Universities as Social & Cultural Infrastructure: Roundtable Series Summary Note

November 2024

Introduction

The British Academy's social and cultural infrastructure work theme engages with a growing body of evidence on the critical role of spaces, services and structures that support thriving communities, address deepening spatial inequalities and contribute to recovery from COVID-19. Our current phase of work explores how social and cultural infrastructure can best be measured and valued, and what role different institutions and sectors play in creating, supporting and enhancing this infrastructure. This phase aims to deepen our understanding of social and cultural infrastructure, to explore its different dimensions and its value in relation to distinct policy areas, aims and challenges.

As part of the work focused on the role of institutions and sectors, a series of three roundtables focused on universities as social and cultural infrastructure, in conjunction with the NCIA (the National Civic Impact Accelerator) programme, took place over March-May 2024. This series expanded on an initial roundtable on this theme held in October 2023. The principal question the series aimed to explore was:

How can universities as institutions, both individually and collectively, create, support and enhance social and cultural infrastructure to improve and sustain their local communities and places?

Each of the three roundtables focused on a different aspect of this overarching question, as outlined in the Venn diagram below:
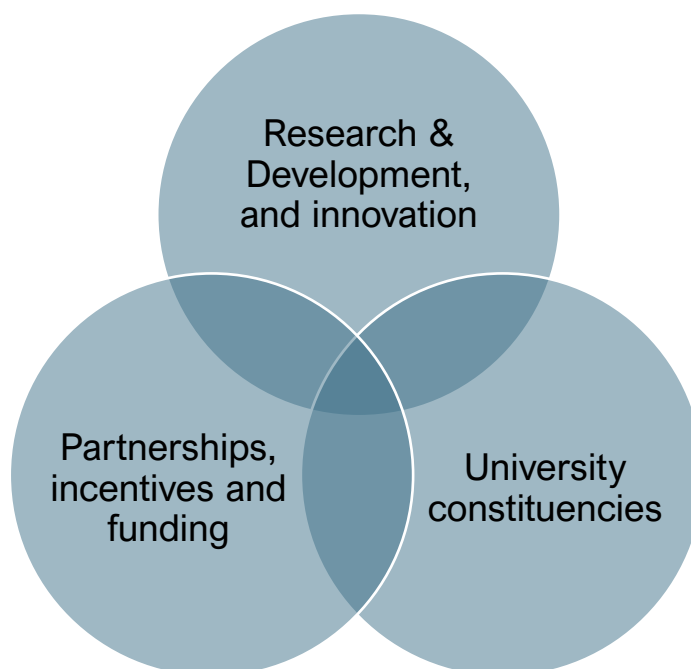
Each roundtable brought together a wide range of experts and practitioners, including academics, higher education managers and professionals, representatives of think tanks and other policy organisations, and representatives from organisations that work with

universities. A list of the participants across the three events is included at the end of this summary note.

A summary of the discussion at each of the three roundtables follows below. This account is intended to provide an overview of what was discussed and the thematic areas which arose, with policy insights for the sector and which emerged from the discussions summarised in the conclusion. These are reported as a reflection of the discussion and are not representative of formal policy positions of either organisation, nor individual participants. Comments have not been attributed to specific participants or organisations, with the exception of the respective insight talks given at each session. A fuller synthesis and analysis of policy messages and implications will follow once further roundtables across different sectors and institutions are held.

Roundtable 1: Linking Social and Cultural Infrastructure to Research & Development, and Innovation

The 21 March event held at the British Academy was framed around the following questions:

- How can universities' role as, and facilitation of, social and cultural infrastructure support innovation and R+D in particular places or regions?
- What are the challenges and opportunities for linking universities' role as, and facilitation of, social and cultural infrastructure to R+D and innovation (RDI), and how do these vary across different institutions and places?

