

University-led Urban Regeneration

Martin Summersgill

26th January 2015

Background & Emerging Drivers

Historically

- Separate from the town (campus and/or inward-looking)
- Local urban situation not priority
- “Town & Gown” tensions

20/21st Century

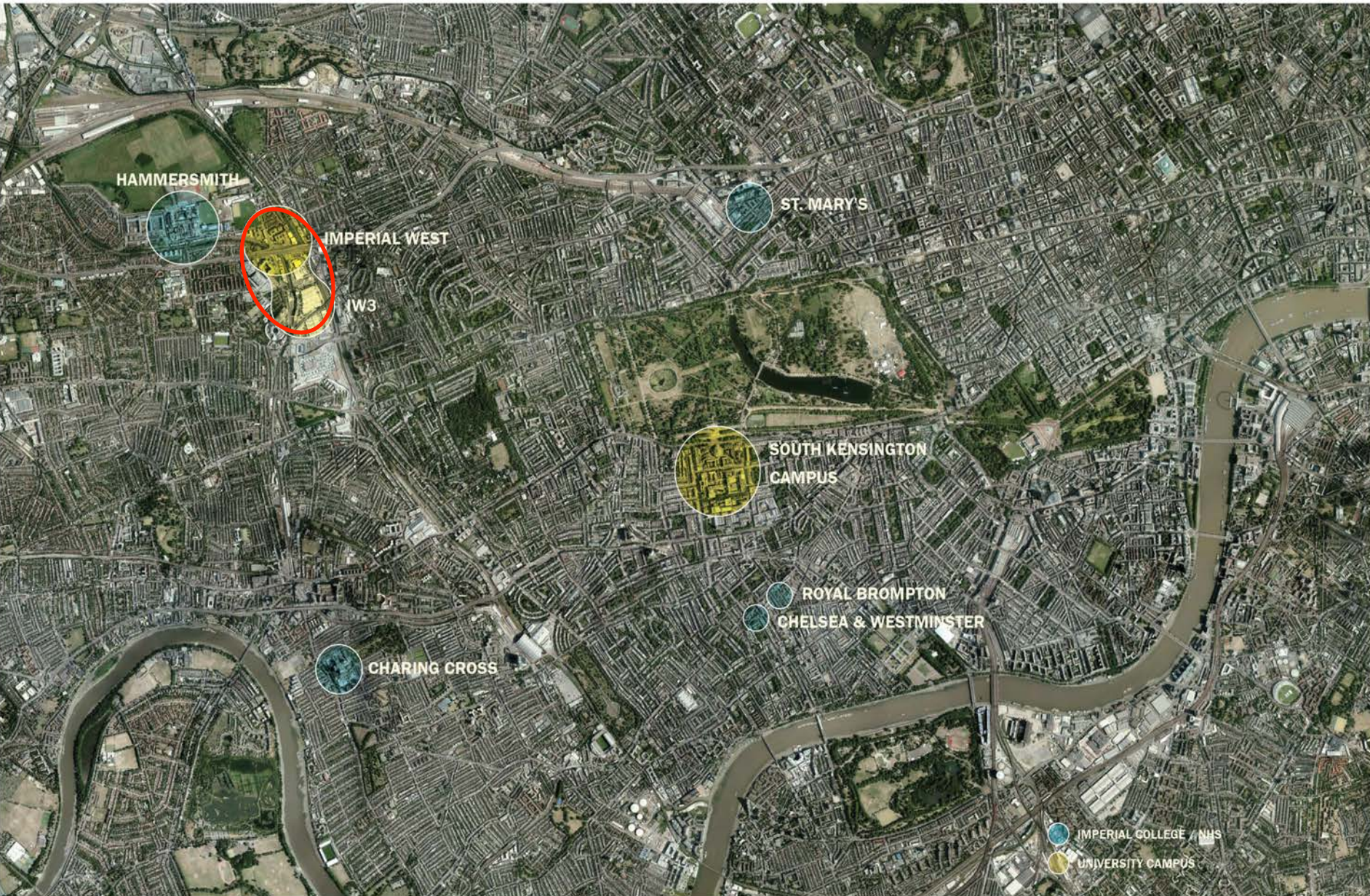
- Closer interaction between locality and university
- Closer interaction between business and university
- Greater awareness of the power of local communities
- Greater sensitivity to reputational impacts locally

Some Key Drivers (UK)

- International competition in HE
- Student fee income as the leading revenue stream
- Diminishing State support
- Need to attract high-quality academic staff
- Drive for growth in numbers (+ through merger)
- Matching increases in accommodation/facilities
- Emphasis on staff/student experience and environment

Multiple campuses and faculties across London

Map of full Imperial College London Estate



White City Opportunity Area

Current Planning Policy Guidance - OAPF Urban Design Objectives*

The following summarises some of the key design objectives outlined by the White City Opportunity Area Plan Framework:

1. CREATING AREAS OF NEW PUBLIC REALM AND OPEN SPACE

- Seeking provision of a high quality area of public open space, preferably on each side of the Hammersmith and City Line viaduct, to give the area identity and provide a recreational space for shoppers, residents and workers.
- Providing smaller areas of open space which will enhance local character and distinctiveness and be clearly defined as private or shared amenity space.
- Integrating existing parks, open spaces and landscaping with new public realm.
- Providing play areas which reflect diverse needs.
- Provide ecological corridors to encourage rich biodiversity throughout the area.

2. MAXIMISING CONNECTIVITY

- Providing new linkages to overcome barriers created by the Westway, A3220, West London Line, the Central Line cutting and Hammersmith and City Line viaduct.
- Ensuring new developments should be permeable and existing buildings with large impermeable building footprints should provide new links through their sites to provide better connections to surrounding areas.
- Design new streets with active frontages and to be tree-lined with identified routes that will improve conditions for pedestrians and cyclists while reducing congestion.

3. QUALITY URBAN DESIGN THAT RESPONDS TO CONTEXT

- Provide the majority of buildings at a height of 6-10 storeys in the area to allow for a mix of uses, while also providing some lower rise terraces adjacent to existing neighbourhoods.
- Taller buildings would be more appropriate along the elevated Westway, where they would act as a point of identification for White City.
- Build upon the character of the surrounding high quality areas in West London and provide mansionblock typologies for residential areas.
- Improve settings for the distinctive architectural and townscape features of the area including DIMCO, BBC TV Centre, the Westway and the Hammersmith and City line viaduct.
- New retail should focus on shops within a shopping street typology.
- Provide a transition in scale of buildings from the town centre, moving north through White City East.
- Provide a flexible block plan that can accommodate, and be adapted to, a variety of building types, scales, sizes and a variety of amenity spaces.

3.158 The 2013 masterplan reflects progress towards the implementation of the original masterplan.

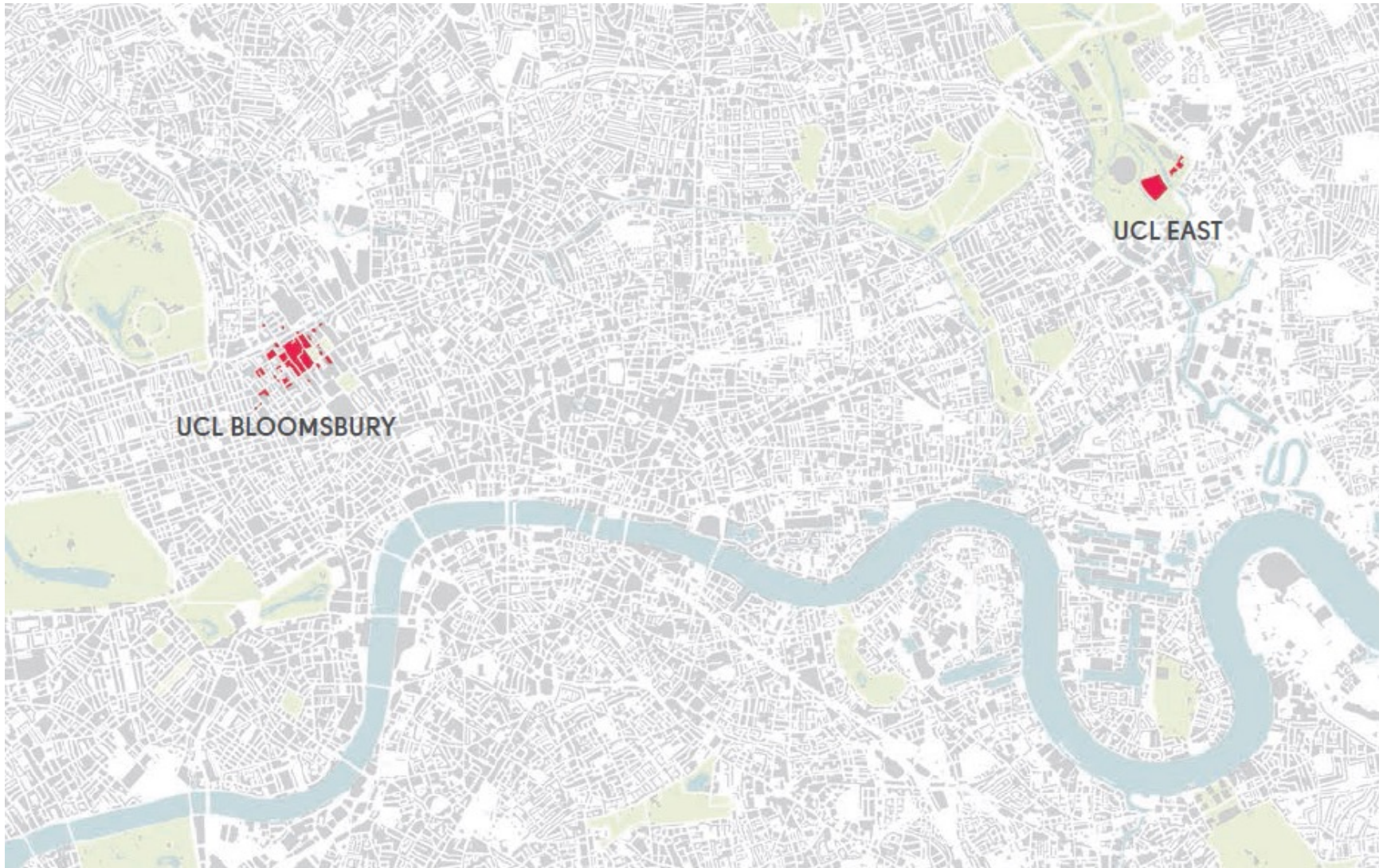




Imperial West

- Land acquisition opportunity
- Not constrained by policy or commercial structure
- Aims to achieve a commercially sustainable mix
- Expected to incorporate industry beside university
- Part of an “Opportunity Area”
- Supported by GLA and local authority (planning)

Bloomsbury & UCL East



WIDER CONTEXT OF FUTURE DEVELOPMENT IN/AROUND QEOP



Context - Olympicopolis



UCL East

- Conclusion of prolonged search for appropriate site(s)
- Subject of central Gov't and GLA sponsorship
- Some constraints eg. development timing, uses etc.
- Expected to incorporate mostly conventional HE uses
- Part of Olympicopolis, initiated by GLA

Universities and Urban Renewal

- Real Estate strategy (investment; growth etc.)
- Academic mission of the institution
- Sources of funding/investment; conditions attached
- Planning controls
- Neighbouring landowners/developers
- Conditions of local urban environment; priorities
- Strength and organisation of local communities

E N D

UNIVERSITY-LED URBAN REGENERATION CASE STUDIES

CASE STUDY 1

QUEEN'S CAMPUS: DURHAM
UNIVERSITY IN STOCKTON

Widening access to higher
education on a brownfield site

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL

CASE STUDY 2

UNIVERSITY OF CAMBRIDGE:
NORTH WEST CAMBRIDGE
DEVELOPMENT

A new urban district on former
green belt land



CASE STUDY 4

THE US MODELS:
UNIVERSITY OF PENNSYLVANIA
(PHILADELPHIA), NEW YORK
UNIVERSITY AND COLUMBIA
UNIVERSITY (NYC)

Global universities embedded
in urban neighbourhoods and
renewal processes

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL

CASE STUDY 3

NEWCASTLE UNIVERSITY
AT SCIENCE CENTRAL

A 'living laboratory' for
sustainability in the city centre

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL

CASE STUDY 5

LAMBETH COUNCIL, BRIXTON
GREEN AND OVALHOUSE
THEATRE IN SOUTH LONDON

A co-operative community-led
development in inner London

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL



UCL ESTATES



UNIVERSITIES LEADING ON URBAN REGENERATION

'Cities are produced through processes of uneven development based on rounds of accumulation, commoditisation, and particular geographies of biased investment and preference that produce unequal processes of urbanisation. This historical process of accumulation and dispossession has to be actively produced – urbanism is an unequal achievement, and in that achievement, the past, present, and future of the city are constantly being brought into being, contested, and rethought' (McFarlane 2011:652)

In this set of case studies we present a number of different scenarios for university-led 'place-based leadership':

Durham University, which took on a key role in the economic and social regeneration of Teesside back in the early 1990s, with an emphasis on tackling issues around health, poverty, and lack of access to higher education through the development of its Queens Campus site in Stockton

Newcastle University, which is currently developing new university facilities on the city's emerging Science Central site in partnership with the city council, in order to stimulate the transition to the knowledge economy, promote sustainability research, and address social inequalities in the local area

University of Cambridge, which is developing a new urban quarter in the northwest of the city to accommodate its postdoctoral research staff but also to provide community infrastructure for the wider residential area, contribute to the city's much-needed housing supply, and set new standards of sustainable design.

In case study 4, we compare these scenarios with initiatives launched by three US universities over a similar period – **Pennsylvania, New York University and Columbia** – to highlight the transatlantic and international context in which universities are developing their spatial expansion strategies, and the corresponding emphasis on participation in wider urban regeneration processes.

And finally in case study 5, we look at an example of local urban regeneration in **London – Somerleyton Road** – proceeding without the input of a university 'anchor institution', with a view to highlighting the similarities and contrasts between development approaches, specifically in terms of the principle of local community participation and benefits, and co-operative working with the local council.

Each case study is divided into four sections: *firstly* the historical institutional context for the development, the way it has been shaped by national higher education and regeneration policies, and the choice of a site;

secondly the institutional and external visions and narratives which have defined and communicated the idea of the project and mobilised a wide base of support for its realisation;

thirdly the processes and structures put in place to bring the development to fruition, including governance, finance, and partnerships with other urban actors, as well as the tools used to materialise the vision, in particular community engagement and architects' plans and drawings;

fourthly at the process of translation of visions and aspirations into the reality of local place, through the complex business of local planning systems, construction, and towards a set of hoped-for social, economic and environmental benefits for the wider urban area.

UNIVERSITIES WORKING WITH COMMUNITIES

'As cities compete for status in a world hierarchy of cosmopolitan urban centres, radically re-making vast tracts of the urban landscape to attract global investment, it is vital to consider what voice under-represented and marginalised local communities have in preserving their identity and right to sustain ordinary dwellings and livelihoods.' (Campkin, Melhuish, Ross 2014:Heritage and Renewal in Doha, Urban Pamphleteer #4)

Universities are promoted as agents of urban regeneration because they are seen to generate economic activity and produce skilled localised workforces to power the knowledge economy (NESTA 2009, RSA 2014), while offering stability and 'sticky capital' (quoting Murrasse 2001) as anchors for development with a long-term commitment to place and community participation. Furthermore they have access to alternative and diverse sources of funding, from both higher education and urban renewal funds, that can be directed into physical projects with benefits for stakeholders including business and local communities (Goddard and Vallance 2013).

But although universities are increasingly used (by governments) to support austerity projects and neo-liberal agendas through the assumption of political and economic functions, 'narrow policies aimed at optimizing the economic function of universities' (Addie et al 2015:34) do not necessarily lead to benefits for less skilled workers and excluded communities in local neighbourhoods.

