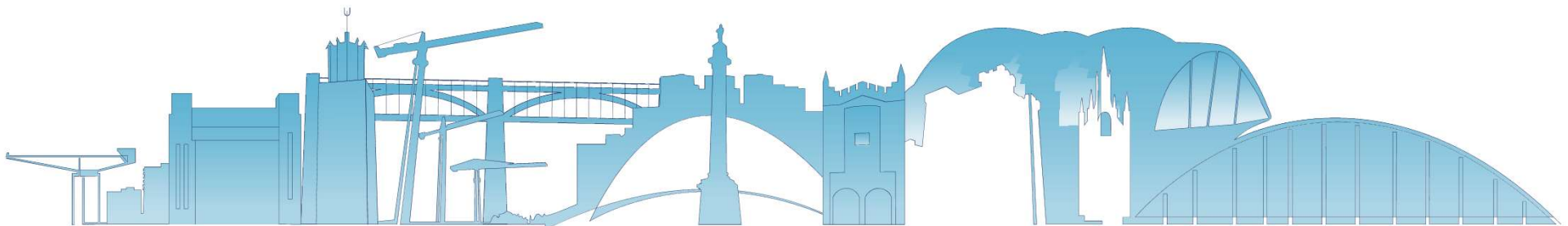


The role of the university in its place: following up the Civic University Commission

John Goddard OBE
Emeritus Professor of Regional Development Studies
Formerly Deputy Vice Chancellor Newcastle University
Vice Chair of the Civic University Commission

<https://qswownews.com/can-universities-help-transform-the-cities-and-communities-they-inhabit/>



UK Historical context

- 19th cent. Origins of many UK universities in response to the challenges of rapid industrialisation and urbanisation
- Research to support emerging industries, contribution to public health, educating the workforce and debate about scientific and societal challenges
- Post WW2 . Detachment of universities from place – nationalisation of HE
- 21st cent. Challenges of globalisation and marketization – civic engagement as an outward and visible sign of the public good role of universities globally and locally

NESTA Provocation, 2009



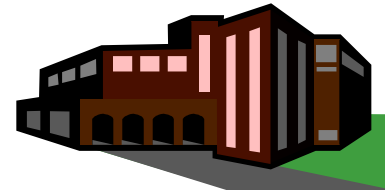
Two/three separate knowledge and policy communities that need to come together

Domains: Education + Research & Innovation

Focus: University as an institution

Seeking: International Academic Excellence

THE UNIVERSITY



THE CITY

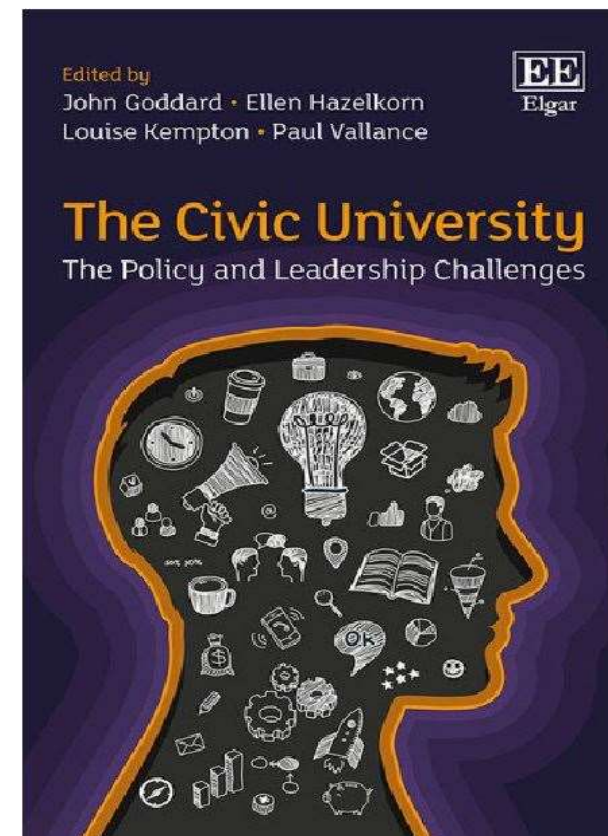
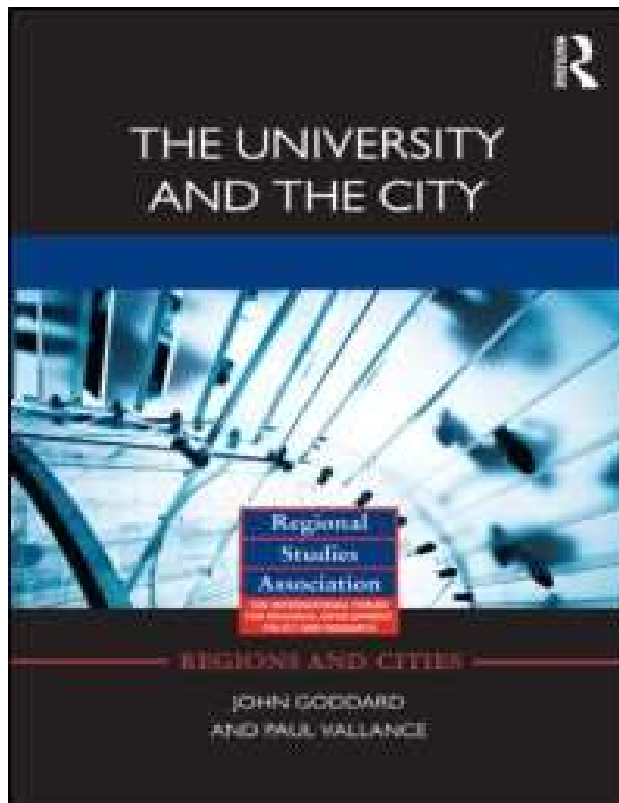