Insight talks:

Professor Des McNulty, Honorary Fellow, Civic Partnership and Place Leadership, University of Glasgow gave an opening insight talk, focused on the value of recognising place as a political priority, both within the broader UK political landscape, and for universities specifically. He outlined key trends, challenges and opportunities facing the higher education sector, including the importance of universities contributing to the development of economic and cultural strategies and also leveraging their role within local and regional communities to tackle regional inequalities.

He argued that engagement with local civic and community partners generates enhanced research quality when it involves intentional, meaningful collaboration and genuine partnership between academics and practitioners. Investing in cultural production and the arts contributes not only to economic growth but to inclusion and vibrancy but there is a need to develop suitable mechanisms to measure and demonstrate its impacts.

Professor Katy Shaw, Director of UKRI/AHRC Creative Communities Programme, Northumbria University, then gave an insight talk focused on devolution and creative sector innovation in the North East of England. She illustrated how lived experience insights were used to inform and build upon work she has helped lead to ensure innovation sits within the framework of devolution and is seen as a key, co-produced element of delivery.

Professor Shaw drew out the fundamental importance of inclusive innovation and connecting it to the wider community. Within this ecosystem, universities are somewhat invisible but vital mechanisms for devolution. As devolution generates change to this sector, creative reindustrialisation in the North East is a strategy which would tap into the potential of the arts and other SHAPE disciplines as a tool for inclusive, community-focused growth and she gave the example of AHRC's funded Creative Communities programme.

Discussion:

The links between universities, social and cultural infrastructure and RDI

The links between universities, social and cultural infrastructure, and RDI are multi-faceted. Universities, as social and cultural infrastructure, support RDI through elements like skills development, labs and physical infrastructure and industry partnerships. Universities also facilitate social and cultural infrastructure, such as libraries, archives or through research, and this leads to RDI, or supports the overall RDI ecosystem more broadly.

Devolution and place-sensitive development

A backdrop of regional inequality within and between places in the UK was repeatedly discussed in the context of universities, devolution, and place-sensitive policymaking, and the potential for RDI to play a role in tackling this was highlighted. Participants noted the potential of regional devolution deals, such as the new deeper devolution agreement between the North East Mayoral Combined Authority and the UK Government, as a tool that can help to address regional inequality. Additionally, devolution deals can help to strengthen the place-specific aspects of regional policy on RDI by ensuring that it is more tailored and fit-for-purpose for local needs, and so creating the conditions that are more likely to lead to desired outcomes such as economic growth or strong and resilient social and cultural infrastructure within the region. Devolution can provide the opportunity to mobilise unrecognised assets and create a joined-up approach across different policy areas. However, there are trade-offs to consider, including complexity in coordination (particularly between regional and central government), gaps in regional capabilities and policy fragmentation.

Engagement, participation and trust

The role of universities in connecting, engaging and participating with and within communities was noted as important and requiring investment of resources and time. Without the early input of communities, the civic role of universities may risk being at odds with local challenges and needs. The need for innovative ways of engaging publics was noted by participants, in relation to their role in both the provision, and the facilitation, of social and cultural infrastructure. Participants noted that universities are well-placed to act as links between industry, researchers and local communities, and therefore to play a role in generating embedded and sustainable RDI impacts within their region.

Data and measurement

There remains the fundamental challenge of measuring place-specific, local-level change. Participants commented it would be interesting to draw upon research indicating the impacts, both positive and negative, of international student numbers and mobility. It was noted that international students who choose to study in the UK bring a number of benefits to the UK higher education sector, including in terms of tuition fee payments, the viability of courses, and the contributions – both economic and more widely – that they make to the local areas and regions of the UK they live in.

Looking forward

Overall, both the need to be prepared and resilient to future changes and the increasingly challenging task of doing so was highlighted by participants. The broader political environment within which universities sit should be one which recognises, connects with and facilitates place-sensitive RDI, conceived in the widest sense to include the social sciences, arts and humanities, and not be confined to science and technology disciplines. The role of universities should be included within the scope of devolution, with participants noting the contributions to social and cultural infrastructure universities can play within regional contexts.

