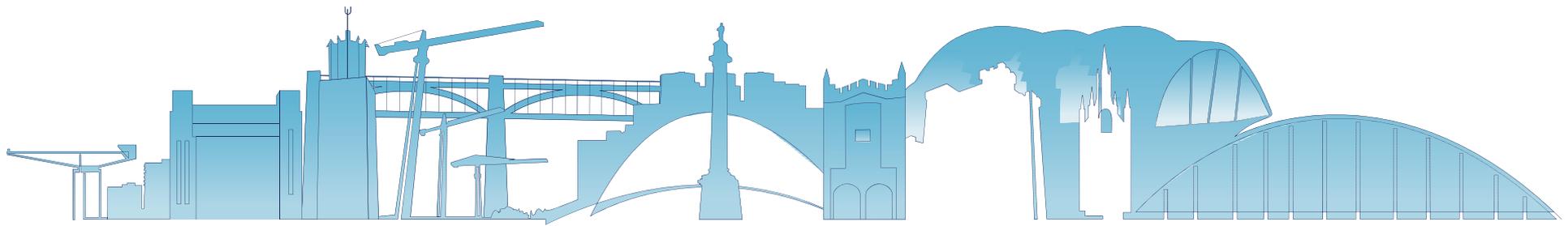


The Civic University: Combining global and local responsibilities to society

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Formerly Deputy VC



Outline

- Setting the scene
- Defining the civic university
- EU policy drivers from inside and outside of HE
 - Research, innovation, education and regions
- Newcastle University case study
 - The local and global challenge of an ageing society
- Reflections
 - Institutional design
 - The civic university as a normative model

Setting the scene

UN Sustainable Development Goals



GUNI report : the global and the local

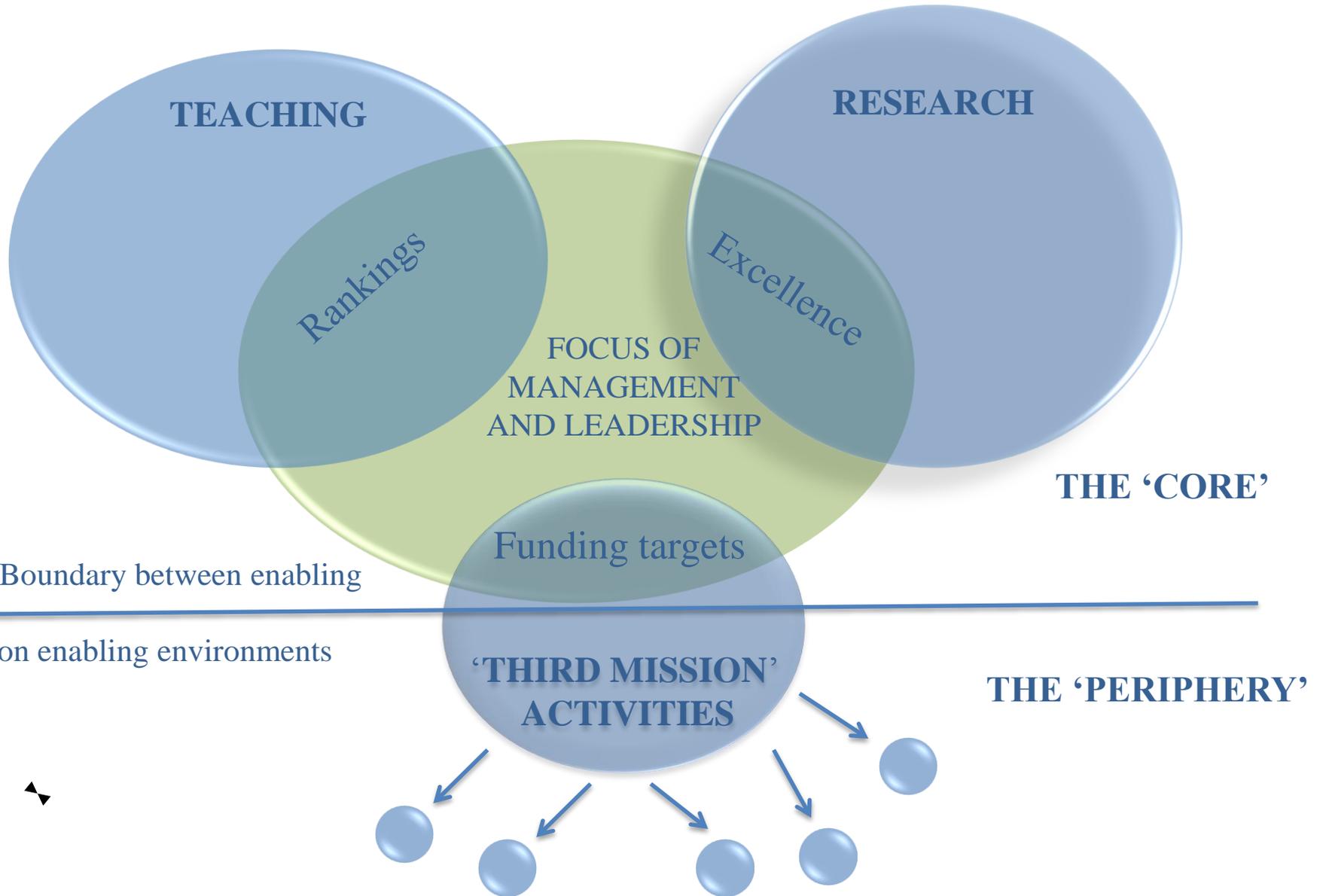
- **Role 1:** education, research and innovation contributing to the strategic positioning of nations, regions and cities in global competition
- **Role 2:** creation and dissemination of knowledge urgently needed to shift the world onto a sustainable and resilient future
- **Linkage** between national and regional economic systems in developing their respective societies AND the global sustainability of the sum of all these developments.
- 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

