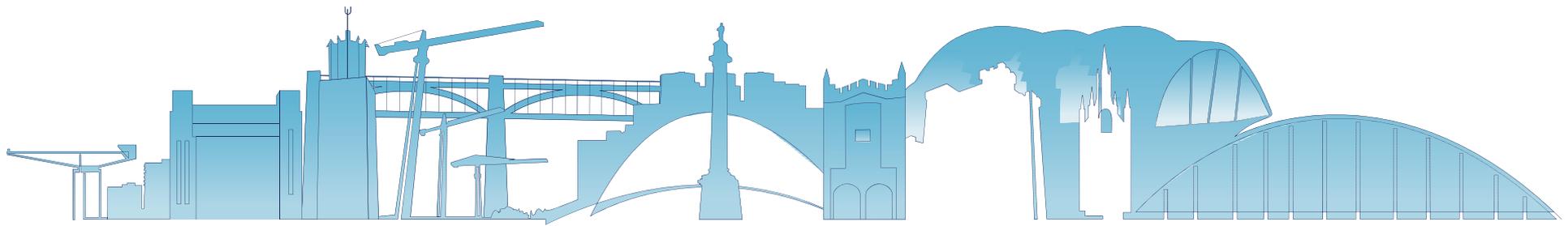


The Industrial Strategy and the role of civic institutions

John Goddard
Emeritus Professor and Special Advisor to the VC
Formerly Deputy Vice Chancellor
Vice Chair Civic University Commission



Outline

- Convergence of H.E. and other policy drivers
- Industrial Strategy Grand challenges and UN Sustainable Development Goals
- Universities as place based anchor institutions
- The civic university model
- Responding to global and local societal challenges :
experience from Newcastle
- The challenges ahead

Converging policy drivers behind local engagement

1. From within Higher Education

2. From other policy spheres outside of H.E. especially innovation and city and regional development

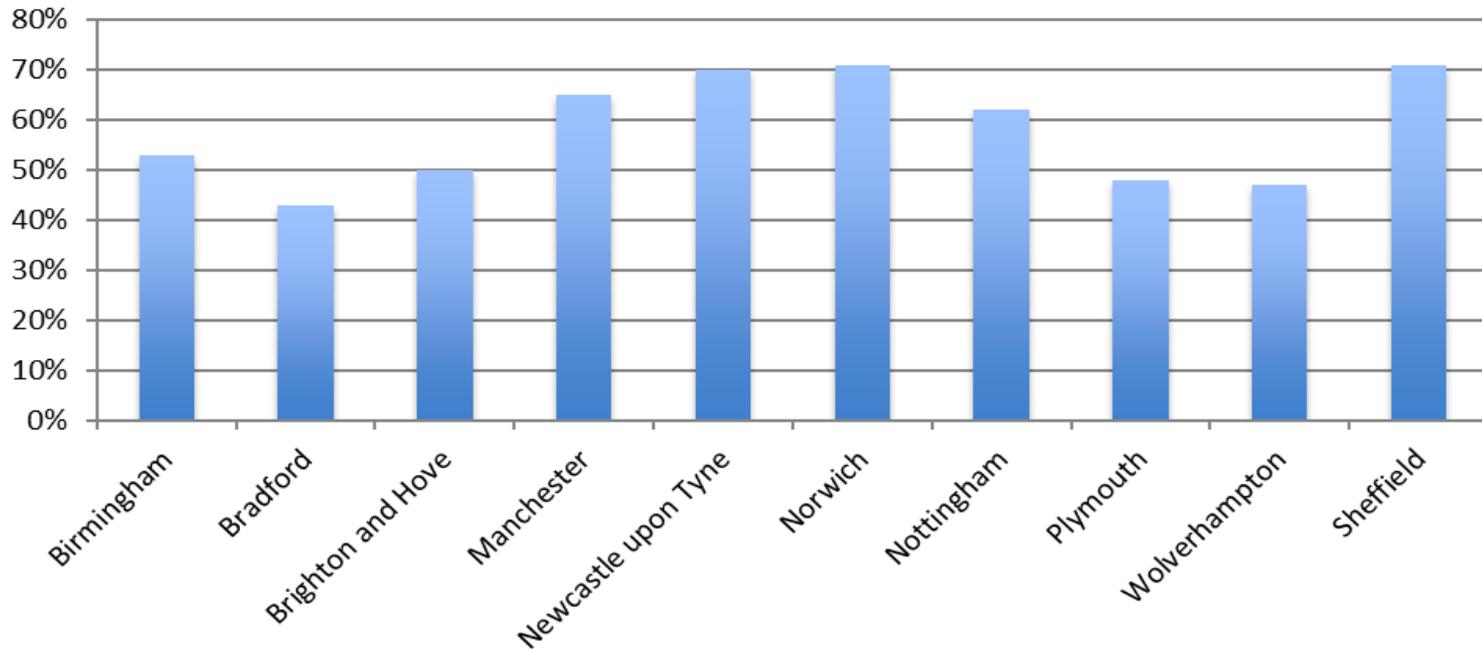
Policy convergence driven by politics – Brexit, Trump etc., : left behind people and places

‘We have a university in our city/ region and what is it doing for us?’

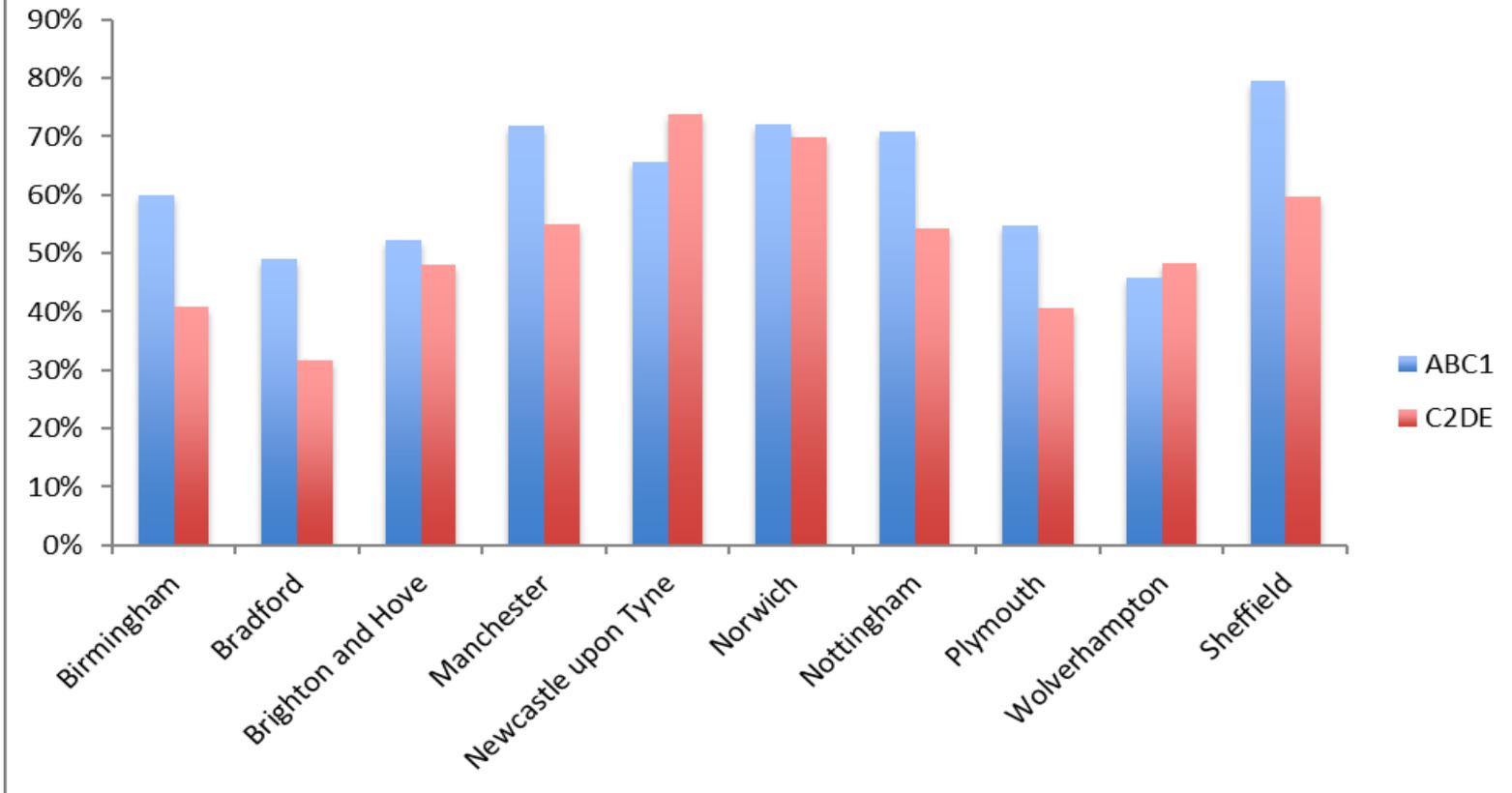
Re-asserting the public value of H.E. as manifested locally :

The UPP Foundation Civic University Commission

How proud, if at all, would you say you are of the role that your local university(ies) play in the city that you currently live in?



