THE IVORY TOWER AND BEYOND: BRADFORD UNIVERSITY AT THE HEART OF ITS COMMUNITIES

The Bradford University's REAP Approach to Measuring and Evaluating Community Engagement

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EXECUTIVE SUMMARY

REAP stands for Reciprocity, Externalities, Access and Partnership. It is about how a University can work with communities for mutual benefit as well as the enhancement of the city, town or district in which the University is located.

This document describes how the metrix team, charged with designing a measurement tool for the University's Community Engagement work, arrived at REAP. It begins by tracing the way that Bradford University has worked with its communities prior to winning a major bid under the second Higher Education Innovation Fund in 2005 to extend its community engagement work. A database is included in the appendices of the University's work with its communities between 2003-2005. Secondly, it outlines the national HEFCE drivers to promoting wider engagement between Universities and their communities, and the way Bradford University interpreted these drivers.

Bradford University's priorities have reflected the dynamics of its local environment, which includes some of the most deprived wards in the country, a multi-ethnic population, and a serious regeneration challenge. In its first phase of Community Engagement (2005-2006), Bradford appointed six Community Associates to be the bridge between the University and its communities: to develop understanding in the community of what a University does and better inform the University about the community. The metrix team worked closely with these Community Associates during their first year to develop an understanding of Community Engagement from the activities and discussions they initiated – all the Community Associates had a history of working with the communities and statutory bodies of Bradford District.. This helped the team distinguish 'Community Engagement' from other University outreach activities to its communities eg widening participation, lifelong learning, knowledge transfer, cultural activities, volunteering and research and consultancy. While all these activities are valuable ways in which the University contributes to its locality, the team felt that Community Engagement differs from other University activities involving local communities by both its goals and by the character of the relationship which the University aims to build. Community Engagement builds partnership and shared objectives based on mutually recognized and valued community and university competences. This character is at the core of the effort to break down barriers between academia and community, encouraging mutual respect and building shared approaches to challenges facing the District.

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Our definition of Community Engagement came primarily out of the year's learning from the work and practice of the Community Associates but is also based on a number of other sources outlined in Chapter 3 of the report. Below the four principles for Bradford University's Community Engagement are described and which enabled us to clarify what we were to measure.

Bradford University's Community Engagement is based on the following four principles:

1. ***Reciprocity:*** There is a flow of knowledge, information and benefits in both directions between the University and its community partners in activities.

2. ***Externalities:*** There are benefits outside of those accruing to the partners and these should contribute to building social trust and social networks in the District and through these to enhanced sustainability, wellbeing and cohesion locally in the Bradford District and nationally to the building of a learning and knowledge based society.

3. ***Access:*** Partners have access to University facilities and resources as opposed to receiving a one-off provision of goods/services.

4. ***Partnership:*** Partnerships deepen and develop through the extended reciprocity and improved access. They are an output and outcome of CE activities, which should eventually also become key inputs to improving and enhancing those activities

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Chapter 4 is a discussion of the challenge of measuring and evaluating the work which is conducted according to this definition. It was felt that a pure quantitative (economic or numeric) measure could not capture the importance of this area of work. CE activity is not market activity; most of it is not even 'near market' ie something which could be sold or measured by proxy estimates such as 'willingness to pay'. Community Engagement in its purest form seeks to provide some benefit to the community that is not an accidental bi-product in the pursuit of some other aim. Reciprocity means that the University engages literally with the community so that the knowledge base of the academics involved is informed by new content derived from the members of the community with whom they are working. Community Engagement is not a 'free service' to the community, like community development, but is based on these non-market forms of reciprocity. Attributing a monetary value to such an enterprise or to collect data through surveys and other mechanisms which assume it has such a value would compromise

reciprocity, leading the community to wonder whether there is a 'hidden' economic agenda behind it. Community Engagement activity should of course generate income where possible through bids and tenders by partners, but its aims are not primarily income generation. Nor does it mean that in measuring the work, quantitative data should not be used, such as the numbers of people attending events, the cost of the time given to activities by university staff and partners, the costs of activities etc. The collection of such data should be manageable by the partners in the Community Engagement process rather than involve a cost intensive data collection method which is not currently available in the University. We do recommend, nevertheless, that the University invests in data collection around this area of work so that base lines can be established. [1]

Chapter five discusses the challenge of qualitative measurement and evaluation. The metrix team took responsibility during the pilot stage of gathering the evidence around the outputs and outcomes of the work undertaken by the Community Associates during the first stage of the Community Engagement work. Appendices 3 and 4 outline the major initiatives and projects undertaken and how these were measured by the metrix team. In Chapter six, the preliminary outcomes of the University's community engagement work during its first year are discussed in the light of the REAP definition. These are summarized below:

Inputs	Community Partner(s)	University		Outputs	Shared by University and Community Partner(s)
Reciprocity	•Intellectual Space/Culture • Validation • Expertise • Accessible Ideas	• Capacity to organise projects • Access to networks of people • Community knowledge • Trust of Communities • Non academic partnerships • Credibility		Partnership	• Stronger relationships and identification of mutual benefits through collaboration between the partners and the District
Access	• Physical			Externalities	• Over time

[1] For instance, it is very important that some reviews all the REAP analyses of the Community Associates each year, maintains our data base on University activities with communities, monitors costs of staff time and any income which is generated. We suggest also that a base line data on attitudes towards the University in the District would enable tracking over time and whether such attitudes improve and show greater knowledge of the University as REAP evolves. Later we suggest that collaboration with the District of Bradford to do a 'social capital' base line might also help to assess alongside REAP the externality impact of this area of work. Finally, the University could assess particular aspects of 'value added' as outlined further on.

	space and resources • Greater understanding of how University works and who to contact			(assumed not measured) : more social networks, greater social trust and greater skills diffusion to the benefit of the locality

The most difficult component to 'measure' is that of 'externalities'. We argue that these are mostly in the form of enhanced social capital, or informal and formal social interactions, associations and networks which generate trust and well being for individuals and society .Many efforts have been made to find a way of measuring social capital. Robert Putnam, [2]. for instance, has assessed the rise and fall of social capital in the US and shown how this high social capital correlates with schools working better, improved child welfare, less TV watching by children, lower violent crime, less pugnacity, better health, less tax evasion, greater tolerance, civic equality and economic equality[3]. However, Putnam also acknowledges that the metric on social capital is very far from that for human capital, such as the contribution, for instance of education to human capital development. Measuring the broader impact of University-Community Engagement outside participant partnerships is a very difficult task, and would require a serious investment by Universities and Local Authorities in data collection and conceptual clarification of the meaning of social capital particularly at the level of communities. Base line data collection on both structural and cognitive social capital in any given context, would give a picture of the density of social interactions across and between communities and the subjective sense of trust in neighbours and institutions. If attitudes towards the university and higher education in general were included in this data collection, then it may be possible to trace how increasing University-Community Engagement impacts on some kinds of social encounter and attitudes.