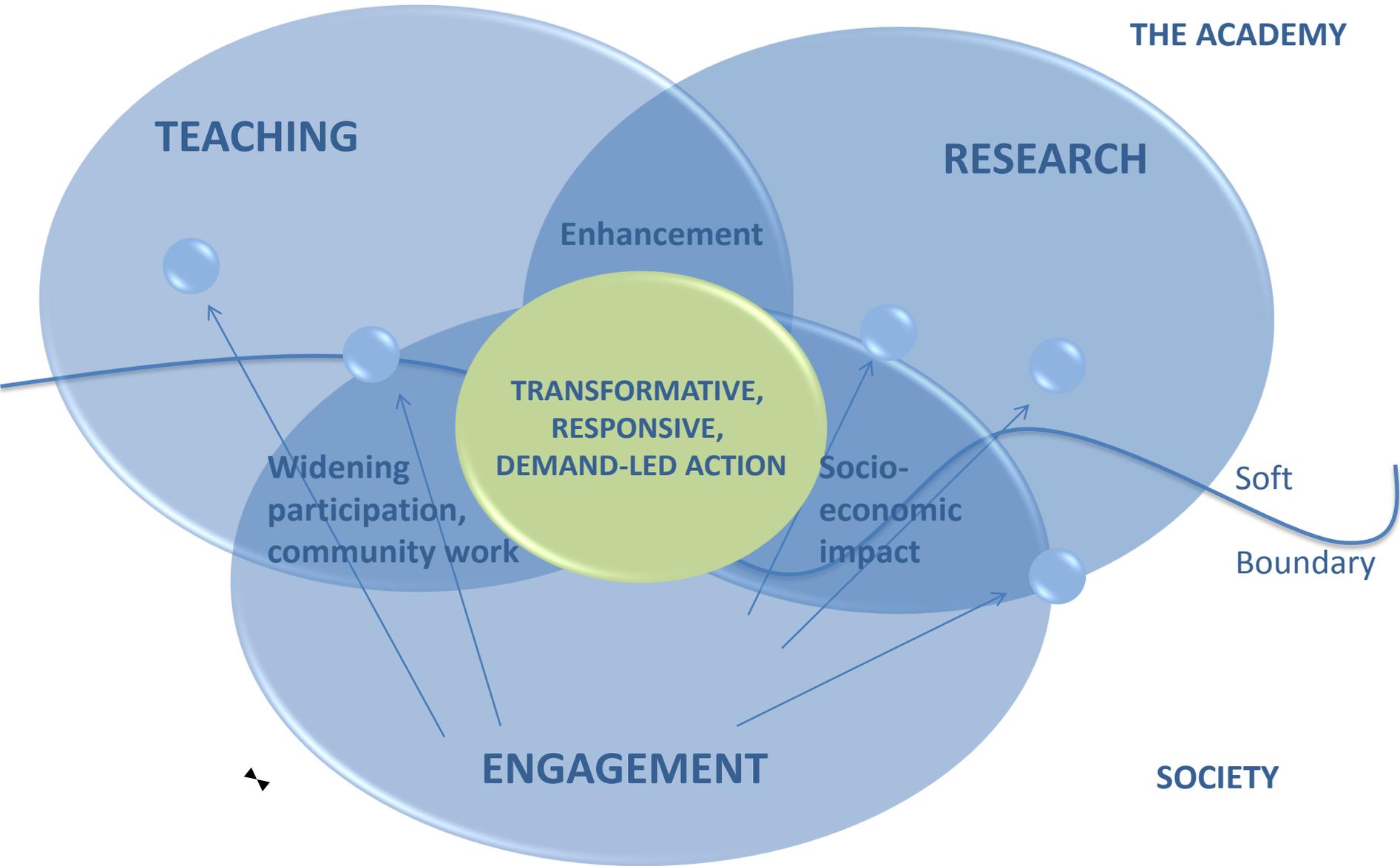
GUNI recommendations

- **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 across curricula, 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

Defining the civic university

The 'un-civic' university

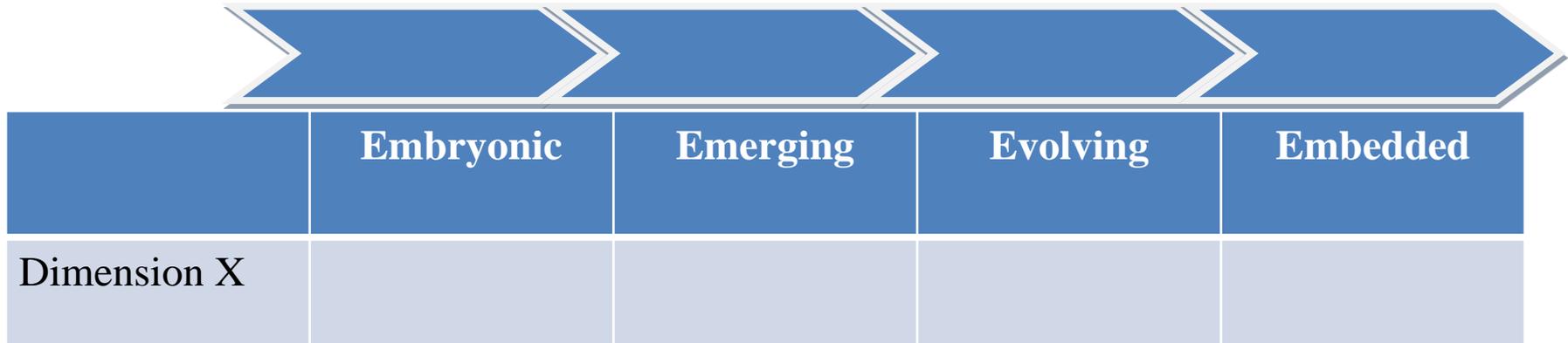




Seven Dimensions of the ‘Civic University’

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



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

Sense of purpose

Embryonic	Emerging	Evolving	Embedded
<p>Primary focus is on teaching and research – no or minimal reference to ‘third mission’ activity in describing university activities</p>	<p>Intent to be of service to society is articulated in vision and mission statements but institution struggles to translate this into meaningful action</p>	<p>Increasing external partnership, new groups and collaborations emerging internally</p>	<p>Conscious approach to addressing societal problems and responding to need via established partnerships and mature dialogue</p>

EU policy drivers: research, innovation, education, regions

Some reference points

- H2020 Grand Challenges
-
- H2020 : Science With and For Society (DGRTD)
- Review of innovation policy (EPC for European Council)
- A Renewed Agenda for Higher Education(DGEAC)
- Higher Education and Smart Specialisation(DG Regio)

Grand challenges and Innovation

- Long-term and ‘open ended missions’ concerning the socio-economic system as a whole, inducing or requiring system and institutional transformation .
- Multiple objectives, addressing not merely the economic, but also the social and environmental
- Complex, interlinked, global and local processes requiring multi-level action and coalitions
- More transdisciplinary R&I
- Closer working between different parts of the public and private sector and enhanced public – private partnerships
- Key role for ‘stakeholders’, ‘users’, ‘co-producers’
- Open innovation and Responsible Research and Innovation cross cutting themes in H2020

Science With and For Society:

The Rome Declaration on Responsible Research and Innovation (RRI) , 2015

“ Research and innovation deliver on the promise of smart, inclusive and sustainable solutions to our societal challenges; it engages new perspectives, new innovators and new talent from across our diverse European society, allowing us to identify solutions which would otherwise go unnoticed; it builds trust between citizens, and public and private institutions in supporting research and innovation; and it reassures society about embracing innovative products and services; it assesses the risks and the way these risks should be managed”

The Rome Declaration and institutional change

- “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 “*

SWAFS Advisory Group

- *“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”.*

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

- ***“It’s complicated...****Innovation happens in complex ecosystems. Too often, we imagine innovation in a linear way, as a pipe-line with inputs and outputs. But where we focus only on the pipeline, we miss the real needs of Europe’s more diverse and demand-driven innovators. We need more open collaboration, both globally and locally between citizens, governments and inventors at home”*
- ***“Focus on People, Places and Processes.*** *Europe needs better assets as well as a broader vision. We have to get back to basics: upskilling Europe’s people, using local strengths to underpin local innovation, and transforming public processes. Europe’s public sector must change faster. EU 1.0 cannot deliver Europe 2.0”*
- ***“Our innovation economy is not a Roman aqueduct but a muddy pond ... it requires all actors, corporate, academic, civic and political”***

A Renewed EU Agenda for H.E (2017)

- *“Through research and development activities, individual academics, research teams and institutions create new knowledge, develop solutions to societal challenges and lay the foundations for the innovations of the future. And **through cooperation with business, the public sector and civil society, universities and colleges strengthen the economic, social and cultural fabric of the localities and regions where they are located and drive innovation in many types of setting**”*
- *“Higher education institutions are increasingly giving more emphasis to their wider social responsibility to the communities in which they are located. The notion of the **'civic university'** is sometimes used to characterise institutional strategies that aim to promote mutually beneficial engagement between the community, region and the university”.*
- *“The capacity of higher education institutions, their staff and students have to engage actively in activities to support innovation in their localities and regions depends both on the culture and will within the HEIs concerned and the broader innovation capacity of the locality or region”.*

COM (2017) 247 Final



Connecting Universities to Regional Growth: A Practical Guide



September 2011



JRC SCIENTIFIC AND POLICY REPORTS

Universities and Smart Specialisation

53 Policy Brief Series
No. 03/2013

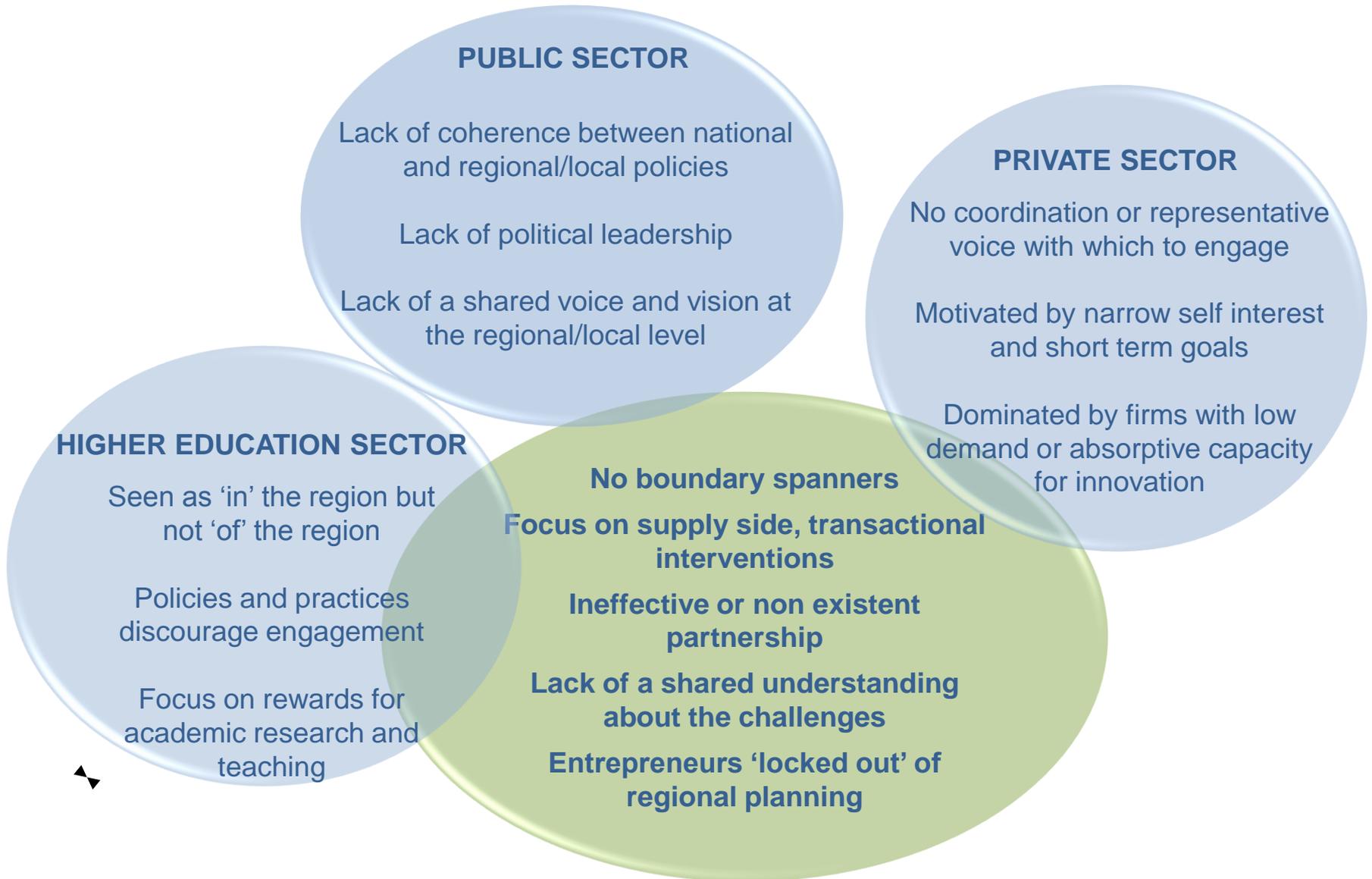
Louise Kempton, John Godderd,
John Edwards, Fatime Barbara Heayi
and Susana Elena-Pérez
2013