Difference in pride between classes



Policy Convergence

Higher Education

- **Research:** REF Impact, Research England & UKRI
- **Teaching :** TEF metrics – student experience of place; widening participation ; work based learning; employment record post graduation;

Territorial Development & Innovation

- Widening regional disparities & UK ***Shared Prosperity*** Fund post Brexit ; discourse around ‘inclusive growth’
- The Industrial Strategy – Grand Challenges; bridging the regional productivity gap; review of LEPs
- Devolution deals but reduced capacity in local government

Joining the policy strands

- Universities as ‘anchor institutions’ connecting the global and local especially in less successful cities and regions

What does anchoring imply for universities?

- Relationships with other urban institutions and citizens
- Normative questions about the need for academic practise to be of relevance to the place in which practitioners live and work **as citizens** and acknowledging the **public value** of H.E.
- Exploration of a more broadly conceived territorial development process than just economic growth and competitiveness
- Interrelated physical, social and cultural dimensions of the development of places

Industrial Strategy Green Paper

- *“The second challenge is to ensure that every place meets its potential by working to **close the gap** between our best performing companies, industries, places and people and those which are less productive”.*
- *“put in place institutions and relationships to sustain higher levels of productivity over the long term...and.. creating the right institutions to bring together sectors and places ... by strengthening the local institutions that support a more productive economy we can ensure that growth is driven across the whole country”*
- *“Creating the right institutions to bring together sectors and places – we will consider the best structures to support people, industries and places. In some places and sectors there may be missing institutions which we could create, or existing ones we could strengthen, be they local civic or educational institutions, trade associations or financial networks”.*

A role for universities

- Universities as anchor institutions in currently less innovative places have the potential to play a key role bridging the innovation divide by building local **capacity for collaboration** between researchers, educators, business, government (central, local, LEPs) and civil society
- BUT realising this potential is challenged by aspects of the HE Bill and Brexit which could see institutional failures in such places and reduced incentives to engage locally

Industrial Strategy White Paper

Our five foundations align to our vision for a transformed economy



We will set Grand Challenges to put the United Kingdom at the forefront of the industries of the future:



AI & Data Economy

We will put the UK at the forefront of the artificial intelligence and data revolution



Clean Growth

We will maximise the advantages for UK industry from the global shift to clean growth



Future of Mobility

We will become a world leader in the way people, goods and services move



Ageing Society

We will harness the power of innovation to help meet the needs of an ageing society

UN Sustainable Development Goals





GUNI SERIES ON THE SOCIAL COMMITMENT OF UNIVERSITIES

Higher Education in the World 6

Towards a Socially
Responsible University:
Balancing the Global with the Local

GUNI report : the global and the local

- **Role 1:** education, research and innovation contributing to the competitive positioning of nations, regions and cities in global competition
- **Role 2:** creation and dissemination of knowledge urgently needed to shift the world onto a sustainable and resilient future .
- Higher education institutions (HEIs) as key players from both perspectives
- The need to make explicit the dual engagement of universities with the immediate needs with their local societies and with the global challenges of the world, of global society
- Universities can be both part of the problems through competition in the global academic market place and part of the solution through contributions to sustainable development and inclusive growth

GUNI recommendations

- **Adopting the mantle of the civic university** – pursuing the ‘public good’ by aligning its interests with those of society, and working collaboratively with other HEIs to maximize their collective impact;
- **Playing a proactive role** in ensuring that the SDGs are included in local agendas, proposing changes to education, conducting research and engaging with local and global communities on sustainable development;
- **Educating future generations** to make the SDGs a reality, with the necessary knowledge, skills, competencies and partnerships, thereby helping to produce new SDG leaders;
- **Building capacities** for SDG policies, planning and management;
- **Conducting transversal** reviews and refinements of curricula to ensure the mainstreaming of SDG issues, and including new values and practices for economic development that enhance social equity while reducing environmental risk;
- **Widening and extending access** to and successful participation in higher education by serving the needs of an increasingly diverse student cohort (from 18 to 100 years), by adopting new organizational structures and pedagogical approaches, including online, open and flexible learning that can help in forging the new SDG Generation

Grand/ Societal Challenges

- Translational/ linear research exploitation model assumes the problem to be solved is well defined and can be broken down into manageable pieces before being re-assembled, scaled up and shipped out
- Problems that are not well-understood, or well-defined and which require a deep understanding and a responsive to the contexts wherein those problems exist require a different approach
- Such problems exhibit phenomenon more akin to complex systems and need to be dealt with differently, embracing a model of research which puts, engagement, participation, and co-production at its centre.
- This is fundamental in terms of the need for a holistic view of place development

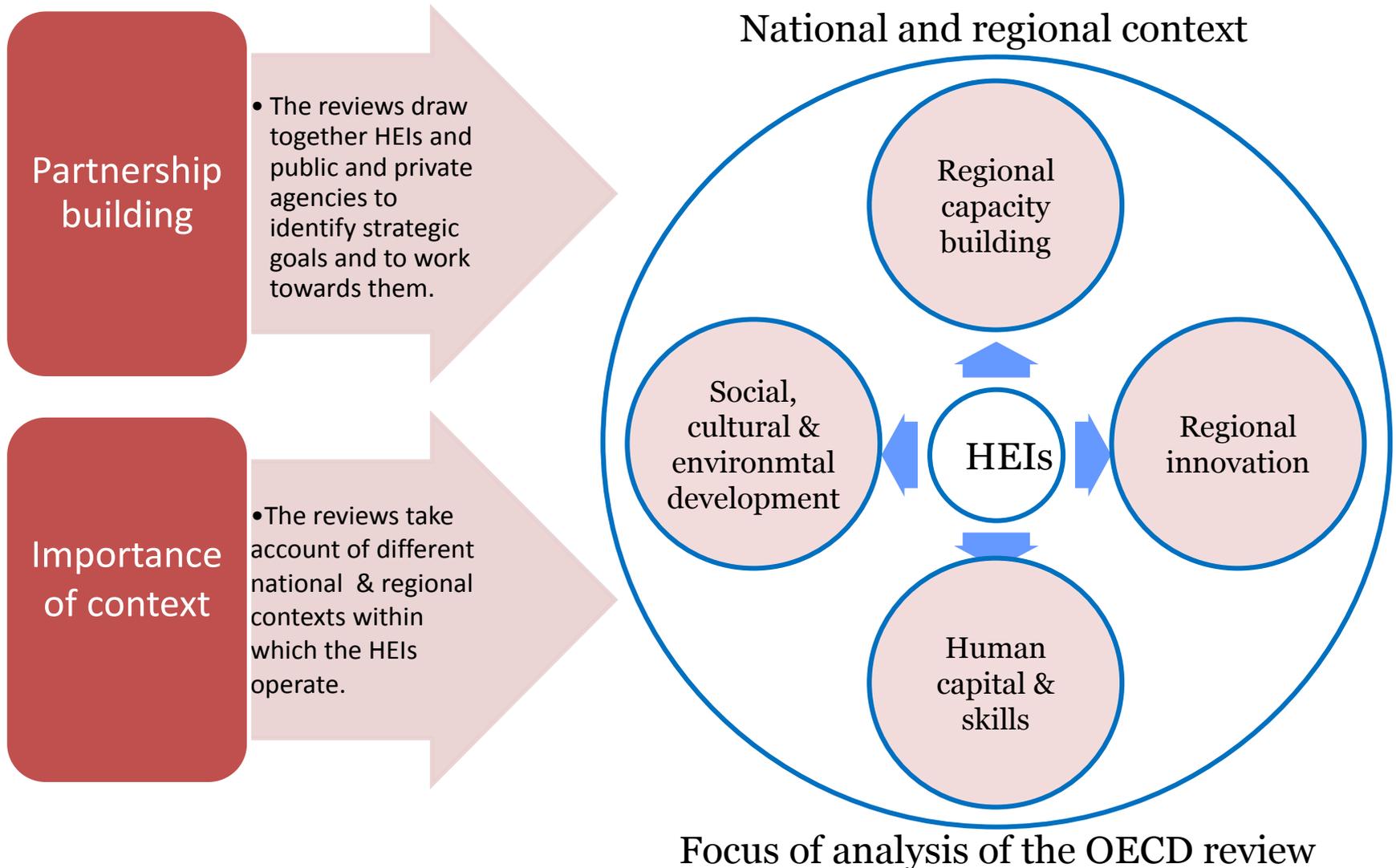
Place based innovation and grand challenges

- Building this collaborative capacity through diverse actors coming together to address Grand Challenges such as environmental change and demographic ageing that confront most regions.
- Resonates with principles of Open Innovation, the cross cutting theme in Horizon 2020 of Responsible Research and Innovation (RRI) and ideas of the city as a 'living laboratory' for testing new ways of working.
- A place based innovation strategy should not take the form of a once size fits all approach, not least in terms of expecting knowledge generation from research to produce downstream local innovation especially in lagging regions lacking current absorptive capacity in local businesses and collaborative and leadership capacity.
- The priority should be to invest long term in building this institutional capacity. In this regard cities, small and large, as institutional hubs and meaningful 'places' are of critical importance.

