

# What do we mean by the “civic university”? Why is it important?

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# Why the 'Civic University'? (1)

- The on-going economic crisis is putting European governments under enormous pressure to respond to the challenges of public and private debt at the same time as global competition is intensifying.
- Local communities and taxpayers facing difficult economic situations are questioning the 'value' of universities, especially where the benefits may appear less obvious, e.g. in regions with high unemployment.
- Public funding for higher education is under scrutiny, compelling universities to demonstrate their value, and **direct** contribution and benefit to society and the economy.

## Why the ‘Civic University’? (2)

- In response, universities are rethinking their role and responsibilities, and engaging in learning beyond the campus walls; in discovery which is useful beyond the academic community; and service that directly benefits the public.
- Higher education policy makers are also having to come out of their silos within national governments and work with other agencies with specific, direct and sometimes conflicting expectations of ***what universities are for*** (e.g. contributions to: innovation, skills, the arts, cities and regions)
- All of this requires institutional transformation within universities and dialogue between different parts of national governments and parts of the EC
- The ‘Civic University’ as a model to capture the mutually beneficial engagement between the community, region or wider world and the university.

## What are universities for ?

- *“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”*

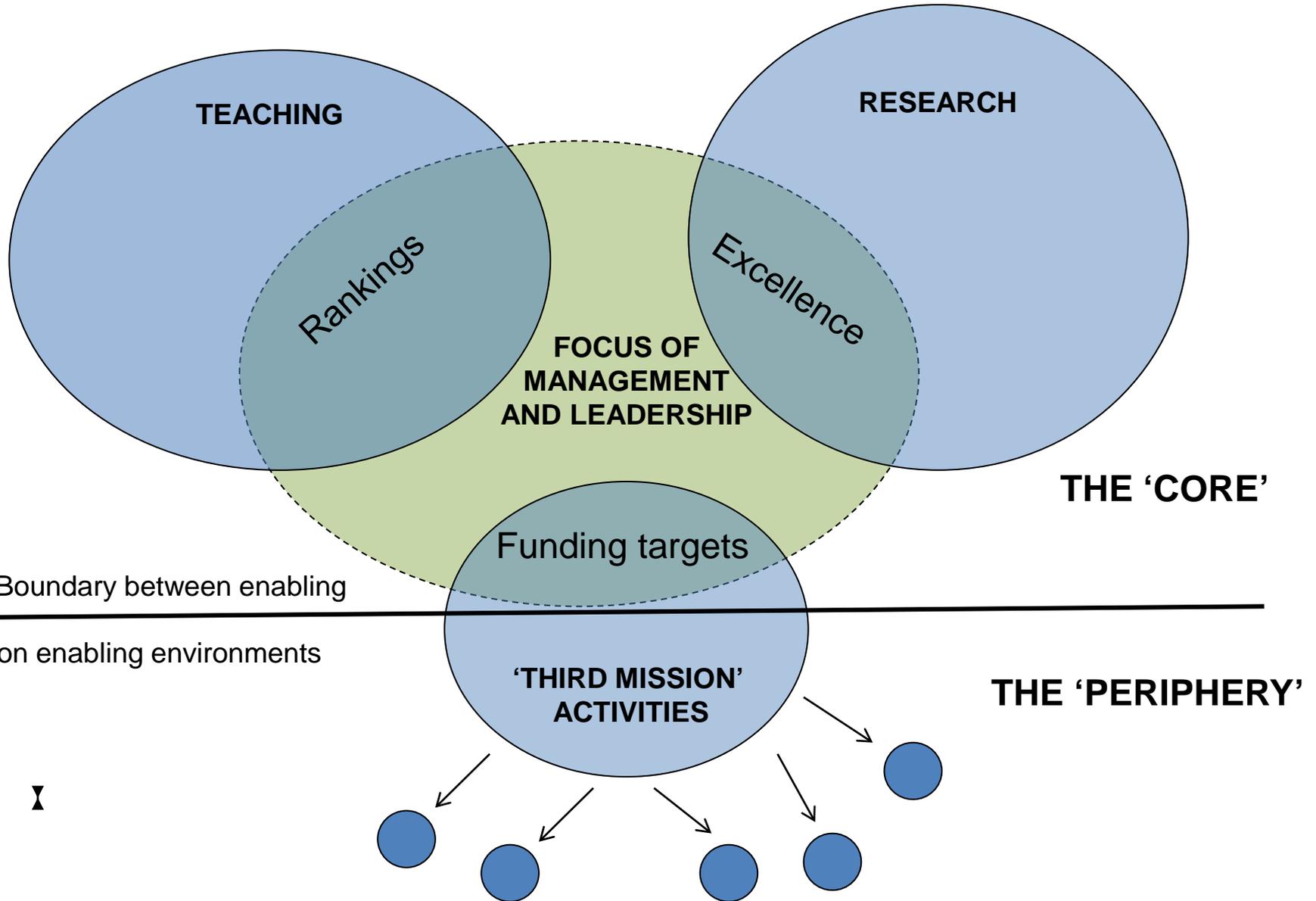
Calhoun (2006) “The university and the public good”

