The Civic University and the City

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Outline

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• Universities as urban ‘anchor' institutions
• Tensioned themes
• Universities and the development of cities
• Opening out the university ‘black box’
• Universities, cities and societal challenges : the EU dimension
• A case study : Newcastle university
Two separate knowledge communities…

**Domain:** Education and Research  
**Focus:** University as an institution  
**Seeking:** International Academic Excellence

**Domain:** Territorial Development  
**Focus:** City and regional development  
**Seeking:** Answers to societal ills
This book is based on original research into the experience of the UK and selected English provincial cities, with a focus on the role of universities in addressing the challenges of environmental sustainability, health and cultural development.

The case studies are set in the context of reviews of the international evidence on the links between universities and the urban economy, their role in ‘place making’ and in the local community.
An edited volume of case studies of 8 eight institutions in four European countries (Newcastle, University College London, Amsterdam, Groningen, Aalto, Tampere, Trinity College Dublin, Dublin Institute of Technology)

The focus is on the ‘what’ and ‘how’ of civic engagement, particularly the vision and mission, leadership, management and governance, organisation, financial and human resource policies and practises required to mobilise the academic community to meet the needs of the wider society locally, nationally and globally.
Universities as urban anchor institutions
Policy perspective: 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’ (Work Foundation)

• 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 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
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 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)
The public value of the social sciences

“Use of the adjective ‘public’ not only implies fundamental questions about accountability but also poses additional queries about to whom we as social scientists should feel accountable…Public social science has both a research and teaching agenda and involves a commitment to promote the public good through civic engagement”

John Brewer : The Public Value of the Social Sciences (2013)
Tensioned themes in the academic literature and policy 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
Sub- themes

- 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 and outside of the university in linking the university and the city (e.g. TTOs/ science park organisations or on or off campus theatres, museums and art galleries)
- The city and its various communities as collaborators or passive sources for academic research, teaching and knowledge exchange
Thomas Bender on the University and the City

• “I propose that we understand the university as semi-cloistered heterogeneity in the midst of uncloistered heterogeneity (that is to say the city…). Because of this difference, relations between the two are necessarily tense, and they cannot be assimilated into one another. To do so, either practically or conceptually, is to empty each of its distinctive cultural meaning and falsify the sociology of each” (Bender 1988)
Universities and the development of cities
Universities and the development OF cities: International experience

1. Place and community

2. Innovation and urban economic development

3. Social and cultural development

4. Opening out the university ‘black box’
Place and Community

• Expansion of HE in the 20th Century 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 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 way we innovate is changing

Elberfelder Farbenfabriken vorm.
Friedrich Bayer & Co

Bell Labs, Holmdel, NJ

User innovation

Social innovation

Open innovation

Innovation in services
Open 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
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

• “Quadruple Helix (QH), with its emphasis on broad cooperation in innovation, represents a shift towards systemic, open and user-centric innovation policy. An era of linear, top-down, expert driven development, production and services is giving way to different forms and levels of coproduction with consumers, customers and citizens.” (Arnkil, et al, 2010)

• “The shift towards social innovation also implies that the dynamics of ICT-innovation has changed. Innovation has shifted downstream and is becoming increasingly distributed; new stakeholder groups are joining the party, and combinatorial innovation is becoming an important source for rapid growth and commercial success. Continuous learning, exploration, co-creation, experimentation, collaborative demand articulation, and user contexts are becoming critical sources of knowledge for all actors in R&D & Innovation” (ISTAG 2010)
Universities and the cultural sector of cities

- Diversity of cultural sector in cities mirrored by diversity of creative and artistic disciplines taught, researched and practised in universities
- Academic units and the constituent communities of students and staff with strong identity with and connection to urban cultural life
- A field where the hierarchy of research ratings between ‘old’ and ‘new’ universities does not apply – practise led research and teaching used in art, design and media fits with mission of new universities
- Campuses as cultural venues – university museums, theatres, art galleries, media labs and shared use of off campus sites where practise, teaching and research are linked
Opening out the university black box
The ‘Traditional’ University

**TEACHING**

- Rankings

**RESEARCH**

- Excellence

**FOCUS OF MANAGEMENT AND LEADERSHIP**

**‘THIRD MISSION’ ACTIVITIES**

- Funding targets

**THE ‘CORE’**

- Hard Boundary between enabling and non-enabling environments

**THE ‘PERIPHERY’**
The disconnected city/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

TEACHING

Enhancement

Widening participation, community work

Socio-economic impact

RESEARCH

ENGAGEMENT

TRANSFORMATIVE, RESPONSIVE, DEMAND-LED ACTION

SOCIETY

THE ACADEMY

Soft Boundary
The ‘connected’ city/region

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

HIGHER EDUCATION SECTOR
Generating intellectual and human capital assets for the region
Skills development, commercialisation of research

PRIVATE SECTOR
Investing in people and ideas that will create growth
Building the infrastructure for growth

Evidence based policies that support ‘smart’ innovation and growth
Analysis of evidence and intelligence for planning
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.
Institutional design