Domain: Territorial Development

Focus: City and regional development

Seeking: Answers to societal ills

Outside in and inside out perspectives



Universities as urban innovation actors

- Shift from mode 1 (linear) to mode 2 (co-production) knowledge creation and open innovation raises opportunities of relations with local actors from the city
- Multi-faceted functions of the university as an educational and cultural institution not just a knowledge producer
- Joining up direct commodification of knowledge via spin outs etc. with human capital upgrades in the urban labour market and social capital that builds trust and co-operative norms in local economic governance networks
- The “developmental” as well as “generative” role of universities
- University influence on the city based political, institutional and network factors that shape innovation processes beyond input of knowledge capital

The quadruple helix model of innovation

- *“Open Innovation 2.0 (OI2) is a new paradigm based on a Quadruple Helix Model where government, industry, academia and civil participants work together to co-create the future and drive structural changes far beyond the scope of what any one organization or person could do alone. This model encompasses also user-oriented innovation models to take full advantage of ideas' cross-fertilisation leading to experimentation and prototyping in real world setting”*
- European Commission .

Civic University Commission: Context



- *“The importance of this civic role is also growing. As the United Kingdom grapples with the challenges of low growth, low productivity, the impact of austerity and widening spatial inequalities, universities can be (alongside local authorities and the health sector), significant ‘anchor institutions’, able to make an enormous impact on the success of their places.*
- *While universities are vital to their places, they also need the active support of their communities in these turbulent and challenging times*
- *This support needs to go further than a vague understanding of their general value. The recently proposed accounting changes on student loans by the Office for National Statistics highlights the fact that if research funding is included, well over half university funding comes directly from the taxpayer. The public – nationally and locally – needs to understand better the specific benefits that universities can bring”.*
- Lord Kerslake, Chair of the Commission



Truly Civic: Strengthening the connection between universities and their places



<https://upp-foundation.org/wp-content/uploads/2019/02/Civic-University-Commission-Final-Report.pdf>

Methodology



- Focus groups in two cities
- UKGOV panel survey in 10 cities
- Written evidence and individual university visits
- Oral evidence in four cities – Manchester, Nottingham and Sheffield and Newcastle with universities and partners
- Themes – industrial strategy, internationalisation, health and well-being, culture
- Academic Roundtable

The Civic University: Alive but is it well?



- Lack of local accountability – ‘in’ but not ‘of’ the city
- Ignorance of local people about the contributions universities make to their community especially amongst less advantaged
- Fees for individual student benefit not public good
- Lots of bottom up engagement activity but a lack of strategic intent based on analysing and meeting needs of **people** who grow up, live and work locally , including for lifelong learning
- Short-term project funding mitigating against long term trust based collaborative partnerships with local public bodies, business and the community
- National funding silos mitigate against civic engagement: the metrics challenge

Civic University Agreements: 53 VCs have committed
(incl. Scotland, Wales & N.I)



Civic universities should enshrine their analysis and strategy in a Civic University Agreement that is co-created and signed by other key partners

- Understanding local populations and asking them what they want.
- Understanding themselves.
- Working with other local anchor institutions, businesses and community organisations to agree where the short medium and long-term opportunities lie in a given area.
- A clear set of priorities.
- The output of all this strategic analysis, local engagement and prioritisation will be a clear plan of action. Part of this will include a funding plan.

