Building collaborations between universities, cities and civil society

John Goddard OBE
Emeritus Professor of Regional Development Studies
Formerly Deputy Vice Chancellor
Why Cities(1)?

• Location of universities in cities forces a relationship 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

• Requires exploration of a more broadly conceived territorial development process than just economic growth and competitiveness
“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 (2006)
Why Cities (2)?

- Interrelated physical, social and cultural dimensions

- Relational visions of the city as constituted through diverse (and fragmented) sets of local and non-local linkages

- The university as a place embedded institution with connections to different social and institutional spheres of its locality (horizontal links) and a node in flows of knowledge and people (vertical links)
Universities and the social development of cities

- Emerging holistic views of development embracing social equality and cohesion, environmental sustainability, health and well being and cultural vitality
- Social innovation in addition to technological innovation in the economy with the city as a constitutive element in the innovation process primarily from the sphere of local civil society (Moulaert et al. 2005)
- Different parts of the academy may be active nationally in shaping various spheres of development beyond the economy (e.g. social welfare and the creative arts) through research and professional training but this activity is often poorly linked to city development
- University community engagement usually linked to service learning and not always driven by city needs
Defining social innovation

• “Social innovations are innovations that are social in both their ends and their means. Specifically, we define social innovations as new ideas (products, services and models) that simultaneously meet social needs (more effectively than alternatives) and create new social relationships or collaborations. They are innovations that are not only good for society but also enhance society’s capacity to act. 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.” (BEPA, 2011: 9-10).
Multiple levels of social innovation

- The (generally) grassroots social innovations that respond to pressing social demands not addressed by the market and are directed towards vulnerable groups in society;
- A broader level that addresses societal challenges in which the boundary between ‘social’ and ‘economic’ blurs and which are directed towards society as a whole; and,
- The systemic type that relates to fundamental changes in attitudes and values, strategies and policies, organisational structures and processes, delivery systems and services. Initiatives relating to actions to make citizens more aware of climate change and recycling are examples of this last category (BEPA, 2010: 10).
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)
Business models of the university

• The entrepreneurial university model with a strengthened steering core, enhanced development periphery, a diversified funding base and stimulated academic heartland (Burton Clark 1998)

• The academic capitalist model with faculty engaging directly in competitive market like behaviour as state subsidised entrepreneurs, blurring the distinction between public and private (Slaughter and Leslie 1993)

• The triple helix model of universities, business and government with semi-autonomous centres that interface with the external environment supported by specialist internal units (e.g technology transfer offices) and external intermediaries (e.g technology and innovation centres) (Etzkowitz et. al . 2000)

• Strong focus on science, technology and business and a neglect of the humanities and social sciences, place based communities and civil society
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. This engagement is achieved through dialogue and collaborations with individuals, institutions and groups locally, nationally and globally.

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*. While it may operate on a national and international scale, it recognises the extent to which location helps to form its unique identity as an institution.

4. It has a *sense of purpose* – an understanding of not just what it is good at, but what it is good for. There is an explicit link to the wider social and economic domain, which may be expressed as an aspiration to tackle societal challenges or specific problems be they global or local or a combination of the two.

5. It is *willing to invest* in order to have impact beyond the academy. This includes releasing financial resources to support certain projects or activities, or to ‘unlock’ external sources of funding.

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 ‘un-civic’ university

The ‘Third Mission’ activities

Funding targets

Rankings

Excellence

Focus of management and leadership

Hard Boundary between enabling and non enabling environments

The ‘Core’

The ‘Periphery’
The Civic University

Enhancement

Transformative, responsive, demand led actions

Widening participation, community work

Socio-economic impact

THE ACADEMY

TEACHING

RESEARCH

ENGAGEMENT

SOCIETY

Soft Boundary
The university and social innovation

The civic university as a social innovator behaves as a multi-level actor linking the global, national and local domains; it works across the silos of the disciplines and of the public sector and links with both business and the community; it develops the boundary spanning and social entrepreneurship of the professionals it trains; it tests research ideas in ‘living labs’ and discovers the future through action rather than solely through analysis.
UCL : London’s Global University - Grand Challenge Themes
UCL claims to be London’s Global University, but….

- To make this mean something, we must take advantage of the true breadth of our *University*.
- We should aim to:
  - Address complex challenges that have a global societal focus
  - UCL should be more than the sum of its parts.
  - UCL should aim to make a difference!

UCL’s Grand Challenges
Sustainable Cities

- Climate change, population growth and limitations on natural resources threaten the long term stability of 21st Century cities, of which London is a significant exemplar.

- This challenge requires the integration of scholarship in:
  - the built environment,
  - laws,
  - engineering,
  - social sciences,
  - cultural studies
  - history
  - .....
UCL... from Knowledge to Wisdom

- For too long Universities have been seen solely as providers of Knowledge to society.