Most universities are working hard to distance themselves from the imagery of dreaming spires, ivory towers, academical villages, and other utopian scholastic communities with which they identified in the past. Instead, they are using the language of the knowledge or innovation cluster, urban laboratory, communiversity, non-campus campus, and other terms, to evoke new images and institutional identities that are gradually emerging as new types of built form. These are being packaged as new components of the urban landscape, within precincts, quarters and extensions, to underpin a re-visioning of the university as urban placemaker and agent of regeneration'

'The plan of a university, like that of a city, should be a mechanism for enabling things to happen, for the enhancement of life' (Sir Peter Shephard, Shephard Epstein Hunter 1980)

Effective communication both within institutions (management, faculty, estates, and public engagement), and between institutions and their internal and external constituents, is essential to build trust, deliver a message about the nature and spirit of the university, and enable universities to contribute to the amelioration of urban problems.

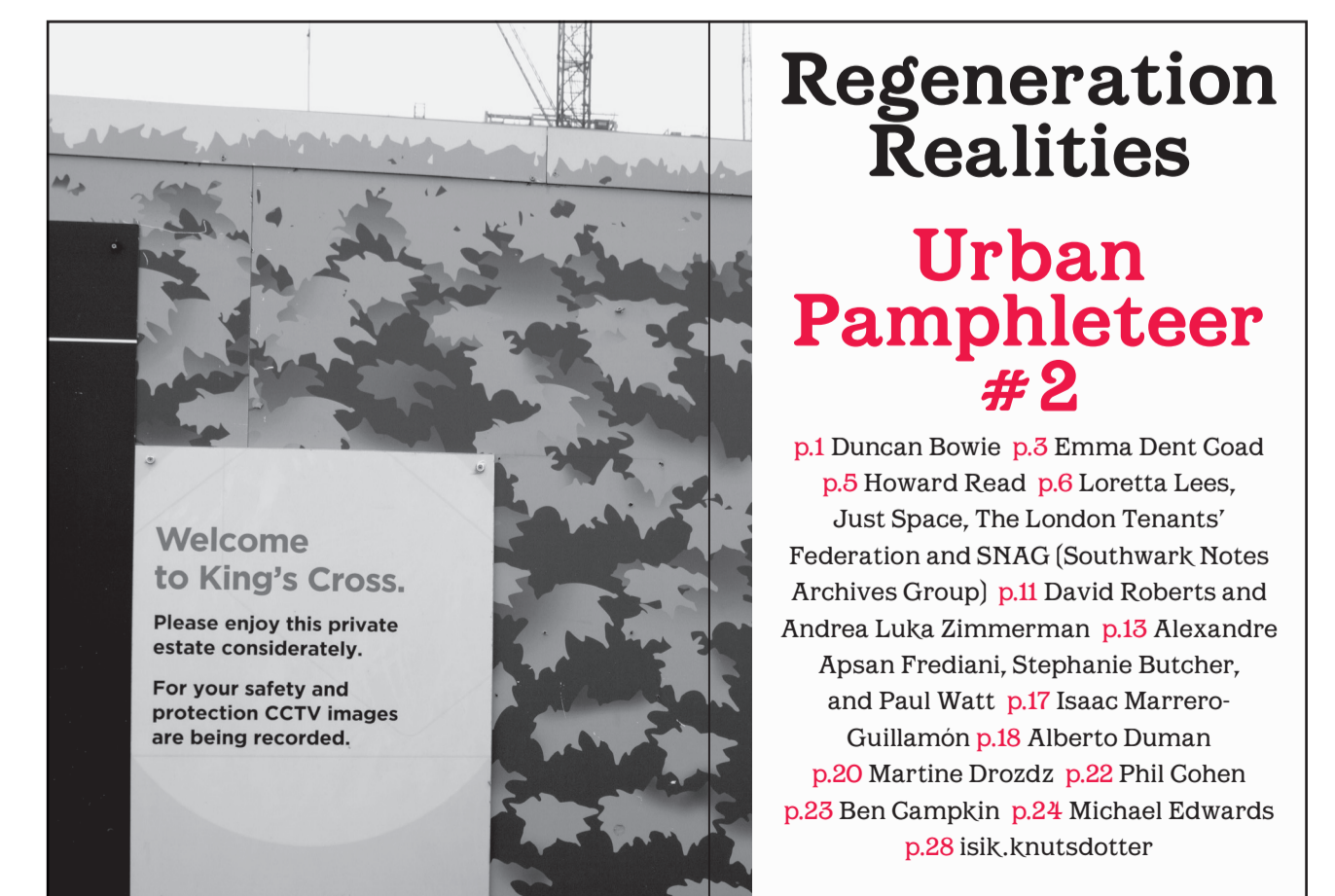




Image from winning competition submission for Olympiopropolis, the new cultural quarter in the Olympic Park

King's Cross Central

Olympic Legacy

White City

Wood Wharf

Elephant & Castle

Greenwich Peninsula

Canada Water

Brent Cross Cricklewood

King's Cross Central

UAL Central St Martins

Olympic Legacy

UAL London College of Fashion
University College London

White City

Imperial College

Wood Wharf

Elephant & Castle

UAL London College of Communication
South Bank University

Greenwich Peninsula

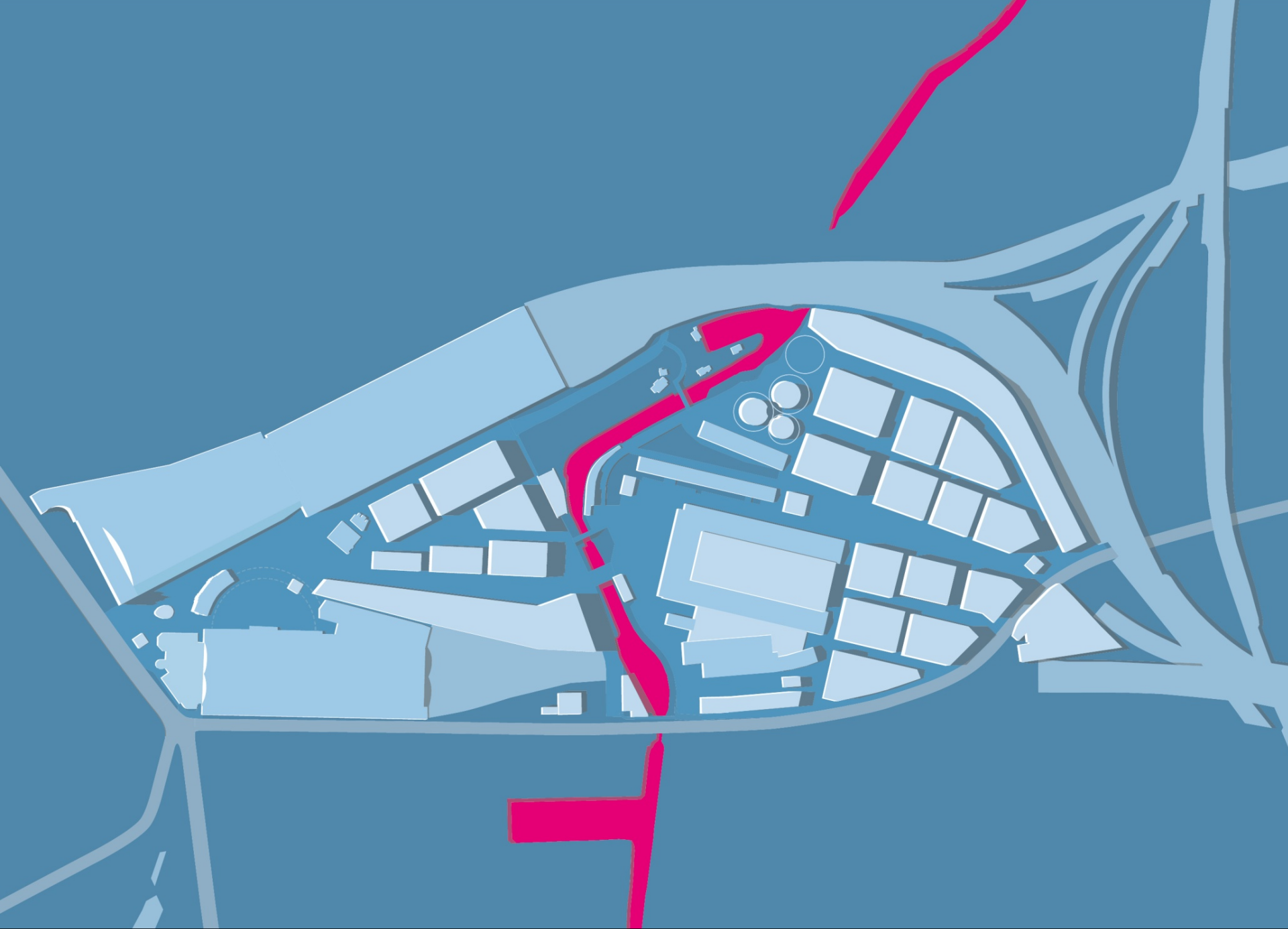
Ravensbourne

Canada Water

King's College London

Brent Cross Cricklewood

.....and associated university projects



Kings Cross masterplan

University of Central Lancashire campus



University of Central Lancashire campus



- AB Adelphi Building
- AC St Peters Arts Centre
- AL Allen Building
- BB Brook Building
- CB Chandler Building
- CM Computing and Technology Building
- DB Darwin Building
- EB Edward Building
- FB Foster Building
- FY Fylde Building
- GR Greenbank Building
- JBF JB Firth Building
- HA Harrington Building
- HB Harris Building
- HR Hanover Building
- KM Kirkham Building
- LE Leighton Building
- LH Livesey House
- LIB Library & Learning and Information Services
- MB Maudland Building
- MC Medical Centre
- ME Media Factory
- MF Multi-Faith Centre
- MO Moss Building
- PSC Pre-School Centre
- SB Stewart Building
- STF Sir Tom Finney Sports Centre
- SU/ 53° Students' Union/ 53 Degrees
- SZ Sizer House
- VB Victoria Building
- VE Vernon Building
- WB Wharf Building
- Bm Boatsmans Court
- Bw Bowran House
- Dr Douglas Hall
- Dw Derwent Hall
- Er Eden Hall
- iQ iQ Preston
- Pn Pendle Hall
- Ri Ribble Hall
- Rr Roeburn Hall
- Wr Whitendale Hall

- Blue Zone - Harris site
- Green Zone - Media Factory site
- Orange Zone - Adelphi site
- Purple Zone - Harrington site

Existing UCLAN campus zones

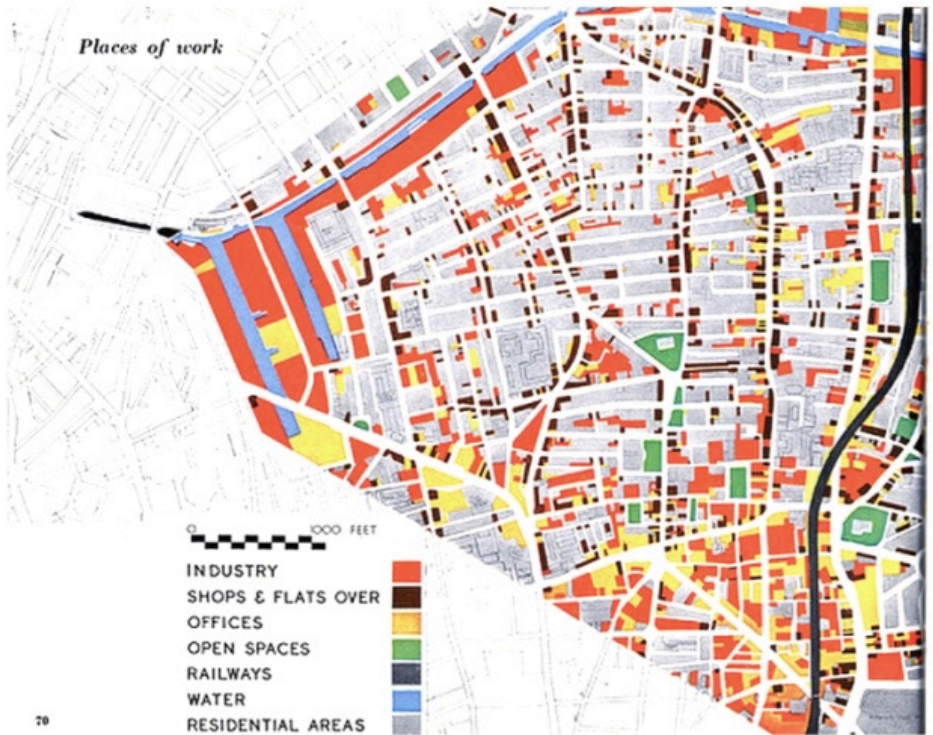
UCLAN campus plan: buildings not spaces



Typical campus environment with buildings facing away from street



Original university building with strong relationship to street



Use map of Shoreditch as surveyed in the 1930s



Proposal for redesigning Shoreditch presented in the County of London Plan

Plans from Abercrombie's: Greater London Plan (1944) showing Shoreditch as existing (left) and as proposed (right) with uses rationalised and zoned.

UNIVERSITY-LED URBAN REGENERATION CASE STUDIES

CASE STUDY 1

QUEEN'S CAMPUS: DURHAM
UNIVERSITY IN STOCKTON

Widening access to higher
education on a brownfield site

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL

CASE STUDY 2

UNIVERSITY OF CAMBRIDGE:
NORTH WEST CAMBRIDGE
DEVELOPMENT

A new urban district on former
green belt land

Urban Laboratory

urbanlab UCL ESTATES UCL

CASE STUDY 4

THE US MODELS:
UNIVERSITY OF PENNSYLVANIA
(PHILADELPHIA), NEW YORK
UNIVERSITY AND COLUMBIA
UNIVERSITY (NYC)

Global universities embedded
in urban neighbourhoods and
renewal processes

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL

CASE STUDY 5

LAMBETH COUNCIL, BRIXTON
GREEN AND OVALHOUSE
THEATRE IN SOUTH LONDON

A co-operative community-led
development in inner London

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL

CASE STUDY 3

NEWCASTLE UNIVERSITY
AT SCIENCE CENTRAL

A 'living laboratory' for
sustainability in the city centre

Urban Laboratory

urbanlab UCL ESTATES UCL



urbanlab

UCL ESTATES

UCL

UCL.AC.UK/URBANLAB/RESEARCH/UNIVERSITY-REGENERATION

UNIVERSITIES LEADING ON URBAN REGENERATION

'Cities are produced through processes of uneven development based on rounds of accumulation, commoditisation, and particular geographies of biased investment and preference that produce unequal processes of urbanisation. This historical process of accumulation and dispossession has to be actively produced – urbanism is an unequal achievement, and in that achievement, the past, present, and future of the city are constantly being brought into being, contested, and rethought' (McFarlane 2011:652)

In this set of case studies we present a number of different scenarios for university-led 'place-based leadership':

Durham University, which took on a key role in the economic and social regeneration of Teesside back in the early 1990s, with an emphasis on tackling issues around health, poverty, and lack of access to higher education through the development of its Queens Campus site in Stockton

Newcastle University, which is currently developing new university facilities on the city's emerging Science Central site in partnership with the city council, in order to stimulate the transition to the knowledge economy, promote sustainability research, and address social inequalities in the local area

University of Cambridge, which is developing a new urban quarter in the northwest of the city to accommodate its postdoctoral research staff but also to provide community infrastructure for the wider residential area, contribute to the city's much-needed housing supply, and set new standards of sustainable design.

In case study 4, we compare these scenarios with initiatives launched by three US universities over a similar period – **Pennsylvania, New York University and Columbia** – to highlight the transatlantic and international context in which universities are developing their spatial expansion strategies, and the corresponding emphasis on participation in wider urban regeneration processes.

And finally in case study 5, we look at an example of local urban regeneration in **London – Somerleyton Road** – proceeding without the input of a university 'anchor institution', with a view to highlighting the similarities and contrasts between development approaches, specifically in terms of the principle of local community participation and benefits, and co-operative working with the local council.

Each case study is divided into four sections: *firstly* the historical institutional context for the development, the way it has been shaped by national higher education and regeneration policies, and the choice of a site;

secondly the institutional and external visions and narratives which have defined and communicated the idea of the project and mobilised a wide base of support for its realisation;

thirdly the processes and structures put in place to bring the development to fruition, including governance, finance, and partnerships with other urban actors, as well as the tools used to materialise the vision, in particular community engagement and architects' plans and drawings;

fourthly at the process of translation of visions and aspirations into the reality of local place, through the complex business of local planning systems, construction, and towards a set of hoped-for social, economic and environmental benefits for the wider urban area.

