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Creative City-Regions
& the Role of their Creative Universities

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Creative City-Regions & the Role of their Creative Universities

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Abstract

Over the last decade the University of Salford has responded to the national and global challenges in quite a unique way. This reflects the particular academic strength of its staff and the situation in which it found itself in the middle of the late nineties. This strategy, developed in the light of a changing environment, focuses in particular on its development of Academic Enterprise (Æ) as a means of promoting, not only better work with industry and commerce, but also with other stakeholders, such as those in civil and voluntary organizations, in the community at large, and, not least, those within the University itself.

This keynote paper, given to the Pascal International Observatory Conference in PEC Hungary entitled, 'Life Long Learning in the City-Region' Conference in PECS, focuses its attention on how, through better knowledge sharing and co-creation with business and community partners, **universities** might become real drivers of creative change in developing socially inclusive projects, which are truly fit for purpose in the global knowledge economy. In particular, the paper condenses findings relating to the development, and formative evaluation, of over 200 case studies into how universities have successfully built mutually beneficial relationships with their local businesses and communities, giving them the confidence to develop, for themselves, successful social and community enterprises.

The studies were undertaken by the University Partnership for Benchmarking Enterprise and Associated Technologies, or UPBEAT for short – a consortium of Universities who were linked by a common belief that beyond economic benefits, enterprise ventures can, and should, have a social and cultural role which is equally important – spreading knowledge, developing communities and arousing confidence and skills of people who live and work in those communities. UPBEAT studies have shown the major elements which are consistently present in winning social and community focused academic ventures, in effect – a recipe for success in driving a Modern Renaissance for local citizens, communities and small businesses.

The result is the UPBEAT matrix – a model, a progress charter, an inspiration and aspiration guide, which turns traditional academics into enterprising ones. The UPBEAT approach recognises the four underlying skills that are needed to fertilise a novel academic idea, enabling it to 'flower' in the knowledge economy: '*business acumen*' and '*individual performance*' are two key skills essential in making any social enterprise work effectively and efficiently; '*social networking intelligence*' and '*foresight enabling skills*' are also critical to success in today complex knowledge economy. The presentation will show how the UPBEAT project management matrix helps academics develop, and continuously improves, these four skills in parallel. It also briefly shows how the tool has been used to achieve success in four quite different social enterprises: the Salford Film Festival; the development of 'community banks' in the UK; 'Contraception', the Board Game; 'Bouncing Higher', a balanced learning approach which helps small businesses become more innovative for wealth creation. Details of a further 150 successful case studies of academically supported social enterprise can be found on www.upbeat.eu.com

Salford University's Unique Position in the development of Academic Enterprise

These are exciting times in higher education (HE) as universities work closer with business and the community to harness the undoubted imagination and reason of formidable academics and combine it with the drive and daring of local entrepreneurs. Local universities in the UK have always reached out to develop best academic-enterprise practice. In the knowledge economy, they may well be the key to future wealth creation and improvement in the quality of all our lives, and Salford recognised the need to do this long before others and began to prepare itself to 'virtuously knowledge share' with all its partners. This keynote paper defines the unique form of enterprise developed at Salford University – known as Academic Enterprise (Powell 2000 and 2001 with Goldsmith and Harloe) - which particularly focuses on the development of 'socially inclusive wealth creation'. It then briefly describes an approach to develop its staff to become more enterprising and shows how Academic Enterprise has become a means by which cultural change can be achieved, (re)turning Salford to a position of strength as an 'enterprising university.'

In the late 90's Burton Clark's (1998) identified key characteristics that defined the entrepreneurial universities of the day. He focused on those universities which grew, not just their research and teaching income, but also developed working relationships with business and industry. Such universities were characterized by a conscious effort to innovate in how they went about their business and this meant a substantial shift in their organisational character in order that they might arrive at a more promising posture for the future. Salford decided to build on the best characteristic from this thinking, but then move forward for the requirements of a 21st century knowledge economy, to establish its own distinctive identity as a leading enterprise university. To do this it made important changes to its entire academic and managerial organisation by establishing Academic Enterprise (Æ), as the third major strand of university activity, and then redirected resources to enable the sort of institution that Clark suggested was so necessary for a Modern Renaissance.

In order to bring about the necessary change processes of embedding Æ in the University, it was first necessary to develop an internal VISION that could be shared by everybody in the institution. A small Æ core team, under my leadership, felt that the real basis for achieving success in the new activity was a strong linkage between the words 'Academic' and 'Enterprise', then related joint actions, creating a new phrase and activity, suggesting an inseparable dipole for this new stream of University work. The team wanted academic colleagues to undertake bold new academic pursuits reflecting their clear academic values, knowledge and capabilities. The Greek ligature Æ was chosen as a short and simple means of representing this strong bond.

The Hallmark of Salford's Æ approach lay in opening up the formidable skills and **imagination** of its own staff, developed through rigorous evaluation and sound research, undertaken on the basis of the highest academic values, to form **reasoned** specifications for actions in the real world. Academic Enterprise is also about having the **daring** to work in creative enterprise partnerships to stage-manage novel yet robust ideas, innovations, approaches and technologies into actual **improvements** for all our partners,

and beyond. The importance of the four emboldened words in the above paragraph are also reflected diagrammatically our logo, shown above, top reinforce their importance in the Salford approach. Our ambition was for our staff to share this simple vision of Æ, thus enabling them to develop new Æ ways of working for themselves which would combine quite naturally with their own existing ways of working.

The deep partnerships we formed with local entrepreneurs would become the key focus of everything Salford now did, building on the drive and commercialism of our partners which complemented our own capabilities and strengths. I repeat, I believe in the knowledge economy, success will only arise from the right collaborations of those who truly have recognition of the rich systemic and global nature of all future enterprise – so team working and co-creation with the richest diversity of capabilities is key. And our partnerships with business, industry and the community would be those also at the leading edge in terms of practical applications. Together we would transfer necessary knowledge and technology between each other for the benefit of the university and its partners, and. We believed this would enable us both to flourish. Armed with this image, the Æ team sought to share its vision across the University so that all staff would directly own their view of the vision for themselves. Such ownership was seen as critical in embedding the process of social change within the institution deemed necessary if Æ was to develop fully. All too often new ways of working fail to develop because those involved do not understand their new roles, or find the objectives to be mutually incompatible with their existing ideas, or do not agree with the new vision – or what is even worse, actively disagree with the new vision and continually fight to overturn its implementation.

After almost a decade in full operation, Æ has secured significant changes and many real improvements. Almost 30% of our academics are fully enterprising[1], engaging with business and the community in many new and different ways, and especially the university itself which has developed improved ways of working, with strategic partnerships in industry, commerce and the public and voluntary sectors. All staff have found the new Æ way of working have led to real rewards, not only in financial returns or progress in an enterprise itself, but also in their teaching and leaning and research. Furthermore, our Æ approach has been seen by our own government ministries and their funding agency, as both pioneering and exemplary. There is also now increasing international recognition of the success of our approach, which is being mirrored in other university Reach-out developments across Europe, particularly in the Bulgaria and Czech Republic, and more recently in a global context by the PASCAL International Observatory for 'Place Management, Social Capital and Learning Regions, who have adopted our approach as a 'hot topic'. Some six British Universities now themselves us our phrase of 'Academic Enterprise' for their Reach-out activities, rather than the more limited one of 'third stream' and the 'Engaged Universities' of Australia are presently exploring our approaches in order to improve their own ways of relating to business and the community.