- But a Global University has an obligation to express and develop Wisdom
  - Wisdom: The judicious application of knowledge for the good of humanity
  - By tensioning knowledge from different disciplines....
  - One cannot solve global problems simply with technology.... One needs Social Science and Humanities to ensure wise council is delivered.
The 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, VC

Societal Challenge themes:

• Ageing and Health
• Sustainability
• Social Renewal
Newcastle Institute for Environmental Sustainability

• “To bring people together from throughout the University AND the wider community to develop sustainable response 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”
Universities and sustainable cities

- The university as an actor engaging in the challenge of sustainable urban development – responding to economic development opportunities and the need to work with civil society
- The environmental footprint of the university in the city including involvement if off campus regeneration projects
- The university as a multi-level actor within the set of relationships that constitute urban environmental governance
- Local engagement of academics from different disciplines in the city as an urban laboratory
- The city as simultaneously the object of study, the setting or field for research and the site for collaboration and inter-disciplinary experimentation and intervention
“The regional Centres of Excellence were mainly based on scientific excellence as well as industrial excellence ... . But they had no appreciation of the local connectivity, and the local impact; whether it’s an economic impact or a social impact. When, if you look at the early days of Science City, it’s always been about how we can make sure that the areas of scientific excellence we have, actually do have an economic and social impact. And the national drivers were, yes there are cities in England that have great areas of science and we recognise this, but it won’t be of any use to anybody unless it has an economic and social impact. ... The strategy is to have a place where you can demonstrate tangibly what the theories are about: so linking industry, and academia, and entrepreneurship, and the local population. And making sure that, in the case of Science Central, all this works together as a kind of extended part of the city, but also a demonstration of what Science City is about.”

[Interviewee, Newcastle Science City Ltd, 08/02/10]
“In the Energy and Environment area, what you had really was a disparate set of activities; you know where individual academics are engaged with relevant private and public sector players for their specialism, but not a lot of integration really. And the integration is still something of a holy grail. But I think, actually, having the development site on Science Central offers us the opportunity to finally do some of that for real. And some of it is [already] happening, at the level of for instance, having ARUP [the big civil engineering consultancy] involved in the technical aspects of the master-planning now. I feel we’re genuinely in a situation where there’s two-way learning going on with ARUP, because we’re able to use Science Central as a conversation piece”.

[Interviewee, Newcastle University, 05/03/10]
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
## The Living Lab (courtesy Philip Lowe)

<table>
<thead>
<tr>
<th>Mode of science</th>
<th>Site of discovery</th>
<th>Knowledge generated</th>
<th>Epistemological assumption</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observational</td>
<td>Field</td>
<td>Natural observation, leading to induction</td>
<td>All seeing, but detached and neutral observer</td>
<td>Classical environmental and social sciences</td>
</tr>
<tr>
<td>Experimentation</td>
<td>Laboratory</td>
<td>Results of controlled experiment, leading to deduction</td>
<td>All powerful experimenter, ensuring completely controlled and replicable conditions</td>
<td>Physical and biological sciences</td>
</tr>
<tr>
<td>Intervention</td>
<td>Field</td>
<td>Observation and experiment through intervention, leading to innovation</td>
<td>Researchers learn through field interventions</td>
<td>Action research, engineering, medicine, applied social and environmental sciences</td>
</tr>
</tbody>
</table>
Manchester Low Carbon Economic Area

• “One of the central pieces [in the LCEA] is this low-carbon laboratory, where we will be recognising and exploiting the fact that we have two universities, a health trust and a city council, plus a number of private sector partners, all in the same vicinity, all working together. And so what we’re very keen to create there is an evidence base approach to a lot of work that’s coming forward, using the intellect that is in the universities, and using technology; to capture what’s going on now, to capture it during the change, and to capture it again post the change”.
• [Interviewee, ARUP consultancy, 12/05/10].
Manchester Corridor

“There is some interest, I think, in the way ... the EcoCities brand, which is gaining some purchase around the region, now could actually provide a larger context for the Corridor work. ... I’m potentially really excited about it because I think this idea of the Laboratory, provides us with a real spatial focus. It gives a kind of material context to those relationships. I mean everyone’s got an interest in what happens on Oxford Road, so it gives you a reason to come together.”

[Interviewee, The University of Manchester, 18/08/10]
Online survey of 700 academics across all disciplines in 6 UK Universities in 3 cities:
In which of the following areas do you think your research is having either a primary or secondary impact?
Which of the following types of group or organisation do you think are either primary or secondary beneficiaries of your research?

- Undergraduate or postgraduate taught students
- Academics or postgraduate researchers in...
- Academic services (excluding universities)
- Healthcare services
- National governmental organisations...
- Local governmental organisations...
- International governmental organisations...
- Non-governmental organisations (i.e. 'quangos')
- Large firms in the private sector (over 250...)
- Small or medium firms in the private sector...
- Professional groups or associations
- Third sector (charities, community or...)
- The general public
‘Sustainable development or environmental protection’ as an area of research impact

