University of Brighton

Community
University
Partnership
Programme

'People Places' by Kevin Burke and Jo Offer

'10 down, 10 to go!'
University of Brighton and the future of community partnerships

David Wolff, Juliet Millican, Jess Moriarty, Paul Bramwell,
Emily-Ann Nash, Stuart Laing, Angie Hart, Andrew Church

Cupp snapshot 2003-2013

- Helpdesk - 1810 enquiries from community organisations

- 3000 plus students involved in community projects as part of study

- 121 community knowledge exchange partnership projects funded – involving 533 project partners

- A dozen active communities of practice (for example: deaf community, young people and resilience, lesbian and gay community)

- Structured links with community organisations through co-ownership of governance, co-delivery of projects, co-production of research

The study: to produce a plain language, practical vision of an ideal future

- Futures literature review

- Symposium in July 2013 with 60 people

- David Watson lecture and group discussion http://bit.ly/1fOpha8

- 20 interviews with people from Canada, USA, Ireland, Netherlands and UK

- Participants split into 5 perspective groups:
  - community partners, academics, students, university managers, community-university brokers

Main findings: Aspects of an ideal day in a realistic future

- Flexible location to promote accessibility

- Enhanced role for students

- Reciprocity and co-production

- Interdisciplinary working - dealing with the big societal problems

- Excellent research

- Community based research valued

Secondary findings: aspects of an ideal day in a realistic future

- National/International dimension

- Use of on line tools for engagement and learning

- University role defined - contributor not leader

- Social impact of work measured and made visible
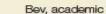
- Losing the distinction between identities

Other interesting ideas that emerged

- Clear costing and subsidy models so community can understand and access

- Tipping point of more academics initiating activity rather than doing stuff as a result of management push

- Dissemination formats that suit non-academic styles so community partners can be involved

- Partnership ready tool which identifies and reinforces effective partnership working, clarifying expectations and being open minded to differences

- Visiting community teachers to be properly paid

- Change to speculative and wasteful grant application processes - proper co-working space for development

A Creative Writing Exercise:
An ideal day in the future of University of Brighton working with local communities

Having completed the research process and developed the findings above we then set about trying to create a practical version of an ideal day in the life of a future University of Brighton working with local communities. This was done as a collaborative writing exercise by the following people, with the perspective they were representing in brackets: Paul Bramwell (community partner), Stuart Laing (university manager), Emily Ann Nash (student), Juliet Millican (academic), David Wolff (community-university broker) facilitated by Jess Moriarty, a creative writing academic at the University of Brighton. The stories we created together are below; they are based on the findings of the research and are intended to be a starting point of debate, and to inform reflection on strategy to promote co-working between the University of Brighton and local communities.

Kev, student

Bev, academic

Trev, community partner

Nev, community partner

Tina, academic

Mina, university manager

8:00

Kev: I open my eyes and my tiredness hits me, luckily my first study session can be done without getting out of bed. Reaching for my tablet I click onto the 'Community Game' – an online project planning a real time scenario being played out by students on similar courses in universities in India, Australia, Canada, South Africa and Holland. It's apparent that the Indian students had taken the scenario further overnight. Damn these different time zones. They always make changes while I am sleeping. It takes a while to get my head round the social theory they have used to inform their moves so I buzz an email to my mates in Australia. They're still up from the night before and no doubt wide awake, I can rely on them to give me some pointers to help interpret the motives behind the Indian moves.

Bev: I am working in India for the next three weeks so I need to prioritise face to face meetings. The online marking can be done from that end, but introducing students to partners, talking through personal issues, getting agreements firmed up, is always better face to face. Lots to think about but this process gets easier every year, especially with the student mentees helping out.

Trev: I log on over breakfast and continue my literature search for the research the University has asked me to undertake on the key issues for the sector. There is still so little academic material about the voluntary and community sector, so I'm undertaking a review of publications and data sets with a view to making some recommendations about future areas of study to address gaps in knowledge. This is being led by a steering

The miracle question: what would the ideal day look like for you if all barriers were removed?

What would you do?

Where would you go?

Who would you meet?

What would your role be called?