Academic Enterprise is fully integrated into all aspects of Salford university life. For our senior management soon realised if the university was not internationally recognised for enterprise, it would also fail to get research grants to keep itself at the leading edge and this would in turn lead it to fail to get Academic Enterprise work. A vicious downward spiral because no business/industry/or indeed community would want to become second best in the real world. So this university's T&L would soon fall behind those who could deliver at the leading edge globally because they did have a strong enterprise recognition. Rather, we sought to create real improvement and modern renaissance locally, nationally and globally.

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[1] A further 40% are on the path to becoming more enterprising, while the remainder, as expected, are keeping to their traditional ways; this is more than was ever hoped for in the processes of cultural change in which we were engaged.

The Importance of 'Virtuous Knowledge Sharing' and UPBEAT

Key in Academic Enterprise is the way we share our academic insights with others and thus combine them with the daring insights of our practice partners. It is the caring way through which we knowledge share that brings mutual benefits to both sides. Such a concept of 'virtuous knowledge sharing' begins to recognise HE's obligation to broader society and also acknowledges that knowledge is also created in many social and economic practices outside of HEIs itself. It also suggests a new paradigm of understanding and action that Governments could champion and their policies reflect. 'Quality engagement with society, the community and business' in general should be the new paradigm, not technology or knowledge transfer. The former implies a genuine interchange, a genuine engagement; the latter implies a one-way movement of knowledge from academe to business and the professional world's external to us at Salford, and HEIs in general. I believe it is through genuine, sustained and quality 'engagement' with all its external partners that universities make their own contribution to knowledge production and delivery. It follows from this that the production, transfer and sharing of knowledge must be seen as iterative, rather than linear, processes and that practical and theoretical knowledge are simply subsets of 'knowledge as a whole'. This can be best understood through what I have previously referred to as the 'virtuous knowledge sharing cycle' (Powell, 2003); this is shown below in diagrammatic form (Figure 1 shown over).

The starting point for any workable co-creating relationship between a university and its external partners, as shown above, are the strengths that each side brings to the relationship. Traditionally, Higher Education provides the space and independence to think 'the unthinkable', to test ideas in a rigorous way, bringing reason to bear, to turn imagination into a sustainable theory; sometimes this is portrayed as 'ivory tower' thinking. But it also provides the necessary critical distance needed to be fore-sightful and truth-searching. On the other hand, time is of the essence in business, industry and the community; they already have a drive to be daring and need to confirm the possible, rather than agonise over the unlikely, and reject the improbable. Their approach is often characterised as the 'quick and dirty' look. However, both sides now need each other, and to work in a trans-disciplinary way, to develop innovative and cost effective future enabled technologies, products and processes that work in complex environments and systems, often by humans who continually change their wants and demands. So, in the global knowledge economy, co-creation will be absolutely necessary to enable sustainable success.
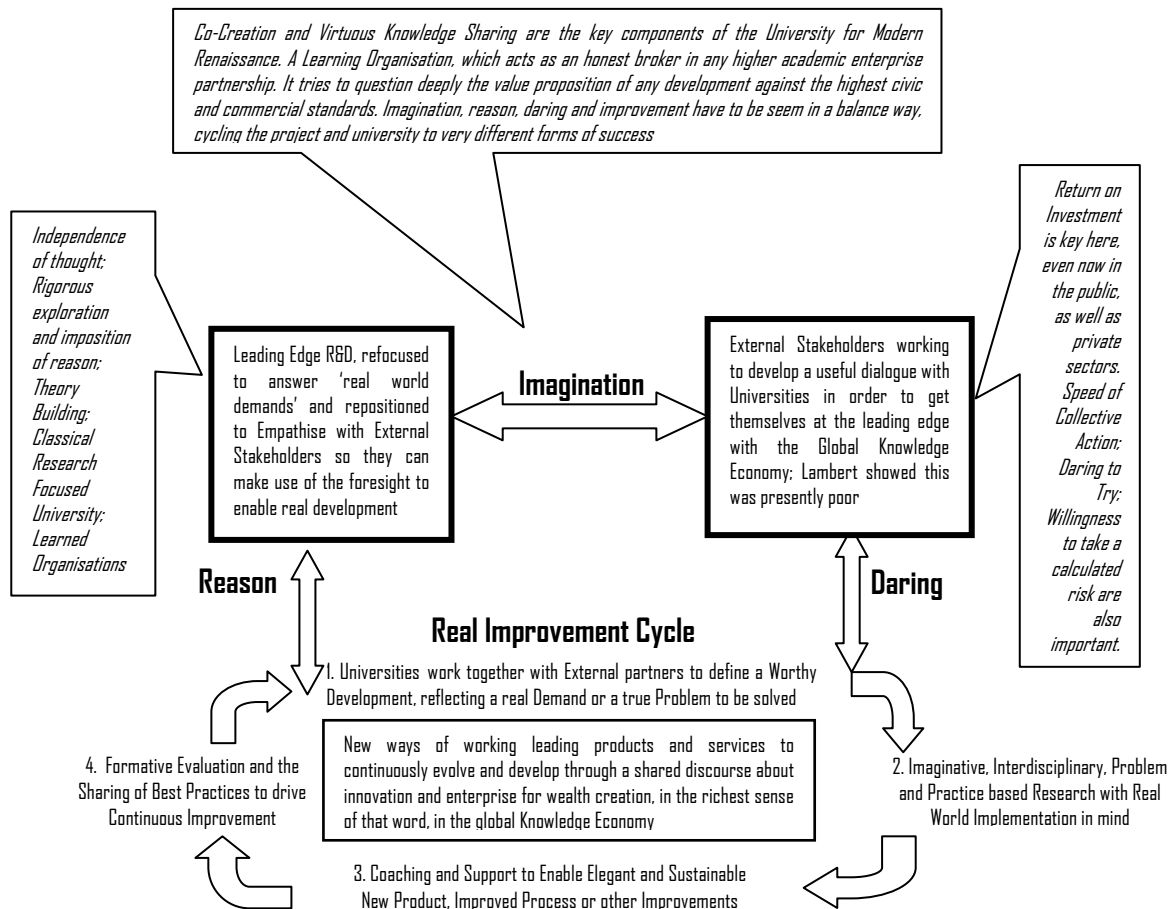
Co-Creation and Virtuous Knowledge Sharing are the key components of the University for Modern Renaissance. A Learning Organisation, which acts as an honest broker in any higher academic enterprise partnership. It tries to question deeply the value proposition of any development against the highest civic and commercial standards. Imagination, reason, daring and improvement have to be seem in a balance way, cycling the project and university to very different forms of success

Return on Investment is key here, even now in the public, as well as private sectors. Speed of Collective Action; Daring to Try; Willingness to take a calculated risk are also important.

Independence of thought; Rigorous exploration and imposition of reason; Theory Building; Classical Research Focused University; Learned Organisations

Leading Edge R&D, refocused to answer 'real world demands' and repositioned to Empathise with External Stakeholders so they can make use of the foresight to enable real development

Imagination

External Stakeholders working to develop a useful dialogue with Universities in order to get themselves at the leading edge with the Global Knowledge Economy; Lambert showed this was presently poor

Reason

Daring

Real Improvement Cycle

1. Universities work together with External partners to define a Worthy Development, reflecting a real Demand or a true Problem to be solved

New ways of working leading products and services to continuously evolve and develop through a shared discourse about innovation and enterprise for wealth creation, in the richest sense of that word, in the global Knowledge Economy

4. Formative Evaluation and the Sharing of Best Practices to drive Continuous Improvement

2. Imaginative, Interdisciplinary, Problem and Practice based Research with Real World Implementation in mind

3. Coaching and Support to Enable Elegant and Sustainable New Product, Improved Process or other Improvements

Figure 1: Virtuous Knowledge Sharing Cycle (Powell 2003, extended in 2007)

So, having got a basic process for improving our relationships with business and the community, how did we convince academics wanted to become more enterprising ones, to engage in Academic Enterprise? When I started Academic Enterprise a decade ago now, some of my academic colleagues thought I had sold out my intellect soul to business and commerce. They were not, initially, terribly keen to follow my lead, or the knowledge sharing principles I was commending them to accept as part of the necessary change process, to convince them, I had to create some exemplary major projects in each Faculty of the University. I will briefly case study one of these next, but collectively the showed what could be done and be an inspiration to other academics to become more enterprising. So, to get the ball rolling and to make it worthwhile for academics to engage in this new way of working, we sought funding to free up the time of early adopters to get involved in Academic Enterprise. We then developed a careful rewards scheme to attract colleagues into developing their own new academic opportunities beyond the means they were currently employing. I then set about designing and testing, a new staff development process that would enable, and empower, the right kinds of academics to learn how to become more enterprising in the most appropriate ways. The approach I developed, with four other like minded universities, was called

UPBEAT[2]. UPBEAT stands for University Partnership for Benchmarking Enterprise and Associated Technologies. Out hope was that these academics would develop their own more enterprising practices in fast acting ways.