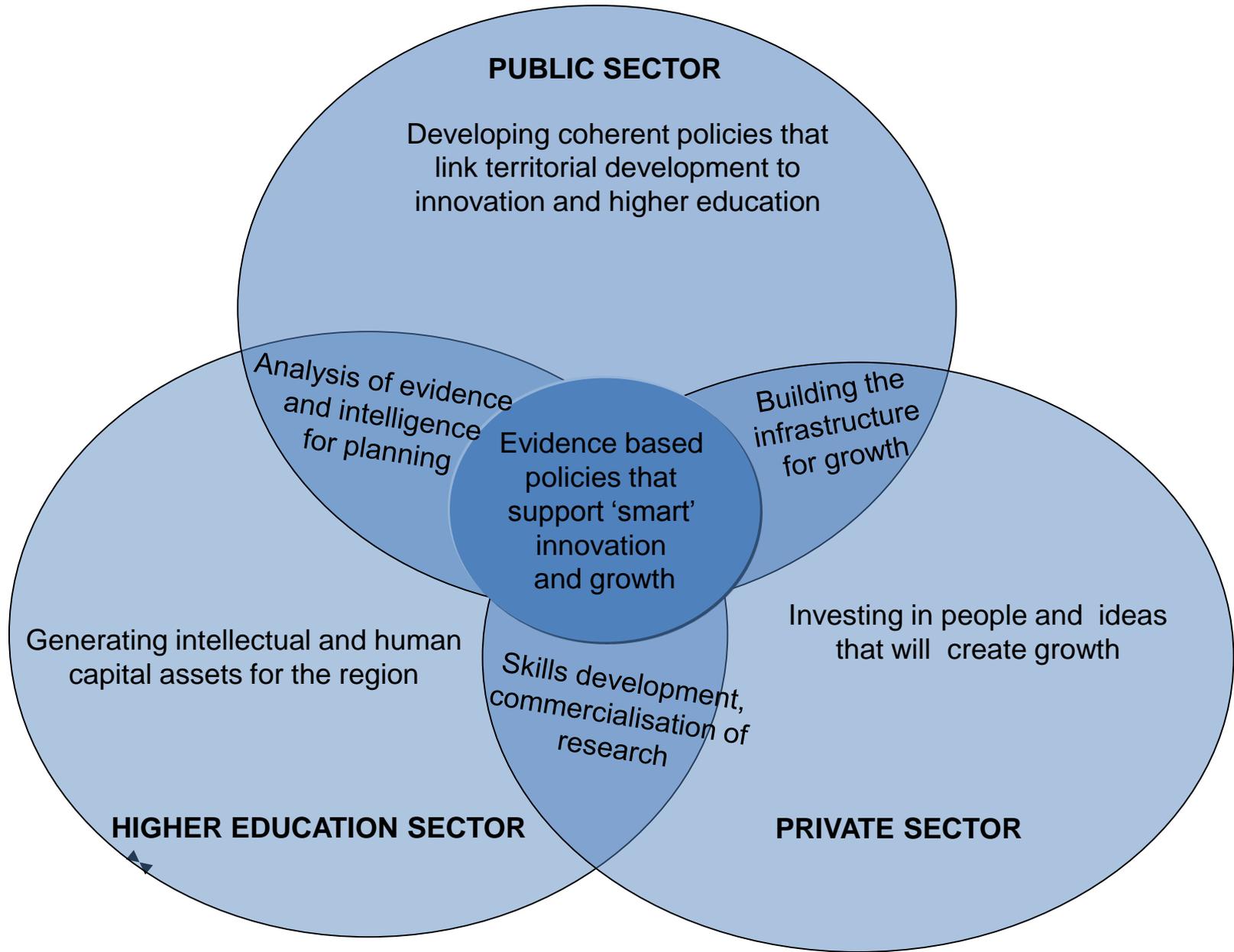
Report No. 2013-03

Joint
Research
Centre

Disconnected regions



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



Universities as urban 'anchor institutions'

What does this 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, economic and social and cultural dimensions

A case study

Newcastle University

Mission : A world class civic university

“ 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, former 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'*

Trans-disciplinary societal challenge themes

- Ageing
- Sustainability
- Social Renewal



Institute for Sustainability

Newcastle University > Institute for Sustainability

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IfS Conference 2017