Chapter 7 discusses how the REAP approach can become an ongoing measurement and evaluation tool for the University and the community. The tool is essentially a means of self-assessment, planning, monitoring and reviewing of Community Engagement activities. It is intended as a guide to thinking through potential partnerships using a practical breakdown of the component parts of REAP. It is to be used actively and creatively whenever a partnership is begun, with potential projects and collaborations weighted according to the four REAP criteria in order to decide whether a project will meet those criteria. It should be used through the life of the project to assess progress through indicators and milestones set by partners and finally to self-evaluate the outputs and outcomes of the project. Qualitative evidence should be rigorously gathered through interviews, questionnaires, focus groups and participant observation as the programme of activities develops. Costs of activities (staff time; hosting activities; transport costs etc) should be calculated and these can be set against income raised to cover those costs. But

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[2] R. Putnam (2001), Social Capital: Measurement and Consequences ISUMA Canadian Journal of Policy Research, Vol 2 no 1, Spring pgs 41-52
[3] Op.cit pgs 51-52

the team is not advocating evaluation on the basis of income generated for the reasons outlined. The REAP tool is based on building strong qualitative indicators of ongoing progress towards agreed goals, outputs and outcomes.

Nevertheless, there may well be indirect economic benefits to the University arising from Community Engagement work. We suggest some examples of these, even though we are strongly advocating that these should not be the motive for CE work. There could, for instance be value added to the University in terms of increased research income due to evidence of strong commitment to the locality and working with the community to identify the research that is needed as well as methodologies for delivery; national and international profile could be enhanced due to proven capacity and creativity in CE; increased student recruitment could be an outcome of deeper commitment to higher education amongst the wider population more exposed through CE activities to University life and purpose; the University can also attract students who positively look for the competences, in for instance cultural interaction, that the University of Bradford offers; and security on and around the campus (and safety in the District as a whole) may improve as Universities build better local relationships and a greater sense of respect for its purpose and property. These examples of value added provide more concrete arguments to those not yet convinced that a University has a responsibility to its broader environment and that it can benefit in many ways from engaging with its communities just as they will gain from engaging with their university.

Working *with* communities and willingness to make academic knowledge and expertise available to the communities of the District together with recognition that academics can themselves benefit in their research and teaching from the knowledge and experience of the communities around them, can we argue demonstrate the benefits of higher education to the wider population. Universities should become increasingly valued by their local communities and less intimidating, elitist and impenetrable. By looking 'beyond the ivory tower', universities can help to build a learning and knowledge based society for the many not just the few. As social networks and social trust are enhanced over time, social capital will accumulate. This is likely to contribute to more cohesive, equitable and democratic local communities where greater self-confidence and mutual trust creates improved capacity to analyze and address local problems and conflicts and to access the skills and knowledge which make this possible.

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Bradford University's REAP approach to measuring its Community Engagement

FINAL REPORT

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19 February, 2007

Jenny Pearce and Martin Pearson

With Sam Cameron

Harvest

Places and landscapes
Shift as dunes in desert storms
The tides of time shape the landscape of our villages, towns and cities
The Bradford born in the distant past has come to us this day
The meanings and lives resonate and echo in the valley
Do we allow these to guide us or do we discard
Past, present and future are all linked in time's line
We create legacies now that others reap
What will be the harvest of today's sowing?

- Written by a participant of the 'I am Bradford Project'

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Preface: The REAP Metrix

The REAP metrix arises from Bradford University's successful bid in 2004 to the 'community engagement' (CE) component of the second Higher Education Innovation Fund (HEIF 2). The bid included the development of a measurement tool to assess the value of the University's CE work. This is the metrix. This document outlines the way the metrix evolved into a unique Bradford approach to working with its communities and to the ongoing planning, monitoring and assessment of effectiveness and subsequent revision to practice.

This unique Bradford approach is based on a commitment to generating mutual benefits to University and community organisations(**R**eciprocity); external benefits to the District of Bradford as a whole (**E**xternalities); encouraging those change agents in the communities in Bradford District to access the University and its resources (**A**ccess); and ultimately to stronger partnerships between 'town and gown', aimed at deep and sustainable collaborations to improve the quality of life of all who work, live and study in the District (**P**artnerships). This ethical and reciprocal approach is called **REAP.** The sum of the components will, we believe, generate more plentiful harvests each year as trust and respect between the University and community evolves.

'Community engagement' is a relatively new addition to a university's portfolio of activities. Since the Dearing Report of 1997, interest in the wider purposes of Higher Education has grown. Yet it is not clear whether and how a university can contribute to its locality other than through traditional activities such as teaching and research and the commercial transfer of knowledge and expertise. At present universities gain their prominence and status through national and internationally recognised excellence in specific fields. There is no 'recognition incentive' for engagement with local communities apart from the small financial rewards from the Innovation Fund.

Despite this lack of incentives, Bradford University has had a relatively long history of community outreach activities and a number of individual academic departments have made particular efforts over time to work on community health, inter-ethnic relationships, ethnic businesses, youth unemployment and other local issues. The continuing need for such input from a number of the large institutions in the District was witnessed in July 2001, when the worst disturbances on the UK mainland for twenty years took place a few miles from the University campus when mostly Asian young men fought the police on the streets of White Abbey Road. Even before the riots, but anticipating the possibility, a number of academics had set up the *Programme for a Peaceful City* to work with the communities of the District around community tensions. We have tried to capture some of this history of University engagement with its communities, prior to HEIF 2 funding in **Chapter One**. **Appendix 1** is our database of a representative sample of University CE activities which involved the communities of the District in the two years preceding HEIF 2 funding. **Appendix 2** details research activities with the community

In the year following the riots, recruitment to the university fell by 25%. This added some urgency to discussions on the University's role in the District. When the second round of the Higher Education Funding Council's Innovation Fund (HEIF) offered a funding component around community engagement (CE), the University was well placed to put in a bid. In 2004, it won almost £2.4 million in the competition, of which £613,562 went to the CE component. This injection of funds significantly added to the impetus within the University to become more rigorous about its strategy towards the community and its definition of CE; this process is covered in **Chapter Two**.

