UNIVERSITIES
AT THE HEART OF REGIONAL DEVELOPMENT

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OUTLINE

- INTERNATIONAL PERSPECTIVE
- UK PERSPECTIVE
- A LOCAL EXAMPLE
- THE LEADERSHIP CHALLENGE

The International Perspective

- OECD Review: Higher Education and Regions: Globally Competitive Locally Engaged (www.oecd.org/edu/higher/regionaldevelopment)
- Evaluation of HE/regional partnership in 14 regions in 12 countries including N.E. England
- Joint project – Education and Territorial Governance

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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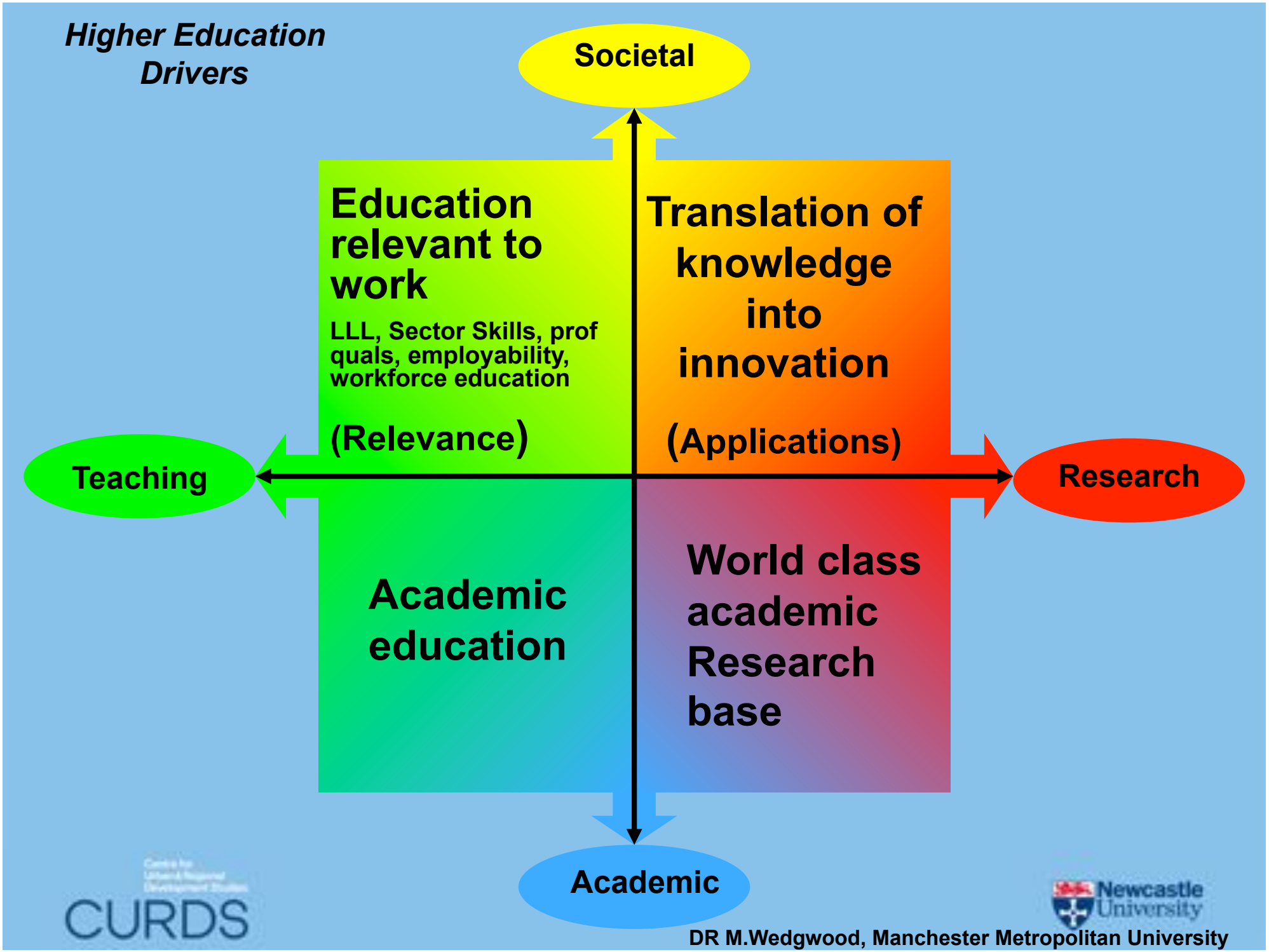
Key Success Factors