**What does this mean for the leadership and management of universities seeking to mobilise the work of the academy for public benefit?**

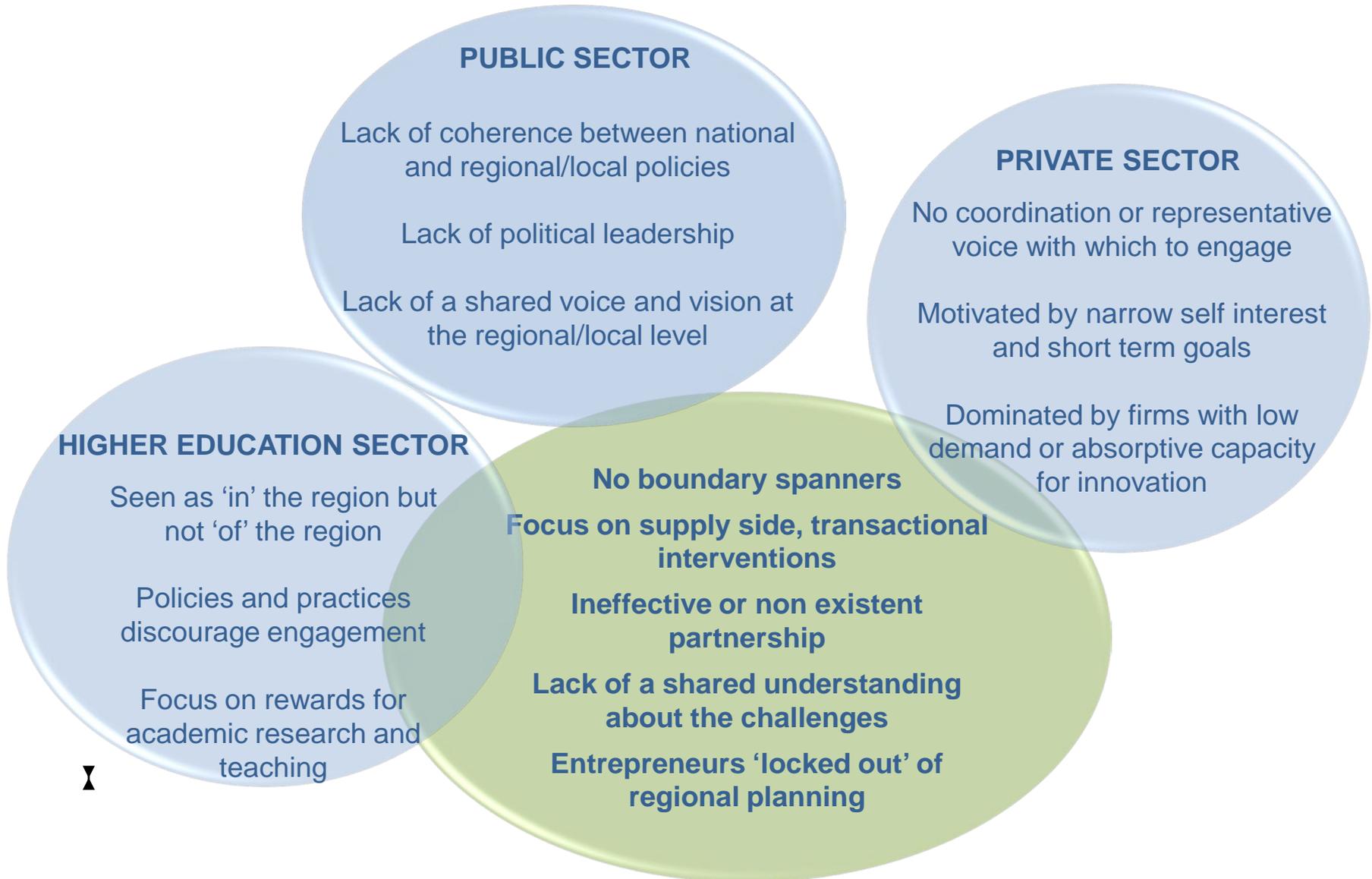
# Current business models of the university

