Civic University Network

A peer review framework for civic activity

@civicuniversity

civicuniversitynetwork.co.uk

Agenda

Welcome

10.40: Julian Dobson and Ed Ferrari: Introducing the framework

11.10: Defining and assessing civic activity

- Sarah Collins: expanding and resourcing civic activity
- Karen Lee: campus development and our civic role

11.40: Q&A and next steps with the framework

12.00: Close

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Once upon a time

Manchester Beacon

connecting people, place & knowledge

beacons for public engagement

MANCHESTER 1824 The University of Manchester

Manchester Metropolitan University

The University of Salford

MOSI Museum of Science & Industry

Manchester: Knowledge Capital

Northwest Regional Development Agency

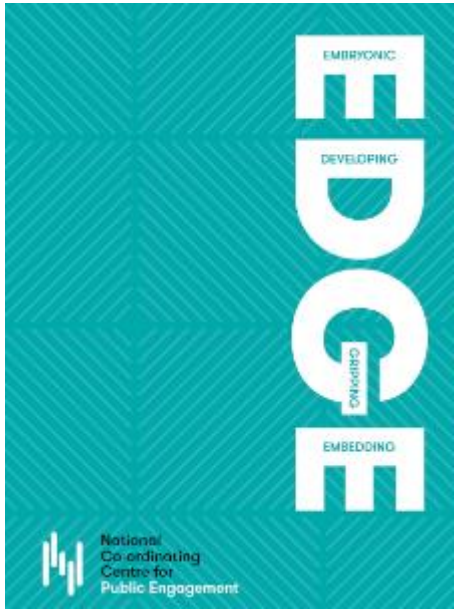
EDGE self-assessment matrix

This tool allows you to assess your institution's support for public engagement. You can access a guide to how to use the tool here: **www.publicengagement.ac.uk/edge-tool**

You are welcome to use the EDGE tool for non-commercial educational purposes, where credit is given to the NCCPE.

National Co-ordinating Centre for Public Engagement

	Focus	EMBRYONIC	DEVELOPING	GRIPPING	EMBEDDING
Purpose	Mission	There is little or no reference to public engagement in the organisational mission or in other institution-wide strategies.	Public engagement is referenced sporadically within the institutional mission documents and strategies, but is not considered a priority area.	Public engagement is clearly referenced within the institutional mission and strategies and the institution is developing an institution-wide strategic approach.	Public engagement is prioritised in the institution's official mission and in other key strategies, with success indicators identified. It is a key consideration in strategic developments in the institution.
	Leadership	Few (if any) of the most influential leaders in the institution serve as champions for public engagement.	Some of the institution's senior team act as informal champions for public engagement.	Some of the institution's senior team act as formal champions for public engagement.	The Vice Chancellor acts as a champion for public engagement and a senior leader takes formal responsibility. All senior leaders have an understanding of the importance and value of public engagement to the institution's agenda.
	Communication	The institution's commitment to public engagement is rarely, if ever, featured in internal or external communications.	Public engagement occasionally features in internal and external communications.	Public engagement frequently features in internal communications, but rarely as a high-profile item or with an emphasis on its strategic importance.	Public engagement appears prominently in the institution's internal communications; its strategic importance is highlighted, and resources and strategic support have been allocated to sustain this.
Process	Support	There is no attempt to co-ordinate public engagement activity or to network learning and expertise across the institution.	There are some informal attempts being made to co-ordinate public engagement activities, but there is no strategic plan for this work. Some self-forming networks exist, not supported by the institution.	Oversight and co-ordination of public engagement has been formally allocated (e.g. to a working group or committee) but there is minimal support and resource to invest in activity.	The institution has a strategic plan to focus its co-ordination, a body / ies with formal responsibility for oversight of this plan, and resources available to assist the embedding of public engagement. There are a number of recognised and supported networks.
	Learning	There is little or no opportunity for staff or students to access professional development to develop their skills and knowledge of public engagement.	There are some opportunities for staff or students to access professional development and training in public engagement, but no formal or systematic support.	There are some formal opportunities for staff or students to access professional development and training in public engagement.	Staff and students are encouraged and supported in accessing professional development, training and informal learning to develop their skills and knowledge of engagement.
	Recognition	Staff are not formally rewarded or recognised for their public engagement activities.	Some departments recognise and reward public engagement activity on an ad hoc basis.	The university is working towards an institution-wide policy for recognising and rewarding public engagement activity.	The university has reviewed its processes, and developed a policy to ensure public engagement is rewarded and recognised in formal and informal ways.
People	Staff	Few if any opportunities exist for staff to get involved in public engagement, either informally, or as part of their formal duties.	There are opportunities for staff in a handful of faculties or departments to get involved in public engagement, either informally or as part of their formal duties.	There are structured opportunities for many staff members to get involved in public engagement; but not in all faculties or departments. There is a drive to expand opportunities to all.	All staff have the opportunity to get involved in public engagement, either informally or as part of their formal duties, and are encouraged and supported to do so.
	Students	Few opportunities exist for students to get involved in public engagement, either informally, through volunteering programmes, or as part of the formal curriculum.	There are opportunities for students to get involved, but there is no coordinated approach to promoting and supporting these opportunities across the institution.	Many (but not all) students have the opportunity to get involved in public engagement and are encouraged and supported to do so. There is a drive to expand opportunities to all.	All students have the opportunity to get involved in public engagement, and are encouraged and supported to do so. The institution offers both formal and informal ways to recognize and reward their involvement.
	Public	Little or no attempt has been made to assess community need, or to support 'non-traditional' groups in engaging with the institution.	Some attempt has been made to analyse community need and interest; and to begin to tackle access issues to open up the institution and its activities to the public.	The institution has committed resources to assessing community need and interests, and to using this insight and feedback to inform its strategy and plans.	The institution has assessed need and committed resources to supporting a wide range of groups to access its facilities and activities, and to systematically seek their feedback and involvement.



What we have learned…

Public and Community engagement is resistant to being measured. The activity covers a wide range of objectives, activities and outcomes, for which is difficult to develop a small number of simple indicators that would cover the definition in a satisfactory manner.

As a development tool, maturity' frameworks are extremely valuable: encouraging discussion and reflection and focusing minds on concrete action effect change, informed by evidence.

When adopted widely, they help build common purpose and focus across disparate organisations and settings.

They have their limits. They focus on the process rather than on outcomes or impact. They can be more 'top-down' than 'bottom up' and do not necessarily provide a clear platform for including community perspectives in the process.

A crowded space

EDGE Gold Engage Watermark

UPHOLDING THE STANDARD FOR SOCIAL ENTERPRISE
SOCIAL ENTERPRISE MARK CIC

heinnovate

TEFCE Toolbox
An Institutional Self-Reflection Framework for Community Engagement in Higher Education

THE IMPACT RANKINGS 2022

Advancing University Engagement:
SUSTAINABLE DEVELOPMENT GOALS

A crowded space

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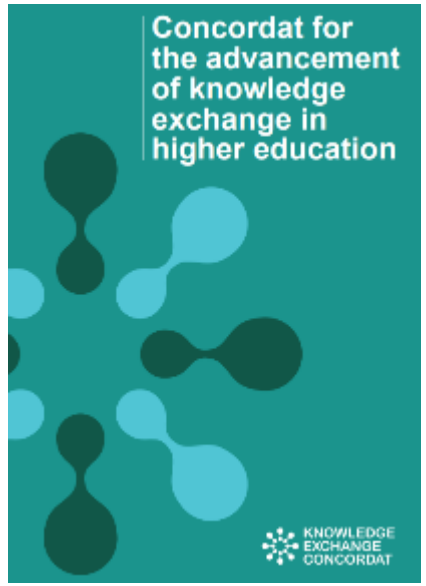

UKRI Research England
Knowledge Exchange Framework

A crowded space

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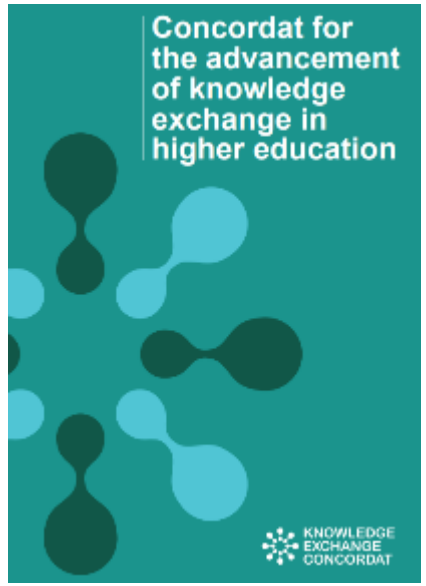

UKRI Research England
Knowledge Exchange Framework

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Civic University Agreements (and beyond): A peer review framework for civic activity

