

CUPP CONFERENCE II – 2nd & 3rd April 2009

DAY 1 - Afternoon Session

Access

Chaired by:
John Routledge
(Brighton and Hove City
Council)

- a) The Cupp Helpdesk: The helpdesk service is a user friendly point of entry into the University of Brighton for local community, voluntary and statutory organisations requiring research assistance. This workshop will describe the helpdesk in action including a presentation from a community partner to illustrate the various stages their enquiry goes through; We will also report on some of the critical success factors of the helpdesk service in terms of its design and ongoing delivery, and on key considerations for future development. Following the successful delivery of helpdesk service in Brighton and Hove, the helpdesk has been piloted in the coastal town of Hastings since May 2008. Understanding that Hastings is very different to Brighton with a need of its own locally developed and owned model, we have been working to ensure the service fits with specific requirements of Hastings Community Sector. We will briefly describe some of the key experiences and learning that has arisen.

Polly Rodriguez and Mike Hall (University of Brighton)

- b) Science Shops: Provide one model of university-community research engagement. They work with community organisations who want some research carried out and with students who need to carry out a research project as part of their degree, seeking to make a match between the two. This model builds student skills whilst offering a piece of research to a community based organisation. In addition, some Science Shops carry out research on behalf of community organisations themselves, providing an example of a university community research partnership. This workshop will offer a short presentation on Science Shops and how they work. It will also provide practical examples from several science shop practitioners of how science shops work in practice within their different Universities. The session will be informal in tone and will offer ample opportunities for discussion.

Emma McKenna (Queens Belfast University) and Kim Fitzgerald (Glamorgan University)

- c) Knowledge Mobilisation Unit: Research Impact is Canada's emerging knowledge mobilization network, connecting university researchers with community and government organizations to support the use of research in decision-making about social programming, public policy and professional practice. This presentation will examine the various models used at the University of Victoria and York University that work to facilitate and support university-community research partnerships. At UVic, innovative graduate courses in partnership with local government branches and community groups have worked to promote external access to university research and expertise, and also to support ongoing research collaborations between multiple sectors. York University has had success in administering Community Internships which match up graduate students in various disciplines with Community Organizations seeking research support. The internal and external factors and mechanisms that have worked to support these programs and facilitate access to university research will be examined.

Laura Milne (University of Victoria, Canada)

Research

Chaired by:
Randy Stoecker
(University of Wisconsin)

- a) Community Based Research: This presentation will give a brief overview of community based research conducted by the community based research centre in Canada, a leader with more than 25 years of experience in using community university research partnerships to inspire social innovation. It will feature the Taking Culture Seriously in Community Mental Health Community University Research Alliance (CURA) to demonstrate the model of how we have linked university researchers and community practitioners for mutual benefit. This CURA initiative is a five-year research study that is designed to explore, develop, demonstrate, and evaluate best practices of how to provide mental health services and supports that are effective within multicultural Canada. Over 40 partners are involved in this initiative within two sites: Waterloo Region and Toronto. Partners include mental health and immigrant service providers, academics, and members of five cultural-linguistic communities from diverse world regions (Somali, Sikh Punjabi, Mandarin Chinese, Polish and Spanish Latin American).

Joanna Ochocka (Centre for Community Based Research, Canada)

- b) Moulsecoomb Being Heard: This session will focus on learning that emerged from a collaborative research project developed and delivered with residents of a neighbourhood of Brighton in 2007/08. The research was undertaken at a time when citizen participation was high on the UK government's policy agenda. Although there has been a substantial amount of research on community participation in area improvement programmes, few previous studies have documented residents' perspectives as this one did. Whilst we will briefly describe the main findings from the research, the main emphasis of the session will be a reflection on the process that was adopted in carrying out collaborative research involving a range of partners who had varying expectations, knowledge and reasons for being part of the project. Dominant themes include power, participation, voice and identity.

Dee MacDonald (University of Brighton) and Sarah Tighe-Ford (Brighton and Hove City Council)

- c) Doing Community Research: This presentation will outline details of a research partnership between Ennis Community Development Project (CDP) and the Department of Politics & Public Administration (PPA) in the University of Limerick (UL). Using an emancipatory framework the research looked at Travellers & ethnic minorities' experiences of public services in Ennis, Co. Clare. The project provided university accredited training to members of the Travelling community (10) and from the ethnic community (10) in basic community research skills. Community participants 'buddied' up with university students in designing the questionnaires, undertaking the research and all participants were trained in inputting & analysing the data into SPSS. This presentation will provide details of the research framework and how the research was disseminated to the community; how the data gathered is being used by the community and the university to inform policy; and how this model of research is being further developed within the department.

