

THE ROLE OF UNIVERSITIES IN CITY AND REGIONAL DEVELOPMENT

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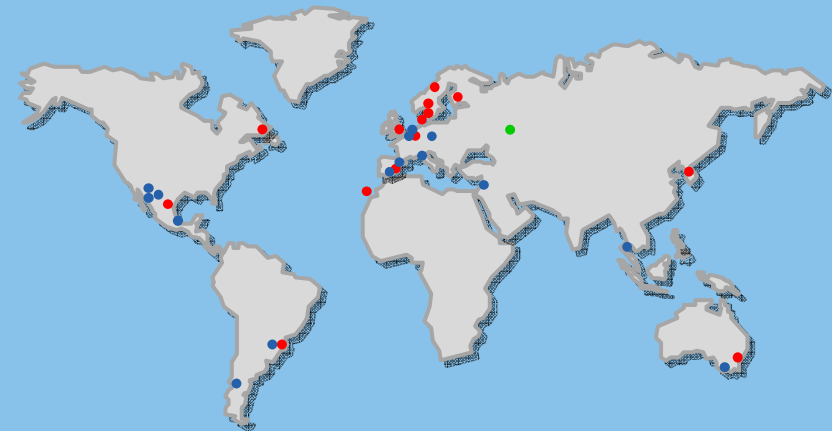
Formerly Deputy Vice Chancellor

The OECD Programme

- OECD Reviews of Higher Education and City and Regional Development.
- Globally Competitive , Locally Engaged
(www.oecd.org/edu/higher/regionaldevelopment)
- Joint project – Education and Territorial Governance

Reviews of Higher Education in regional & city development 2008-10

OECD countries: 12 regions	
Australia	State of Victoria
Chile	Bío Bío Region
Germany	City of Berlin
Israel	The Galilee
Italy	Lombardy
Mexico	State of Veracruz
Netherlands	Amsterdam Rotterdam
Spain	Andalusia & Catalonia
US	Southern Arizona
US-Mexico	Paso del Norte Region
Non-member economies: 2 regions	
Brazil	State of Paraná
Malaysia	Penang



- 2005-07: 14 regions in 12 countries
- 2008-10: 15 regions in 11 countries

2011-12: 3rd round: recruitment

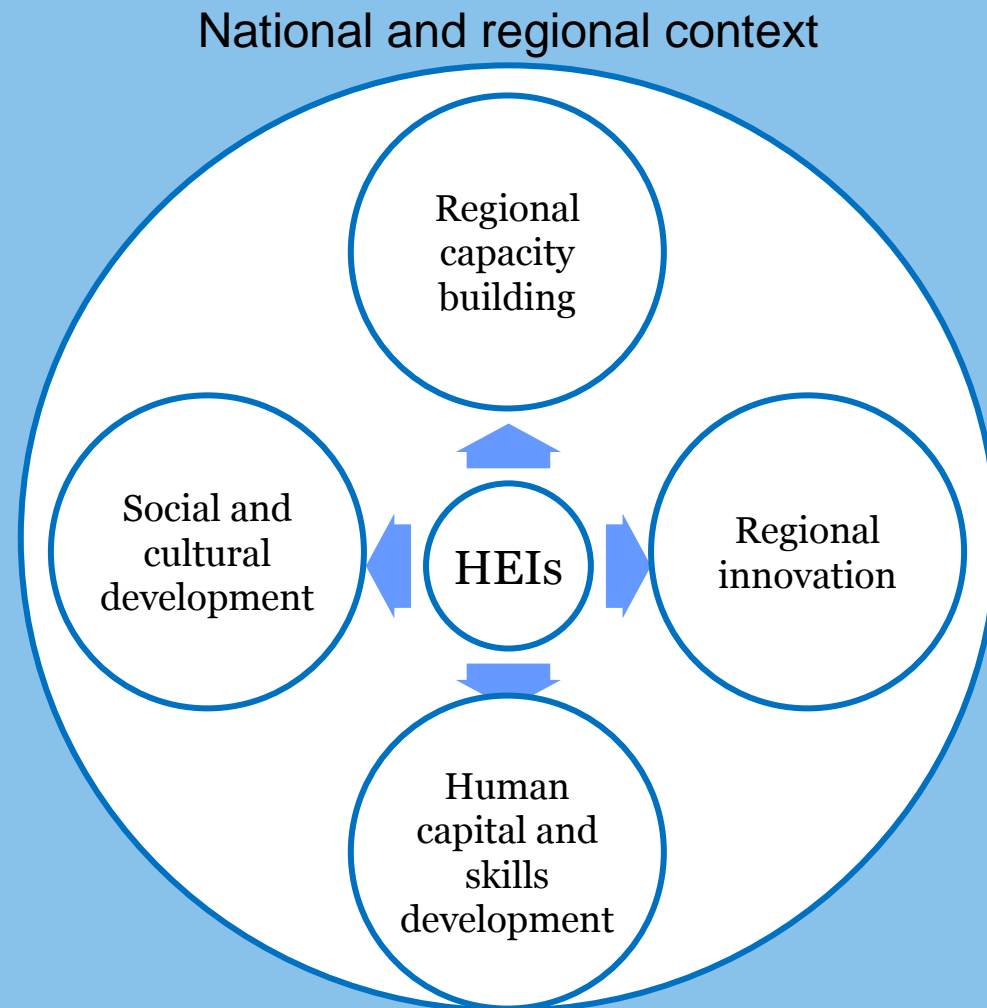
What is being reviewed?

