

The role of civic universities in regional development

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How universities can contribute to cities and regions

- HE as a major business – anchor institutions
- Contribution to the built environment
- Global gateways for marketing and attracting inward investment
- Generation of new business and sources of advice to established businesses
- Enhancing local human capital through graduate retention and professional updating
- Content and audience for cultural programmes
- Contribution to health, well being, social inclusion and environmental sustainability

What universities can get from cities and regions

- Local recruits in face of declining student mobility
- Local support for global aspirations in research and student recruitment
- Indirect benefits of local environment to attract and retain creative academics and motivated students
- Additional income for services to local businesses through consultancy and CPD
- Increased local enrolments to meet widening participation targets
- Outward and visible manifestation of contribution to civil society – the ‘impact’ agenda

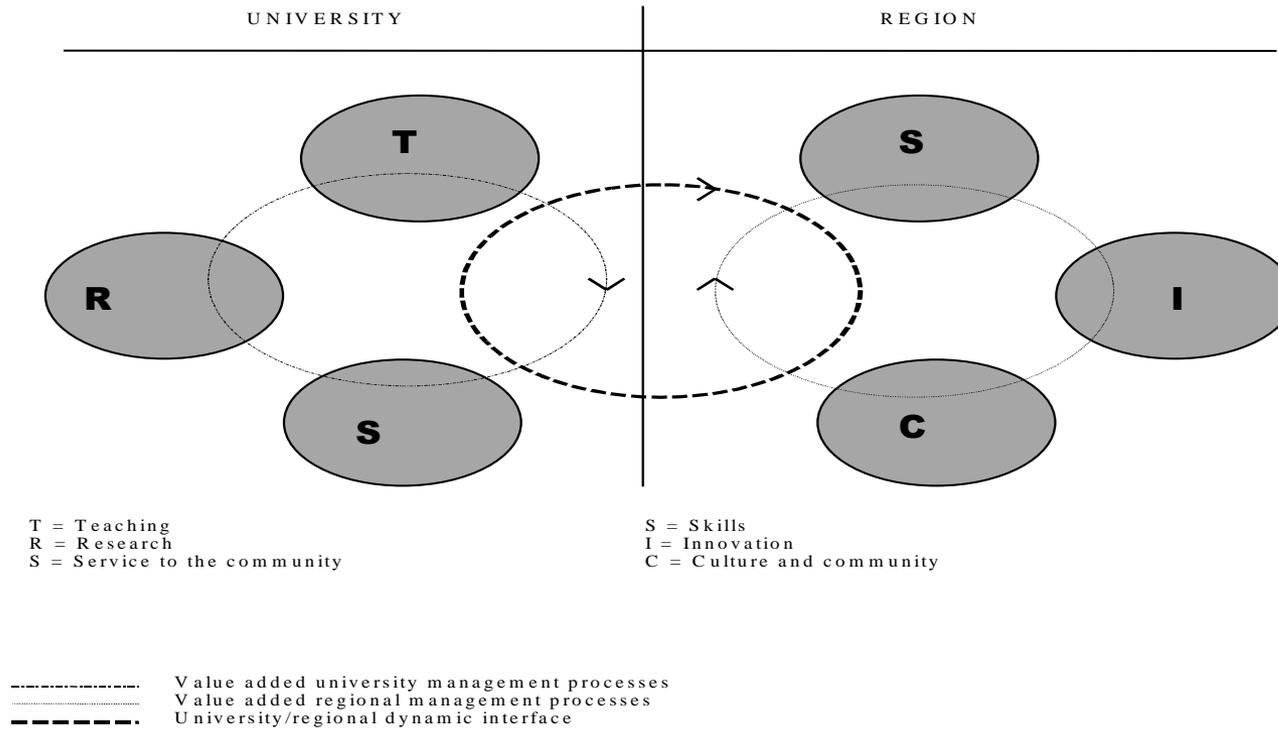
Universities as urban ‘anchor’ institutions

- ‘Anchor institutions’ are large locally embedded institutions, typically non-governmental public sector, cultural or other civic institutions that are of significant importance to the economy and the wider community life of the cities in which they are based.
- They generate positive externalities and relationships that can support or ‘anchor’ wider economic activity in the locality
- *‘Anchor institutions do not have a democratic mandate and their **primary** missions do not involve regeneration or local economic development. Nonetheless their scale, local rootedness and community links are such that they can play a key role in local development and economic growth representing the ‘sticky capital’ around which economic growth strategies can be built’*
- Institutions that are **OF** the city not just **IN** the city

What does anchoring imply for universities?