HEIF 2 funding enabled the University of Bradford to embark on a more systematic effort in 2005 to engage with its communities in a reciprocal and strategic way. It

aimed to address some of the deep-seated problems of one of the UK's poorest and most ethnically diverse urban districts while contributing to the national agenda of building a learning and knowledge-based society. The challenge was to marry the skills and expertise of academics in the University with those of the District's vibrant community and voluntary organisations and statutory bodies for mutual benefit and benefit of the District as a whole. Six community associates acted as brokers or intermediaries in this process. All came from a long experience of working with the communities of Bradford District. The photographs on page x serve to illustrate some of the activities undertaken at this preliminary stage of our activities.

We, the metrix team, worked part-time from July 2005-July 2006 alongside the first phase of the implementation of the CE strategy. We worked closely with the Community Associates, as well as the Community Engagement Working Group, the Director of Community Engagement and drew on a range of sources to arrive at our REAP definition of Community Engagement. This process is described in **Chapter 3.** Much of the challenge of this definition process was to define CE against many of the other ways that the University engages with the local communities.   We found that outreach activities such as widening participation and knowledge transfer, tend to be activities delivered *from* the University *to* the communities, and can be instrumental to the Universities' core objectives. CE, however, is arguably the only form of interaction where the University does this *with* the communities. Working *with* others in the District, potentially creates a new ethos around University-Community relationships, stimulating new understanding and attitudes towards higher education, and greater respect by academics for what they can learn from the communities around them and vice versa.

We worked with Dr Sam Cameron, a quantitative economist in the Bradford Centre for International Development (BCID) to decide how quantitative and/or qualitative our final metrix tool should be. We were mindful of recent efforts to analyse the economic impact and value of higher education institutions. Strathclyde University, in particular, have been in the forefront of devising ways of measuring this and have argued: 'if society wishes or requires higher education institutions to undertake activities of a societal nature, these activities have an economic value even if they do not have an observable price'[1]. In **Chapter Four** Sam Cameron explores various limitations and possibilities of a quantitative approach to the metrix aimed at assessing the economic value of these activities.

Universities are generally not expected to prove cost effectiveness in a crude economic way even for their 'bread and butter' teaching activities**.** The real challenges of assessing the economic value of activities of societal nature, such as CE activities, are finding an appropriate and simple method for calculating the non-market price for outputs and the potentially high costs of data collection. CE activity is not a market activity; most of it is not even 'near market', i.e. something which could be sold, or measured by proxy estimates such as 'willingness to pay', or imputation via revealed preference techniques aimed at eliciting consumers' behaviour in a similar or related market. CE in its purest form seeks to provide some benefit to the community that is not an accidental by-product in the pursuit of some other aim; reciprocity means that the University 'literally engages in the sense that the knowledge base of the academics concerned is informed by new content derived from the members of the community with whom they have been involved.'[2] CE is not, therefore, a 'free service' to the community, like community development, but is based on non-market forms of reciprocity. This 'pure' idea of CE output would be

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[1] U. Kelly,I, McNicoll and D. McLellan (2005) *Towards the estimation of the economic value of the outputs of Scottish Higher Education Institutions .An overview of the Content of the Main Report* and U.Kelly, L.McNicoll and D.McLellan (2006)*Main Report.*www.strath.ac.uk/projects/economicrole p.8
[2] See page 27.

therefore deeply compromised by efforts to translate it into a 'monetary value' and to collect the appropriate data through surveys or other mechanisms which assume it has such a value. People in the community might wonder whether there is a 'hidden' economic agenda behind the activity. This does not mean that CE activity might not generate income through bids and tenders by partners, but its aims are not primarily income generation.

A university's engagement with its communities has considerable potential social and cultural value. Ultimately, we conclude, its main externality is its addition to the social capital of the District, in other words enhanced social relationships, networks and trust as University and Communities learn to pool skills and knowledge for the benefit of all. However, as Sam Cameron points out, the language of capital does not automatically point to a useful and useable quantitative measure. In addition, economic value can arguably tell us something about outputs but not outcomes, i.e. the indirect as well as direct benefits not just to individuals but to broad community goals such as cohesion, sustainability and well being. Counting attendees at public events and the number of public events can, as Sam Cameron warns us, simply provide 'a possible license to justify any CE project by identifying an important output of it and claiming it is hard to measure then sliding into the implied notion that it is therefore very beneficial'[3].

There may over time be more of a case for finding quantitative measures and some proxy for the non-market worth of CE. However, current data collection capacity in the University of Bradford is inadequate for the calculations needed for a comprehensive measurement on the lines of the Strathclyde approach, which is mostly concerned with community outreach rather than community engagement as our team has defined it. In order to remain open to possibilities in the future, the *REAP Tool* does include columns on costs and income as an input into any CE activity (e.g. staff time, grants secured etc), and has encouraged partners in CE activities to be rigorous about how many people attend events.

The qualitative REAP *Self-Assessment and Measurement Tool* was adapted from methodologies in the field of UK community development, and development projects in the global south. It is intended as a framework for rigorous ongoing self-assessment between the partners involved in any CE activity and was piloted by the community associates (in collaboration with the metrix team) with a selection of their projects. Delivery and implementation was in most cases only just getting under way as we piloted the tool with the chosen projects; we could not aspire to do a full impact measurement. In the case of this first year of activities, the metrix team itself gathered the qualitative data from assumed beneficiaries and participants of the CE work, through interviews. The rationale for this approach can be found in **Chapter Five**.

Chapter Six analyses the data from the piloted tool. We used data from community associate field diaries and semi-structured interviews to assess qualitatively the value added to the University and communities of CE partnerships. We then explore the potential externalities or benefits to Bradford District and to the wider society as CE challenges traditional perceptions and cultures of higher education. We acknowledge that in this exercise we could not do more than indicate the *possible* direction of future measurement in terms of social capital, which would depend on the University's willingness to invest more in data collection. **Appendix Three** lists the major projects begun under HEIF 2, and **Appendix Four** shows the application of the *REAP tool* to the selected HEIF Two funded pilot projects

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[3] See page 32.