Partnership building

The OECD reviews draw together HEIs and public and private agencies to identify strategic goals and to work towards them.

Importance of context

The reviews take account of different national and regional contexts within which the HEIs operate.



Focus of analysis of the
OECD review

Regions and Universities Discovering Each Other



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Establishment of City and Regional Partnerships based on Shared Economic Interest



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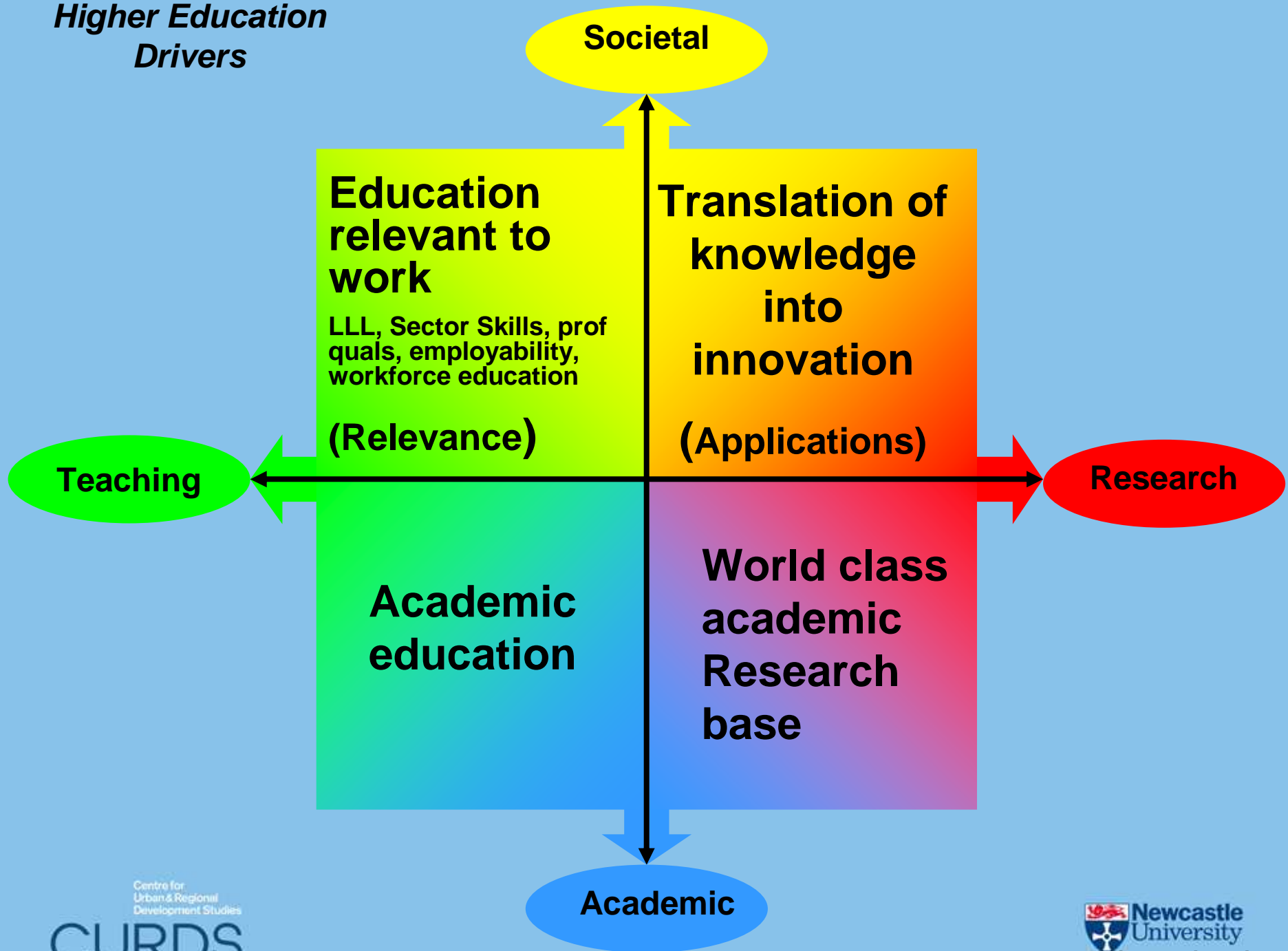
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Key Success Factors

- Developing a common understanding of the mutual interests of universities and cities/regions
 - The higher education drivers
 - The city/regional drivers
 - The barriers
- Building conjoint capacity