THE GLOBAL GOALS
For Sustainable Development



Institute for Sustainability Annual Report

Read our 2016-17 Sustainability Annual Report themed on the Sustainable Development Goals.

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- 2
- 3
- 4



Research



Demonstrating Solutions



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Featured Projects



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](#)



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How do we age ?

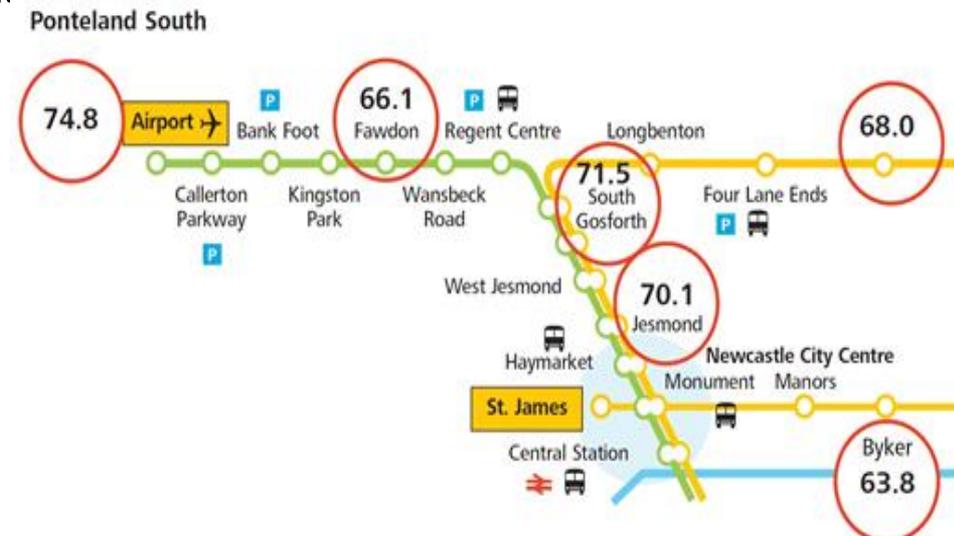


- **Ageing: understanding the mechanisms**
 - Leads: Doug Turnbull & Joao Passos
- **Ageing: causes of age-related illness**
 - Leads: David Burn & Lynn Rochester



How can we age better ?