- Relationships with other institutions that inhabit the place
- Normative questions about the need for academic practise (research & teaching) to be of relevance to the place in which practitioners live and work as citizens
- Exploration of a more broadly conceived territorial development process than just economic growth and competitiveness
- Interrelated physical, social and cultural dimensions

University/region value added



The OECD Programme

- OECD Reviews of Higher Education and City and Regional Development.
- Globally Competitive , Locally Engaged
(www.oecd.org/edu/higher/regionaldevelopment)
- Joint project – Education and Territorial Governance

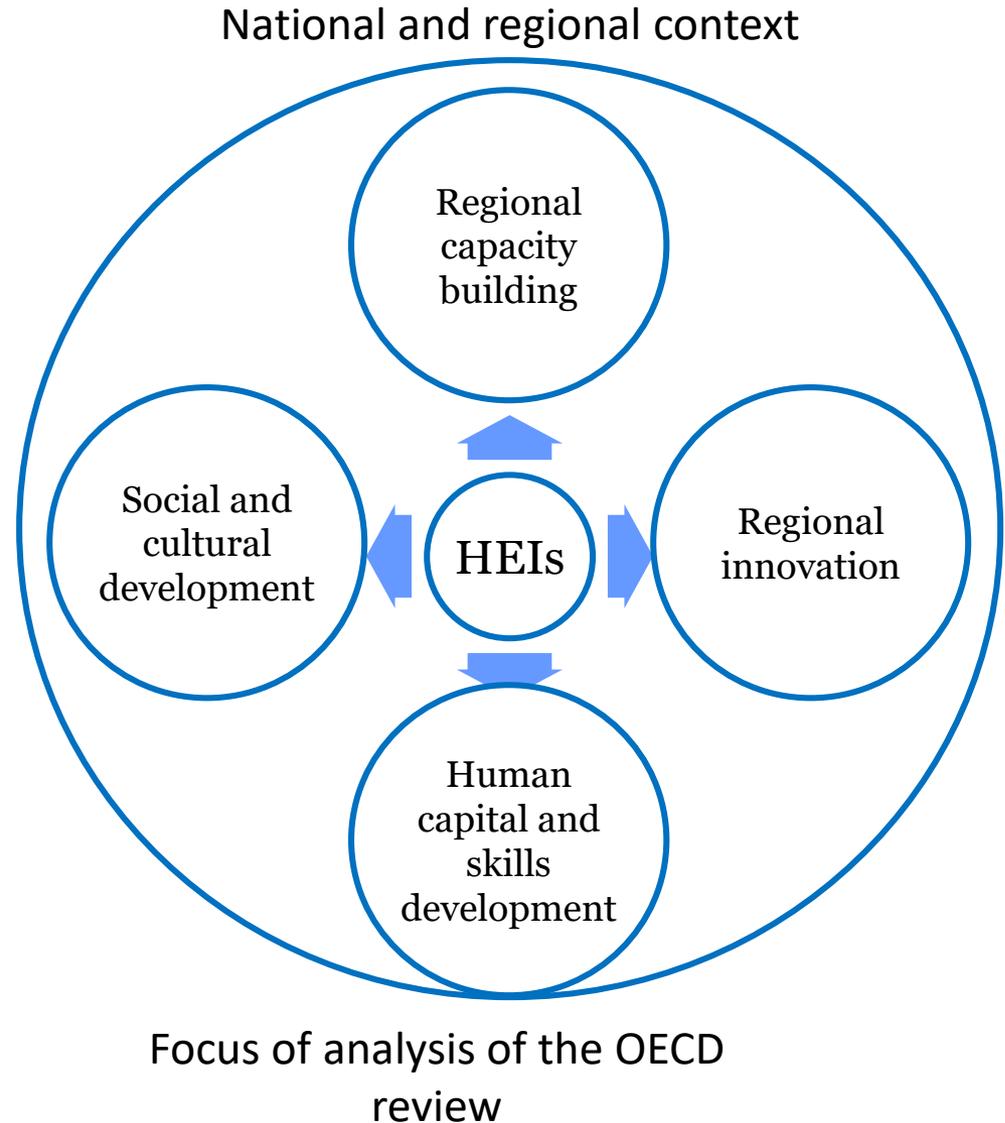
What is reviewed?

