

Universities and Regional Development

9th Dec 2008 CHUM Workshop
Summary and findings

a joint project of **IMAP** and **OKC**



Inner Melbourne Action Plan
'Making Melbourne More Liveable'



CHUM project background

IMAP's Regional Economic Development Statement (adopted May 08) clearly acknowledges the tertiary sector, *'advance opportunities to increase human capital and skills diversity by building on existing relations with the tertiary education sector'*

IMAP Action 7.7 Universities and Regional Development supports *'working collaboratively with universities and TAFE to define and develop a stronger role in regional development'*

Office of Knowledge Capital (**OKC**) is a collaboration between Melbourne and its eight metropolitan universities to develop and promote the city's knowledge capabilities. **OKC** strategy includes facilitating collaboration between governments, businesses and communities to enhance awareness of universities as a vital sector



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CHUM project background

IMAP and OKC partnered to develop Councils Hosting Universities in Melbourne (CHUM) initiative.

The **CHUM** initiative proposed:

- a half day workshop assisted by an independent facilitator
- attendance of key IMAP council, university and TAFE representatives
- findings of workshop to be presented to IMAP and OKC steering group / committee meetings

CHUM objectives & approach

Objectives

- Increase mutual awareness
- Identify key issues and opportunities
- Create closer local cooperation between the universities and the community

Approach

- Introductions and background of IMAP, OKC and CHUM project
- Guest speaker Professor John Goddard
- Open discussion of uni and muni roles
- Open discussion of issues
- Small groups refined issues by theme
- Groups reported back and discussed
- Participants rated issues by priority

CHUM workshop observations

- Participants were energetic and engaged with conversations frequently extending beyond scheduled session times
- Perspectives and opinions of participants were broad and diverse
- No highly contentious issues or areas of major disagreement

CHUM workshop findings

Expectations of university's role (from council perspective) :

- promoting health and wellbeing
- primary care partnerships, community health
- enabling youth aspirations and development
- service coordination (formal & informal)
- childcare, planning, workplace
- cross placement
- human services
- professional development
- urban planning/design including project collaboration
- research opportunities
- community development opportunities

CHUM workshop findings

Expectations of council's role (from universities perspective) :

- advocate for suitable public transport
- promote quality of life including safety and welcoming environment
- identify list of requirements and audit benefits
- develop affordable housing and ease social interaction
- create pedestrian and bicycle accessible environment
- enable integrated planning efforts
- pursue joint bids for federal funds
- foster access to business and industry including associations and community groups and residents

CHUM workshop findings

Shared Themes:

1. Economic Development
2. Quality of Life
3. Knowledge Transfer and Shared Resources
4. Service Coordination

1. Economic Development

- Assisting local businesses - including research, student placement and project based
- Bradley Review (higher education) - keep eye on progress and be proactive in implementation/conversations
- Councils acting as facilitators (e.g. business breakfasts etc to connect people in community)
- Audit inventory of education Institutions and councils via cooperative corporate planning
- Improve understanding of local economies - student placement, research, work opportunities and investment opportunities
- Leverage 'global connectivity' of unis – how to connect people to turn opportunities into actions (connect investment, ideas, capacity etc)

1. Economic Development (continued)

- Run economic development forums quarterly
- Jointly bring specialists to the table/city/region – add capability
- Exploit synergies around use of facilities (e.G. Spaces, ICT/wireless broadband, libraries)
- Identify ‘pathways’ for unemployed to learnings/courses (eg tafe’s), corporate responsibility for councils to assist
- Host ‘fairs’/street stalls to promote TAFE courses (logan city council had street stalls that sparked enrolments)
- Economic development for marginalised refugee/ethnic communities who have higher education aspirations for children
- Collaborate to attract new businesses
- Foster retail development (also sparks student employment)

2. Quality of Life theme

- Identify what's already happening and further promote
- Provide single point of contact and way to navigate (who's who)
- Develop joint marketing and lobbying
- Define what quality of life means for context (demographics, etc)
- Expand academics' role in community
- Identify social issues where joint focus can have impact - literacy/numeracy, mental health, equity, urban design
- Articulate pathways for life long learning
- Focus on built form – livability and sustainability
- Develop leadership on sustainability – impact future
- Enhance student connection to community
- Mentor students – multi-level, between community and HE

3. Knowledge Transfer & Shared Resources

- Exchange expertise (academic, operational/management), PD
- Package research opportunities
- Creation of developmental “pipelines” between HE and community
- Invite academics to “test theories” in the community
- Provide access to resources - databases, research, journals
- Use of LG to pilot innovation/R&D
- Post research opportunities (website could identify projects)
- Info flow to PD groups (e.G. Pia/mav/vlga)
- Shared facilities - parks/open space, libraries/computer facilities, car parks, transport, theatres/large spaces (squares)
- Share networks (e.G. State government/global/local)

4. Service Coordination

Formal

- Student housing arrangements
- Childcare facilities
- Training and workplace experience/placement by specialty

Informal

- Relationship-based collaboration (individuals)
- Services within campuses (e.G. Counseling, youth referral)
- Service coordination planning – involvement in broader networks
- Businesses mentoring students
- Community needs mapping and advocacy
- Opportunities to reduce cost (e.G. Maintenance, utilities, parks)
- Broadband roll out – explore fresh ideas for access
- Place management – what services are needed

Highest Priority Issues

- “Quality of life” engagement strategy between HE and councils
- Engage young, unskilled - councils as lobbyists for community
- Navigation of HE and councils (who is who and what they do)
- Collaboration on quality of life issues
- Better definition of opportunities at community interest level
- HE and councils to determine joint top 3 priorities and set action plan to deliver/progress – put in joint corporate plans
- Make it easier to work together on mutual high priority topics
- Integrate planning for shared facilities
- Culture change - unis as part of community, councils as engaged, reaching out
- Develop “streamlined” framework for knowledge transfer

CHUM workshop feedback

Participants asked to anonymously comment on what worked well and not so well

“good open structure and setting”

“large group discussions worked well”

“would like more time for networking”

“would like notes from speakers (to be made available at time) to make notes during presentation”

Benefits for IMAP

- Increased awareness of universities' perceptions of council's role
- Increased knowledge of universities' role, issues and challenges
- Identification of opportunities
 - Improved information sharing
 - Local cooperation

CHUM project next steps

- Request support from IMAP Committee (Feb 09)
- Provide feedback to Workshop participants (Feb 09)
- Establish an Action 7.7 Working Group
- Further explore and scope 2 proposed initiatives :
 - Town Gown Initiative
 - Integrated Workplace Learning Program