Roundtable 2: Linking different university constituencies

The second roundtable on 25 April, hosted by Sheffield Hallam University, considered how different university constituencies (such as students, academics, higher education administrators and local publics) are conceptualised in relation to social and cultural infrastructure. It also explored how different constituencies engage and contribute to communities and local social and cultural infrastructure, and the role of universities as institutions that can connect different constituencies. Discussion was framed around the following questions:

- What are the opportunities and challenges within universities in terms of different university constituencies, for example academic and non-academic staff, working collectively to create, support and enhance social and cultural infrastructure?
- What are the opportunities and challenges in relation to students, both individually and collectively, regarding social and cultural infrastructure, and how do these vary across different institutions and places?
- What role do universities currently play, and what role could they potentially play, as institutions that work with other local organisations for the benefit of social and cultural infrastructure in their local areas?

Insight talks:

Professor Jane Robinson, Pro-Vice-Chancellor for Engagement & Place, Newcastle University, gave an opening insight talk which centred around three "P's": purpose; people; and partnership. Professor Robinson emphasised the importance of universities having clear institutional purpose to drive socially beneficial change; the value of creating diverse and inclusive environments for staff, students and partners within universities in order to build capacity and capability within and beyond the university institution; and, lastly, the significance of building trusted partnerships to engage in value-adding initiatives.

Simeon Anyalemechi, President & Chair, University of Salford Students' Union, gave an insight talk which sought to celebrate universities as social and cultural infrastructure that draws diverse groups together. Simeon gave examples of his work with the Greater Manchester Student Partnership in the context of devolution, social mobility and community innovation, including work to build a tutoring scheme and initiatives to reduce loneliness.

Dr Timothy Hall, Academic in Residence, Citizens UK gave the final insight talk for the event, setting out the difference between universities 'acting on' communities versus 'acting with' communities. Successful partnership building requires careful building of trust, resource investment, and time and is more effective when stakeholders connect and 'act with' their partners.

Discussion:

Bridging and connecting infrastructure

In the discussion that followed, participants noted the important role of universities in bridging and connecting individuals within and external to their institutions through means which involve both hard and soft infrastructure. Participants spoke of some of the founding principles of universities, including civic engagement, increasing access to higher education,

and establishment of much place-based soft infrastructure[1] – aims which should remain central today with a renewed emphasis on inclusion and sustainability.

Students and social and cultural infrastructure

The heterogeneity of the student population and the variety of experiences of studying, part-time work, and potential caring responsibilities was discussed, and how this impacts on students' sense of place and their relationship with their university. Increasing financial pressure on students means that some may not have equal opportunity to access extra-curricular civic engagement activities, and so embedding initiatives into the curriculum could be a positive move toward a more holistic civic engagement model that benefits both students and non-student communities. Participants noted that schemes to build and facilitate connections through soft infrastructure work well when students are valued and reimbursed for their time and investment. Participants also stated that if students are more embedded within the place where their university is located, they are more likely to stay in the local area post-graduation.

Universities and partnerships

The variety of different organisations and stakeholders that universities partner with creates both a challenge and an opportunity to connect and bring together different constituencies. Participants noted that both universities and partner organisations benefit from partnerships within which different forms of knowledge are valued and where two-way dialogue and good communication is maintained. Participants identified the power dynamics that can be present in universities' engagement with community groups and how if there are external negative perceptions within a community of a university then this will likely affect the university's scope for civic impact. To ensure meaningful civic engagement, community constituents should drive the agenda in partnership with the university. Additionally, university stakeholders should be aware of issues such as class and privilege which are ongoing barriers to equal partnerships. Methods of mobilising change to counter existing elitism or uneven power dynamics may include engaging with co-implementation as a step to follow co-production, and embedding members of one constituency within another, such as academics in residence. Participants shared that universities are well-positioned to engage with many of the key challenges of today through their facilitation of both hard and soft infrastructure, as well as through 'accidental'[2] social and cultural infrastructure.