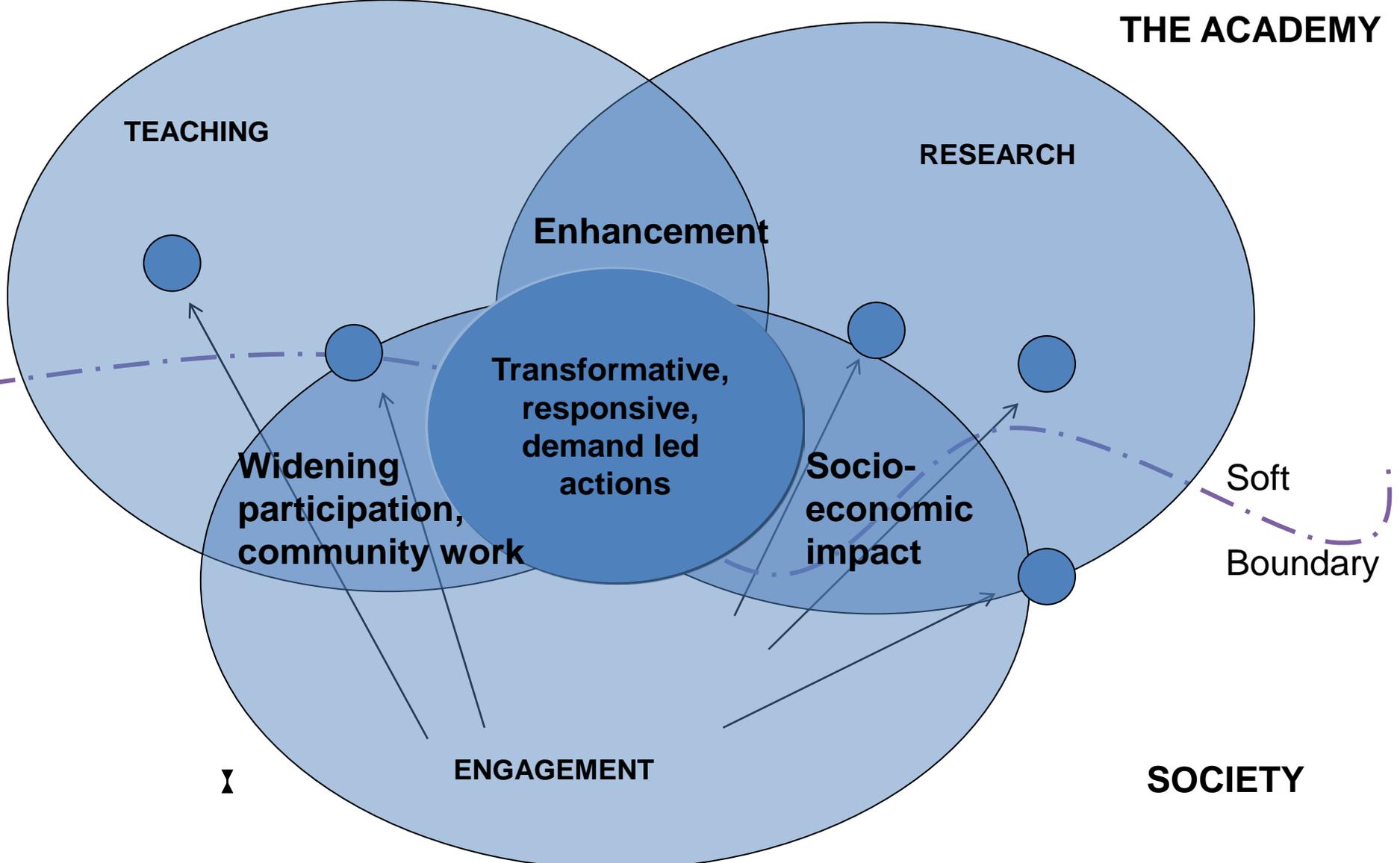
- The entrepreneurial university model with a strengthened steering core, enhanced development periphery, a diversified funding base and stimulated academic heartland (Burton Clark 1998)
- The triple helix model of universities, business and government with semi-autonomous centres that interface with 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)
- Each of these models underplays the role of the arts and humanities, place based communities and civil society. This requires a new model of the civic university
- **This matters because the way innovation takes place is changing**