- **Ageing: across the life-course**
 - Leads: Paula Moynihan & Suzanne Moffat
- **Ageing: living well with chronic illness**
 - Leads: Steve Parry & Louise Robinson



V.O.I.C.E. North

(Valuing Our Intellectual Capital and Experience)

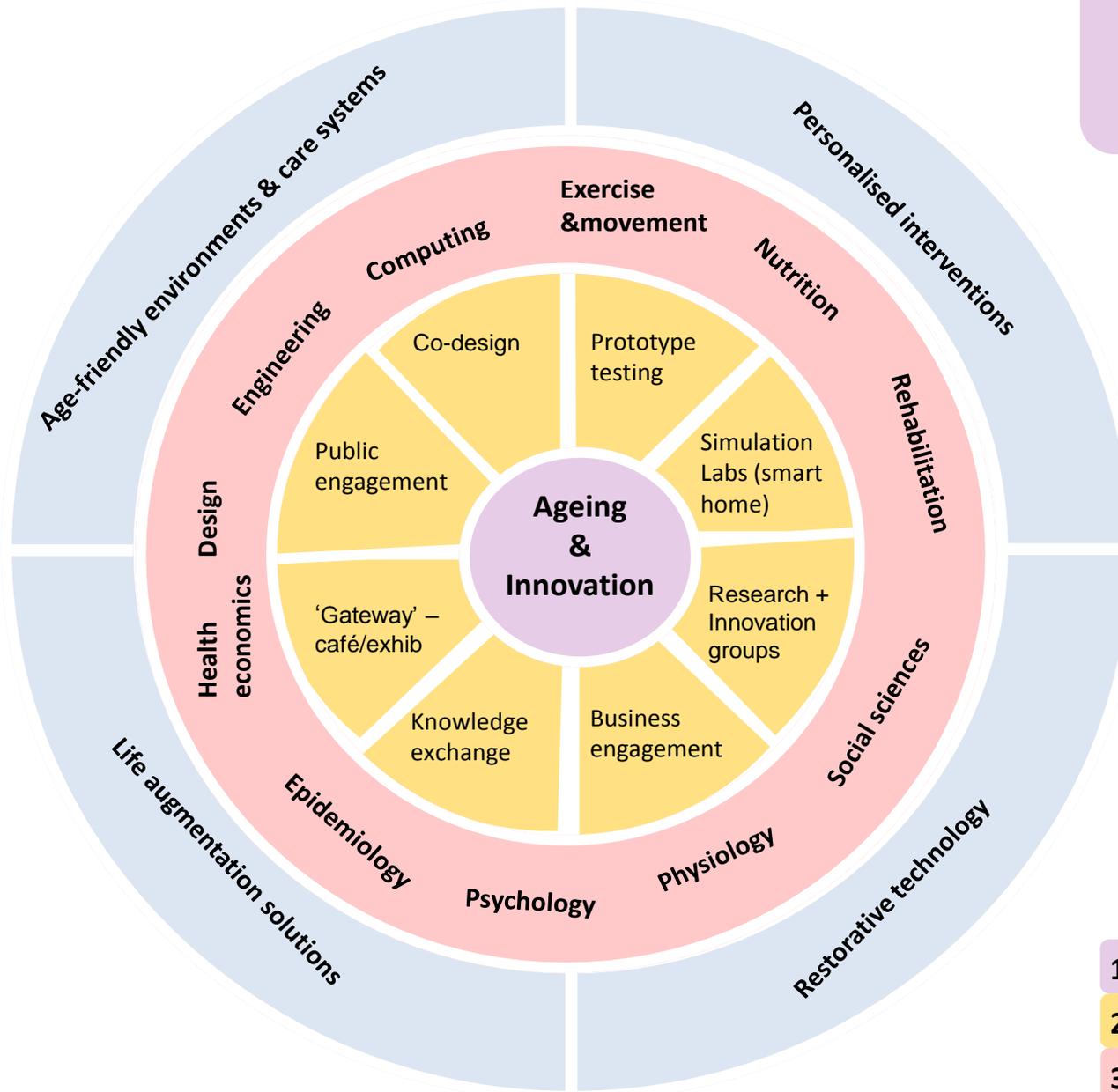
- To engage 3,000 older members of the public in research in order to produce well-being effects
- To support academic research and *research translation*
- To help business innovate, through creating a better understanding of what older users and consumers require ... “responding to the opportunity of demographic change, and the economic benefit that this can bring”
- An entry point to the University affordable for SMEs and entrepreneurs.
- Allowed SMEs and academics to engage with a pool of older people to whom they would not otherwise have had access.
- Sustained network of participants with a deeper understanding of the research and innovation process as ‘research-savvy citizens’.

