

Rethinking University–Community Policy Connections

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Rethinking University–Community Policy Connections will publish works by scholars, practitioners, and ‘prac-ademics’ across a range of countries to explore substantive policy or management issues in the bringing together of higher education institutions and community-based organizations, nongovernmental organizations, governments, and businesses. Such partnerships afford unique opportunities to transform practice, develop innovation, incubate entrepreneurship, strengthen communities, and transform lives. Yet such potential is often not realized due to bureaucratic, cultural, or legal barriers erected between higher education institutions and the wider community. The global experience is common, though the precise mechanisms that prevent university-community collaboration or that enable successful and sustainable partnership vary within and across countries. Books in the series will facilitate dialogue across country experiences, help identify cross-cutting best practices, and to enhance the theory of university-community relations.

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University–Community Relations in the UK

Engaging Universities

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PREFACE

We have both been working in the field of university–community engagement, in our teaching, research and other activities coming under the umbrella of academic enterprise or knowledge exchange for a combined period of nearly 80 years! Thus we are not impartial commentators when thinking and writing about community engagement in the UK. We have experience of, and know about policy in England more than in Wales, Scotland and Northern Ireland, so we have concentrated mostly on England. Some policies are shared, others are slightly different. We have worked in different HEIs and with different roles so this book combines our two standpoints. CK worked for 38 years in what was Manchester Polytechnic and became Manchester Metropolitan University in 1992. Her roles were variously lecturer, Acting Head of Department, Research Institute Director. In a forward thinking School of Psychology, in 1982 she had the Departmental role of ‘Community Links Co-ordinator’. In this role she was one of the founders of the *Research Exchange*, the first dedicated portal for community groups into a HEI in the UK. Her community engaged work embraced knowledge exchange, teaching and learning, and research. She now works with community organisations, struggling to work meaningfully with universities. JD has worked in adult and continuing education since 1978 and at Edge Hill University since 1990. He has a number of very different roles including being the founding director of the University’s Institute for Public Policy and Professional Practice (2013–2018) and is now the Associate Dean for Knowledge Exchange and Innovation in the Faculty

of Education. He was chair of the national charity—ARVAC (Association for Research with the Voluntary Sector) which itself grew out of a decision by a number of researchers and voluntary sector activists to establish (in 1978) an organisation which would promote university–community links. All of his work has sought to narrow the distance between the university and the communities within which higher education institutions sit (geographically) as well as opening them up as resources to be used and accessed by activists, residents and community organisations. He was involved in working on one of the early Access to Higher Education programmes established outside London and experienced both the willingness of HEIs to open their doors and the desire of some to maintain distance from being open and flexible about their approach.

We do not attempt to be comprehensive in our coverage, nor to address every single piece of relevant policy. Rather, we are focusing mainly on the period of the mid 1990s and beyond, which saw rapid and continual changes in Higher Education policy and practice: along with other countries in the core capitalist countries, the period of the massification and marketisation of HE. We have reached a point where in England over 50% of school leavers now enter HE, mostly paying £9000 pa to study and with student loans accruing at approximately 61%, leaving with substantial debts. Access is still uneven across social groups.

We are not consistent with our sources—drawing on the most relevant for the particular issue under discussion. Government Documents, commentaries, and policy implementation guidelines all appear, including legislation, the endless reviews and reports commissioned by successive Governments and guidance from the Higher Education Funding Council for England (HEFCE). The policy streams we have traced are those that have affected our working lives and those of our students.

We have organised the book by presenting the mosaic of policies affecting teaching learning and student experience; third stream and research (the three ‘core missions’ of the majority of HEIs). This mosaic is constantly changing, being enlarged or reduced, linking with various—and varying—Government departments and with changes in emphasis across successive Governments. During the course of writing the book (and almost certainly between delivering the manuscript and its publication) the entire corpus of bodies responsible for universities has changed—we refer throughout to bodies that no longer exist, although their archives are usually good. This has made it difficult for us, but without a doubt it will also have made it difficult for those charged

with implementing and developing policies and practices within universities. There are many fantastic examples of community-engaged practice that go on across disciplines in universities, and community partners who have persevered and thereby influenced academic practices and policies—we regret that we have not been able to include examples of them all, but have tried to show the diversity within the sector. It is a wonder that any good community-university work is carried out—but it is, and we applaud those still managing to work in creative and principled ways to the benefit of both communities and universities.

