Boosting the Impact of Social Sciences & Humanities

Postgraduate Teaching Centre, Cardiff University

20 & 21 September 2017, Cardiff
Public engagement

How can researchers and universities work with local communities?

Frank Zwetsloot
Erika Widegren
John Goddard
Public engagement

Frank Zwetsloot

CEO ScienceWorks, founder AESIS Network, NL
Public Engagement of science, with science

Some observations

Frank Zwetsloot, Founder of ScienceWorks
AESIS conference Cardiff 2017
Who are “the public”?

• Individuals

• Not business, not government

• Can be organised, as citizens, in any communities, NGO’s, social networks

• Represent all education levels, all social classes

• Voters
Where is the public?

• Behind their mobiles

• Behind the TV

• Behind books or newspapers

• At the street

• In schools

• Visitors of public places (town halls, musea, public events, hospitals)
Why are citizens important for SSH?

• SSH academics *better reach* the broader public (ScienceWorks, 2011-2015) than the STEM disciplines

• SSH *needs* the public (as an object of study) to do their work; understand behaviour, languages, culture

• The public *delivers* personal data (health, opinions, social media) or *collect* data (citizen science, co-production)

• The public can *define needs* to be solved by SSH

• The public needs to *recognize* SSH academics as partners (in all their roles)
Public engagement

Erika Widegren

Chief Executive, ReImagine Europa, Brussels
RE-IMAGINE -EUROPA
ERIKA WIDEGREN
Chief Executive, Re-Imagine Europa

How can researchers and universities work with local communities?
“Citizens have a right—and are expected—to be involved in the crucial decisions of what their futures will look like and how science and technology can contribute to its betterment.”
What does the citizen think?
Are citizens interested?

Graph 6.6: Do you think science and technology provide added opportunities for sharing ideas and learning?
How do citizens want to engage?

Graph 6.3: What do you think are the most significant ways in which science can engage with society?
« Aujourd'hui, nous vivons dans notre continent morcelé et fragilisé. Nous avons eu la chance offerte pas nos carrières de bien connaître les États-Unis d'Amérique, puis la Chine, devenus les hyperpuissances d'aujourd'hui et de demain. Nous sommes conscients de l'impérieuse obligation qu'a notre Europe de s'intégrer pour se retrouver à niveau égal avec ces deux géants.

Nous sommes dans une nouvelle phase de l'intégration européenne, celle de la génération nouvelle, plus active, plus inventive et plus solidaire, que nous voyons entrer dans la vie publique.

Il s'agit de créer un large espace, apaisé et libre, où vous pourrez tenter votre chance et organiser votre vie, dans le décor d'une des civilisations les plus captivantes et les plus variées que l'humanité ait produites.

Ce projet vous appartient. Pour le mener à bien, il vous faudra abandonner beaucoup de vos pensées négatives, telles que les préjugés politiques, l'égoïsme individuel, la peur du changement, et croire à la force du grand espoir qui se présente à vous de bâtir une des grandes civilisations du XXIe siècle, appuyée sur les fondements de notre histoire.

Nous vous demandons de réussir.»

Valéry Giscard d'Estaing & Helmut Schmidt
Re-Imagine Europa A.I.S.B.L. is the first European incubator for political ideas that uses innovative internet communication technologies (ICTs) to better deal with the most pressing issues of our time with focus on ensuring Europe’s role as a leading economic power in the XXI Century.