So, what does the UPBEAT process focus on to improve the capacities of traditional academics who are already excellent teachers and researchers. In short, it attempts to empower them with four extra human skills that are complementary to their existing roles as academics. 150 cases of exemplary higher academic enterprise, developed using UPBEAT as the driving approach, confirms that there are, indeed, four critical human enterprise skills needed for successful enterprise project development, shown diagrammatically in figure 2. And these are not normally skills in high profile with traditional academics.

Figure 2 - The Enterprising Academic Model
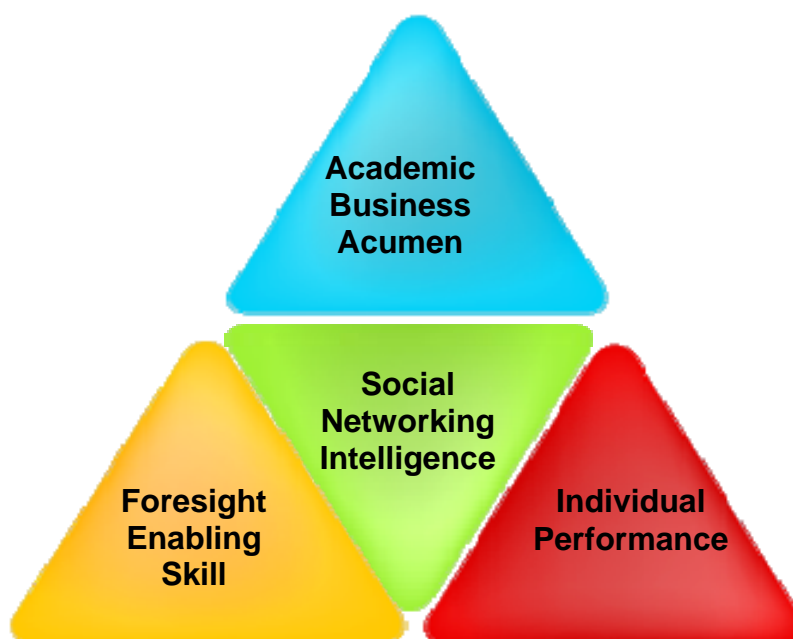
While academics often develop research ideas that could lead to new products or processes which are meant to satisfy particular human needs or desires. Academics mainly do this, by undertaking rigorous experimental studies, to make sure they fully understand a particular situation or need. They rarely think further, as to how they can turn a theory they have built, into useful foresight that will actually enable a real improvement. So, for the development of enterprising academics, the first skill we try to engender, through UPBEAT, is what I call, *foresight enabling skill*. This only requires a small, but hugely important, change in mindset of academics, so they begin to re-formulate their often fairly abstract notions with respect to some findings or a theory development, into something useable that will actually lead to a practical reality or implementation. I have to say, I have found that academics can quickly learn

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[2] UPBEAT is the University Partnership to Benchmark Enterprise Activities and Technologies – a project by a consortium of the British Universities of Teesside, Westminster, Leeds Metropolitan, Lancaster and Salford with six overseas partner institutions [Twente (Holland, Salamanca (Spain), Deusto (Spain), Hochschule Wismar (Germany), Varna Free (Bulgaria), Budapest Business School (Hungary) funded by the Council for Industry and Higher Education, Higher Education Funding Council of England and the Engineering and Physical Sciences Research Council; the consortium seeks to drive improved University Reach-out to business and the community or what the consortium prefers to call Higher Academic Enterprise

how to turn such concept thought into a working reality, when they know what it is they have to explain differently in order to help their external partners understand better what these partners need to do. However it is not sufficient for such academics to know how to express better what their external partners need to know. They also need to get a demand side view when developing any Higher Academic Enterprise. In particular, they have to learn more than what is needed, but, rather, what will be 'demanded by customers' in sufficient numbers so that their enterprise development will eventually become something that will be financially viable. For, in an enterprise context, it is no good just developing something that is needed, if people won't demand it sufficiently to pay a realistic cost to purchase it. It is my contention that all Higher Academic Enterprises have to "wash their faces" financially, at the very least. And, ideally academic entrepreneurs should also strive to make a good return on the university investment, in terms of a profit or other relevant reward. I call this skill, **Academic Business Acumen**, and such a skill requires enterprising academics learning sufficient awareness of the demand side, and especially key aspects of business, to have reasoned conversations, and sensitive arguments, with creative partners from business, industry or the community. Academics need such a skill, not to become business people by themselves, but to be able to incorporate such business thinking into their developing enterprise, to ensure it eventually becomes a sustainable business.

Knowledge about product design, design for production and marketing are just three concepts from business academics need to embrace. However, I repeat, the UPBEAT ambition, with respect to Academic Business Acumen, is not to turn academics into business people, only to develop in them a language for meaningful discussion and conversation, so that there can be mutual understating of each others position in any joint enterprise. At Salford, we are careful as to how deeply we get our academics to embrace business knowledge. This is because of our bad experience with so called entrepreneurial professors and researchers of the 70s and 80s. This experience leads us to believe academics rarely become good business people, and if they attempt to be so, this often leads the university to loose much of their original academic value, while not at the same time creating profitable services for mutual benefit of the university and its partners. There are clearly exception to this rule, but do tread warily in this area of skill development.

