The Civic University and the City

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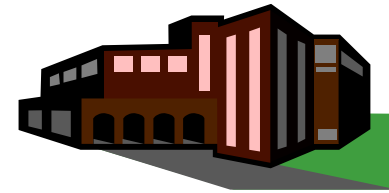**https://qswownews.com/can-universities-help-transform-the-cities-and-communities-they-inhabit/**

Two/three separate knowledge and policy communities…

Domain: Education , Research/Innovation

Focus: University as an institution

Seeking: International Academic Excellence
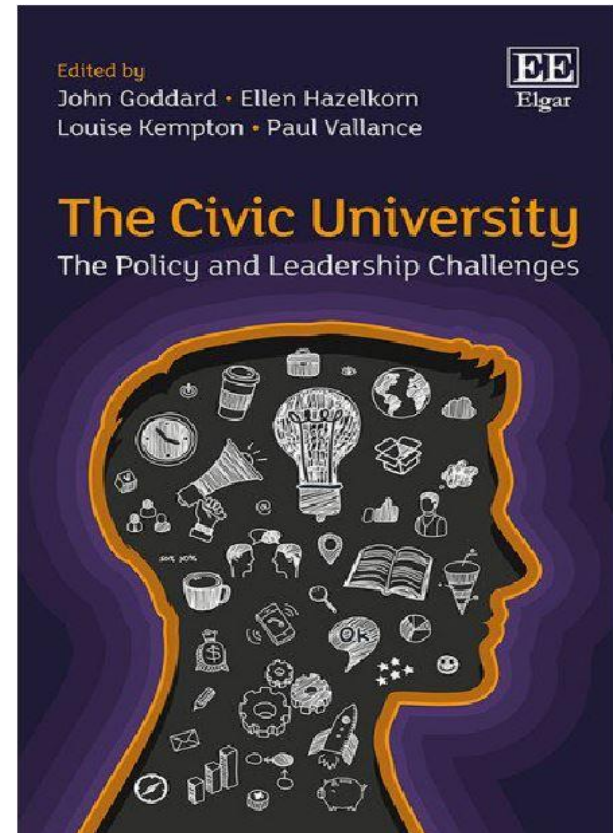
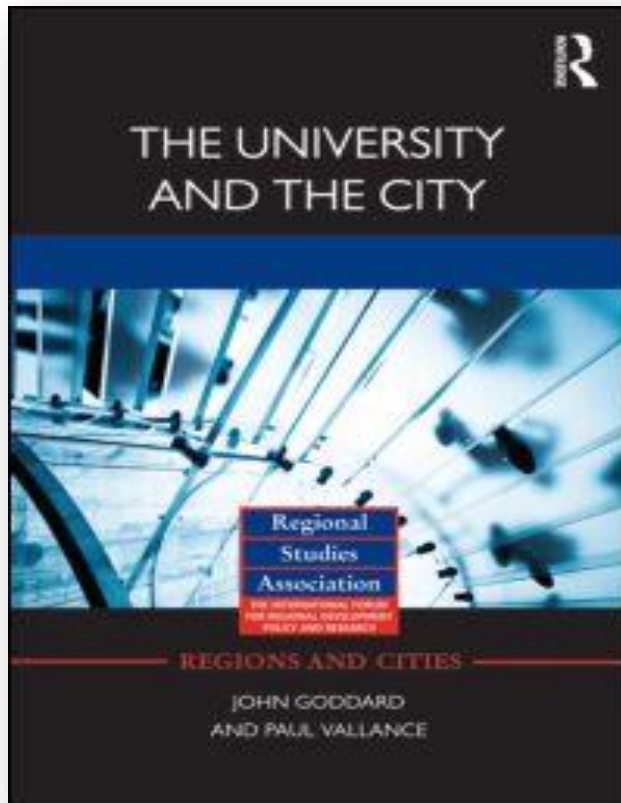THE UNIVERSITY

THE CITY

Domain: Territorial Development

Focus: City and regional development

Seeking: Answers to societal challenges

Outside in and inside out perspectives

Policy perspective: Universities as urban 'anchor' institutions

- 'Anchor institutions' are large <u>locally embedded</u> institutions, typically non-governmental public sector, cultural or other civic institutions that are of significant importance to the economy <u>and</u> the wider community life of the cities in which they are based.

