rhine-Westphalia, innovative digital applications offer enormous potential for positioning themselves for the future and strengthening their own competitiveness in the long term. The use of Artificial intelligence in particular can play an important role here" [Fachhochschule des Mittelstands 2023]. Through the close cooperation of the district craftsmen's association with an educational and a research institution, the project ensures direct access to craft businesses and thus ensures efficient technology and education transfer. The project participants are also extensively networked with business, education, research and politics in East Westphalia. The models, solutions and concepts developed in the project will then be available to other companies throughout the state. And from the political point of view it has to be considered, that the results of the project will not only be relevant for the craft businesses, „but the whole of East Westphalia-Lippe and North Rhine-Westphalia. We are thus supporting regional development, from which our citizens will also benefit in the end" [Fachhochschule des Mittelstands 2023].

Aspects of Evaluation and Sustainability of Third Mission

In Germany there is no general law and official legislation concerning the Third Mission of universities in general. The situation is in fact, that each university may incorporate a suitable approach for their particular situation. Nevertheless there are some important concepts of introducing aspects of evaluation and the sustainability of Third Mission. The Catalogue of Facets and Indicators for Research and Third Mission at Universities of Applied Sciences shall be introduced at this place [Roessler et. al. 2015b]. The *Centrum für Hochschulentwicklung* (Centre for development of Universities and Higher Education) developed a process chain model, which is based on the assumption, that applied research and third mission are not free of overlaps and that

an exclusive consideration of activities and consequences is not sufficient. Applied research and third mission are conceptualized in the steps of preconditions, activities, results and consequences. This process-oriented approach also forms a suitable basis for the development of indicators.

In order for applied research and the Third Mission to be carried out at all, certain prerequisites must be met, such as that there are suitable staffs at the university for the planned activities or that contacts with appropriate partners have already been established in advance.

Activities are the core of what is usually understood by applied research and third mission, i.e. their actual implementation. These include, for example, the implementation of a cooperation project with a civil society actor or the implementation of a continuing education program designed together with a company.

Results, such as a publication in a professional journal, in turn arise from activities. In contrast to the subsequent "consequences", the results are always about direct, immediate work results. However, the consideration of the effectiveness of an activity should not be limited to these immediate results, especially with regard to applied research and third mission.

A real added value for society is only achieved by the results if they also have a long-term effect, i.e. consequences.

Third Mission as genetic part of FHM's Concept

Concerning FHM's Third mission it should be summarized, that all examples listed are summarized under Third Mission. The Third Mission as conceptual "umbrella brand" thus bundles services that lead to a profitable interdependence of the university with its non-university environment through mutual interactions. Third Mission is thus the achievements of the universities, which are directly integrated into society as I. Roessler from the *Centrum für Hochschulentwicklung* puts it [Roessler 2015a].

4. Discussion.
Implementation of the third mission by UNICOM project participants

Recently, Ukrainian scientists conducted a comparative study of the implementation of the HEIs' TM in different countries of the world, which provides a basis for comparison with how the TM of universities is evaluated and implemented by universities and other academic organizations that are participants in the "UNICOM" project. These researchers drew attention to the fact that " Legal and regulatory landscape around the universities' third mission remains multifaceted and diverse. The legal and regulatory support for their mission at HEIs is characterized by fragmentation with no unified approach either through regions or the countries. This fragmentation poses challenges

to universities seeking to establish a systematic approach towards the fulfillment of their third mission" [Holovko-Havrysheva et al. 2023: 150-151]. And yet, in different countries and in different universities, generally common tasks regarding the implementation of the third mission appear – these tasks receive local variations in their answers with an emphasis on different aspects of TM, which are recognized by all researchers.

These researchers reviewed the legal documents of the EU and the countries participating in the Bologna process, but special attention was paid to the situation in the resident countries for the participants of the UNICOM project – Germany, Italy, Sweden, the Czech Republic, Latvia and Ukraine.