Civic Universities Network, 24 March 2021

Ed Ferrari and Julian Dobson, Sheffield Hallam University

Sheffield Hallam University | Centre for Regional Economic and Social Research

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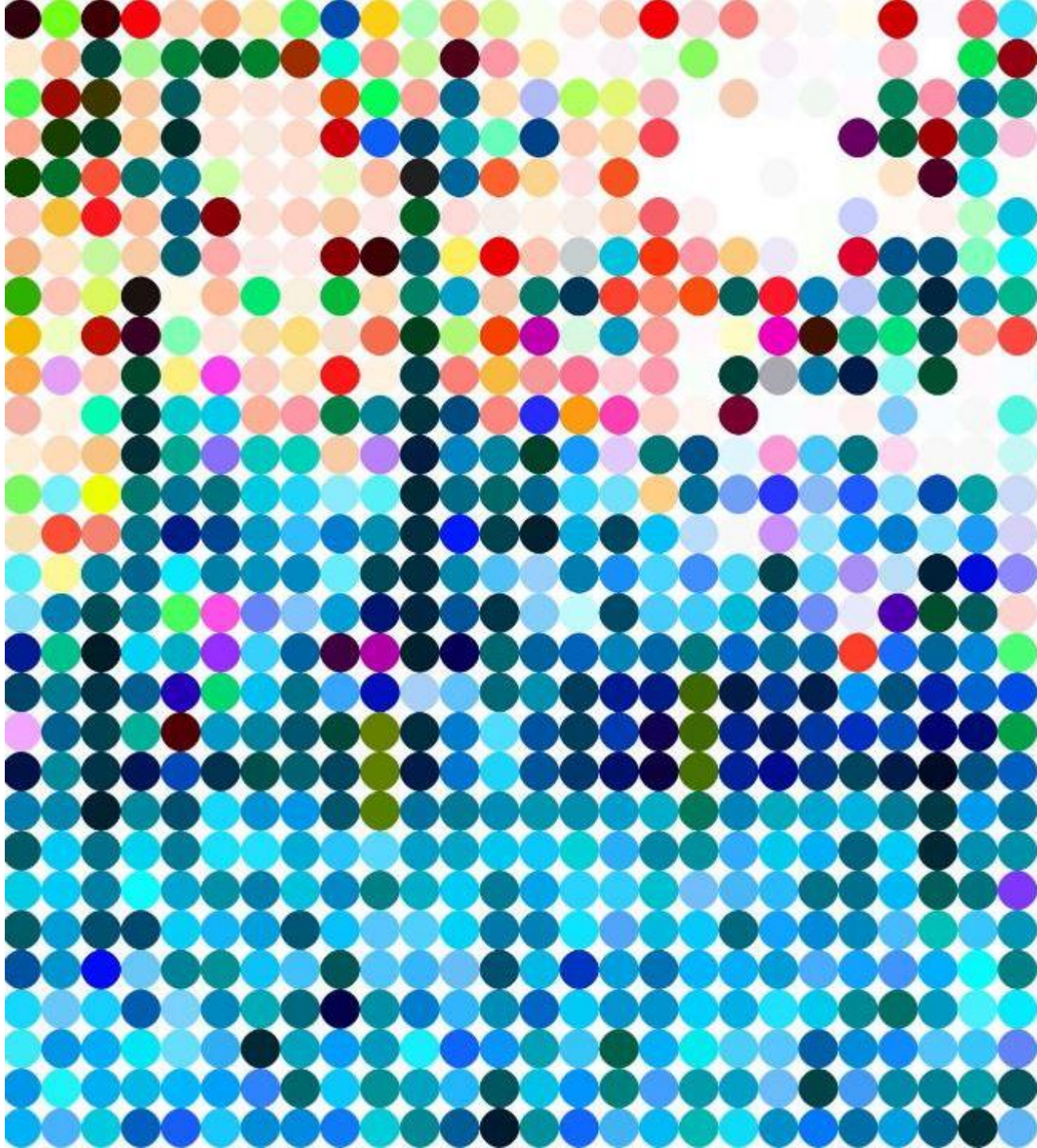
The need for a Civic Framework?

- Huge interest in the UK in genuinely helping Universities to develop meaningful **civic commitments**

- Urgent need for Universities to demonstrate and communicate their **value to their place**

How can Universities be supported to capture what they do, reflect and learn on this?

But there are dangers in just another 'league table'



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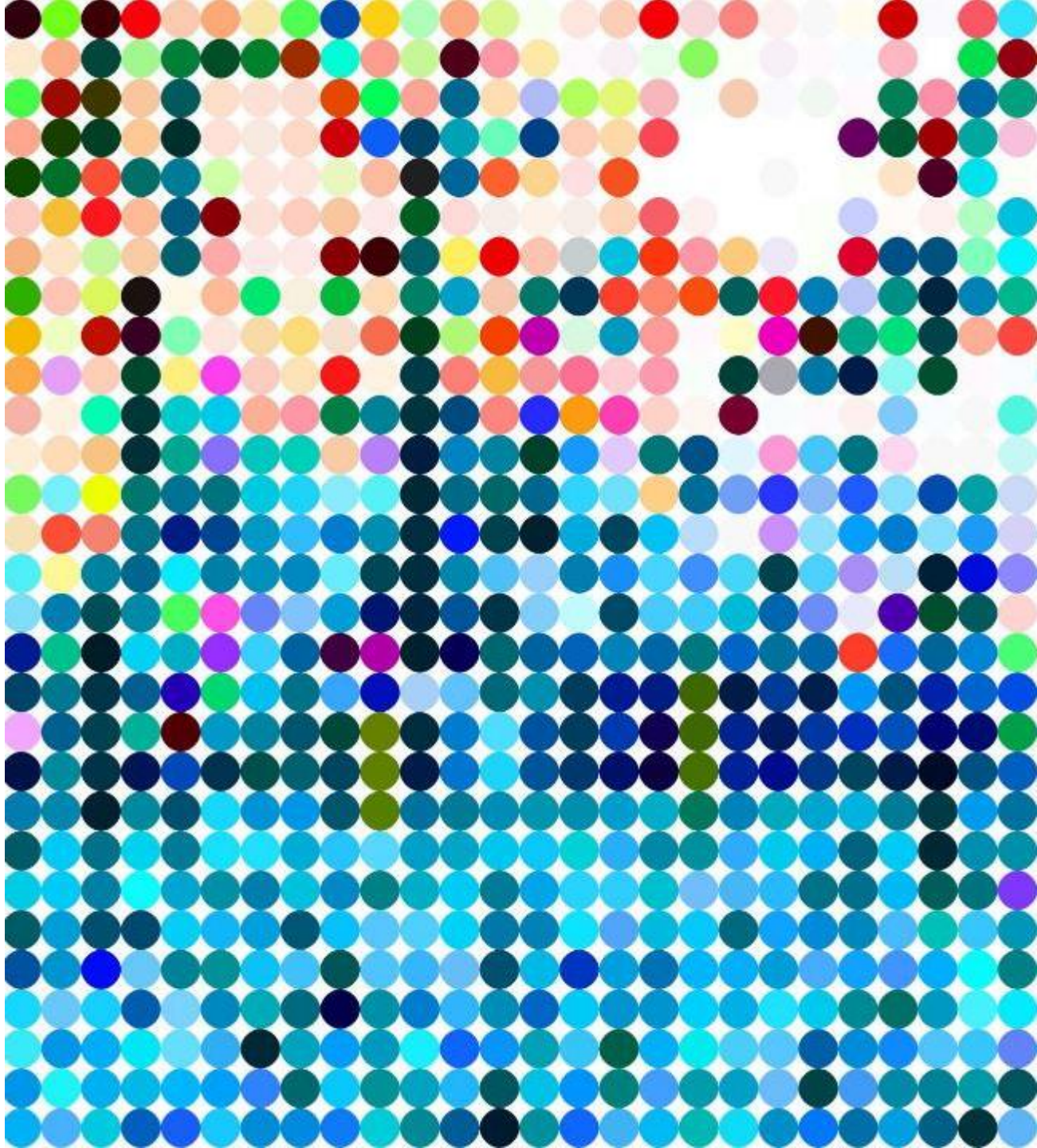
The need for a Civic Framework?

A civic framework should seek to capture universities' work in connecting, collaborating and contributing to long-term local partnerships designed to improve the prospects of places and the communities within them.



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Why use a developmental approach and a self-assessment approach?

- To encourage universities to map their activities comprehensively
- To encourage them to do better, by asking 'what if?' questions, generate imaginative and ambitious responses, and reflect with their peers on achievements and opportunities
- To help celebrate and tell the story of the action universities are taking to benefit their localities, by developing a systematic approach across the sector

Our prototype Civic Framework gives universities a tool to enable them to engage in conversations with colleagues and partners about what a truly civic university might look like, and what the journey might involve. It does not seek to impose a new set of obligations, but instead asks how universities can build the wellbeing of their communities through their everyday activities and core business of learning, teaching and research.

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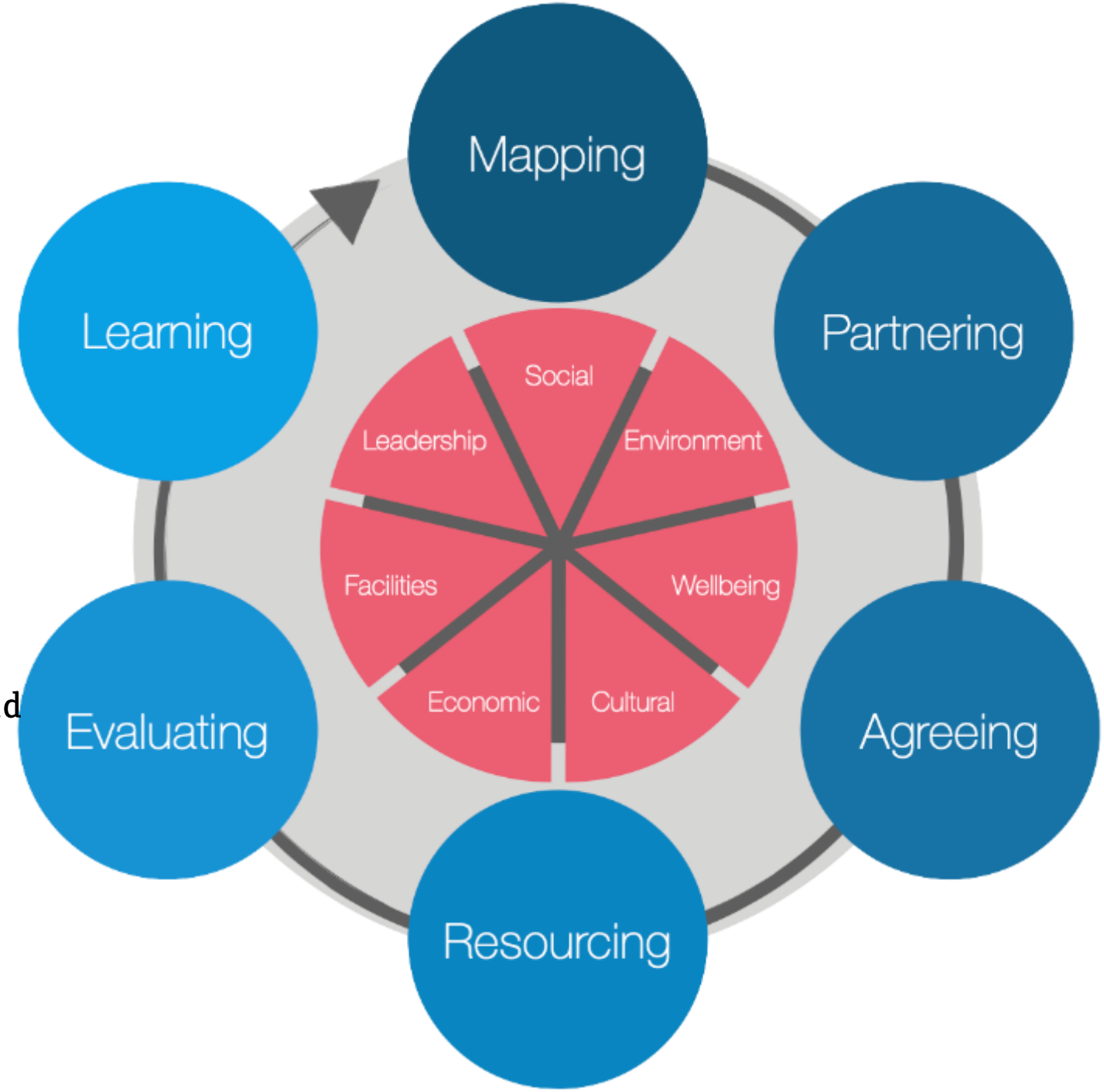
Dimensions of Civic Impact