The *REAP Tool* is for planning, monitoring, review and creative thinking. The aim of the tool is to support and encourage those involved in activities to constantly and critically reflect and analyse their work according to the self-assessment and measurement tool and the REAP components as appropriate. The **Conclusion** shows how **REAP** is both a framework for thinking about whether any proposed community engagement work coheres with a set of principles as well as a way of assessing the inputs, outputs and outcomes from the range of CE activities. The aim should be to constantly improve and develop the CE work, allowing for quantitative measures where appropriate, but essentially building strong qualitative indicators of ongoing progress towards agreed goals, outputs and outcomes. The measurement process could be strengthened if Universities opt to invest money in data collection. For instance, the University ought to monitor the overall value added from all the CE projects it engages with. For this it needs to build up a data base of all projects and how each one has assessed its value added. We suggest some examples in the conclusion of what value added to the University might look like if this investment in measurement takes place.

Working *with* communities and willingness to make academic knowledge and expertise available for the sustainability, cohesion and well being of Bradford District, can, we argue, demonstrate the benefits of higher education to the wider population. Universities should become increasingly valued by their communities for their approach to research and scholarship but less intimidating, elitist and impenetrable edifices. By looking 'beyond the ivory tower', universities can, we argue, help to build a learning and knowledge based society for the many not just the few. As social networks and social trust are enhanced one of the most important externalities generated is social capital. Over time, this will contribute to more cohesive, equitable and democratic local communities where greater self confidence and mutual trust creates improved capacity to analyse and address local problems and conflicts and to access the skills and knowledge which make this possible.

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PHOTOS FROM CE Work

1. Bradford University at the Heart of Its Communities

1.1 The University and its Communities pre-HEIF 2 Funding

Like other universities, Bradford has traditionally worked in its localities in a number of ways. Most of these have been directly related to core teaching and research tasks:

- attracting students from the locality[4];
- research 'on' Bradford social and economic issues (which often reflected the individual interests of particular University staff);
- consultancies for local public sector agencies and occasionally the community and voluntary sector;
- volunteering by staff and students as both individuals and as part of more organised, collective initiatives. (Many members of the academic staff are school governors for example.)

Some of these activities have gathered strength over the last decade due to particular government initiatives e.g. widening participation, but also through other initiatives such as UCAN, a student volunteering project, and more recently knowledge transfer initiatives, understood as business development and income generation.

We compiled two databases on work done with communities in the two years before September 2005, the point when efforts were made to more closely coordinate interaction with the local communities by the establishment of the Centre for Community Engagement. The first database (see Appendix 1) was constructed using information gained from a scoping exercise by the Community Associates for each School and additional data compiled by metrix researchers. This database is *not* a complete overview of all the University's past activities; it reflects those activities and initiatives most prominent in the memory of present staff who were consulted. The second database (Appendix 2) was constructed in close collaboration with the University's Research Office and details research done by the staff in collaboration with community partner/partners or on a subject of clear relevance to the local communities during the same period as Appendix 1.

From the analysis of these two databases we were able to make some overall observations about the nature of engagement with local communities when it is not *coordinated* by the University i.e. prior to the HEIF 2 funding process:

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[4] Bradford University has been particularly successful at this. Over 40% of first year full time students lived in their parental home in academic year 2005-06.
http://www.brad.ac.uk/admin/student-registry/statistics/Campusonly/statsbook05-06.pdf

1. *Uniqueness of each School* - The type and scope of each School's work with communities is very unique, dependent on a number of factors, such as individual staff and student interests, internal (School and University) and external drivers. Nor are Schools homogenous; different departments will have different histories, cultures and approaches. Some Schools, such as the School of Informatics, have had relatively few contacts with the communities in the localities, other Schools such as the School of Health are involved in significant partnerships with communities.

2. *Income generation* - For some Schools, work with the communities is seen as a potential income generating opportunity and may only be worth undertaking if the economic returns are great enough. Some Schools such as Informatics, Engineering and Management appear to have a greater potential than others to offer a product.

3. *The role of individual staff member's interests* - Where there has been a conscious effort to open up a University project or course to the local communities it is *normally* the result of the interests of an individual or group of staff members who are involved in the community in their own time. Such examples include *The Manningham Corridors Project* in partnership with *Manningham Means Business*, the major initiative by the School of Management (established after a public meeting in October 2002) to engage with the local communities. This project was pioneered through the interests of one member of staff in the locality and is aimed at supporting economic regeneration through research and hosting knowledge sharing between businesses and the University. The same is also true in the School of Archaeological, Geographical and Environmental Sciences (SAGE) where an individual academic's involvement with local history societies has led to further collaboration with the University, strengthening a network of local history groups.

4. *Effects of the emphasis on 'life-long learning'* - The increasing emphasis placed on the provision for life-long learning has meant that more relationships have developed with communities, particularly with schools and community groups. The School of Lifelong Education and Development (SLED) has been particularly active in developing these relationships with local communities.

5. *Researching and supporting the communities* –The Department of Social Sciences and Humanities (SSH), within the School of Social and International Studies (SSIS) has a history of researching ethnicity, gender, youth and other social divisions in the locality. But this did not often include consultation and involvement of the local communities in the design and carrying out of research. Academics also sometimes act as consultants on issues of interest in the locality. Such examples of academics acting as consultants in the past include, two members of the Department of Peace Studies participating in the Ouseley Commission or some staff from SSH acting as consultants to local government on issues such as youth participation and local electoral reform. However, such initiatives are not often coordinated with the local communities and are primarily based on

the interests of academics or a response to an approach by an external agency or a successful funding bid.

6. *An embedded approach* -The School of Health has sought to have an embedded approach in the locality with local partnerships with the local Health Service, primary health care trusts, and with community and voluntary groups such as Sharing Voices, Bradford Mind, and other local health service users.

7. *A network approach* – The PPC (established in 2001) involved listening to many community 'voices' over a three month period in order to develop a programme of activities appropriate to the District. The PPC network involves academics, members of community organisations and individuals coming together to construct safe spaces to tackle difficult issues arising in the District of Bradford. It is an example of efforts in the University to move research beyond merely extractive research to more interactive and participatory research processes.

