

# A STAKEHOLDER AUDIT

## UNIVERSITIES

(EUROlocal Version)

**A tool to enable universities to analyse and respond to a changing educational world in which lifelong learning is predominant and cities and regions are in the process of becoming ‘Learning Cities’ and ‘Learning Regions’**

### Introduction to the Stakeholder Audit Tool for Universities

‘Learning Cities’, ‘Learning Regions’, ‘Learning Organisations’ are terms that are increasingly used to describe the rationale for the transformation of European cities, towns, regions and organisations for a knowledge age. The European Commission definition of a learning region is as follows:

*‘A learning city, town or region recognises and understands the key role of learning in the development of basic prosperity, social stability and personal fulfilment, and mobilises all its human, physical and financial resources creatively and sensitively to develop the full human potential of all its citizens’*

Such a definition implies that all sectors of a local community are ‘stakeholders’ in the construction of a mutually advantageous and interactive learning city, town or region that will deliver prosperity, social stability and the personal well-being of its citizens. Universities in particular have a crucial role to play in learning region development, particularly in view of the recommendations of the Bologna ‘Third Mission’.

### A Stakeholder Audit

A stakeholder audit itself is not simply a questionnaire. It is a carefully-worded instrument to engage the stakeholder in debate with itself about its own future as a quality learning organisation, and to enhance its relationship to others in the city/region and beyond. Institutions become closely involved with the transformation process through questions soliciting opinions, information and comment, and exercises developing internal and external debate. The ‘stakeholder audit’ tool created for universities therefore has five purposes, all of which are connected with meeting these criteria in a learning region:

- It will enable universities to measure their performance as ‘learning organisations’ within a learning region.
- It will explore all the parameters which enable a modern university to address the vast number of changing needs and demands of a 21<sup>st</sup> century lifelong learning society.
- It will examine the role of the university in the construction of a learning region to which it can contribute and from which it can benefit.
- It will act as a basis for comparisons with universities in other regions
- It will stimulate discussion and debate among staff and students on future directions and roles.

Please note that this is a tool and not just a questionnaire. **Its purpose is to stimulate thinking, debate and a determination to take action. This transition affects all parts of the administration, often in quite fundamental ways, and the change process it will engender will take months and years.**

**Part 1 – Before we start let’s find out some facts about your university and the city in which it is situated. Please answer the following general questions.**

1.1 Your location

1.1.1	City Name	
1.1.2	Population	

1.2 Your University

1.2.1	University name	
1.2.2	University Address	
1.2.3	Telephone number	
1.2.4	WWW address	
1.2.5	Approx No of full-time students	
1.2.6	Approx No of part-time students	
1.2.7	No of teaching staff	

1.3 Courses Offered (Yes/no)

1.3.1	Doctoral Programmes	
1.3.2	Post-graduate programmes to Masters level	
1.3.3	3/4 year Undergraduate Degree Programmes	
1.3.4	Sub Degree Accredited Programmes, ie. Certificate/Diploma	
1.3.5	Non-degree/diploma Adult Education programmes	
1.3.6	Other - please specify	

1.4 Before you continue we would like you to write what you understand by a ‘learning city’ or a ‘learning region’

**Part 2 Your Existing Institutional Commitment to Lifelong Learning**

**Universities are increasingly stating that they are committed to the concepts of lifelong learning and implementing them into their courses and curricula. In part 2 we are exploring together the understanding of lifelong learning principles and the strategies and actions already taken to put them into practice within your University.**

2.1 How far does your university management agree with the sentiments expressed in the following statements

- 1= crucial to the future development of the university
- 2= very important – implementable strategy now in place
- 3= important enough to warrant the development of a strategy
- 4= interesting but not important enough to warrant strategy development
- 5= Not relevant

		1	2	3	4	5
2.1.1	Education is a service supplied to students, society and business. Like any service, its quality should be constantly evaluated and updated. Continuous quality improvement of education should be a standard part of educational planning at every institute, in all levels of education. Korhonen: Challenges of Higher Education in Finland					

2.1.2	‘The knowledge society of the 21st century will discover that learning is the source of wealth, welfare and competitive advantage. We are experiencing a paradigm shift. The evidence suggests that the development of learning organisations is not merely desirable, but essential to the survival of companies in the next century. This is a challenge faced not only by business and industry, but also by not-for-profit organisations in the voluntary and educational sectors. Schools, colleges and universities also need to be learning organisations, if they are to prosper.’ (Sir Christopher Ball – Action Agenda for Lifelong Learning (ELLI))					
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## 2.2 The University as Learning Organisation

In this section we are exploring together the way in which the University is becoming a ‘Learning Organisation’ within the accepted meaning of the term. Although applied mainly to companies, it’s use is rapidly spreading to other organisations.