53 VCs have committed to prepare Civic University Agreements



- Aberdeen
- Aston
- Birkbeck
- Birmingham
- Bradford
- Bristol
- Brunel
- Cardiff
- Central Lancashire
- Chester
- Chichester
- Coventry
- De Montfort
- Derby
- East London
- Exeter
- Glasgow
- Glasgow Caledonian
- Goldsmiths
- Hertfordshire
- Hull
- Keele
- Kingston
- Lancaster
- Leicester
- Lincoln
- Liverpool
- London Metropolitan
- Newcastle
- Northampton
- Nottingham
- Plymouth
- Plymouth Marjon
- Portsmouth
- Queen Mary
- Salford
- Sheffield
- Sheffield Hallam
- Southampton Solent
- Staffordshire
- Sunderland
- Sussex
- Swansea
- Teesside
- Ulster
- Warwick
- West of England
- Winchester
- Wolverhampton
- Worcester
- York



Principles agreed by signatories

Place

As a place-based institution we are committed to attaching a high-priority to the economic, social, environmental, and cultural life of our local communities.

Public

Our civic role will be informed by an evidence-based analysis of the needs of our place, developed collaboratively with local partners and informed by the voice of our local community.

Partnerships

We will collaborate with other universities and anchor institutions and form partnerships to overcome the challenges facing our local communities.

Measurement and Impact

With our partners, we will be clear about what we do and how we measure it, so we can say with confidence what we have achieved – and how we might do better in the future.

Developing the Guide



A Guide to preparing Civic University Agreements



- Working Group of policy makers and practitioners from inside and outside HE
- Online survey of signatories covering preparation of CUAs – what and how
- In depth interviews with a selection of universities
- Scoping a support hub to share knowledge and facilitate peer review
- Consultation forum at UUK July 19th

Contents of the guide



- Policy drivers
- Motivations
- Principles
- Challenges and risks
- Process and approach

***Potential* place based policy drivers within H.E. and Research**



1. Widening Access and Participation Agreements

2. Teaching and learning

- work-based learning, student role in knowledge exchange, graduate outcomes and local retention
- feeding into Teaching - Excellence Framework outcomes

3. Research and Innovation

- Knowledge Exchange Framework /Concordat
- REF Impact
- OfS/Research England joint review of Higher Education Innovation Fund
- Challenge driven research and Quality of Life as well as disciplinary based excellence considerations

Strength in Places – a need to link research to education and skills and also to connect to other policies

Policies outside of H.E. supporting the civic role

1. Health and well being

- NHS long term plan for more integrated local services to address population health
- Wales Well-being of Future Generations Act

2. Culture

- Cultural City Compacts
- Arts Council England 10 year strategy - investing in cultural infrastructure that creates the conditions for people's creativity to be inspired and fostered – building thriving cultural communities

3. Local Economic Development

- Local Industrial Strategies and Shared Prosperity Fund

Making the Place with local government – the foundational economy



Elaborations on the principles emerging from the consultation

1. The need to put the public at the heart of the Agreement
2. Being clear about the role of the university in the partnership
3. Being clear about the geography of the Agreement
4. Identifying the required resource, leadership and institutional capacity to deliver on the Agreement
5. Recognising and managing the risks

Plans for a Civic University Network Hub



1. Sharing best practice

- Supporting the CUA signatories by hosting events, publishing reports and toolkits to guide the development and implementation of Civic University Agreements.

2. Run peer-review model

- Develop a model of enhancement for ensuring CUAs meet a quality and effectiveness threshold. The peer-review model, based on a similar scheme in local government, is aimed at supported universities improve and enhance their civic role.

3. Policy and advocacy for the civic role

- This organisation will take on the national engagement for the civic agenda. It will advocate for this role internally and externally and connect the CUA network with other key sectors and policy areas. This is particularly important given the broad and varied nature of the civic role within higher education.