# The traditional university

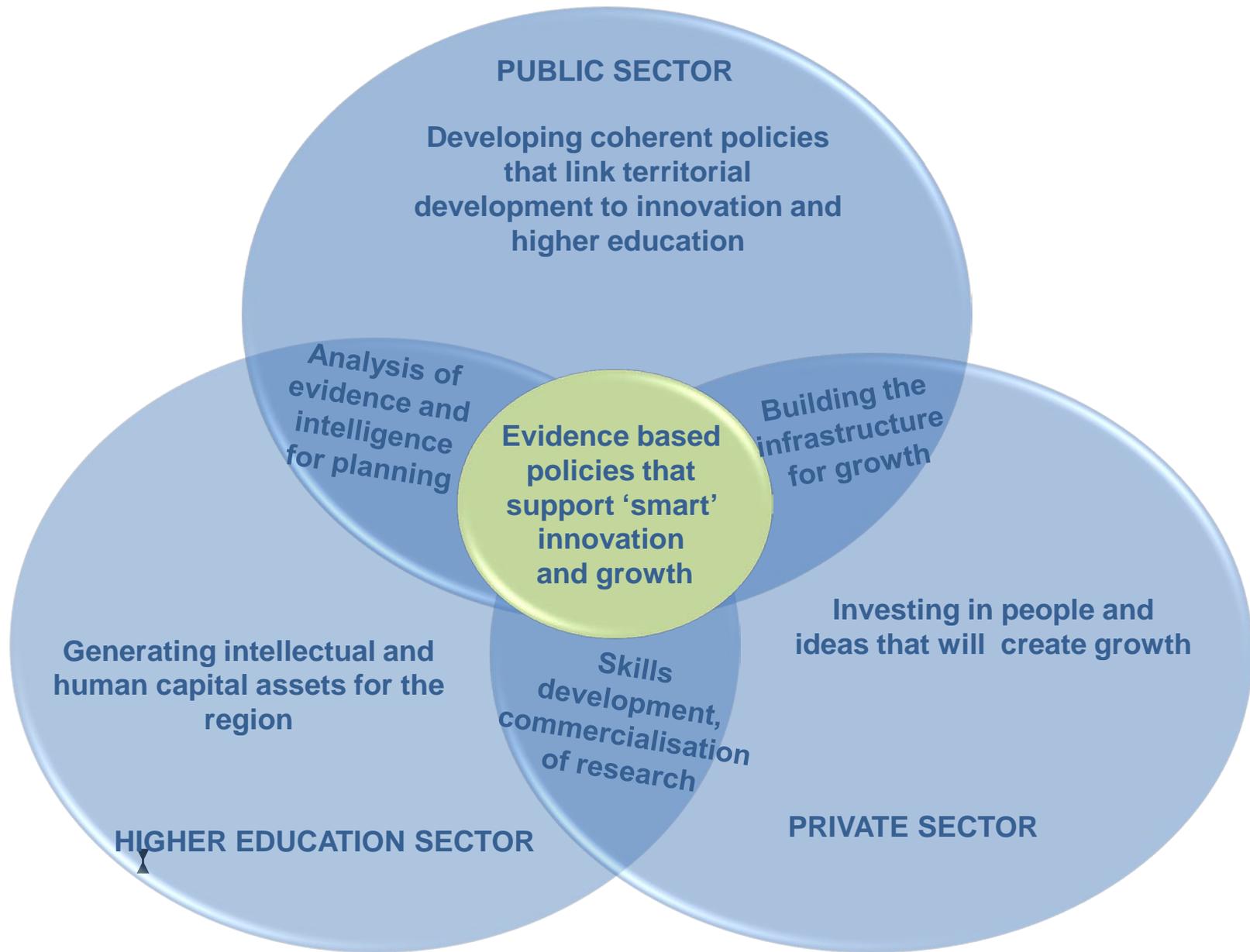


# The neglected regional dimension





# The triple helix 'connected' region



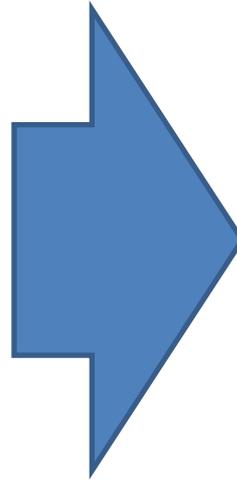
BUT the triple helix is not enough as the way we innovate is changing