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There are many people with whom I have worked, both inside and outside the university who have made it possible to do community-engaged work, and I thank them all. Marilyn Wedgewood worked tirelessly to bring *community* into Third Stream activities. Sam Gray, Research Impact Manager at Manchester Metropolitan University, read some drafts, and supported and encouraged the writing of the book, and who really does ‘get’ the agenda. Angela Stewart whose courage and fortitude constantly reminded me of why engaging with communities is so important, and who was a fantastic community ‘partner’ for a long time. My daughters, Amy and Anna, who, as teenagers, understood and accepted the fragility of work-home boundaries in community engaged work. Mark Burton with whom I have worked on some action research projects, and on many other things, embodies reciprocity, mutuality and collaboration in both our professional and private lives.

Carolyn Kagan

I have had the opportunity to learn from many people who know more about community/university relationships than I do and I would like to thank especially Anne Kearney and Andy Nelson for their insights and friendship. And my thanks to Linda Rush for her thinking on how important understanding the potential of strong connections based on collaboration and mutuality are in introducing new ways of thinking and working across boundaries. Working across boundaries has involved a really rich relationship with Christine Flynn and Garth Britton who have been co-conveners with me of The Practice Panel—part of the International Research Society for Public Management (IRSPM) and I have learnt so much both from our conversations as well as the panel discussions over the years.

John Diamond

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ABBREVIATIONS

| | |
|-------|---|
| AASCU | American Association of State Colleges and Universities |
| ACF | Active Community Fund |
| AHRC | Arts and Humanities Research Council |
| AUT | Association of University Teachers |
| BEIS | Department for Business, Energy and Industrial Strategy |
| BIS | Department for Business, Innovation and Skills |
| BME | Black and Minority Ethnic |
| CASE | Collaborative Awards in Science and Engineering |
| CDP | Community Development Projects |
| CERI | Centre for Educational Research and Innovation |
| CETL | Centre for Excellence in Teaching and Learning |
| CLES | Centre for Local Economic Strategies |
| CPD | Continuing Professional Development |
| DES | Department for Education and Science |
| DfE | Department for Education |
| DfEE | Department for Education and Employment |
| DIUS | Department for Innovation, Universities and Skills |
| DSA | Disabled Students' Allowance |
| EPSRC | Engineering and Physical Sciences Research Council |
| ESRC | Economic and Social Research Council |
| GUNi | Global University Network for Innovation |
| HC | House of Commons |
| HE | Higher Education |
| HEA | Higher Education Academy |
| HEAR | Higher Education Achievement Award |

| | |
|---------------|---|
| HEBCIS/HE-BCI | Higher Education Business and Community Interaction Survey |
| HEFCE | Higher Education Funding Council for England |
| HEFCW | Higher Education Funding Council for Wales |
| HEI | Higher Education Institution |
| HEIF | Higher Education Innovation Fund |
| HEROBIC | Higher Education Reach Out to Business and the Community |
| HESA | Higher Education Statistics Agency |
| ISI | Institute for Scientific Information |
| JISC | Joint Information Systems Committee |
| KEF | Knowledge Exchange Framework |
| KPI | Key Performance Indicator |
| KTP | Knowledge Transfer Partnership |
| MOOC | Massive Online Open Course |
| MRC | Medical Research Council |
| NCCPE | National Coordinating Centre for Public Engagement |
| NERC | Natural Environment Research Council |
| NGO | Non-Governmental Organisation |
| NHS | National Health Service |
| NIHR | National Institute for Health research |
| OECD | Organisation for Economic Cooperation and Development |
| OFFA | Office for Fair Access |
| OfS | Office for Students |
| PASCAL | International Observatory for Place Management, Social Capital and Learning Regions |
| PE | Public Engagement |
| PER | Public Engagement in Research |
| POLAR | Participation of Local Areas |
| QAA | Quality Assurance Agency |
| R and D | Research and Development |
| RAE | Research Assessment Exercise |
| RCUK | Research Councils UK |
| RDF | Research Development Framework of Vitae |
| REF | Research Excellence Framework |
| RQF | Research Quality Framework (Australia) |
| SCC | Social, Community and Cultural component of HEBCIS |
| SENDA | Special Education Needs and Disability Act |
| STEM | Science, Technology, Engineering and Mathematics |
| TEF | Teaching Excellence Framework |

| | |
|--------|--|
| THELMA | Times Higher Education Leadership and Management Award |
| U3A | University of the Third Age |
| UKRI | UK Research and Innovation |
| UR-MAD | Urban Regeneration—Making a Difference |
| UUK | Universities UK |
| WP | Widening Participation |

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