We have developed a prototype Civic Framework that aims to:

- Cover the *key impacts* of universities on their places and communities;
- Specify the *key processes* universities need to engage in to measure and improve their impacts

The domains of activity and processes of assessment and improvement work together in a cycle of continuous learning.

The following slides shows the central questions universities need to ask about their impact over each domain of activity.



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Domains of Impact: Economic

Why? *Because universities' economic impacts extend beyond the business sector, affecting livelihoods and prospects throughout our communities.*

Key questions: *How could our university's work create more prosperous places and address and reduce economic inequality? What impacts is it having now? Can we articulate and promote a coherent vision of a flourishing local economy?*

Illustrative indicators: *Joint economic strategies with local partners, which reflect shared priorities. Agreed indicators of progress, with achievable targets for change. We are using our employment and spending power to support our local economy and people.*

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Domains of Impact: Social

Why? *Because universities have both positive and negative impacts on social equalities and local quality of life: they can bridge or entrench social divisions.*

Key questions: *How do we want our university to bridge and reduce social divides and improve the quality of life of our communities, including the most disadvantaged? How can our university help our places move from 'functioning' to 'flourishing'? What part can our students play in this?*

Illustrative indicators: *Our workforce and student intake reflects local populations; we are working with partners to create a shared vision of a flourishing society; we are measuring our social impact, using indicators that are meaningful to local communities.*

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Domains of Impact: Wellbeing

Why? *Universities underpin the skills of the healthcare workforce, and have significant impacts (positive or negative) on the wellbeing of their staff and students*

Key questions: *How does our institution support the health and wellbeing of our localities and communities? What does a flourishing community look like to us?*

Illustrative indicators: *We are aware of the health characteristics of our communities, staff and students, and know how our activities affect them. We have targets to improve our communities' wellbeing. Our priorities are informed by local communities, public health teams and healthcare organisations. We know what we can do differently and what impact it can make.*

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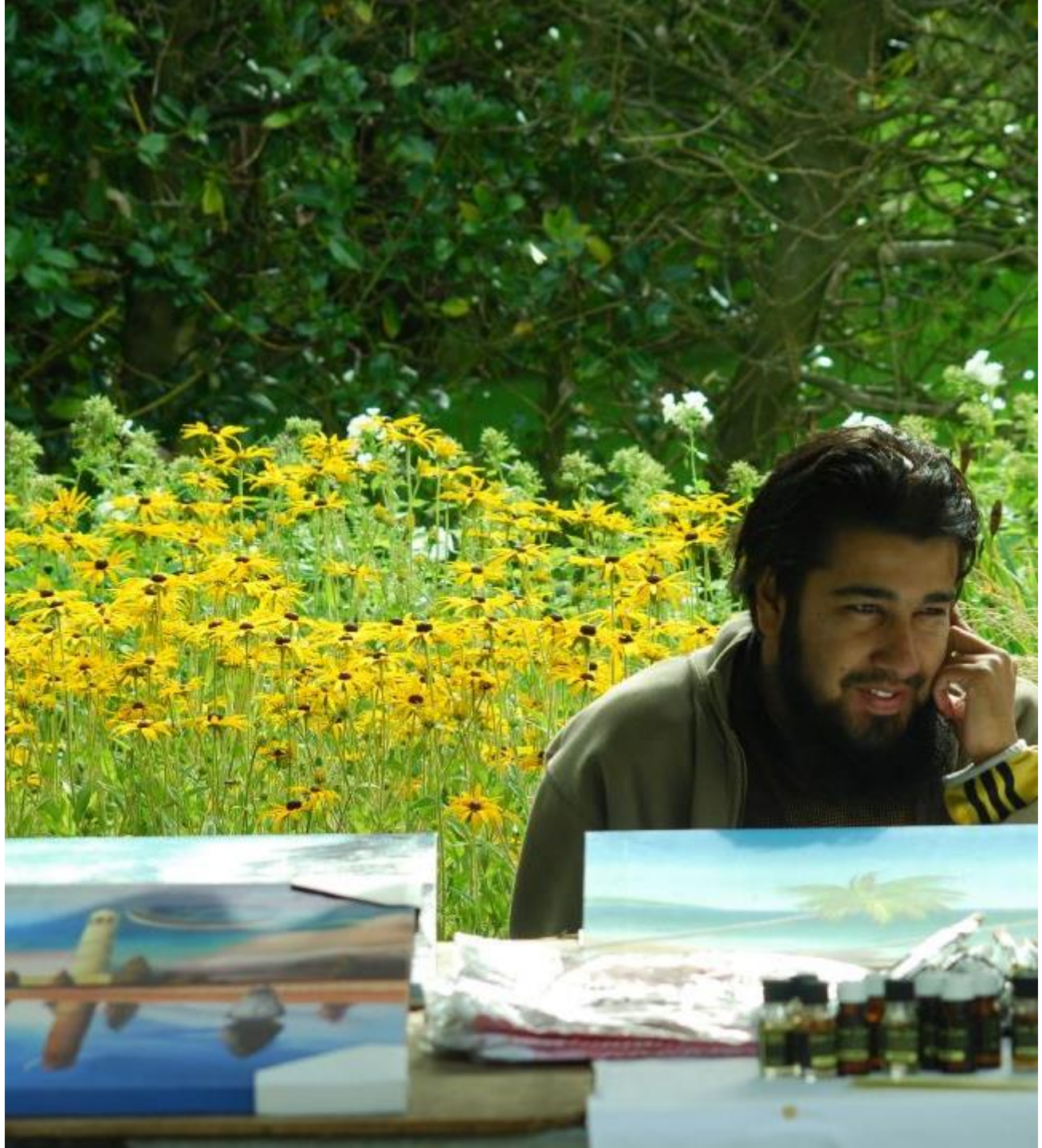
Domains of Impact: Culture

Why? *Because universities enrich and support the arts and culture of their places, and can amplify and encourage communities' cultural activities.*

Key questions: *How does our university celebrate and enrich the cultural life of our localities and communities? How do we create vibrant, creative and playful places?*

Illustrative indicators: *We know our contribution to local cultural life. We have mapped this against local demographics and identified gaps and opportunities. We engage with a wide range of cultural organisations. We ensure local communities are welcomed and included. We promote and fund activities that enrich and celebrate the cultural life of our localities, and support staff and students to do this.*



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Domains of Impact: Environment

Why? *Because universities have major environmental impacts. They can significantly affect public discourse and policy on climate change and biodiversity loss through their research and learning.*

Key questions: *How could our university play a leading role in mitigating and adapting to climate change, reversing biodiversity loss, and educating students for sustainability? How will it influence environmental behaviours throughout our city or region?*

Illustrative indicators: *Measurable progress on carbon reduction. We have done an environmental and biodiversity audit of our estate. We know what we waste. We have agreed priority targets for improvement and understand community needs and aspirations.*

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Domains of Impact: Facilities

Why? *Because universities are major landowners, affecting the use and quality of urban space and creating or changing the local sense of place.*

Key questions: *How can our facilities be used for the benefit of the whole community? Do all members of the community feel welcome? How do our facilities set the standard for placemaking and sustainability? How can our digital infrastructure benefit our communities?*

Illustrative indicators: *We have agreed design, quality, environmental and accessibility standards. We work with communities and planning authorities to ensure our estates meet civic needs and aspirations. We are open and transparent in our plans and developments.*

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Domains of Impact: Leadership

Why? *Because civic impact affects all aspects of the institution, not just the departments perceived as outward-facing.*

Key questions: *How will top-level governance and strategies reflect our civic commitment to ensure we make the difference we want? Which partners are we working with? What would it look like if our civic priorities were embedded throughout our core activities?*

Illustrative indicators: *Civic University Agreement is in place, formed in partnership with local stakeholders; the are partnerships and resources to encourage action; senior staff are involved in peer learning.*