Partnership building

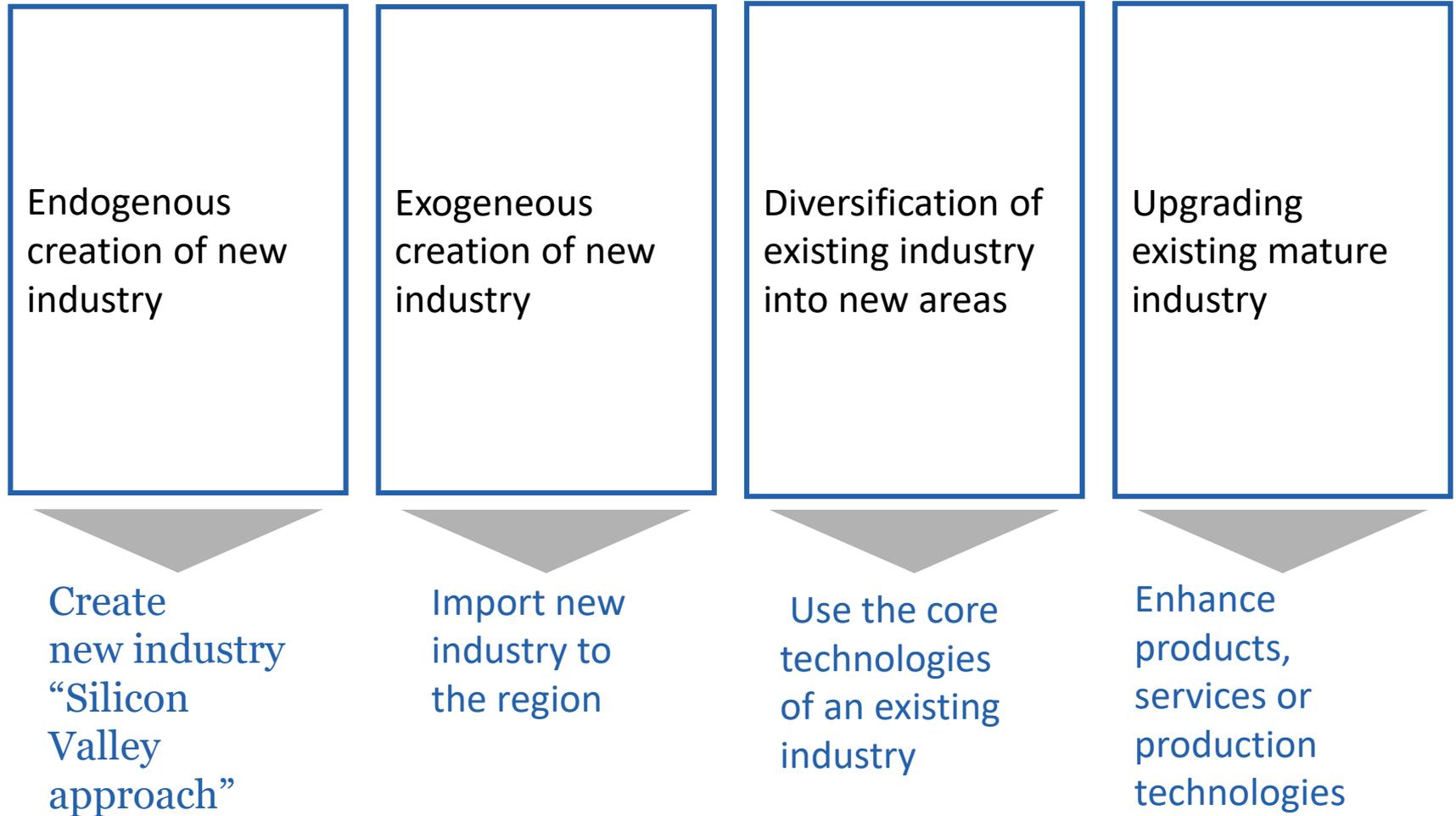
The OECD reviews draw together HEIs and public and private agencies to identify strategic goals and to work towards them.

Importance of context

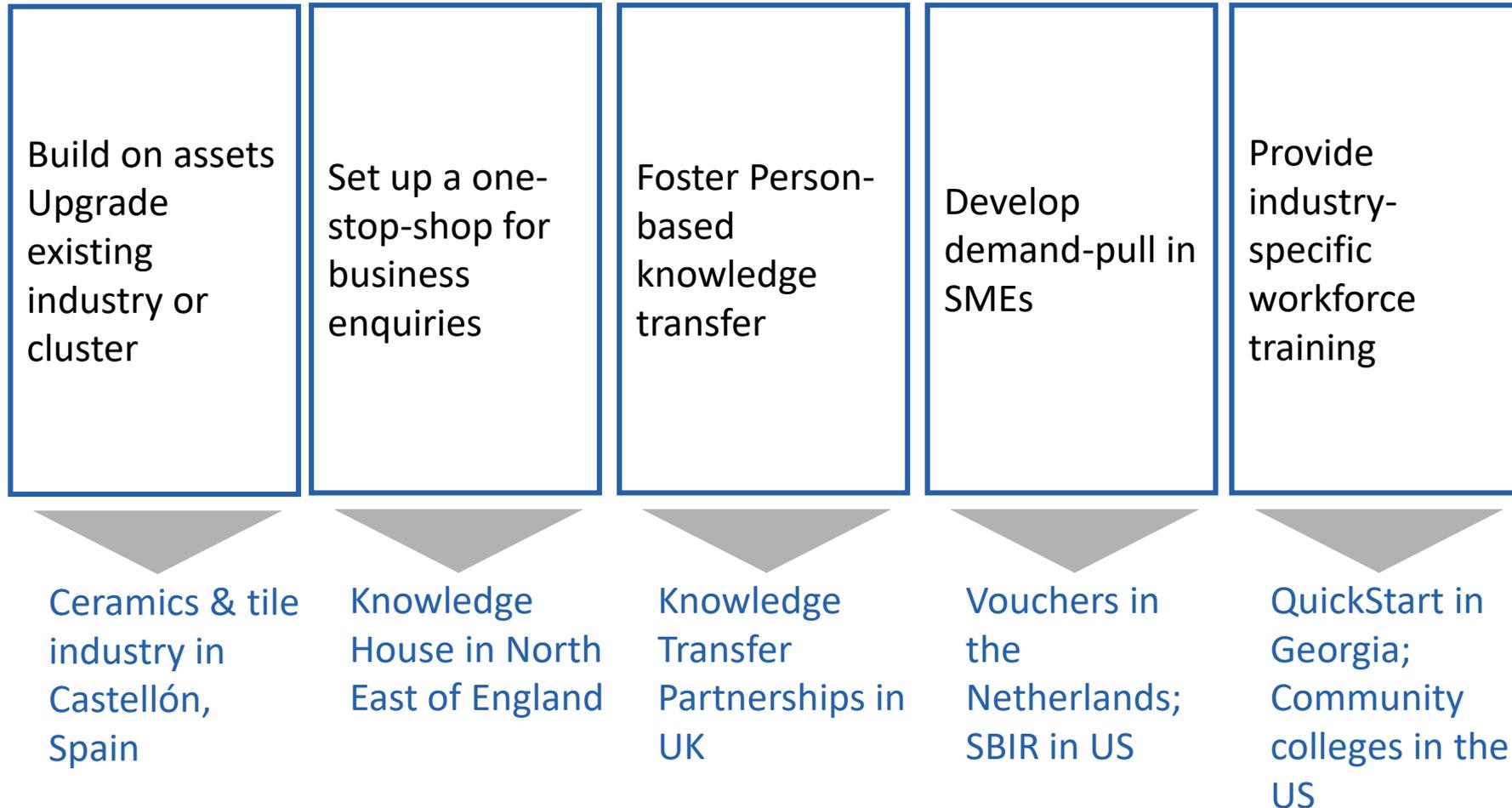
The reviews take account of different national and regional contexts within which the HEIs operate.