UPBEAT's third enterprising skill development looks inward to the academics themselves and aims to ensure they become sufficiently stimulated to want to develop mighty personal individual performance to the highest levels, especially with respect to their particular individual talent. And further, we need to convince them of the need to hone their own skills to perfection. To help drive academic personal performance forward, the university needs to develop an appropriate rewards scheme to incentivies continuous professional improvement in their academic performance. For most academics, this can often simply be in terms promotion, on the basis of Academic enterprise, up the traditional academic hierarchy. Even then, I believe academics of the right type, who want to become more 'enterprising', need to he supported in improving their enterprising performance and must be willing to work hard to become part of sustainable and creative teams, and ideally also want to eventually lead such teams. I simply call this enterprising academic skill developing mighty **Individual Performance.**
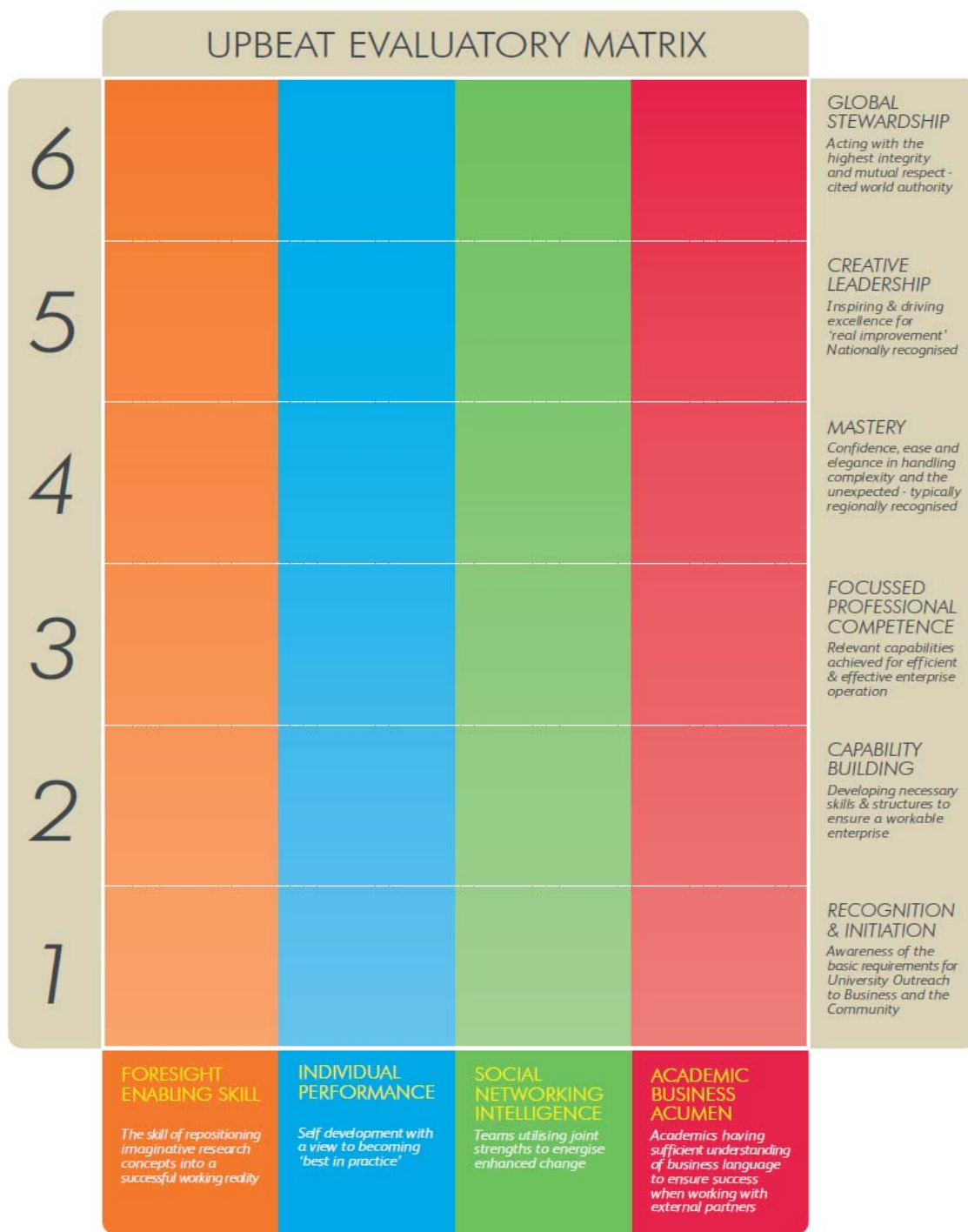
And finally, with respect to developing the four enterprising skills, academics also need to develop **Social Network Intelligence**, sop they ca make the most from their own enterprising capabilities by working in harness with other team members who have complementary skills. For, only through proper socialisation will the sum of a creative team's parts and add innovatively more than the value of the individual parts by themselves. Gone are the days when an individual, no matter how creative, can solve most problems by themselves. Social Networking Intelligence, as I call this skill, is initially about collaboration. It grows into creative team work. It then develops into growing interdisciplinary partnerships and, at the highest level it relates to the formation of strategic alliances which drive any innovation onto new heights. It is the binding force that ties all the other skills together.

So these four complementary enterprise skills need to be engendered in traditional academics, to ensure they become usefully enterprising. I call this model of entrepreneurial staff development, the 'Enterprising Academic Model', shown diagrammatically as figure 2. Having understood the need for the four new skills, it is also important to understand what qualities and levels of these skills need to be developed. Again from the UPBEAT case studies, it appears that it is the development of "Qualities and Levels of **Engagement**' with respect to these skills that is the most generally relevant and important to the progress of almost all forms of academic enterprise.

So, on the basis of this 'Engagement' dimension, it is necessary to create an engagement axis of what can now be seen as an evaluating matrix, see figure 3 on the next page for a visualisation. And this matrix can then be used for any traditional academics who want to continuously improve their own enterprising ability, helping them develop appropriate enterprise skills, gradually, continuously, consistently and sustainably for the good of any academic enterprise development. For any new project the developing academic entrepreneur would have to start by *recognising how, and with whom, they need to engage creatively* in order to initiate a sound, yet innovative, enterprise development. They would then need to start building necessary enterprise capacity to properly undertake a project from the broadest range of perspectives possible to ensure success in the knowledge economy. At engagement level 3 on this axes, in the processes of gradually improving a team's creative and systemic development, the immediate *enterprise project starts to be handled competently*, so the team begins to be 'on top' of its immediate job. However, it is not until the next level that team members have sufficient *mastering of their roles* that they can properly negotiate an overall solution from a position of strength, where each team members knows when to 'give and take' for the benefit of the overall team performance. At this stage they can also think about taking on higher level and even more complex enterprise projects.

The higher engagement levels on this model shows the development of the enterprise to be working really well, and is where the team, or at least some of its members, are seen to become *creative leaders in their own right*. Such leaders often extend the scope of any existing project, spin off new sub projects or perhaps even start completely new projects. At the top level of engagement the team, or some of its leaders, start to act as *stewards in a global context*, having respect from almost everyone, as they become – de facto - world authorities of their chosen enterprise topic or agenda. So, on this UPBEAT Matrix, and for enterprise skill development, there are six levels of engagement, having increasing qualities with respect to engagements within the creative team, between strategic alliances and, increasingly with others in the knowledge economy. Taken together, the development of our four underlying enterprise skills represents, in effect, a balanced score card approach to drive forward any enterprising academic development.

Figure 3 – The UPBEAT Evaluatory Matrix

UPBEAT EVALUATORY MATRIX

6

5

4

3

2

1

GLOBAL STEWARDSHIP
Acting with the highest integrity and mutual respect - cited world authority

CREATIVE LEADERSHIP
Inspiring & driving excellence for 'real improvement' Nationally recognised

MASTERY
Confidence, ease and elegance in handling complexity and the unexpected - typically regionally recognised

FOCUSSED PROFESSIONAL COMPETENCE
Relevant capabilities achieved for efficient & effective enterprise operation

CAPABILITY BUILDING
Developing necessary skills & structures to ensure a workable enterprise

RECOGNITION & INITIATION
Awareness of the basic requirements for University Outreach to Business and the Community

FORESIGHT ENABLING SKILL
The skill of repositioning imaginative research concepts into a successful working reality

INDIVIDUAL PERFORMANCE
Self development with a view to becoming 'best in practice'

SOCIAL NETWORKING INTELLIGENCE
Teams utilising joint strengths to energise enhanced change

ACADEMIC BUSINESS ACUMEN
Academics having sufficient understanding of business language to ensure success when working with external partners

In order to help assess a team's enterprising progress, at any given time, the UPBEAT approach gives a set of generic questions to focus an academic enterprise project leader's attention on the next engagement skills which needs to be developed. Ideally all enterprising developments should work to progress the four engagement skills, gradually, measurably and in parallel. This ensures increasing the overall performance of the enterprising team really progresses in an optimum way. If the UPBEAT evaluatory matrix is filled in formally, on a regular basis, by the leaders and their teams, they will get an immediate self evaluation of their progress and a sign of what they next need to do to become even better. This is the best way to quickly improve the quality of a creative team's enterprise engagements, in order that together they will drive real and innovative enterprise progress. The actual performance indicators used to drive such improvements are of necessity individualised to any one innovation project, but the matrix does give a leader, or team members, an early indication of a project situation and its team's progress against other enterprise teams. So, I repeat, because of its importance, the team ought to be developing all its four skills in a balanced and parallel way.

