University perspectives:
What is the relevance of joining a learning community?

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Connection between Universities and Learning Communities

One characteristic of learning communities:

> *Stakeholder representatives from two or more of the following functional groups: government, industry, knowledge providers, and civil society, and at least a strong connection to the other groups.*

If a learning community requires trusted collaboration among policy, industry, knowledge providers (research and teaching), and society, then universities are one of the few institutions that are already structurally designed to connect them.

Connection between Universities and Learning Communities

Why Universities Need LCs

Relevance & Impact:
Aligning teaching/research with sustainability/bioeconomy transitions

Curriculum Innovation:
Co-designing competence-based programs connected to real needs

Applied Learning:
Living labs, problem-based learning, interdisciplinary projects

Ecosystem Integration:
Early engagement with future employers, policymakers, industry

Funding & resource synergies:
Joint proposals, shared infrastructure, increased visibility

What Universities Contribute to LCs

Expertise & Research Capacity
Scientific evidence base, methods, and evaluation skills

Credibility & Neutrality
Neutral broker, can work in convening and facilitation role

Talent Development
Skills pipeline and workforce preparation

Innovation Spaces and Testbeds
Safe experimentation environment (labs, pilots, simulation, sandboxing)

Access to National/International Networks
Policy contacts as well as industry and research

Long-term institutional memory

Activities that have some features of Learning Communities

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SustainabilityDialogue@TUM

Joint Goal: Enable firms to succeed with the transition towards a sustainable (bio-based) economy

Partners: Industry, faculty, students

Learning and exchange of experiences: Learn and exchange current challenges for firms in the sustainable transition, identify how universities can support this transition.

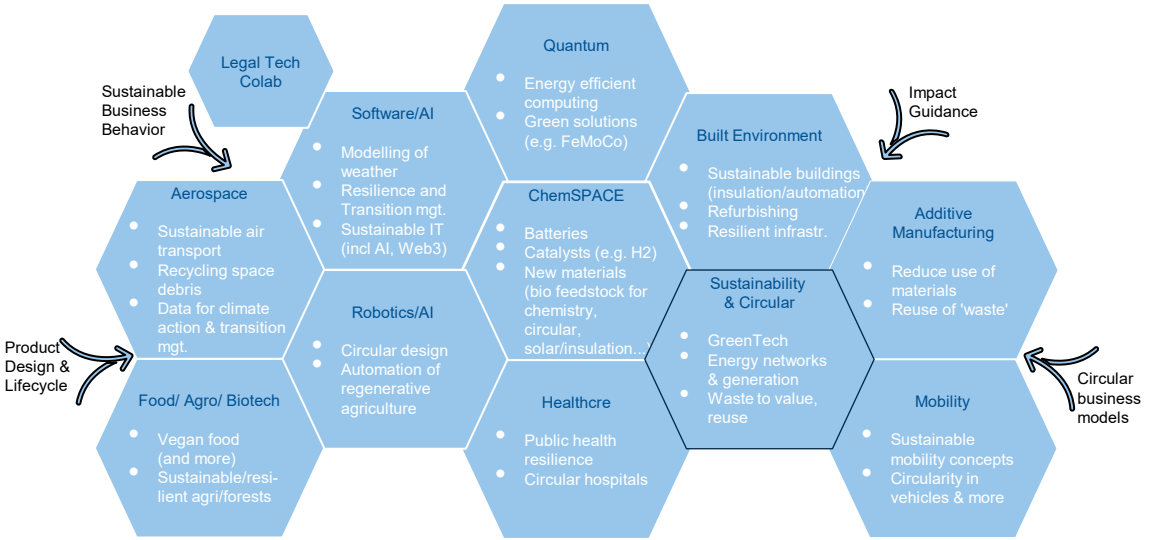
Activities that have some features of Learning Communities

Joint Goal: Turning deep tech or life science idea into entrepreneurial impact

Partners: TUM, UnternehmerTUM, industry, faculty, students, start-ups across the entire early life-cycle from idea generation to seed-capital for business launch.

Learning and exchange of experiences: Between start-ups, venture labs, industry, founders, and employees on general challenges and opportunities, but also on industry-specific ones.

TUM Venture Labs



UNTERNEHMER TUM

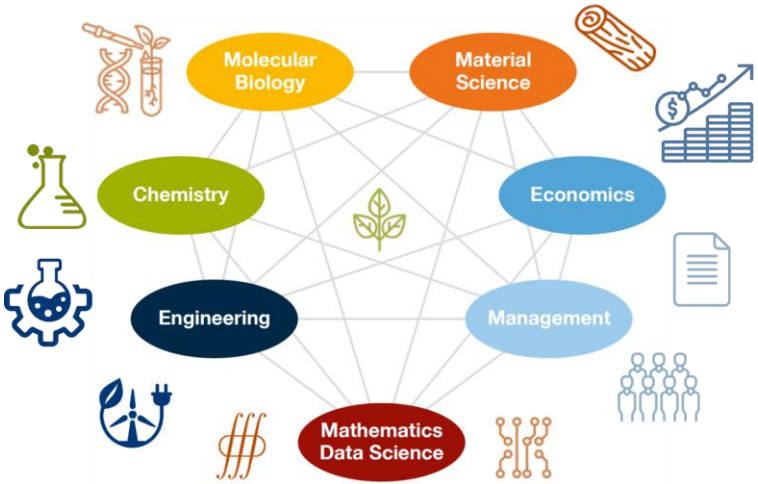
Activities that have some features of Learning Communities

Joint Goal: Enable the transformation of the economy and society towards sustainability via a profound interdisciplinary research and training in sustainable bio- and circular economy.

Partners: Faculty, students, local government, industry

Learning and exchange of experiences: Collaboration between different disciplines in academia and industry. Identifying the required skills and competencies of graduates.

Interdisciplinary Departments / Schools
(e.g., TUMCS)



Challenges for Universities in Learning Communities

Institutional incentives often not aligned

- Publications and Funding > Partnerships
- Time, coordination, administrative overhead

Different time horizons:

- Academia = long-term
- Industry = short-term
- Policy = election cycles

Risk of symbolic participation (tokenism)

Keeping the neutral broker status as a university

- Different actionable objectives
  overactivity vs. deliberateness -> link to different time horizons
- Different language and different roles
  Representative of institution/firm vs. private person
  Natural Scientist vs. Social Scientist

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