UNIVERSITIES WORKING WITH COMMUNITIES

'As cities compete for status in a world hierarchy of cosmopolitan urban centres, radically re-making vast tracts of the urban landscape to attract global investment, it is vital to consider what voice under-represented and marginalised local communities have in preserving their identity and right to sustain ordinary dwellings and livelihoods.' (Campkin, Melhuish, Ross 2014:Heritage and Renewal in Doha, Urban Pamphleteer #4)

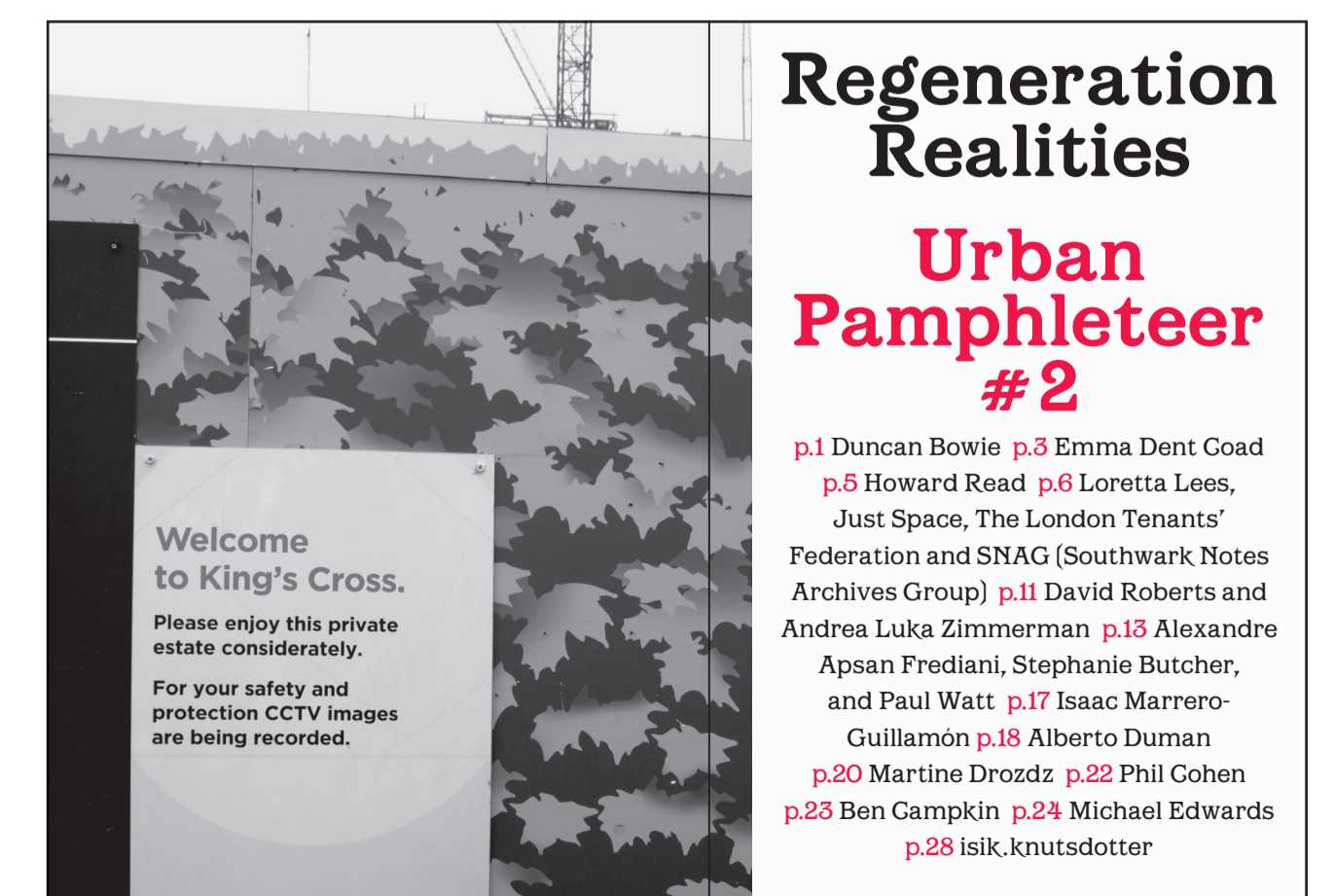
Universities are promoted as agents of urban regeneration because they are seen to generate economic activity and produce skilled localised workforces to power the knowledge economy (NESTA 2009, RSA 2014), while offering stability and 'sticky capital' (quoting Murrasse 2001) as anchors for development with a long-term commitment to place and community participation. Furthermore they have access to alternative and diverse sources of funding, from both higher education and urban renewal funds, that can be directed into physical projects with benefits for stakeholders including business and local communities (Goddard and Vallance 2013).

But although universities are increasingly used (by governments) to support austerity projects and neo-liberal agendas through the assumption of political and economic functions, 'narrow policies aimed at optimizing the economic function of universities' (Addie et al 2015:34) do not necessarily lead to benefits for less skilled workers and excluded communities in local neighbourhoods.

Most universities are working hard to distance themselves from the imagery of dreaming spires, ivory towers, academical villages, and other utopian scholastic communities with which they identified in the past. Instead, they are using the language of the knowledge or innovation cluster, urban laboratory, communiversity, non-campus campus, and other terms, to evoke new images and institutional identities that are gradually emerging as new types of built form. These are being packaged as new components of the urban landscape, within precincts, quarters and extensions, to underpin a re-visioning of the university as urban placemaker and agent of regeneration'

'The plan of a university, like that of a city, should be a mechanism for enabling things to happen, for the enhancement of life' (Sir Peter Shephard, Shephard Epstein Hunter 1980)

Effective communication both within institutions (management, faculty, estates, and public engagement), and between institutions and their internal and external constituents, is essential to build trust, deliver a message about the nature and spirit of the university, and enable universities to contribute to the amelioration of urban problems.



Beyond the red line:

How are universities re-imagining cities and urban communities through their spatial development plans?

The University of Northampton

Waterside Campus

Sabine Coady Schäbitz

Director Collaborative Centre for the Built Environment

University of Northampton today

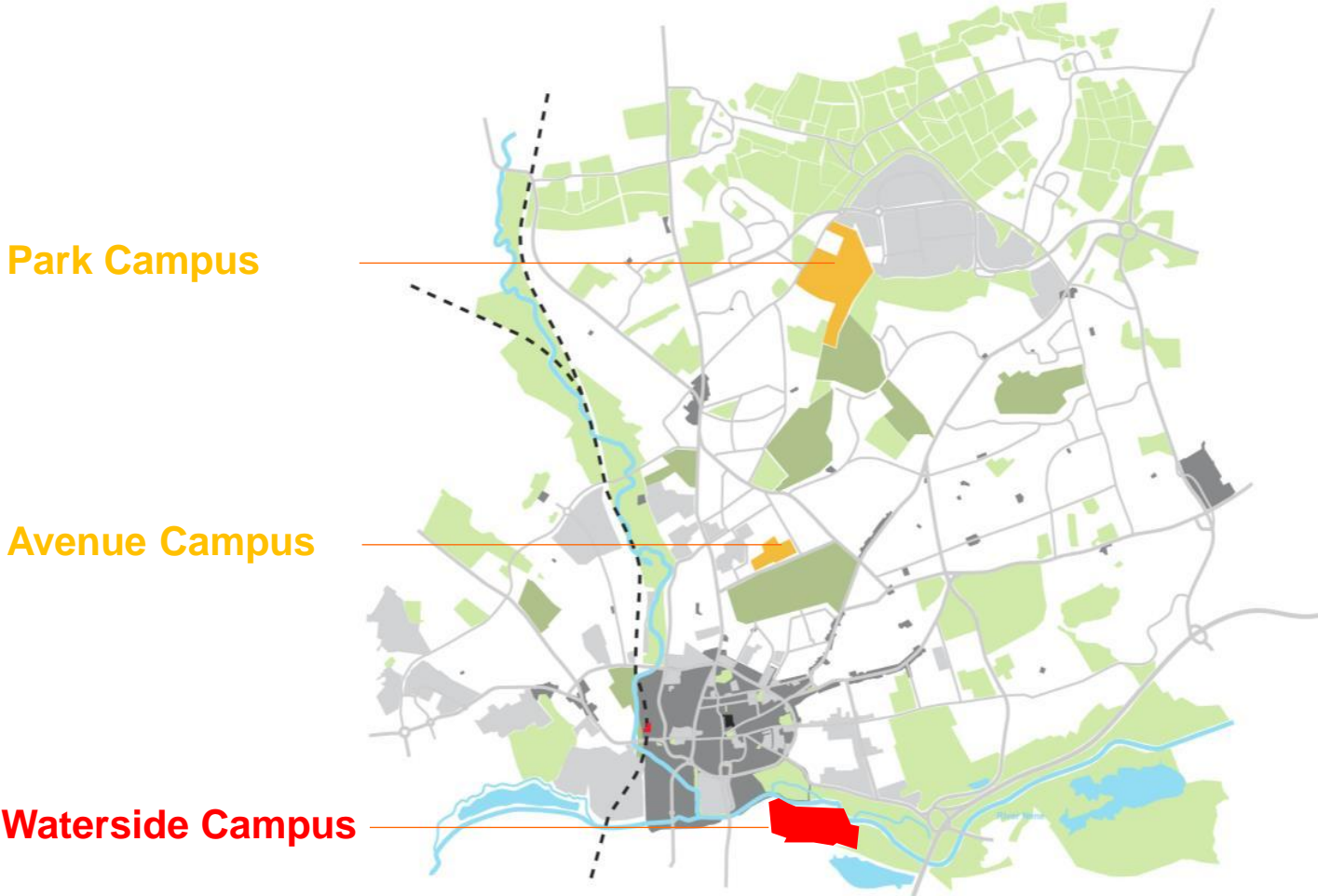
Avenue Campus



Park Campus



Plans
Consolidation in one new campus



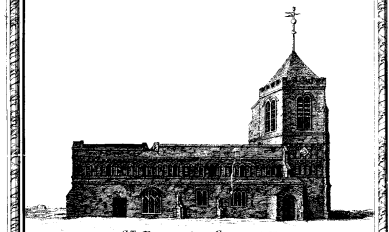
Northampton



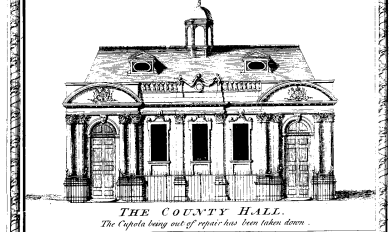
...one of the
'best-built' and
'handsomest'
of English towns"...
Daniel Defoe



CHURCH OF ALL SAINTS.



ST PETER'S CHURCH.



THE COUNTY HALL.

The Capitals being out of repair has been taken down.



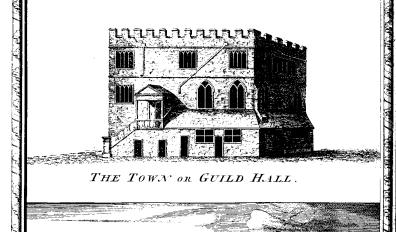
The County Gaol, formerly the Spicers Hall and the Infirmary. It has a garden behind and is a pleasant view of the Country.



CHURCH OF ST SEPULCHRE, after the Model of the Holy Sepulchre at JERUSALEM.



ST GILES'S CHURCH.



THE TOWN OR GUILD HALL.



THE TOWN OF NORTHAMPTON, as it appears from the River Nene, looking towards the West. The River Nene is the chief River of the County, and is the only one that runs through the Town. The River Nene is the chief River of the County, and is the only one that runs through the Town.

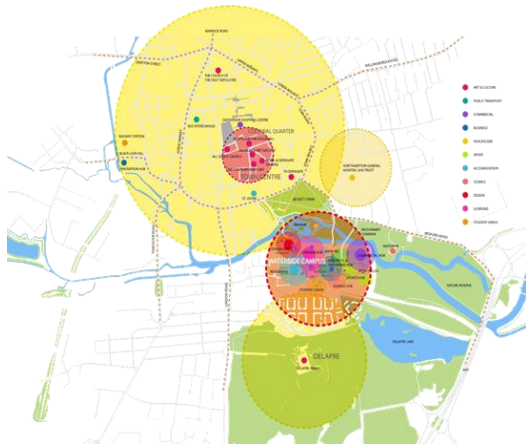
Key Drivers

- Competition
- Aspiration
- Opportunity
- Civic Mission

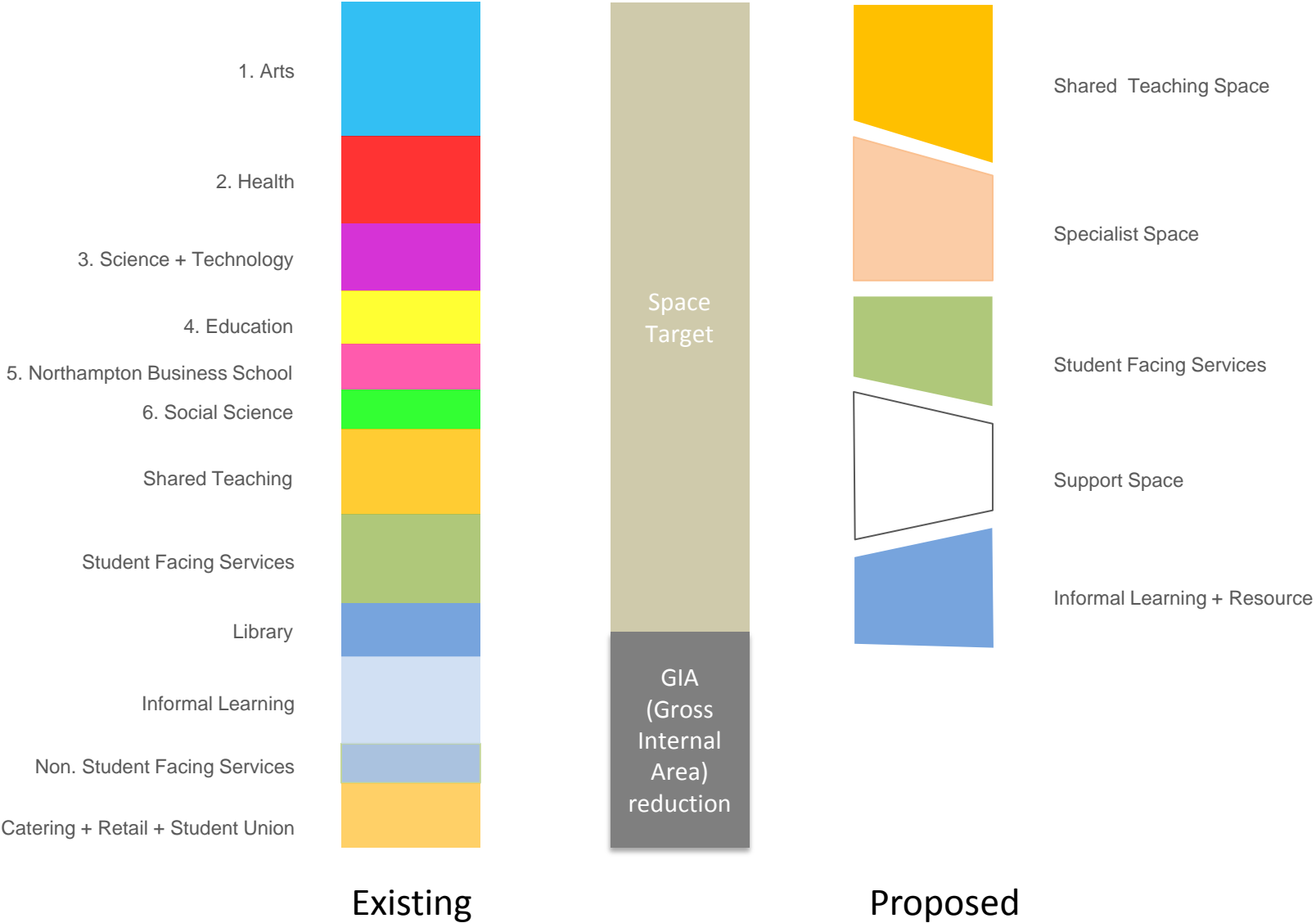


The Institutional and the Physical

- Destination Waterside
- Rethinking Education
- Changemaker Campus
- Pioneering Development