Connecting the civic university movement to the place dimension in research and innovation policy



Rebuilding innovation capacity across the whole of the UK

- “ We need to move from this ‘supply side’ science policy to an innovation policy that explicitly creates demand for innovation, in order to meet society’s big strategic goals
- More attention needs to be paid to the wider determinants of innovation – organisation, management quality, skills, and the diffusion of innovation as much as discovery itself. We need to focus more on the formal and informal networks that drive innovation – and in particular on the geographical aspects of these networks
- What characterises such economically successful places, like Cambridge or Bristol, is a thriving innovation system – formal institutions for education and research and development, high performing companies both large and small, and networks of highly skilled people”

Jones R.A.L. (2019)

UK R & I Policy : a place based shift

“Policy should combine scientific rigour with local industry and community demands:

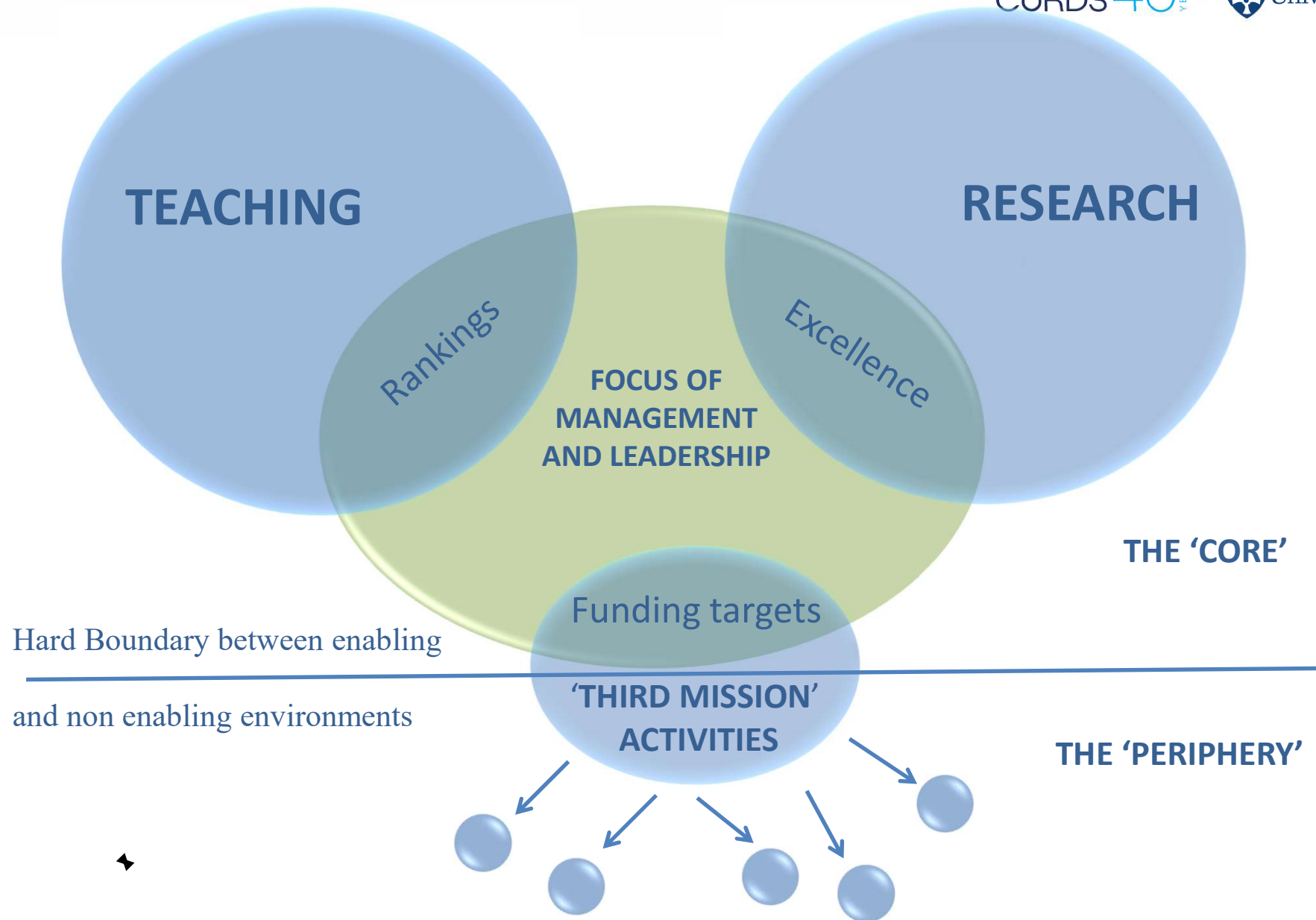
- be built on strong region-wide stakeholder engagement, actions and activities*
- emphasise diffusion and dissemination through the local industrial fabric as an explicit aim*
- making advances in varieties of fields closely related to the region’s existing capabilities so that any innovations have the maximum chances of local diffusion*
- emphasise local institutional capacity-building as a key outcome in its own right*
- involve a mix of different types of actors, so funding is not always to the ‘usual suspects’*
- emphasise entrepreneurial risk-taking as a central element of the research proposal – with the aim either to try something new or to adapt an existing innovation in a new context*
- involve the adoption, adaption and embodying of new technologies, techniques and systems”*