Eidin ni She (University of Limerick)

	<p>d) <u>Retain</u>: Is a charitable organisation in Brighton who work to support people with mental health problems, specifically in relation to their occupational functioning. They provide support groups, advocacy, mediation and other services to help people with mental health difficulties who experience employment problems. This is the first year that the organisation has operated and despite anecdotal evidence of benefits from service users there has been no comprehensive evaluation as yet. This is a service user-driven community partnership project between Retain and the University of Brighton and has allowed us to evaluate the impact of the Brighton Retain Service. The results of our work focuses both on the findings of the research and the process of negotiating projects that involve university partners, community organisations and service users.</p> <p>Carl Walker (University of Brighton) and Imogen Haslam (Richmond Fellowship)</p>
<p>Student Community Engagement</p> <p>Chaired by: Mike Beazley (Birmingham University)</p>	<p>a) <u>Student-Community Engagement & Traditional University Education</u>: This paper looks at how student-community engagement is related to traditional university education. In order to do so it has to deal with the range of variations in both student-community engagement and traditional university education and it has to explore the learning outcomes of each in terms of knowledge, skills and attitudes. The main conclusion is that student-community engagement does not fit within traditional university education but it does fit with it. They are complementary forms of higher education which together prepare students better for their next steps after university than either on its own.</p> <p>Tom Bourner (University of Brighton)</p> <p>b) <u>Cupp's Student Community Engagement Programme</u>: This short presentation will provide an overview of the Student Community Engagement programme delivered by Cupp at the University of Brighton. It will look at the aims of the programme, the inspiration behind it, similarities to and differences from other models such as service learning and lessons learned from our experiences so far. Using visual examples from a range of different modules with which we work we will try to illustrate some of the challenges we have faced and the things we have learned about process and opportunities. Although most of these examples will be drawn from a local context they will also include some from a project we have recently completed with a partner university in Bosnia and Herzegovina. We hope they will have pertinence for other programmes developing in universities in the UK and elsewhere.</p> <p>Juliet Millican (University of Brighton)</p> <p>c) <u>Community Psychology</u>: Communities of Practice (Lave and Wenger 1989) is a theory which offers much to understanding community psychology (CP) and ways in which we work within communities. Indeed, the ideas behind Communities of Practice can be extended to CP practice, to explore how communities learn and empower themselves. Community Psychology is an approach to collaborating with people who are marginalised in order to promote wellness and achieve social change. Communities of practice are aggregates of people who share doing, talking, beliefs and values (i.e. practices). Participants in these so called communities of practice learn through</p>

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	<p>doing, becoming and belonging. Thus, notions of community of practice can be further taken up in community settings where CP is enacted. To illustrate this, we draw upon a case study in which CP students learn how to do community psychology by undertaking a change project within a community. If social change and sustainability are ultimate goals for CP, we need mechanisms which explore how participation, knowledge, identity and power are enacted in community settings. Communities of practice may be one step towards inclusive communities.</p> <p>Rebecca Lawthom (Manchester Metropolitan University) and Michael Richards (Community Psychology Masters student)</p> <p>d) <u>Policy, Regeneration and Service Learning</u>: The University of Birmingham has developed five credit bearing 'service learning' modules in the Business School, Dentistry, Health Sciences, Institute of Applied Social Studies and Centre for Urban and Regional Studies. This session showcases service learning in the modules within the Institute of Applied Social Studies and Centre for Urban and Regional Studies. Over the past five years students studying Social Policy have had the opportunity to undertake a volunteering placement in a public, voluntary or community sector organisation as part of an assessed module. The module aims to enable students to experience social policy being put into practice 'on the ground' and to reflect on their learning. The Centre for Urban and Regional Studies runs a unique module that is designed to explore the experience of communities undertaking urban regeneration by means of concentrated study in the field. There is an explicit focus on the role of social enterprise and the role it plays in relation to the regeneration of communities. It combines teaching, class discussion, self reflected learning, visits and project work to enable students to experience at first hand the regeneration process at work. The module is delivered in the case study communities of Castle Vale and Perry Common in Birmingham and is attended by Level 2 Joint Honours Planning students and residents (and/or staff) of Castle Vale and Perry Common.</p> <p>Mike Beazley and Liz Ross (Birmingham University)</p>
<p>Community Knowledge Exchange</p> <p>Chaired by: Ceri Davies (University of Brighton)</p>	<p>a) <u>BME Inclusive Archaeology Project</u>: Focused on the fact that there are very few individuals from black minority ethnic (BME) communities involved as students, volunteers or employees in archaeology in the UK. This was reflected in the very low proportion of BME people among the local, adult learners on archaeology courses at the University of Sussex's Centre for Continuing Education (CCE). With the support of Brighton and Sussex Community Knowledge Exchange (BSCKE) and in partnership with BME community organisations including Black and Minority Ethnic Community Partnership (BMECP), wellbeing and mental health group InnerVision and Brighton and Hove Black History, the university has been exploring the issues by consulting with the Brighton and Hove BME community, involving them in specially-arranged archaeology activities and seeking their contributions and feedback. The session will explore how the project progressed, its outcomes and the reactions of the various participants.</p> <p>Anne Locke (University of Sussex)</p>