A thumb-nail definition of a University as a ‘Learning Organisation’ might be ‘an organisation which understands how learning throughout life is the key to survival in the future, pro-actively puts every learner’s needs and requirements at the forefront of its strategies and policies and provides the support structures to enable staff and students to develop their full potential’

		fully	mostly	50-50	partly	Not at all
2.2.1	To what percentage do you consider your University satisfies this definition overall					

2.2.2 The following are indicators for a Learning Organisation amended to fit the university environment. Please put a mark from 1 to 5 in column A reflecting the extent to which you believe it is relevant to the future development of the university and in column B reflecting the extent to which you believe the university practices these ideas internally. (You may wish to give this part of the audit to 3 different people a) a senior officer b) a lecturer and c) a student.

- Scoring: 1 = very relevant for me/implements all this in full  
 2 = mostly relevant for me/ mostly implements this  
 3 = Partly relevant for me/has a strategy for implementation but not evident in practise  
 4 = Little relevance for me/makes a token effort every now and then  
 5 = Not relevant for me/has made no effort

Topic	Description	A	B
<b>1. Management / Leadership</b>	All staff of the university are consulted frequently and fully		
	All students are consulted frequently and fully		
<b>2. Organisational Decision-making</b>	Decisions are made and acted upon at the most appropriate point in each school/faculty/department		
<b>3. Rewards</b>	A sophisticated reward system exists and is applied to all people in the university		
<b>4. Feedback</b>	Feedback on all matters is welcomed, acted upon and always replied to		
<b>5. Grievance Channels</b>	There is a sophisticated confidential system of airing grievances with no come-back to the complainant		
<b>6. Contribution to policy-making</b>	Every staff member is encouraged to contribute to policy-making. Suggestions always replied to.		
	Students are encouraged to participate in policy-making		
<b>7. Continuous Improvement</b>	All staff members have continuous improvement programmes and an implementation plan for these		
	All Students have personal development plans and a plan for implementation		
<b>8. Learning Support</b>	Personal learning support structures exist for every student		
<b>9. Use of Learning Technologies</b>	Full use is made of new learning technologies		
<b>10. Time off for Activities</b>	At least 5% of Working time can be taken off for learning and community contribution by staff		
<b>11. Personal development</b>	Personal skills development courses available for all as and when required		
<b>12. Customer Focus</b>	Every staff member has received training on satisfying the customer		
<b>13. Quality</b>	Every staff member has been on a quality improvement course and is constantly trying to improve personal performance		
<b>14. Mission</b>	Everyone has a hand in defining the mission of each department and is given a copy of the mission statement		
<b>15. Strategies</b>	Everyone in the university knows, and acts upon, its strategy for the present and the next five years.		

<b>16. Information-giving</b>	Every effort is made in many different ways to keep all people up to date with events, news, successes, failures, problems, opportunities		
<b>17. Community Contribution</b>	The university encourages and supports every person to contribute to the community		
<b>18. Organisational Culture</b>	Every staff member feels to be a part of it and aims to contribute to its success		
<b>19. Helping minorities</b>	Has special procedures for actively helping all less fortunate people irrespective of creed, culture, language, handicap, race or nationality		
<b>20. Cooperation with others</b>	Works with other organisations to improve learning in the community		
<b>21. The Environment</b>	Encourages all people to understand and take good care of the local environment		

2.2.3 If you have any further comments that we need to discuss relating to this exercise and its relevance to the university, please put them in the box below

### 2.3 Learning Cities and Regions

Here we try to give a few ideas about a learning city or region and ask if you think it would be important for your institution if it had a strategy for declaring itself as such

2.1. The following are some of the objectives of becoming a learning city. Please give a mark from 1 to 5 on how important you believe it is for your institution in the longer term.