Founded in 2017 with the support of President Giscard d’Estaing and the Helmut Schmidt Foundation, Re-Imagine Europa aims to focus on a few very concrete and pragmatic proposals addressing some pivotal issues and work on developing concrete solutions that are realistic ways forward to create a better Europe, more in touch with its citizens.
Inclusive
Engaging
Participatory
Big data
Collective
Intelligence

Pragmatic
Entrepreneurial
Innovative methodology
Results oriented

Expert fed
Structured
Coherent
Cutting-edge ideas

Incubator

E-Democracy

Think Tank
Vision

Re-Imagine Europa wants to redefine how long-term policy and vision is developed through the use of new technologies to foster a dynamic public discourse, collective intelligence and realistic solutions for the benefit of a stronger, fairer and more competitive Europe.
ISSUE

Democracy in a Post-Truth Reality
Nowhere to hide
What machines can tell from your face
DAS MAGAZIN

BREXIT
TRUMP
LE PEN

Die unheimliche Macht der Firma Cambridge Analytica
The Observer

The great British Brexit robbery: how our democracy was hijacked
What can we do?
THANKS
VERY MUCH
RE-IMAGINE -EUROPA
Public engagement

John Goddard

Emeritus Professor and formerly Deputy Vice Chancellor at Newcastle University. Author of ReInventing the Civic University (NESTA), UK
How can *researchers* and *universities* work with *local communities* and with *the city*?
The social sciences and the civic university model

John Goddard
Emeritus Professor and Special Advisor to the VC
Formerly Deputy VC
Understanding the policy drivers behind local engagement

1. From within Higher Education

2. From other policy spheres outside of H.E. especially innovation and city and regional development

Policy convergence driven by politics – Brexit, Trump etc., left behind people and places

‘We have a university in our city/region and what is it doing for us?’

Re-asserting the public value of H.E. as manifested locally and where humanities & social sciences can play a key role
UK Policy Convergence

Higher Education
• Research: REF Impact and UKRI
• Teaching: TEF metrics – student experience of place; widening participation; work based learning; employment record post graduation

Territorial development & Innovation
• Widening regional disparities & UK Shared Prosperity Fund post Brexit; discourse around ‘inclusive growth’
• Place (cross cutting Pilar 10) in the Industrial Strategy – bridging the north/south productivity gap
• Devolution but weakened capacity of local government – HEFCE/Local Government Association Leading Places programme
• Universities as ‘anchor institutions’ connecting the global and local especially in less developed cities and regions
What does anchoring imply for universities?

• Relationships with other urban institutions and citizens

• Normative questions about the need for academic practise to be of relevance to the place in which practitioners live and work as citizens and acknowledging the public value of H.E.

• Exploration of a more broadly conceived territorial development process than just economic growth and competitiveness

• Interrelated physical, social and cultural dimensions of city development
Universities and the Leadership of Place
(Robin Hambleton)
The EU context

Review of innovation policy (EPC for European Council)

A Renewed Agenda for Higher Education (DGEAC)

H2020: Science With and For Society (DGRTD)

Higher Education and Smart Specialisation (DG Regio)
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”
H2020 Grand/ Societal Challenges

- Translational/ linear model assumes the problem to be solved is well defined and can be broken down into manageable pieces before being re-assembled, scaled up and shipped out.

- Problems that are not well-understood, or well-defined and which require a deep understanding and a responsive to the contexts wherein those problems exist require a different approach.

- Such problems exhibit phenomenon more akin to complex systems and need to be dealt with differently, embracing a model of research which puts, engagement, participation, and co-production at its centre.

- This fits place based challenges that social scientists address.
“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 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”.
“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
DG Regio: Disconnected regions

PUBLIC SECTOR
- Lack of coherence between national and regional/local policies
- Lack of political leadership
- Lack of a shared voice and vision at the regional/local level

PRIVATE SECTOR
- No coordination or representative voice with which to engage
- Motivated by narrow self interest and short term goals
- Dominated by firms with low demand or absorptive capacity for innovation

HIGHER EDUCATION SECTOR
- Seen as ‘in’ the region but not ‘of’ the region
- Policies and practices discourage engagement
- Focus on rewards for academic research and teaching

No boundary spanners
- Focus on supply side, transactional interventions
- Ineffective or non-existent partnership
- Lack of a shared understanding about the challenges
- Entrepreneurs ‘locked out’ of regional planning