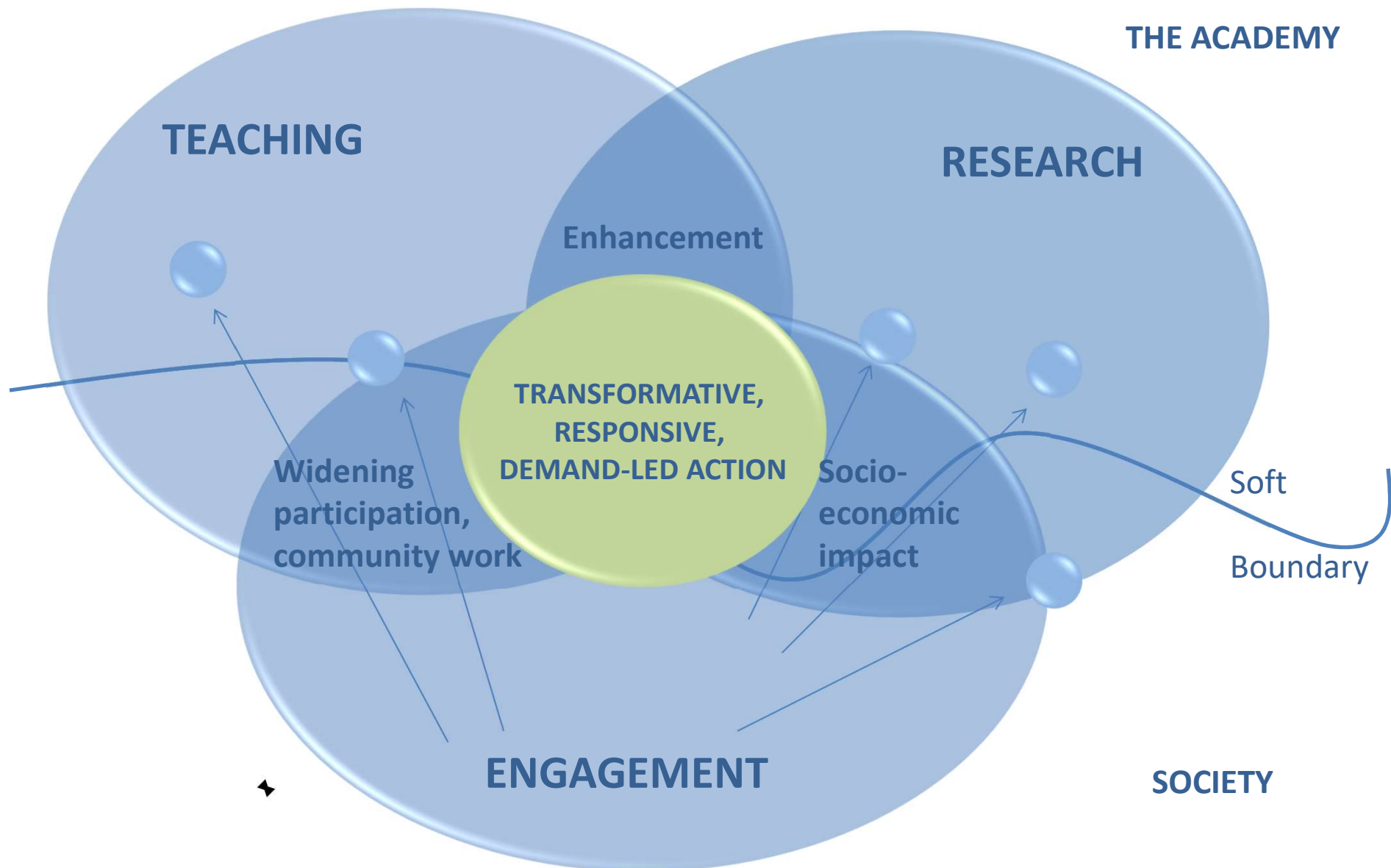
P.McCann, Paper for UKRI, July 2019

How do universities need to change to be truly civic institutions?