Consolidation Space Model



BECKET'S PARK

MARINA

MIDSUMMER
COMMON

DESIGN HUB

AVON HQ

LEARNING HUB

COMMERCIAL HUB

WATERSIDE CAMPUS

RESEARCH &
ENTERPRISE HUB

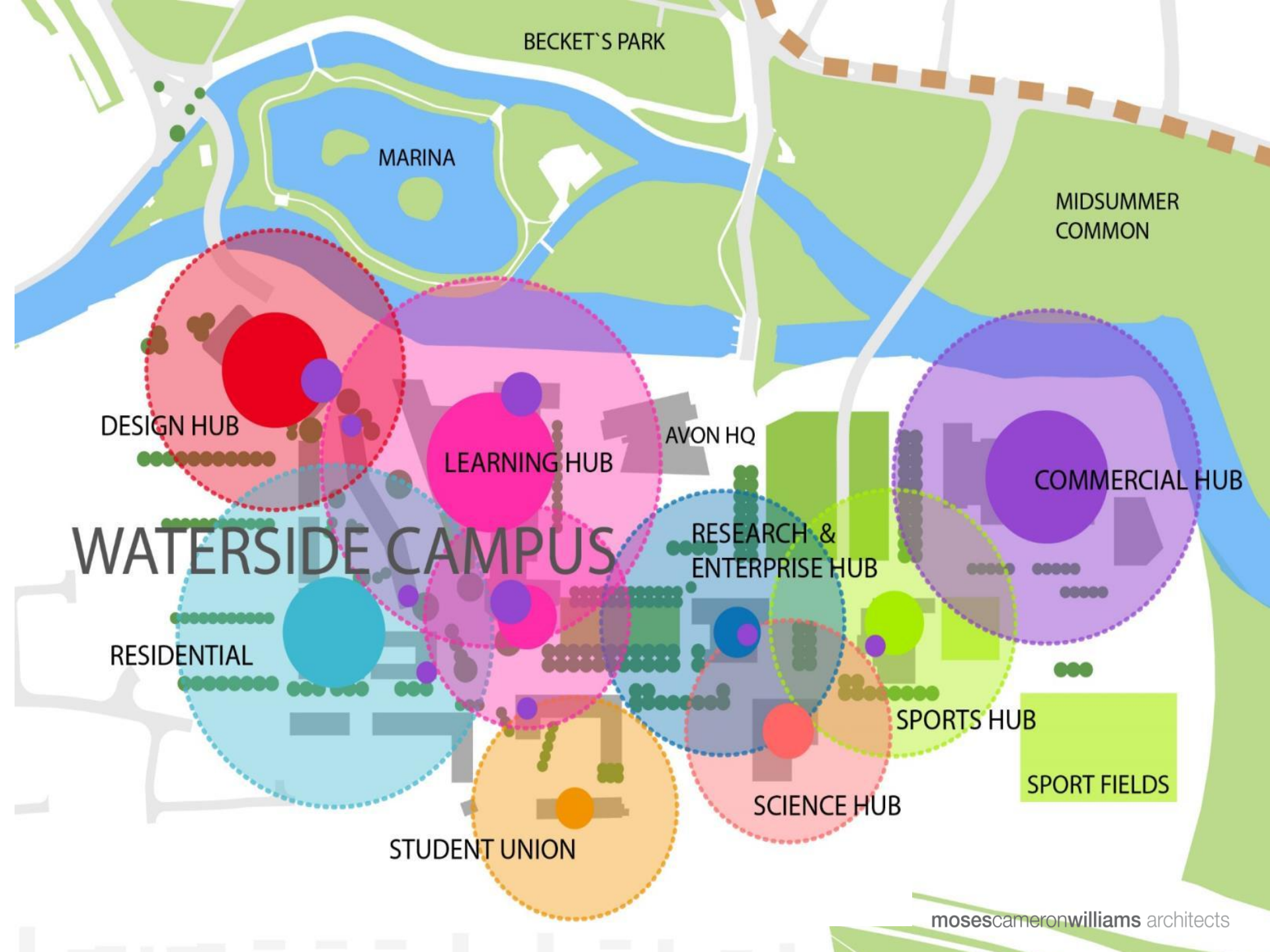
RESIDENTIAL

SPORTS HUB

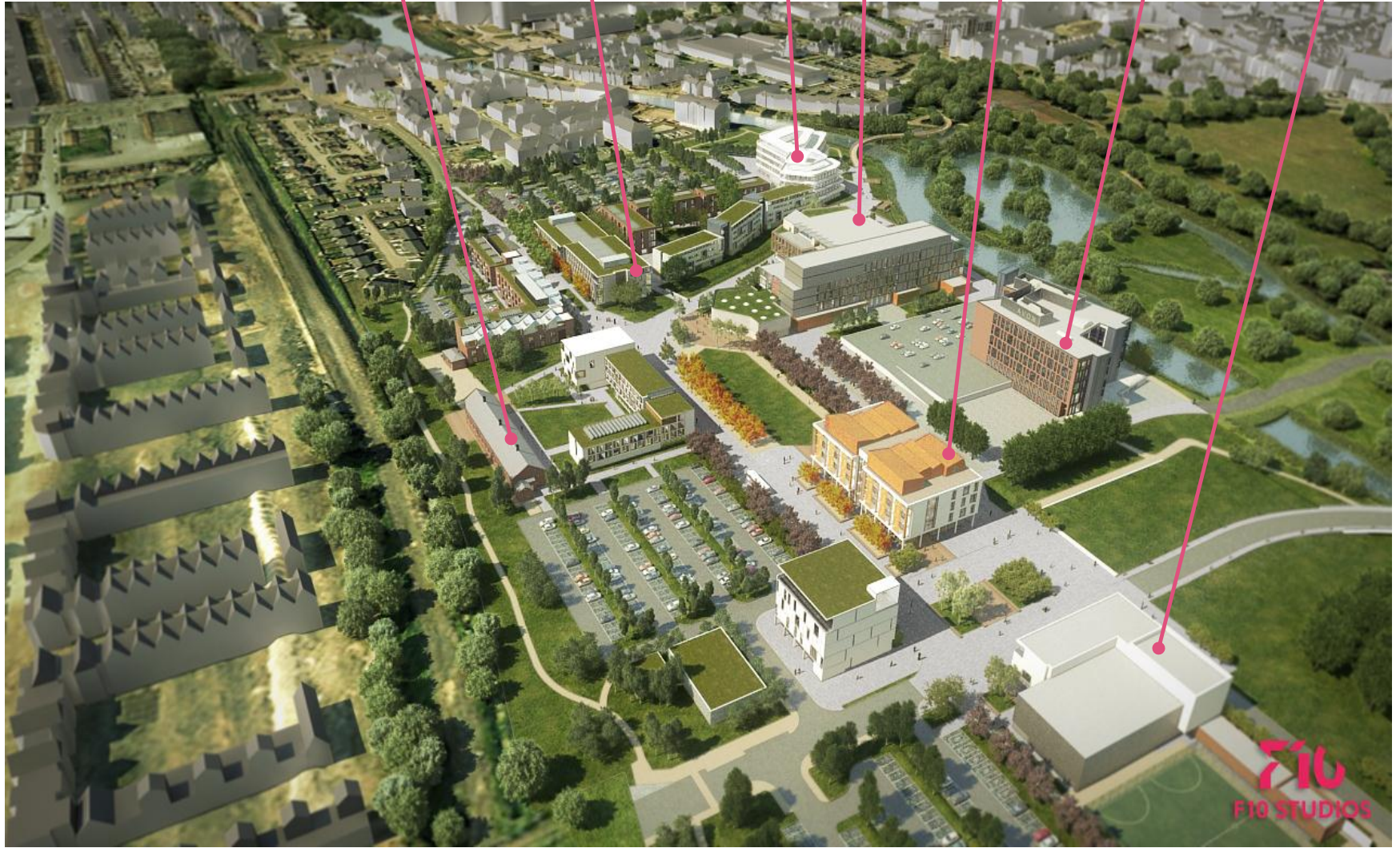
SPORT FIELDS

SCIENCE HUB

STUDENT UNION

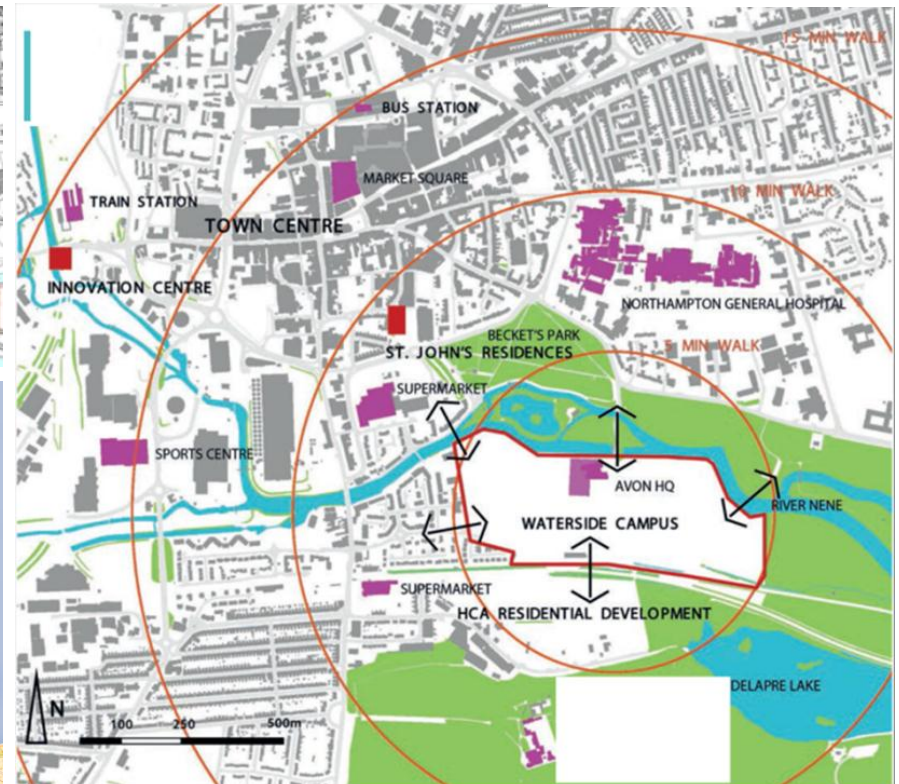


Engine Shed Student Village Creative Learning Hub Research & Enterprise Hub Avon Sports Hub



Urban Renewal beyond the Red Line

- Urban Regeneration
- Heart of the Community
- Mixed Development
- Catalyst



Waterside Campus

“Waterside Campus will be a vibrant place reflecting our values of innovation, enterprise, social impact and community – delivering pioneering research and stimulating growth within Northampton and the region”

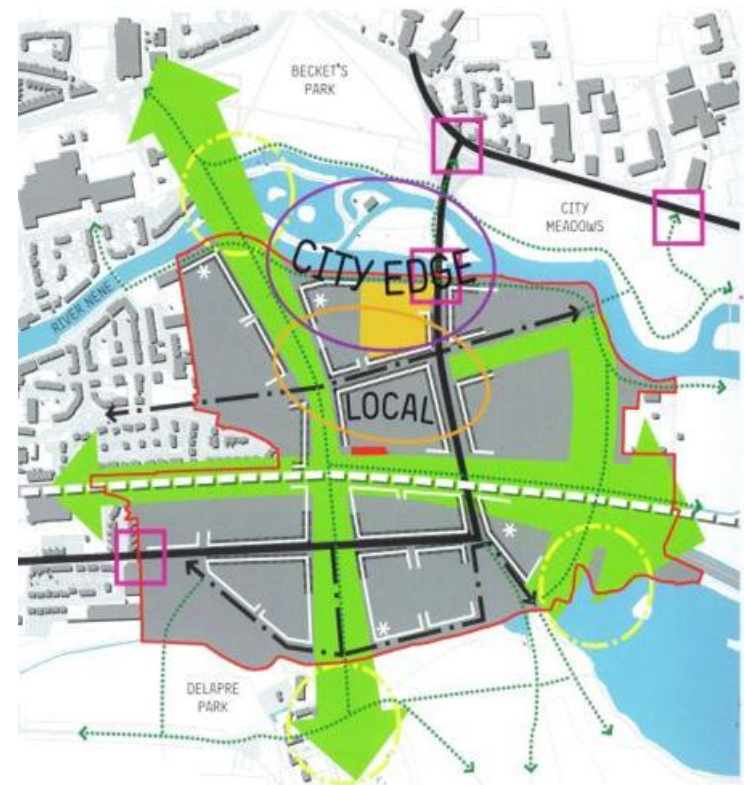
Nick Petford, VC UoN



Designers as Mediators: Contracted Masterplanners and Architects

Design Principles

- Delapre / Town Centre Link
- Mixed Use Development
- Places and Spaces
- Dispersed Parking
- Routes
- River edge

