university campus development

*case study research*

Clare Melhuish, UCL Urban Laboratory

http://blogs.ucl.ac.uk/university-led-urbanregeneration/
‘The urban location and centrality of universities to the nature and well-being of cities means that cities and countries can be expected to turn to their universities as part of strategies to respond to the new challenges and opportunities that global economic competition poses for urban regions’

(Wiewel and Perry 2008 p304)
+ve

• universities offer stability (‘sticky capital’, Maurasse 2001 – cf also Work Foundation) and local employment,
• produce skilled localised workforces to power the knowledge economy (cf NESTA report 2009)
• have access to alternative and diverse sources of funding that can be directed into physical projects with benefits for stakeholders including business and local communities
-ve

- universities have a fundamental **spatial independence** from their physical contexts arising from their position within global circuits of capital

- universities tend to view the city rather as a **strategic** than **physical space**, and their relationship with it to be managed in order to promote their global performance rather than local regeneration

- **institutional deadlock** makes it hard for individual academic actors to engage with local contexts and various types of urban stakeholders from a research and impact perspective

- university actors often **lack local and contextual knowledge** about their physical location because they deal in a universal vision of knowledge production

- **local stakeholders distrust universities** for ‘laboratorising’ the city and its inhabitants, without bringing actual benefits
Imperial West

‘An education-led development - it’s got the hearts and minds in South Kensington excited – it’s got everyone excited’

H&F planner
Newcastle Science Central
North West Cambridge
The vision of Penn Connects is to link the University to the City and the City to the University.
New York University
Durham Queens Campus at Stockton

‘Durham was the first University to establish overseas campuses a century before the concept was reinvented: in Barbados in 1875 and Sierra Leone in 1876.

In 1992 the University established a significant presence at our Queen's Campus in the heart of Tees Valley, reinitiating medical teaching and breaking disciplinary boundaries to enhance public health and social well being’

Communications Office
just under 5000 students in 1985
10,000 + 4,000 postgrad + 2,000 at QC in 2014

‘To survive in the 1990s will require us to think thoughts and do things never before contemplated in Durham’

‘a Birkbeck of the North’

VC Fred Holliday to staff 1987

‘We will exploit our strength in research and education to achieve progressive social, environmental and economic benefits locally, nationally and internationally’ 2011-20 Estates Strategy
Durham University Queen’s Campus
57 mins by bus to Durham: free with a university pass
37 mins by car: car ownership discouraged
Durham University
'Durham is essentially university-centered; Stockton is very much a university within society'

'a non-campus campus'

John Hayward, former Principal and Academic Registrar

'it’s still a work in progress, but then again, it’s only just over 20 years old – the rest of the University’s not far short of 200 years old'

Prof Ray Hudson, Deputy Vice-Chancellor
Director Wolfson Institute 2002-7
student accommodation
waterfront site and North Shore (housing)
Infinity Bridge and Holliday Building
Ebsworth and Wolfson Buildings: flexible, multi-purpose
New Palatine Centre, Stockton Road, Durham
Love Durham uni but hate Stockton Campus - is it worth going?

Hi,

I have an offer from Durham for Accountancy and Finance, but I really disliked the Stockton Campus. I don't like Middlesbrough and its surroundings, but the university itself is very good and will help get my foot in the door for the jobs I'm chasing.

Is it possible to live in Durham and study Finance, or migrate there in my second year or something? With only 2,000 students in the Stockton Campus and it being really remote from Durham itself, I really don't think I'd enjoy being there, but at the same time I don't want to turn down Durham. Any help at all? Thank you!

Last edited by Interstellar; 01-03-2014 at 22:42.
original motivations

• ‘we have to do something to regenerate this area’
• only major industrial conurbation in Britain without a university
• government pressure and funding cuts on university to restructure, widen access, deliver work skills
• widening participation especially for local people
• project champion with past experience and vision
• need to explore new ways of academic working especially multi-disciplinarity and partnerships with non-university organisations: concept of a ‘balanced university’ in 3 centres
Timeline 1

1987  Mrs Thatcher’s visit to Teesside
1989  positive response to concept from University Grants Committee
1989  outline curricula approved
1991  joint college announced, funding package agreed by government for serviced site and one building
1992  first intake (September)
structures

- University Grants Committee (University Funding Council – became HEFCE)
- Department of Health + Regional Health Authority
- Teesside Development Corporation – Dept of Environment
- Teesside Polytechnic – University of Teesside (+VC)
- University Senate
- University Council
- VC (Holliday – original project champion)
- 3 Pro VCs – 1 chairing:
  - 2 Working Groups:
    - Academic Planning and Admin - Finance and Accommodation
- Regional and District Health Authorities
- Joint Developments Executive – became Board of Directors
funding