- They generate positive externalities and relationships that can support or 'anchor' global economic activity in the locality

- Institutions that are **of** the city not just **in** the city

What does anchoring imply for universities?

- Relationships with other institutions that inhabit the city

- Normative questions about the need for academic practise (research & teaching) to be of relevance to the place in which practitioners live, work and study **as citizens**

- Exploration of a more broadly conceived territorial development process than just economic growth and competitiveness

- Interrelated physical, social and cultural dimensions

Tensioned themes

The normative question

Nature Editorial (2010)

"*Why do so many scientists ignore the needs of our cities…researchers who benefit from the opportunities of living in cities should ask what can they give back*" *(pp 83-84)*

The University and the public good

- *"We treat our opportunities to do research not as a public trust but as a reward for success in past studies"*
- *"Rewards for research are deeply tied up with the production of academic hierarchy and the relative standing of institutions" BUT*
- *"Public support for universities is based on the effort to educate citizens in general, to share knowledge, to distribute it as widely as possible in accord with publically articulated purposes"*

Calhoun , Thesis 11 (2006)

Contrasting perspectives on universities and cities

- **Passive** local physical ,social and economic impacts (campus footprint, students **in** the city, employment generation) *vis a vis* **active** engagement in the development **of** the city

- Economic *vis a vis* more holistic views of engagement with civil society (community development, social inclusion, urban governance, health and well being, cultural life)

- The 'external' civic role of the university *vis a vis* 'internal' processes within the university and state higher education policies that shape these external relations

Elaboration on the perspectives

- The university as an institution *AND* a set of academic sub-groups (a loosely coupled organisation)

- The role of physical sites and regeneration projects in facilitating ***or inhibiting*** university economic and community engagement in the city

- Inter institutional relationships between multiple universities and other HEIs especially in large cities

- The inter-disciplinarity of many urban challenges and the institutional tension with existing disciplinary based academic structures (e.g sustainable or age friendly cities)

- The role of intermediary organisations inside OR outside of the university in linking the university and the city (e.g. Technology Transfer Offices / science park organisations/ on or off- campus theatres)

- The city and its various communities as **collaborators** or passive sources for academic research, teaching and knowledge exchange

Civic University Questions

Question 1

- Academics: By what means is your university accountable to the city?
- Cities : By what means are/is the university(ies) in you city accountable to citizens?

Question 2

- Academics: How do you assess the local impact of your university? Who is responsible at an institutional level for civic engagement ?
- Cities: What are the benefits to you of the university (ies)? Who conveys public needs to the university/ies

Universities and the development of cities

Universities and the development *OF* cities: International experience

1. Innovation and urban economic development

2. Place and community

3. Social development

4. Opening out the university 'black box'

Innovation Now: Europe's Mission to Innovate, 2016 (Madelin Review)
**A critique of the linear model**

- *"It's complicated…Innovation happens in complex ecosystems. Too often, we imagine innovation in a linear way, as a pipe-line with inputs and outputs. But where we focus only on the pipeline, we miss the real needs of Europe's more diverse and demand-driven innovators. We need more open collaboration, both globally and locally between citizens, governments and inventors at home"*

- *"Focus on People, Places and Processes. Europe needs better assets as well as a broader vision. We have to get back to basics: upskilling Europe's people, using local strengths to underpin local innovation, and transforming public processes. Europe's public sector must change faster. EU 1.0 cannot deliver Europe 2.0".*

- *"Our innovation economy is not a Roman aqueduct but a muddy pond … it requires all actors, corporate, academic, civic and political"*