Using the evaluatory matrix gives enterprise project leaders a template for staff development and a step by step project management guide to any academic enterprise project. It also helps any individual academic learn how to improve their own individual enterprising skills, as well as enabling them to recognise what needs to be done to maximise the overall performance of the team. Our evidence on hundreds of cases shows the UPBEAT approach drives improved academics enterprise, both quickly and effectively. An UPBEAT analysis can be done quickly and easily, in a fairly comprehensive way, often in less than 2/3 hours to begin with. and then in a matter of minutes for any upgrade. Then, such an analysis can be used regularly as a project management tool to drive the next stage of improvement of any individual project and indeed it really does lead to continuous project improvement. The tool can also be used to compare the progress of several projects and to aid enterprise project assessment, development and management. IN order to aid the effectiveness and efficiency of this 'UPBEATing' process, an electronic tool has recently been developed, A demonstration of this tool please can be seen at www.escendency.com - simply ''hit the UPBEAT demo button' at the bottom of the home page for the presentation. I hope this enabling process will help any university efficiently see the current state of any enterprise project quickly and effectively enable them to evaluate projects against each other and make sure they develop enterprises conforming to the highest 'triple bottom line' (economic, social and environmental) principles, making them truly 'fit for purpose' in the global knowledge economy..

For Salford, UPBEAT has become part of a key goal for the University, as is reflected in its Strategic Framework. In particular, it is used as they key performance assessment tool helping it measure this primary university goal and thus driving the university to become a world leader in developing successful international partnership with business and the community. For those who wish to know more about UPBEAT, please e-mail me at j.a.powell@salford.ac.uk and I will send you an introductory booklet telling you a little more details about the approach and a DVD where you can meet some of my own academics who have themselves become more enterprising. For those who wish to go even further with UPBEAT, they are encouraged to go to our website www.upbeat.eu.com - comprehensive UPBEAT guideline, the evaluatory matrix and related templates, and the 'questioning framework' to drive development are all held there.

All my studies, including the ones relating to UPBEAT, show (Powell, 2005, 2006, 2007 and 2008) that successful Higher Academic Enterprise mainly occurs through co-creation, where new technologies, solutions, products or services are both successfully supplied to satisfy real client/user needs, and then properly applied to meet real business demands. This usually means that the University has to provide a wider range of support and coaching than conventional, with similar reverse coaching by the eventual end client, sponsor, user or customer. The key here is deep level conversations, with active listening and mutual coaching, to ensure a collective understanding to enable real and sustainable change.

Key Indicators of Success

Salford University uses two major indicators to measure the progress of its developing Academic Enterprise. The first relates to quantitative measures of output, income growth, gross value added and financial contribution; these are critical for a university wishing to improve the quality and range of its enterprising academic provision, in order to enable it to flourish in a changing world. The second are the qualitative indicators of outcomes, real improvement and 'quality of life'; these, often less tangible indicators, normally relate directly to the strategic academic mission and vision of the university, and the detailed objectives developed to show it has achieved success against its own agreed high level values or goals. An earlier part of this chapter gave an anecdotal feel for some of these impacts, in terms of improved academic interest in, and take up of, Academic Enterprise by staff within the university, and particularly the 'buzz' so far created at Salford University through Æ. These are indeed good qualitative measures of success. However, in this section I also describe just some of the other external facing outcomes, specifically measured by us, to ascertain progress. I then highlight just two, of a myriad of examples of, best practice developments to date, to give a deeper narrative feel of our many successful projects.

(i)   Quantitative Impact

In today's world it will hardly surprise anyone to learn that finances are a key indicator of overall success. The simple fact is that repositioning Salford as a premier league 'enterprising university' requires considerable investment. It may be possible, in theory, to boost investment in new situations where income is declining, but there are not many successful examples of this, at least in the university sector, as far as I am aware. So a primary requirement at the start of Academic Enterprise was income growth on projects that enabled socially inclusive wealth creation for our partners, and ourselves – this latter criteria a key academic value driver with respect to our university mission. The institution therefore sought, through Æ, new sources of funding to add to its traditional public resourcing; this in turn would enable me, as the then direct leader of Æ, the ability to initiate novel projects, as pilots of a change process, while appropriately redistributing scarce existing resources to developments more relevant for an 'enterprising university'. I inherited a traditional commercial enterprise function that had lost, not only its direction, but even the ability to financially 'break-even', let alone produce a profit; I soon realised this was because the previous strategy was too commercially focused and did not understand the proper role of a university in reaching out to business and the community. The new strategy saw a dramatic turn around in this situation and shown below is a table representing the Æ Income/Contribution for last nine years.

Year	1998 - 1999	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	Total
Contribution	reinvestment	reinvestment	reinvestment	£1M	£2M	£1.4M	£1.3M	£1.2M	£6M	£12M
Income (nearest million)	£3M	£5M	£6M	£9M	£16M	£18M	£17M	£17M	£21M	£112M

Indeed by way of a fuller example of growth, the latest year of financial returns the university shows a rise in income from all Academic Enterprise activities to well over £21 million - with the University's part in developing a purposely designed building to promote innovation with small businesses and the community worth a capital sum of £5 million; the Salford Innovation Forum - as a quality building, developed as a 'hub' to drive improved relations with the citizens of Salford, their

small businesses and ourselves and is now regularly used by University staff and its strategic partners as they co-create for mutual benefit.

Furthermore, at the initiation of Æ, I put an obligation put on all Core AE staff to earn 20% in excess of their salary, in order that we could fund necessary revenue costs, without needing to call upon the university reserves for extra finances; for Æ was initiated at times of financial stringency in the university. This amounted to an extra income stream, in those early years, of between £300,000 and £½milion, which is not accounted for in the above table; all income surplus to expenditure, was simply reinvested during those early years to keep the division working effectively, until Æ was allowed to use it in a more constructive way to promote university Academic Enterprise.

On a final quick performance indicator note, the national profile of this Universities progress in AE has clearly been fully recognised by the Higher Education Funding Council for England, itself. Over the next three years of development our allocation from them, known as the Higher Education Innovation Fund or HEIF 4 for short, will improve from about £650K per annum to £1.1 million next year, £1,5 million in 2009-10 and £1,8 million, the year after. We are now close to being 'top of the league' for enterprise support and will soon to be capped for the HEIF allocation; this reflects we are now on a par with some of the best enterprise universities in the UK. In confirmation of importance of the above returns, an independent financial evaluation of the University by the financial analysts 'Tribal', indicates the university is 'punching well above its weight' with respect to Academic ; indeed their estimate indicates this to be about £5 million above our peer benchmark university group.

(ii)   Qualitative Impact

At its inception the Æ team set itself some clear targets for qualitative growth – two major academic enterprise projects per Faculty, and two cross-university projects per annum – all projects were designed and developed to reflect a major ethos and goal of the senior academics leading the different parts of the university. In fact, on average over twenty new, innovative and ground breaking projects have been initiated each year since its inception, with over 150 examples of good practice recorded on our UPBEAT website – www.upbeat.eu.com .