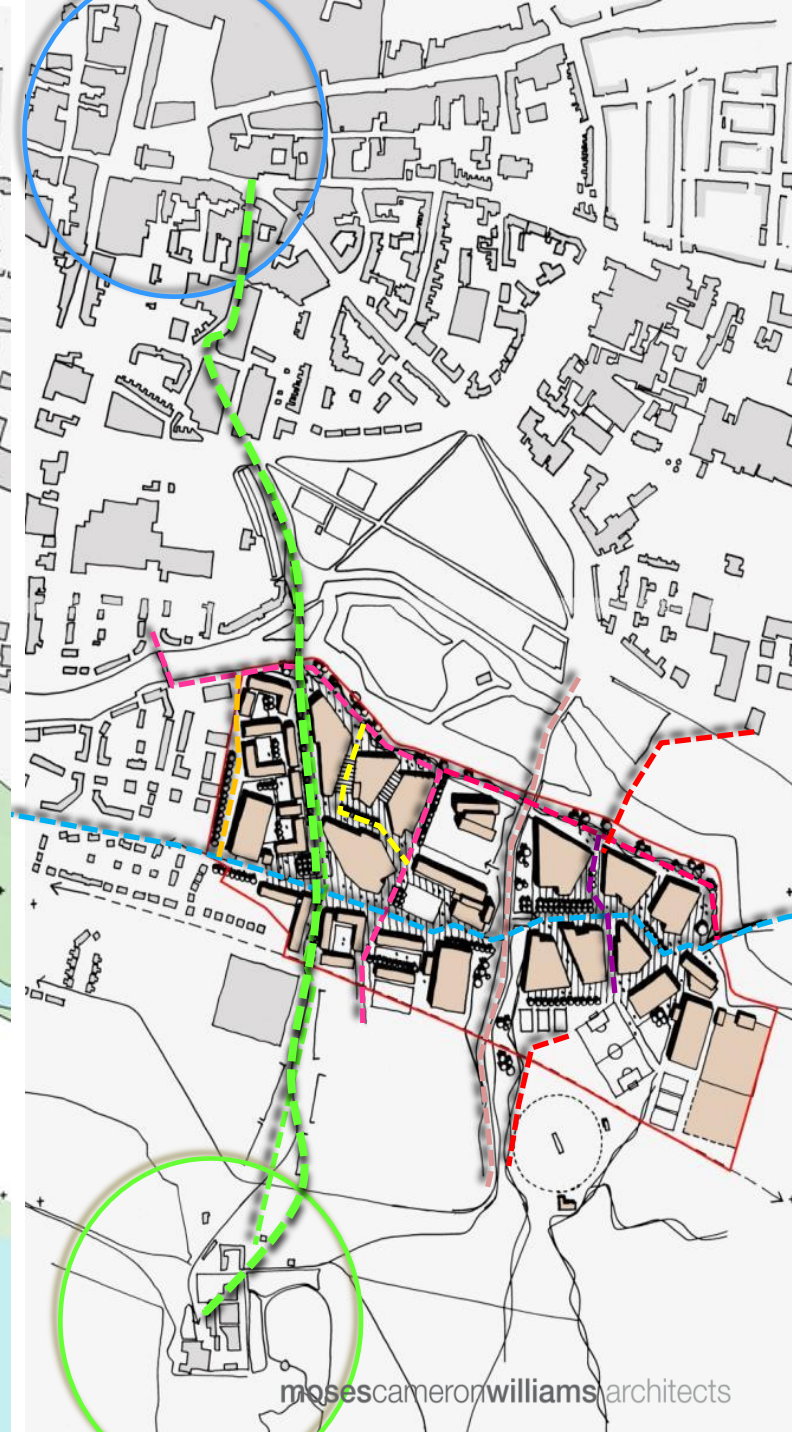
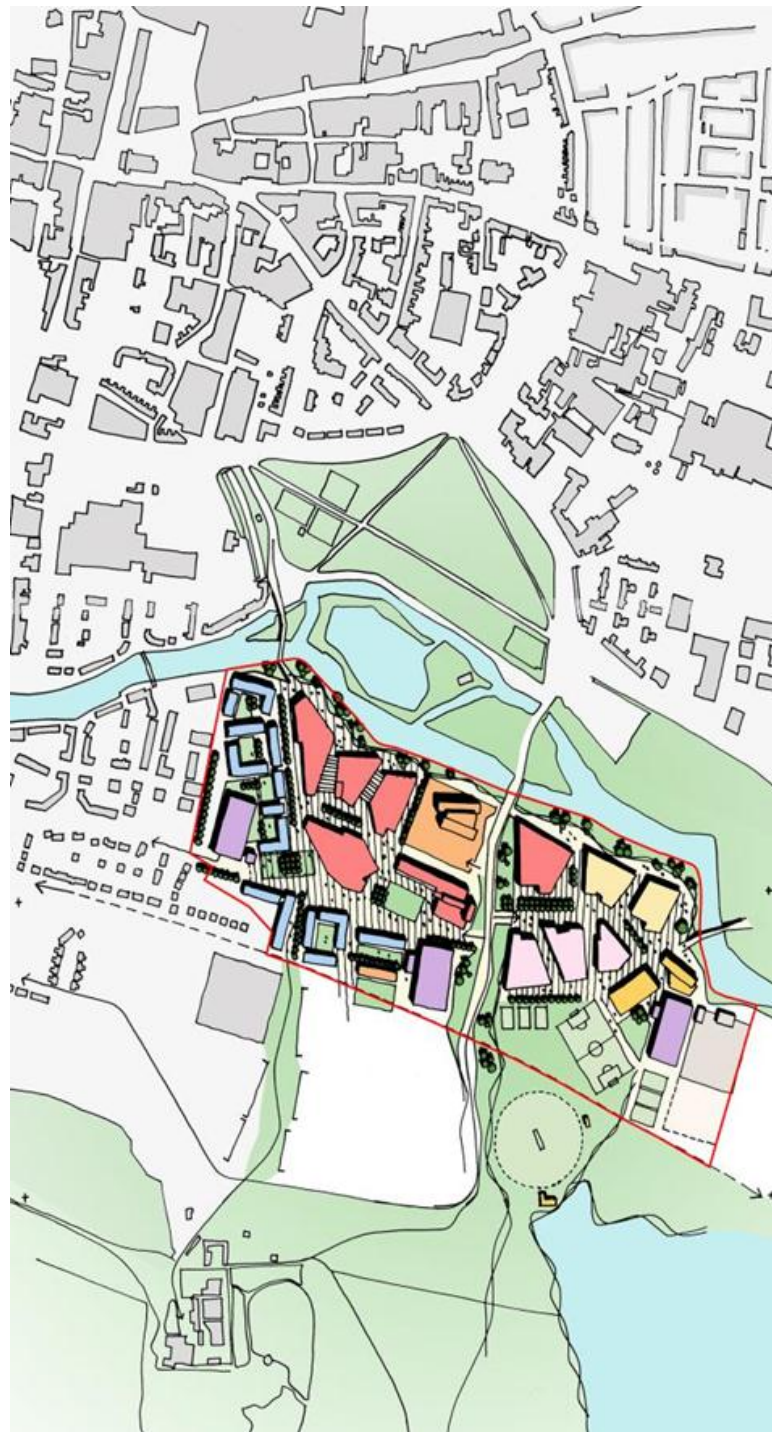


Masterplan WNDP Framework

“A vibrant living and working environment - within a unique river and park setting.”

Avon - Nunn Mills - Ransome Road Framework

- Academic
- Residential
- Commercial
- Academic Expansion
- Leisure
- Car Park



Designers as Mediators: University Town Northampton Project (UTN)

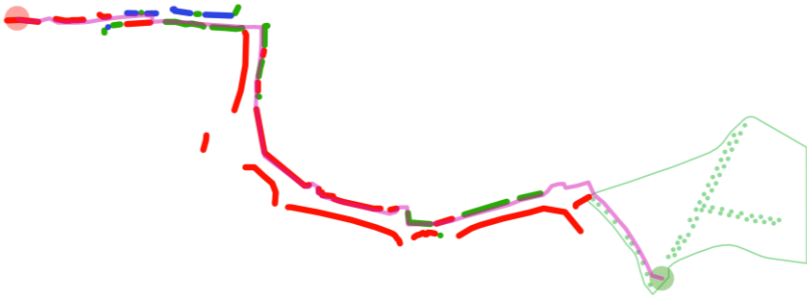
<http://www.utn.org.uk/>



universitytown
northampton



Space Syntax by Transform Places



Route Quality
Active / Passive / Dead





Avon-Nunn Mills-Ransome Road (ANMR)



Area: 27 ha
 Perimeter: 4.4km
 0.7km
 0.5km



9% built footprint



91% public realm and landscape

Designers as Mediators: UTN continued

Every town and city should have
an "URBAN ROOM"



AN EXHIBITION
SPACE



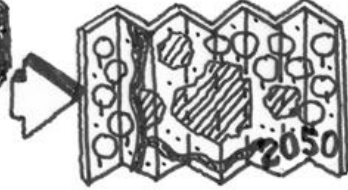
A LEARNING
SPACE



A COMMUNITY
SPACE



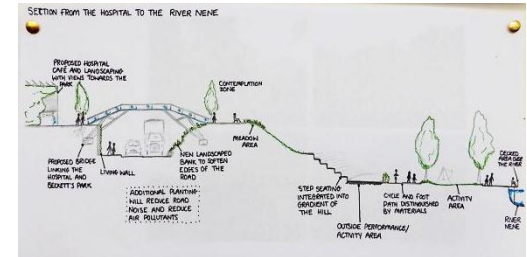
EXPLORING OUR PAST ...



... AND PLANNING THE FUTURE!!



Place
alliance



Thank you for your attention!

Sabine Coady Schäbitz
Director Collaborative Centre for the Built Environment
sabine.coadyschaebitz@northampton.ac.uk

UNIVERSITY-LED URBAN REGENERATION CASE STUDIES

CASE STUDY 1

QUEEN'S CAMPUS: DURHAM
UNIVERSITY IN STOCKTON

Widening access to higher
education on a brownfield site

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL

CASE STUDY 2

UNIVERSITY OF CAMBRIDGE:
NORTH WEST CAMBRIDGE
DEVELOPMENT

A new urban district on former
green belt land



CASE STUDY 4

THE US MODELS:
UNIVERSITY OF PENNSYLVANIA
(PHILADELPHIA), NEW YORK
UNIVERSITY AND COLUMBIA
UNIVERSITY (NYC)

Global universities embedded
in urban neighbourhoods and
renewal processes

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL

CASE STUDY 5

LAMBETH COUNCIL, BRIXTON
GREEN AND OVALHOUSE
THEATRE IN SOUTH LONDON

A co-operative community-led
development in inner London

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL

CASE STUDY 3

NEWCASTLE UNIVERSITY
AT SCIENCE CENTRAL

A 'living laboratory' for
sustainability in the city centre

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL

urbanlab

UCL ESTATES

UCL

UCL.AC.UK/URBANLAB/RESEARCH/UNIVERSITY-REGENERATION

UNIVERSITIES LEADING ON URBAN REGENERATION

'Cities are produced through processes of uneven development based on rounds of accumulation, commoditisation, and particular geographies of biased investment and preference that produce unequal processes of urbanisation. This historical process of accumulation and dispossession has to be actively produced – urbanism is an unequal achievement, and in that achievement, the past, present, and future of the city are constantly being brought into being, contested, and rethought' (McFarlane 2011:652)

In this set of case studies we present a number of different scenarios for university-led 'place-based leadership':

Durham University, which took on a key role in the economic and social regeneration of Teesside back in the early 1990s, with an emphasis on tackling issues around health, poverty, and lack of access to higher education through the development of its Queens Campus site in Stockton

Newcastle University, which is currently developing new university facilities on the city's emerging Science Central site in partnership with the city council, in order to stimulate the transition to the knowledge economy, promote sustainability research, and address social inequalities in the local area

University of Cambridge, which is developing a new urban quarter in the northwest of the city to accommodate its postdoctoral research staff but also to provide community infrastructure for the wider residential area, contribute to the city's much-needed housing supply, and set new standards of sustainable design.

In case study 4, we compare these scenarios with initiatives launched by three US universities over a similar period – **Pennsylvania, New York University and Columbia** – to highlight the transatlantic and international context in which universities are developing their spatial expansion strategies, and the corresponding emphasis on participation in wider urban regeneration processes.

And finally in case study 5, we look at an example of local urban regeneration in **London – Somerleyton Road** – proceeding without the input of a university 'anchor institution', with a view to highlighting the similarities and contrasts between development approaches, specifically in terms of the principle of local community participation and benefits, and co-operative working with the local council.

Each case study is divided into four sections: *firstly* the historical institutional context for the development, the way it has been shaped by national higher education and regeneration policies, and the choice of a site;

secondly the institutional and external visions and narratives which have defined and communicated the idea of the project and mobilised a wide base of support for its realisation;

thirdly the processes and structures put in place to bring the development to fruition, including governance, finance, and partnerships with other urban actors, as well as the tools used to materialise the vision, in particular community engagement and architects' plans and drawings;

fourthly at the process of translation of visions and aspirations into the reality of local place, through the complex business of local planning systems, construction, and towards a set of hoped-for social, economic and environmental benefits for the wider urban area.

UNIVERSITIES WORKING WITH COMMUNITIES

'As cities compete for status in a world hierarchy of cosmopolitan urban centres, radically re-making vast tracts of the urban landscape to attract global investment, it is vital to consider what voice under-represented and marginalised local communities have in preserving their identity and right to sustain ordinary dwellings and livelihoods.' (Campkin, Melhuish, Ross 2014:Heritage and Renewal in Doha, Urban Pamphleteer #4)

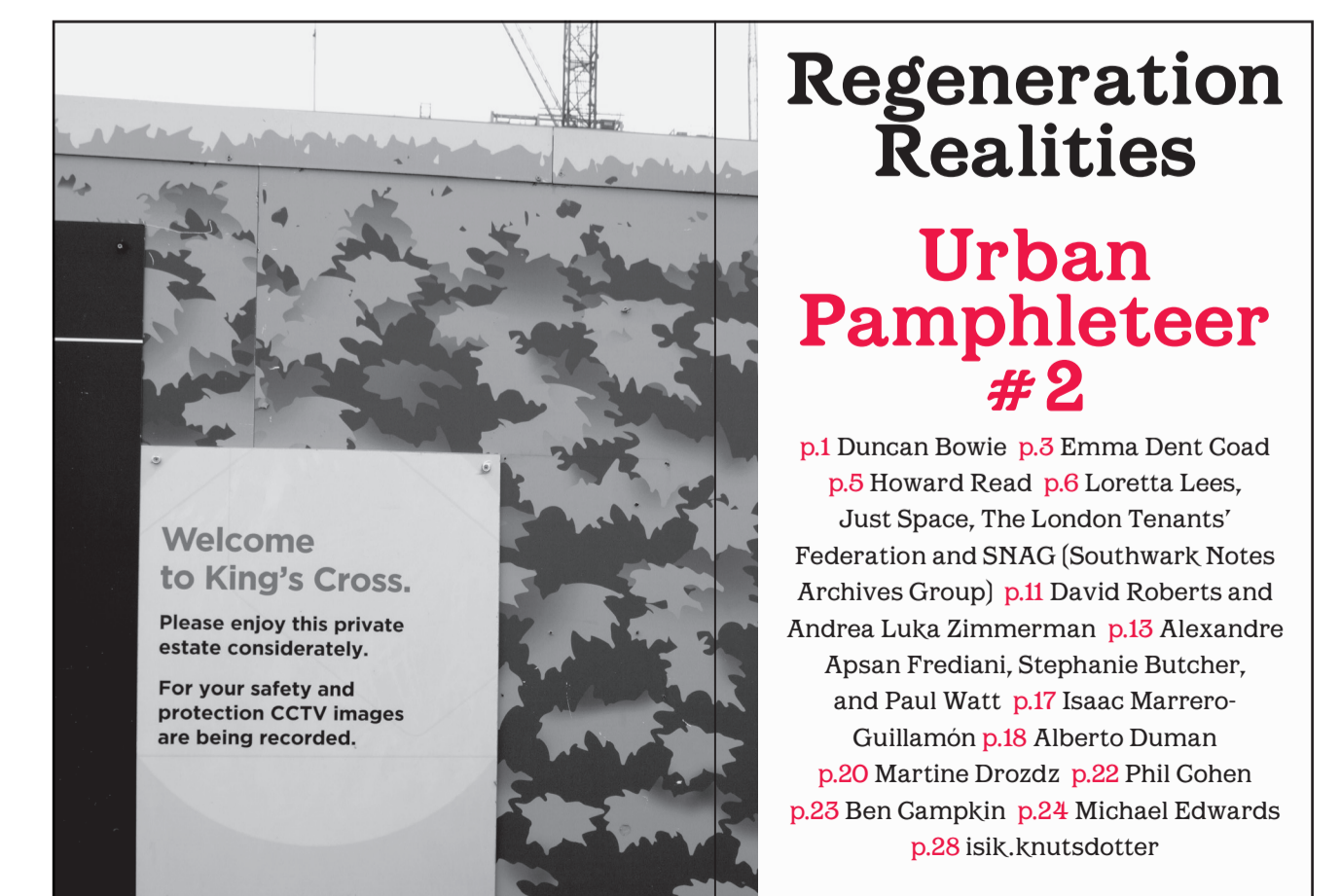
Universities are promoted as agents of urban regeneration because they are seen to generate economic activity and produce skilled localised workforces to power the knowledge economy (NESTA 2009, RSA 2014), while offering stability and 'sticky capital' (quoting Murrasse 2001) as anchors for development with a long-term commitment to place and community participation. Furthermore they have access to alternative and diverse sources of funding, from both higher education and urban renewal funds, that can be directed into physical projects with benefits for stakeholders including business and local communities (Goddard and Vallance 2013).

But although universities are increasingly used (by governments) to support austerity projects and neo-liberal agendas through the assumption of political and economic functions, 'narrow policies aimed at optimizing the economic function of universities' (Addie et al 2015:34) do not necessarily lead to benefits for less skilled workers and excluded communities in local neighbourhoods.

Most universities are working hard to distance themselves from the imagery of dreaming spires, ivory towers, academical villages, and other utopian scholastic communities with which they identified in the past. Instead, they are using the language of the knowledge or innovation cluster, urban laboratory, communiversity, non-campus campus, and other terms, to evoke new images and institutional identities that are gradually emerging as new types of built form. These are being packaged as new components of the urban landscape, within precincts, quarters and extensions, to underpin a re-visioning of the university as urban placemaker and agent of regeneration'

'The plan of a university, like that of a city, should be a mechanism for enabling things to happen, for the enhancement of life' (Sir Peter Shephard, Shephard Epstein Hunter 1980)

Effective communication both within institutions (management, faculty, estates, and public engagement), and between institutions and their internal and external constituents, is essential to build trust, deliver a message about the nature and spirit of the university, and enable universities to contribute to the amelioration of urban problems.