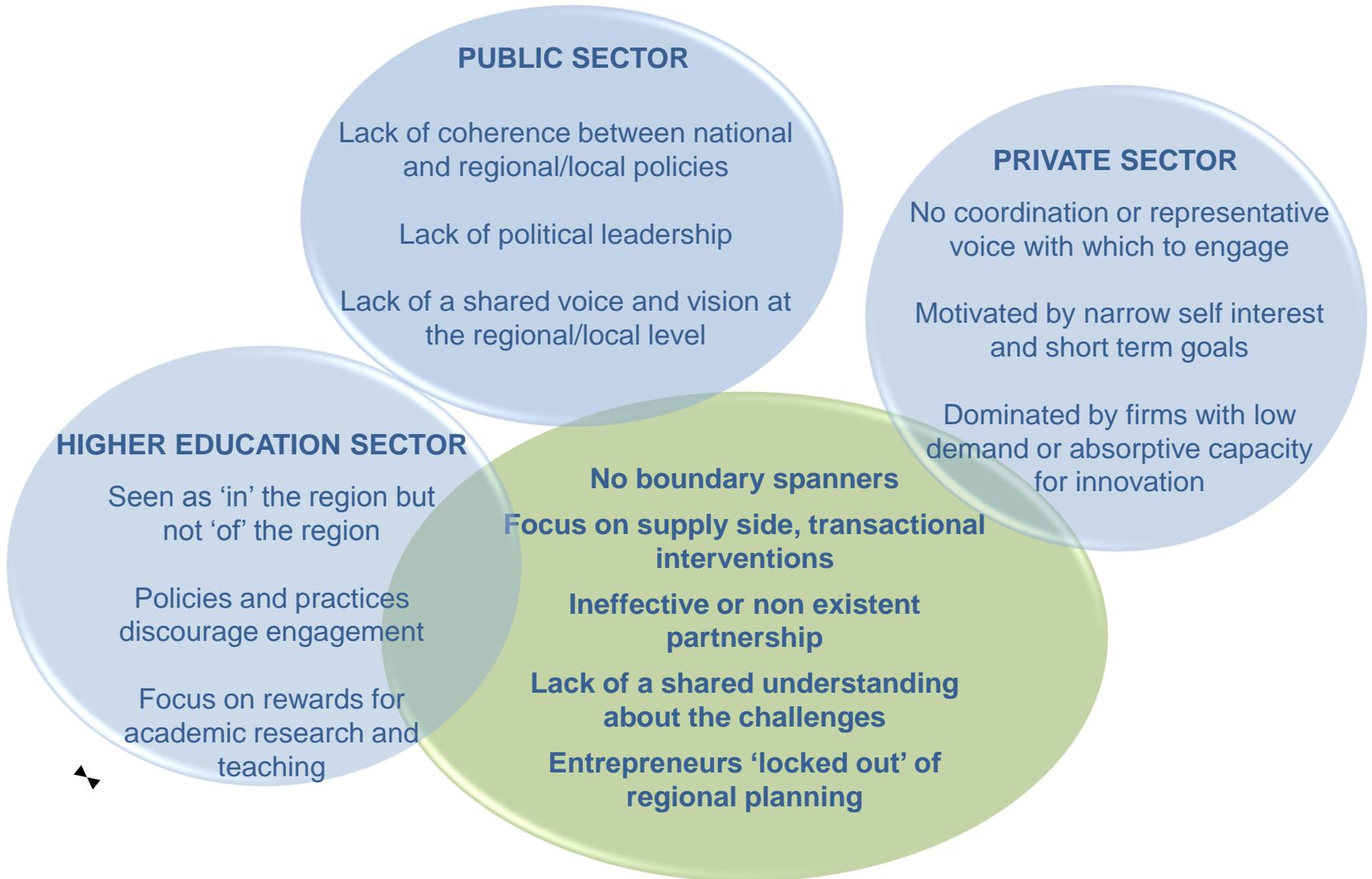
Universities, cities and regions

OECD Reviews of universities, cities and regions “Globally competitive and locally engaged”