- Adoption of a holistic Engagement AND Place Strategy co-created with partners from the public, private and voluntary sectors and other local post 18 educational providers, including procedures for public accountability
- Clear internal processes for connecting teaching, research, internationalisation and civic engagement at Executive Board Level.
- An institutional framework that supports, recognises and rewards bottom up civic engagement and recognises this as part of normal business including in the work of professional services
- Development of 'blended professionals' in finance, estates, communications etc. working with a research hub connected to the global discourse on universities and place and like minded institutions
- The locality as a site for co-creation of knowledge and a 'living laboratory'
- Establishment of place based university foundation to support local public good actions

The 'Traditional' University





Newcastle Institute for Research on Environmental Sustainability

- *“The notion of treating our city and its region as a seedbed for sustainability initiatives is a potent one... the vision is of academics out in the community, working with local groups and businesses on practical initiatives to solve problems and promote sustainable development and growth’*
- *“This necessitates that we proceed in a very open manner, seeking to overcome barriers to thought, action and engagement; barriers between researchers and citizens, between the urban and the rural, between the social and natural sciences, between teaching research and enterprise”*

Co-Director of Newcastle Institute for Research on Environmental Sustainability. Quoted in Goddard & Vallance ,2016

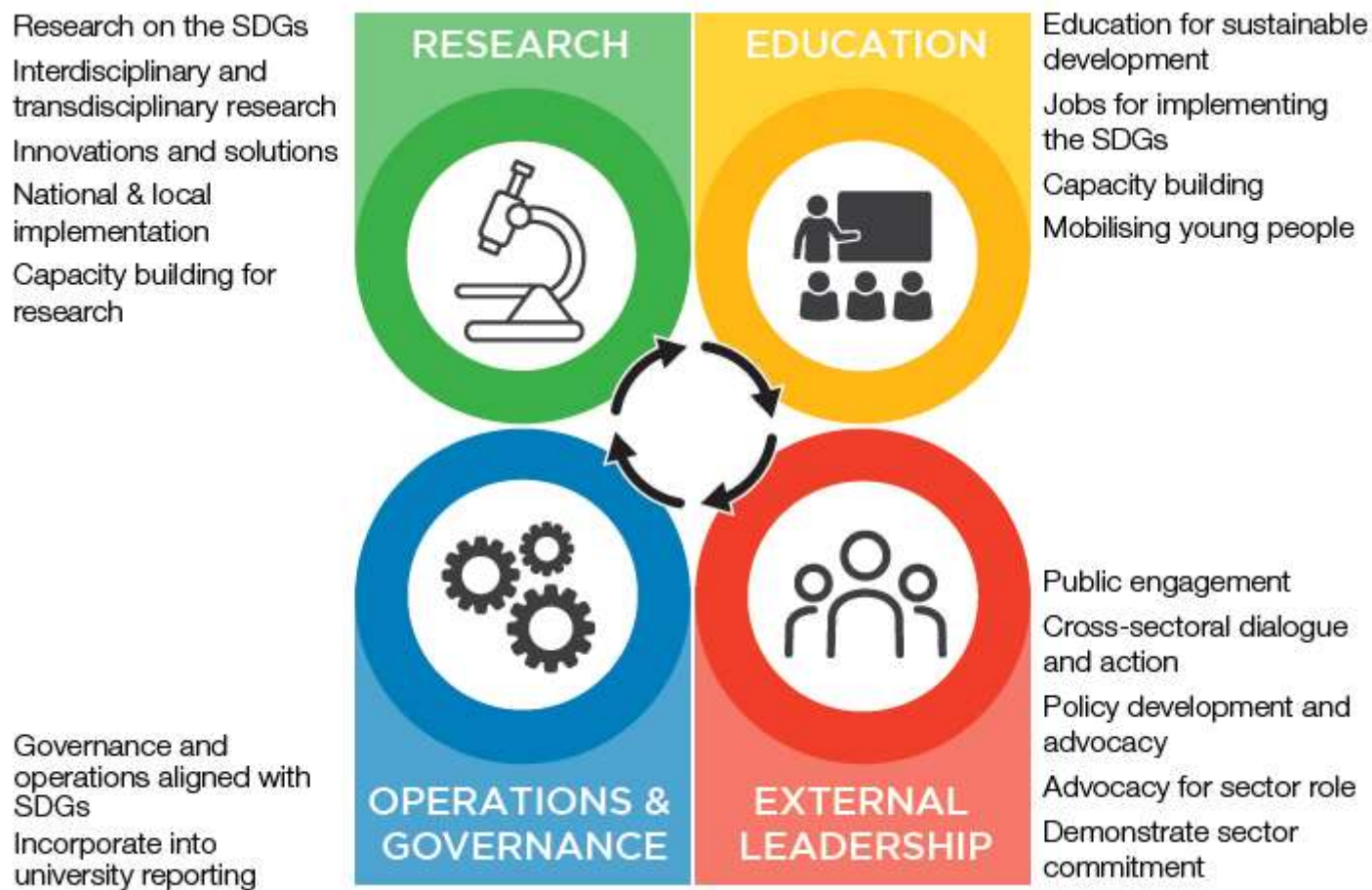
Newcastle Institute for Ageing: V.O.I.C.E. North (Valuing Our Intellectual Capital and Experience)