"Firstly, the legislative gap needs to be mentioned, since the comprehensive and systematic approach addressing specifically the third mission of universities is lacking both at the EU level and within individual member states. Secondly, due to the lack of the legislative authority in education and research matters, the EU focuses its efforts mainly on assisting joint actions taken by Member States and reinforcing universities' roles as agents of change and providers of solutions to global, regional, and national challenges" [Holovko-Havrysheva et al. 2023: 167-168]. However, this gap can be interpreted not as a lack of legal instruments, but as a wide range of opportunities for normative initiatives of universities in their interaction with local communities. It seems that this is how European officials see the situation: "...the EU aims to transform the university profiles by defining service to society as a core task and core function of the university" [Holovko-Havrysheva et al. 2023: 168].

So this situation looks in a light of economic dimension of the TM of universities: "The 'third mission' refers to the activities with which universities activate processes of direct interaction with civil society and the entrepreneurial fabric, aiming to promote an area's growth so that knowledge becomes instrumental in obtaining productive output" [Spulber et al. 2023: 176].

Using the example of the University of Genoa, it can be understood that the TM of the University in Italy is based on the combination of the state program and the autonomy of the university [Frondizi et al. 2019]. The Italian state today creates the Italian National Agency for the Evaluation of Universities and Research Institutes (ANVUR), which provides indicators of the success of TM implementation by Italian universities: "Analyzing the evaluated indicators at the first step it was: the amounts of research or consultancy contracts acquired with external clients; patents; spin-offs activated; shared business incubators; shared consortia; shared archaeological excavations; museum centers; other third mission activities not included in the above... University of Genoa organized the third mission in order to: valorize research results; economically valorize research; emphasizing the production of public goods like health protection; and cultural assets; continue Education; Public Engagement" [Spulber et al. 2023: 177].

As we can see, here TM is closely connected with first (education) and second (research) missions and based on them. Moreover, here we see the conjunction between the TM and fourth mission: "Knowledge and Technology Transfer Service contributes to fostering the social, economic and cultural development of the territory through the care of the dialogue with enterprises, organizations and associations, the valorization of the results of scientific research, the support of new enterprises and innovative projects, lifelong learning, and training" [Spulber et al. 2023: 179]. Also in Genoa University it is established Third Mission Social, Cultural and Environmental Responsibility Service, that "coordinates the University's third mission activities and promotes sustainability".

On the one hand, it is very useful to combine TM with other missions and projects – it gives joint effects. But this can distract special attention to TM. Here we see certain risks of possible loss of attention to TM and its main tasks: TM can be strictly subordinated to global programs of sustainable development, national programs of systemic reforms, local economic, political, cultural, etc. interests. And then the university will not be the leader of social changes, but will perform subordinate functions to other social institutions. This will threaten the academic integrity of universities and the future of their development, and therefore threaten the ability of the university to fulfill any missions.

The best example of the implementation of TM at the University of Genoa can be the education program for people of the third age: here the University of the Third Age offers various courses for 1800 special students [Università di Genova 2024]. Such a program is the result of a special study of the needs of the local population.

Therefore it is so important for universities to cooperate with research institutes that help to find optimal strategy of TM implementation.

Ukrainian researchers from the Institute of higher education of NAES emphasized on the social responsibility of HEIs and on the importance of universities' stakeholders interests: "One of the key principles of effective implementation of university social responsibility policy is to focus on the interests of internal and external stakeholders – university students, HEI personnel, interest groups and society as a whole. The essence of this principle is that every university engages and cooperates with a number of stakeholders that influence its activities at present or may become university partners in the future" [Orzhel et al. 2023: 99]. These researchers also stress the "provision of knowledge services in support of post-war recovery and sustainable economic, ecological and social development; making HEIs a hub for war veterans, former combatants, an alternative to the army upon their demobilization military" [Orzhel et al. 2023: 104]. As some obstacles for social responsibility implementation these researchers mention "limited financial opportuni-

ties of HEIs, lack of experience and knowledge of approaches and practices of university social responsibility implementation by domestic and foreign universities, work and study in a distance format, forced migration" [Orzhel et al. 2023: 104]. Forced migration can still create not only obstacles, but also opportunities – this is what Mykhailo Boichenko claims in a special study and provides statistics on the growth of international academic projects of Ukrainian students and scientists who left Ukraine for universities in the EU, the USA and other Western democracies [Boichenko 2023].