From this brief survey, we conclude that, with some significant exceptions, the University's work with communities has often been instrumental (such as recruitment), sometimes primarily concerned with promoting the University's profile, sometimes a source of research and consultancy opportunity, sometimes as a source of income generation and largely eclectic and ad hoc,

1.2 Opportunities and Obstacles

Prior to the establishment of the University's Centre for Community Engagement a survey of the Voluntary and Community Sector and of staff and students was undertaken to inform the University's CE strategy. Once the Centre had been established the community associates (CAs), at our request, also started to keep diaries of their experiences, particularly detailing the feedback that they had from individuals and organisations internal and external to the University.

It is clear from the results of the survey[5] and the diary entries that many in the community see that there is a greater role to be played in the District by each of the individual University Schools and the University as a whole. While there was inevitably a variety of opinions expressed as to what the University could or should offer there are certain attributes of the University which were frequently cited as useful within the context of the District:

Intellectual Leadership
The survey conducted prior to the commencement of activities funded by HEIF 2 showed that the community and voluntary sector did look for a greater sense of "intellectual leadership" from the University, particularly in relation to complex social and religious issues in the locality. This was clear following a lecture given by the Muslim academic Tariq Ramadan not long after the

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[5] Centre for Community Engagement, Bradford University,. (2005). Action Report Number One: Research on CE at the University of Bradford, Bradford University, Bradford.

Centre for Community Engagement was established. One of the Community Associates recorded the following entry in their diary,

> "Tariq Ramadan talk – academics and students commented that *this is what a University should be about*. Scholarship informing thinking – exciting knowledge being shared in an accessible & charismatic way - both academics and practitioners. Local person said, this is just what Bradford needs to learn about."[6]

Academics within the different Academic Schools also saw how they could engage with the locality to a greater extent, even in Academics Schools where some may find it more difficult to see a relationship:

> "We have a lot to offer regarding roads, housing and transport that would improve people's quality of life and also attract business. We felt that there had been some typecasting about engineers having nothing to offer to community engagement but we could engage people's views about this as part of HEIF 2."[7]

Independence

The University is seen by many in the locality as an institution which exists relatively independent of the social and political environment of Bradford unlike other institutions such as local government and religious institutions which are viewed as having a case to promote and consequently are often viewed with more suspicion. Thus in many cases the University is seen as a 'safe' or neutral space and is a useful place for the discussion of difficult issues:

> "[The event to commemorate the death of Rosa Parks (American civil rights protestor) exemplified the University's ability to organise public events of significance, seriousness, bringing people together, informing discussion on current concerns."[8]

Support and Status

The status that the University has within the city was seen as a potential asset and a resource to the wider community particularly when it is used strategically to support and endorse projects/programmes:

> "Voluntary and Community Sector (VCS) participants were clear that the University needed to make a greater strategic contribution to the life of the district. Indeed one comment was made that it may be appropriate for the University to operate at a strategic level than a grass roots community level, a voice echoed by *Bradford Vision*."[9]

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[6] Taken from Community Associate A Community Engagement Metrix Diary Entry, 21st November, 2005.

[7] Quote from a member of staff in School of Engineering, Design and Technology (SEDT), Centre for Community Engagement, Bradford University. (2005). Action Report Number One: Research on CE at the University of Bradford, Bradford University, Bradford, p. 28.

[8] Taken from Community Associate B Community Engagement Metrix Diary Entry, 1stth December, 2005.

[9] *Op. Cit.* Bradford University (2005)., p. 17.

Meetings that the Community Associates had with local players also confirmed this view that the University is seen as a key strategic player in the District and one whose input is valued and sought after.

> "Meeting with […representative from Bradford Council Regeneration Department]. Really useful discussion, […representative from Bradford Council] feels that there were not enough links between the Uni and specific Council initiatives. [….Representative] suggested that we map links between his department and the School of Management so we can start to clarify our relationship/s[…] Council see Uni as a key economic driver in the District."[10]

With the recognition that the University occupies a unique position within the District and has much to offer there were also a number of perceived difficulties in establishing a coordinated programme of community engagement:

A lack of a clear idea of what CE is
Defining what CE actually means for the University in the context of Bradford has constituted a significant challenge in itself. While one would not expect a University to strive for total agreement, arguably some minimum consensus would help build interest in this area of work and lead to a coherent strategy:

> "[…] there is a clear lack of consensus on what CE is […] Different understandings and interpretations are leading to *any* interface with the VCS, statutory organisations or local businesses being described as CE. This in turn contributes to misunderstanding and impacts on effective cross-School collaboration."[11]

> "A range of current activities seem frequently to be initiated and delivered by a number of key individuals underlining the lack of a University-wide strategic approach owned by all staff."[12]

The Community Associates also expressed a significant difficulty in understanding what CE constituted in relation to the other activities of the University and also sensed this confusion in a number of the community organisations that they communicated with in the District:

> "Feedback from the workshops, revealed from the people who attended that the understanding of what community engagement actually is varies greatly."[13]

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[10] Taken from Community Associate F Community Engagement Metrix Diary Entry, 21st December, 2005.
[11] *Op. cit*. Centre for Community Engagement, Bradford University. (2005) p.8
[12] *Ibid*., p.9
[13] Taken from Community Associate C Community Engagement Metrix Diary Entry, November, 2005.

Cynicism

A significant amount of cynicism of the University's motives for greater CE (particularly by the CVS) was expressed in the survey prior to the Centre for Community Engagement (CCE) being established:

> "[…] there was an overwhelming cynicism [from the CVS] about the University's motives, with concerns that it would be tokenistic and driven by financial concern."[14]

This cynicism persisted as the Community Associates also sensed a degree of cynicism in the questions they were asked, such as "Is the University *really* prepared to learn from the community?" and "Is this going to be another talking shop?"[15]

Questioning the Value of CE

Opinion was divided within the University about the value of further engaging the local communities. While some academics were enthusiastic about the plans, two main obstacles to greater staff interest in becoming more involved in CE were often cited. The first was that of competing priorities on their time. Many academics saw the University's commitment to CE as a positive step but did not think that it was a priority to which they could give their limited time – many said they were just "too busy"[16] to become more interested and involved in CE initiatives. Although time was considered the greatest obstacle to staff some also questioned whether there was a link between their work and CE: a number of academics thought that CE was 'nothing to do with their work.'[17]

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[14] *Op. Cit.* Centre for Community Engagement, Bradford University. (2005) p.8
[15] Taken from Community Associate F Community Engagement Metrix Diary Entry, September & October, 2005.
[16] Quotation taken from Community Associate F's report of a conversation in their diaries. There were many observations made by the Community Associate's in their diaries about the lack of time that academics have to give to CE work.
[17] Quotation taken from Community Associate F's report of a conversation in their diaries, September & October, 2005.