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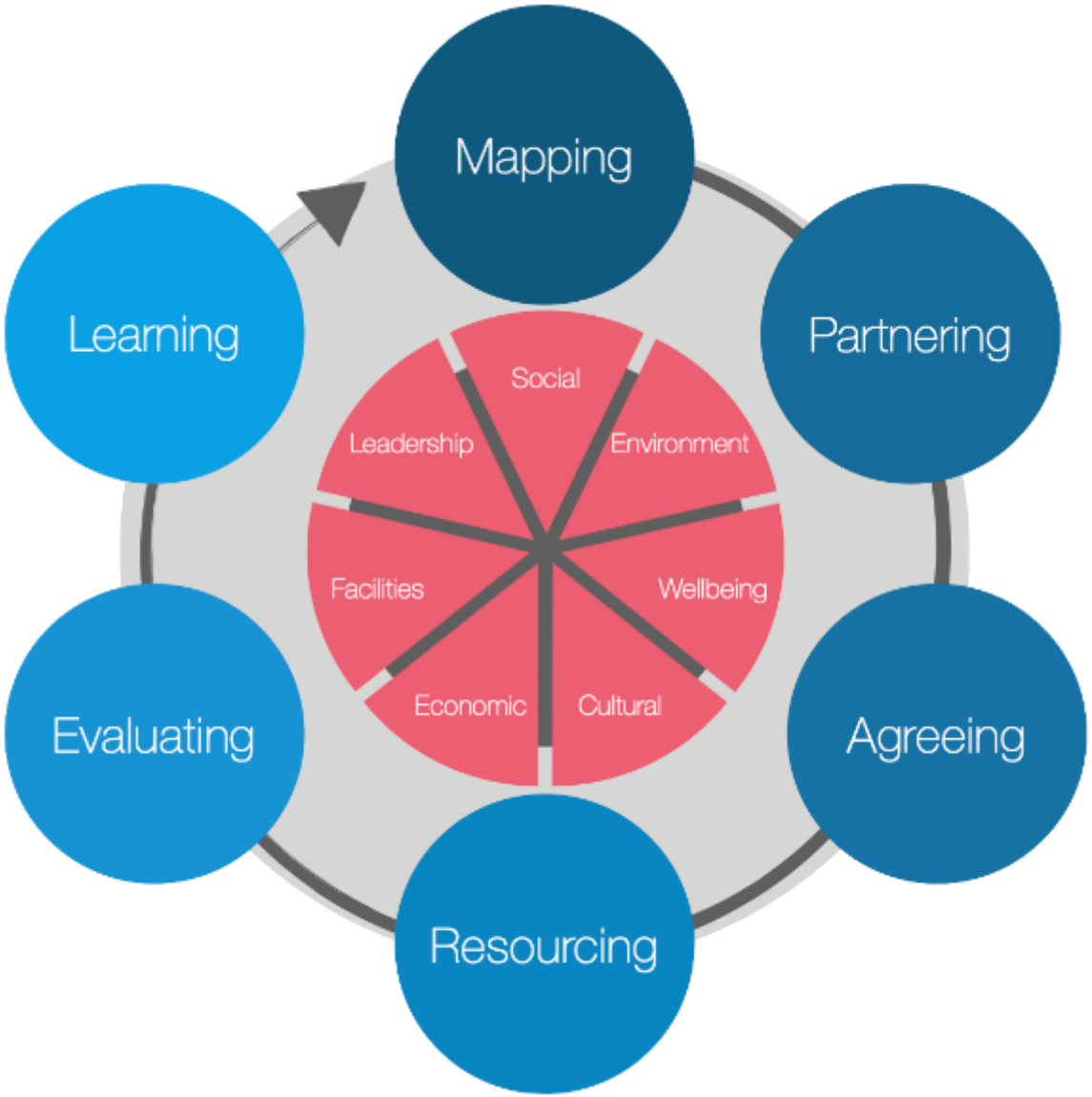

A developmental approach

We see the framework as an iterative process:

- establishing where we are
- who we work with
- what our shared ambitions are
- how we will resource them
- how we will assess the difference we've made
- what we'll change, and what learning we will embed and build on

How could this happen in practice? Some example activities:

- workshops focused on each impact domain
- desk research to support the workshops
- events and evidence gathering from partners and communities
- surveys to gather useful intelligence

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Applying the Civic Framework

Universities can decide how they want to apply the framework. The important thing is to address the challenges and opportunities it presents.

It can be used internally to inform the development of Civic University Agreements and Knowledge Exchange Framework narratives, but can also be used to guide planning and decision-making, for example on:

- partnerships with local authorities, the NHS and community organisations
- investment in festivals and cultural activities
- campus development and planning
- carbon reduction activities

The framework is envisaged as a discussion-starter and checklist that can be applied across a range of institutional activities, either within one domain or all together. It will be especially pertinent when drawing up Civic University Agreements, enabling institutions to consider how they will address each of the seven domains and identify priorities for action. It can also be used to inform the narrative and place-based elements of Knowledge Exchange Framework submissions

The next few slides take us through the progress levels on one domain – social impact.

Progress levels	1 Mapping: where are we now?	2 Partnering: where do we want to go, and with whom?	3 Agreeing: who will do what, and when?	4 Resourcing: how are activities supported?	5 Evaluating: how are we doing?	6 Learning: What will we change, and how?
SOCIAL IMPACT **Key questions**: How do we want our university to bridge and reduce social divides and improve the quality of life of our communities, including the most disadvantaged?						
Illustrative indicators *Relevant SDGs: 1,2,3,4,5,8,10, 11*						

Progress levels →	1 Mapping: where are we now?	2 Partnering: where do we want to go, and with whom?	3 Agreeing: who will do what, and when?	4 Resourcing: how are activities supported?	5 Evaluating: how are we doing?	6 Learning: What will we change, and how?
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Illustrative indicators *Relevant SDGs: 1,2,3,4,5,8,10, 11*	We have mapped our workforce against local population characteristics and identified priorities for action; we know the full extent of our community and public engagement.					

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Illustrative indicators *Relevant SDGs: 1,2,3,4,5,8,10, 11*	We have mapped our workforce against local population characteristics and identified priorities for action; we know the full extent of our community and public engagement.	We can show how we are working with partners to create a shared vision of a flourishing society. We can show the actions we are taking to welcome the insights of excluded groups.				

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From looking in to looking out: expanding & resourcing civic activity

Civic University Network Webinar – 24 March 2021

Sarah-Louise Collins,
Director of Widening Participation

UNIVERSITY OF WINCHESTER

From looking in to looking out: expanding and resourcing civic activity

Themes:

- How universities can move from an inward focus to an outward one, in which they begin to understand their impact from the perspective of their communities.
- How to effectively resource civic activity. What is required (in terms of time, staff and finance) to make real progress?

Community Engagement ➡ Community Impact

- Community Engagement Strategy (2012-2016)
  - Institution focused and activity level
  - Lack of coherence, impact evaluation, and understanding of community needs

- Community Impact Strategy (2017-2020)
  - Community focussed, asset-based, strategic level
  - Appreciative Inquiry (Cooperrider & Srivastva, 1987)
  - Solution-focused (de Shazer *et al*, 1986)
  - Aims:
    - improve coherence;
    - enhance reach and impact;
    - improve awareness and reputation

VISION	PARTNERSHIP	ASSETS
Our commitment to build thriving lives	Our commitment to genuine partnership	Our commitment to use our best assets
We will seek to understand what makes communities thrive and work with them to realise this shared vision	We will work to combine our best assets with those of key partners to impact on targeted priorities	We will continually enhance our assets and their effective application to community impact

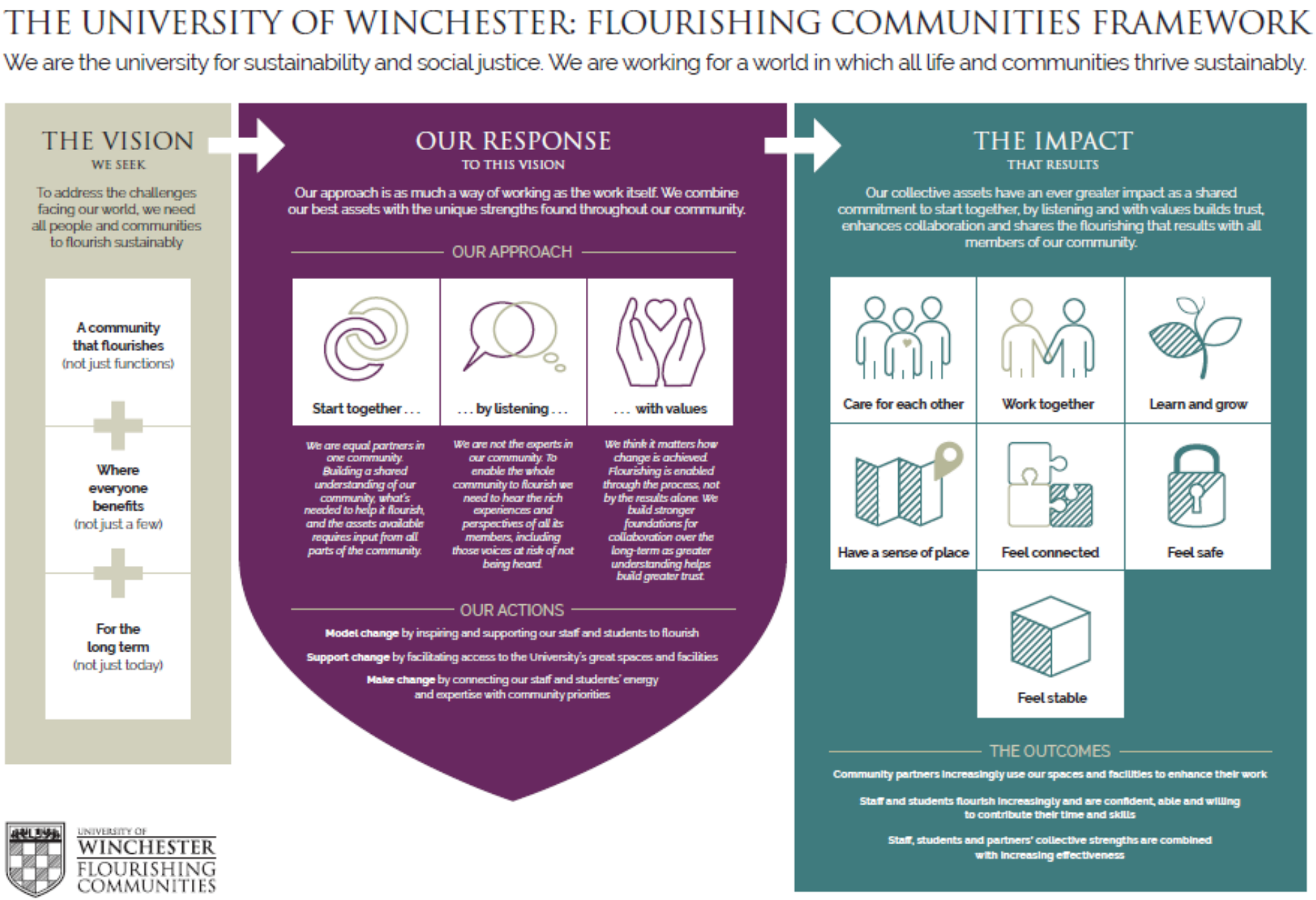
Our Theory of Change

Our approach is *as much a way of working as the work itself*.

