

**Lecture 1 - 03/10/2024 - John Goddard, Emeritus Professor of Regional Development Studies
- Newcastle University UK**

Title: Re-inventing 'The Civic University' in a globalised world

Abstract:

The lecture will provide a high-level overview of the evolution of the role of universities in their communities. It will trace the UK origins of civic universities created to support the needs of local business and society in rapidly industrialising cities in the later 19th century, the subsequent increased role of central government and detachment of universities from their place in the 20th century and the adoption of the UK model of university funding and governance model across the British empire. It will reference similarities and difference with models adopted by other European powers

The implications for the role of universities in their local communities with a transition to more global research and greater student mobility both facilitated by improved communications and the post World War II settlement (including the creation of the European Union and UNESCO) and its acceleration in the early 21st century will be discussed. Finally, the impact of the 2008-10 financial crisis and the need for universities everywhere to address the local as well as global dimensions of the UN SDGs

The discussion will be guided by the analysis and recommendations of the UNESCO sponsored Global University Network for Innovation (GUNI) report on Higher Education in the World : [Towards a Socially Responsible University – Balancing the Global with the Local](#) where the co-editor was Rajesh Tandon of the institute for [Participatory Research in Asia](#) (PRIA) with its focus on participatory research and training.

The GUNI report identifies the two roles of universities 1: education, research and innovation contributing to positioning of nations, regions and cities in global competition. 2: creation and dissemination of knowledge urgently needed to shift the world onto a sustainable and resilient future. Universities are key players from both perspectives and need to make explicit dual engagement with the immediate needs of their local societies and with the global challenges of the world, of global society. But GUNI notes they can be both part of the problems through competition in the global academic marketplace and part of the solution through contributions to sustainable development and inclusive growth. The report goes on to recommend universities

- Adopt the mantle of the civic university – pursuing the 'public good' by aligning its interests with those of society and working collaboratively with other HEIs to maximize their collective impact.
- Play a proactive role in ensuring that the SDGs are included in local agendas, proposing changes to education, conducting research and engaging with local and global communities on sustainable development.

- Educate future generations to make the SDGs a reality, with the necessary knowledge, skills, competencies and partnerships, thereby helping to produce new SDG leaders.
- Build capacities for SDG policies, planning and management.
- Conduct transversal reviews and refinements of curricula to ensure the mainstreaming of SDG issues and including new values and practices for economic development that enhance social equity while reducing environmental risk.
- Widen and extend access to and successful participation in higher education by serving the needs of an increasingly diverse student cohort (from 18 to 100 years), by adopting new organizational structures and pedagogical approaches, including online, open and flexible learning that can help in forging the new SDG Generation.

The lecture will draw on research published in [The University and the City](#) (outside in perspective) and on [The Civic University : the Policy and Leadership Challenges](#) (inside out perspective), the report of the [UK Civic University Commission](#) and the follow on [National Civic Impact Accelerator](#) programme and current work with the OECD and the European Commission .