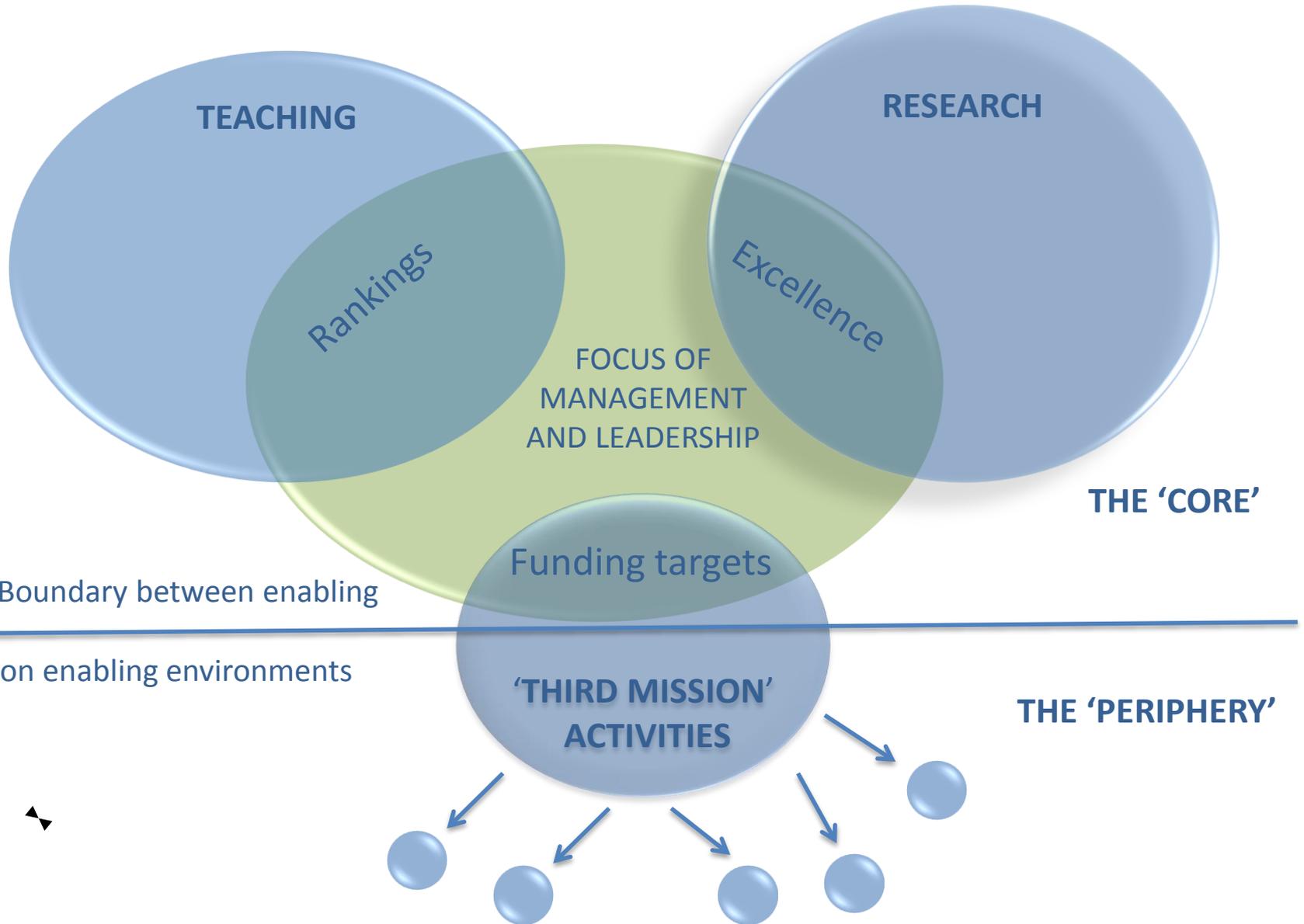
National and regional context



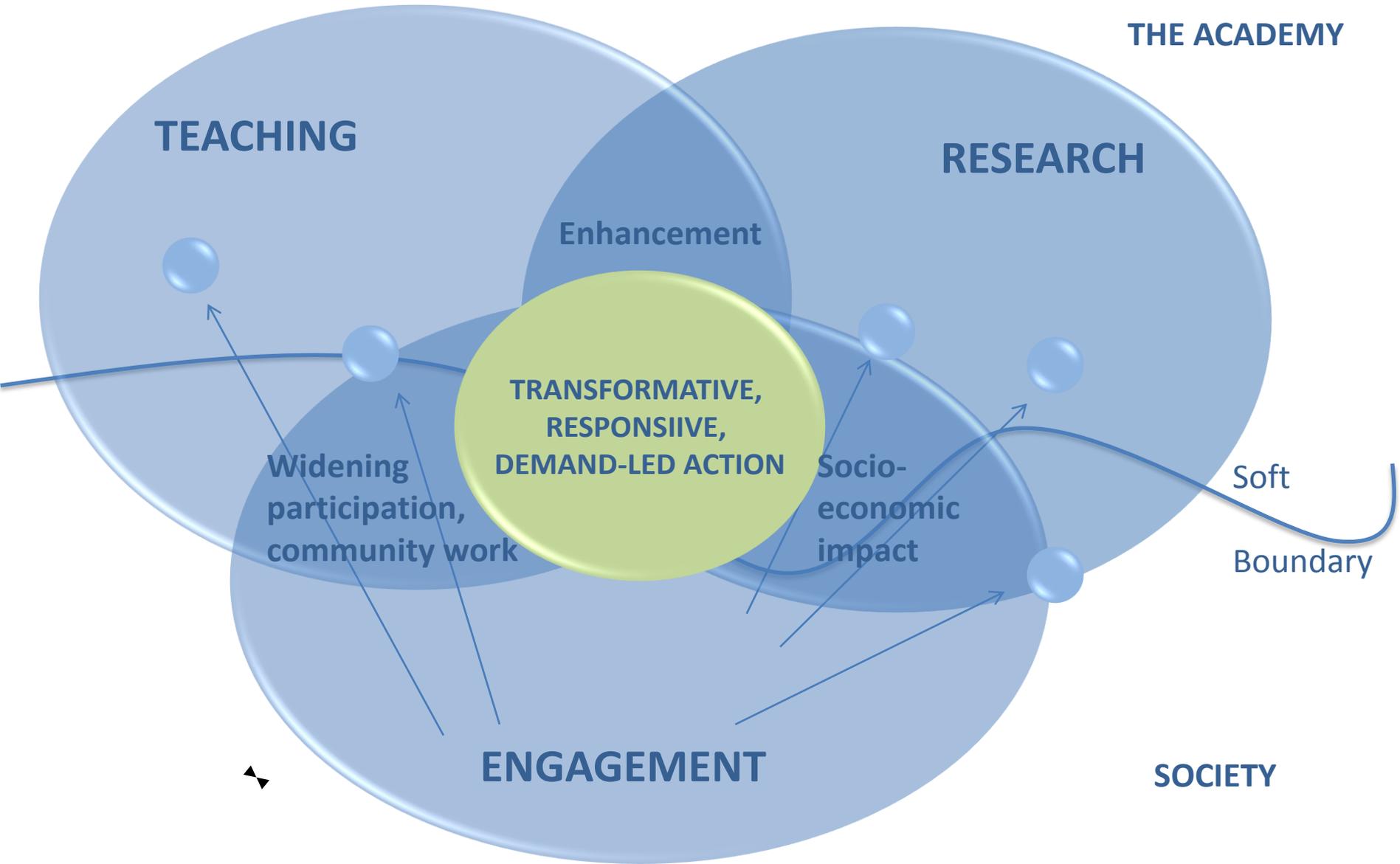
The Disconnected region



The 'un-engaged' university



The Civic University



Seven Dimensions of the 'Civic University'

1. It is ***actively engaged*** with the wider world as well as the local community of the place in which it is located.
2. It takes a ***holistic approach*** to engagement, seeing it as institution wide activity and not confined to specific individuals or teams.
3. It has a strong ***sense of place*** – it recognises the extent to which its location helps to form its unique identity as an institution.
4. It has a ***sense of purpose*** – understanding not just what it is good **at**, but what it is good **for**.
5. It is ***willing to invest*** in order to have impact beyond the academy.
6. It is ***transparent and accountable*** to its stakeholders and the wider public.
7. It uses ***innovative methodologies*** such as social media and team building in its engagement activities with the world at large.

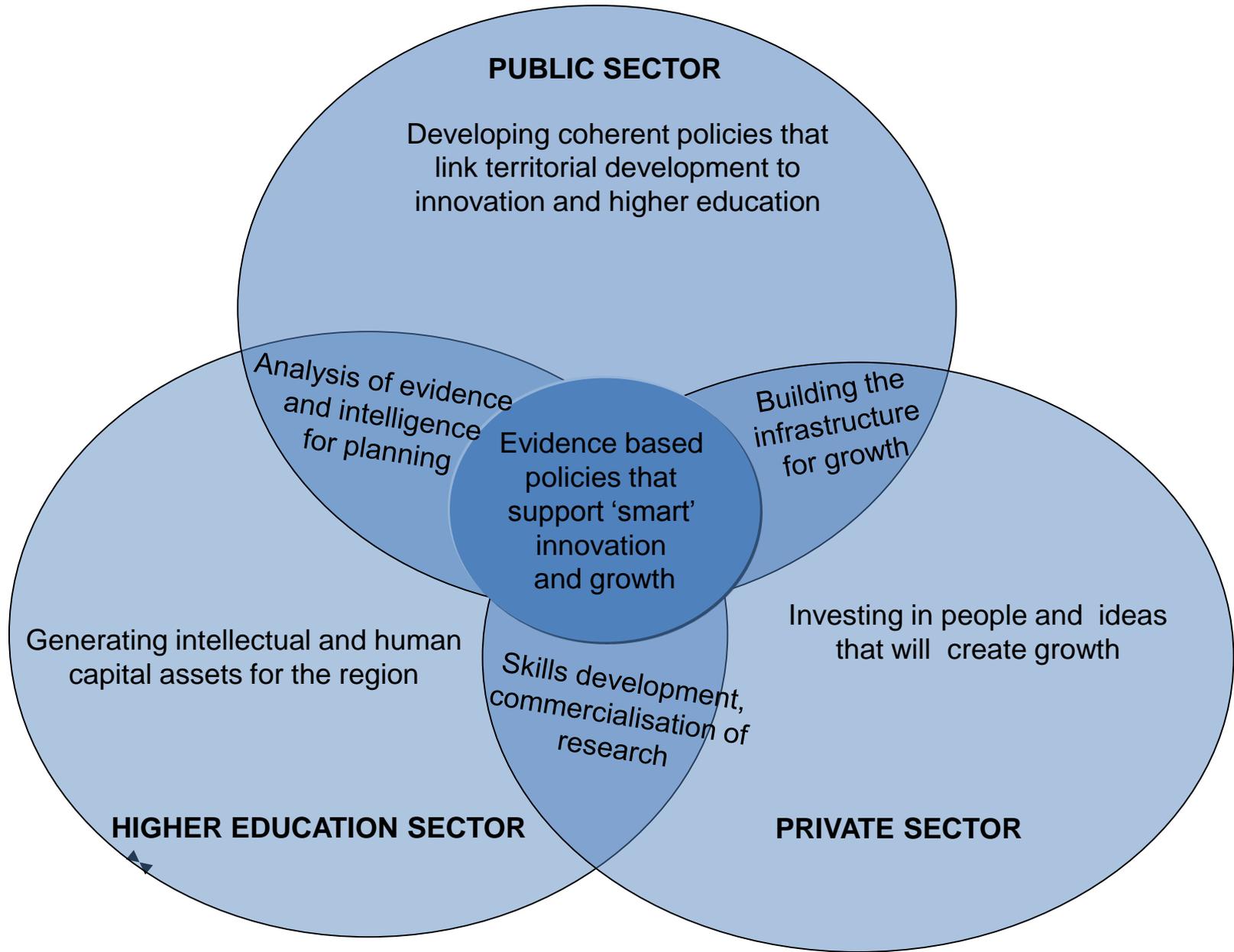
The 'Civic University' Development Spectrum