Looking forward

In summary, there are a wealth of successful and mutually beneficial partnerships between universities and other constituencies ongoing across the UK, and many opportunities for new initiatives and development of existing collaborations. Opportunities for students to engage in place-based community engagement may enable greater connectivity, creativity and civic participation, especially in relation to key challenges such as sustainability and social isolation. Universities play a key role in establishing cultures of trust and mutual dialogue to act with other constituencies. They can also work to critically reflect on their approach to civic engagement in order to ensure their contributions to social and cultural infrastructure bring people together and strengthens the social and cultural fabric of communities in just and sustainable ways.

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[1] Throughout this summary note we have used the phrase 'hard' social and cultural infrastructure to refer to physical, tangible infrastructure such as libraries, cafes and meeting places, and 'soft' social and cultural infrastructure to refer to services and other intangible infrastructure, such as university services, networks and community-led research.
[2] Accidental social infrastructure refers to the places which are intended to serve a different purpose, but which nevertheless act as social infrastructure. Supermarkets, for example, can serve as vital spaces for people to connect with each other.

The opportunities for university engagement in local partnerships can also be considered within the context of existing frameworks that may encourage and capture engagement and partnerships between universities and local actors. The Research Excellence Framework (REF) 2021 impact case study submissions highlight the local impact of universities research and examples of excellent practice. Similarly, the Teaching Excellence Framework (TEF) indicators could be used to incentivise universities in enabling and encouraging students to participate in engagement with a range of constituencies. Additionally, groups such as the Civic University Network can provide appropriate networks and incentives to generate engagement and share good practice.

Roundtable 3: Partnerships, Incentives and Funding

The third and final roundtable held online on 14 May considered incentives and funding opportunities and challenges to facilitate and create social and cultural infrastructure. The roundtable was structured into two sessions, with the first focusing on university partnerships with external organisations, and the second focusing on internal structure and mechanisms of universities.

Session 1, *incentives and funding in relation to university partnerships with external organisations*, was framed around the following questions:

- What opportunities currently exist that enable universities to work with external organisations on the facilitation and provision of social and cultural infrastructure?
- What incentives and funding mechanisms are required in order to enable universities to create and maintain successful partnerships with a variety of different types of external organisations?
- How can effective, long-term partnerships be built in the areas of both hard social and cultural infrastructure (e.g. physical, tangible infrastructure) and soft social and cultural infrastructure (e.g. services, intangible infrastructure)?

Session 2, *incentives and funding in relation to internal university structures and mechanisms*, was framed around the following questions:

- What currently works well within universities in terms of incentives and funding structures that enable universities to create, support and enhance social and cultural infrastructure?
- What incentives and drivers need to be put in place in order to enable universities to act as both providers and facilitators of social and cultural infrastructure?

Session 1 Insight talk:

Professor Vanessa Toulmin, Director of City and Culture at the University of Sheffield gave an insight talk exploring examples of initiatives from the University of Sheffield's City, Culture and Public Engagement work. The university has developed partnerships with core cultural institutions in the city to promote Sheffield as an inclusive and creative place. To do so, the university has adopted an 'enabling' role rather than a top-down leadership approach and sees great value in events and stakeholder engagement that encourage knowledge exchange and cultural relationships. Professor Toulmin also touched on some of the challenges of these partnerships including financial pressures, the impact of Covid on the city's cultural sector, and the level of adaptability required to respond well to local and regional circumstances. The university is partnering on a new City Heritage Strategy, working on cultural infrastructure regeneration, and the delivery of funding to benefit local communities as well as university constituencies, such as the Future High Streets Fund. These examples illustrated the role of the university as a facilitator of social and cultural infrastructure embedded within the city of Sheffield.

