



# Glasgow civic engagement case study

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GLASGOW  
ECONOMIC  
LEADERSHIP



UNIVERSITY of STRATHCLYDE  
FRASER OF ALLANDER  
INSTITUTE

# Institutional landscape



- 2 governments: UK and Scottish, Scottish Parliament election May 21
- Health Boards and Government Agencies (e.g. Scottish Enterprise and Skills Development Scotland under Ministerial authority)
- No metropolitan authority to co-ordinate at city region level but £1.13 Billion city deal has created some capacity (e.g. Intelligence Hub and Commission) and led to a Regional Economic Partnership
- 4 large Universities in the city region (Glasgow, Strathclyde, Glasgow Caledonian and West Of Scotland, plus specialist HE and 9 Colleges)
- Scotland has no equivalent of policy think tanks such as Resolution Foundation or IFS – so Universities have filled that vacuum - Policy Scotland at University of Glasgow, Fraser of Allander at University of Strathclyde



# Building on existing foundations: economy

- Engagement mechanisms: Commission on Economic Growth, Glasgow Economic Leadership, Chamber of Commerce, Glasgow Centre for Population Health, Clyde Gateway, University/Health Board collaboration – Commission roles in developing mission-oriented strategy for the city (& city region) and supporting implementation, evaluation etc.
- Futures report: prepared in 2019-20, focusing on building resilience and competitiveness. Recommendations on skills, infrastructure and innovation fed into city deal portfolio groups and regional economic partnership
- Innovation Districts as University-led partnerships that:
  - drive forward economic competitiveness for the city region and provide impetus for place strategy (Mission Clyde)
  - ensure disadvantaged neighbourhoods benefit from University campus developments, investment in leading edge scientific innovation and the expertise which universities can provide.
- Response to Covid: Glasgow Economic Recovery Group brings together different bodies to focus on mapping impact, identifying best first moves in responding to pandemic disruption, making representations to central government and learning from best practice in other places.



# Connect, Collaborate, Contribute

-the 3 “C”s of civic engagement

- **Health:** mobilisation of clinical and life sciences staff, students and equipment in collaboration with NHS Greater Glasgow and Clyde and the UK and Scottish Governments to create one of three UK Lighthouse testing centres while also developing new diagnostics and treatments rooted in precision medicine.
- **Tackling disadvantage:** Academic Advisory Group translates research and curates expertise on the differential impacts of Covid on protected groups and disadvantaged communities, supporting the Social Recovery Taskforce which brings together city council, health board and other statutory agencies with voluntary sector and organisations, building resilience and co-creating new ways of working.
- **Green recovery:** Series of dialogues intended to link academic capability within the city and expertise available through UK and international academic networks with city co-ordination of green space, zero carbon and sustainability initiatives linked to Covid recovery and the city’s preparations for COP 26.
- **Digital and data analytics:** Joint working on connectivity including infrastructure and digital inclusion. Urban Big Data Centre and city officials exploring more effective use of data to support recovery and evidence-based implementation and evaluation.



# Challenges and Opportunities

- Covid has increased inter-university collaboration as well as collaboration between universities and other civic partners. Can a culture of collaboration be embedded that will continue beyond the current pandemic crisis?
- What cultural and organisational changes are needed within Universities to make them more responsive to the needs of civic partners – moving from a piecemeal supply driven knowledge transfer model to a deeper, longer lasting strategic partnership approach?
- Universities are anchor institutions within the local and regional economy as well as being centres of learning. How can research intensives work across geographies with institutions with different competences to better support 'left behind' places?
- Universities and their staff have networks and access to knowledge that could benefit the places they are located in? How can useful knowledge from international research connections and policy engagement in other places be shared with civic partners? Work on housing and education at UoG has shown Universities can play a useful brokering role.