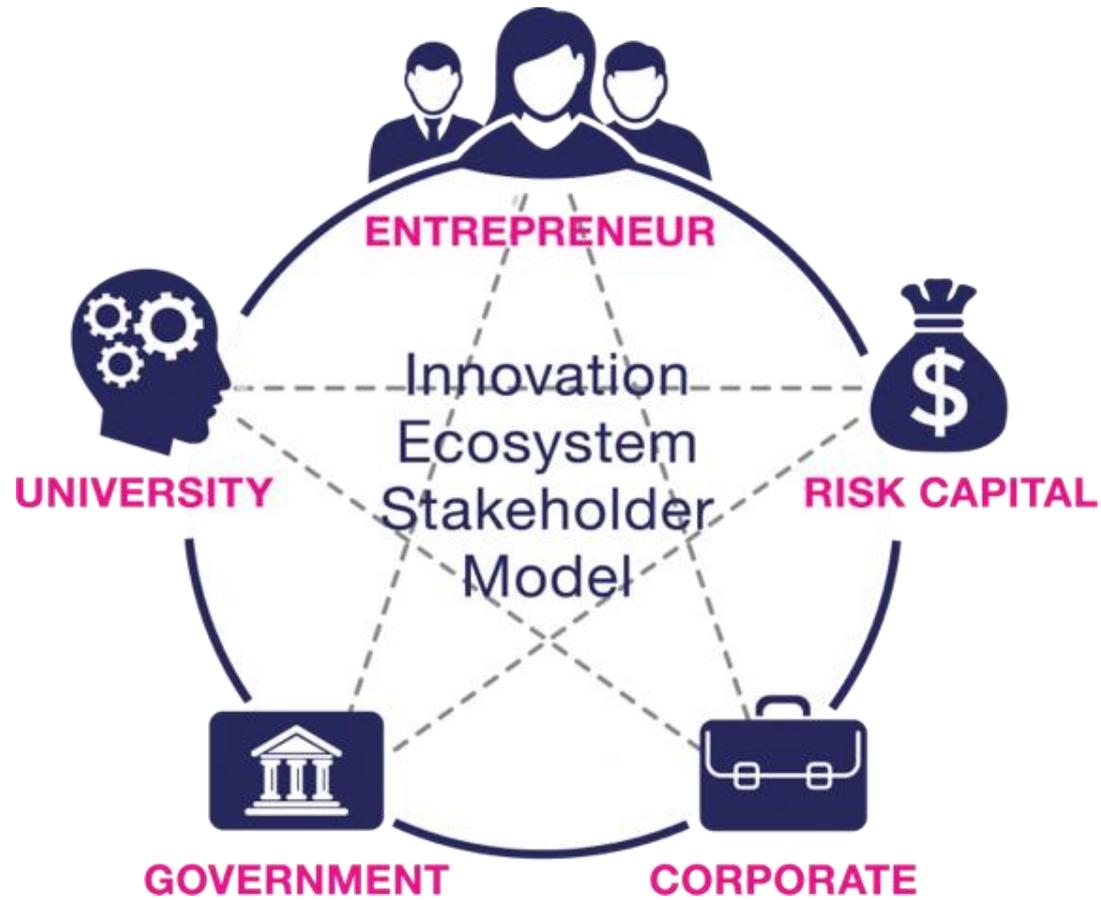


Innovation-led Growth

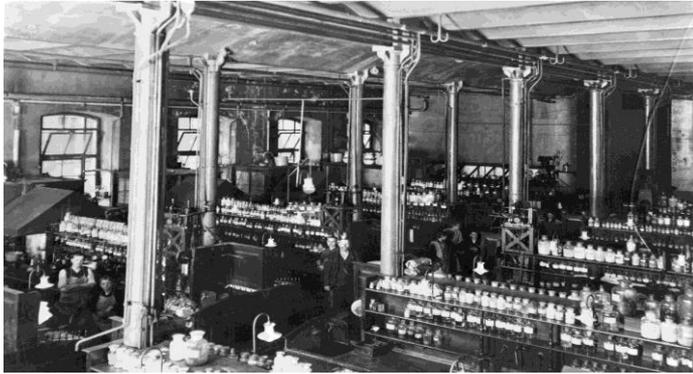


What works in practice?