2.   HEIF 2 Funding: Towards a Community Engagement Strategy

2.1 The National Impetus

Interest in the wider purposes of Higher Education has grown considerably in the last decade, and an awareness that globalisation has generated new challenges. The Dearing Report of 1997 highlighted the importance of higher education to national, local and regional economic development, and since the publishing of the report universities have looked to enhance their economic contributions through knowledge transfer or third mission. In addition, new measurement tools have been developed to strengthen the evidence base around university economic inputs. In 2006, Strathclyde University published their tool for enabling Higher Education Institutions to analyse their impact on the economy. The key findings of the UK Economic Impact Modelling System are:

- Higher Education Institutions are worth £45 billion to the UK economy
- For every £1 million of HEI output, a further £1.52 million of output is generated in other sectors
- HEIs directly employ over 330,000 people, equivalent to 1.2% of total UK employment
- For every 100 university jobs, a further 99 are created by 'knock on effects'.[18]

But Dearing had also sought to highlight other kinds of roles that Universities have, such as their contribution to cultural life, to democracy, to the management of change:

> "*Higher education is fundamental to the social, economic and cultural health of the nation. It will contribute not only through the intellectual development of students and by equipping them for work, but also by adding to the world's store of knowledge and understanding, fostering culture for its own sake, and promoting the values that characterise higher education: respect for evidence; respect for individuals and their views; and the search for truth. Equally, part of its task will be to accept a duty of care for the wellbeing of our democratic civilisation, based on respect for the individual and respect by the individual for the conventions and laws which provide the basis of a civilised society.*
>
> *As the world becomes ever more complex and fast-changing, the role of higher education as a guardian or transmitter of culture and citizenship needs to be protected. Higher education needs to help individuals and society to understand and adapt to the implications of change, while maintaining the values which make for a civilised society.*"[19]

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[18] www.strath.ac.uk/projects/uuk-modellng
[19] http://www.ncl.ac.uk/ncihe/index.htm

One study[20] of the non-economic benefits of higher education in the areas of health, generic skills and citizenship have shown that graduates offer many indirect benefits to society as well as the economy through the experience of higher education. Its conclusions strengthen the generic claims of Dearing:

"In relation to the non-market potential benefits of HE, as reflected in democratic values and political and social participation, we were able to demonstrate that graduates showed more of the attributes identified with modern citizenship. They were most likely to hold tolerant attitudes to other races than their own, were less likely to be dismissive and cynical about politics and politicians and more likely to engage in the political system as reflected in voting. They were also less likely to be narrowly authoritarian in their attitudes, suggesting that their higher education experience equipped them to question authority rather than accept it blindly. They were also more likely than other groups to be members of charitable organisations. When they had children, they were the most likely parents to actively participate in the PTA."

Gradually therefore, the idea of extending the role that Universities can play in society has grown, and the inclusion of a 'community engagement' component in the HEIF 2 funding round is a reflection of this. HEFCE's strategic plan for 2006-2011 demonstrates renewed recognition of the broader role of Universities:

"We are facing greater challenges and opportunities – to live in a peaceful and intellectually and culturally stimulating world. We live in a globally connected world, yet often struggle to understand and enjoy the diversity of people, as well as the multiculturalism in our own nation. HE campuses themselves, staff and students, are microcosms of this diversity. While we clearly value the benefits of HE to wealth creation, we probably do not celebrate enough the civilising contribution that HE can make to a more complex social environment. HE prepares people for participation in civic life and provides the expertise to support rational problem-solving. It also provides resources for intellectual and cultural enrichment that make the world a more exciting and vital place to live."[21]

From a reading of HEFCE documents and particularly their strategic plan for years 2006-2011, it is clear that CE is important to the direction they wish to guide Higher Education Institutions in the next five years:

"In the plan period, we want to focus more on our support for HE to contribute to wider social agendas. This includes its contribution to civic engagement and developing civilising values; community and environmental support and regeneration; cultural, intellectual and moral enrichment; and participation as a nation and as individuals in global

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[20] Bedford Group for Lifecourse and Statistical Studies, *Revisiting the Benefits of Higher Education, Institute of Education*, April 2003,
www.hefce.ac.uk/Pubs/RDreports/2003/rd05_03/
[21] HEFCE, Strategic Plan 2006-11, Consultatio/n November 2005/45 p. 30

development, communication and problem solving. […] over the plan period we intend to articulate, and then implement, a specific 'civic and community engagement strategy'. The strategy will describe and celebrate the diverse contributions that HEIs already make in these varied arenas, and will put forward the arguments for funding, particularly public funding"[22]

Whether this agenda flourishes will depend on how individual universities interpret it. It has to be convincing to hard-pressed institutions still dependent on basic tasks of teaching and research and with tight budgets. Indeed, HEFCE expresses a fear that *'HEIs neglect third stream work relative to teaching and research because they do not see the rewards as proportionate to effort*[23]. Much does depend, therefore, on a strategic approach, the measurement of benefits and the values that are put on non-market outcomes. There are also important questions about what incentives should be given to staff to dedicate time to third stream work (CE is one component of this third stream work). Should third stream work and CE work as part of this, receive recognition and professional validation in the sector, and if so why? What are its costs in relationship to what it can be expected to achieve? How do we know whether these costs are worth the benefits? Should academic staff be given incentives to do this kind of work and at what costs to their other workload? These are some of the tough questions which lay behind the metrix.