Corridor Manchester and Urban Knowledge Partnerships

Andrew Karvonen, University of Manchester



Corridor Manchester

Manchester City Council

Manchester Metropolitan University

University of Manchester

Royal Northern College of Music

Bruntwood











Central Manchester University Hospitals

NHS Trust

Manchester Science Parks Ltd

Arup & Partners Ltd



-  MANCHESTER CORRIDOR
-  MANCHESTER METROPOLITAN UNIVERSITY
-  UNIVERSITY OF MANCHESTER
-  MANCHESTER SCIENCE PARK
-  CULTURAL VENUES
-  CENTRAL MANCHESTER FOUNDATION TRUST
-  STATIONS
-  INNER RING ROAD
-  MAIN ROADS
-  STATIONS

Knowledge Economy

60,000 jobs

70,000 students

20% of city's economic output

Aim to be a top 5 innovation district in Europe

'Epicentre of the Northern Powerhouse'

UNIVERSITY-LED URBAN REGENERATION CASE STUDIES

CASE STUDY 1

QUEEN'S CAMPUS: DURHAM
UNIVERSITY IN STOCKTON

Widening access to higher
education on a brownfield site

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL

CASE STUDY 2

UNIVERSITY OF CAMBRIDGE:
NORTH WEST CAMBRIDGE
DEVELOPMENT

A new urban district on former
green belt land



CASE STUDY 4

THE US MODELS:
UNIVERSITY OF PENNSYLVANIA
(PHILADELPHIA), NEW YORK
UNIVERSITY AND COLUMBIA
UNIVERSITY (NYC)

Global universities embedded
in urban neighbourhoods and
renewal processes

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL

CASE STUDY 5

LAMBETH COUNCIL, BRIXTON
GREEN AND OVALHOUSE
THEATRE IN SOUTH LONDON

A co-operative community-led
development in inner London

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL

CASE STUDY 3

NEWCASTLE UNIVERSITY
AT SCIENCE CENTRAL

A 'living laboratory' for
sustainability in the city centre

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL

UNIVERSITIES LEADING ON URBAN REGENERATION

'Cities are produced through processes of uneven development based on rounds of accumulation, commoditisation, and particular geographies of biased investment and preference that produce unequal processes of urbanisation. This historical process of accumulation and dispossession has to be actively produced – urbanism is an unequal achievement, and in that achievement, the past, present, and future of the city are constantly being brought into being, contested, and rethought' (McFarlane 2011:652)

In this set of case studies we present a number of different scenarios for university-led 'place-based leadership':

Durham University, which took on a key role in the economic and social regeneration of Teesside back in the early 1990s, with an emphasis on tackling issues around health, poverty, and lack of access to higher education through the development of its Queens Campus site in Stockton

Newcastle University, which is currently developing new university facilities on the city's emerging Science Central site in partnership with the city council, in order to stimulate the transition to the knowledge economy, promote sustainability research, and address social inequalities in the local area

University of Cambridge, which is developing a new urban quarter in the northwest of the city to accommodate its postdoctoral research staff but also to provide community infrastructure for the wider residential area, contribute to the city's much-needed housing supply, and set new standards of sustainable design.

In case study 4, we compare these scenarios with initiatives launched by three US universities over a similar period – **Pennsylvania, New York University and Columbia** – to highlight the transatlantic and international context in which universities are developing their spatial expansion strategies, and the corresponding emphasis on participation in wider urban regeneration processes.

And finally in case study 5, we look at an example of local urban regeneration in **London – Somerleyton Road** – proceeding without the input of a university 'anchor institution', with a view to highlighting the similarities and contrasts between development approaches, specifically in terms of the principle of local community participation and benefits, and co-operative working with the local council.

Each case study is divided into four sections: *firstly* the historical institutional context for the development, the way it has been shaped by national higher education and regeneration policies, and the choice of a site;

secondly the institutional and external visions and narratives which have defined and communicated the idea of the project and mobilised a wide base of support for its realisation;

thirdly the processes and structures put in place to bring the development to fruition, including governance, finance, and partnerships with other urban actors, as well as the tools used to materialise the vision, in particular community engagement and architects' plans and drawings;

fourthly at the process of translation of visions and aspirations into the reality of local place, through the complex business of local planning systems, construction, and towards a set of hoped-for social, economic and environmental benefits for the wider urban area.

UNIVERSITIES WORKING WITH COMMUNITIES

'As cities compete for status in a world hierarchy of cosmopolitan urban centres, radically re-making vast tracts of the urban landscape to attract global investment, it is vital to consider what voice under-represented and marginalised local communities have in preserving their identity and right to sustain ordinary dwellings and livelihoods.' (Campkin, Melhuish, Ross 2014:Heritage and Renewal in Doha, Urban Pamphleteer #4)

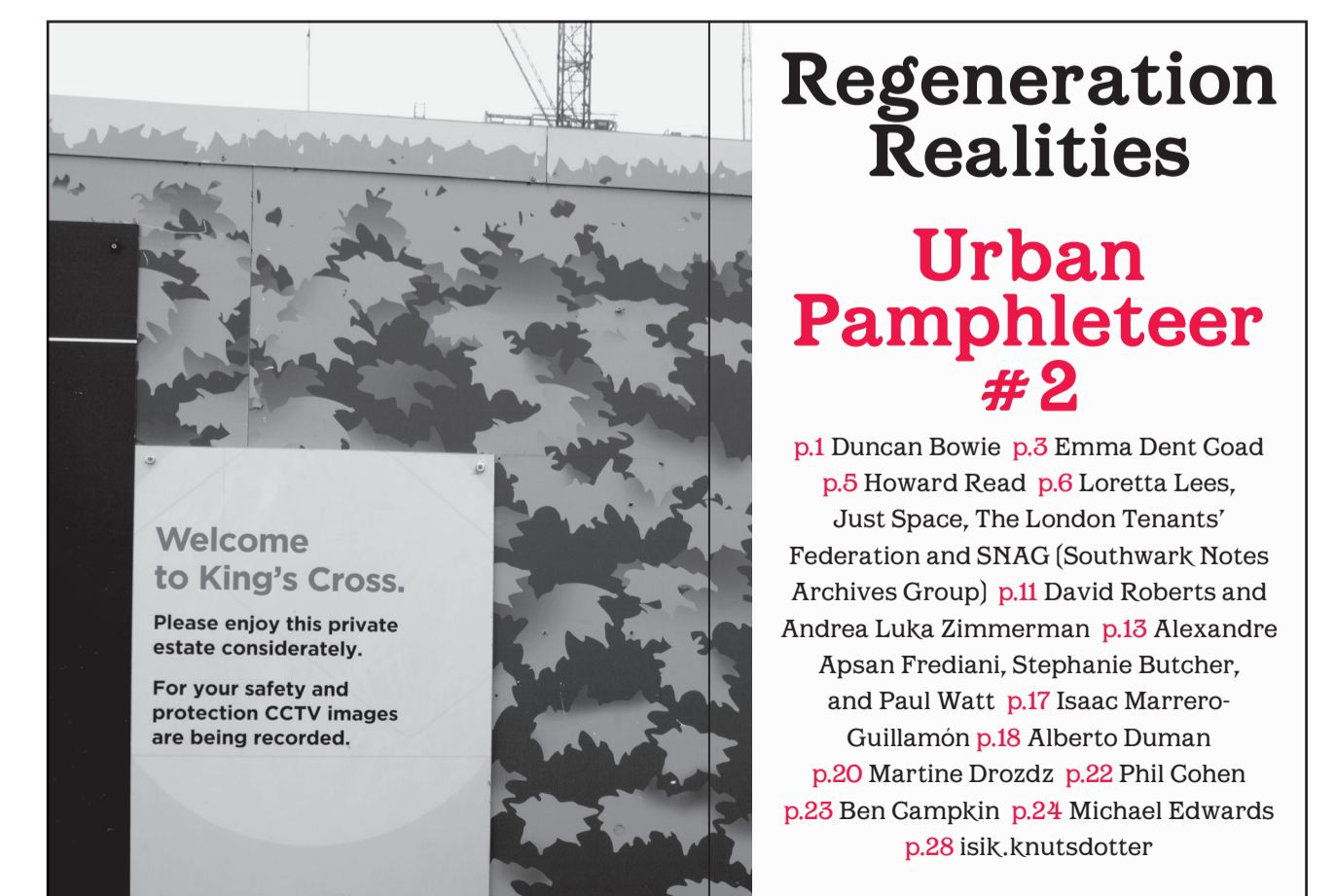
Universities are promoted as agents of urban regeneration because they are seen to generate economic activity and produce skilled localised workforces to power the knowledge economy (NESTA 2009, RSA 2014), while offering stability and 'sticky capital' (quoting Murrasse 2001) as anchors for development with a long-term commitment to place and community participation. Furthermore they have access to alternative and diverse sources of funding, from both higher education and urban renewal funds, that can be directed into physical projects with benefits for stakeholders including business and local communities (Goddard and Vallance 2013).

But although universities are increasingly used (by governments) to support austerity projects and neo-liberal agendas through the assumption of political and economic functions, 'narrow policies aimed at optimizing the economic function of universities' (Addie et al 2015:34) do not necessarily lead to benefits for less skilled workers and excluded communities in local neighbourhoods.

Most universities are working hard to distance themselves from the imagery of dreaming spires, ivory towers, academical villages, and other utopian scholastic communities with which they identified in the past. Instead, they are using the language of the knowledge or innovation cluster, urban laboratory, communiversity, non-campus campus, and other terms, to evoke new images and institutional identities that are gradually emerging as new types of built form. These are being packaged as new components of the urban landscape, within precincts, quarters and extensions, to underpin a re-visioning of the university as urban placemaker and agent of regeneration'

'The plan of a university, like that of a city, should be a mechanism for enabling things to happen, for the enhancement of life' (Sir Peter Shephard, Shephard Epstein Hunter 1980)

Effective communication both within institutions (management, faculty, estates, and public engagement), and between institutions and their internal and external constituents, is essential to build trust, deliver a message about the nature and spirit of the university, and enable universities to contribute to the amelioration of urban problems.



How can universities most effectively **communicate their visions** for development, and **forge successful partnerships** with urban stakeholders and communities to realise wider social benefits and develop models for inclusive urbanism that **prioritise local needs in conjunction with global reach?**

Stephanie Glendinning
Prof Civil Engineering
Newcastle University

CASE STUDY 3


NEWCASTLE UNIVERSITY
AT SCIENCE CENTRAL

A 'living laboratory' for
sustainability in the city centre

Building type massing and quantum



University	16,800 sqm
Business	81,950 sqm
Residential (inc. student housing)	38,310 sqm
Hotel	5,900 sqm
Community Use	4,200 sqm
Retail	2,000 sqm
Leisure	4,550 sqm
Energy Centre	3,600 sqm
Multi-Storey Car Park	17,400 sqm
TOTAL	174,710 sqm



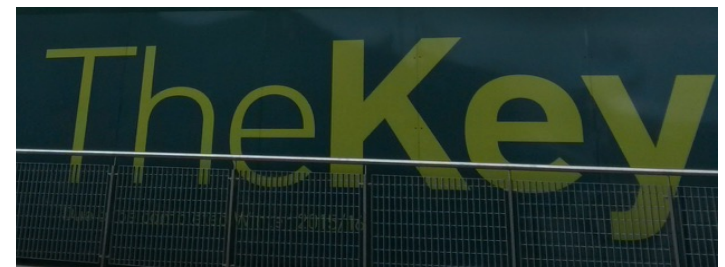
Newcastle University
UK | Malaysia | Singapore

Digitally enabled urban sustainability

Science Central Urban Sciences Building



The Key

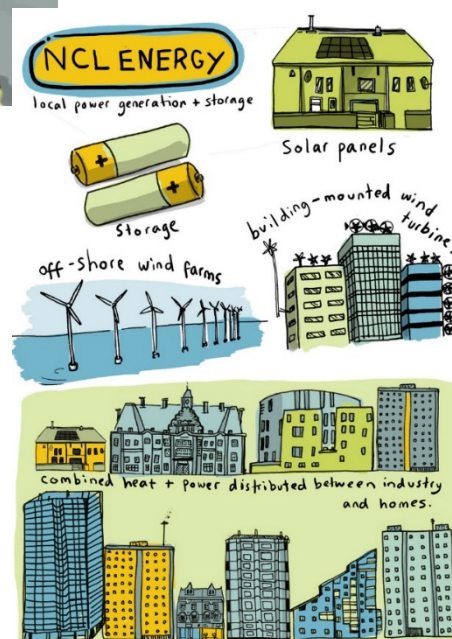
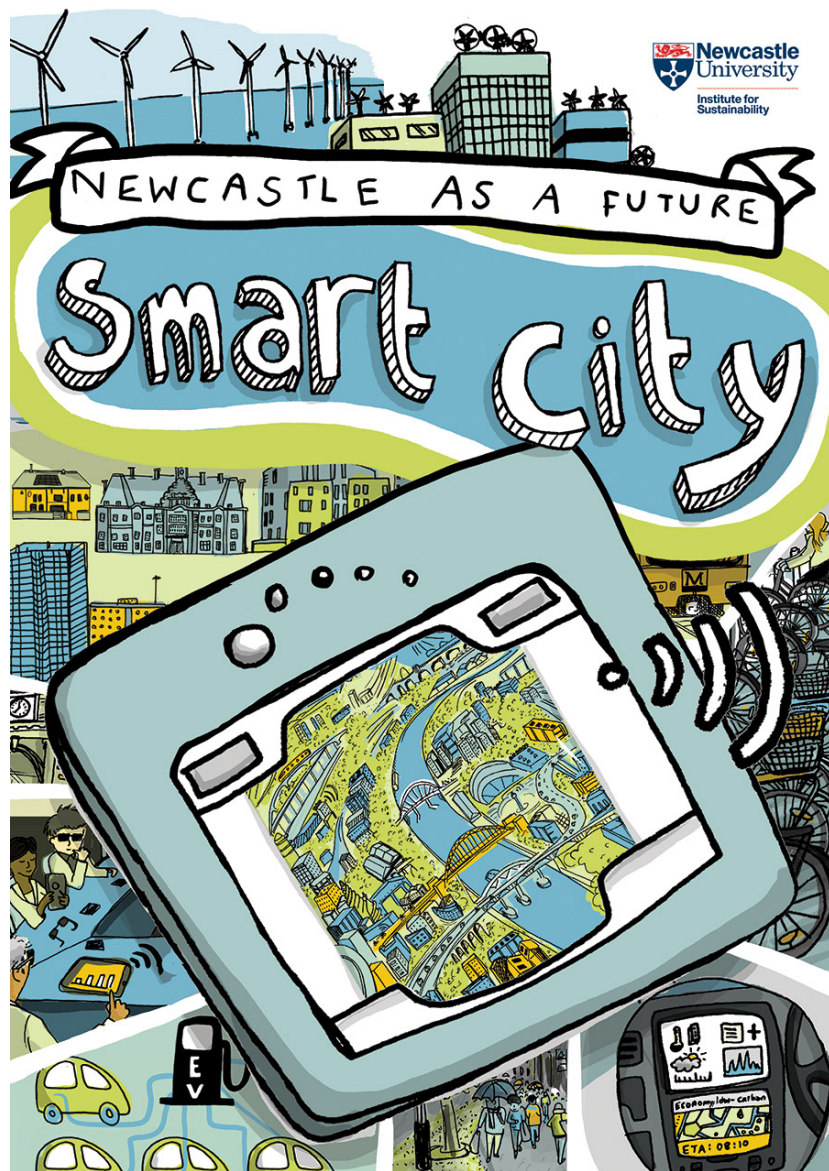




Solution: Green space for conveyance across the site.
A space to be proud of
Both storing and delaying flood flow
And a research facility



Flooding issues in town!