- Public role is (re)asserted through a set of top down design principles matched by an intentionally wide scope for bottom up creativity and entrepreneurship from faculty and non-academic staff.
- More complex interwoven structures which combine top-down and bottom-up decision-making and shared normative orientations being taken into discussions and practices by a range of actors inside and outside of the university.
- Innovative organisational structures, programmes, and activity-sets related to the pressing needs of society, interpretations of public values, and specific local and institutional contexts.
- Institutionalisation or stabilisation of new ways of working and de-institutionalising or modifying current behaviours, structures and procedures.
The challenge based university

- No country has explicitly prioritised innovation in processes of institutional governance and management, not only for individual universities but also in terms of the higher education system as a whole.
- The university as a ‘community of knowledge hubs’ - not hard institutes but open spaces for intra- and inter-institutional collaboration involving staff and students working together to tackle societal challenges, including active contributions to regional innovation broadly defined.
- Empower individual researchers to establish strategic frameworks, identify challenges and agendas of trans-disciplinary actions to address those challenges, with top management permitting an apparent looseness of control.
- Innovative ways of working with society at the academic ‘coal-face’ are incentivised and supported by institution wide mechanisms, for example in terms of degree regulations, recognition of civic engagement in promotion criteria and providing career pathways for those operating in boundary spanning roles.
The challenge based university

Igor Campillo
University of the Basque Country
The sum of all these shifts, of the way of thinking, acting and being, from EGO to ECO, characterised by transdisciplinary complex collaborative challenge-pull actions bottom-up co-created by T-shaped people bridging fragmented capacities, gives rise to a new type of university, the challenge-based university, in which students are considered education prosumers engaged with both local and global communities.
Universities, cities and societal challenges: The EU dimension
The perspective from one member state: The Netherlands

• Ministry of Education, Culture and Science: *The Value of Knowledge: Strategic Agenda for Higher Education and Research 2015-2025*

• “This strategic agenda addresses a fundamental question. It asks what significance changes in the world and in our society hold for day to day life in our institutes of higher education. This question is of relevance because universities and universities of applied science do not operate in a vacuum, but rather in open connection with their surroundings”
Horizon 2020 cross cutting theme: Science With and For Society (SWAFS)

Betting on 'technology acceptance' by way of good marketing only, is no longer a valid option

Diversity in Research and Innovation is a must for achieving greater creativity and promoting better results

Early and continuous iterative engagement of society in Research and Innovation is key to innovation adequacy and acceptability
RRI is a process where all societal actors (researchers, citizens, policy makers, business) work together during the whole R&I process in order to align R&I outcomes to the values, needs and expectations of European society.
A guiding vision for RRI

• “In tomorrow’s Europe, science institutions and scientists engage with society, while citizens and civil society organisations engage with science; thereby contributing to a European society which is smart, sustainable and inclusive”

• There is a need for a new narrative drawing on a broad-based innovation strategy encompassing both technological and non-technological innovation at all levels of European society, and with a stronger focus on the citizen and responsible and sustainable business - a quadruple helix and place-based approach to science, research and innovation.”

• Horizon 2020 Advisory Group
Rome Declaration 2014

• “We call on public and private Research and Innovation Performing Organisations to:

• **Implement institutional changes that foster Responsible Research and Innovation (RRI) by:**

  • **Reviewing their own procedures and practices in order to identify possible RRI barriers and opportunities at organisation level;**
  
  • **Creating experimental spaces to engage civil society actors in the research process as sources of knowledge and partners in innovation;**
  
  • **Developing and implementing strategies and guidelines for the acknowledgment and promotion of RRI;**
  
  • **Adapting curricula and developing training to foster awareness, know-how, expertise and competence of RRI;**
  
  • **Including RRI criteria in the evaluation and assessment of research staff “**
A case study

Newcastle University
Mission: A world class civic university

“Thor combination of being globally competitive and regionally rooted underpins our vision for the future. We see ourselves not only as doing high quality academic work … but also choosing to work in areas responsive to large scale societal needs and demands, particularly those manifested in our own city and region”

Chris Brink, Vice-Chancellor
Newcastle University - mission

• ‘Paying attention to not just what it is good at but what it is good for
• Delivering benefits not just to individuals and organisations but society as a whole
• Putting academic knowledge creativity and expertise to work to come forward with innovations and solutions that will make a difference
• Combining academic excellence on the supply side with a range of regional and global challenges on the demand side
• Operating on a national scale but also recognising the extent to which location in the City of Newcastle forms the unique identity of the institution’
Societal challenge themes

• Ageing
• Sustainability
• Social Renewal
Newcastle Institute for Research on Sustainability

- To bring people together from throughout the University AND the wider community to develop sustainable responses to the great challenge of our age: ensuring everyone has access to a fair share of the world’s resources in perpetuity

- Urban living; low carbon energy and transport; food security; water management; clean manufacturing
The academic perspective on 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 in Goddard Vallance, 2013
Newcastle initiative on changing age

- Brings together basic, clinical, social and computer scientists and engineers to address:
  - How and why we age
  - The treatment of associated disease and disability
  - The support of through-life health, wellbeing and independence
  - Research, training, public engagement, commercialisation
V.O.I.C.E. North
(Valuing Our Intellectual Capital and Experience)