Before describing two in some detail let me name just a few, to give a feel of the range of quality developments so far initiated: CONSTRUCT IT – won a Queen's Award for the way it has helped the construction industry flourish using academic developments; Community Finance Solutions won the Times Higher Education award for Community Enterprise in helping communities develop and manage their own 'Community Banks' – this team has now increased its consideration into the development of develop Community Land Trusts – these will help disadvantaged communities design and run their own 'affordable housing' programmes; Barbara Hastings Asatorian was voted one of the top five women innovators for her Contraceptive Board game development (see later detailed example); the Salford Film Festival premiered an award winning Salford 'short video' and this has led to a resurgence of film making in Salford's New Deal area, with extra finances being made available for community film/video making; 'Free**flow**' is a successful university website which portrays the capabilities of our music students to the world and gets our students job's on the global stage; our 'Business Creation Units' promote university 'spin-outs, and also welcome and nurture small businesses spinning in to work with University staff and students for mutual returns; our WISE project helps women entrepreneurs gain confidence to be innovative for their own wealth creation; our links with the Asian Business Federation have led to improved innovation by ethnic minority groups in Manchester City-Region; our 'Asia Link' project has developed productive working links with China, Japan and

Malaysia to promote joint partnerships in the area of Design Management; the Salford Community Media Network – a joint project with a small high tech digital company and the Manchester Community Information Network to develop local reporters for the broadcast arenas of the BBC and Granada; 'Kidscan' is a charity set up to enable the development of 'focused drugs' to help children's cancer and has led to two pharmaceutical products in second stage clinical testing; our Finance section of the University has developed a successful electronic procurement services for higher education; the Core team has recently won a major European contract with the Ministries of Education and Industry and Trade in the Czech Republic to help them develop programmes of enterprise and employer focused education and development – this will also help their own universities engage more fully with European businesses and the communities; 'Bouncing Higher' is a balanced learning approach which helped 130 SMEs increase their Gross Value Added profitability through innovation – see www.networknorthwest.co.uk . The list is endless, but all projects are now developed using the UPBEAT approach as a mechanism to ensure enterprise project management success. The table below summaries other value added initiatives relating to our key performance measures for a typical year.

Number of Major New Æ Projects	20
Number of New Spin Out/Start Up Companies Initiated and Supported	15
Number of Students supported under BEST – an enterprise support programme	150
Companies under Venture Development	5
Small Business Clubs formed	14
New E-Learning Developments (Courses)	10
Number of SMEs assisted through Æ	250
SMEs trading electronically with Æ support	150
Value of New Research Activities led by Æ reflected in British Research Selectivity Exercise Returns	£2-3 million
SMEs advised	250
Student Placement in Business & Community	600
New Industry Networks/Clusters formed	20
New Products/Services to Market	35
CPD People Training Programmes	500
Grants and Contracts - Regeneration activity primarily funded by Public Agencies	98
Consultancy, Products and Services - The provision of expert advice and work involving analysis, measurement, testing and intellectual input.	187
Staff Exchanges - Staff placements in to industry	12
Knowledge Transfer Partnerships - Collaboration between a company, University academic and a graduate to work on a company project of strategic importance	10

Note: Data only identifies partnerships with a financial relationship and exclude non fee community activity. The definition of partnerships is a sustained and meaningful relationship with an external stakeholder(s) which leads to mutually beneficial outcomes. The financial benchmark is based upon a minimum contract value of £2,000.

Furthermore, against Goal 1 in the Strategic Framework of the University, we undertook a further 25 fully completed UPBEAT Analyses during this year, with a further 30+ under presently under analysis. 8 of these are now considered at an international level.

Our university UPBEAT team has further developed its web site and are presently producing video vignettes to place on it, relating to the best British Reach-out practices with respect to 'leadership, governance and management'; these will be available soon, so do keep an eye on our UPBEAT web site - www.upbeat.eu.com. Furthermore, guidance materials and a supporting video have already been produced to accelerate the development of 'enterprising academics' and the enable more advanced and cost-effective partnering for mutual benefit of ourselves and our partners; if you would like a copy of this material do e-mail me directly at the address shown at the start of this chapter. We have also showcased our UPBEAT capability around the world: for the British Council, to a number senior managers of enterprise universities, to the PASCAL International Observatory and also to the 'Business University International Forum of Japan; the British Council clearly see Salford as a UK best practice in University Reach Out.

Four Examples showing the deeper Quality of Salford Academic Enterprise

Presented below, in a narrative form, are brief case studies portraying our success in four major new academic enterprise ventures. Hopefully this will give the reader a better understanding of the depth of our Æ's activities in a contextually rich way.

(i)   The Salford Film Festival

Let me start with a typical project in Salford's Æ repertoire. Initiated within the City of Salford itself, the Salford Film Festival was a project produced by my core team in conjunction with local video makers. Some academic colleagues had found, a short video production created by local a Salfordian media team, had been short listed for a BAFTA - a British Oscar. This short, entitled 'Angels', had never been premiered, so we formed a community enterprise partnership, under the leadership of an interested enterprising academic, to create our own local Film Premier, with the Salfordian video acting as the focus of everyone's attention.

With backing from Albert Finney, Sir Ben Kingsley, Robert Powell and a local MP, Hazel Blears – all Salfordians - we created the Salford Film Festival. It was held in the Red Cinema in Salford's Lowry outlet. And, on the final day of our Festival event, 'Angels' was premiered to an audience of over 1,500 people. Not only was this significant in itself, but the cinema became so popular as a result, that its income improved dramatically and as a result we were offered its use for three days a year for the next five years for future Festival. Furthermore, the cinema manager was also so excited by the event, and its effectiveness, that he became a community entrepreneur in his own right. The festival is now in its fourth year of sponsorship, with hundreds of new short community videos being created, often mainly now backed by financial sponsors.

More and more Salfordians, now see themselves as being creative film makers in their own right and are now working with our university's Media School to learn how to be even better at this creative role.   This is one early example of local citizens engaging in higher learning for local good and is just one of the many ways I believe universities can virtuously knowledge share, in a useful way, to drive a city-region's renaissance.

(ii)   Contraception – the Board Game

Another example of Salford's entrepreneurial academics relates to an enterprise development by one of our Maternity Nurse Lecturers. Barbara Hastings-Asatourian, designed and developed 'Contraception – the Board Game', to help young nurse trainees cope better with explaining to other young people, how they could avoid unwanted pregnancies. Her way of developing this was to let the young demonstrate best principle of the safe use contraception, to themselves, through a simple board game – similar in nature to the game 'Monoply' which is played throughout the world. Where parents had failed to appraise the young in all the implications of unprotected sex, Barbara had developed a game to embed important new attitudes and behaviours with respect to all aspects of contraception, in a fun, but highly informative way. Thus previously vulnerable young citizens could learn to act more responsibly.

This development, originally adopted across all Salford Schools, resulted in a significant reduction of local teenage pregnancies in the age group it was aimed at. The game has now been used, not only throughout the UK, but in many other English speaking countries. Originally a game for use of a few individuals, it has also now been made into a computer game to engage whole classes. It has also now been translated into French and Spanish and is being used world wide. Furthermore, Barbara and her team have recently developed a further board game, based on socio-cultural research in Africa. This new game has been developed with particular emphasis on the prevention of 'Aids in South Africa' and works well in a totally different cultural context. This game is called - 'Safer sex'.

(iii)   Community Finance Solutions and Salford MoneyLine

After many years working as a Housing Association professional and Justice of the Peace, Bob Patterson took early retirement to work with Æ staff to develop his idea of much needed 'Community Banks'. He saw such 'banks' as challenging the mainstream Banks and Financial Institutions and also attacking the stranglehold over the poor held by Loan Sharks and Cheque Cashing Services. After seeing at first hand, many cases of poverty and increasing debt, he perceived that there was a need for access to Financial Services (as basic as a bank account) to an ever-growing excluded group in the poorest and most disadvantaged areas of the UK's cities; the problem is also world wide.