Higher Education Drivers



University Regional Interest

- Declining national funding for HE
- Search for local support to assist with global aspirations in research and student recruitment
- Increased local enrolments
- Additional income for services to local businesses through consultancy and CPD
- Indirect benefits of local environment to attract and retain creative academics and motivated students

Regional Drivers

- Post WW2 emphasis on reducing centre/periphery disparities: nationalisation of HE
- 1970s structural adjustment problems in core cities: end of redistributive regional policy
- 1980s emergence of innovation orientated regional policy (innovative milieu: industrial clusters: learning regions)
- 1990s threats and opportunities of globalisation
- Current perspective: widening range of immobile supply side influences where HE has role (tacit knowledge, skills, cultural and social inclusion)

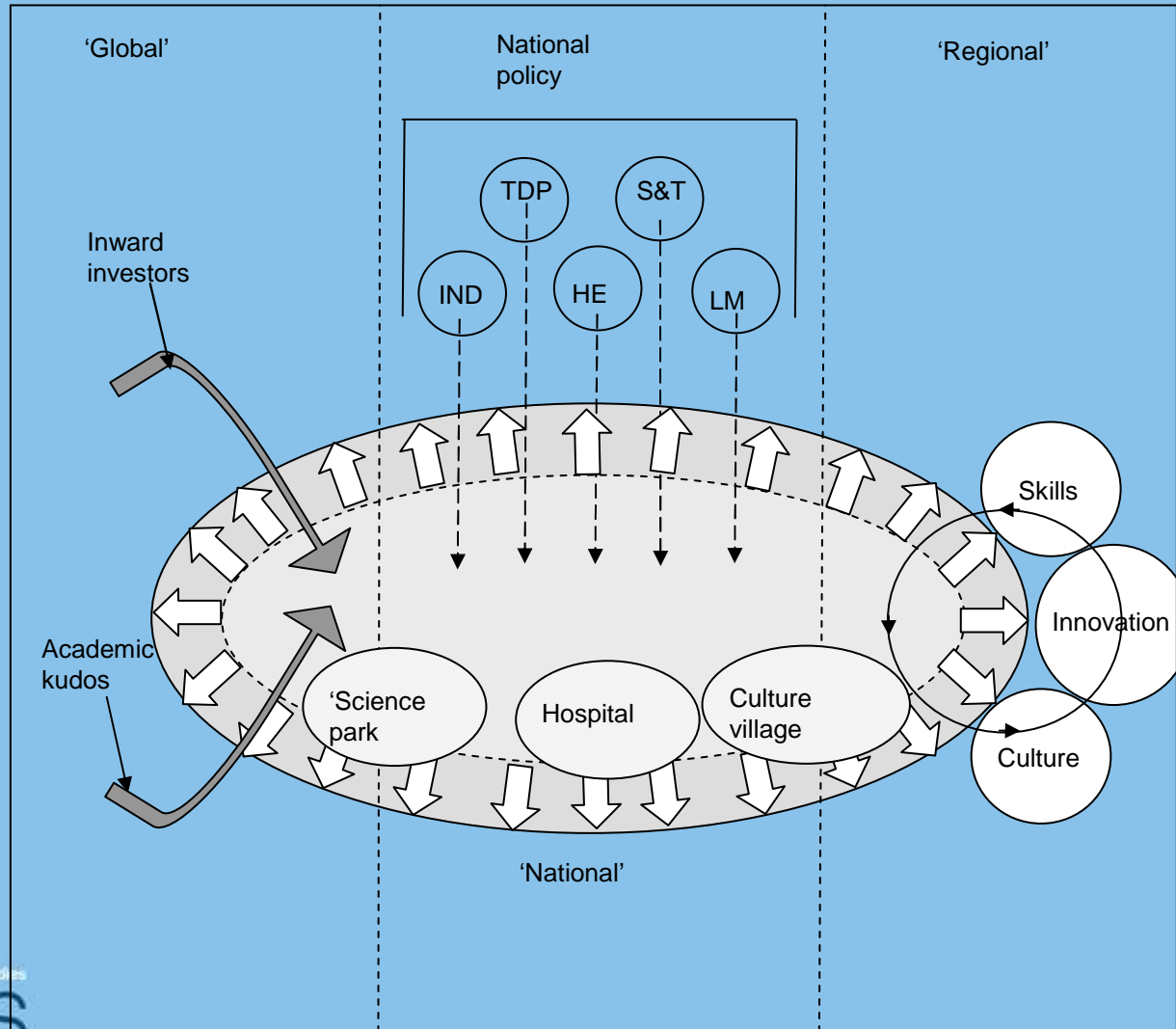
City and Regional Interests in HE

- HE as a major business
- Global gateways for marketing and attracting inward investment
- Generation of new business and sources of advice to established businesses
- Enhancing local human capital through graduate retention and professional updating
- Content and audience for cultural programmes

The Higher Level Conjoint Agenda

- Outward and visible sign of contribution of HE to civil society
- Joining up local and regional government with national interests in science and technology, industrial performance, education and skills, health, social inclusion, culture

The regionally engaged multi-modal and multi-scalar university (after Arbo and Benneworth)