In all we do we let's…

- Start together
- Start by listening
- Start with values

And we start as we mean to go on.



Resourcing a step change in civic engagement

2017/18

- No budget
- 0.4 fte Head of CESJI
- Establish & refine strategy, engage internal key stakeholders

2018/19

- £10k budget
- 0.4fte Head of CESJI
- Step change in community consultation
- Small working group
- External consultants

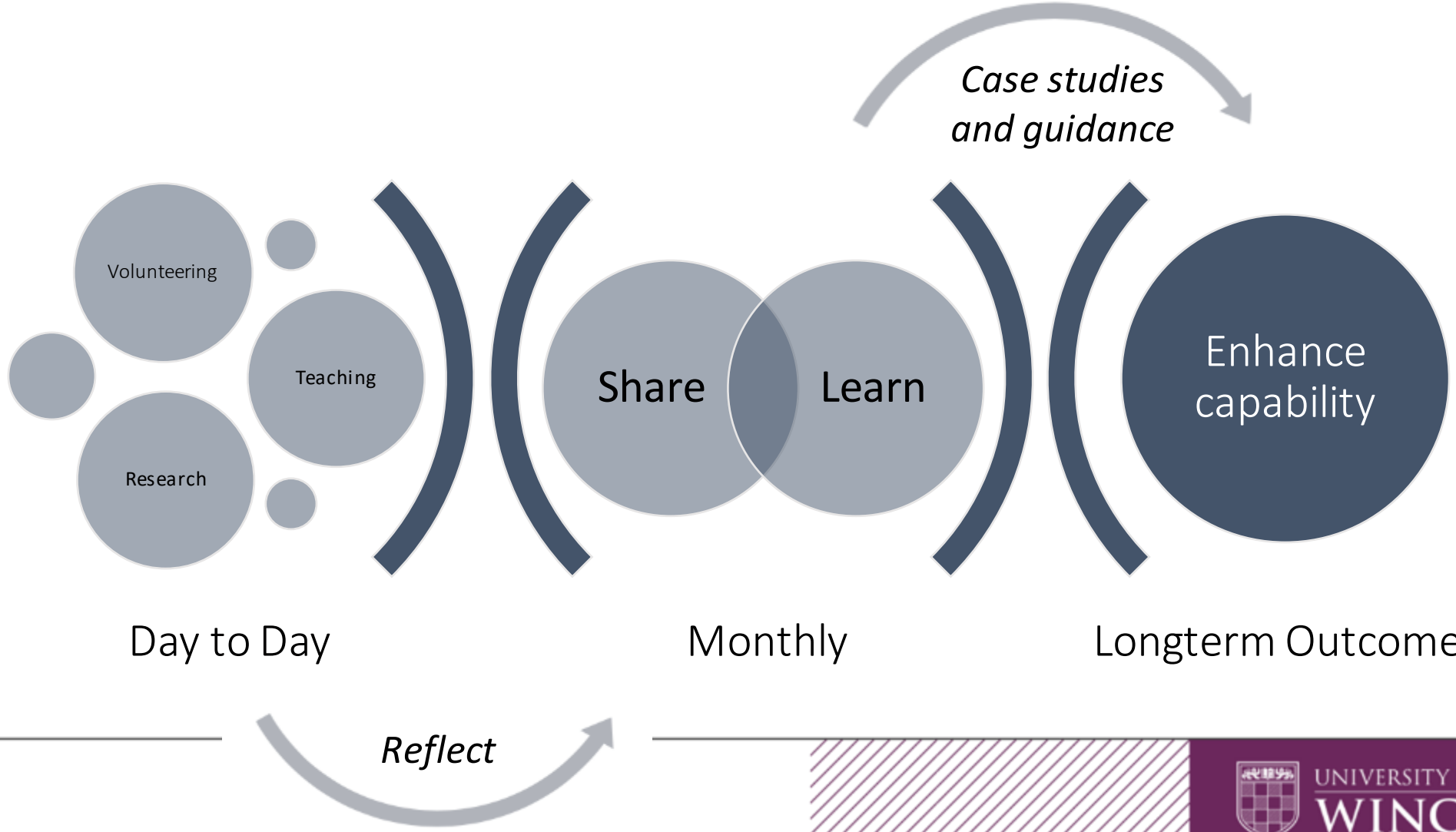
2019/20

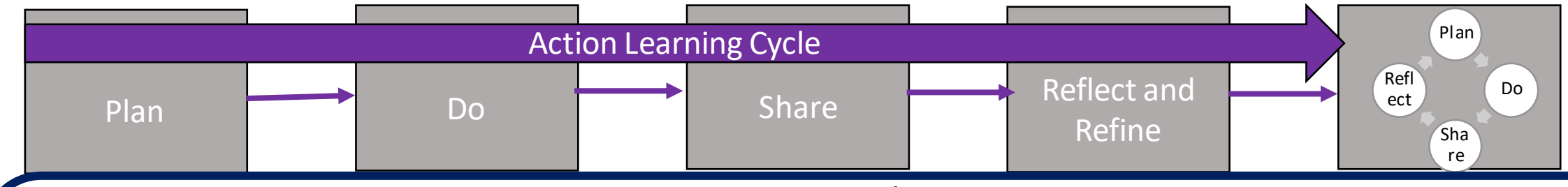
- £10k budget
- 0.4fte Head of CESJI, 0.6fte Project Manager
- Steering Group
- Development of Frameworks
- Community Impact Pioneers Project

2020/21

- No budget
- Reduction in staffing
- Community of Practice
- Steering Group

Community Partnership Group:



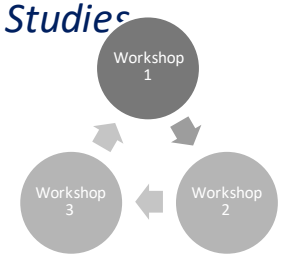


Community Partnership Group

Identify Participants
Design workshops
Define Outcomes

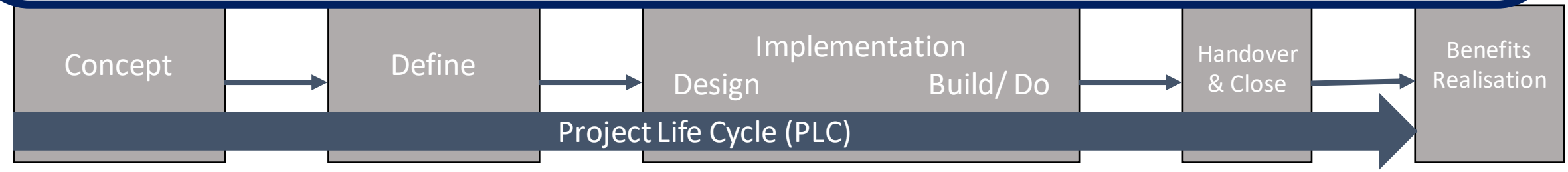
Case Studies
Reflect on resources
Provide Ad Hoc support

Build Case Studies



Refine Resources:
CIS Toolkit
Exemplars
Gather data

Build Internal Capability
Embed
Make a difference



By 2020/21 Flourishing People and Communities Achievements

- In –depth community consultation and internal evidence-gathering – *What does community impact look like?* and *Supporting Community Flourishing*

  Findings and Recommendations

  - Strong consensus on seven features of community flourishing
  - Need for a diverse approach
  - Importance of communication
  - Working with willing partners
  - Acknowledging potential negative impacts
  - Core business, not more business
  - A new framework for community flourishing
  - Integrated impact evaluation
- Flourishing Communities (online) Launch
- Flourishing Communities Framework
- Evaluation & Impact Framework
- Community Impact Pioneers Project
  - Diverse innovator engagement
  - CIPP workshop series
  - Case studies of good practice
- Flourishing Communities Covid-19 workshop
- Flourishing Communities Steering Group
  - Civic University Agreement
  - Data and impact alignment
  - Community of Practice
  - Operational efficiency

Community Impact Pioneers Project

202 total project engagements

50 attended internal launch
67 attended (online) community launch
76 workshop engagements
9 engaged via Teams and 1-1 meetings

76 at Flourishing Community workshops (54 individuals)

26 Professional services
13 Academic staff
2 Students
13 community partners

(63% above target)

4 good practice case studies

(from a bank of 24 draft case studies)