The Æ funding team helped win the resources necessary to undertake rigorous and ground-breaking research in Salford's Institute of Social Research. Significant sponsorship by the Leverhulme Trust, enabled the problem and potential solutions to be properly scoped, and then a benchmark against world's best practice. The diagram shown below gives a visual portrayl of the problems which the financially disenfranchised face. What this shows is that to most of us the doors to mainstream banking, and almost any other loan facility are open to us. This is not the case for the poor who, often without a bank account have those mainstream banking doors firmly shut to them. In their place a number of rather 'seedy' alternatives do open up to them, which often forces them further into debt.

This Æ supported research has led to the setting up of thirteen 'community banks' with collectively over £20 million on reserve for 'on-lending' – the first in February 2001 in Portsmouth and the second in Salford. Salford Money Line was launched on 1st December 2000 (see over for Salford's MP Hazel Blears, with two local residents, cutting the inaugural cake) now has over £1.8 million on reserve to help needy individuals and enterprises. This CRT goes beyond the activities of Banks and Credit Unions by supplying credit to those unable to save, owner-occupiers unable to realise their assets, start-up businesses and other excluded by mainstream financial services.
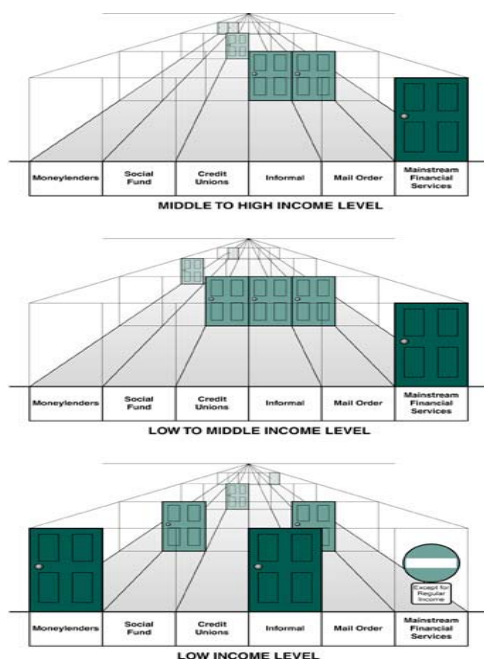
Figure showing Low Income Persons
access to Mainstream Finance
excluded (bottom right) with the door
open to High Income Earners (top right).

The Launch of Salford Money Line – Lis Peppiat and
Phil Munday, Local Resident Directors, Professor
James Powell, Chair of SML with Hazel Blears MP
who Officially opened the Community Bank.

So far there have been almost £2 million worth of leans made by the thirteen 'community bank',
with a very small number of defaulters to date. The Æ has been central to the development of
these and future CRTs by working to facilitate the plans and potential of a number of Private,
Public and Third Sector (Housing Association) partners and enabling the contacts to develop in
and with the Communities that CRTs will serve. Continuous monitoring and formative evaluation by
Æ researchers throughout the development is enabling the development to maximise its full
potential. Æ evaluators are now undertaking summative evaluation in order to be able to give full
recommendations to the British Government as to how it might be able to develop the idea on a
national basis with some confidence. Because of the early success of the project, the CRT team
are presently working up the next phase of this important 'community banking'. Five city based and
one rural 'bank' are presently being considered.

As well as assisting individuals with low cost loans to improve lives, the CRTs will be a useful new
tool to help various agencies and ultimately society, to tackle poverty and those that prey on the
financially weakest in our town and cities.

(iv)   Bouncing Higher or NetworkingNorthWest

NetworkNorthWest, was a £1m project at the University of Salford that ran between 2004 and
2007; It was developed to address the issues relating to poor take up of traditional business
support by small to medium sized enterprises (SMEs) and low levels of engagement of the
business community with Institutes of Higher Education (HEIs). Originally funded by the North

West Development Agency (NWDA), NetworkNorthWest was specifically developed to improve innovation, entrepreneurship, enterprise and wealth creation in the Northwest's SME business community through educational micro-networking - networking to learn from, and with, others in a similar position in other SMEs using action learning techniques which allow the participants to set the agenda for what they need to learn. At the same time the project was able to benchmark best practice in this form of business support regionally and nationally and internationally.

Working with six delivery partner universities across the North West of England, the support was multi-disciplinary and multifaceted (including applied research, knowledge transfer, management and professional development and provision of sector specific training for employees) and there was potential to deliver support in the form of face to face contact or on-line resources. The project, seen as exemplary by the NWDA, has since delivered support for Manchester Chamber Business Enterprises to a further cohort of SMEs across Greater Manchester and the core process has been adopted as the basis for the second level of intervention for leadership development by the Northern Leadership Academy. It also significantly improved the profitability of the SMEs who took part through the impact of innovative processes and developments enabled by the Action Learning.

On of the most interesting overall findings of the present study is summarised in the photograph above. It represents many of those who took part in our action learning programme 'bouncing down' King Street in Manchester in the middle of the rush hour. They did this as they had become so delighted with the process that they wanted to encourage other SMEs to come to an event to mark the end of the formal learning processes. It shows the enjoyment they all felt in taking part in this influential programme of learning and is a representation of the name that they collectively gave to their learning experiences, namely 'bouncing higher'. For them, Action Learning was the educational process that enabled them to 'bounce ideas off against each other' and learn in a relaxed way with 'partners in adversity' to become more creative in their work for wealth creation.

These four examples represent a myriad of Salford's successful higher academic enterprises. They each have enterprising academics in the lead, creative teams who share knowledge with their local business and community partners, and are able get academics co-creating with diverse teams of others on worthy projects.

Early Thoughts on a new model of 'Universities for Modern Renaissance'

From the above work a new model suggested itself to the author for those engaged universities wishing to fully embrace their creative city-regions . This has been styled as 'Universities for Modern Renaissance'. In this context, the following issues were felt to be important as guiding questions in helping us make these thoughts more coherent and "concrete", namely:

- How can universities best understand that third stream income is more than another source of income and realise the idea of creative outreach to business and community in their city-regions?
- Should some universities also focus in a complementary way on higher academic enterprise, rather than, or as well as, simply being classical or pedagogical universities?
- Should universities get away from limiting themselves to the traditional role of pursuing basic research, long term blue sky research, teaching and learning and seek more medium term relevance to business and society?
- Moreover, should such universities not show there is complementarity of business relevance and basic research?

An affirmative discussion of these questions led to the formulation of a new model and role for the university. Such a model demands more than opening up universities to the idea of innovation, and contribution to knowledge production and creation of IP. It would call for reaching out to wider set of actors, with public interest for mutual development of the global knowledge economy for the mutual benefit of all. C^5U' believes that ideally all "enterprising universities" who wish to properly engage in the global knowledge economy should help create a **modern renaissance for our city-regions.** Such a renaissance best starts within creative cities themselves, but can only be initiated by the universities. Therefore a major focus of C^5U's work was concerned with seeing if the guiding principles behind **Universities for Modern Renaissance** could be defined and justified for all those universities that want to have as a key part of their mission. That is those who wish creative engagement with their creative city-regions to enable socially inclusive wealth co-creation. Shown below in summary tabular form (Table 1) are the basic arguments in support of the above issues:

	Renaissance OLD	Renaissance NEW
Similarities	University as institution not in the centre of the revival	University as institution central actor and initiator of knowledge society activities and structures
	Small part of society concerned (but growing, bigger than before, aspiring to grow further)	Large part of society concerned, aspiring to reach as many individuals as possible in the "knowledge society"
	Natural sciences not centrally important (decline after early rise in 13th century and before rise in early 17th century	Natural sciences of central importance and visibility, linked to economic prowess of society
	Concepts of Knowledge refers to common canonical body of knowledge, common sources, dream of a commonly held world view	Diversified sources/labyrinthine source of information, defying possibility of creating common body of knowledge, systematising knowledge is becoming increasingly difficult, growing specialisation creates different knowledge cultures and niches Nature of systematic understanding is to understand their own position in the system;
	One religion reviewed, adapted but still upheld as common ultimate reference frame	Many religions and many agnostics, Religious beliefs rigidifying into fundamentalisms or dissolving in their function as common reference frame
	Mono Knowledge concentrated	Pluralism, not even trying to systematising Liberation of knowledge production from institution Liberating the individual, rebirth in the ownership, live with diversity
	Individual human as central motor of innovation and heart of creativity	Individual human as central motor of innovation and heart of creativity
	Dream of human possibilities being far greater than their realisation	Dream of human possibilities being far greater than their realisation
	Idea of a new relevance of classical knowledge: applying human values and concepts of antiquity to 15th/16th c urban society	Idea of new relevance of formal university knowledge?
	New thrust of theory into practice, will to link theoretical scholarship with urban (political and economic) practice	New thrust of theory into practice, will to link scientific theories with urban (political and economic) practice
Differences	Rise of creative arts	Rise of creative arts?
	Rise of engineering, innovation important for urban economic and social welfare	Rise of engineering, innovation important for urban economic and social welfare, proliferation/embedding of engineering know-how in all domains of daily life
	New heightened status/ acceptance of scholar or artist (eating at the table of nobility)	New status of knowledge workers (university professors, researchers, experts)

In my view, the University for Modern Renaissance is, and should continue to be, animated by a deep belief that theory can be made relevant for practice and that practice is relevant for theory. Its pursuit of knowledge is thus characterised by combining the reflective distance necessary for finding new paths with a quest to engage in dialogue with the world and to identify and solve its current and future

problems through enhanced understanding and systematisation. 'Universities for Modern Renaissance' (or UMR for Short) share with the Renaissance itself a belief that human possibilities stretch far beyond their current realisation and seeks to explore ways in which human knowledge can help to realise human potential for the good of all. It is thus not just an institution in which reflective scholarship reigns but also a social actor since it seeks new solutions and practices which compensate for social, political and economic shortfalls.

7. Conclusion

We believe the C[5]U findings on creative higher academic enterprise with respect to outreach to creative city-regions provides universities of like mind with generic models and approaches for working differently and more appropriately.

If this paper whets the readers' appetite, they are encouraged to see the fuller report of the consortium at web site: http://www.ae.salford.ac.uk/JamesPowell/forum/information.php

The generic model of best practice – namely 'virtuous knowledge sharing and the Universities for Modern Renaissance – are not new in the sense that we (the C[5]U) invented them, but they are important to us because we have tried to "recuperate" relevant models, make them explicit, and explain them in the context of creative universities working creatively with their creative city-regions. We have also based our findings on real-world experience of the our universities, and others involved in the context of our discussion about creativity. So, for instance, Universities for Modern Renaissance share a core set of values, which inspire and direct their actions. This core is what is "new" here, and it determines a new characterization of the university (or of certain universities). This core also determines a new attitude to the actual types of activities that a given HEI is undertaking. Universities for Modern Renaissance promote a rupture with the prevailing models of Higher Education. The rupture consists in the explicit, programmatic integration of the pursuit of academic excellence with the engagement with its outside environment. Engagement is not a by-product of the "real academic work" but it inspires and nurtures all activities of the universities, both traditional on-campus activities and non-traditional activities. In the age of globalization and knowledge society, Universities for Modern Renaissance agree that they need to act differently in order to contribute to and /enable socially inclusive wealth co-creation. "Renaissance" is justified here because, as for the classical Renaissance, the human being is put in the centre of an active and self-liberating approach.

A final Independent Endorsement of Academic Enterprise

Æ now has a national and international reputation outside the university, with many of its projects being heralded by the Council for Industry and Higher Education, UUK, HEFCE and the Lambert Review as being exemplars of best practice. As a major stream of all university activity, Æ is also increasingly being seen to be at the leading edge and a powerful example of its kind by many other universities in the UK, especially by those who are directly aware of its work through UPBEAT. This has been formally endorsed this year, as a result of a major benchmarking exercises undertaken for the Engineering and Physical Science Research Council. In 2007, Lancaster University was commissioned to undertake a series of comparative benchmarks of universities that had adopted open reach-out practices, such as those we have adopted here at Salford in Academic Enterprise. These cases, which included one of Lancaster itself, put Salford to the **top of the list**, in terms of 'good practice'. Their review related to the broad range of activities relating to all aspect of Academic Enterprise – ones that Salford University is more than happy to have itself judged against, rather than the more conventional one of commercial activity alone. Included in the reference is this study, undertaken by Dr Nigel Lockett, then at Lancaster and now in the Bradford School of Management. This clearly spells out what he, and his researchers,

felt to be our major strengths and our ability to deliver a broad range of academic enterprises against our core mission. What is particularly heartening to me, were the comments made by 25 of our own staff when interviewed by Lockett; the staff interviewed came from across all disciplines, from core AE and in the Faculties, and from academics and support staff. Their positive comments about the powerful embedding of AE into the Schools and Faculties, together with the recent progress we had clearly made in developing this new University wide Division, were reinforced by other comments made by our external stakeholders; they also waxed lyrical about the innovation, quality and professionalism of our entire enterprising delivery. This latter study, in its complete form, has been well received by ESRC, who have now commissioned Lancaster, under the leadership of Prof Mary Rose, to do a fuller study of the most successful universities, leading to a major new book on 'enterprising university Reach-out'. This will become a follow up to Burton Clarke's most influential book, on the 'Enterprise Universities', now almost a decade old.

In order to access a range of other material to take the above arguments further please access IRL:

http://www.ae.salford.ac.uk/JamesPowell/forum/information.php

Looking to the Future

Academic Enterprise is work in progress, so it would be inappropriate to draw any final conclusions. However, looking forward and more broadly, the future external development landscape of all University activities will continue to be to relate fmore constructively with their local businesses and communities. Such activities must me more response to needs and demands, be relevant as well as of high academic standard and understand the requirement to be competitive, because it is externally where the university must work alongside others, to develop successful enterprises for the real world. This university has begun to professionalize all its academic and managerial activities and is learning to become responsive, delivering quickly and effectively, and following-up consistently. It is now working, through papers such as this, to ensure its profile and strengths are visible to all key decision-makers, but it never ceases in the way it is continuously on the look out to spot new and emerging opportunities, as they arise.

Our future integrated strategy will be one which shows a true 'coincidence of purpose' and breadth of scope in everything we do. In developing our vision for Academic Enterprise we are seeking to attract students, partners, collaborators, investors and employees who wish to participate in, contribute and share this vision. The university is also striving to find cost-effective ways of delivering quality products and processes demanded by society. So our goal is to remain at the leading edge in niche markets and deliverables. However, we also must keep our friendly and listening nature, and build on our international partnerships to enable us to achieve more than our resources allow. This is expressed by the clear and simple phrase - 'Enterprising University - globally aware for local delivery' or in a more expansive mode 'University for Modern Renaissance'.

For those wishing to explore more about these ideas and for developments concerning Universities for modern renaissance they are encouraged to come to the 'Smart City Futures' conference to be held in the Lowry, Salford, UK from 21st to 23rd July 2009. For more details please see:
www.smartcityfutures.co.uk .

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Please also look at Salford University's web site for more information (www.æ.salford.ac.uk) or contact me.