b) Taking Account – an economic and social audit of Brighton and Hove CVS: The 2007/8 economic and social audit of Brighton and Hove's third sector is the second of its kind, the first being conducted in 2003. Whilst it is widely recognised that the third sector in Brighton and Hove has an important role, the evidence to substantiate social and economic impact is sparse. This session will report upon the process of conducting the audit with particular reference to the University working collaboratively with partners across the city to develop quantitative and qualitative measures of third sector impacts. Whilst the session will also provide an overview of the key findings time will also be given to discussing what measures of third sector impact are valuable, what will be needed in the future and how such measurements may be achieved.

Sally Hiscock (Community Voluntary Sector Forum) and Andrew Church (University of Brighton)

c) Dispensing with the Mystery (DWTM): Is a community university partnership which brings together pharmacy students and older people who take medicines in the community. Current and future pharmacists need to empathise with the patient point of view to aid patients' understanding of their medication to optimize therapy. Students learn about the reality of taking medicines and community partners are given simple advice to help in taking their medicines appropriately. Responses from community participants are based around making connections with the university, interaction with younger people as well as greater knowledge and understanding of their medicines. For students, there is the perception that the project broadens their academic knowledge and increases their confidence in talking to people. They were also able to better understand the social context of medications. This session will explore some of the issues and possibilities for further collaborations with particular groups.

Mike Ellis-Martin (University of Brighton) and Doris Ndbele (Brighton Black and Minority Ethnic Community Partnership)

Cultivating Communities of Practice: What We Are Learning

Chaired by:
Flis Henwood
(University of Brighton)

In this highly interactive session, we discuss the challenges and opportunities involved in cultivating communities of practice. Communities of practice have always existed informally as part of endeavours like university-community partnership, but their existence has hardly been recognized, let alone supported. As a result, these communities have rarely achieved their full potential. Leading organizations are finding that there is much they can do to cultivate communities intentionally; but they have also learned the importance of doing so in a way that honours the integrity of communities as structures of personal engagement. The need to support these peer-to-peer communities differs fundamentally from traditional vertical structures of accountability. This workshop will introduce a number of models for cultivating communities of practice as a way to address strategic learning challenges within and across organizations. We will talk about stages of development, useful learning activities, key roles, and critical success factors.

Etienne Wenger (<http://www.ewenger.com/>)