20/21 onwards - strategic context

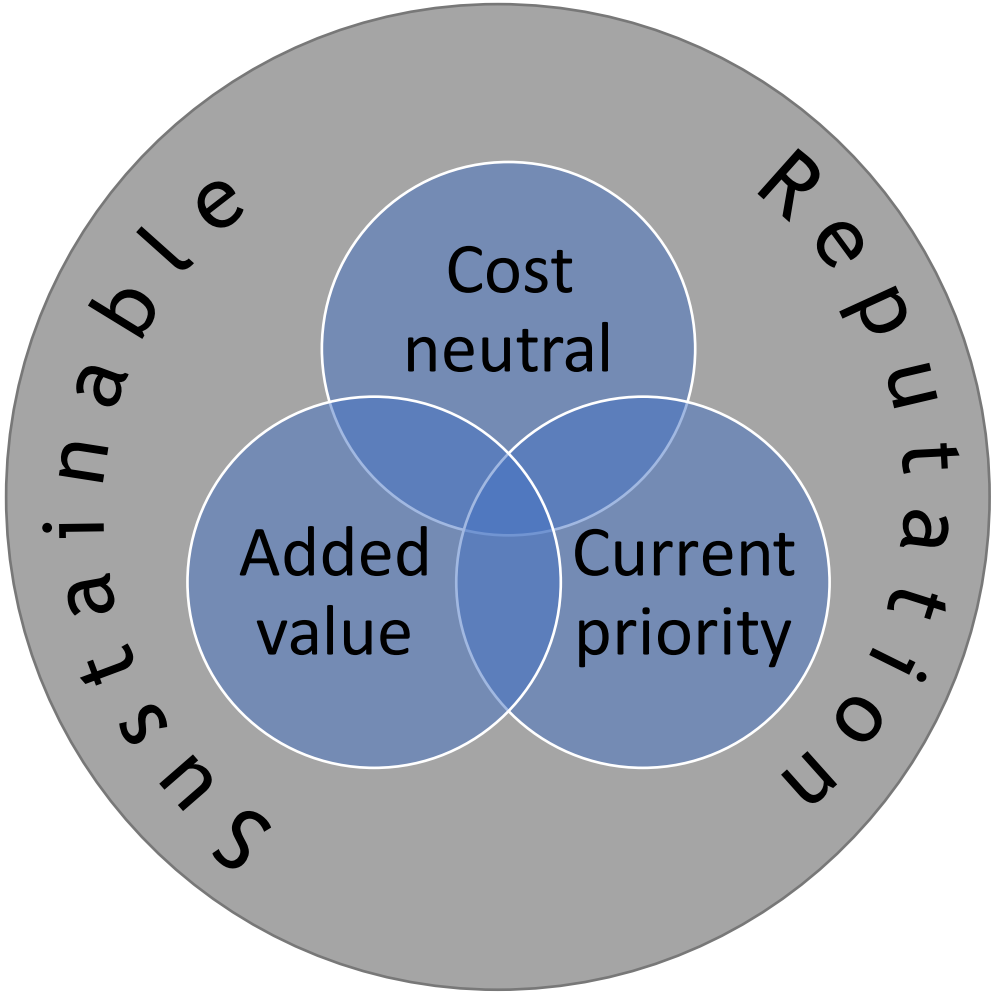
+ Existing strategic overlap/alignment
+ Opportunities and impetus for enhanced efficiency

- Hugely limited financial and people resource
- Physical and technical restrictions

A **strong foundation** to build on: evidence, engagement, theory-practice framework, relationships, shared vision

Principles for action

- Our plan should satisfy **five principles** that recognise the significantly constrained context.
- Resource (e.g. time, effort) invested should be cost-neutral, add value and align with existing priorities.
- Actions should seek to maintain or enhance our reputation and deliver outputs/outcomes that are as sustainable as possible.



Priorities for 2020-21

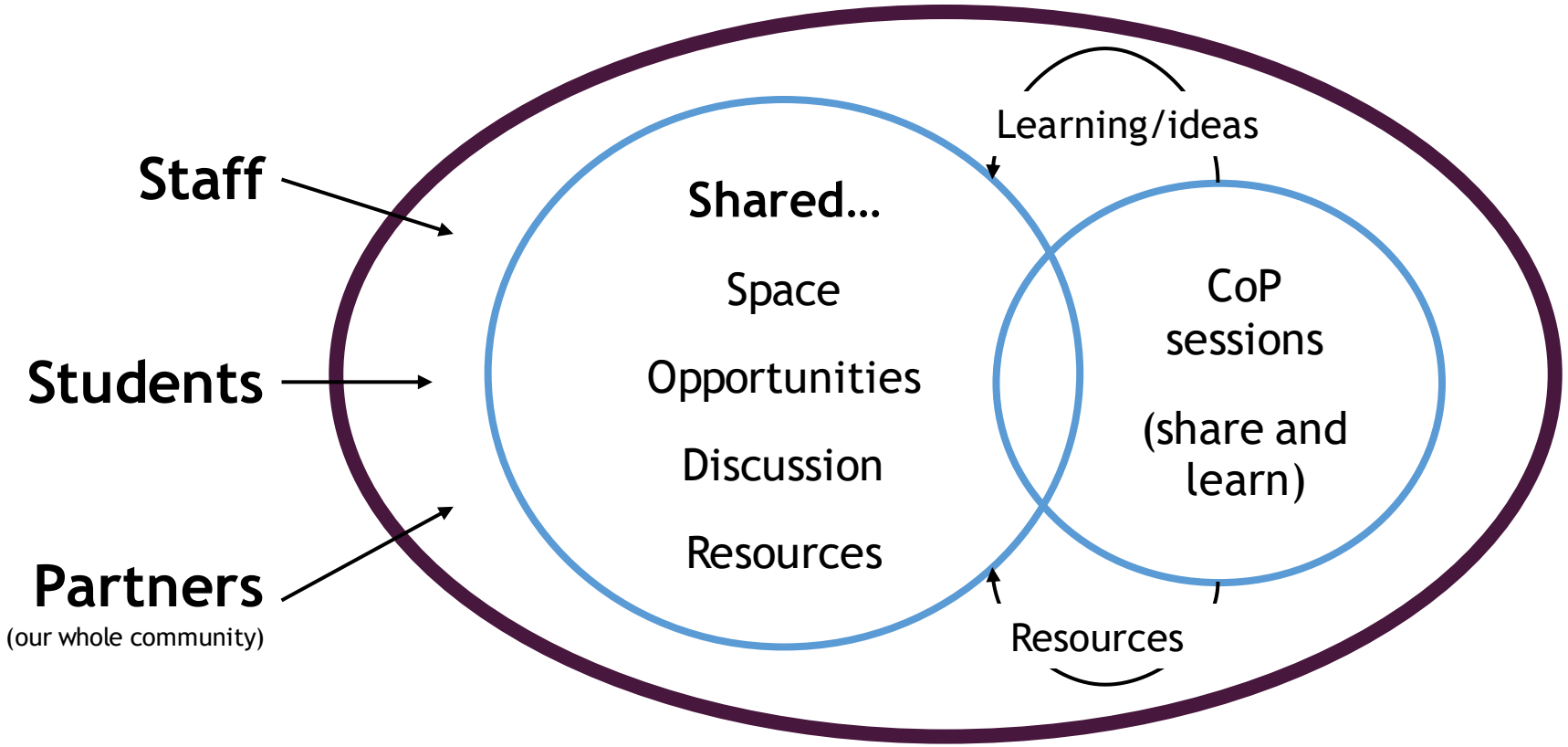
Embed the Flourishing Communities framework as our approach to community impact

Enhance the efficiency and efficacy of our impact monitoring and reporting

Sign a CUA with partner anchor institutions that conveys the value of our civic role

Establish shared leadership and management of this work, where strategies and plans overlap and efficiency returns outweigh collaboration investments

Our Community of Practice



Purpose

Understand how to start together, start by listening and start with values…

so **more and more of our community**…

increasingly work together, care for each other, learn and grow, have a sense of place, feel connected, feel safe and feel stable.

Thank you for listening

University of Glasgow

Campus Development and our Civic Role

INSPIRING PEOPLE

University of Glasgow

Gilmorehill: 1860

University of Glasgow
Gilmorehill: now

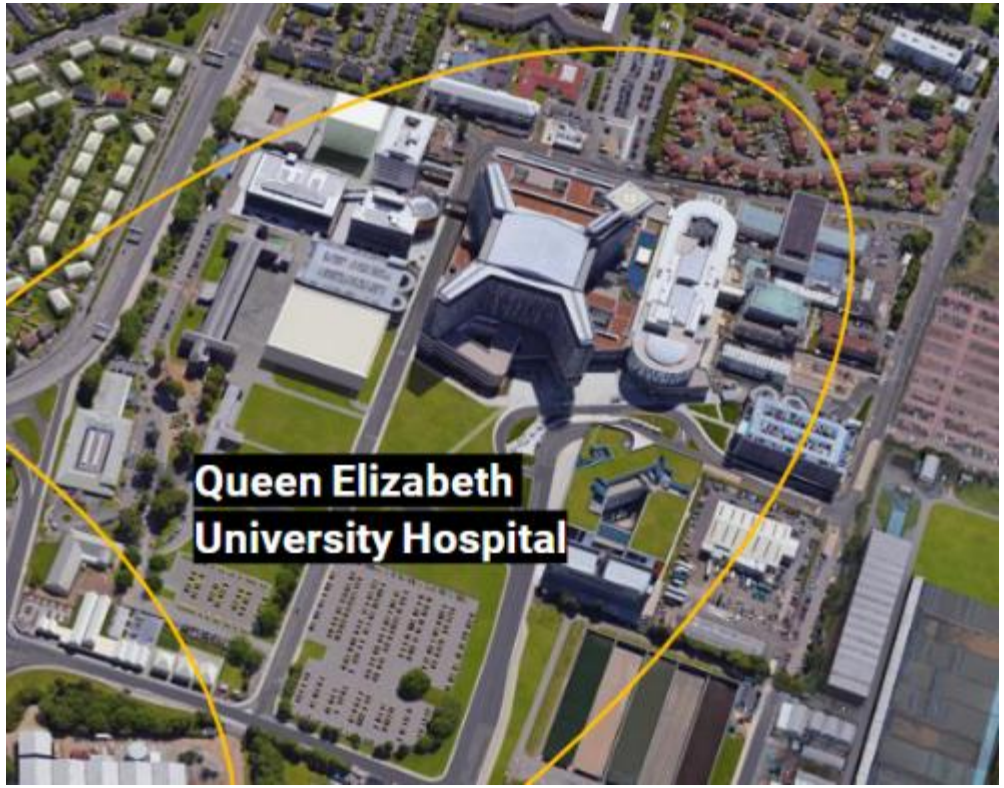
An Historic Opportunity

In 2015, the University acquired 14 acres adjacent to the main campus, expanding overall footprint by 25%.