Place and Community

- Expansion of HE in the 20th / 21st Centuries an important dynamic in the physical development of cities – including new university cities
- Suburbanisation of campuses and/or spatial fragmentation in large cities
- The traditional campus as a 'semi-cloistered ' space in the midst of the city dedicated to meeting the work and leisure needs of student and academic communities
- But more recent pressures to open out the campus to the city
- University estate development practises reconciling the competing demands for teaching and research space and student accommodation with those of external communities
- University use of the status of an embedded "anchor institution" to lever non- HE funding for capital projects

Universities and the Leadership of Place

(Robin Hambleton)
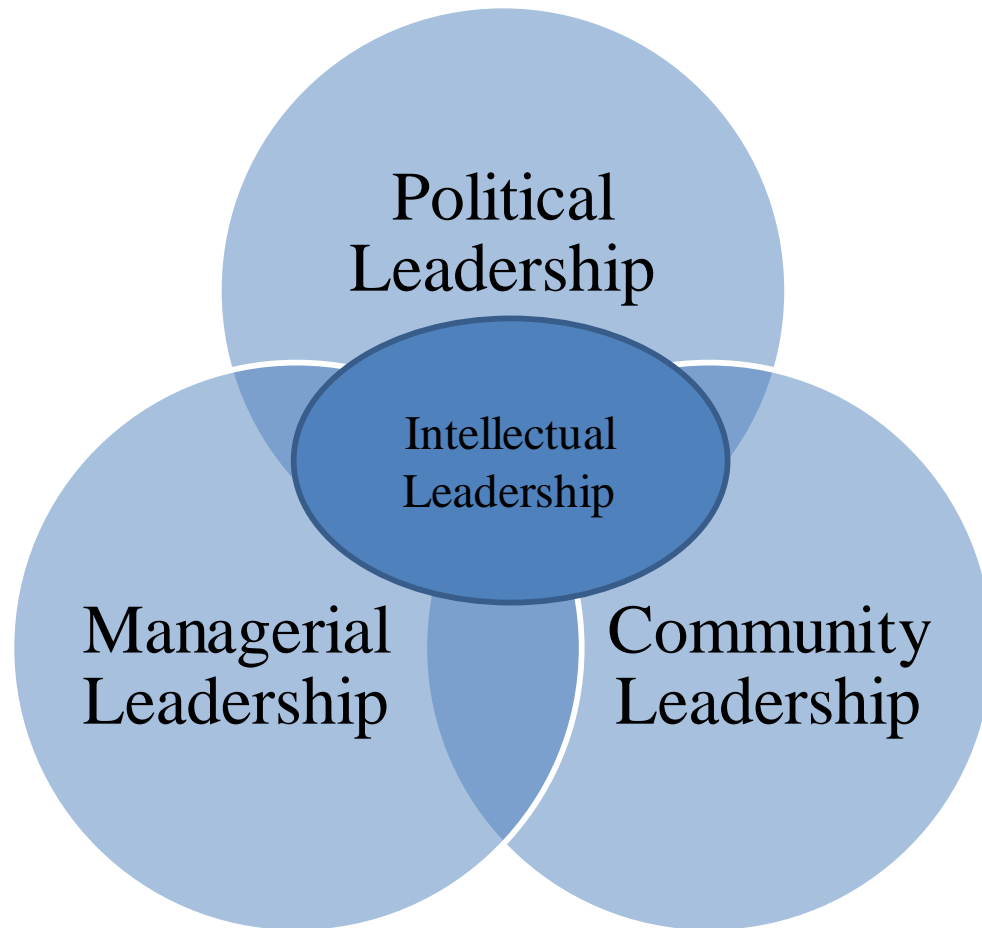
Questions

- ## Question 3: ALL-
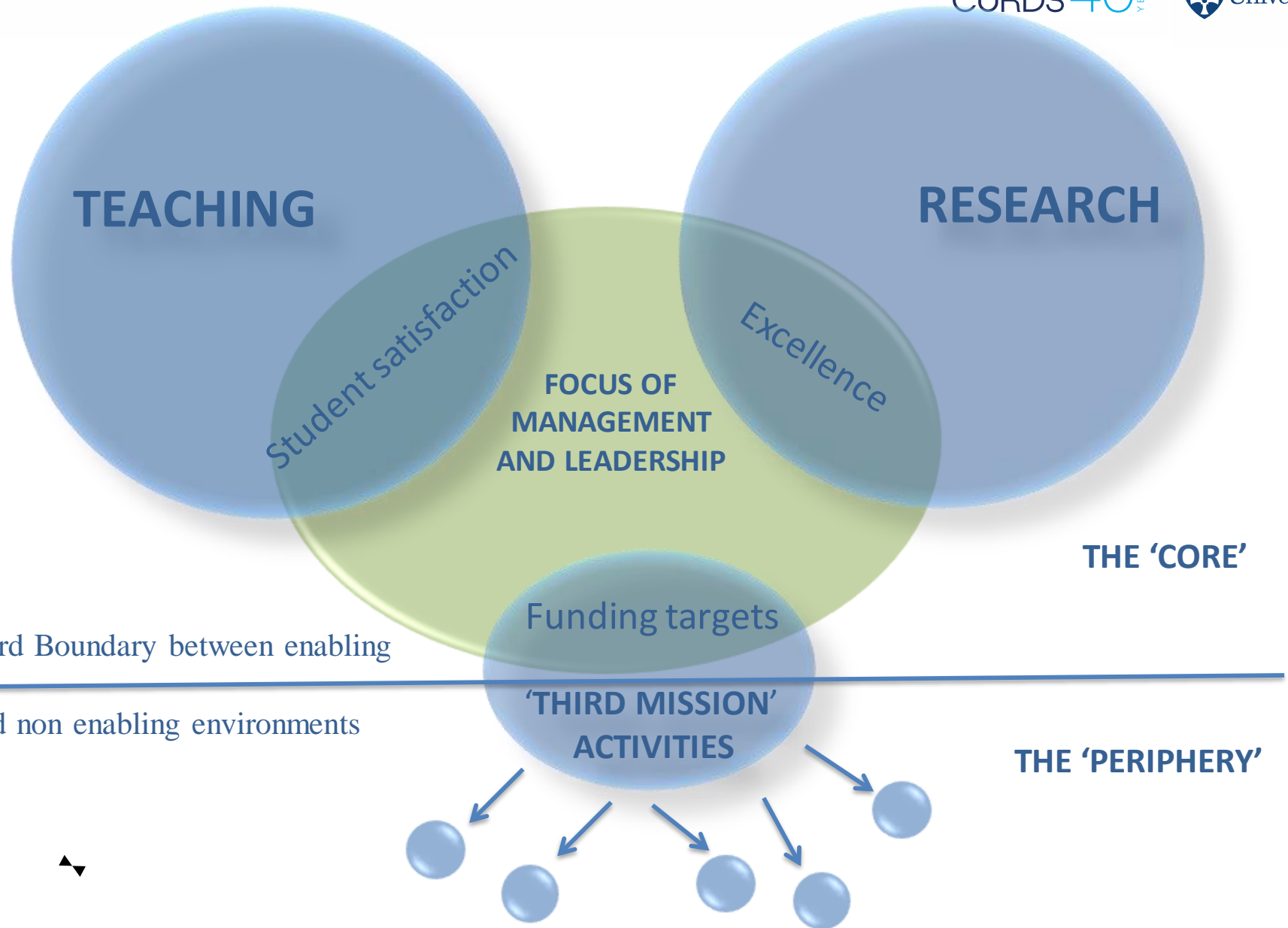- How do university estates departments and city planners work together to ensue the university is part of the urban fabric