Discussion:

Sustainable collaboration

In the discussion that followed many participants contributed viewpoints which drew attention to the perception and reception of universities as they work within their local place. Universities may be perceived negatively in places by some members of the community, for example as elitist institutions. Universities also need to ensure that external stakeholder engagement is undertaken in balanced, sustainable ways. The need for universities to reflect on, and think critically about any partnerships which could be viewed as 'drive-by collaboration' resonated with participants, who discussed ways to invest in sustained, co-created projects built upon trust and mutually desired outcomes. By utilising their expertise and excellence in research, teaching, and other areas, participants recognised the opportunity universities have to co-produce beneficial social and cultural infrastructure.

Participants gave examples of external relationships with community groups, councils, and other stakeholders that had produced long-term positive outcomes. Participants noted that there is also a need for universities to avoid unnecessarily reinventing meaningful modes of collaborative working, but to learn from successful examples elsewhere. Participants acknowledged the broad range of value that well-curated external partnerships can add to both universities themselves and, importantly, a diverse range of stakeholders.

The funding barrier

Funding was identified both as an incentive and as a barrier to the facilitation and provision of social and cultural infrastructure. The short-term lifecycle of many funding grants and project investments results in the 'drive-by' effect mentioned above – as well as generating a high turnover of staff, projects and engagement programmes. This risks generating a patchwork of social and cultural infrastructure that is less impactful than it has potential to be. Participants noted that external partnerships and their outcomes would be improved by universities being better able to instigate longer-term collaborations and legacies. One way in which this would be more achievable is if universities were subject to longer-term funding cycles, particularly in relation to research council and grant funding. Another route which could help in achieving this is through universities being able to reward and value those university staff who take on these roles and responsibilities (across both academic and professional positions) through financial and other incentives such as recognition, clear career structures and opportunities for progression. Long-term collaborations have benefits for both universities and for the other partners involved, for example through allowing for longer-term planning and the setting of more ambitious goals, and through collaborations having the time to ensure that outcomes are fully embedded.

Session 2 Insight talk:

Professor Chris Millward, Professor of Practice in Education Policy, School of Education, University of Birmingham explored his views on the fundamental and founding purpose(s) in his opening insight talk. Civic universities, such as Birmingham, were established to meet increasing demand for higher levels of education and to provide training for specific professions; to advance knowledge and understanding of the world; and to promote a common culture in their local places. These universities, like libraries, museums and parks,

were established as a common good and financed through a mix of local and national government funds, industry, philanthropy and fees which reflected the mix of public and private interest and beneficiaries from its work.

The system is very different now, with universities situated within national systems of admissions, funding and regulation, and international markets for students and esteem. But Professor Millward argues there is still an important mix of public and private interests, in part because the impact of a university has a broader scale of resonance than its physical locale, with knowledge, research and graduate careers influencing scales of place from the local to the international, and over longer time scales. But sustaining the model that allows for this balance between many moving parts on different scales is becoming challenging.

Professor Millward proposed that universities face an incentive problem, wherein the business model of universities is based very strongly upon student recruitment, which is influenced by the pursuit of vertical stratification based on national and international rankings, rather than clear articulations of the local, national and international contributions of universities across their educational, research and civic impact. However, curation of this more horizontal model, which would be more responsive to local imperatives, would require articulation of common priorities locally and nationally and the building of incentives to align universities to them. This process could allow for the establishment of mutually desired social and cultural infrastructures.

Discussion:

Opportunities and challenges for collaboration

Following the insight talk, participants discussed incentives and structures to increase horizontal collaboration, and the impacts this may have. Increased collaboration both within universities, such as cross departmental and multi and interdisciplinary project-based work, and between universities within regions would likely increase place-based accountability to local stakeholders. For example, if Mayoral Combined Authorities and universities embarked on closer partnerships, resources, expertise and innovation could be funnelled towards shared goals.