	Embryonic	Emerging	Evolving	Embedded
Dimension X				

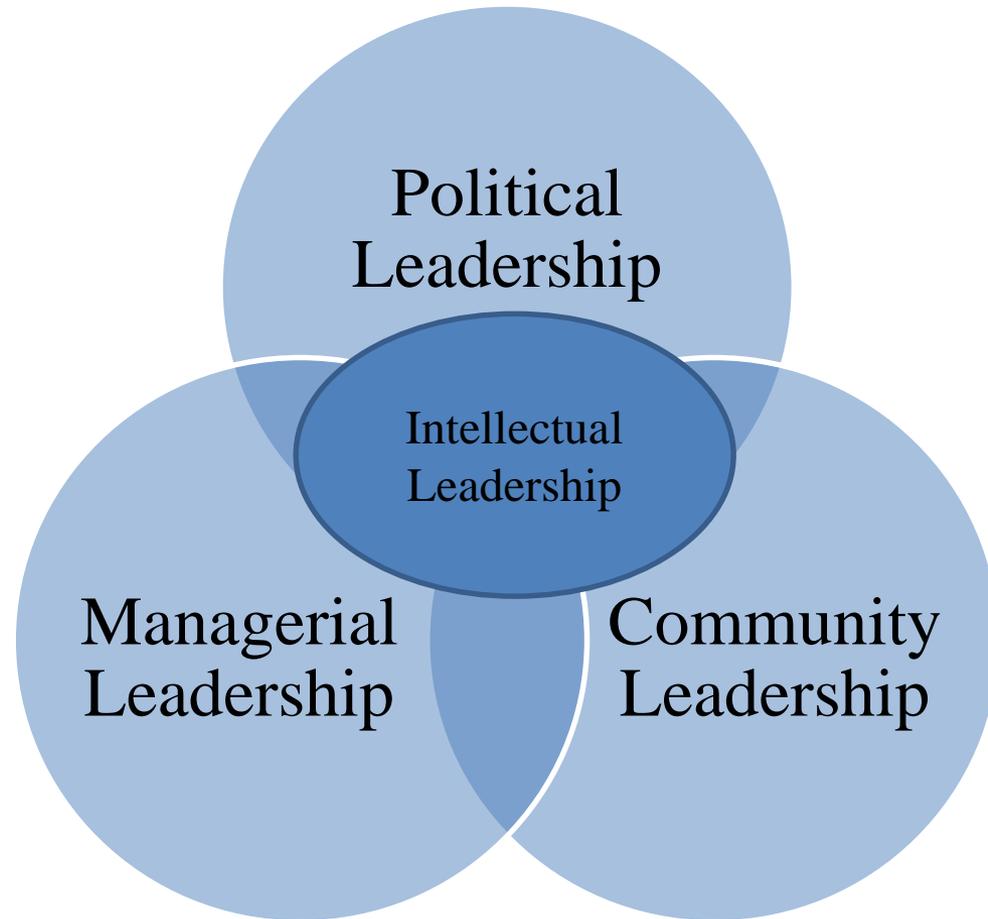
The spectrum describes the 'journey' of the institution against each of the 7 dimensions of the civic university towards the idealised model. It accepts that a university may be at a different stage of development on the different dimensions. This is intended to provide guidance in building a deeper 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.

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



Universities and the leadership of place

Universities role in the Leadership of Place (Robin Hambleton)



CIVIC
LEADERSHIP
AND HIGHER
EDUCATION –
WHERE ARE
WE NOW?

Expectations from civic partners: the demand side

- Expertise of universities relevant to the city not being tapped.
- Internal targets for academics and their lack of boundary spanning skills a barrier
- More pro-active leadership in city development required – “think tanks for the city”
- Need to focus on key city challenges – e.g. sustainability, health, social exclusion and social mobility

City 'reach-in' challenge

- Gap between strategic (VC/PVC) and operational levels within universities (academic departments and services)
- Lack of a single or corporate view from universities
- Who to work with in the university (individual academics/schools/services)
- Unfathomable organisational structures, procedures and terminology
- Lengthy response times and tardy follow up
- Internal higher education targets impeding 'risky' external engagement

Generic barriers to partnership

- Local government and universities are large organisations composed of sections with different interests, structures and working practises
- Ability of middle ranking officers on either side to stall progress on joint initiatives initiated from the top
- But a mutual awareness amongst leaders of these problems

Leading Places Programme

- Focus on developing the city as well as developing its leaders
- How to lead the city not just lead in the city
- *“Leadership development, unless it brings people together around a common problem at an appropriate level of detail loses the point.”*
- Leaders from the university and outside should identify a key challenge (e.g. removing barriers to social mobility, developing a sustainable city) and then hand over to an operational group of future leaders from the university and the city
- A single city/place focus for the programme within a national framework

Supporting Local Growth

Local Growth :The investment planning process

- Needs a new approach to urban investment
- Shift of investment finance from standalone projects developed with shorter term perspectives by individual institutions towards more strategic programmes led by local partnerships over a much longer 'mortgage length' perspective
- Different funding sources as working together, albeit accounted for separately and embracing funds awarded to universities for research
- Universities as place makers working with combined and local authorities mobilizing land holdings and planning powers and ability to lever cheap capital finance secured against localised business rates **and** university research and teaching income
- Local NHS institutions additional partners given the radical transformation of the health service infrastructure underway and the fact that many hospital trusts have deep relations with universities and teaching hospitals are sometimes located alongside university campuses.

Possible future focus

- In designated cities universities could be asked to play a key ‘convening’ role in the formation of a local innovation ecosystem by:
- Identifying unique local assets through shaping smart specialisation strategies
- Undertaking an urban Foresight/city futures exercise;
- Addressing the skills gaps inhibiting innovation;
- Fostering the take up of platform technologies;
- Providing global-local linkages for SMEs
- Attracting inward investors to use the city ‘laboratory’
- Underpinned by long term co-investment by universities and public authorities in physical ‘place making’ infrastructure that can generate returns to finance the capacity building activity of the partnerships