- Question 4 :
- Academics: How do you engage public institutions, local businesses and citizens engage in the co-creation of research?
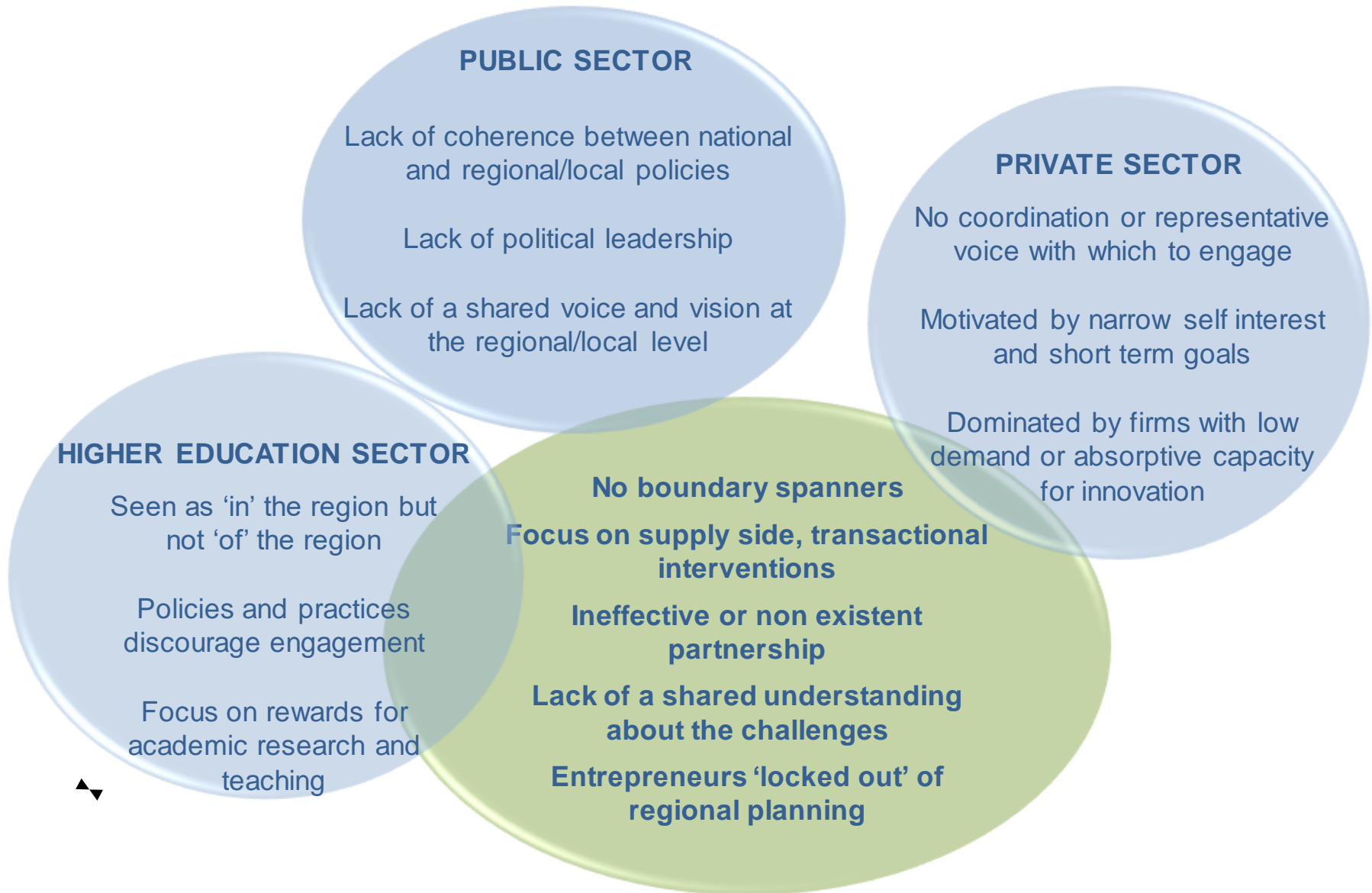- Cities: How do you communicate city needs to the university(ies)?