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<p>Seeking Funding for Community-University Engagement</p> <p>Chaired by: Elizabeth Maddison (University of Brighton)</p>	<p>This session aims to provide insights from the funders' perspective of community-university partnerships. Using her background of over six years as a deputy director of a national programme for a major US health philanthropy, Ms Lopacki will present three main themes for raising funders' interest in supporting community-university partnerships:</p> <ul style="list-style-type: none">• Funders value innovation in ideas for programmes. Innovation can take various forms such as the creation of a non-traditional partnership to accomplish a community-driven change.• Funders look at the strength of the collaborative partnership. Is the community clearly part of every element of the programme from the leadership level throughout?• Funders want to support programmes that will last beyond the lifetime of a grant. <p>Additionally, best practice models from highly successful community-university partnerships will be presented for discussion. These include lessons learned for how to assess programme outcomes and where to publish to maximize shared successes.</p> <p>Sandy Lopacki (Consultant to Philanthropy and Nonprofits in USA) and Sam Davies (University of Brighton)</p>
<p>Measuring Community-University Engagement</p> <p>Chaired by: Penny Wilson</p>	<p>a) <u>Overview of the Field</u>: The growing importance of community and public engagement activities in universities has led to an increased emphasis on auditing and evaluating university community partnerships. However, the development of effective audit and evaluation tools is still at a formative stage. Simon Northmore will introduce the session by outlining the challenges of measuring community engagement, drawing on:</p> <ul style="list-style-type: none">• the University of Brighton's experience since 2003• a review of published measurement instruments, and• current work developing the 'REAP' framework, devised by the University of Bradford <p>While there is not a definitive approach to evaluating university-community engagement, Brighton's experience suggests a basis for clarifying the activities that universities might want to measure and the key questions they need to ask when determining which tools are appropriate.</p> <p>Simon Northmore (University of Brighton)</p> <p>b) <u>Principles</u>: The measurement of the impact of community engagement or any kind of community oriented project is intrinsically problematic as a statistical process. Yet, some kind of metric is inevitably needed to justify funding or to report back on the status of projects. The two fundamental errors likely to occur are:</p> <ul style="list-style-type: none">• spurious quantification potentially worsened by misapplication of various concepts borrowed from cost-benefit analysis (or economics in general).• biases due to availability and margin-of-error differences between the cost side of the equation and the benefit side.

It is therefore desirable that measures used should be meaningful to the practitioners involved and capable of being implemented by them without falling into the type of errors mentioned. To this end the University of Bradford Community Engagement Project devised the REAP matrix to encapsulate the subjective appraisal elements in difficult to measure outcomes. This presentation explains how the REAP matrix is applied and considers problems involved in using it to report back to stakeholders.

Sam Cameron (University of Bradford)

- c) Auditing community engagement – practical examples from Brighton and Cambridge: Penny Wilson will describe the three community engagement audits undertaken by the University of Cambridge. The University's last "Connecting with Communities" survey found that each year:
- 8,250 staff and students are involved in outreach or voluntary activities
 - these staff and students invest 370,000 hours of their time, worth approximately £4 million to the community
 - More than 1 million people benefit from voluntary activities undertaken by University staff and students
 - Around £1 million is raised and donated to charity by University staff and students.

Penny will talk about how these University-wide surveys were undertaken and will describe the methodology which is based on the Russell Group Higher Education Community Engagement Model.

In 2008 the University of Brighton conducted an audit of its engagement with the local community, as required by its corporate plan. The definition of community engagement adopted for the audit was 'the involvement of local individuals, organisations and/or groups in the planning, development, shaping and delivery of University activities and/or involving the University in community activity'. Whilst the session will predominantly report upon the process of auditing such engagement and the complexity of devising suitable tools to collate such data, time will also be given to the consideration of the role of the University within its locality and ways in which community engagement can be increased and developed in the future.

Jen Colwell (University of Brighton) and Penny Wilson (University of Cambridge)

How to work well with community groups – lessons from the Beacons and South East Coastal Communities

Chaired by:
Fred Gray

The Beacons for Public Engagement and the South East Coastal Communities project together demonstrate the commitment that the funders of higher education have made to support the development of effective public and community engagement. Together both projects have seen the injection of over £12m from the UK Research Councils, the UK Higher Education funding councils and the Wellcome Trust, with projects happening across England, Wales and Scotland. A range of innovative community partnerships are being developed, a variety of methodologies being trialled, and a variety of evaluation approaches being tested. This session will feature university staff and partners describing what they have learned from others, what they are learning themselves, and how they are hoping to use this learning to contribute to long term change in the sector.