- 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
Societal
Education relevant to work
LLL, Sector Skills, prof quals, employability, workforce education
(Relevance)
Translation of knowledge into innovation
(Applications)
Teaching
Research
Academic education
World class academic Research base
Academic
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DR M.Wedgwood, Manchester Metropolitan University

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 Policy Drivers

- Innovation orientated regional policy (innovative milieu: industrial clusters: learning regions)
- Threats and opportunities of globalisation
- Widening range of immobile supply side influences where HE has role (tacit knowledge, skills, cultural and social inclusion)

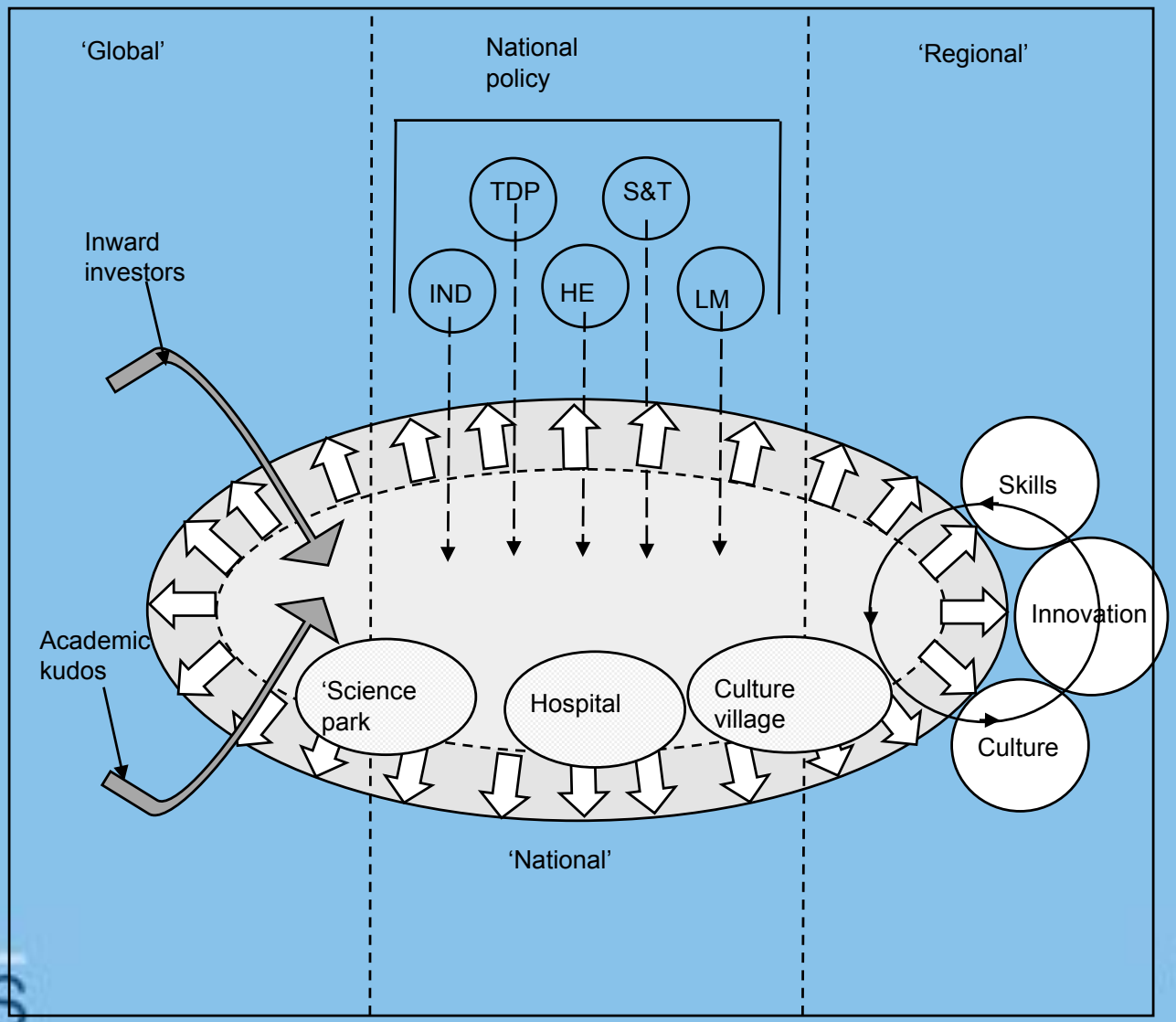
Regional Interests in HE

- HE as a major business
- Global gateways for marketing and attracting inward investment
- Generation of new business and sources of advise 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)