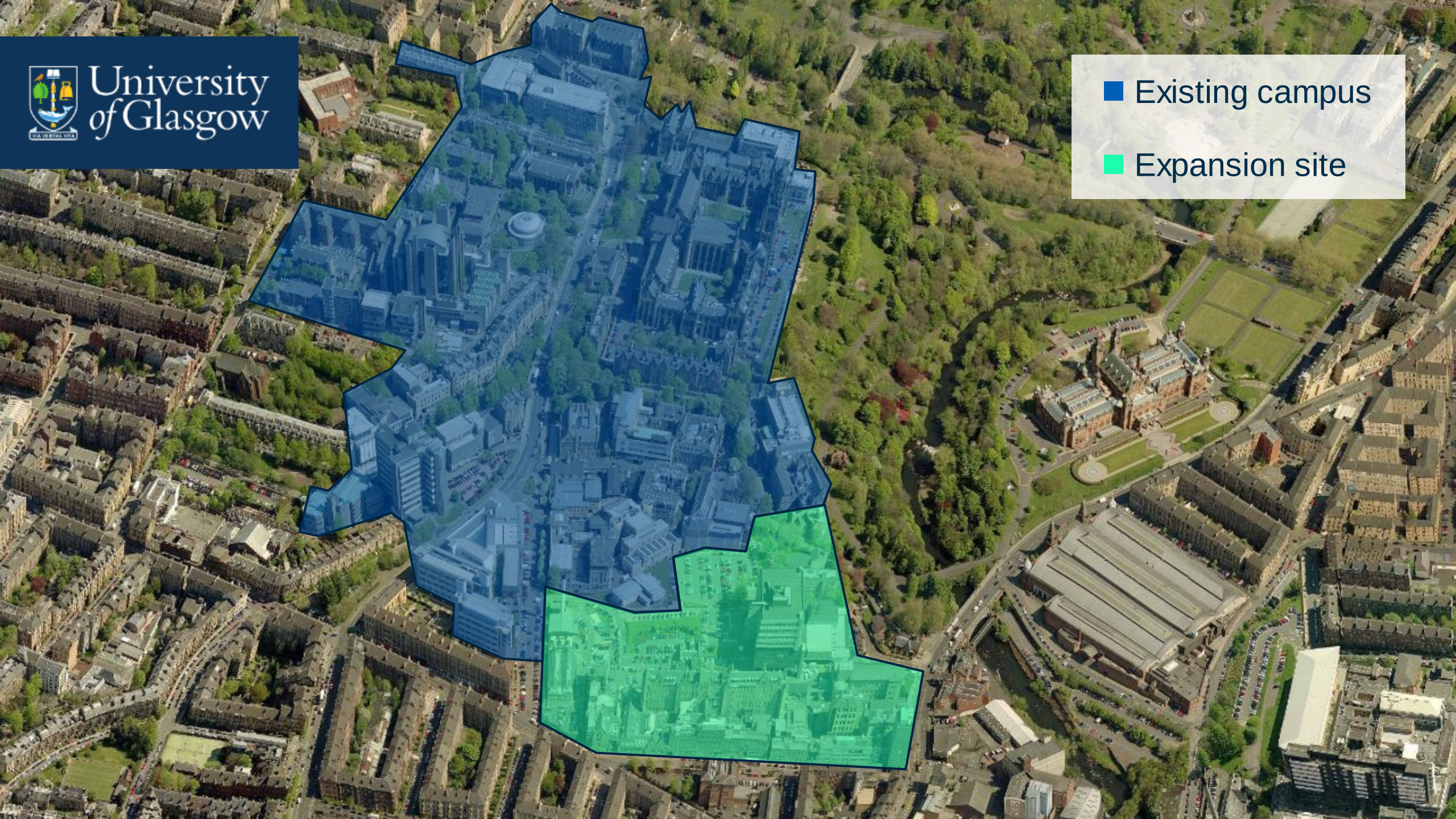
The site provides the opportunity for the University's biggest development project since move in 1870 and to develop the West End of Glasgow.

Investing £1bn over 10 years (from 2016)

Queen Elizabeth University Hospital Teaching & Learning Centre



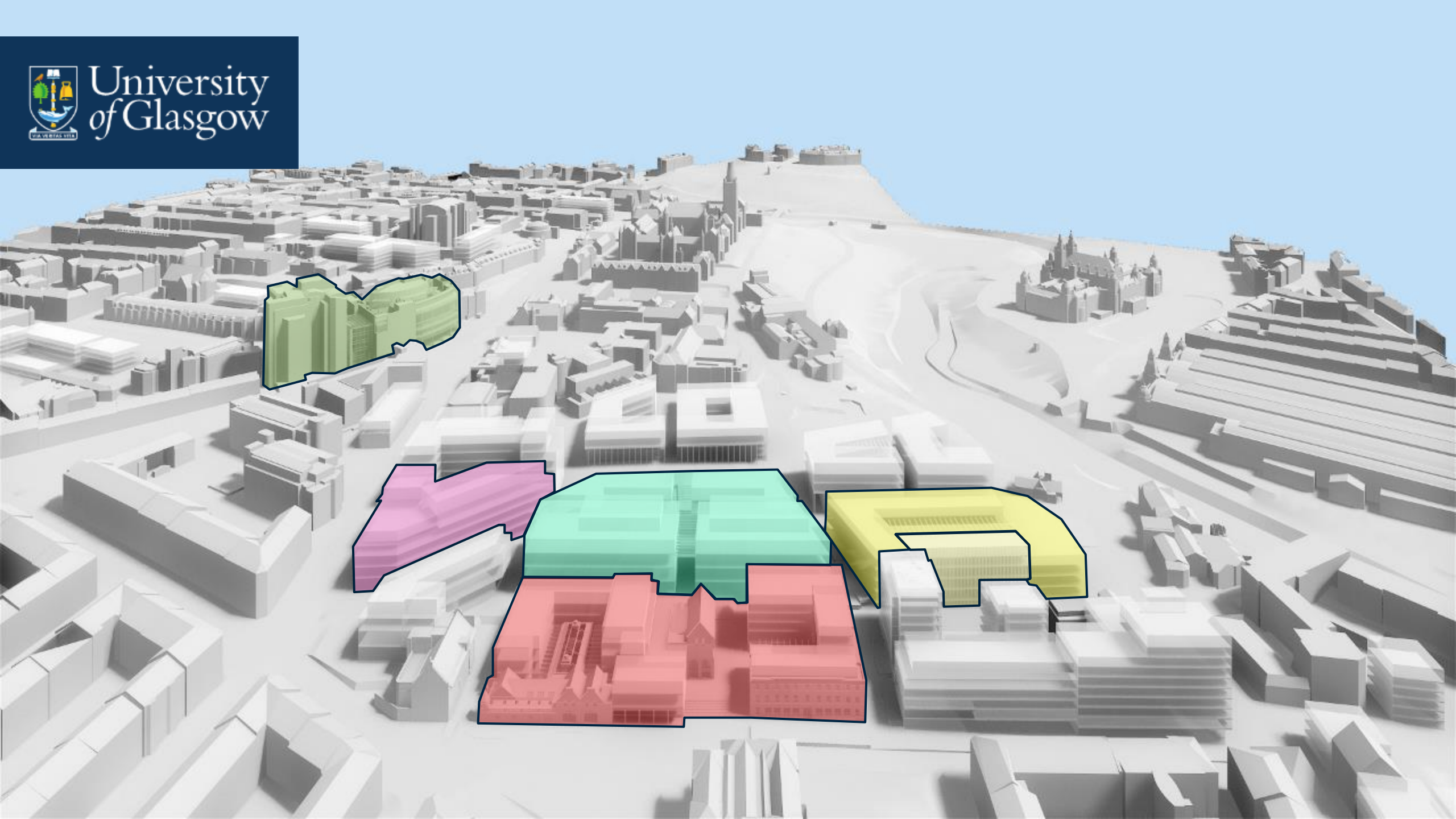
University of Glasgow


University of Glasgow
Existing campus
Expansion site

University of Glasgow

University of Glasgow

Listed buildings


University of Glasgow

University of Glasgow

JMS Learning Hub

University of Glasgow

Research Hub

University of Glasgow

ASBS & PGT Space

University Square

Clyde Waterfront Innovation Campus

The Clyde Waterfront Innovation Campus site within the Glasgow Riverside Innovation District (shown inset and in outline above). The CWIC embraces the immediately adjacent Queen Elizabeth University Hospital and the University of Glasgow campus, reaching out towards the Glasgow City Innovation District and the International Financial Services District.

"The University of Glasgow is taking forward ambitious plans for a major new Clyde Waterfront Innovation Campus (CWIC) on the south bank of the river in Govan. CWIC will act as a centre of excellence for a range of new technologies, co-locating industry and world-class research, allowing a focus on areas and industries in which Glasgow and Scotland can truly lead the world in the decades to come.

The new campus will be the ideal platform for skills development, outreach, collaborative research and development, entrepreneurship and innovation.