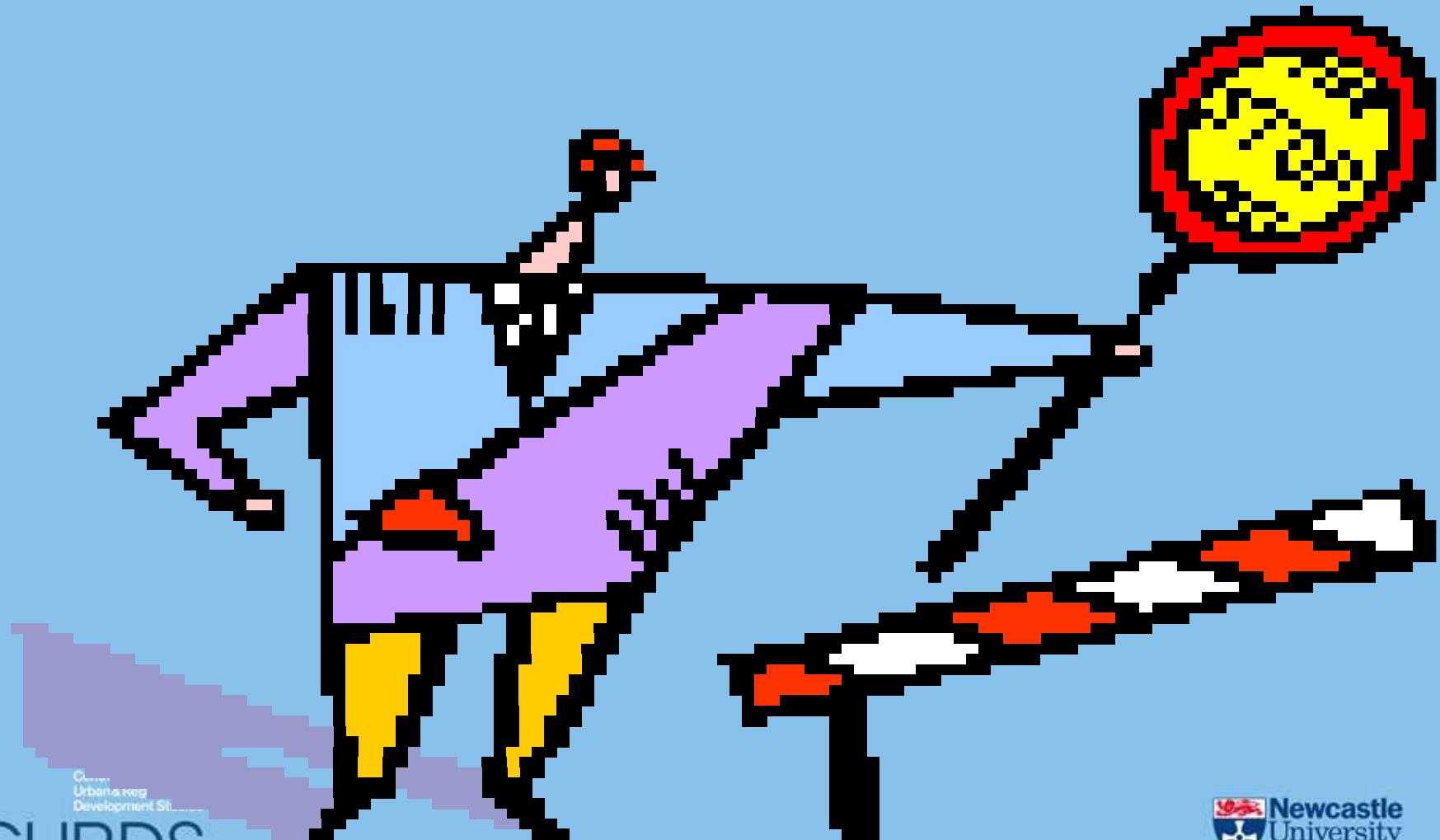
UNIVERSITIES AND TOTAL INNOVATION

- “More than product breakthroughs resulting from scientific and technological research (but it is also) about new services, business models or organisational forms in all sectors of the economy and society” (NESTA)
- The university has a key role to play through its teaching and research in fostering total innovation and tackling the key challenges that confront the world such as sustainable cities and demographic change
- The civic university serves public as well as private interest starting with business and the community outside its front door and connecting these to the global arena

THE CONNECTED UNIVERSITY (after NESTA)

- Recognises the importance of building networks with local firms, nurturing local cluster, creates national and international connections, and puts all of this at the heart of its strategy
- Recruits, develops and promotes more “boundary spanners: people whose experience encompasses both public and private sectors and can build links between them
- Measure the benefits of university-business interaction more effectively and communicates this to the public
- Wide ranging civic engagement connects the university not only to business but the wider ‘milieu’ within which business operates

Barriers to Regional Engagement



Barriers to Partnership

- National HE policy
- Regional structures and governance
- Finance
- University leadership and management

A new scenario for HEIs...