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The University and the Knowledge Society

- “The great significance of the university is that it can be the most important site of connectivity in the Knowledge society… (and)… a key institution for formation of cultural and technological citizenship … (and)… for reviving the decline of the public sphere”.

  Gerard Delanty (2002)

Barriers to Regional Engagement

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Barriers to Partnership

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

On Hierarchies (Calhoun 2009)

- Hierarchies of universities and cities – the excellence/ accessibility trade off
- Real knowledge is “eventually” good for humanity as a whole but benefits unequally trickle down
- “We treat our opportunities to do research not as a public trust but as a reward for success in previous studies”
- “Rewards for research are deeply tied up with the production of academic hierarchy…and the relative standing of institutions”

THE UK PERSPECTIVE

Secretary of State for Innovation, Universities and Skills (1)

- *"lay the foundations for further knowledge and wealth"*
- *"(be) a vital element in the development of communities and regions".*
- *"(be) integral to our national culture and a cohesive society (and) nurture the shared values that bind us together".*
- *"Unlock British talent and support economic growth through innovation as never before".*
- *"(ensure) the financial benefits (of intellectual property) flow through the economy (and) bring about the wider diffusion of knowledge across the country".*

Secretary of State for Innovation, Universities and Skills (2)

- *"The closer a country is to the "technological frontier"…. The more dependent is its growth on a highly educated workforce. For these countries – and regions – innovation, so dependent on higher level skills, is particularly important to their economic progress".*
- "*The strength of DIUS should be in its ability to bring all these aspects of higher policy – teaching and research together*".
- *"I am minded to conclude that in the future we do need a significant concentration of research activity. I don't see the future as a step-by-step dilution (or) spread of research activity".*

NESTA: DEFINING THE CIVIC UNIVERSITY

- Provides opportunities for the society of which it is part (individual learners, businesses, public institutions)
- Engages as a whole not piecemeal with its surroundings
- Partners with other universities and colleges
- Managed in a way that facilitates institution wide engagement with the city and region of which it is part
- Operates on a global scale but uses its location to form its identity

NESTA: 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”
- The civic 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

NESTA: THE CONNECTED UNIVERSITY

- 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

A new scenario for HEIs...