- Engaging older members of the public in research in order to produce well-being effects
- To support academic research and *research translation*
- To help business innovate, through creating a better understanding of what older users and consumers require
- Allow SMEs and academics to engage with a pool of older people to whom they would not otherwise have had access.
- Sustain a network of participants with a deeper understanding of the research and innovation process as ‘research-savvy citizens’.

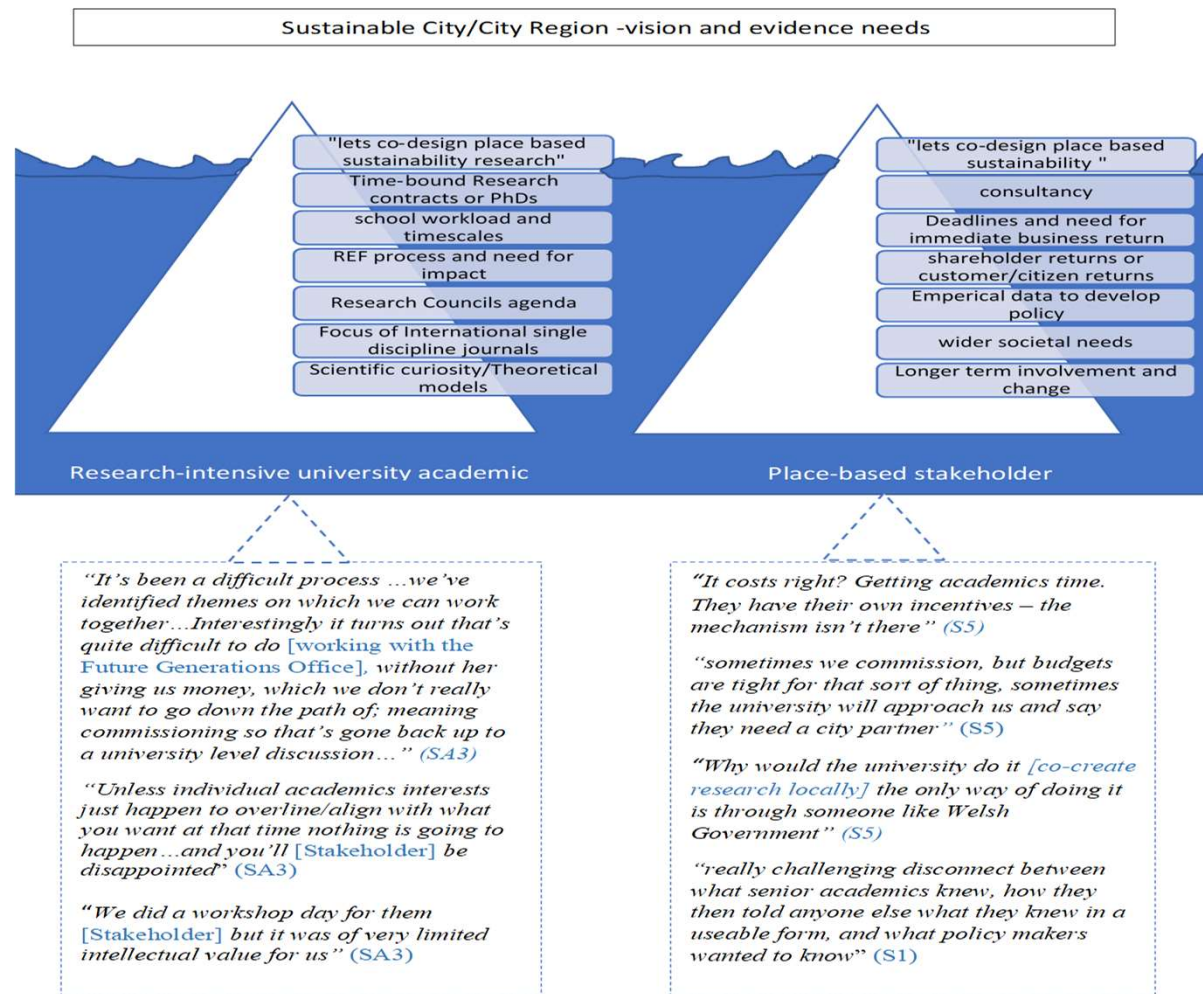
UN Sustainable Development Goals as a window