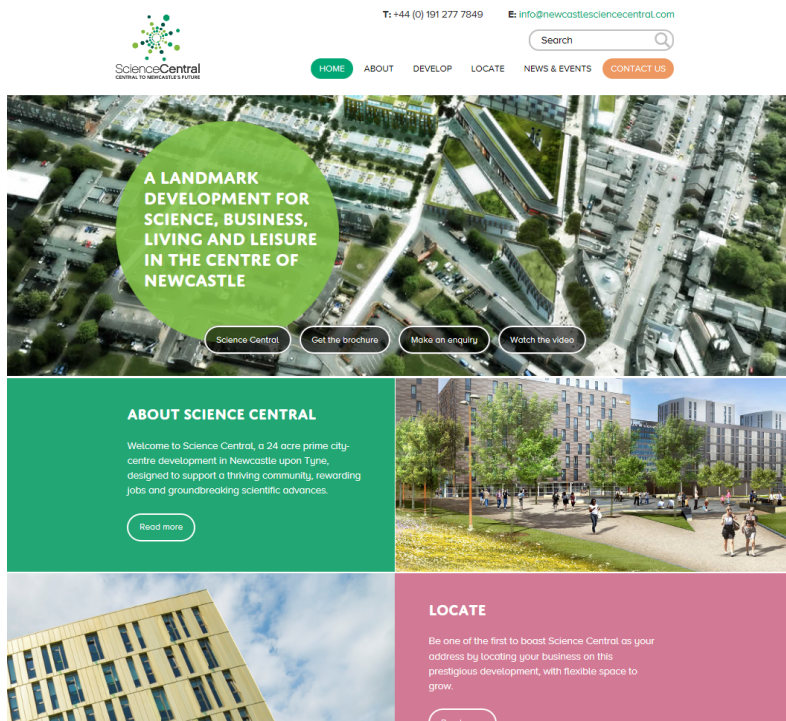




Newcastle Science City is a long-term committed partnership between Newcastle University and Newcastle City Council. This partnership is delivering Newcastle Science Central, one of the largest developments of its kind in the UK, designed to support a thriving new community, rewarding jobs and ground-breaking scientific advances.

You will automatically be redirected to the Newcastle Science Central website in 20 seconds. If this does not happen, then please [click here](#).

A partnership between:

The screenshot shows the Science Central website homepage. At the top, there is a navigation menu with links for HOME, ABOUT, DEVELOP, LOCATE, NEWS & EVENTS, and CONTACT US. Below the menu is a search bar and contact information: T: +44 (0) 191 277 7849 and E: info@newcastlesciencecentral.com. The main visual is an aerial view of the Science Central development with a large green circle containing the text: "A LANDMARK DEVELOPMENT FOR SCIENCE, BUSINESS, LIVING AND LEISURE IN THE CENTRE OF NEWCASTLE". Below this are buttons for "Science Central", "Get the brochure", "Make an enquiry", and "Watch the video".

ABOUT SCIENCE CENTRAL

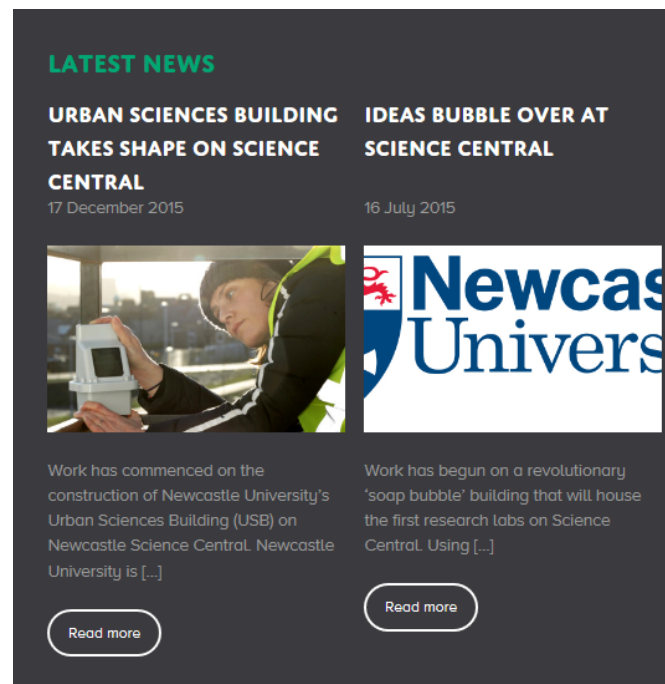
Welcome to Science Central, a 24 acre prime city-centre development in Newcastle upon Tyne, designed to support a thriving community, rewarding jobs and groundbreaking scientific advances.

[Read more](#)

LOCATE

Be one of the first to boast Science Central as your address by locating your business on this prestigious development, with flexible space to grow.

[Read more](#)



The screenshot shows the "LATEST NEWS" section. It features two news items:

- URBAN SCIENCES BUILDING TAKES SHAPE ON SCIENCE CENTRAL**
17 December 2015
Work has commenced on the construction of Newcastle University's Urban Sciences Building (USB) on Newcastle Science Central. Newcastle University is [...]
[Read more](#)
- IDEAS BUBBLE OVER AT SCIENCE CENTRAL**
16 July 2015
Work has begun on a revolutionary 'soap bubble' building that will house the first research labs on Science Central. Using [...]
[Read more](#)

Key Industry Partners

Strategic Industry Site Partners:

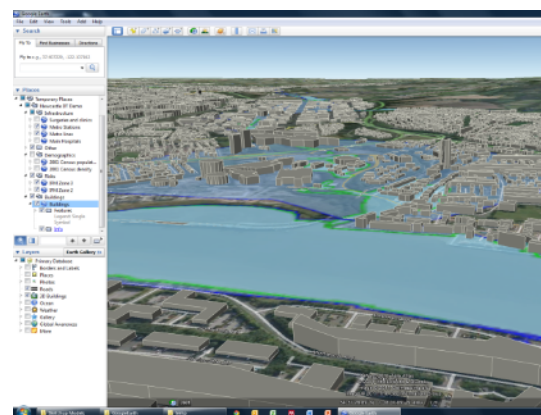
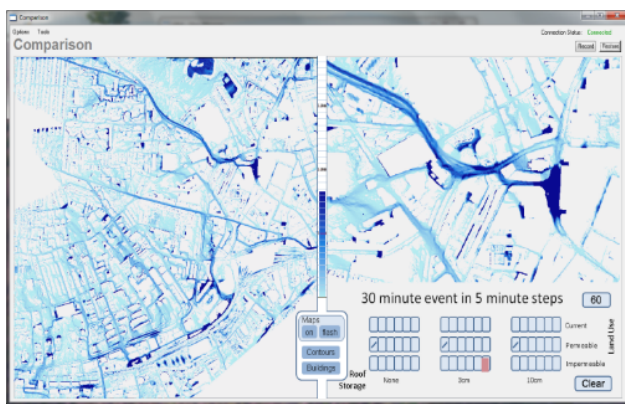
- Siemens - now Global Gold
- Northern Powergrid
- Northumbrian Water
- BT
- Arup
- Northern Gas Networks



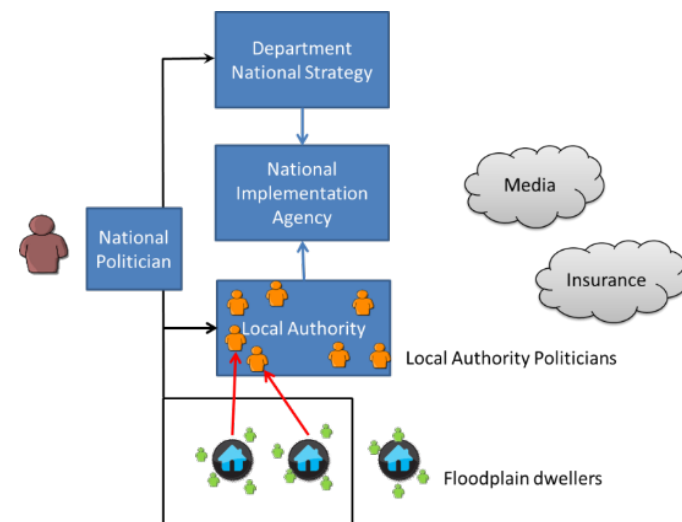
The screenshot shows a ZDNet article page. At the top left is the ZDNet logo. To its right is a search bar with the word 'Search' and a magnifying glass icon. Below the logo and search bar is a red navigation bar with white text links: 'UK Edition', 'News', 'Reviews', 'Blogs', 'History of the iPhone', 'Mobile IT', 'White papers', and 'Broad'. The main content area has a blue header with the text 'ZDNet UK / News and Analysis / Emerging Tech'. Below this is the article title 'Red Hat backs cloud research at Newcastle' in a large, bold, black font. Under the title is the byline 'By Matthew Broersma, ZDNet UK, 3 March, 2010 15:41'. The article body starts with a 'Daily Newsletters' section, followed by a 'Sign up to ZDNet UK's daily newsletter.' link. Below that is a 'Topics' section with a list of tags: 'Research, Newcastle University, Grid, Cloud computing, Middleware, Red Hat, Virtualisation'. The main text of the article begins with a bolded 'NEWS' section: 'Red Hat is funding a new research centre at Newcastle University that is looking into areas such as grid and cloud computing, virtualisation and middleware.' This is followed by a paragraph: 'The centre, which is based at the university's School of Computing Science, will initially employ two researchers to carry out collaborative research, the company announced on Wednesday. Red Hat said it plans to expand the team within the next few years and will also fund PhD scholarships, MSc placements and undergraduate projects.' A quote follows: 'Newcastle University, with its tradition of producing top-flight researchers and excellent work in areas of immediate relevance to Red Hat, such as fault tolerance, security and cloud computing, presented a clear choice for partnering to establish the centre,' said Mark Little, chief technologist of middleware at Red Hat, in a statement. The article concludes with a paragraph: 'The centre will build on Red Hat's existing relationship with the university and the region. The School of Computing Science has carried out research into distributed systems over the past 20 years, producing technologies including the Ariana transaction monitor, which was acquired by

Decision Theatre

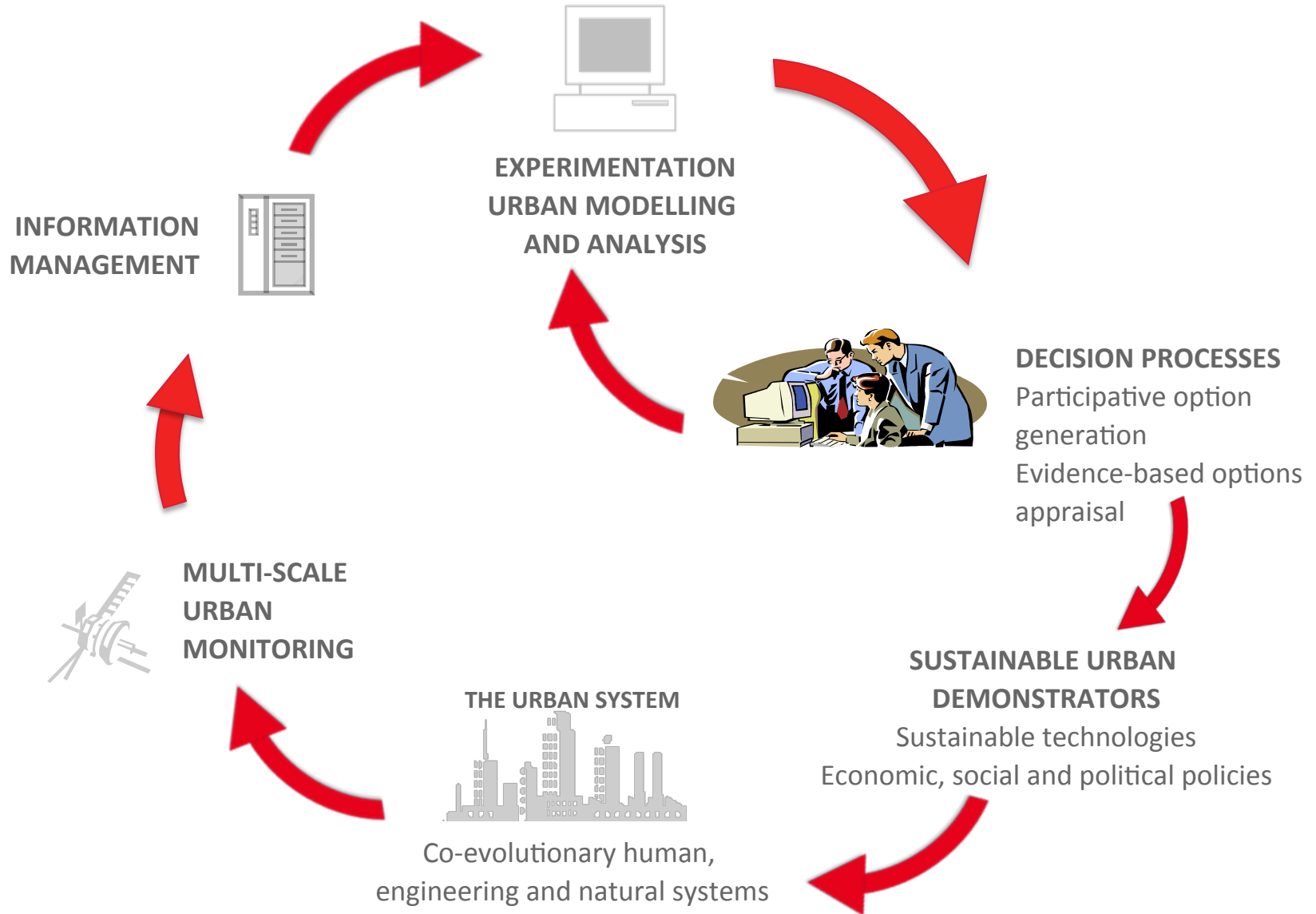
Collaborative decision making process



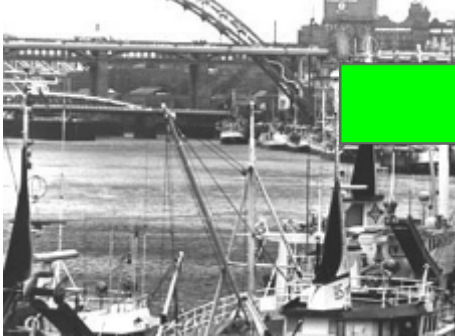
Visualisations of research outputs



Integrated research programme – methodology



1970s..... 2010..... 2050



Newcastle 'greenest' British city

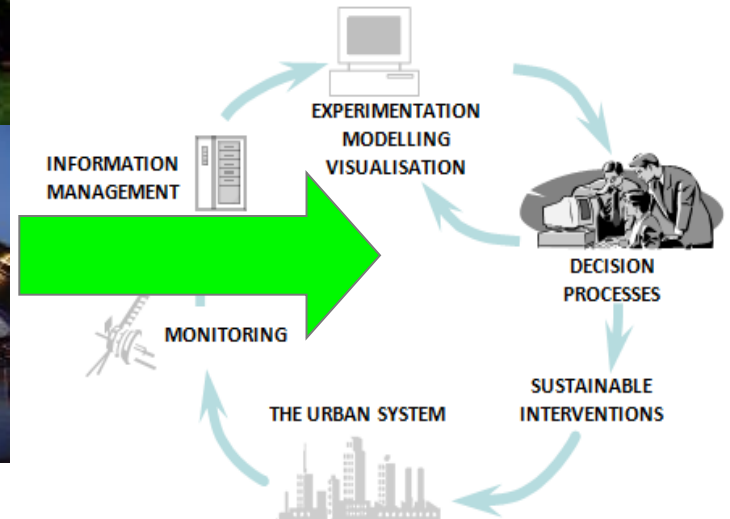
Newcastle upon Tyne has been named as Britain's greenest city in a think tank's annual study.

Forum for the Future looked at the sustainability of the 20 biggest cities, measuring factors such as air quality, wildlife and quality of life.

As well as greenest city, Newcastle was the overall most sustainable, beating 2008 winner Bristol into second.