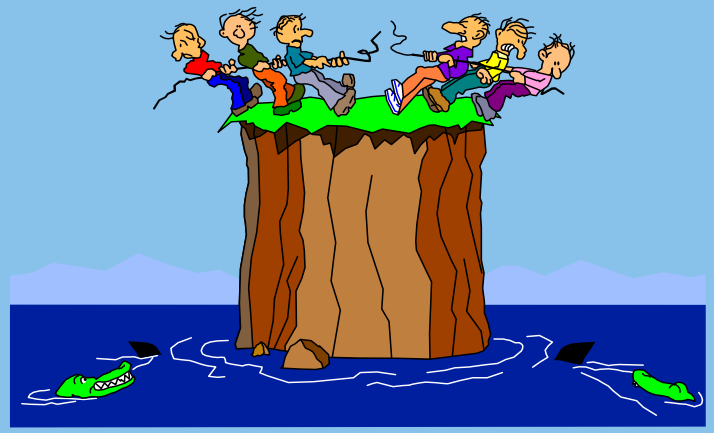
New frontiers in research

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

Increased Accountability

Governance

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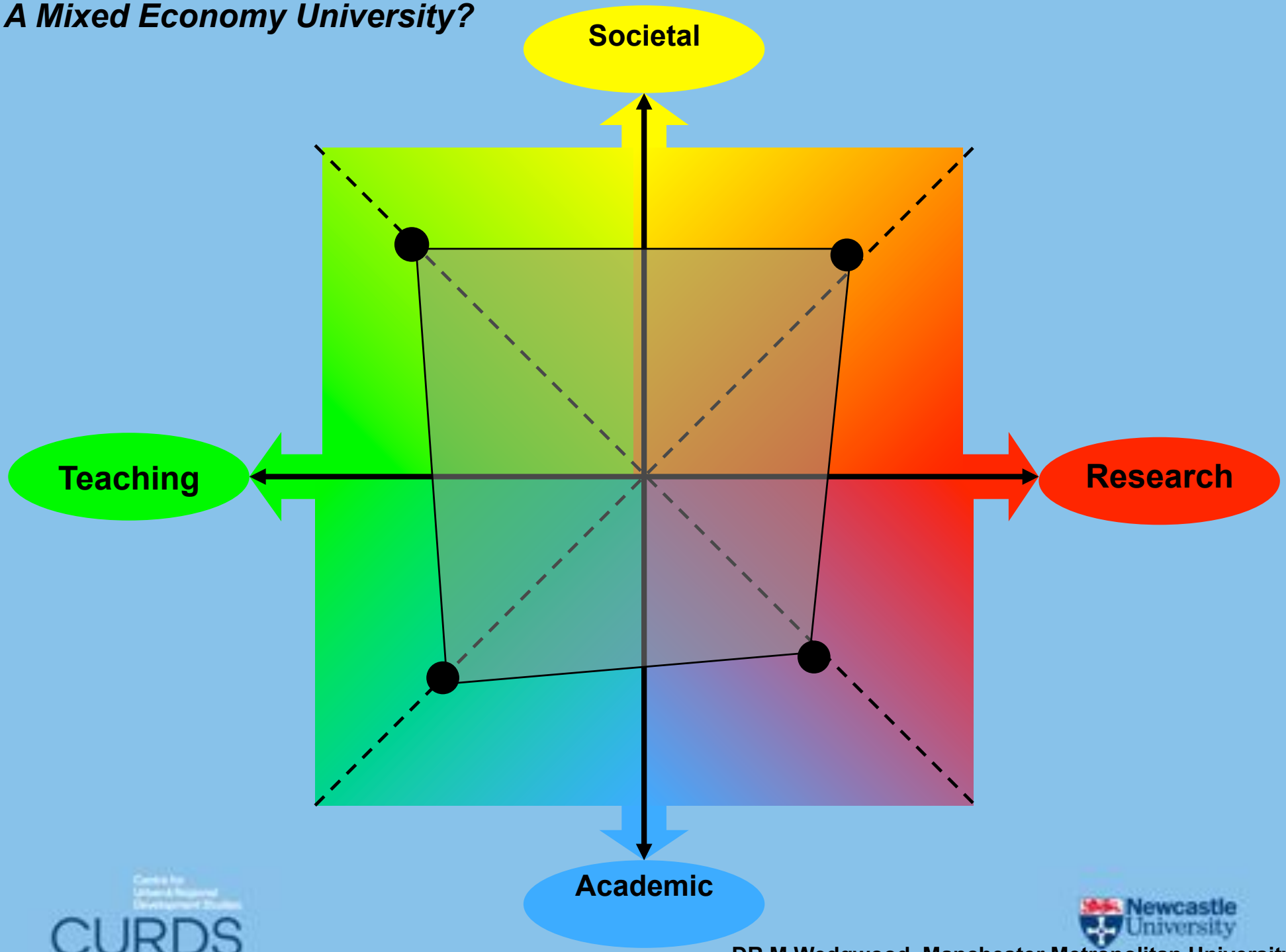
A LOCAL PERSPECTIVE

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?



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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

Newcastle Science City Partners

Newcastle Science City
TRANSFORMING TOMORROW

One NorthEast

Delivery of the regional economic Strategy
Regeneration
Jobs
Skills
Inward investment

Newcastle University

World class Research
International Recognition
Attract the Brightest and the best