Lack of a shared understanding about the challenges
The ‘un-engaged’ university

The ‘un-engaged’ university

TEACHING

Rankings

FOCUS OF
MANAGEMENT
AND LEADERSHIP

RESEARCH

Excellence

Funding targets

‘THIRD MISSION’
ACTIVITIES

THE ‘CORE’

Hard Boundary between enabling
and non enabling environments

THE ‘PERIPHERY’
The ‘connected’ region – strong partnerships based on shared understanding of the challenges and how to overcome them

- **PUBLIC SECTOR**
  - Developing coherent policies that link territorial development to innovation and higher education

- **HIGHER EDUCATION SECTOR**
  - Generating intellectual and human capital assets for the region
  - Evidence based policies that support ‘smart’ innovation and growth

- **PRIVATE SECTOR**
  - Investing in people and ideas that will create growth
  - Analysis of evidence and intelligence for planning
  - Building the infrastructure for growth

- **Skills development, commercialisation of research**
The Civic University

Enhancement

TEACHING

TRANSFORMATIVE, RESPONSIVE, DEMAND-LED ACTION

Socio-economic impact

Widening participation, community work

RESEARCH

ENGAGEMENT

THE ACADEMY

SOCIETY

Soft Boundary
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.

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.
A case study

Newcastle University
Trans-disciplinary societal challenge themes

• Ageing
• Sustainability
• Social Renewal
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)
Institute for Ageing: V.O.I.C.E. North
(Valuing Our Intellectual Capital and Experience)

• To engage 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’.
Social Renewal:

**Public Sphere**
Deliberative Democracy; Citizenship

**Processes of Social Renewal**

- Forces of change deriving both from outside and within
- Thriving in context of rapid change

**Prosperity**
Economy; Wellbeing; Quality of Life

**Social Justice**
Fairness; Social inclusion; Equality; Compassion
People, Place and Community

Urban Foresight as a methodology for civic engagement
What is Foresight?

- “Foresight projects examine either an important public policy issue where science might be part of the solution, or a scientific topic where potential applications and technologies are yet to be realised” UK Government Office of the Chief Scientist.

- According to Wikipedia Foresight embraces:
  - **critical thinking** concerning long-term developments
  - **debate** and effort to create wider **participatory democracy**,  
  - shaping the future, especially by influencing **public policy**

- And uses the following tools:
  - futures (forecasting, forward thinking, prospectives),
  - planning (strategic analysis, priority setting), and
  - networking (participatory, dialogic) tools and orientations.
Overview of Newcastle city Futures

• Applying national Foresight methodology locally
• Lead Expert Group drawn from the three partners and includes representatives from Northumbria University
• Stakeholder Group – a wide range of interests from private and public sector, academia and the third sector (Quadruple helix)
• Using 7 methods to achieve a comprehensive picture:
  ▪ Baseline evidence – the current picture
  ▪ Newcastle City region research and literature database
  ▪ Stakeholder Workshops
  ▪ Delphi Survey of key actors
  ▪ Newcastle City Futures Exhibition – an Urban Room
  ▪ Scenario building
NEWCASTLE CITY FUTURES 2065

ANCHORING UNIVERSITIES IN CITIES THROUGH URBAN FORESIGHT

Mark Tewdwr-Jones, John Goddard and Paul Cowie
http://threemotion.co.uk/project/newcastle-city-futures/
Higher Education in the World 6
Towards a Socially Responsible University: Balancing the Global with the Local
Public engagement

Chaired by:
Frank Zwetsloot
CEO ScienceWorks, founder AESIS Network, NL

How can researchers and universities work with local communities?

Recommendation:
1. For connecting media with civil society and science we need leadership and share experiences on a European, national and local level
2. For real Impact we need to integrate the universities’ third mission activities with teaching and research
3. For a smarter society we need to integrate social media with more responsive science
Next up

20 & 21 september 2017, Cardiff

Now

Coffee break

15:30h

Chairs of Session VI & VII: Outcomes and Conclusions

Lecture Theater 0.16

15:45h

Closing Session

Lecture Theater 0.16