- 1= crucial, there will be huge benefits for the institution if this is successfully implemented
- 2= very relevant, there will be many benefits for the institution if this is successfully implemented
- 3= important, there will be some benefits for the institution if this is successfully implemented
- 4= not important for us, there may be a benefit but it isn't obvious
- 5= not at all relevant to this institution

	A Learning City will	1	2	3	4	5
2.3.1	Invest in the future through economic growth based on lifelong learning as a key component					
2.3.2	Invest in the future by encouraging social cohesion through lifelong learning					
2.3.3	Produce an environmental development plan based on active participation by the community in environmental protection					
2.3.4	Mobilise the whole community to contribute its talents, knowledge, skills and experience to its future development through active citizenship and volunteering					
2.3.5	Invest in the future through cultural growth based on an understanding of heritage and cultural pursuits					
2.3.6	Encourage all its stakeholder organisations in schools, adult education, universities and business and industry to participate in Learning City development					
2.3.7	Build robust communities using schools as a central point					
2.3.8	Encourage international links with other cities and regions for economic and social development					
2.3.9	Develop tools to audit and monitor learning city development in all its stakeholder organisations					
2.3.10	Communicate the learning city message to all its citizens using all the media at its disposal and a variety of distribution points					
2.3.11	Develop a learning charter which outlines its responsibilities to all its citizens					
2.3.12	Help organise learning festivals and other celebration events in which its stakeholder organisations can promote their achievements and objectives					
2.3.13	Provide guidelines to all its stakeholder organisations on how to become a more effective learning organisation					
2.3.14	Capitalise on, and celebrate diversity as an investment, valuable for economic, human and intellectual growth					
2.3.15	Invest in the use of learning technologies in its stakeholder organisations					
2.3.16	Consult with its citizens in their vision of the city's future					
2.3.17	Annually research the skills and competences needed for future development					

2.3.18	Encourage innovation and creativity in all its institutions					
2.3.19	Facilitate partnerships between all its institutions that will provide benefits for all participants					
2.3.20	Foster civic pride and a sense of belonging to a vibrant, interesting and go-ahead city in all its citizens					

### Part 3 Your University & The Community

Although Universities are not paid by the Local Authority Structure, they have a key part to play in the lifelong learning development of the community in which they exist. In this part of the Audit we explore together the developing nature of the relationships between town and gown

3.1 The following is a quotation from a report referring to the university's place vis-à-vis the community it inhabits. Please say to what extent you believe the university aspires to implement the ideas expressed in the quotation.

1= crucial to the future development of the university

2= very important – implementable strategy now in place to address the issue

3= important enough to warrant the development of a strategy in the future

4= interesting but not important enough to warrant strategy development

5= Not very important

		1	2	3	4	5
3.1.1	The mission of the university as place which adopts a leadership role in the local community, serving it and involving its citizens in the research it carries out, would see the community as a huge learning research laboratory. It would act as a conduit to the rest of the world through its national and international dimensions and contacts, importing and exporting new knowledge and ideas from and to it. By involving the people it would disseminate valuable knowledge, understanding and insights to the whole community. (Longworth, Making Lifelong Learning Work)					
3.1.2	For universities, as well as for other types of organisation in a city, standing still is not an option. Its mission must open out towards helping solve the problems in local societies, separately or in partnership with other stakeholders in the city. (ibid: Learning Cities, Learning Regions)					

### **3.2 Working with the Local Community**

Universities are important organisations in a local community. Here we explore together what formal involvement the university has with the Local Authority in which it resides.

		Yes	No	In plan	Not Rel
3.2.1	Does your Strategic Plan outline a commitment to work with the Local Community				
3.2.2	Does your Strategic Plan outline a commitment to work with the Local Authority				
3.2.2.1	If yes to either, do you have a Senior officer charged with this responsibility				
3.2.3	Which Civic Bodies is your University represented on				
3.2.3.1	The City Council				
3.2.3.2	The Education Committee				
3.2.3.3	The Chamber of Commerce				
3.2.3.4	Other (please state in the boxes below)				
3.2.4	Are the Civic Authorities represented on the University Senate				
3.2.6	Does the university have formal relationships in matters of lifelong learning with any of the following departments of the town council – eg research, project, seminar, conference, course				
3.2.6.1	Education Department				
3.2.6.3	Environment				
3.2.6.4	Health				
3.2.6.5	Police				
3.2.6.7	Mayor				
3.2.6.8	Social Services				
3.2.6.9	Other (Please state)				

3.2.6.10					
3.2.6.11					
3.2.6.12					

3.2.7 If you have any comments that we need to discuss about the relationships between university and city/region please put them in the box below. If not relevant please explain why.