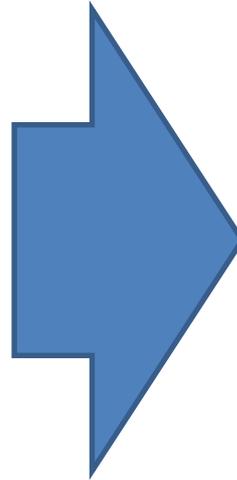
The way we innovate is changing



*Elberfelder Farbenfabriken vorm.
Friedrich Bayer & Co*



Bell Labs, Holmdel, NJ



User innovation



Innovation in services



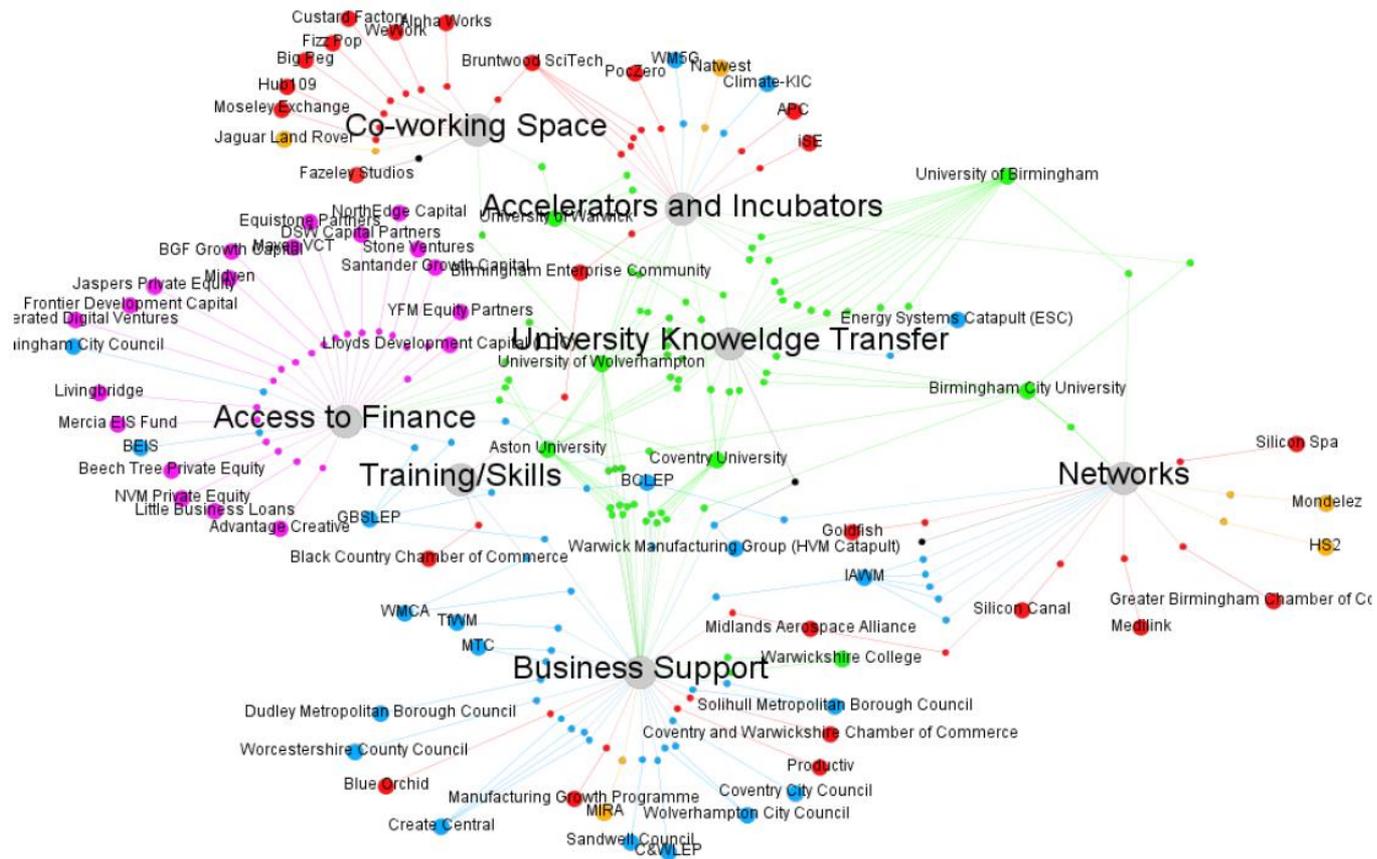
Social innovation



Open innovation



Source:
West
Midlands
REAP
Team.