To incentivise and fund such change, participants noted the importance of communication to demonstrate and exemplify the positive impacts and partnerships universities were having in their communities. The heterogeneity of the university sector across the UK is an undeniable strength of the sector. However, within the context of universities and social and cultural infrastructure it is worth bearing in mind that this heterogeneity will mean that universities will have varying understandings and priorities regarding their roles within their local area and region. There will also be differences between universities based in different areas as to what locality the collaboration covers. Local contexts may necessitate different approaches to university collaboration, for example collaboration across institutions within large cities may look different to collaborations undertaken more regionally, such as across institutions in the North East or South West.

It is worth noting that universities in the UK are under severe financial pressure as they face funding challenges on multiple fronts. Inflation has eroded the real terms value of funding received for teaching students, with significant knock-on effects on research. This may pose a barrier to increasing horizontal collaboration across institutions, and may affect some institution types more than others.

Participants shared examples and structures which have created opportunities for students and staff to facilitate and enhance social and cultural infrastructure, such as through longer-term community embedded research projects, or through implementing research findings in local primary schools. This opportunity can be framed as a form of soft infrastructure in itself. Ways of measuring impact, such as REF impact case studies, also need to reflect the often less tangible, creative or cultural value added[3].

Looking forward

The financial precarity of the higher education system at present is generating uncertainty, but possibly offers an opportunity for universities to reinstate their priorities and commitments as they are forced to make their case. There was consensus that the civic agenda/social responsibility aspect of universities is important, necessary and requires sustained funding and incentivising to ensure it is embedded within the core vision and work of universities. Not only will funding provision be a key mobiliser of such changes, but the delivery and distribution of such funding is important to ensure widely beneficial social and cultural infrastructure is developed.

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[3] A recent report produced by the British Academy and the Academy of Social Sciences provides a number of examples of how REF impact case studies can capture less tangible impact. See British Academy (2024) The Shape of Research Impact, available at https://www.thebritishacademy.ac.uk/publications/the-shape-of-research-impact/

Summary of Policy Insights for the Sector:

Collaboration and partnership:
- Engagement with local civic and community partners generates enhanced research quality when it involves intentional, meaningful collaboration and partnership between academics and practitioners.

- Universities are well-placed to enable and enhance new and existing forms of social and cultural infrastructure to meet local civic needs through partnerships with diverse stakeholders.

- Universities can explore partnerships and increased horizontal collaboration within the sector to share learnings, knowledge and good practice.

Place-sensitive decision-making:
- Universities as institutions embedded within places are key stakeholders in facilitating place-sensitive R&D and innovation and could also support the delivery of devolution deals focused on this.

- Universities could articulate the common local, national and international contributions and priorities of the sector across their educational, research and civic impact to curate a more horizontal business model of the sector.

Long-term commitments:
- Universities could enhance their civic impact through sustained co-creation and co-implementation of hard and soft forms of social and cultural infrastructure with stakeholders.

- Long-term commitments to funding settlements and long-term funding cycles, particularly in relation to research council and grant funding, are required in order to enable the contributions universities make to social and cultural infrastructure on both local and national scales to achieve their full potential.

Next steps

Following this series of roundtables focusing on universities the British Academy's social and cultural infrastructure work theme will continue to explore the role different institutions and sectors play in creating, supporting and enhancing this infrastructure. Plans are for further roundtables to be held that will each focus on a sector, and the institutions within it. Sectors planned to be covered in this future work comprise the cultural and creative industries, the private sector and the charity and voluntary sector. We expect to publish an overarching report in 2025 that will collate the findings and themes that have emerged from the series overall which synthesises the depth and breadth of insights, on the role different institutions and sectors play in creating, supporting and enhancing social and cultural infrastructure.

Additionally, the insights that have emerged from the series of roundtables focused on universities will be incorporated into the Academy's ongoing higher education & research policy work.

This series of roundtables were held in conjunction with the National Civic Impact Accelerator.

About The British Academy:

The British Academy is the UK's national academy for the humanities and social sciences. We mobilise these disciplines to understand the world and shape a brighter future.

