

A stylized, semi-transparent map of a city area, likely London, showing streets, buildings, and green spaces. The map is overlaid with a semi-transparent dark green rectangle containing text. The map features a large circular area on the left, a central area with a red circle, and various colored blocks representing buildings and parks.

**Do towns and cities get the universities  
they deserve?**

**How can universities lead on urban regeneration?**

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**UCL East Summer School July 2016**

*whose city?*



## *what do we mean by urban regeneration?*

- post-industrial development - knowledge economy
- housing, healthcare, jobs, education and training, transport connectivity, public space, social infrastructure - without displacement

‘London may quite soon be a city which illustrates the principle of the survival of the fittest – the financially fittest, who can still afford to work and live there. (Not long ago, the then Housing Minister advised those who cannot pay the price to move out)’

(Glass 1964: xx)

*what is the role of the university?*



‘public open space with local retail and leisure’

## *a new model of a university for the 21<sup>st</sup> century?*

- as ‘critical urbanists’, we mean not only models of pedagogy and research, but also the relationship between the university and the city, and its responsibilities in terms of promoting a more inclusive urbanism
- because cities ‘*are not all right*’ (Nawratek)
  - social and spatial inequality is universal

## *the civic university*

‘Is the university in the city or part of the city?... We make the case for the civic university working with others in the leadership of the city in order to ensure that its universities are both globally competitive and locally engaged’

(Goddard and Vallance 2013)

# University of Newcastle at Science Central

‘living laboratory’ for sustainability

business start-ups

city centre location



# University of Newcastle, Science Central

‘a model of integration – **integration at several levels**, between academics, researchers, business people, and members of the public’



*‘The social dynamics on that site will be interesting...’*

Science Central  
Engagement  
Manager



‘the sleeping giants of place-based leadership’

(Robin Hambleton, professor of City Leadership, University of West of England)

institutionalising place-based social innovation:

Ashoka Changemaker movement

(Ryerson, Northampton universities)

## *the case studies*

- narratives and visions
- partnerships
- community facilities and resources
- responsive and adaptable spatial plans
- interim uses of development sites

**Queen's campus: Durham University in Stockton**  
widening access  
interdisciplinary teaching and research  
brownfield site – 1992 post-industrial regeneration





Queen's campus plan, from Estate Strategy 2011 - 2020

# University of Cambridge: Northwest Cambridge development

new urban district – mixed and balanced community  
former greenbelt land  
staff and student accommodation



# The US models

## University of Pennsylvania, Philadelphia: east expansion

*‘Today Penn celebrates its ongoing transformation into a world-class urban research university that is **nourished by the neighborhood** it helped to develop and revitalise’*

(Rodin 2007: 182-3)



neighbourhood relations  
 innovation and translation  
 connection with city centre

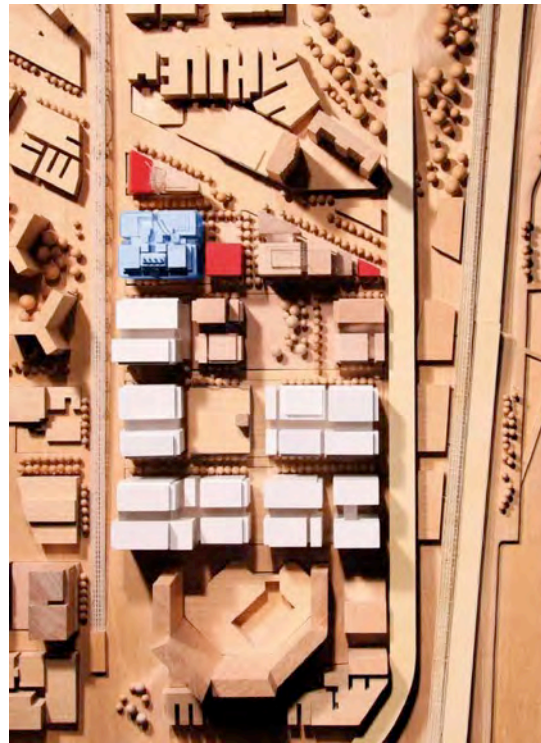
# New York University, NYC: core plan/ Jay Street space shortage - global network university community amenities and engagement



# Columbia University NYC: Manhattanville campus space shortage, connect two campus sites community benefits agreement

‘to create a space where the Ivy League and  
West Harlem communities can share their  
day-to-day activities and thereby engage in  
a dialogue that will  
further human  
understanding’

(Huffman 2008)





# Lambeth Council, Brixton Green and Ovalhouse Theatre in south London: Somerleyton Road

co-operative council  
 community-led and managed development  
 council-owned land  
 housing for rent



# UCL East



*creating new spaces for urban encounters  
 access to resources and life learning  
 collaborative ventures with communities*

‘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 Shepheard,  
Shepheard Epstein Hunter