University of Glasgow

Clyde Waterfront Innovation Campus

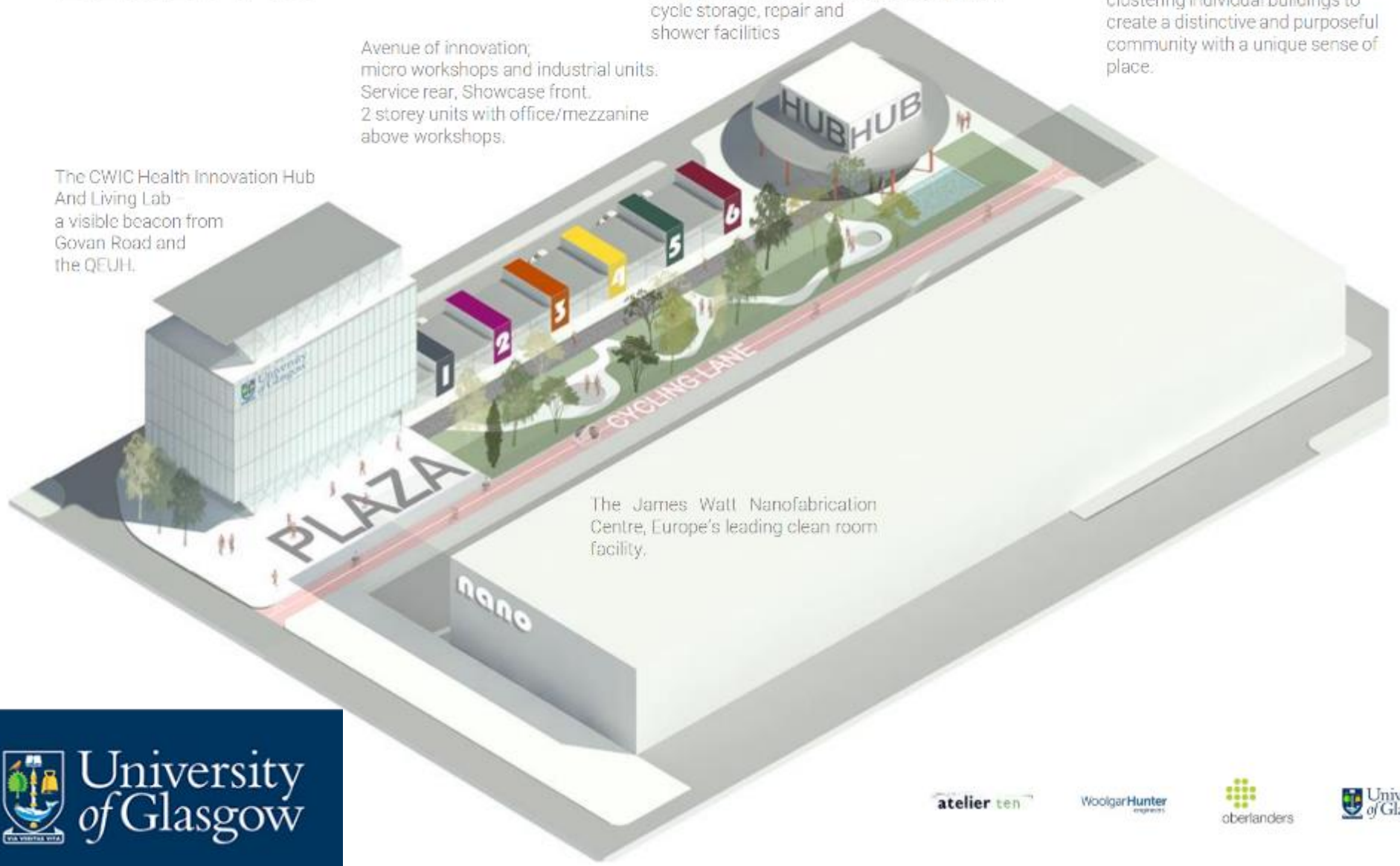
nano scale

The Hub; fusing academia, industry and community.
An Active Travel Hub, co-ordinating Taxi drop-off, city car club, bus information, cycle hire, cycle storage, repair and shower facilities

Avenue of innovation;
micro workshops and industrial units.
Service rear, Showcase front.
2 storey units with office/mezzanine above workshops.

A campus-led development, clustering individual buildings to create a distinctive and purposeful community with a unique sense of place.

The CWIC Health Innovation Hub And Living Lab – a visible beacon from Govan Road and the QEUH.



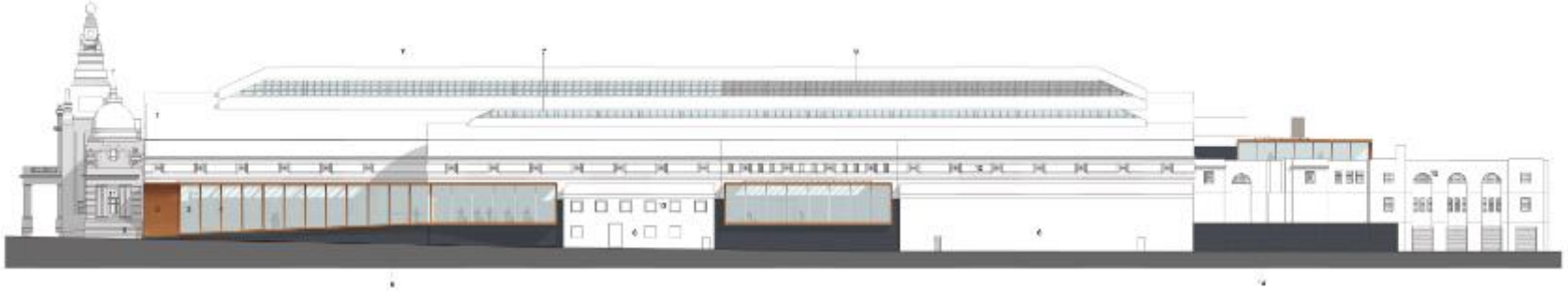
The James Watt Nanofabrication Centre, Europe's leading clean room facility.

University of Glasgow

atelier ten · WoolgarHunter · oberlanders · University of Glasgow · gleeds · NORTH

What have we done at Kelvin Hall?

- Major Works were completed in July 2016 to refurbish approx 50% of the building and prepare it for the partners.
- In September 2016 Kelvin Hall reopened as the host venue for a new & unique partnership project amongst;
  - University of Glasgow & Hunterian Collections Study Centre
  - Glasgow Museums & Glasgow Sport
  - National Libraries of Scotland 'Moving Image Archive'



University of Glasgow
www.glasgow.ac.uk/about/campus

Sheffield Hallam University | Centre for Regional Economic and Social Research

Civic University Network

Next steps

Would the Civic Framework, as outlined today, be a useful tool to support your civic work? What do you like about it? What concerns do you have?

How would you envisage using it?

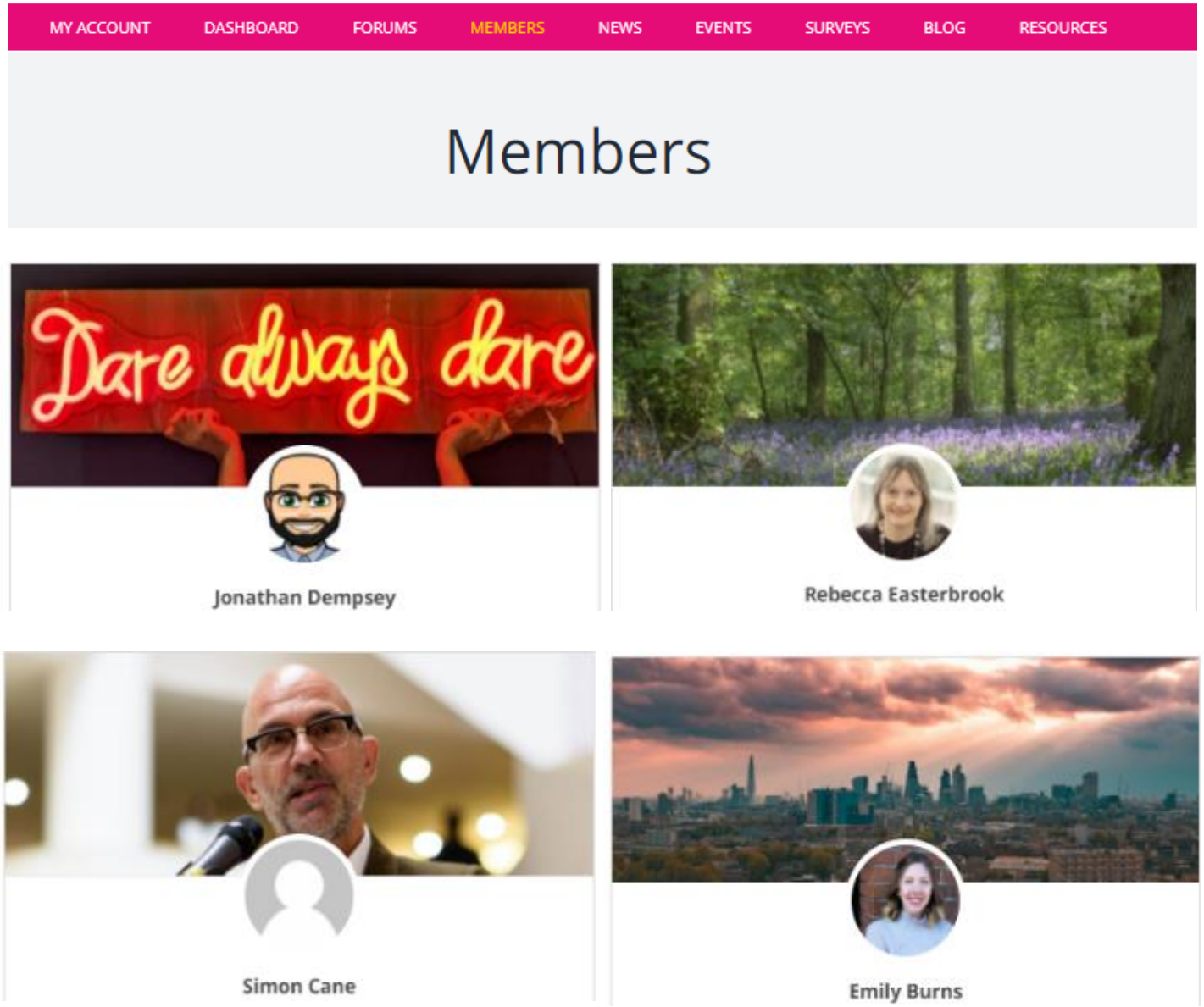
Is it something your would want to manage yourself, or would you prefer an approach where there is expert facilitation, and an element of peer review?

Would you be interested in being involved in further piloting of the framework?

Civic University Network

Next steps with the peer review framework

Member Collaboration



- Find and collaborate with other Network Members across the UK
- Share your experiences, challenges and tips
- Link with other organisations operating within the civic space

Exclusive access to the digital framework prototype

https://civicuniversitynetwork.com/civic-impact-framework

- All elements of the framework at a glance or in detail
- Downloadable documents
- Opportunity to shape the final version through beta testing