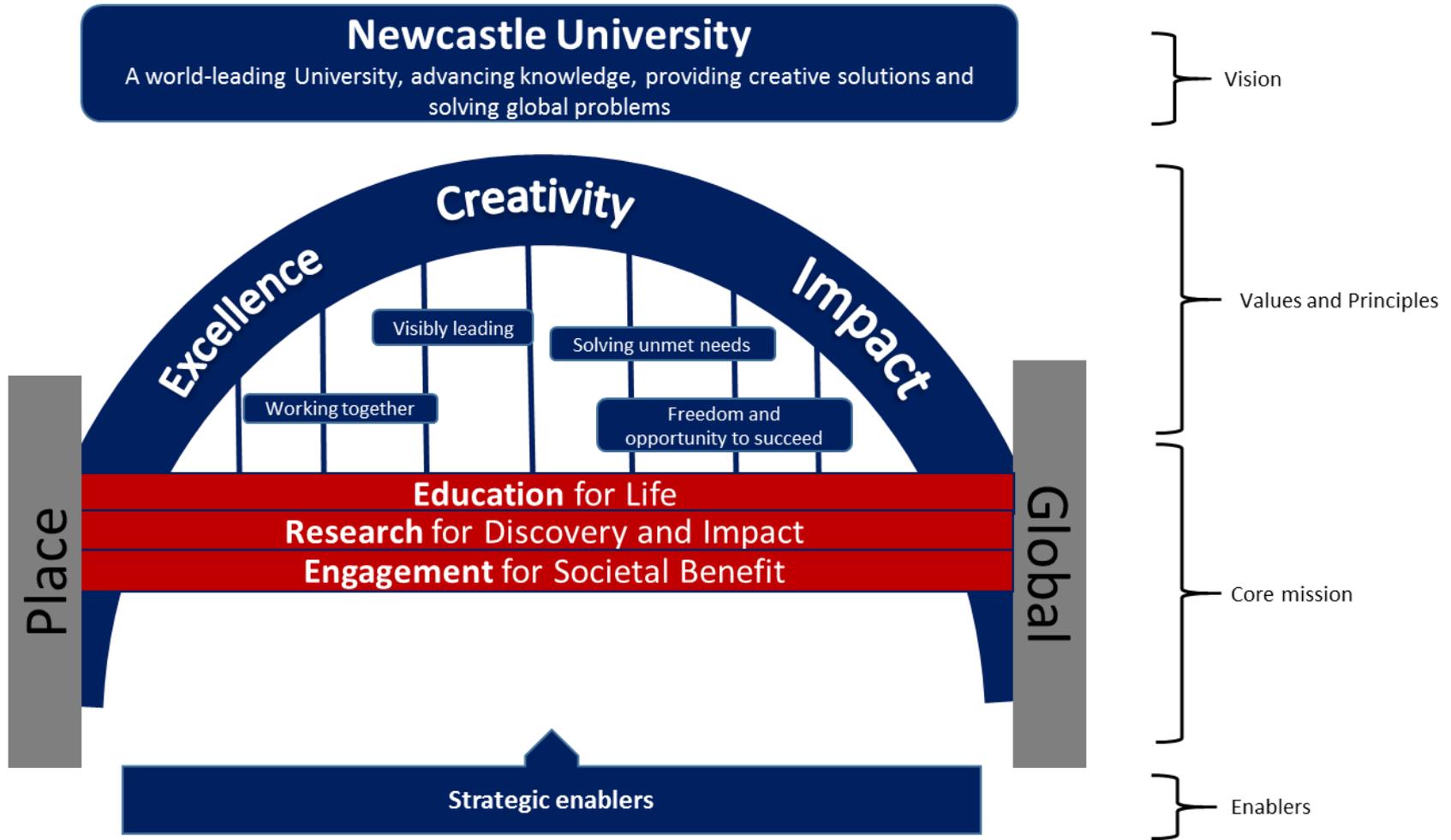
Some immediate action points

- Building upon the science and innovation audits BEIS and HEFCE identify a lagging city region and its universities, LEPs and local local/combined authority with unrealised innovation potential willing and able to pilot the approach
- Creating central capacity in the smart specialisation hub to support the pilot and develop mechanisms for connecting this bottom up approach to the evolving top down national industrial strategy
- Sharing experience elsewhere, facilitating cross city region collaborative programmes, links to Catapult centres and to national innovation centres located in but not connected to their host city region
- Monitoring the possible impacts of the Higher Education Bill on the capacity of universities to perform an anchor role in lagging city regions

A case study

Newcastle University

Strategy on a page



Trans-disciplinary societal challenge themes

- Ageing
- Sustainability
- Social Renewal



Newcastle Institute for Sustainability

- Established in 2008, the Institute for Sustainability coordinates research across traditional discipline boundaries to deliver practical, engaged solutions to real-world issues, under the banner of '**Enough, for all, forever**'. It is the community of sustainability researchers and academics across all three faculties (Science Agriculture and Engineering; Humanities and Social Sciences and Medical Sciences) of Newcastle University.
- Transform methods used to design and implement **integrated infrastructure systems** such that they better serve the **needs of society**, and ensure positive interactions with the **environment**.
- Through **research, innovation** and development of **solutions**, drive forward practical step changes in **production and process efficiencies**, such that the **natural environment** and its **resources** are safeguarded.
- Identify and demonstrate techniques that **account for social and technical factors** to radically reduce resource consumption, eliminate associated waste and mitigate pollution effects on whole ecosystems.

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”*

(quoted in Goddard & Vallance, 2013)

News

Events

Latest News

Newcastle University selected for membership of the NIHR School for Primary Care Research

Charlie Crowe Scanner officially opened

NUIA Celebratory Launch

[RSS](#) [WRITE](#)

Events

British Society of Gerontology conference 2015

[RSS](#) [WRITE](#)



About Us

[Campus for Ageing and Vitality](#)

[Our staff](#)

[Contact us](#)



Ageing: Our Story

[The science of ageing](#)

[Healthy ageing](#)

[Why grey matters](#)



Living Better for Longer

[How do we age?](#)

[How can we age better?](#)

[The global challenge of ageing](#)



Working with the Public

[VOICENorth](#)

[Years Ahead](#)

[North East Dementia Alliance](#)



Working with Business

[What we do](#)

[Case studies](#)

[News and events](#)

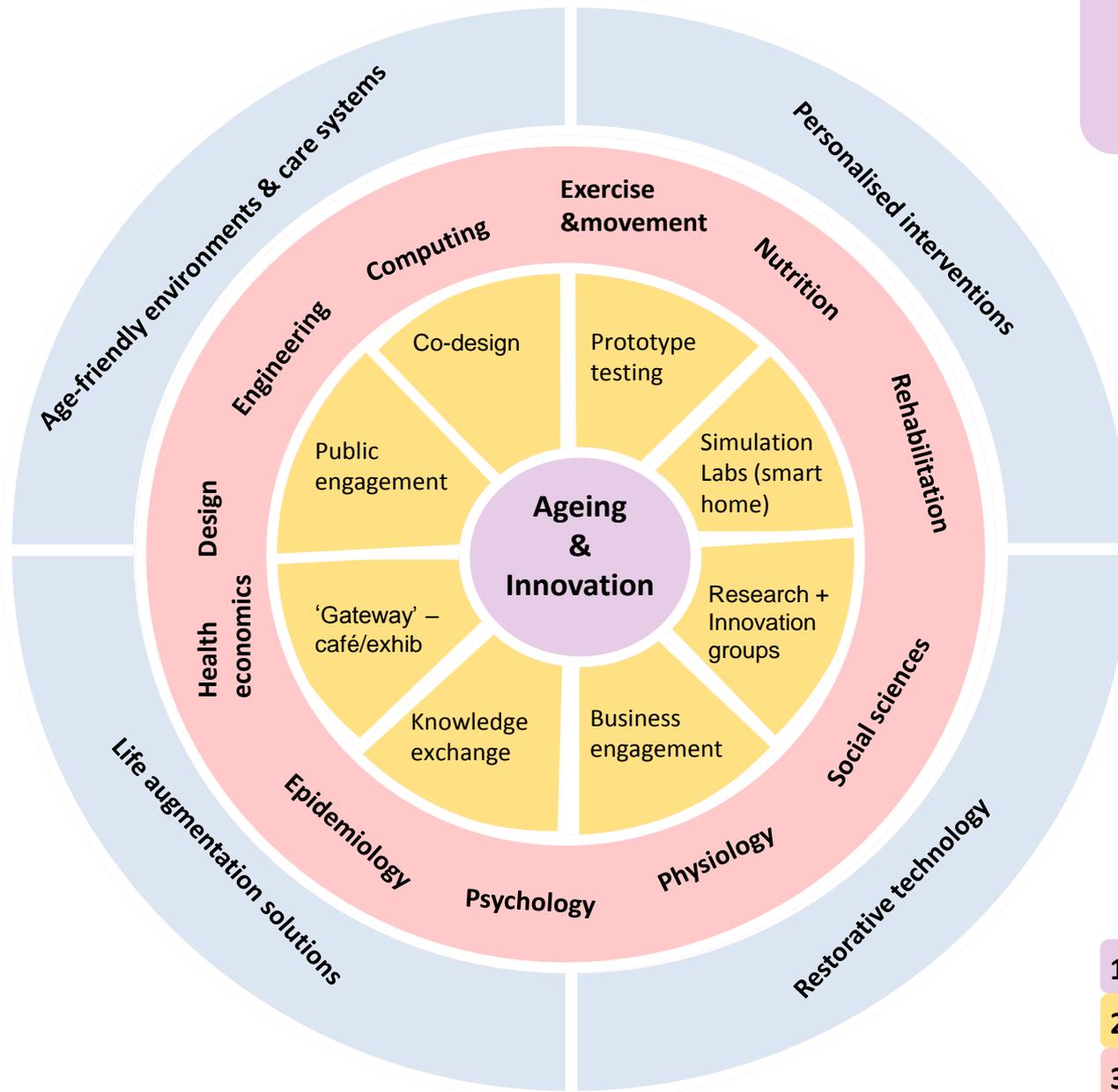


Learning and Teaching

[Postgraduate courses](#)

[Undergraduate courses](#)

National Centre for Ageing Science and Innovation: 'NASI HUB'



