The Phantom Carnation Grower
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“Communities are full of people with hidden depths of knowledge and experience”

“How does someone with such self-discovered, self-taught skills thrive and enrich them?”

“The global community is as anonymous as the user wishes and someone who lacks formal education may communicate on equal terms with the professor”
“...knowledge co-creation and exchange rather than simple knowledge transfer; a dialogue which enriches knowledge for mutual benefit.”
Purposes, advantages and benefits of collaboration

Subject areas/topics for productive collaboration

Recommendations on programme instigation
Policy, strategy, impact and value

Evidence from projects

Synthesis of evidence and conclusions
<table>
<thead>
<tr>
<th>Policy, strategy, impact and value</th>
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<table>
<thead>
<tr>
<th><strong>HEFCE Strategic Plan 2006-11</strong></th>
<th>7 objectives for ‘third stream’: public engagement, social and economic concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JISC strategy 2009-11(?)</strong></td>
<td>“Developing and implementing a programme to support institutions’ engagement with the wider community”</td>
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<tr>
<td><strong>Russell Group 2003</strong></td>
<td>Motives for community engagement; i) charitable gifts; ii) community investment; iii) core initiative in the community</td>
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<tr>
<td><strong>Higher Education Community Engagement Hub</strong></td>
<td>Fund raising; goods and facilities open to or lent to communities; student projects; volunteers in the community</td>
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</tbody>
</table>
### Policy, strategy, impact and value

<table>
<thead>
<tr>
<th>National Co-ordinating Centre for Public Engagement (NCCPE)</th>
<th>6 Beacons of public engagement: North East; CUE East; Edinburgh Beltane; Manchester; UCL; Wales Beacon. + Frameworks; guides</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community University Partnership Programme (CUPP)</td>
<td>University of Brighton; wide range of projects in Brighton, Hove and the South Coast. + publication</td>
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<tr>
<td>JISC Business and Community Engagement (BCE)</td>
<td>Support... management of relationships with commercial, public sector, cultural, social and civic organisations to benefit the economy</td>
</tr>
<tr>
<td>JISC Digitisation Programme</td>
<td>RunCoCo and other projects aligned with the BCE programme: Access to Resources and Open Innovation Community Content</td>
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</tbody>
</table>
Policy, **strategy**, impact and value

- **Dept of Communities and Local Govt**
- **Cabinet Office**
- **Arts Council**
- **Heritage Lottery Fund**

- **Community Archive Heritage Group**
- **Commanet**
- **NIACE**
- **Proboscis**

“We should also note that community engagement is more than citizen participation... it would be questionable to describe it as community engagement, unless there have been some fully open opportunities for collective involvement in the agenda under discussion.”

From collection to community or from community to collection?
Policy, strategy, impact and value

Value to the institution

Collection building
Collection enrichment
Collection interpretation
New knowledge
Deliver mission

Better informed
Improved knowledge
Changed perception
Changed worldview
Changed action
Deliver mission

The University's economic impact

The University is committed to its integral role in the economic life of the city and region:
• The University, its colleges and Oxford University Press (OUP) together, are the largest employer in Oxford and second largest employer in Oxfordshire; accounting for more than 10,000 jobs and spending £700 million annually into the regional economy.
• Over one billion pounds are generated by the University and its activities each year, supporting 13,736 jobs.
• Sustained growth rates of high-tech jobs in the highest in the UK, mainly connected to the University.

Innovation
Idea Innovation is the University’s wholly owned technology transfer company and has spun out 44 companies since 1997, beginning with Oxleas Pharmaceuticals, a global leader in high-tech industry tools and systems, employing more than 1,300 people in 15 countries.

“Widely regarded as one of the best technology transfer offices in the country”
— Larmor Reviews of Business University Collaboration

The edgeless university
Why higher education must embrace technology

Peter Bowness

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Why higher education must embrace technology

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DEMONS
Planning and assessment tool

People, Places, Partnerships, Policies
A framework that supports you to review and improve performance. It can help develop more effective learning opportunities and create learning environments by:
- Helping you to understand how to achieve best practice in supporting learning
- Helping to identify how your museum, library or archive supports learning
- Helping to plan and develop effective learning partnerships with other teams and organizations

Find out more

How we define learning

Inspiring learning is built on a broad and inclusive definition of learning. We believe that learning:
- Is a process of active engagement with experience
- Is what people do when they want to make sense of the world
- Can include the development of skills, knowledge, understanding, values, ideas or feelings

Find out more

Generic Learning Outcomes (GLOs)