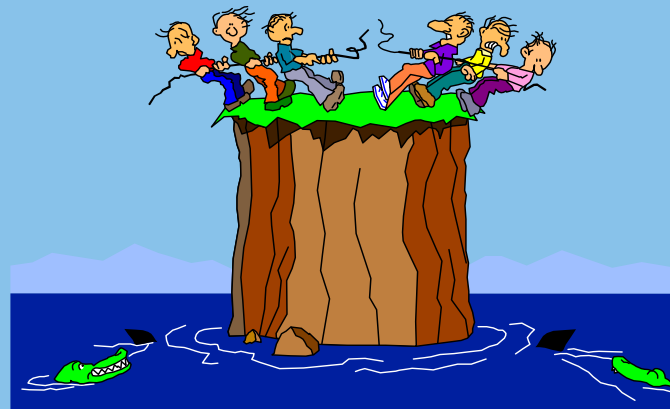
New frontiers in research

Public Service

Decreasing Funding

**An increasingly complex environment for higher education institutions:
Challenges for institutional leaders**

Pressure for Rankings



What and how to teach?

Market pressures

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Increased Accountability

Governance



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

University 'reach-out' challenges

- Resources – civic partnerships not core business and have to be cross subsidised from other areas
- Complex territorial governance structures including city/region tensions
- Political instability in local government
- Poor perceptions of universities on the part of some stakeholders
- Measurement of impact
- Limited absorptive capacity of partners (e.g. SMEs)

City 'reach-in' challenge

- Gap between strategic (VC/PVC) and operational levels within universities (schools, 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

Leading city partnerships

- Commitment to the city as much as the organisation
- Civic partnerships need to be relatively independent of the transactional relationships between universities and the city (e.g. links with individual firms, planning permissions)
- Together effectively articulating the focus and direction of the city's development
- Actively supporting special purpose organisations delivering specific projects – learning by doing through good project management