From artificial intelligence to climate change, from building prosperity to improving well-being – today's complex challenges can only be resolved by deepening our insight into people, cultures and societies.

We invest in researchers and projects across the UK and overseas, engage the public with fresh thinking and debates, and bring together scholars, government, business and civil society to influence policy for the benefit of everyone.

About NCIA:

The National Civic Impact Accelerator (NCIA) – funded by Research England and powered by the Civic University Network - leads the development of solutions and activities to enhance the civic impact of universities, to build their institutional capacity, address societal challenges, and adapt to evolving community needs.

Some examples of how civic universities can support national and government priorities can be found in the NCIA and Civic University Network's recently published policy guide, *How Civic Universities Support the UK Government's Five Missions*.

The NCIA's upcoming series of activities and publications – including 'what works' guides, data-driven evidence dashboards, and a tailored leadership training programme - aim to further empower and enhance universities' civic activity. The NCIA also provides opportunities for knowledge sharing and networking between universities and civic partners through its dedicated programme of events and engagement, including:

2. A growing collection of blogs on its *Debate Stage* webpage, with insightful viewpoints and examples of best practices from a diverse range of contributors.
3. An ongoing Action Learning Programme to pilot innovative civic practice and build capacity in the higher education sector, sharing successes and learnings from funded innovation projects, with the objective of fostering a culture of continuous improvement and collaboration.
4. An annual *CiviCon* conference, showcasing examples of civic work and providing a networking platform to develop a shared community of practice.
5. *CiviCast*, a series of podcast interviews bringing insightful conversations with leading figures in the civic university movement from the UK and beyond.

The NCIA has also collaborated with the OECD on their research project and report on *The Geography of Higher Education in England and Wales,* which aims to understand the economic and societal impact of universities in their places and surrounding ecosystems. The insights from this report bring an important international perspective to the NCIA's work.

Together, the NCIA's innovative approaches and initiatives support the higher education sector in implementing sustainable practices to maximise impact, to fulfil their civic responsibilities and drive meaningful change, and to highlight the valuable contribution the sector can make to enhance development at a local and national level.

To find out more about the NCIA, please visit https://civicuniversitynetwork.co.uk/about-us/ncia/ or contact ncia@shu.ac.uk

List of Participants Across Roundtable Series:

Name	Role/Organisation
Professor Dominic Abrams FBA OBE	Professor of Social Psychology and the Director of the Centre for the Study of Group Processes, University of Kent
Simeon Anyalemechi	President and Chair, University of Salford Student's Union
Lynn Barlow	Assistant Vice-Chancellor Creative and Cultural Industries Engagement, University of the West of England
Nicola Berkley	Senior Policy Advisor, British Academy
Mike Boxall	Higher Education Lead for PA Consulting
Mags Bradbury	Head of Social Responsibility and Civic Engagement, The University of Manchester
Karen Brodie	Partner, Counterculture
Rachel Brown	Project Manager, Newcastle University
Joanna Burton	Head of Policy (Higher Education), The Russell Group
Anne-Marie Canning	Chief Executive Officer, The Brilliant Club
Suzanne Carrie	Head of Student Equality of Opportunity, Office for Students
Dr Kirsty Cochrane	Deputy Director for Enterprise, University of Essex
Sarah Cowan	Head of Policy (Higher Education and Research), British Academy
Dr Lizzy Craig-Atkins	Senior Lecturer and Departmental Director of Impact and External Engagement, University of Sheffield
Gül Daǵ	Faculty Partnerships Manager, University of York
Dr James Davies	Research Fellow, Department of Economics, University of Birmingham
Alfie Denness	Policy Advisor, British Academy
Joel Dowson	Greater Manchester Students' Partnership Manager
Dr George Evans	Policy Advisor, British Academy
John Fell	Senior Policy Advisor, Sheffield Hallam University; National Civic Impact Accelerator Programme
Dana Gamble	Policy Manager (Places and Knowledge Exchange), GuildHE
Dr Abi Gilmore	Senior Lecturer in Arts Management and Cultural Policy, University of Manchester; DCMS Policy Fellow
Professor John Goddard	Emeritus Professor of Regional Development Studies, Newcastle University
Jonathan Grant	Director and Founder, Different Angles
Chris Hall	Public Affairs Lead, Queen Mary University of London
Dr Tim Hall	Academic in Residence, Citizens UK
Dr Rachel Handforth	Senior Lecturer, Doctoral School and Research Operations Department, Nottingham Trent University
Richard Harries	Director, Caritas Westminster
Dr Sara Hassan	Research Fellow, City REDI, University of Birmingham
Dave Hembrough	Research Fellow, Sheffield Hallam University, Advanced Wellbeing Research Centre; Chair of Sheffield Children, Youth & Families Consortium.
Ruth Henrywood	Head of Pathways and Funding Policy, Office for Students
Dr Eleanor Hopkins	Senior Policy Advisor, British Academy
Dr Emily Hopkins	Policy Advisor, Creative Industries Policy and Evidence Centre
Charlotte Kelly	Policy Manager, Russell Group
Professor Louise Kempton	Professor of Urban and Regional Policy, Newcastle University
Joel Kesterton	Student Engagement Manager, Sheffield Hallam University