Social innovations as processes and outcomes

- *“Social innovations are innovations that are social in both their ends and their means...new ideas (products, services and models) that simultaneously meet social needs (more effectively than alternatives) and create new social relationships or collaborations.*
- *The process of social interactions between individuals undertaken to reach certain outcomes is participative, involves a number of actors and stakeholders who have a vested interest in solving a social problem, and empowers the beneficiaries. It is in itself an outcome as it produces social capital” (BEPA, 2010: 9-10, italics added)*

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 .

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

Multifaceted roles of universities in regional capacity building

Generative

Research related (but not limited) to regional priorities
Multi- and cross- disciplinary
Connectivity – knowledge nodes
Support regional analysis

Absorptive

Help build capacity to ensure local firms absorb knowledge
Provide demand through teaching and learning activities
Nurture social ties that drive RIS

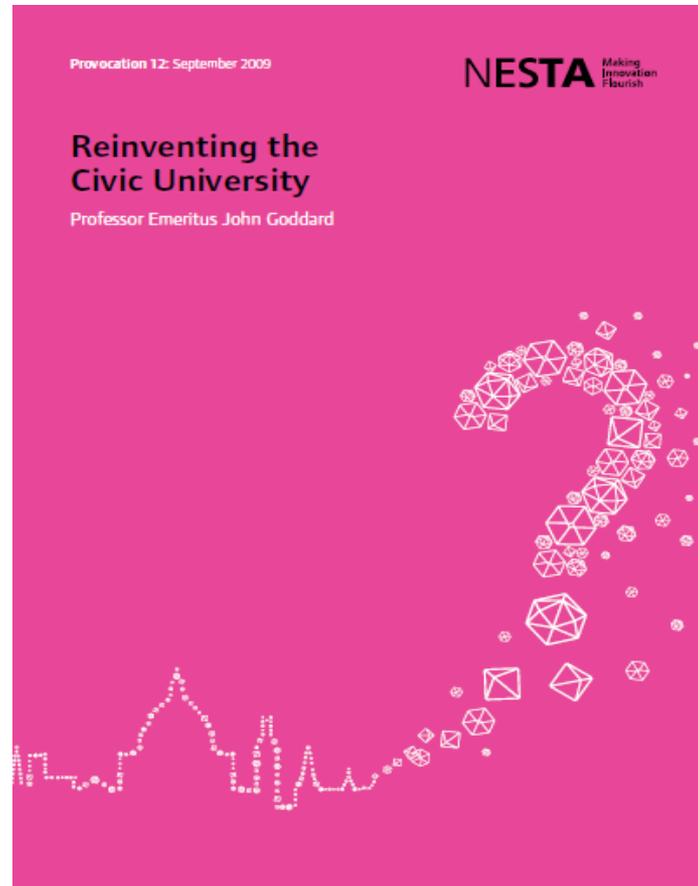
Collaborative

Neutral regional brokers
Reach Out – need 'boundary spanners'
Reach In – Co-production of knowledge