Opening out the university "black box"

The 'Traditional' University

The disconnected region

PUBLIC SECTOR

Lack of coherence between national and regional/local policies

Lack of political leadership

Lack of a shared voice and vision at the regional/local level

PRIVATE SECTOR

No coordination or representative voice with which to engage

Motivated by narrow self interest and short term goals

Dominated by firms with low demand or absorptive capacity for innovation

HIGHER EDUCATION SECTOR

Seen as 'in' the region but not 'of' the region

Policies and practices discourage engagement

Focus on rewards for academic research and teaching

No boundary spanners

Focus on supply side, transactional interventions

Ineffective or non existent partnership

Lack of a shared understanding about the challenges

Entrepreneurs 'locked out' of regional planning

The Civic University

THE ACADEMY

TEACHING

RESEARCH

Enhancement

TRANSFORMATIVE, RESPONSIVE, DEMAND-LED ACTION

Widening participation, community work

Socio-economic impact

Soft Boundary

ENGAGEMENT

SOCIETY

The 'connected' region

PUBLIC SECTOR

Developing coherent policies that link territorial development to innovation and higher education

Analysis of evidence and intelligence for planning

Building the infrastructure for growth

Evidence based policies that support 'smart' innovation & inclusive growth

Generating intellectual and human capital assets for the region

Skills development, commercialisation of research

Investing in people and ideas that will create inclusive growth

HIGHER EDUCATION SECTOR

PRIVATE SECTOR

The civic university as a normative model

- Not only excellent in terms of conventional academic criteria but also seeking to contribute to the public good.

- Responsibility to society is not new, but given greater saliency as the challenges facing society heighten in intensity.

- At the same time responding to the challenge of participating in a global higher education marketplace with its own internal logic in terms of competition for mobile students and academic staff

- Managing the tensions between the demands from within and without higher education, including embedding external engagement into the internal process of managing the teaching and research undertaken by academic staff.

- Managing conflicting signals in the external policy environment, not least in terms of the degree of focus of national governments on the global higher education marketplace relative to contributions to society.

Seven dimensions of the civic university

- Sense of Purpose
- Active Engagement
- Holistic Approach
- Sense of Place
- Willingness to Invest
- Transparency and Accountability
- Innovative Methodologies

The 'Civic University' Development Spectrum

	Embryonic	Emerging	Evolving	Embedded
Dimension X				

The spectrum describes the 'journey' of the institution against each of the 7 dimensions of the civic university towards the idealised model. It accepts that a university may be at a different stage of development on the different dimensions. This is intended to provide guidance in building a deeper understanding of where the university is currently positioned and help in future planning, and is NOT intended to be used as an assessment or ranking tool.

Sense of Place

Question 5 ALL: Where would you position 'your' universities?