Newcastle was praised for emerging from its industrial past to go green



UNIVERSITY-LED URBAN REGENERATION CASE STUDIES

CASE STUDY 1

QUEEN'S CAMPUS: DURHAM
UNIVERSITY IN STOCKTON

Widening access to higher
education on a brownfield site

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL

CASE STUDY 2

UNIVERSITY OF CAMBRIDGE:
NORTH WEST CAMBRIDGE
DEVELOPMENT

A new urban district on former
green belt land



CASE STUDY 4

THE US MODELS:
UNIVERSITY OF PENNSYLVANIA
(PHILADELPHIA), NEW YORK
UNIVERSITY AND COLUMBIA
UNIVERSITY (NYC)

Global universities embedded
in urban neighbourhoods and
renewal processes

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL

CASE STUDY 5

LAMBETH COUNCIL, BRIXTON
GREEN AND OVALHOUSE
THEATRE IN SOUTH LONDON

A co-operative community-led
development in inner London

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL

CASE STUDY 3

NEWCASTLE UNIVERSITY
AT SCIENCE CENTRAL

A 'living laboratory' for
sustainability in the city centre

Dr Clare Melhuish
UCL Urban Laboratory
September 2015

urbanlab UCL ESTATES UCL



UCL ESTATES



UNIVERSITIES LEADING ON URBAN REGENERATION

'Cities are produced through processes of uneven development based on rounds of accumulation, commoditisation, and particular geographies of biased investment and preference that produce unequal processes of urbanisation. This historical process of accumulation and dispossession has to be actively produced – urbanism is an unequal achievement, and in that achievement, the past, present, and future of the city are constantly being brought into being, contested, and rethought' (McFarlane 2011:652)

In this set of case studies we present a number of different scenarios for university-led 'place-based leadership':

Durham University, which took on a key role in the economic and social regeneration of Teesside back in the early 1990s, with an emphasis on tackling issues around health, poverty, and lack of access to higher education through the development of its Queens Campus site in Stockton

Newcastle University, which is currently developing new university facilities on the city's emerging Science Central site in partnership with the city council, in order to stimulate the transition to the knowledge economy, promote sustainability research, and address social inequalities in the local area

University of Cambridge, which is developing a new urban quarter in the northwest of the city to accommodate its postdoctoral research staff but also to provide community infrastructure for the wider residential area, contribute to the city's much-needed housing supply, and set new standards of sustainable design.

In case study 4, we compare these scenarios with initiatives launched by three US universities over a similar period – **Pennsylvania, New York University and Columbia** – to highlight the transatlantic and international context in which universities are developing their spatial expansion strategies, and the corresponding emphasis on participation in wider urban regeneration processes.

And finally in case study 5, we look at an example of local urban regeneration in **London – Somerleyton Road** – proceeding without the input of a university 'anchor institution', with a view to highlighting the similarities and contrasts between development approaches, specifically in terms of the principle of local community participation and benefits, and co-operative working with the local council.

Each case study is divided into four sections: *firstly* the historical institutional context for the development, the way it has been shaped by national higher education and regeneration policies, and the choice of a site;

secondly the institutional and external visions and narratives which have defined and communicated the idea of the project and mobilised a wide base of support for its realisation;

thirdly the processes and structures put in place to bring the development to fruition, including governance, finance, and partnerships with other urban actors, as well as the tools used to materialise the vision, in particular community engagement and architects' plans and drawings;

fourthly at the process of translation of visions and aspirations into the reality of local place, through the complex business of local planning systems, construction, and towards a set of hoped-for social, economic and environmental benefits for the wider urban area.

UNIVERSITIES WORKING WITH COMMUNITIES

'As cities compete for status in a world hierarchy of cosmopolitan urban centres, radically re-making vast tracts of the urban landscape to attract global investment, it is vital to consider what voice under-represented and marginalised local communities have in preserving their identity and right to sustain ordinary dwellings and livelihoods.' (Campkin, Melhuish, Ross 2014:Heritage and Renewal in Doha, Urban Pamphleteer #4)

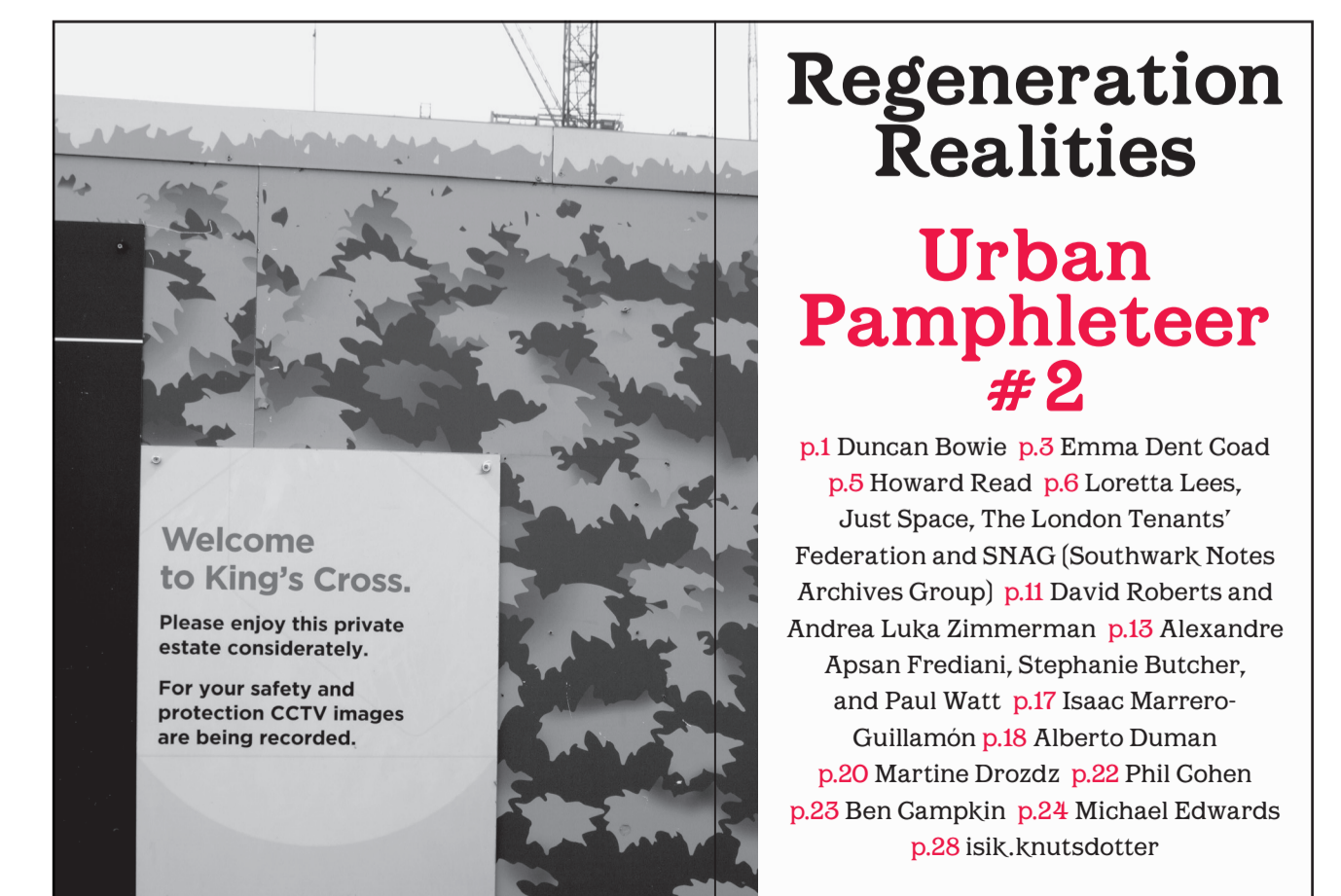
Universities are promoted as agents of urban regeneration because they are seen to generate economic activity and produce skilled localised workforces to power the knowledge economy (NESTA 2009, RSA 2014), while offering stability and 'sticky capital' (quoting Murrasse 2001) as anchors for development with a long-term commitment to place and community participation. Furthermore they have access to alternative and diverse sources of funding, from both higher education and urban renewal funds, that can be directed into physical projects with benefits for stakeholders including business and local communities (Goddard and Vallance 2013).

But although universities are increasingly used (by governments) to support austerity projects and neo-liberal agendas through the assumption of political and economic functions, 'narrow policies aimed at optimizing the economic function of universities' (Addie et al 2015:34) do not necessarily lead to benefits for less skilled workers and excluded communities in local neighbourhoods.

Most universities are working hard to distance themselves from the imagery of dreaming spires, ivory towers, academical villages, and other utopian scholastic communities with which they identified in the past. Instead, they are using the language of the knowledge or innovation cluster, urban laboratory, communiversity, non-campus campus, and other terms, to evoke new images and institutional identities that are gradually emerging as new types of built form. These are being packaged as new components of the urban landscape, within precincts, quarters and extensions, to underpin a re-visioning of the university as urban placemaker and agent of regeneration'

'The plan of a university, like that of a city, should be a mechanism for enabling things to happen, for the enhancement of life' (Sir Peter Shephard, Shephard Epstein Hunter 1980)

Effective communication both within institutions (management, faculty, estates, and public engagement), and between institutions and their internal and external constituents, is essential to build trust, deliver a message about the nature and spirit of the university, and enable universities to contribute to the amelioration of urban problems.





Brixton Green

Brixton People Know What Brixton Needs

Brad Carroll, Director & Co-founder

What is Brixton Green?

Brixton Green was set-up to ensure local people were at the forefront of the redevelopment of Somerleyton Road, Brixton, South London.

What is Brixton Green?

Brixton Green was set-up to ensure local people were at the forefront of the redevelopment of Somerleyton Road, Brixton, South London.

- Set up in 2008 by local residents

What is Brixton Green?

Brixton Green was set-up to ensure local people were at the forefront of the redevelopment of Somerleyton Road, Brixton, South London.

- Set up in 2008 by local residents
- Non-profit community benefit society (registered with the FCA)

What is Brixton Green?

Brixton Green was set-up to ensure local people were at the forefront of the redevelopment of Somerleyton Road, Brixton, South London.

- Set up in 2008 by local residents
- Non-profit community benefit society (registered with the FCA)
- In November 2013, after 5 years of lobbying, we convinced Lambeth Council to develop the site in partnership with the community

Owned by Brixton people

Anyone over 16 years old who lives or works in one of the five wards of Brixton can become a member of Brixton Green (community benefit society) by buying a £1 share.

One share per person. One vote per person. Over 1,200 local people have become members



Owned by Brixton people

- **Democratic & inclusive**
 - We set up as a community benefit society to ensure a proper, inclusive, democratic structure was in place.
- **Non-profit & voluntary**
 - Brixton Green has no paid staff. Our director and trustees give their time to the project on a voluntary basis.
- **Board elected from the community**
 - Only members can be elected to the board. The board can chose to co-opt a few trustees who have useful skills.

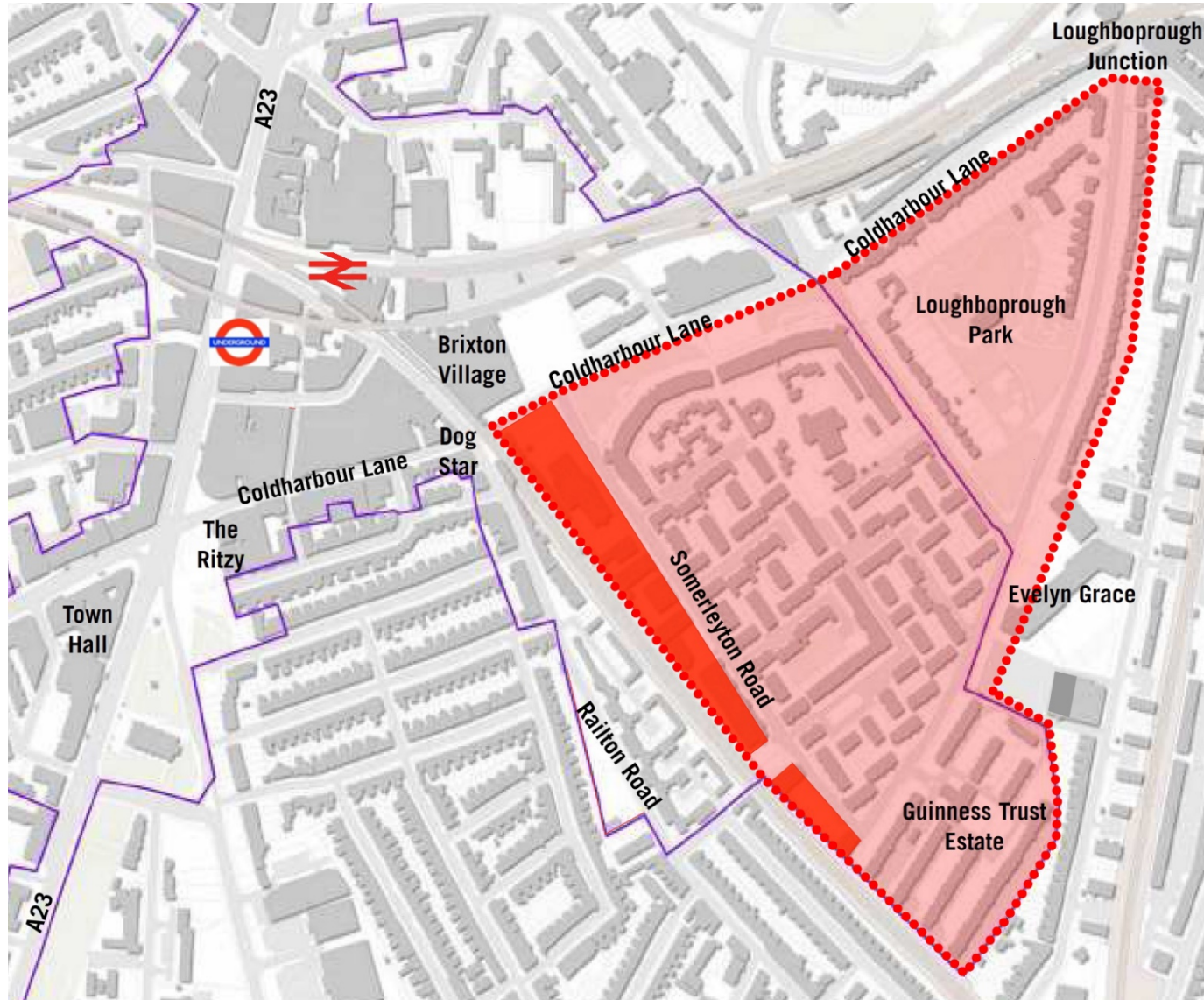


Proposals shaped by Brixton people

- **Extensive engagement activity: Over 60,000 leaflets, many thousands of discussions, many events, workshops, and presentations.**



Why Somerleyton Road?



Why Somerleyton Road?



Why Somerleyton Road?



Developed in partnership with the community

- Lambeth have set up a Steering Group with Brixton Green and the Ovalhouse Theatre.
- Lambeth Council is funding the project.
- Lambeth have employed a development manager to provide their development experience, but receive a fee not a share of the profit.

Shaped by Brixton people

- Jobs: The scheme includes real job opportunities for local people
- Pay its own way over its lifetime. Will not be a cost to Lambeth taxpayers
- No 'poor doors'. Mixed income. Pepper potting.
- 304 new homes all for rent.
- 40% of the homes will have genuine low cost rents. 50% Affordable Homes.
- High level of environmental sustainability
- Designed to make it easier for people to look after each other.

3. Project Update



What will it look like?



What will it look like?



What will it look like?



What will it look like?



Ambition: For the final development to be leased to a new community trust

- **Good quality, publically accountable long term management**
- **Deliver the objectives set out by the community.**
- **Board of the new trust will be elected from the:**
 - Residents
 - Wider community
 - Non-residential occupiers
 - Staff
 - Lambeth Council

Draft objectives

- to encourage the growth of a localised inclusive economy that enables Brixton based people of all incomes to benefit from the success of their community;
- to provide and support homes, training and employment at the Site and arising from the Site to improve the quality of life for people in Brixton;
- to support social cohesion and promote the rich cultural diversity and heritage of Brixton.
- to embed cooperative and mutual principles in all its functions, as a community-led enterprise, reflecting the aspirations for cooperation of residents, occupiers and neighbours;
- to be open, transparent, inclusive and responsive;
- to provide excellent quality management and maintenance, in particular to prudently manage the accommodation to the required standard;



Brixton Green

Brixton People Know What Brixton Needs