Leadership

Support regional vision and partnership
Propose joint activities
Place marketing

NESTA Provocation, 2009

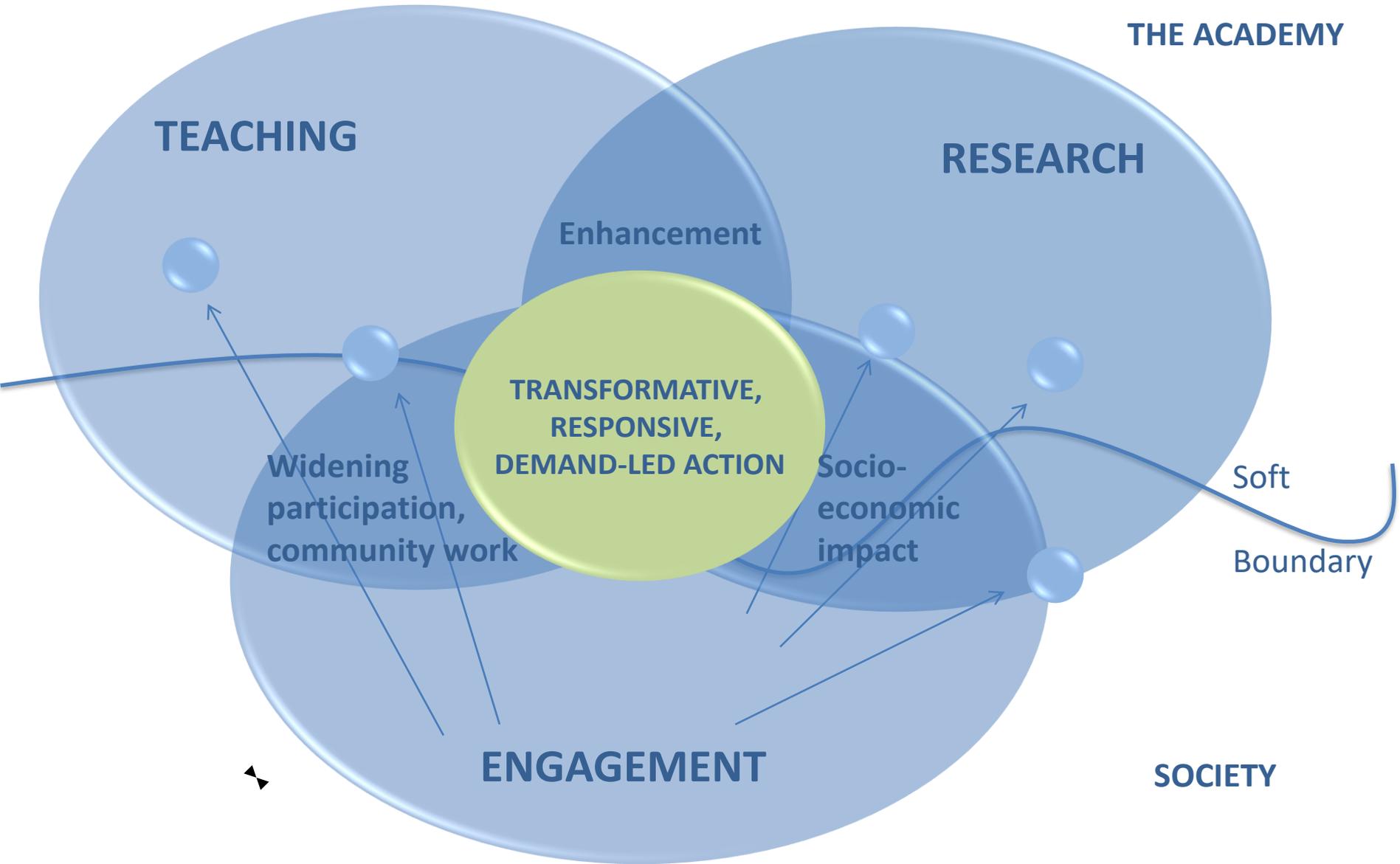


The civic university: responding to the challenge

- Provides opportunities for the society of which it is part (individual learners, businesses, public institutions)
- Engages as a whole not piecemeal with its surroundings
- Partners with other universities and colleges
- Managed in a way that facilitates institution wide engagement with the city and region of which it is part
- Operates on a global scale but uses its location to form its identity

NESTA : Re-inventing the Civic University(2009)

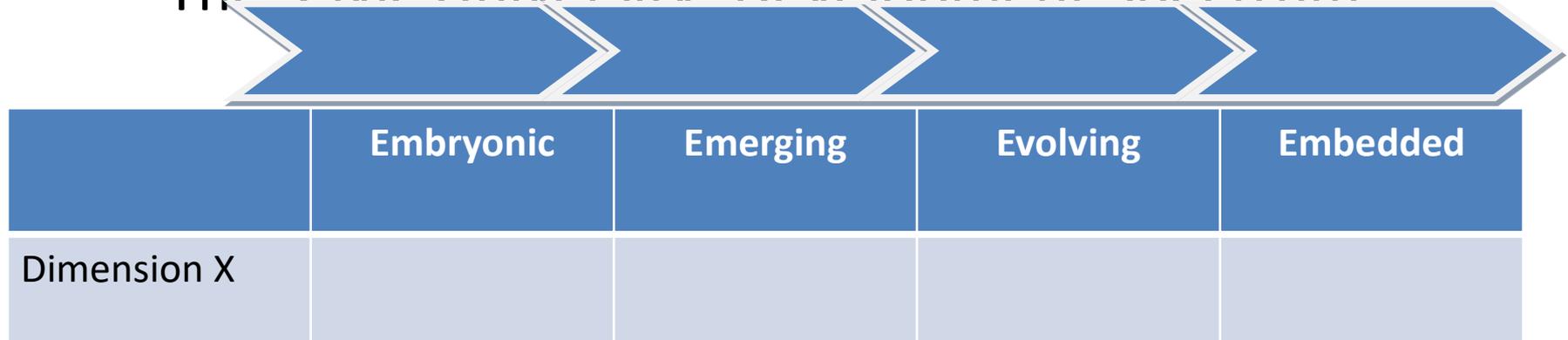
The Civic University



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



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.