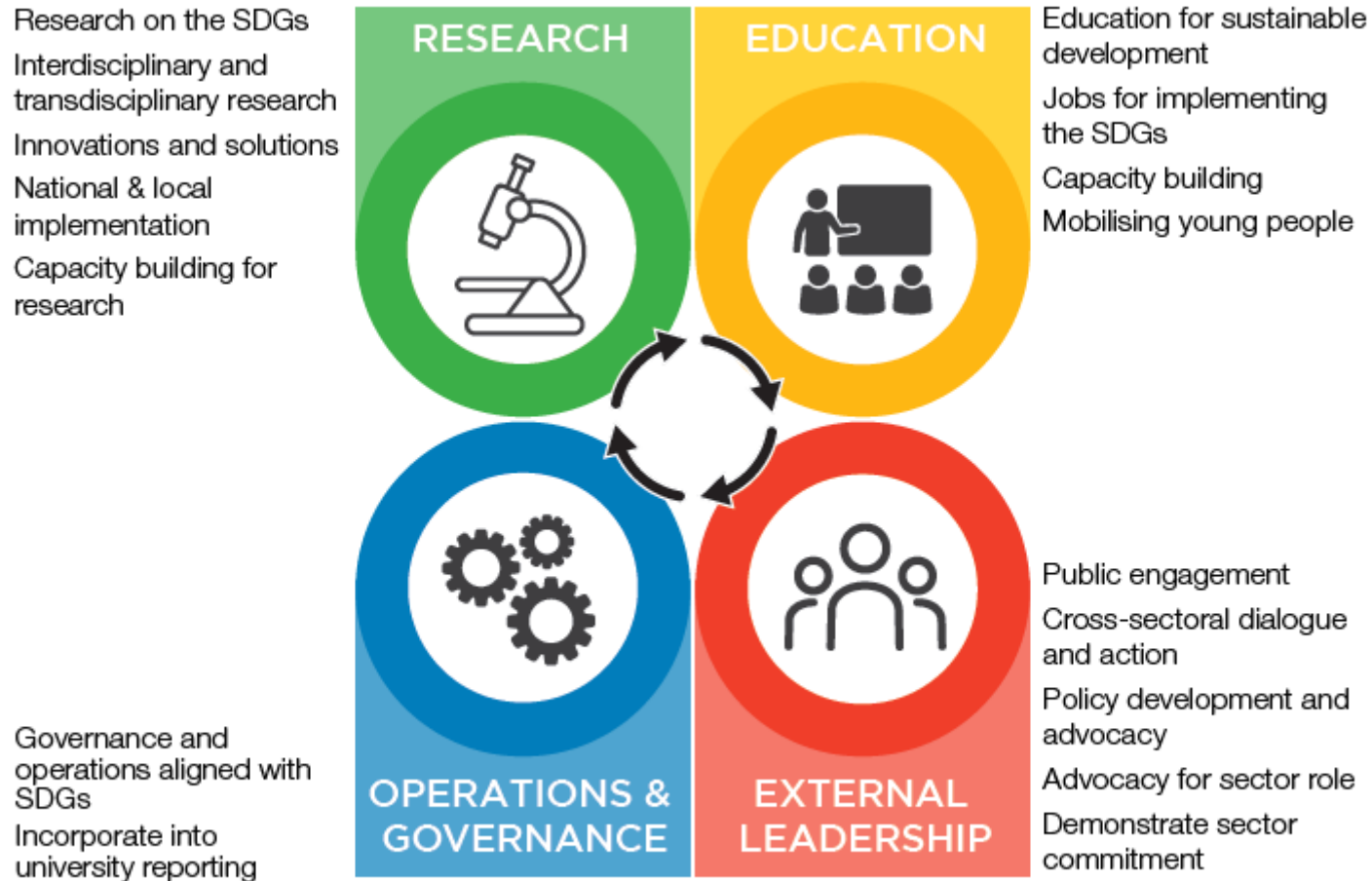| Embryonic	Emerging	Evolving	Embedded
The institution is 'detached' from the local environment with limited local linkages and lack of integration within the physical fabric	There has been some 'opening up' of the campus to the local community but linkages are still relatively superficial	Local communities are increasing using campus facilities the institution is making linkages with local businesses and groups to develop opportunities for research and placements etc.	The location of the institution is integral to its identity, it is viewed as an important asset by the local community, it physically 'blends' within the local built environment and is seen as a 'living laboratory' for research

UN Sustainable Development Goals

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

Research on the SDGs

Interdisciplinary and transdisciplinary research

Innovations and solutions

National & local implementation

Capacity building for research

RESEARCH

EDUCATION

Education for sustainable development

Jobs for implementing the SDGs

Capacity building

Mobilising young people

Public engagement

Cross-sectoral dialogue and action

Policy development and advocacy

Advocacy for sector role

Demonstrate sector commitment

Governance and operations aligned with SDGs

Incorporate into university reporting

OPERATIONS & GOVERNANCE

**EXTERNAL LEADERSHIP**

UK experience

- 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

Truly Civic: Strengthening the connection between universities and their places

The final report of the UPP Foundation Civic University Commission
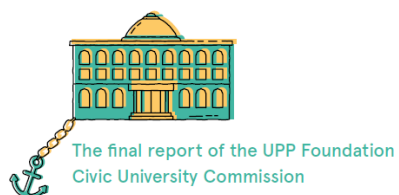
The Civic University: Alive but is it well?

- 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

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

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.