1. Our goal

2. Space (work to be done)

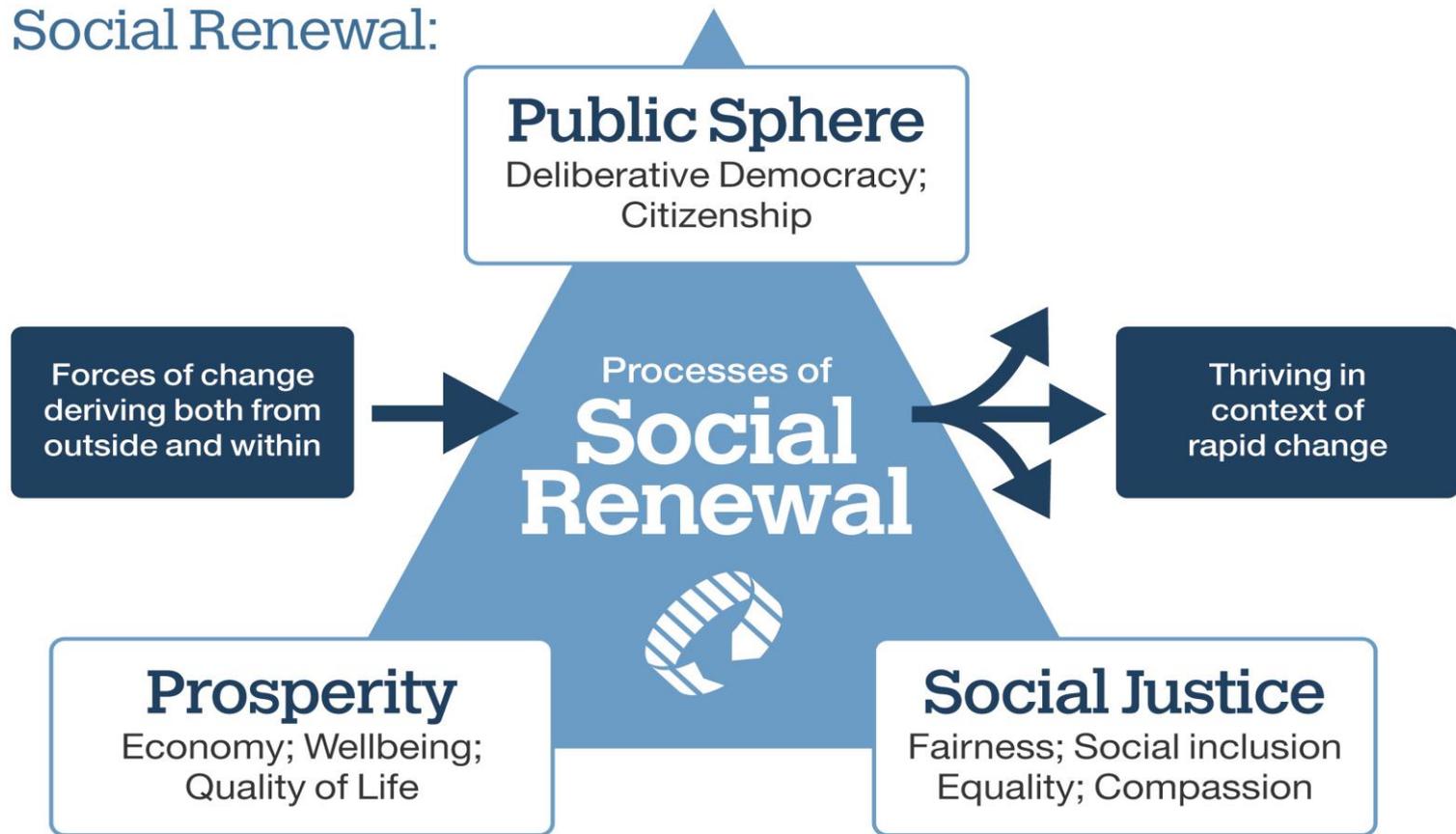
3. Disciplines and approaches

4. Translational outcomes

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

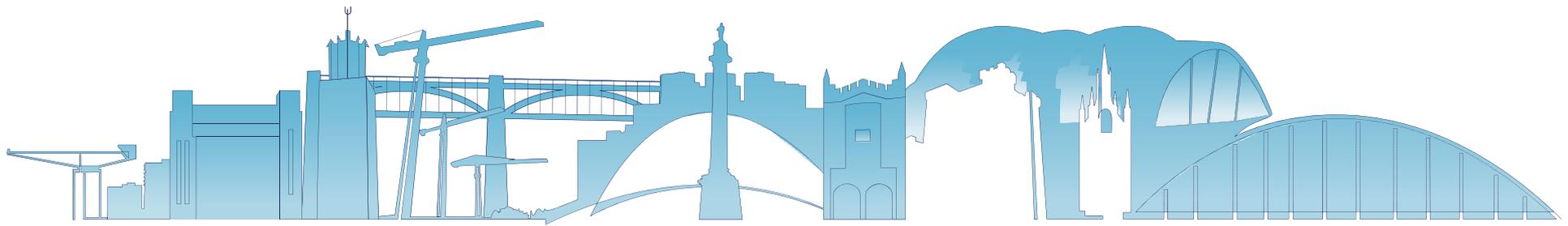
- To engage older members of the public in research in order to produce well-being effects
- To support academic research and *research translation*
- To help business innovate, through creating a better understanding of what older users and consumers require ... “responding to the opportunity of demographic 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’.

Social Renewal:



People, Place and Community

Urban Foresight as a methodology for civic engagement





Newcastle City Futures 2065: funded by the
Government Office for Science and progressed
by Newcastle University Institute of Social
Renewal as a collaborative engagement project



NEWCASTLE CITY FUTURES 2065

ANCHORING UNIVERSITIES IN CITIES
THROUGH URBAN FORESIGHT

Mark Tewdwr-Jones, John Goddard and Paul Cowie

City Futures Development Group

*special purpose vehicle that
sits between the universities, government,
businesses & communities*



Methods

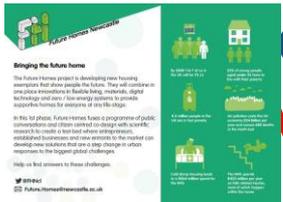
- use the expertise residing in academia, local government, business & the community
- develop long term thinking capacity in the partnership around key future challenges
- continually examine strengths and challenging the city to become a world leader for science and innovation
- **create a testbed city demonstrating and scaling-up solutions with real people in real places**
- provide an influential voice for the city, ensuring consistency of message and communication on city futures ambitions and activities.

The notion of demonstrator

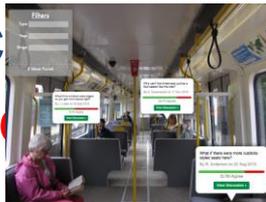
When applied to urban places:

A proof of concept to illustrate cross-sectoral and multi-partner working to shape or deliver a product or service

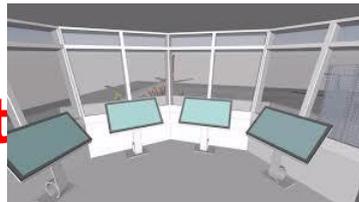
Business growth potential + research excellence + public purse cost saving + citizen inclusion



Age friendly



Physical
impairments



Autism



Visual
impairments



Fitness



NEETs



Respiratory



Learning



Digital inclusion



Alcohol &
drug
rehabilitation



Health
literacy



Mental
wellbeing



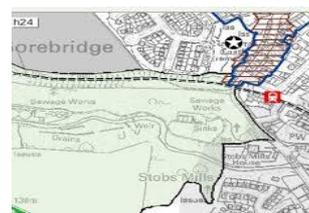
Social care



Digital & social
exclusion



Social inclusion



Digital literacy



Social skilling for
children



Women's wellbeing

Why does it work?