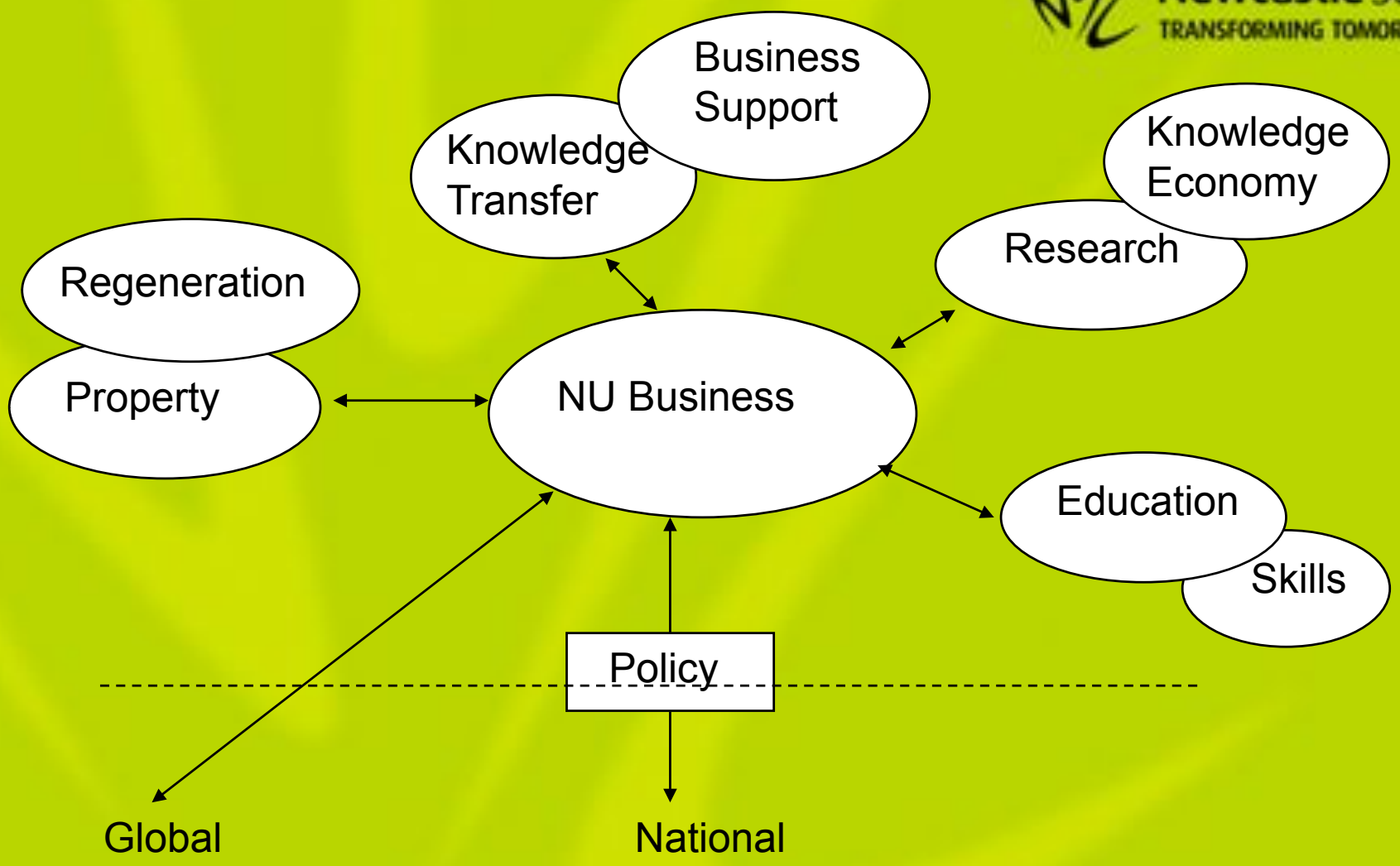
Create environment where science and business work together.

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

Newcastle City Council

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

Newcastle Hospitals Trust?



Newcastle University Business and Science City

The Leadership Challenge

- Building capacity within Universities and regional stakeholders (the Pillars)
- Working in partnership with local government, 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 for Higher Education: Universities and the Leadership of Place

- *"The Leadership of Place where leaders from across the whole public service system come together for joint leadership development programmes "*(National School of Government)
- *"Universities provided that they see themselves as 'Civic' or engaged Universities can make a significant contribution not just to the promotion of innovation (broadly defined) in their area but also in assisting the development of place based leadership."* (Professor Robin Hambleton)

Universities and Leadership of Place

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Building the Bridge between HEIs and Regions

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