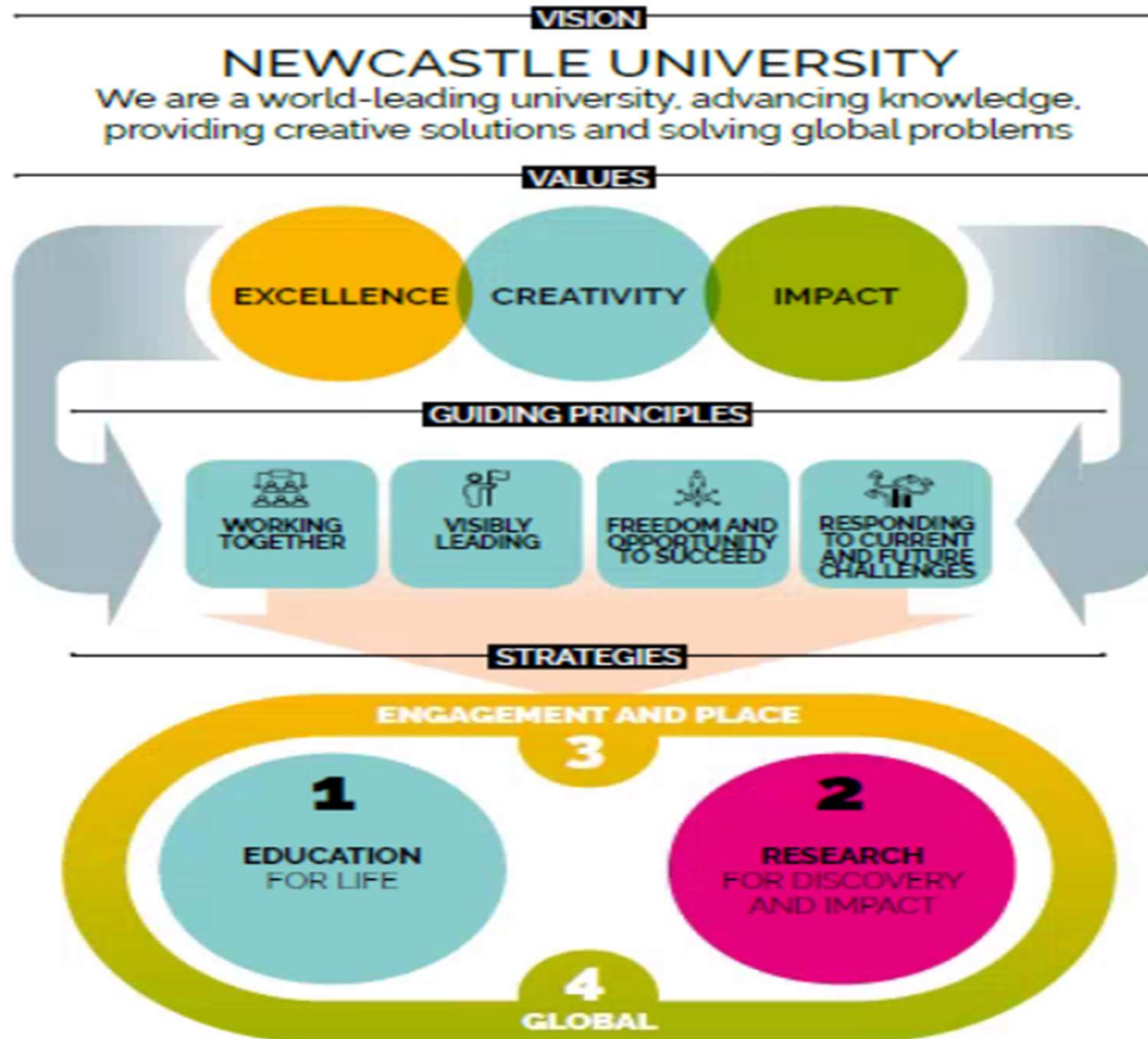


Overview of university contributions to the SDGs (Sustainable Development Solutions Network (SDSN, 2017))



The challenge ahead: an iceberg model (Simon Power, Cardiff University/Matt McDonald Ltd)





Newcastle City Futures Engagement & Place

<http://www.newcastlecityfutures.org/>
Newcastle City Futures video

<https://www.ncl.ac.uk/work-with-us/>
NU - Our Vision in Action video