<table>
<thead>
<tr>
<th>Rank</th>
<th>Discipline Area (n)</th>
<th>Primary %</th>
<th>Secondary %</th>
<th>Total %</th>
<th>Primary%/ Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Architecture, Planning, Built Environment (40)</td>
<td>30.0</td>
<td>40.0</td>
<td>70.0</td>
<td>0.43</td>
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<tr>
<td>2nd</td>
<td>Engineering (57)</td>
<td>26.3</td>
<td>38.6</td>
<td>64.9</td>
<td>0.41</td>
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<tr>
<td>3rd</td>
<td>Physical Sciences (65)</td>
<td>9.2</td>
<td>24.6</td>
<td>33.8</td>
<td>0.27</td>
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<tr>
<td>4th</td>
<td>Business, Management, Economics (42)</td>
<td>14.3</td>
<td>19.0</td>
<td>33.3</td>
<td>0.43</td>
</tr>
<tr>
<td>5th</td>
<td>Biological Sciences (76)</td>
<td>15.8</td>
<td>15.8</td>
<td>31.6</td>
<td>0.50</td>
</tr>
<tr>
<td>6th</td>
<td>Social Sciences (116)</td>
<td>12.9</td>
<td>18.1</td>
<td>31.0</td>
<td>0.42</td>
</tr>
<tr>
<td>7th</td>
<td>Arts and Design (27)</td>
<td>3.7</td>
<td>25.9</td>
<td>29.6</td>
<td>0.13</td>
</tr>
<tr>
<td>8th</td>
<td>Mathematics and Statistics (36)</td>
<td>11.1</td>
<td>13.9</td>
<td>25.0</td>
<td>0.44</td>
</tr>
</tbody>
</table>
Cross tabulation of top six disciplinary areas for ‘Sustainable development or environmental protection’ against others selecting the following as primary areas of research impact (%)
Cross tabulation of top six disciplinary areas for ‘Sustainable development or environmental protection’ against others selecting the following as primary mechanisms of research impact (%)
Cross tabulation of top six disciplinary areas for ‘Sustainable development or environmental protection’ against others selecting the following as primary beneficiaries of research impact (%)
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
Bristol Watershed and Pervasive Media Studio

• “Watershed is a cross-artform venue and producer, sharing, developing and showcasing exemplary cultural ideas and talent. We are based in Bristol, but place no boundaries on our desire to connect with artists and audiences in the wider world.

• Watershed and the Pervasive Media Studio (a city-centre research space) occupy the first floor of a historic Grade II* listed building at the entranceway to Bristol's Harbourside.

• The Pervasive Media Studio, brings together a network of over 100 artists, technologists and academics to explore the future of mobile and wireless media.

• A creative technologies collaboration between Watershed, University of West of England and University of Bristol. Based in the heart of Bristol, we bring together creators from diverse backgrounds to research and produce new experiences”.

• http://www.watershed.co.uk/about/about-us/
“[T]hat’s one of the functions I think we play in knowledge exchange; we as academics are really planning for five to ten years ahead, people in business are usually planning for the next quarter or the next six months or the next year. There are different temporalities, and one of the things that we can do is try to use our expertise to catch some of the things that they don’t really have time to reflect on, or have the analytical purchase on, and play it back to them, and help them enrich their own process”.

[Interviewee, University of the West of England, 24/10/11]
Pervasive Media Studio(2)

• “We I think resemble and learn from the working practices of the creative industries companies, who are agile, who are rapid, and who know that this territory is moving on. I think one of the benefits of working with academics is that they provide a kind of stability in the way we work. ... There is a space in the middle where they can collaborate which is the work that might come out in 2 to 3 years. And then there’s the horizon work, which the academy is in a much better place to look at, because it hasn’t got the commercial constraints. ... But the studio acts as a kind of gearing mechanism to try and help those timescales, agendas, cash flows, find each other and work together.”

• Interviewee, Watershed/The Pervasive Media Studio, 24/10/11
Pervasive Media Studio (3)

• “The underlying relationship is going to be a 5 year collaboration agreement between the three [organisations] at a corporate level, which we are calling a creative technologies collaboration. So it’s for research, innovation and teaching in what we are broadly calling creative technologies; so that cross-over space between what you would normally call creative content and what you would normally call digital computing. This mixed up space that none of us quite understand. ... So it is an active collaborative space, which adds value to what the universities can do in their own faculties, on their premises, on their own.”

• [Interviewee, Watershed/The Pervasive Media Studio, 24/10/11 )
Universities and urban innovation

• The university as a source of ‘slack’ in the city economy with the potential to enhance long term adaptability through generating new knowledge

• A complementary role in developing capacity in civil society to shape future development in the public interest and in the process link the economic and social domains

• The quadruple helix and social innovation models

• Moving from the entrepreneurial university in which the principal driver is to act as a business to the civic university engaged across a wide range of disciplines and activities with an equally wide range of stakeholders in a diverse external environment
University/city partnerships in action

• External city partnerships strengthening internal multi-disciplinary structures in old research intensive universities set up to meet urban challenges, especially when they give academics access to new funding opportunities, space and key stakeholders outside the university.

• Interconnection between internal and external structures a key feature distinguishing the civic and the entrepreneurial university (where the focus is on income generation with less explicit partnership with civil society).

• In teaching led universities internal structures better match societal demands rather than disciplinary based knowledge supply.

• Urban university partnerships recognising institutional complementarities.
Published 25th January 2013

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.