*Elberfelder Farbenfabriken vorm.  
Friedrich Bayer & Co*



*Bell Labs, Holmdel, NJ*



*User innovation*



*Innovation in services*



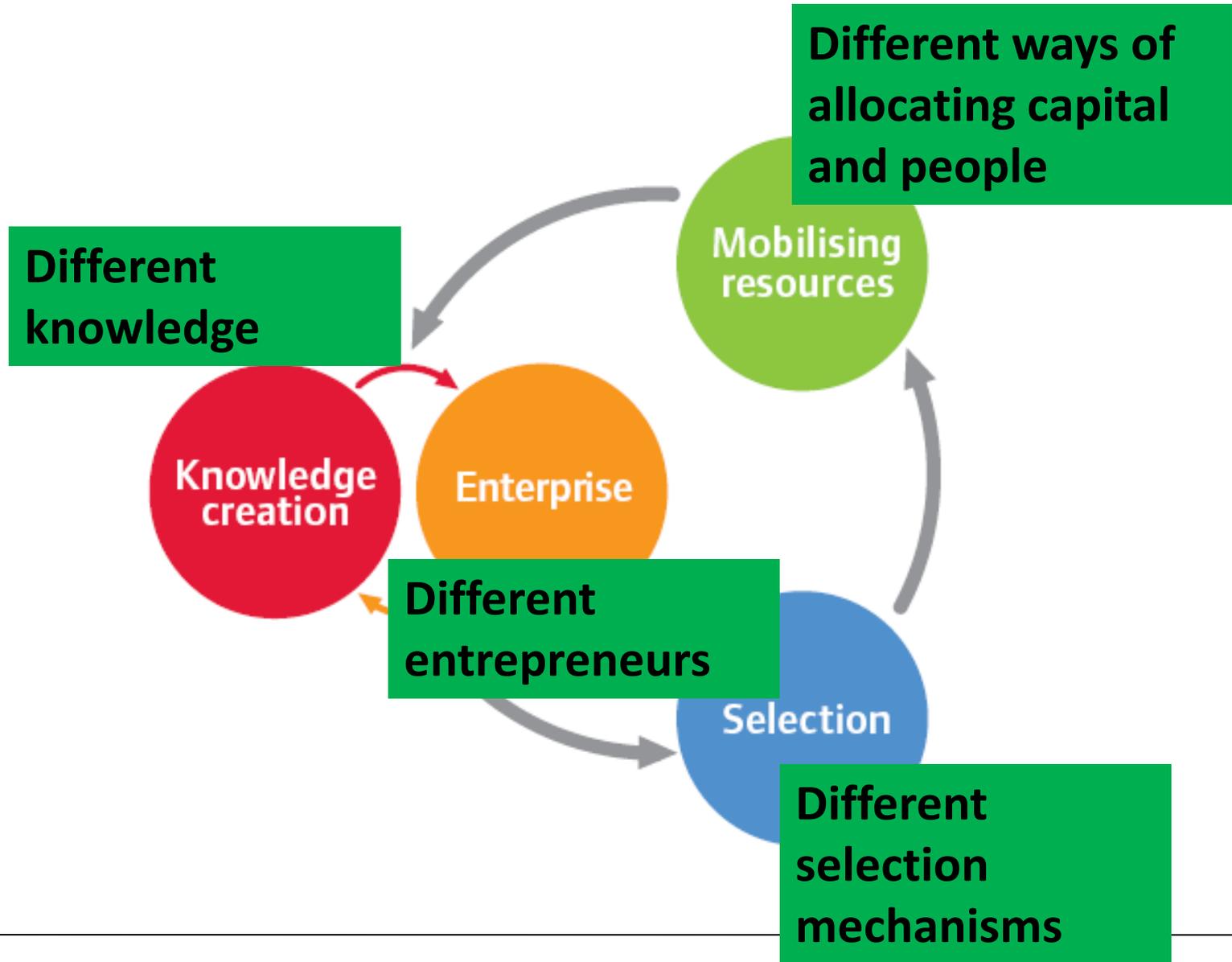
*Social innovation*



*Open innovation*



# Why is it different?



# 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)

# The citizen centred quadruple helix model (Arnkil et.al)

<b>Main goal of innovation activity</b>
•To produce products and services relevant for citizens
<b>Type of innovation</b>
•Innovations relevant for citizens
<b>Initiators of innovation process</b>
•Citizens



## 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.

# H2020 Science With and For Society

(A.Rip, Twente University)

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

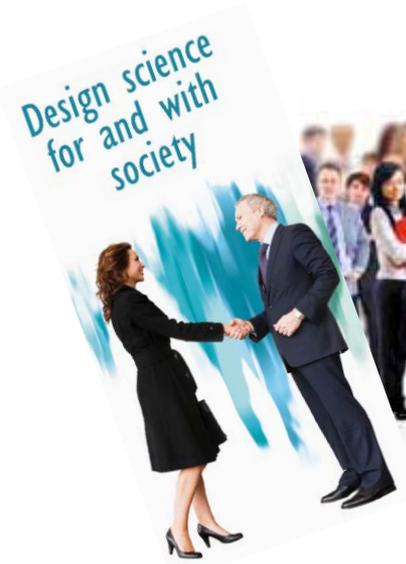
Diversity in Research and Innovation is a must for achieving greater creativity and promoting better results

Early and continuous iterative engagement of society in Research and Innovation is key to innovation adequacy and acceptability

# Responsible Research and Innovation

**need not  
always be  
harmonious**

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”*
- *While the European Research Area has been somewhat successful in creating spaces for European science, it is now time to become more pro-active, and not just in relation to the Grand Challenges.*
- *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.*
- *This goes further than the procedural challenge how each part of Horizon 2020 can engage citizens and civil society in its activities.”*
- Arie Rip, Chair of the Advisory Group on Science with and for Society

# A case study

**Newcastle University**

## 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, Vice-Chancellor

## Societal challenge themes

- Ageing
- Sustainability
- Social Renewal



## 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

## Voice North

- A means to engage with a wide, representative range of people and their communities and to consult with them on key issues around ageing and demographic change
- Identifying public concerns and providing real opportunities for lay people to become involved in shaping the future research and policy making
- 3,000 people reflecting the age structure, geographical and socio-economic make up of the North East of England