Can Universities and society be persuaded that community engagement is not just a pleasant sounding side-line, but a set of strategic activities of more profound import? In the course of these activities, citizens of the UK, particularly those who are socially excluded and deprived, could be encouraged to value the scholarship, critical analytical skills and expertise of higher education institutions because they reach out to them. Universities could retain these qualities, while ceasing to be the elitist 'Ivory Towers' which discourage people from aspiring to higher levels of learning and understanding.

2.2 Building and Implementing the Strategy in Bradford

Bradford University's efforts to build a more serious and coherent relationship with its communities was given a boost by winning the Higher Education Innovation Fund 2 (HEIF 2) bid, although this is not considered the only source of funding. A Director of CE was appointed in May 2005 to head a Centre of CE (CCE) and six Community Associates were appointed in August 2005.

The background of the Director and the Associates, all of whom were recruited from within the Bradford community, and the interests of the academic staff charged with managing the CE development, has undoubtedly played a major role in shaping the character of this new strategic phase of University engagement with its communities. A Community Engagement

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[22] Ibid p. 31
[23] ibid p. 29

Working Group was formed in July 2005 and met for the first time in September 2005. It was composed of approximately a 50/50 split of community partners and University staff. Twelve Bradford partnerships and networks were represented in the Working Group which met four times in the year. The draft strategy was drawn up by the Director and discussed by this group before going to University committees and finally to the University Senate for approval in November 2005.

The strategy established some key principles of Bradford's CE work. It did not define 'community' but it outlined the groups that the Bradford CE strategy would work with[24]:

- Community groups and voluntary organisations, including social enterprises, faith and minority groups;
- Local businesses (supporting them to play a part in the development of the district, in particular ethnic minority, micro businesses and businesses in regeneration areas);
- Residents, community representatives and leaders, active citizens and social entrepreneurs;
- The networks and partnerships that represent these individuals and organisations.

The strategy lays out some of the predicted benefits to the communities AND the University of such work and some of the key guiding principles. The CE strategy and delivery was profoundly shaped by the influence of individuals external to the University and deeply embedded in Bradford community life. Some of these influences are not spelt out anywhere, but we would suggest that the strategy grew out of:

1. a commitment of those guiding the process to certain kinds of principles for CE based on identifying what the University can add to the District rather than competing with other community and voluntary sector organisations to provide services and provisions which already exist.

2. a clear feeling in the District, that CE should not be primarily instrumental to the University's particular core interests. Rather CE should involve a much broader approach towards the society of which the University is part.

3. a recognition that in recent years, some Schools and Departments have begun work which clearly was not instrumental, and that that has helped build trust with communities.

The Community Associates (CAs), located in six (but two associates spanning two Schools) University Schools, played a key role in making the strategy a reality. They played a strategic, connecting role as an interface between academics and the communities and as interlocutors for the communities with academics. They encountered obstacles in the legacy of the past, the

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[24] University of Bradford (2005) "The Outline Strategy on Community Engagement," Bradford, University of Bradford.

location of Universities within a national HE structure, the high expectations upon academics to deliver in a variety of ways and the increasing income generating logic within Universities. However, they have at times been able to challenge and reshape academic mindsets, with the help of the Centre Director's strategic direction.

The CAs in many respects had the best 'view' of the process of CE and to be constantly refining their conception of what CE consists. As such, one of the methodologies of the metrix team was to get the Associates to write field diaries. We used these field diaries to help us develop a definition of community engagement, as well as to gain an understanding of the challenges of building CE work. The field diaries also enabled us to identify key activities which fed into the building of this area of work, activities whose importance might not otherwise be recognised. In Table 1 we set out our findings, and the table title represents our conclusions that the CAs are vital to transforming university culture by opening academics to the possibilities which community engagement offers. They also help reposition the relationship between University and communities, acting as mediators of information to the latter and encouraging communities to explore what the University offers. Apart from these activities the CAs accessed the Strategic Development Fund (this was a small fund allocated from the HEIF 2 fund which was used to kick start some pilot CE work of the Centre for Community Engagement). Some of these projects would be used as pilots for piloting the *Preliminary Self-Assessment and Measurement Tool.*

*Table 1 – **Bradford University's Community Associates as Catalysts**: **Transforming University Culture/ Repositioning University and Communities***

Community Associate for School of	Identifying Community Needs	Identifying University Needs	Exploring and Encouraging New Initiatives	Relationship Building – University	Relationship Building - Community	Organising and Hosting Events	An Agent of Change in the School
Social and International Studies (SSIS) *(Based on diaries supplied until 6th July, 2006)*	5	2	4	1	5	3	2
Lifelong Education and Development (SLED) *(Based on diaries supplied until 9th June, 2006)*	5	3	5	3	4	2	3
i)Health Studies and ii) Life Sciences *(Based on diaries supplied until 3rd February, 2006)*	4	1	4	3	3	3	3
Archaeological, Geographical and Environmental Sciences (SAGE) ii) Engineering, Design and Technology (SEDT) *(Based on diaries supplied until 16th January 2006)*	3	2	3	4	4	2	3
Informatics *(Based on diaries supplied until 2nd May,2006*	3	2	5	3	3	3	4
Management *(Based on diaries supplied until 24th April, 2006*	2	3	5	5	2	3	4

<u>Key</u>

1- Negligible part of the role
2- Small part of the role
3- One of many tasks undertaken
4- Significant part of the role
5- Major part of the role

# 3. Building a Definition of Community Engagement

3.1 Sources for Defining Community Engagement

The Community Engagement Strategy outlined the aims and objectives of this area of work. However, it did not offer a definition of CE. Rather, during the first six months of the CCE we, the Metrix team, in consultation with the rest of the CCE and the listed sources below worked toward providing a *working definition* of CE which would help to clarify the concept and set the parameters of the work that constituted CE. Thus for the first six months, the definition evolved alongside CE strategy and practice. The practice in the first six months is not therefore a reflection of the definition, but the definition acted as a benchmark for assessing the practice in the pilot phase[25] and guiding future directions.

A number of sources were used to develop a working definition of CE:
- Database drawn up by the metrix team containing information on projects[26] and research[27] being carried out by the University in partnership with the local communities prior to CE becoming a recognised University objective.
- Internal University drivers
- Conceptualisation of CE from community development literature
- Definitions of CE from other Higher Education Institutions
- Strategic Development Fund - The feedback from the Community Associates in their field diaries. These diaries were commissioned by the metrix team to add rigour to the recording of the CE process and facilitate qualitative analysis of the work.
- The CE Director's strategic planning documents
- Records of the meetings with the community in the Community Engagement Working Group and other discussions
- National HEFCE drivers, including HEIF2 funding.