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>

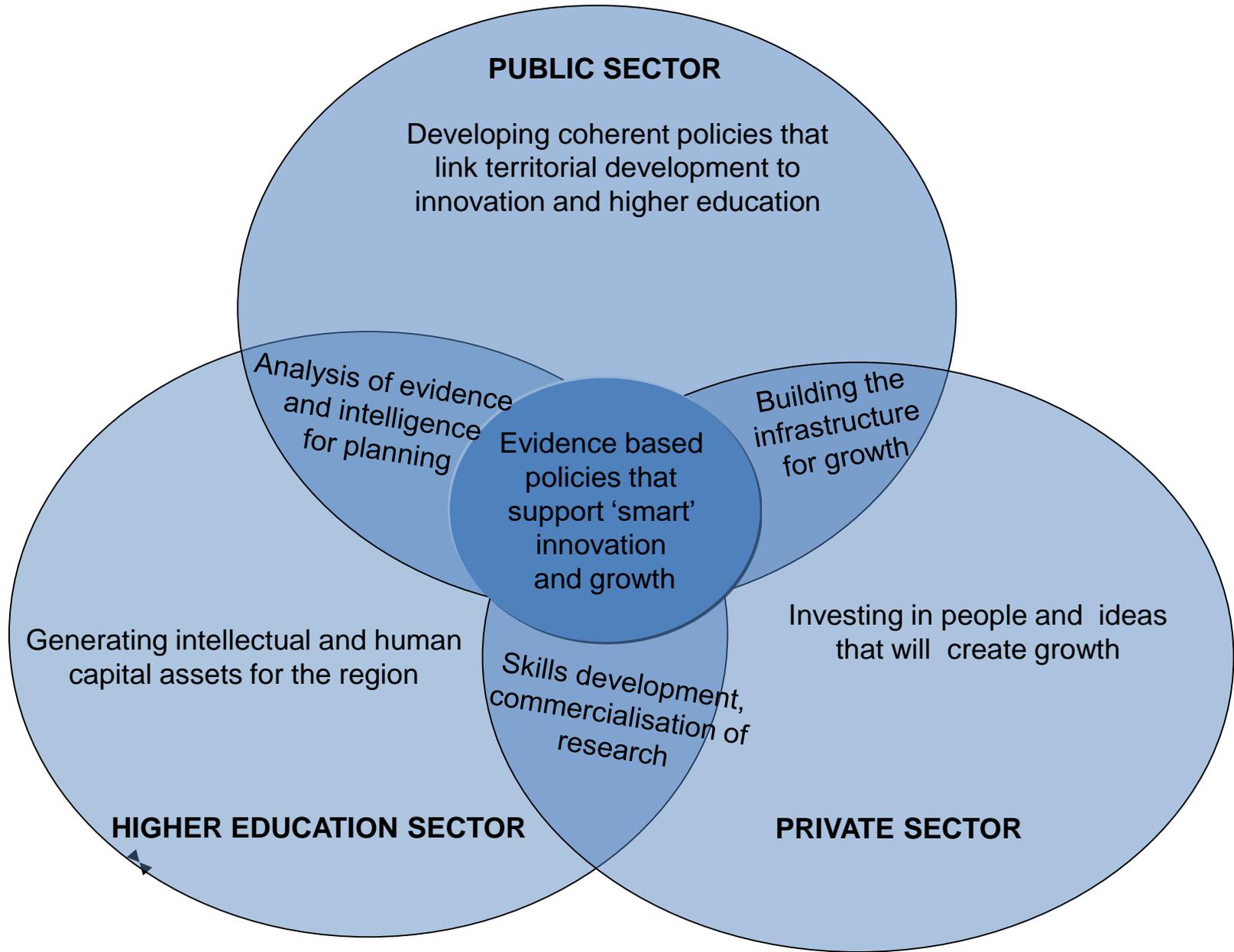


Civic University Agreements: 53 VCs have committed (incl. Scotland, Wales & N.I)

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.

The 'connected' region – strong partnerships based on shared understanding of the challenges and how to overcome them





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

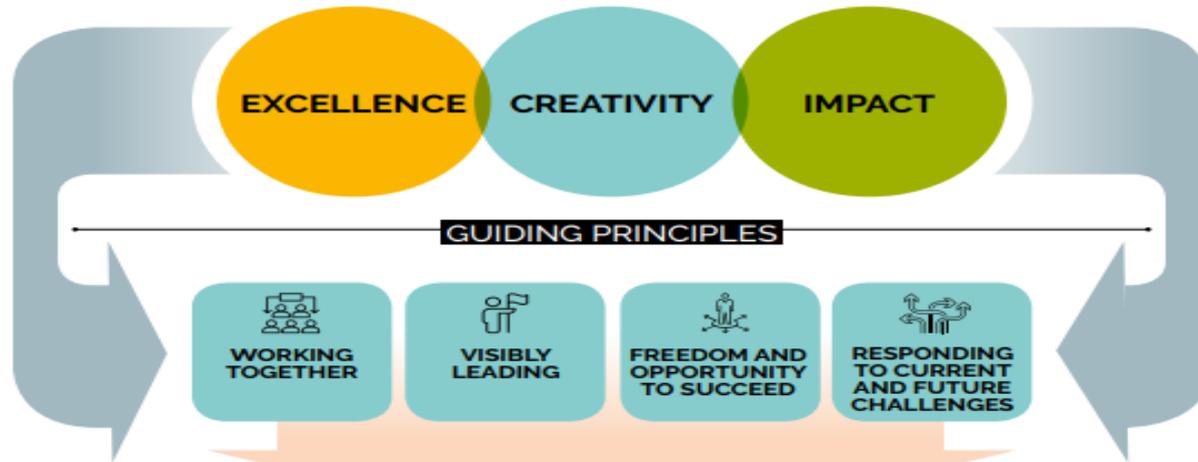
With our partners, we will be clear about what we do and how we measure it, so we can say with confidence what we have achieved – and how we might do better in the future.

VISION

NEWCASTLE UNIVERSITY

We are a world-leading university, advancing knowledge, providing creative solutions and solving global problems

VALUES



STRATEGIES



Newcastle City Futures Engagement & Place

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

[NU - Our Vision in Action video](#)