For the university: Focuses on a broad interpretation of ‘cities’ across the academy through social science, science, engineering, arts and humanities, medicine with blue chip project potential; showcases impact; leads to new HEI models

For the local authority: Develops potential for public service transformation; creates pipeline of business interest in the city; showcases city externally

For businesses: Offers innovative projects and services; links to R+D of university; ideas co-designed by consumers; creates testing phase

For communities: Allows them a direct voice in shaping urban change; provides a platform and audience for their agendas; listens to their ideas

The importance of NCF being seen as a neutral player: neutral language, name, website, venue, and single ownership

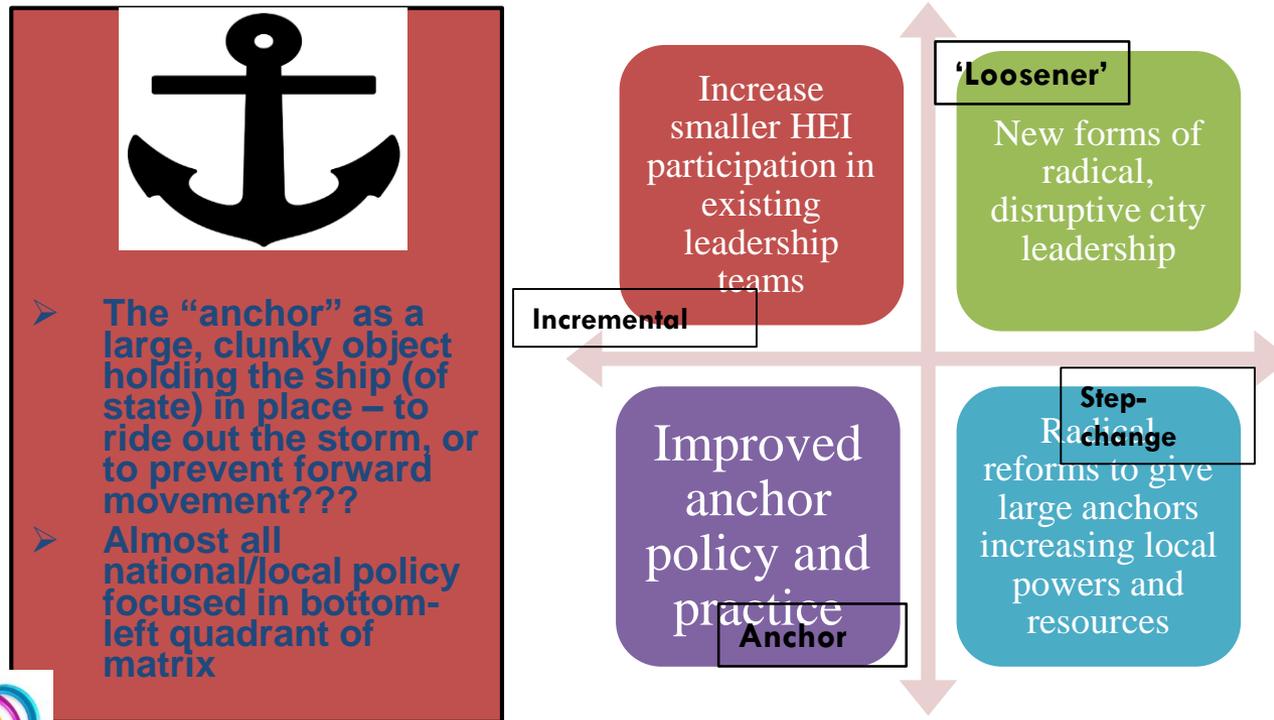
But it walks a fine line: it has to find a space to be *innovative, creative and different* for external partners, but *legitimate, accountable and deliverable* for internal audiences

Newcastle University Open Lab(Digital civics)

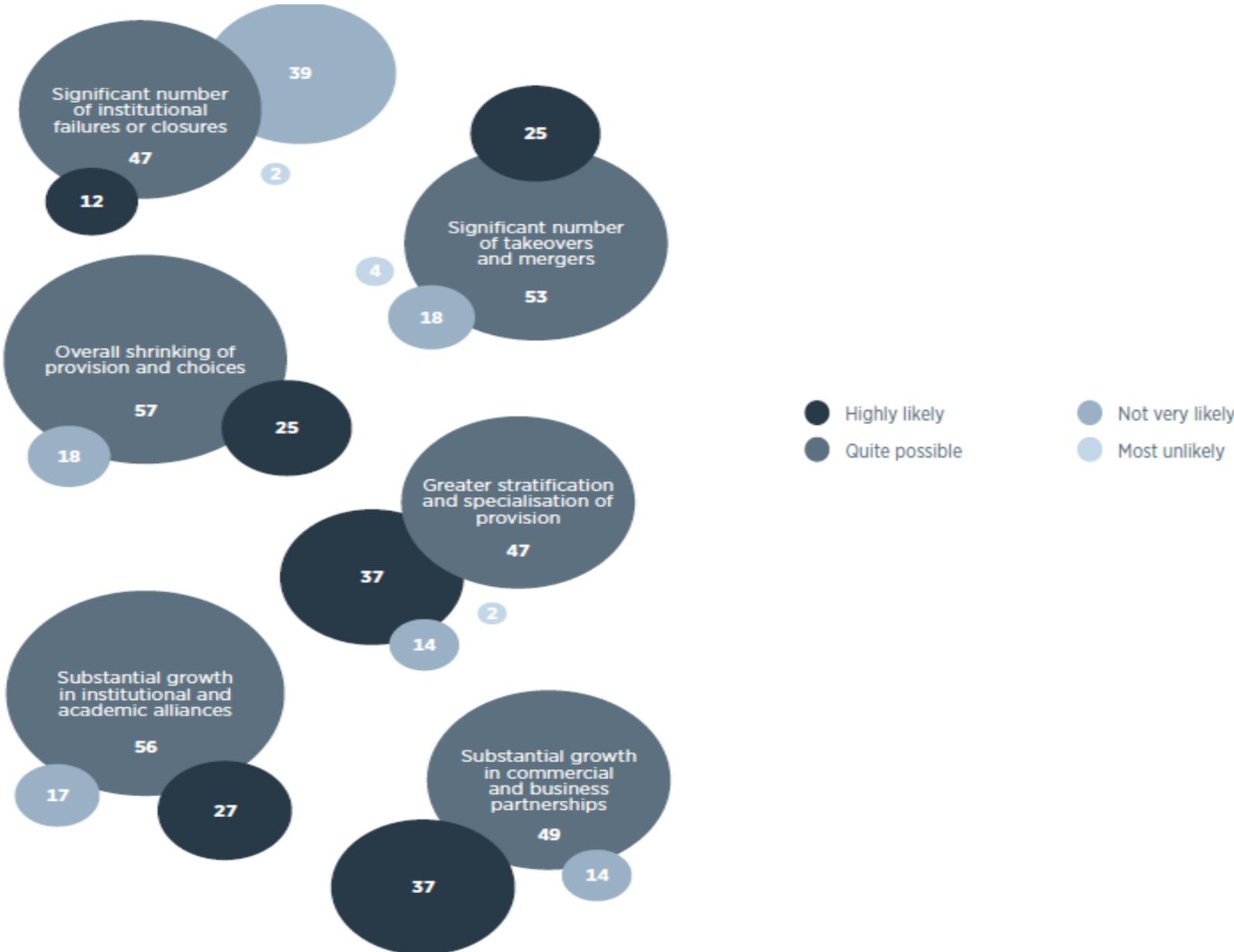
- Developing a transformational alternatives to traditional public service provision that frame citizens as service consumers, local government as service providers/producers, and digital technology as a broadcast information medium providing at best access to information and a very narrow feedback opportunities from consumer to provider.
- Working with councils, local organizations, and citizens, on locally embedded and responsive projects to facilitate participatory innovation process through which both citizens, local government, third sector NGOs and business can explore the value of alternative service models.
- Moving away from consumer-producer models (i.e. transactional models) towards relational models in which citizens can take a more active role in shaping agendas, commissioning services, and collaborating in service design and provision

The challenges ahead

Strategic choices for University/place-leadership developments (David Marlow)



PA Consulting Survey of VCs 2018



Higher Education Challenges : PA Consulting Survey of VCs 2018

- *“The sector is at a pivot point. The very strong are getting stronger while the very weak are under considerable threat. Those in the middle are trying to figure whether to stick or twist. There could be carnage.”*
- Expectations that some failures seemed inevitable were tempered by observations that many of the institutions known to be in difficulties from falling numbers and mounting losses were located in disadvantaged towns and cities where their closure would be politically and economically disastrous – notwithstanding the government’s rhetoric of institutions exiting the system
- Yet the response of established providers, to judge from this survey, will be more of the same – consolidating around what they currently do most successfully, rather than rethinking their market propositions and business models for a different world. This seems likely to produce a more stratified and possibly smaller university sector but not a very different one.

Universities must become the Googles and Amazons of public life

“Universities must think beyond educational “products” and address how to ensure continued institutional involvement with the applications of knowledge and learning in the lives and work of individuals, organisations and communities. They must stop fixating on securing deficit funding to cover the costs of teaching and research and work out how to share in the far greater returns created from the outputs of those activities in business, public services and daily lives. And they must rise above the interests of their own stand-alone institutions to grow the roles of universities within interdependent systems of learning providers, businesses, public agencies and communities, working together to resolve shared needs and problems”

Mike Boxall (THES 15/3/18)