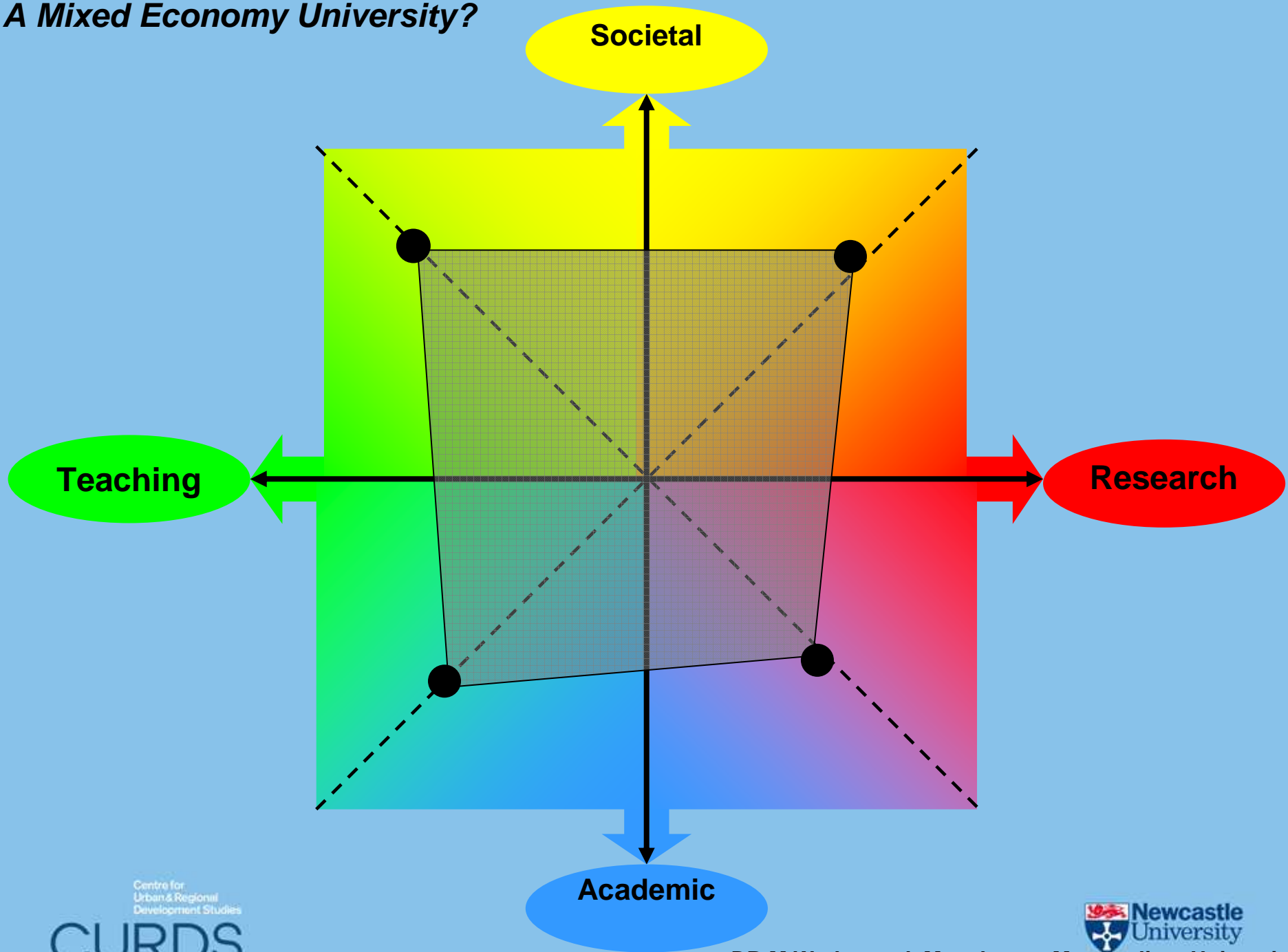
Universities and Leadership of Place



Newcastle University Mission

“To be a world-class research intensive University, to deliver teaching of the highest quality and to play a leading role in the economic, social and cultural development of the North East of England”

A Mixed Economy University?



Newcastle University MOU with the Regional Development Agency

- Enhancing the impact of the University on the three strands of the Regional Economic Strategy:
 - Business
 - People
 - Places

Business

- Alumni relations – attracting back to the region alumni willing and able to engage in new enterprise formation and mentor university spin-outs
- Conference office – attracting to the region national and international conferences and subsequent visitors/inward investors, including follow up to graduation ceremonies
- International office – worldwide marketing of scientific excellence to attract inward investors
- Business Development Directorate (including Knowledge House) – moving SMEs with growth potential up the product and service development trajectory

People

- Careers Service – gathering information from employers nationally and regionally to enhance skills development within teaching and learning programmes
- Enterprise Centre – accelerating new business formation by graduates
- Train for Gain gateway– developing partnership within employers especially skills updating
- Staff Development Unit – developing the business and leadership skills of academic and support staff relevant to engagement with the business and the community.
- Student Community Action – maximising the impact of student volunteering by focusing endeavour on regional projects seeking to increase social inclusion.

Place

- Estates Service – improving the public realm of the University campus (including the Theatre and Museum) to attract and retain creative people
- Cultural Quarter – operation of the Great North Museum, Northern Stage and Culture Lab as interfaces between the University, the city and region
- Farms and Marine Lab – enhancing University out stations as foci for rural and community development
- Press and Communication – marketing the role of the University in the region as a hub in the global knowledge economy.

Newcastle
University

World class
Research
International
Recognition
Attract the
Brightest and
the best

Newcastle City
Council

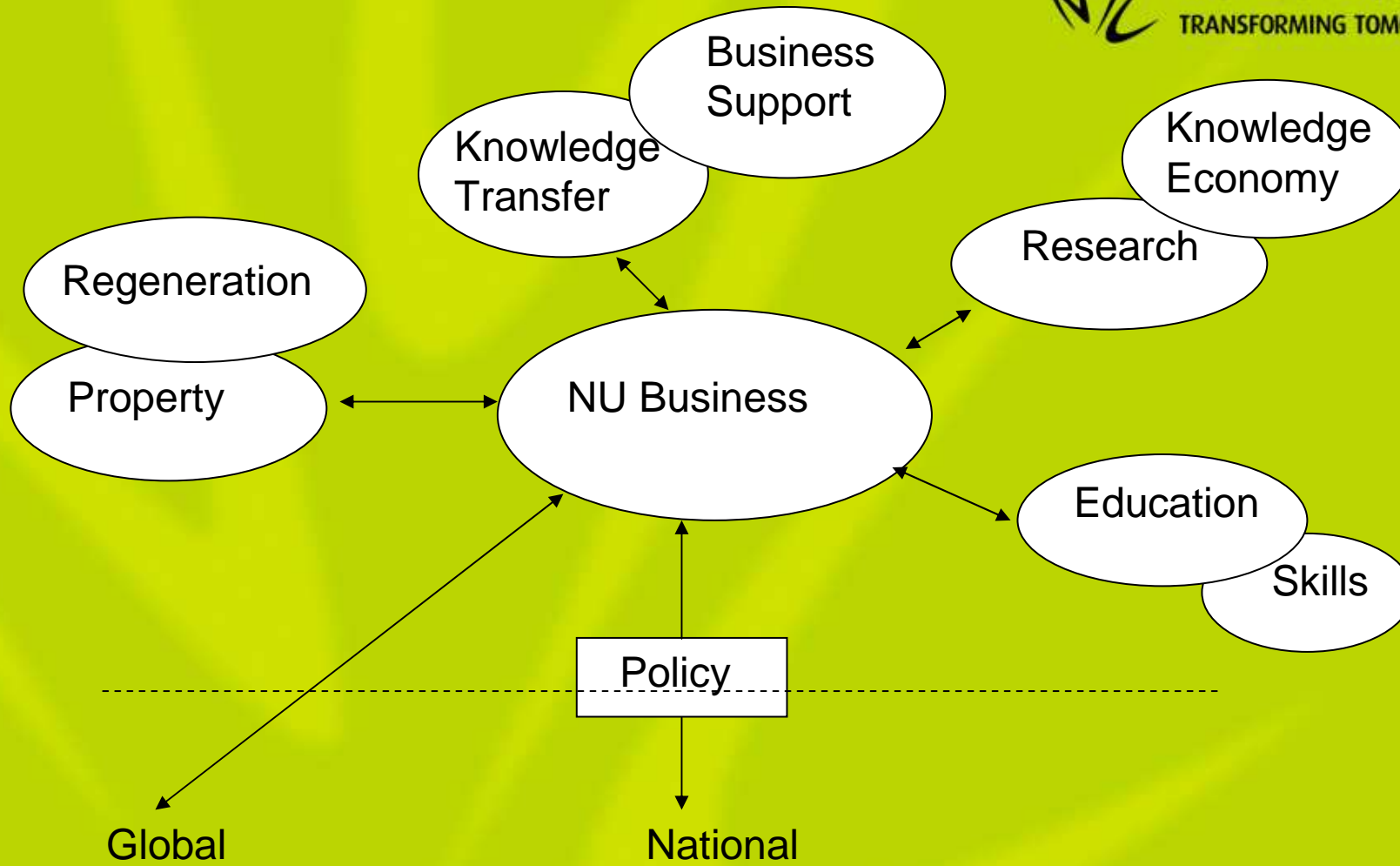
Urban renewal
Spread prosperity
Retain and attract
population
Find a place in the
knowledge economy