Special tasks in the implementation of TM should be performed by specialized higher education institutions – such as medical and pedagogical.

Another Ukrainian researcher Victoria Rodnikova with the colleagues demonstrate the variety of support that could be provided by medical university to the local community: "The Medical University is not only a source of supply of medical personnel for hospitals in the region, but also a place for their continuous professional development and provision of expert evaluation at the request of local authorities" [Rodnikova et al. 2023: 119].

At Drahomanov Ukrainian State University (DUSU), which specializes in pedagogy, there are several directions of TM implementation that includes cooperation with employers (establishing a Council of Employers at the university), "disseminating knowledge about the educational landscape in the country", volunteer activities of DUSU, "leveraging its resources for the betterment of the local community and underscores the university's role in driving sustainable development at the grassroots level" [Spulber et al. 2023: 183-184]. The key direction here is "to ensure the formation of inclusive competence among university students" [Spulber et al. 2023: 185].

So, at DUSU, the bulk of TM implementation is currently concentrated within the university, with an emphasis on inclusion, sustainability and sustainability in education – and through education in other social spheres. Because the "universities help to elevate and advance individuals and society as a whole" [Spulber et al. 2023: 189]: individuals as students become the promoters of TM after they receive proper TM oriented education.

So, as we can see, in different countries and different universities, TM of the university is often implemented through the close interaction of universities with their local communities – primarily through ensuring the interests of university stakeholders from local civil society. At the same time, this interaction should be based on academic virtues and values, since TM of the university consists of "…the socially oriented actions of universities related to its educational and research activities, but which are inherently neither teaching nor research" [Holovko-Havrysheva et al 2023: 151].

A key role in this implementation of TM of the university is played by the cooperation between European universities and the exchange of the best relevant experience.

"The aspiration to join the European Union reflects a commitment to align with European values, standards, and systems. EU accession often involves reforms across various sectors, including governance, economy, and social policies… Collaborating with international partners from the European Union can provide support in implementing effective social and economic reforms" [Spulber et al. 2023: 190]. European higher education becomes a model in the implementation of TM – a joint position of representatives of Ukrainian universities. Therefore, it is quite correct to state that "by prioritizing social cohesion, addressing economic disparities, and embracing inclusive policies, Ukraine can build a more resilient and equitable society on its journey toward European integration and post-conflict recovery" [Spulber et al. 2023: 190]. This could be considered as the main thing for TM of Ukrainian universities for the coming years.

Conclusion

Contemporary university has many missions centered around the academic integrity of the academic community. Third mission of university existed from the first steps of first universities, but nowadays today it is gaining more and more importance as a key position of university in the society.

Third Mission should become an important part of university life. Lessons learnt from the obvious gap between society and university in most parts of the world are that acquired knowledge by academic research need to be integrated into public procedures of democratic decision making. The traditional way through the academic communication or the education system is under modern conditions just not quick enough. The velocity of new academic knowledge and public discourses is increasing very rapidly, so that new ways of interaction between the different system of acquiring knowledge and public discourse have to be introduced.

Encouraging the Third mission of university provides such opportunities. There are different approaches towards achieving an appropriate access to Third Mission. The FHM approach is a special one with the advantage of connecting the various stakeholders of public responsibility on the regional level, like community activities, political groups, administration, economy etc. It is important to raise the consciousness of the advantages of a cooperative culture and the understanding that it is everybody's task to take responsibility for the development in the community. The cooperation between the scientific world and all the other relevant parts of societies will ensure the transmission of important insights into the public sphere and therefore the improvement of everybody's life.