Arnie King	AHSS Commercialisation Community of Practice Coordinator, PraxisAuril
Rowan King	Policy Advisor (Innovation), Universities UK
Marta Kowalewska	Senior Policy Advisor, British Academy
Dr Jack Layton	Senior Researcher, Institute for Community Studies
Adam Leach	Programme Director, National Civic Impact Accelerator, Sheffield Hallam University
Naomi Lewis	Associate, Counterculture
Dr Philippa Lloyd	Vice-Principal for Policy and Strategic Partnerships, Queen Mary University of London
Sjoerd Louwaars	Founder, Onbound
Paul Manners	Director, National Coordinating Centre for Public Engagement
Professor Des McNulty	Deputy Director, Policy Scotland
Professor Chris Millward	Professor of Practice in Education Policy, University of Birmingham
Dr Molly Morgan Jones	Director of Policy, British Academy
Professor Liz Mossop	Vice Chancellor, Sheffield Hallam University
Dr Emily Murray	Director of the Centre for Coastal Communities, School of Health and Social Care, University of Essex
Dr Peter O'Brian	Executive Director, Yorkshire Universities
Ryan Owens	University Collaborations Lead, West Midlands Combined Authority
Dr Dimitrios Panayotopoulos-Tsiros	Research Associate, Bennett Institute for Public Policy, University of Cambridge
Johannes Read	Policy and Data Analyst, City-REDI, University of Birmingham
Professor Jane Robinson	Pro-Vice-Chancellor for Engagement & Place, Newcastle University
Professor Katy Shaw	Professor of 21st Century Writing and Publishing, Northumbria University, Director of UKRI/AHRC Creative Communities programme
Dr Debbie Squire	Head of Place and Civic Engagement, Sheffield Hallam University; National Civic Impact Accelerator Programme
Professor Fiona Stafford FBA	Professor of English Language and Literature, Somerville College, University of Oxford
Marina Tapley	Policy and Research Officer, Yorkshire Universities
Isabelle Taylor	Policy Assistant, British Academy
Horia Teodorescu	Policy Officer, Universities UK
Destina Thompson	Policy Advisor, British Academy
Catherine Thristan	Director of External Engagement, University of Leeds
Professor Vanessa Toulmin	Director of City and Culture, University of Sheffield
Professor Andy Westwood	Professor of Government Practice, University of Manchester
Professor Chris Wigginton	Pro Vice-Chancellor (Global and Academic Partnerships), Sheffield Hallam University
Cristina Wilkinson Salamea	Senior Research Manager, The Young Foundation
Dr Adam Wright	Head of Public Policy, British Academy