### 3.3 The University and Lifelong Learning in the Community

Here we explore together the way in which the university is contributing to the development of a 'Learning City' or 'Learning Region' in the Authority where it resides.

		Yes	No	In plan	Not Rel
3.3.1	Is there a lifelong learning partnership in the city or region?				
3.3.1.1	If yes, is the University represented upon it?				
3.3.2	Has the city launched itself as a 'Learning City'				
3.3.2.1	If yes has the University played a role in this?				
3.3.2.2	If no – Has your University ever considered the creation of the Learning City in collaboration with the Civic Authorities?				

### 3.4 Potential Actions taken by the university'

The following are potential types of contribution to learning city development.

In column A please tick if it happens already.

In column B please tick if you think it is the sort of contribution a university should make

In column C please tick if you think it could actually happen within in the next 12 months

		A	B	C
3.4.1	Assisting its development of a lifelong learning strategy			
3.4.2	Offering its premises and facilities for local authority organisations			
3.4.3	Taking leadership in the development of a lifelong learning city strategy			
3.4.4	Participating in the development of a Learning City strategy			
3.4.5	Encouraging students and staff to volunteer their skills, creativity and knowledge for the development of learning regions			
3.4.6	Developing and delivering courses in Lifelong Learning for City staff			
3.4.7	Creating a Lifelong Learning Centre at the University for use by all			
3.4.8	Getting involved with joint lifelong learning projects with the city			
3.4.9	Carrying out lifelong learning research studies for the city			
3.4.10	Representing the city at conferences and seminars			
3.4.11	Running a conference or seminar on lifelong learning on behalf of the city			
3.4.12	Offering accredited lifelong learning courses for city employees			
3.4.13	Involvement in City Regeneration Projects			
3.4.14	Opening up international gateways to other cities through research			
3.4.15	Participate in international surveys and studies on learning city/region matters			
3.4.16	Monitoring the progress of learning city development			
3.4.17	Helping design and monitor continuous improvement programmes for staff in local and regional authorities			
3.4.18	Becoming involved in celebration events such learning festivals, fairs open days etc			

3.4.19	Exchanging staff regularly with local and regional authorities			
3.4.20	Developing and publishing case studies of good practice			
3.4.21	Developing and delivering learning modules, degree courses, post-graduate study on learning cities/regions etc within the university			
3.4.22	Making an inventory of the university's potential contributions to regional economic, social and environmental development from all Faculties			
3.4.23	Promoting the cultural heritage of the region while at the same time broadening the cultural horizons of its people			
3.4.24	Secondment of senior teaching staff to a local authority organisation			
3.4.25	Other (please list any other collaboration in lifelong learning and/or learning city projects)			

3.4.25 If you have comments that we need to discuss about the collaboration between university and city/region in matters of lifelong learning and/or learning city, please add to the box below.

### 3.5 Partnerships between the University, the City/Region and Stakeholders

Effectively operated lifelong learning partnerships with other organisations can create a win win situation for all partners. They can help to attract new students to your University, enhance awareness of the importance of lifelong learning and increase the physical and human resources available to each partner by sharing equipment, and the skills and knowledge of people and organisations. These questions therefore explore with you the establishment of such partnerships and the way in which they operate for the common good.

Please read the following quotation and assess how relevant it is to your university.

- 1= crucial to the future development of the university
- 2= very relevant – implementable strategy now in place to address the issue
- 3= relevant enough to warrant the development of a strategy in the future
- 4= interesting but not relevant enough to warrant strategy development
- 5= Not very relevant

		1	2	3	4	5
3.5.1	The trends towards decentralisation and cost-effectiveness have prompted some companies to seek nearby external resources to meet their training requirements. Universities are responding. After centuries of mutual scepticism and distrust between universities and industry, the joint projects and programmes initiated in the past five years have planted the seeds of a growing mutual respect. Both sides are learning they can form useful partnerships that benefit themselves and the entire European labour market. (Longworth and Davies – Lifelong Learning)					

#### 3.5.2 Relationships with other stakeholders in the locality.

Working together with other stakeholders in the community is more likely to help build a Learning City. Here we explore with you the incidence of partnerships with these other stakeholders in the community.