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<p>(University of Sussex)</p>	<p>The Beacons: Kathy Sykes (University of Bristol) and Paul Manners (National Coordinating Centre for Public Engagement) plus representations from individual Beacons</p> <p>South East Coastal Communities: Jan Druker (Canterbury Christ Church University) and Christine Locke (Diversity House)</p>
<p>From Project to Programme: An International Perspective</p> <p>Chaired by: Angie Hart (University of Brighton)</p>	<p>Format: “Fireside Chat” - short presentations (10 minutes) from examples of institutional support services and on HEFCE’s approach to community engagement. The chair will provide compelling/controversial questions to the panel and invite questions/debate from the audience.</p> <p>a) The majority of community-university partnerships are project or unit (not institutional) based or are focused around institutional service learning or the scholarship of engagement. Fewer universities like York University and the University of Victoria (as well as the University of Brighton) have developed an institutional capacity to support research utilization for social innovation in the way that most institutions have developed the capacity to support technology commercialization for economic innovation. Developing an institutional capacity to support community-university partnerships can return benefits to researchers, community partners and institutions alike. This session will examine models of the institutional support for community-university partnerships from a theoretical and practical perspective. A Canadian experiment in forming a national network of university-based Knowledge Mobilization Unit (www.researchimpact.ca) will be presented.</p> <p>Budd Hall (University of Victoria, Canada) and David Phipps (York University, Canada)</p> <p>b) The principle HEFCE funding vehicle to date has been Higher Education Innovation Funds. It is fair to say that we have not drawn a sharp distinction between business-facing and community engagement activity, precisely to enable institutions to choose their own priorities. There is a long-standing concern in government about measuring community engagement impact: so keeping 'Business' and 'Community' together has been for the benefit of 'Community'. SDF has been another way of funding this work, as with Coastal Communities. The contents of our forthcoming Grant letter (to be confirmed) and the economic climate mean there is likely to be a sharp prioritisation of Strategic Development Fund projects in the medium term. This means that demonstrating and disseminating the impact of Coastal Communities (and similar HEFCE-funded work) is even more important. The key recent investment in this area has been the funding for Centres for Public Engagement. There is a commitment in the HEFCE Strategic Plan to understand better Social, Community and Cultural ("SCC") indicators and measures of impact. This will be important to safeguard existing funding for this area of work - and perhaps in a more optimistic longer term, to leverage additional funding.</p> <p>Natasha Mulvihill and Jenni Chambers Higher Education Funding Council England (HEFCE)</p> <p>c) Mälardalen University has a history of co-operation with its surrounding community and a strategy of regional utility creation. It possesses therefore a very important practical experience about co-operation that serves as background to new endeavours of the sort. There has been however no systematic or scientific attempts to understand the</p>

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mechanisms at work in such processes of cooperation. Starting in the Fall of 2008 a group of researchers at Mälardalen University are carrying out a study on co-operation and co-production in a community-university engagement. The goal of the study is to generate knowledge on the role of management control in co-operative projects.

Johann Wennhall (Västerås Area, Sweden)

- d) International Health and Development Research Centre is currently working on what we refer to as a 'European Cupp'. We have work pending with European colleagues on possibly developing a similar model across European Universities, and we are exploring what different models (philosophies, structures, approaches, practices) of community-university engagement in relation to health and well-being are evident within different European contexts. We are also interested in how they relate to different cultural and political contexts within the academy and beyond, and what the potential consequences of these models are.

John Davies (University of Brighton)

- e) Knowledge is generated continually in contexts of social change, though it may often be unrecognised, and it is not always clear how this knowledge contributes to further change, in the same or in different contexts. How can change agents discover what it means to recognise, adapt, innovate and apply their knowledge and skills within specific and rapidly changing contexts? Two ongoing initiatives at the Institute of Development Studies, "FLASC" (Facilitating Learning in Action for Social Change) and the "Capacity Collective" are bringing together facilitators and practitioners involved in processes of social change in a dialogue on multi-faceted approaches to learning. We are attempting to understand better the relationships between personal, organisational and wider societal processes of learning and change, and are developing innovative conceptual and methodological approaches for integrating these. With a range of partners and fellow-travellers, we are exploring why and how we know and learn, and aiming to use these processes and capacities critically and reflectively in order to make a real contribution to social change.

Peter Taylor (Institute of Development Studies)

- f) American academics have worked collaboratively with communities longer than their British counterparts. Thus it is appropriate to ask what can be learned from the American experience that may be of help in the development of community university partnerships in Britain. Building on my thirty years of experience with partnerships in the U.S. and my recent work on community engagement in the U.K. I will identify similarities and differences between government and society in the two countries that are important in the development of partnership models. I will focus on four key areas: the structure and character of neighbourhoods and community organizations; the role of government and governance in community regeneration; the structure of higher education; the nature of faculty and students who form the ground on which the university component of partnerships are built.

Bill Peterman (Chicago State University)