Create environment
where science and
business work together.

A key driver to achieve
the economic, social and
physical regeneration of
city and region.

Delivery of the
regional economic
Strategy
Regeneration
Jobs
Skills
Inward investment

Newcastle
Hospitals
Trust?



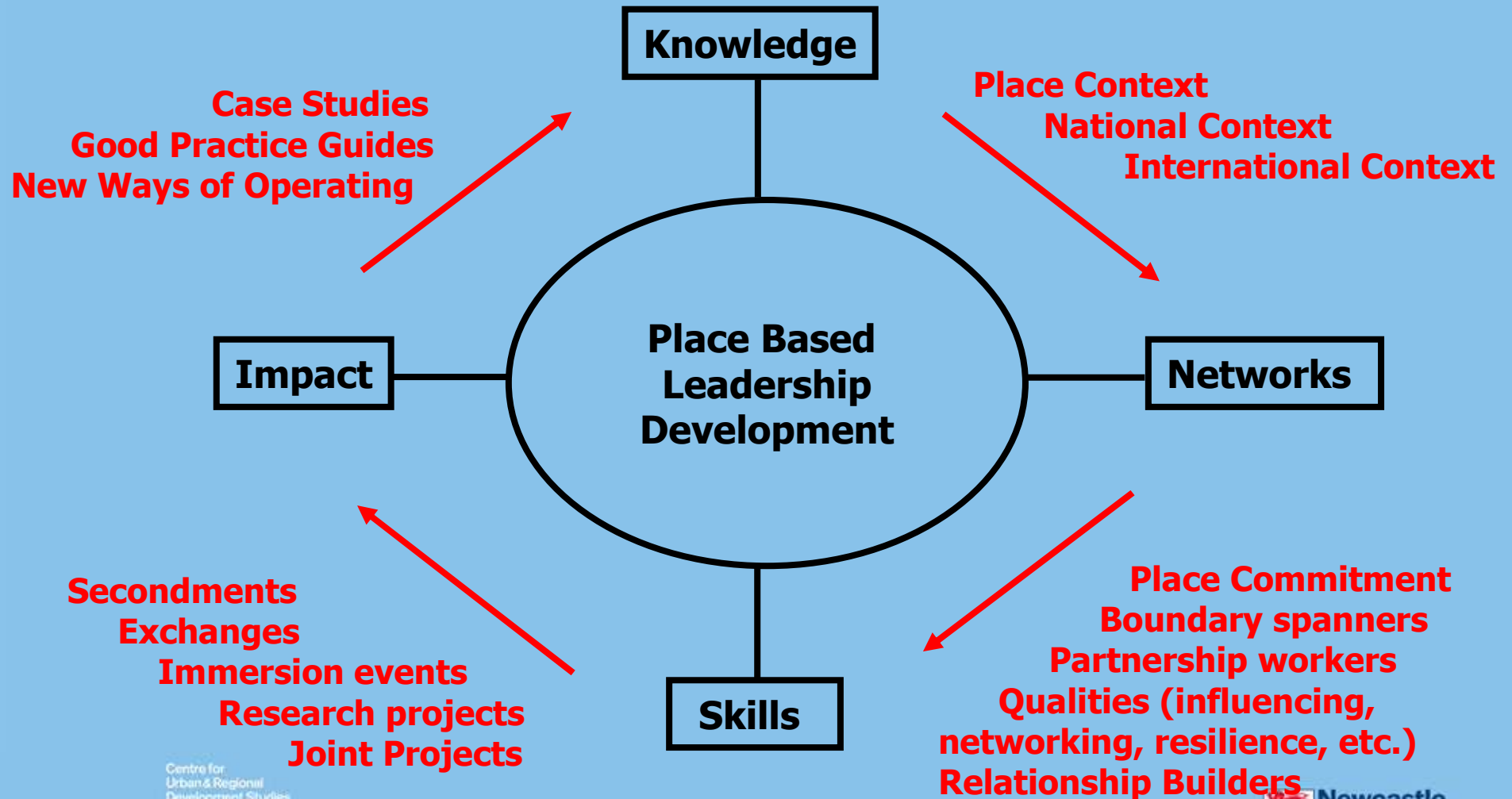
Newcastle universities and the city

- An entrepreneurial/innovative city
- A learning city
- A creative city
- A healthy city
- A green city
- An inclusive city
- A well governed city
- An international city