## 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

## Living Labs: the academic perspective

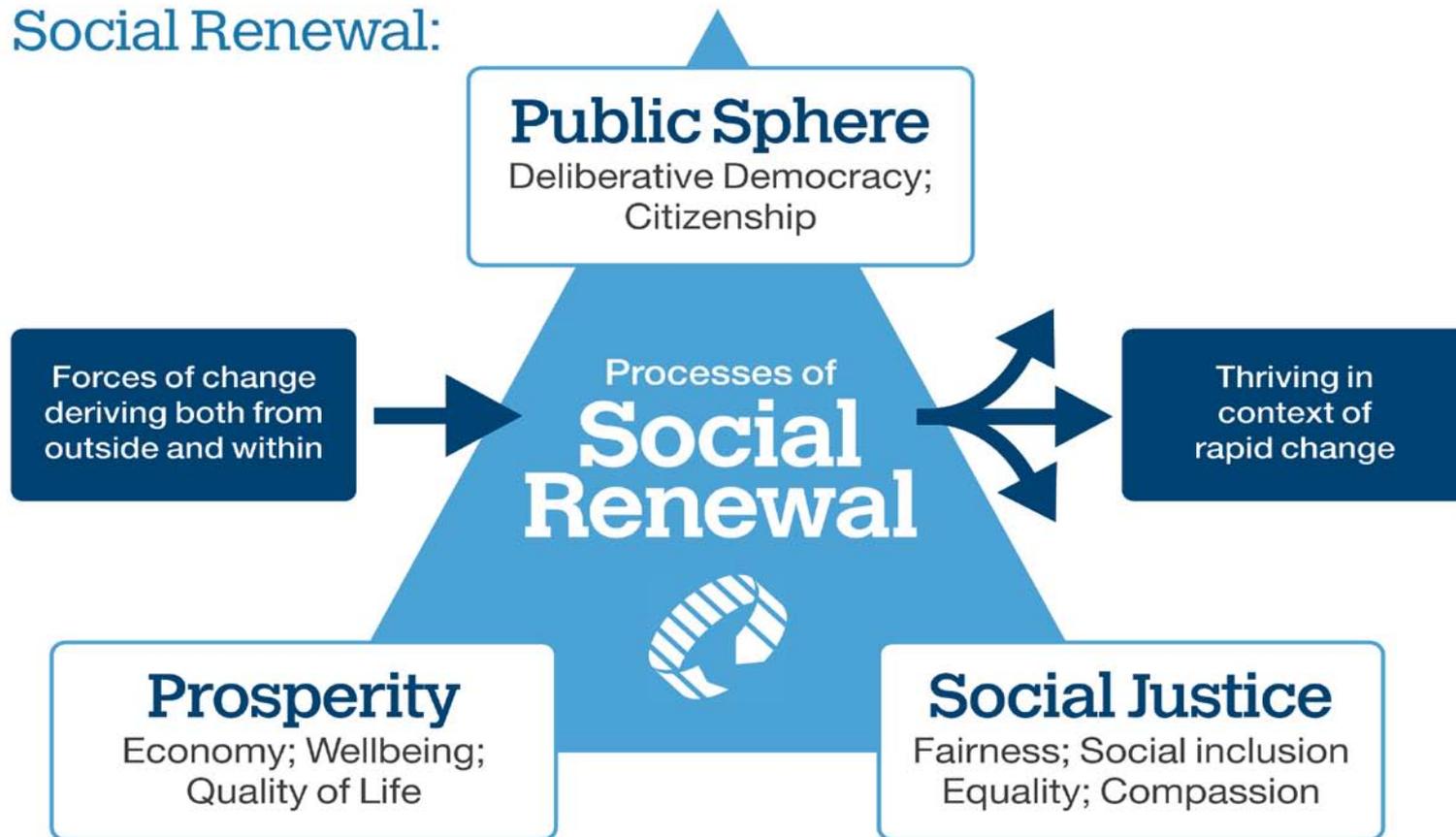
- *“The notion of treating our city and its region as a seedbed for sustainability initiatives is a potent one... the vision is of academics out in the community, working with local groups and businesses on practical initiatives to solve problems and promote sustainable development and growth’*
- *“This 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”*

Director of NiRES

# Newcastle Institute for Social Renewal

- How individuals, communities and organisations adapt and thrive in a rapidly changing and challenging environment.
- The Newcastle Institute for Social Renewal as a hub for research activity which is focused on asking the big questions facing our society

## Social Renewal:



## 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 21<sup>st</sup> Century

## Some questions for RRI (1)funding and (2)performing organisations

- What are the barriers in your own procedures and practises to RRI?
- How can you create experimental places to engage civil society in the research process as sources of knowledge and partners in innovation?
- What guidelines can you provide to help with developing and implementing strategies for the acknowledgement and promotion of RRI?
- How can you adapt educational programmes especially at the doctoral level to foster awareness to foster awareness, know-how, expertise and competence in RRI?
- How can you include RRI criteria in the evaluation and assessment of research staff?