There are five Generic Learning Outcomes which:
- Describe what and how people learn in museums, libraries and archives
- Help you to identify and evidence the benefits for people of taking part in museum, library and archive activities
- Have a proven track record of measuring outcomes

Find out more

Generic Social Outcomes (GSOs)

There are three Generic Social Outcomes which:
- Demonstrate how museums, libraries and archives support wider community benefits
- Demonstrate a contribution to social cohesion, health and well-being

Find out more

Welcome to Inspiring Learning

A self-help improvement framework for museums, libraries and archives

Inspiring Learning supports you to:
- Assess your strengths and plan improvements
- Provide evidence of the impact of your activities through the generic learning and generic social outcomes
- Improve your strategic and operational performance

Inspiring Learning has been used successfully by many organisations including the BBC, English Heritage and Tate.
Pathways to Impact

Academic Impacts
- Enhancing the knowledge economy
- Training highly skilled researchers
- Improving teaching and learning
- Improving health and well-being
- Wealth creation, economic prosperity and regeneration
- Enhancing the research capacity, knowledge and skills of public, private and third sector organisations
- Changing organisational culture and practices

Economic and Societal Impacts
- Environmental sustainability, protection and impact
- Evidence based policy-making and influencing public policies
- Increasing public engagement with research and related societal issues
- Attracting R&D investment
- Improving social welfare, social cohesion and/or national security
- Commercialisation and exploitation
- Enhancing cultural enrichment and quality of life
Evidence from the projects

<table>
<thead>
<tr>
<th>Institution type</th>
<th></th>
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<tbody>
<tr>
<td>University</td>
<td>15</td>
</tr>
<tr>
<td>Third sector</td>
<td>6</td>
</tr>
<tr>
<td>NGOs</td>
<td>2</td>
</tr>
<tr>
<td>Local government</td>
<td>3</td>
</tr>
<tr>
<td>Govt agency</td>
<td>6</td>
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<tr>
<td>Govt department</td>
<td>3</td>
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<tr>
<td>Consortia</td>
<td>4</td>
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Lots happening, different intentions

One-way public engagement or two-way community engagement?

Recommendations

Provide public access to knowledge
Engage with public to create new knowledge
Sustained two-way engagement
Support project sustainability
Share resources/skills
Build community identity

Make clear intentions to all parties
Need for greater co-ordination in JISC and beyond
National forum for consultation and engagement
<table>
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<tr>
<th>Topics to consider</th>
<th>Shared public memory experience</th>
<th>Immigration; Community history; family history; Conflicts; National events; Transportation</th>
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<tbody>
<tr>
<td>Academic subjects with community interest</td>
<td></td>
<td>Astronomy; Ornithology; Genealogy; Media studies; Music in all its forms; Digital humanities</td>
</tr>
<tr>
<td>Community content such as images and memorabilia</td>
<td></td>
<td>History of place; Social history; Current themes on sites such as Flickr</td>
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The future is not what it used to be

Modelling the value of public knowledge in a networked world
Will status quo 2.0 be enough?
How to respond long term to...

The economy

Digital determinism

Public policy and the knowledge society
## The economy

<table>
<thead>
<tr>
<th>New money?</th>
<th>HEFCE</th>
<th>MLA</th>
<th>Wellcome</th>
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<tbody>
<tr>
<td></td>
<td>JISC</td>
<td>HLF</td>
<td>And so on…</td>
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<tr>
<td></td>
<td>RCUK</td>
<td>COI</td>
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<tr>
<th>Sustainable development?</th>
<th>Substitution funding</th>
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<td>Showing wider impact in other agendas</td>
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<tr>
<th>Co-creation embedded?</th>
<th>Could lowering standards increase impact?</th>
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<td></td>
<td>How far can it become integral to long-term planning?</td>
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Digital determinism

Digital culture

"Source credibility is problematised by the bricolage nature of participatory culture and the dematerialising of cultural artefacts"

The end of the Enlightenment Project?
Fragmentation
Disintermediation
Participatory culture
Digital determinism

Digital culture

The Cult of the Amateur

The end of the Enlightenment Project?

Fragmentation

Disintermediation

Participatory culture

Professional v amateur

But isn’t the professional also an amateur?

Barefoot knowledge worker

Where is the debate?
Public Policy and the Knowledge Society

Knowledge as the raw material of the future

Access to knowledge as a basic right

Learning as a lifetime activity

New institutional architectures
“From monophonic university to polyphonic multiversities”

Paul Wildman

“Megaphones of informal learning”

Martin Bean