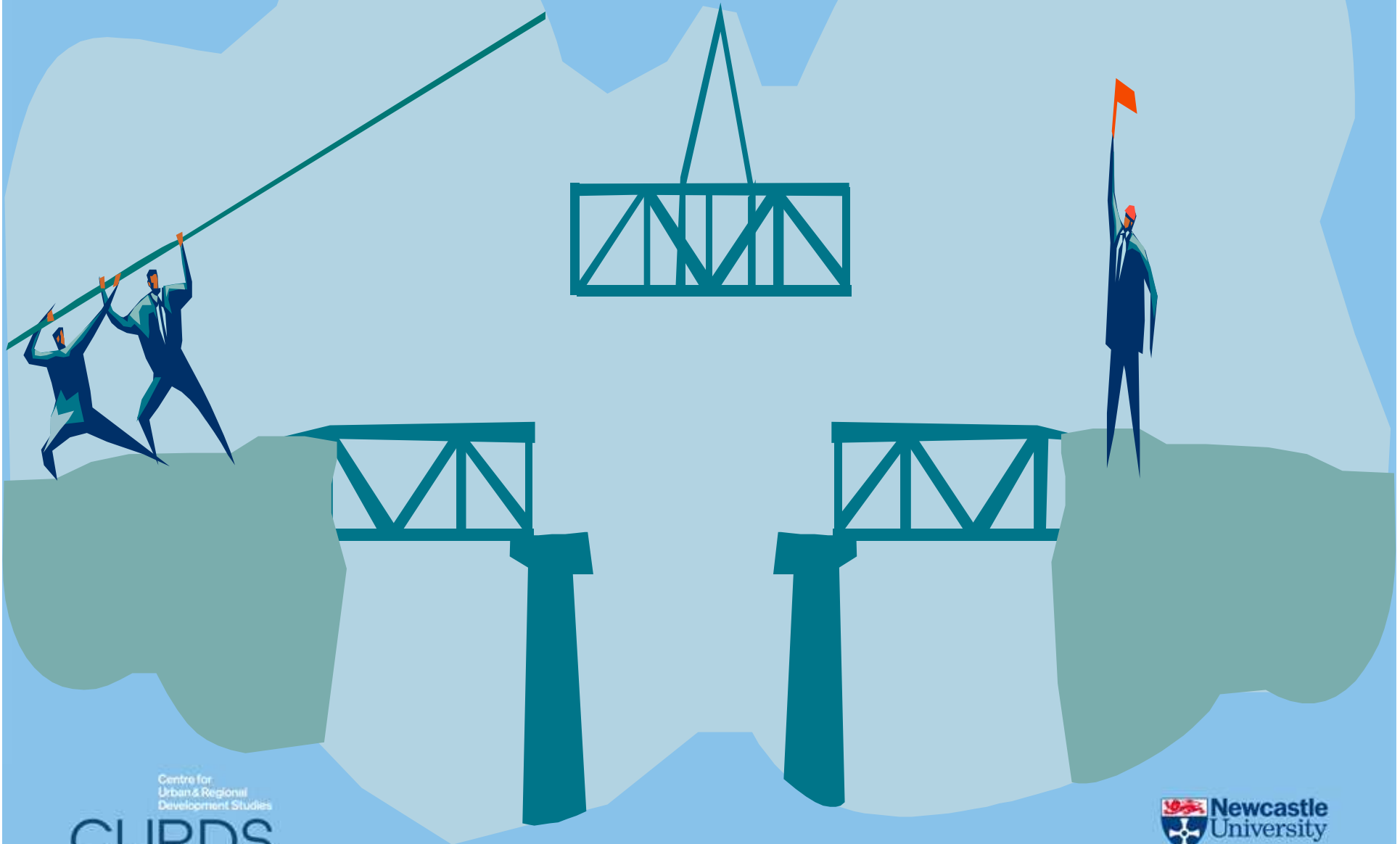
The Way Forward

- Building capacity within Universities and regional stakeholders (the Pillars)
- Working in partnership with Central Government and the Private Sector (The regional Triple Helix)
- Investment in the personal development of boundary spanning people
- Development of embedded conjoint planning capacity
- Building sustainable bridges

Leadership Foundation in Higher Education: Universities and Leadership of Place



Building the Bridge between HEIs and Regions



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