The main thing for the Third mission of Ukrainian universities in the coming years is to cooperate with European universities in joint care of local communities and to bear responsibility for their well-being and development, as well as to exchange the best relevant experience.

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***Рульф Юрген Трайдель, Михайло Бойченко.* Реалізація третьої місії університету: приклад Білефельдського університету прикладних наук**

На прикладі діяльності Білефельдського університету прикладних наук (він же Вища професійна школа для середнього бізнесу Білефельду – FHM Bielefeld, Німеччина) як ключового учасника проєкту UNICOM розглянуто втілення сучасним університетом своєї Третьої місії – виконання ним свого суспільного призначення і дотримання ним публічної відповідальності. Здійснено порівняльний аналіз чотирьох місій сучасного університету, завдяки чому виявлено необхідний взаємозв'язок між ними як невід'ємну передумову успішного функціонування і розвитку сучасного університету. Сучасний університет втілює свою Третю місію передусім у тісній взаємодії з громадами і виробничими спільнотами – як місцевими (у першу чергу), так і доволі віддаленими (додатково). При цьому університет має віднайти баланс між задоволенням потреб різних соціальних груп, керуючись як принципами соціальної відповідальності, так і інтересами університету та цих груп. Концепція навчання FHM полягає в наближенні до практики та компактності в передачі знань. Ця концепція базується на чотирьох основних характеристиках: прикладна орієнтованість, профілювання, міждисциплінарність та інтернаціоналізація. Чотири головні організації в структурі FHM Bielefeld забезпечують активну мережу людей, які мають мотивацію та досвід для створення новаторських проєктів і рішень, спрямованих на зміцнення інноваційної екосистеми міста. Прикладні дослідження та третя місія концептуалізуються на етапах передумов, заходів, результатів та наслідків. Третя місія включає реалізацію проєкту співпраці з представником громадянського суспільства або впровадження програми безперервної освіти, розробленої спільно з компанією. Тісна взаємодія університетів із місцевими громадами спрямована насамперед на забезпечення інтересів університетських стейкхолдерів із місцевого громадянського суспільства та має базуватися на академічних чеснотах і цінностях.

Ключові слова: *Третя місія університету, Вища професійна школа для середнього бізнесу Білефельду, університети, громади, проєкт UNICOM.*

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Трайдель, Рульф Юрген, доктор історичних наук, магістр мистецтва (Ганноверський університет), професор менеджменту в туризмі в Університеті прикладних наук для середніх підприємств (Білефельд) як почесний професор. Він є академічним керівником різних проєктів зі сталого розвитку в дослідницькому підрозділі Університету прикладних наук для середніх підприємств (Білефельд). Він також є академічним керівником Білефельдського відділу проєкту UNICOM. 1997 року здійснив захист докторської дисертації на тему: «Протестантські академії в післявоєнній Німеччині. Соціально-політична прихильність у суспільній відповідальності церкви» на історичному факультеті Гамбурзького університету з оцінкою «magna cum laude». Нині спеціалізується з розробки позаштатних туристичних проєктів та бізнес-навчання для середніх туроператорів. Сфера дослідницьких інтересів: дослідження та проєкти в галузі сталого туризму, європейська регіональна історія та сучасна історія церкви.

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Бойченко, Михайло, доктор філософських наук, професор, старший дослідник, професор кафедри теоретичної і практичної філософії Київського національного університету імені Тараса Шевченка, провідний науковий співробітник відділу взаємодії університетів і суспільства Інституту вищої освіти Національної академії педагогічних наук України. 2012 року здійснив захист докторської дисертації «Ціннісні і функціональні аспекти застосування системного підходу у соціальному пізнанні (філософська концептуалізація)» (Київський національний університет імені Тараса Шевченка). Сфера дослідницьких інтересів: соціальна філософія як методологія соціального пізнання, філософія неоінституціоналізму, філософія освіти, філософія політики.

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