Is there a formal policy in your University for encouraging partnerships with the following types of organisation?

- In column A please tick if a policy for partnership exists
- In column B please tick if you think a partnership should exist
- In Column C please tick if you think that it will actually happen in the next 2 years
- In column D tick if you feel that this is not relevant to the mission of a university

		A	B	C	D
3.5.2.1	Local Junior Schools				
3.5.2.2	Local Secondary Schools				
3.5.2.3	Local workplaces in industry employing over 50 people				
3.5.2.4	Local SME's employing under 50 people				
3.5.2.5	Local workplaces within the city Administration				
3.5.2.6	Local Community Centres				
3.5.2.7	Other Local Universities				
3.5.2.8	Local Teacher Training Colleges				
3.5.2.9	Local Special Interest Groups eg ornithologists, environmental campaigners				
3.5.2.10	Local vocational Further Education Colleges				
3.5.2.11	Local non-vocational Adult Education Colleges				
3.5.2.12	Local Voluntary Organisations eg churches, scouts and guides etc				
3.5.2.13	Other please state				

### 3.6 Research, Development and Delivery in Lifelong Learning for the city/region and stakeholders?

The Learning City/Region concept offers many opportunities for the university to do what it does best – research and development. It is here that the symbiosis of town and gown works well. In this section, we examine together the research and development that the University carries out not only into its own lifelong learning future, but also on behalf of the city/region and its stakeholders.

3.6.1 Which of the following research and development activity topics is the university carrying out in this field.

	Yes	No	In	Not

				plan	relevant
3.6.1.1	How people learn?				
3.6.1.2	Developing and testing courses for Lifelong Learning development				
3.6.1.3	Measuring and Monitoring of city lifelong learning performance and progress				
3.6.1.4	New methods of financing the Learning City				
3.6.1.5	Developing and testing Learning tools and techniques				
3.6.1.6	Learning City and Regional strategy design and development				
3.6.1.7	Mentoring programmes - in all parts of the community				
3.6.1.8	Family Learning				
3.6.1.9	Use of NICT tools to stimulate learning, interaction, contribution and planning in and between communities				
3.6.1.10	the use of the internet to increase communication between citizens of all ages in different cities.				
3.6.1.11	Developing audit Tools and carrying out audits of learning needs in industry, local government and the community at large				
3.6.1.12	partnerships as generators of new resources				
3.6.1.13	Researching and disseminating examples of good practice				
3.6.1.14	Encouraging home-school interaction				
3.6.1.15	The impact of Active Citizenship and Volunteering				
3.6.1.16	The 'Wired City' Concept				
3.6.1.17	Quality and Lifelong Learning Regions				
3.6.1.18	New ways of assessment and evaluation				
3.6.1.19	New Skills and Competencies in a Learning Society				
3.6.1.20	Promoting Lifelong Learning effectively				
3.6.1.21	Learning Passports				
3.6.1.22	Please add other research and development focuses not mentioned above				

3.6.2 If you have any comment to add about research, which would add to the debate, please put it in the box below.

**THANK-YOU FOR COMPLETING THIS STAKEHOLDER AUDIT. WE APPRECIATE YOUR EFFORT AND YOUR FEEDBACK. WE HOPE THAT IT HAS STIMULATED SOME REFLECTION ON YOUR PERFORMANCE AND PROGRESS AS A LIFELONG LEARNING ORGANISATION, AND, MORE IMPORTANTLY AN ABUNDANCE OF IDEAS ON HOW YOUR UNIVERSITY CAN HELP TO TRANSFORM YOUR OWN CITY AND REGION INTO A LEARNING CITY AND A LEARNING REGION**

**THE EUROLOCAL WEBSITE [www.eurolocal.info](http://www.eurolocal.info) CONTAINS A WEALTH OF FURTHER INFORMATION AND TOOLS ABOUT LEARNING CITIES AND REGIONS**