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.
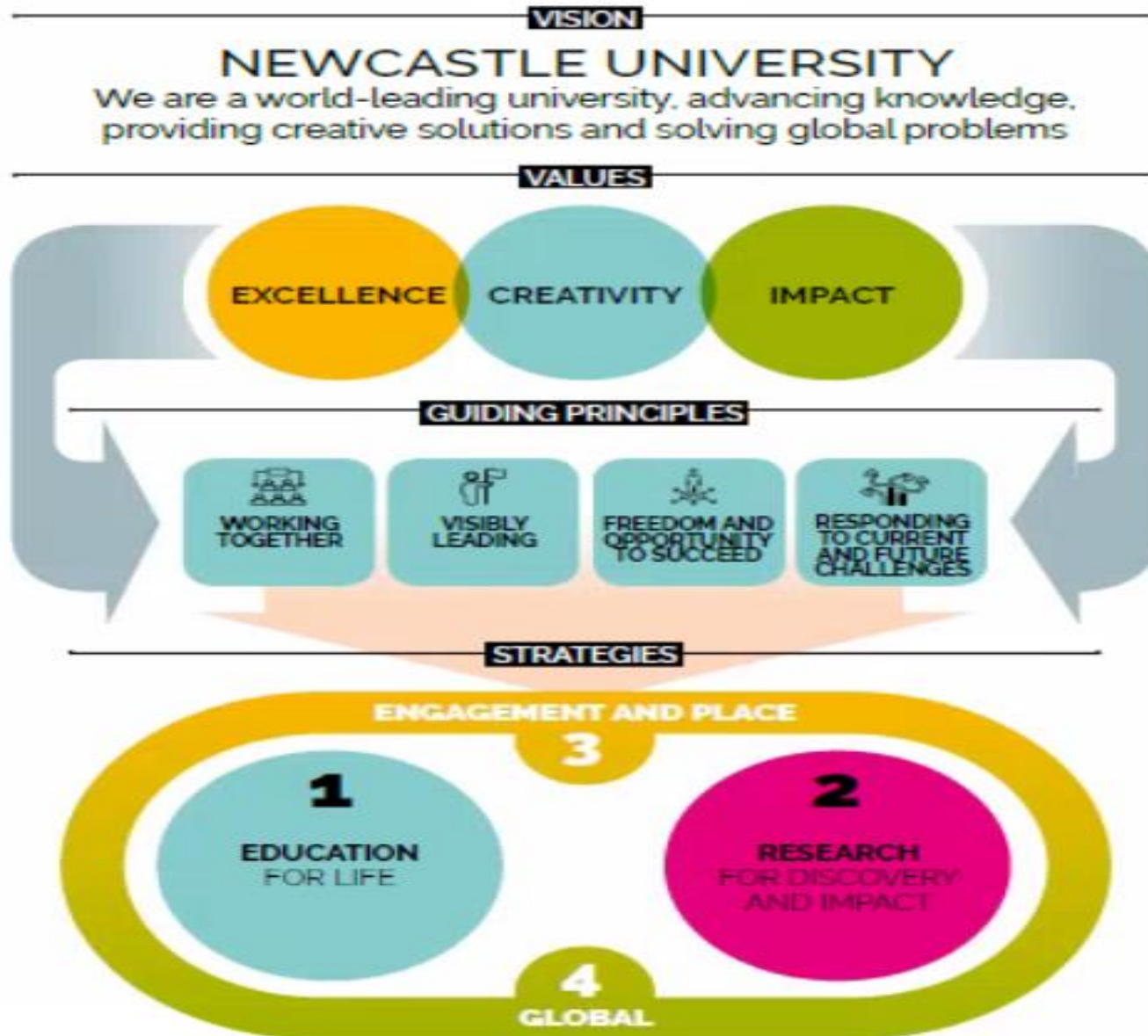
Newcastle University: The Urban Laboratory

- "*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 2013

V.O.I.C.E. North, Newcastle
(Valuing Our Intellectual Capital and Experience)

- To engage 6,000 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 … "responding to the opportunity of demographic change, and the economic benefit that this can bring"

- An entry point to the University affordable for SMEs and entrepreneurs.

- Allowed SMEs and academics to engage with a pool of older people to whom they would not otherwise have had access.

- Sustained network of participants with a deeper understanding of the research and innovation process as 'research-savvy citizens'.

Newcastle City Futures Engagement & Place

http://www.newcastlecityfutures.org/

https://www.ncl.ac.uk/work-with-us/