Technology, Knowledge and Innovation Centre



- **Aim:**
 - *To form a critical mass of expertise in the ageing and innovation arena to develop, evaluate and bring to market 'products' which optimise health and wellbeing as we age*
- **Specific Objectives:**
 - Increase HLYs: by 20% over next 10 years for 65yr olds
 - Secure silver economy: consumer market = consumer spend
 - Northern economy: jobs, partnerships and products

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

How can we meet the global challenge of ageing?

- **Ageing: enabling environments**

- Leads: Patrick Olivier & Katie Brittain



- **Ageing: economic and social impact**

- Leads: Carol Jagger & Matt Flynn



What has been achieved

- Quadruple helix type partnership's role in setting the agenda for collaborative action within the area.
- Individual academics providing intellectual leadership raising awareness of the challenge and in the process connecting the global and the local arenas.
- Using the city and region as a living lab or platform for testing new technologies and new ways of working between researchers, educators and the public, private and voluntary sectors.
- The development of a strategic case for joint ventures or special purpose vehicles involving representatives of from each of four pillars of the quadruple helix.
- Mobilising stakeholders in the challenge of exploring long term futures for the city or region that meet the aspirations of the four strands of the quadruple helix
- Shaping a future age friendly city via time bounded projects that address different facets of the challenge – for example the design of housing and transport facilities and using the city as a test bed for local and external investors wanting to trial new technologies and new ways of working within and between organisations.
- Action learning projects through which successive cohorts of individuals from across the quadruple helix acquire the skills to cross boundaries.

“Excellence with a purpose: transforming lives” unpacked as:

“Excellence with a purpose: - advancing knowledge, educating for life and transforming society”

- Distinctiveness based on:
 - Disciplinary and interdisciplinary strengths
 - Particular Global Societal Challenges (GSCs)
 - Nature and extent of societal engagement

Draft strategy structure

Our vision is to transform society, in our places and the world

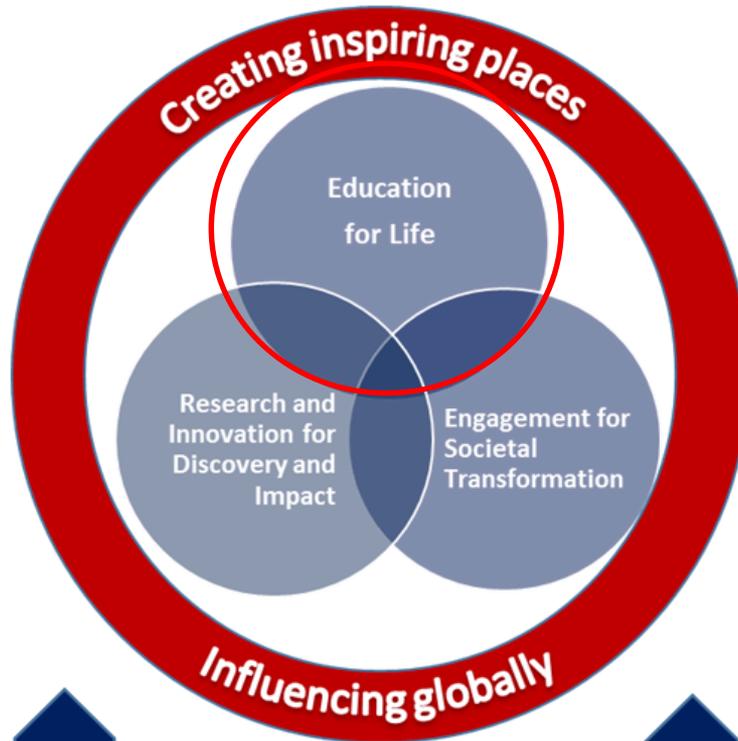
Excellence, ambition and aspiration

Diversity and inclusivity

Trust, integrity and respect

Social responsibility

Vision and Values



Priorities / Objectives

Guiding principles

Partnership | Innovation | Interdisciplinarity

Enabling strategies

People | Infrastructure
Sustainability | Effectiveness

Principles and Enablers

Reflections

Barriers in H.E.

- Still some way to go in improving research translation, seen as a fundamental component of realising the basic *triple* helix.
- Institutional and cultural barriers impeding those academics who do, or would like to, actively engage outside the academy.
- Targets and metrics mainly constructed around academic excellence with funding following.
- Institutions are disinclined to support 'high risk, high maintenance' community and local business engagement where research excellence is more difficult to demonstrate.
- In medical science, including biological aspects of ageing, there is plentiful funding for basic research leading to academic publications
- Professional support mechanisms locked into the linear model of research commercialisation

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 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.
-