• To engage 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’.
The Newcastle Institute for Social Renewal as a hub for research activity which is focused on asking the big questions facing our society

How individuals, communities and organisations adapt and thrive in a rapidly changing and challenging environment
Social Renewal:

Public Sphere
Deliberative Democracy; Citizenship

Forces of change deriving both from outside and within

Processes of Social Renewal

Thriving in context of rapid change

Prosperity
Economy; Wellbeing; Quality of Life

Social Justice
Fairness; Social inclusion Equality; Compassion
Social renewal themes

- Arts and culture in social renewal
- Digital innovation
- Entrepreneurship and innovation
- Health and inequality
- The past in the present
- Learning for change
- People, place and community
- Social justice and injustice,
- Wellbeing and resilience
- Citizenship in the 21st Century
Newcastle Institute for Creative Arts Practise

• To catalyse, support and enhance collaborative research activities in the creative arts, including the development and submission of major funding bids

• To create a unique learning experience for undergraduate and postgraduate students in the creative arts through innovative pedagogy, flexible postgraduate programmes and specialist research training

• To develop mutually beneficial and sustainable partnerships with external organisations regionally, nationally and internationally interested in fostering and furthering creative arts research

• To establish a distinctive and highly marketable identity for creative arts practice at Newcastle University
The Creative Campus

- Concerts, performances, poetry readings, exhibitions and lectures open to the wider University community and the public.
- Hatton Gallery
- Great North Museum: Hancock
- Northern Stage
- Newcastle University Students' Union
- Culture Lab is the focal point for research in digital creative practice and film practice at the University. Its members engage in experimental and cross-disciplinary projects in creative digital arts. They work in a rich and custom-designed technological environment.
- Newcastle Centre for the Literary Arts
- The Centre's primary mission is to contribute to the cultural life of the North East region through the provision of events, education, projects and publications in the field of creative writing.
- Research Centre for Film and Digital Media
- The Centre's research in film and media is rich and diverse. It explores a wide array of global cinema and documentary filmmaking from a variety of perspectives.
- Live in the King's Hall
- The International Centre for Music Studies organises free lunchtime concerts. Live in the King's Hall and student concerts take place every Thursday.
- Insights public lectures
- This is a varied programme of free open lectures. They inform, stimulate, entertain, and excite debate. Many of the speakers are national and international
**Cap-a-Pie turns research into theatre**

CAP-A-PIE.CO.UK/PERFORMING-RESEARCH

Performing Research is a collaboration between Newcastle University and theatre company Cap-a-Pie. The Institute has been working closely with the company to help it to make links with researchers from across the three Faculties (Humanities & Social Sciences (HASS), Science, Agriculture & Engineering (SAgE) and Medical Sciences (FMS)).

Participants have included neuroscientists, sociologists and medics as well as creative writers and social scientists. The 12 week programme, now in its third year, brings together artists and researchers to co-create new theatre inspired by the academics’ research interests. Working collaboratively with researchers the company explores how theatre and drama practices can enable academic research to be more democratic, more accessible and more relevant to communities. Cap-a-Pie believe the combined skills of theatre makers and academics provide new and rewarding ways in which research can impact on society, a powerful vehicle for dissemination and a means of conducting community engaged research.

Performing Research has been very effective in bringing together researchers from across the University and members of the public. One researcher commented: “it was really nice to mix with people from across the University, and outside of it – they had very different perspectives on my research, and gave me a lot to think about.”
Co-Curate North East

CO-CURATE.NCL.AC.UK

Co-Curate North East was an 18-month Digital Transformations in Community Research Co-Production project funded by the Arts and Humanities Research Council (October 2013 – March 2015). It brought together online collections, museums, universities, schools and community groups to make and re-make stories and images from North East England.

This trans-disciplinary project opened up ‘official’ museum and ‘un-official’ co-created community-based collections and archives through innovative collaborative approaches using social media and open archives/data. The project delivered a transformative educational environment creating a rich mix of openly licenced and other data from arts and humanities, science, and medical health contexts, placing ‘authoritative museums’ data from professional curators alongside data from more informal contexts compiled and published in collaboration with communities.

Led by Professor Eric Cross, Co-Curate brought together academics from the International Centre for Cultural and Heritage Studies, the School of Education, Communication and Language Sciences, the Digital Institute and the Faculty of Medical Science’s Learning Technology Support Unit. Partners included Tyne & Wear Archives & Museums, Woodhorn Museum in Northumberland, academic publishers Taylor & Francis and Schools North East. Around 20 different community groups were involved, from junior and secondary schools to West End Young Digital Artists and the Tyneside Irish Centre. The innovative digital platform has been maintained since the end of the project for ongoing use by the various project groups and any other communities who wish to make use of the tool to create their own flexible archive or collection.

IMAGES: A copy of an engraving of the Tyne Bridge Newcastle upon Tyne taken in 1859. Image from Newcastle Libraries.
Universities and the Leadership of Place
(Robin Hambleton)