- **£8.4m** (1991) from Dept of Local Govt and Inner Cities to UDC for the 8 acre service site and building of 6000m²
- Funding for only 100 student places from HEFCE – half of requested allocation
- £500,000 eventually allocated by HEFCE for equipment, to be matched by University
- failed bids to Millennium and Sports Lotteries with UDC
- UDC pledged land for 2nd building
- Stockton assets worth £27m
- £14.5m budget for Wolfson Building: £4m from Wolfson Foundation, 3.5m from ERDF, 0.5m from HEFCE Medical Development – completely grant-funded
- £17m EU funding for Infinity Bridge
- £5m from NHS for a fourth wing to Wolfson Inst (2014)
Timeline 2

1994  Durham Uni took over ownership and financial and organisational responsibility for campus
1994  Principal appointed and Board of Governors
1994  construction of 2 residential colleges agreed
1995  barrage constructed on river Tees
1996  urgent need for growth
1997  Development Corporation pledged adjacent site next to college for 2nd building (Ebsworth)
1997  Provost appointed
1998  degrees transferred solely to Durham University
2000  faculty restructuring
2001  3rd building completed with funding from Wolfson Foundation (Wolfson Institute)
2003  relocation of FE college to site
‘if something’s going to be an integral part of the University it lacked lots of things – it lacked any research, college residential accommodation, student facilities more generally... it had a set of courses which had been established on the basis that they wouldn’t compete with what was offered at either Institution.. what it left us with was a set of courses that didn’t fit very easily into our structure. They had different terms for example’

Hudson 2014
academic vision/issues

- scope to experiment – concept of ‘balanced university’
- multidisciplinarity – Duke University model – Queen’s led the way for Durham
- health, social welfare, and education focus followed by human sciences - hard science in a social science context
- applied training – GP, pharmacy, teacher, business
- applied anthropology – other funding sources
- modular degrees – part-time degrees debated but never implemented
- no academic development strategy per se – courses keep moving away
- few academic staff based on site – ‘parachute in’
- no engineering, science and technology
‘the focus should be on health including medicine, sport and environment as well as regen and the social and economic well-being of region in helping to address social factors such as unemployment, poor housing, poverty and pollution.’

John Hayward, Principal
‘we’ll bottom out there with about a couple of thousand students.. and we’d quite like to develop some CPD because there’s a lot of possibilities around this area between social care, what’s coming out of the NHS and going into the Local Authorities... and around health itself.. the Tees Valley is not quite as unhealthy as Glasgow but it’s not far off’

(Hudson 2014)
site opportunities and constraints

- not a large site – only 8 acres
- required remediation – Head Wrightson Engineering Works
- Distance from Durham but well connected in relation to Stockton
- slow population with buildings and residential accommodation
- separation between campus and North Shore
- dominated by car-parking
- sits on the end of a business park
- public areas & circulation could have been better developed under LA planning auspices rather than UDC
- lacks a ‘cultural heart’
economic impacts

• created 100-130 new academic posts and 75 supporting posts (45% part-time)
• kick-started business park growth: 4,500 employees by 2002 (Teesdale Business Park)
• £47.3m income to sub-region
• viewed as key to local knowledge economy (Teeside Forward Strategy) – investment in R&D facilities and business schools
• GP training, management and accounting
• attracts investment from large healthcare companies
• brings international students to region (unlike Teesside University)
• student spending (no evaluation of multiplier effect)
‘When we started down there – September 1992 – all there was was the Holliday building and then industrial wasteland…. had you been here 20 years ago you’d realise just how much both the University’s development, but also the development around it, that was triggered by it, has come on. Yeah okay, there are empty office blocks on Teesdale – there are empty office blocks everywhere. They’re building housing on the other side, which at one stage you just couldn’t have imagined’

(Ray Hudson 2014)
social impacts

• local students from non-traditional background
• many students stay in the region to work
• international students – bring fresh outlook and curiosity about region
• raise self-esteem of region through HE and connection with knowledge economy
• university resources applied to problems around health, poverty, crime, social justice, through university-community collaborations
constraints and problems

• funding issues – lack of equipment, buildings, resources
• critical mass – both residential and academic
• site accessibility
• organisation and convergence – ‘durhamisation’
• partnership failures
• personnel failures
• requires long-term, open-ended approach