Diagram 1 – *Sources of Definition of Community Engagement*

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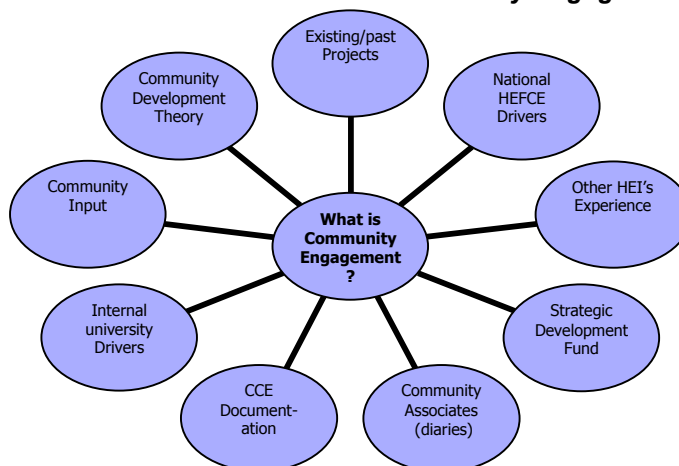
[25] Chapter 6 analyses the data from the application from the *Preliminary Self-Assessment and Measurement Tool* to a selected number of CE activities.
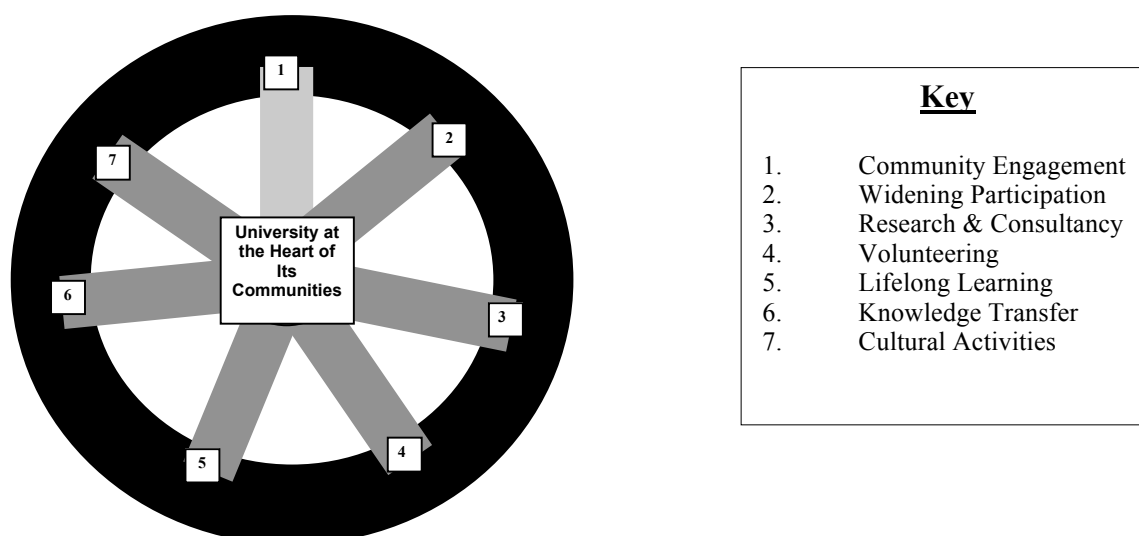[26] See Appendix 1
[27] See Appendix 2

3.2 Community Engagement and Community Outreach

From the components above, the metrix team came to identify CE as part of but distinct from wider community outreach activities. In other words, it is different from University core activities which relate to communities, but which are often instrumental to traditional University goals. For example, widening participation has a major impact on the community and is a critical component of higher education's commitment to life long learning and new opportunities to learn. However, it aims to bring different students to the campus and is therefore an extension of the teaching goals for which a university exists. Knowledge transfer and business and enterprise work is a perfectly valid and important activity which enables the university to serve the needs of the local and regional economy. But its main aim is to generate income from knowledge and research produced within the University.

Research on the communities of Bradford District or consultancy for a local public sector body, are both very important activities. However, they do not necessarily engage communities unless they are attached to a mutually agreed set of CE goals specific to that project, such as a pact of mutual benefit. Ensuring that the research and information produced impacts on policy and practice is not often seen as the role of the researcher, who may withdraw once the research report is produced. Student and staff volunteering offers a valuable chance for staff to play a wider civic role and for students to gain work experience, use their skills and gain new ones, but it does not necessarily contribute to a wider strategic purpose. University cultural activities are vital to students and broader public alike, but there is no guarantee that they will generate interaction between University and Communities unless that is built into the objective.

Diagram 2- ***The University at the Heart of its Communities – "Community Engagement": Part of but a Distinct Area of the University's Community Outreach Activities***

Key	
1.	Community Engagement
2.	Widening Participation
3.	Research & Consultancy
4.	Volunteering
5.	Lifelong Learning
6.	Knowledge Transfer
7.	Cultural Activities

As Diagram 2 shows, CE is intended to be *both* **distinct and yet part of the University's range of community outreach activities** (teaching, research, life long learning, and from newer activities of widening participation and knowledge transfer. All these activities cohere with the idea that higher education must make a contribution to society, to its democratic health, its inclusiveness and its capacity to learn.

Community engagement differs from other University activities involving local communities by both its goals and by the character of the relationship which the University aims to build, i.e. one of partnership and shared objectives based on mutually recognised community and university competences. This character is at the core of the effort to break down barriers between academic and community, encouraging mutual respect and building shared approaches to the challenges facing Bradford District.

Activities attempting to involve communities depend on the predisposition by the communities to engage. Often such predisposition is determined through social class and ethnic positioning. In a context such as Bradford District, with its high levels of unemployment, social division and poverty, this push from the University may not reach all the people it might. If groups within the community are to overcome mistrust around the University's engagement motivations, as was evident in the survey which was commissioned prior to beginning the CE work[28], then the University needs to show that it can value community knowledge and experience and work in partnership. Partnership means identifying shared goals from the beginning of a process.

Therefore our metrix CE definition is in part shaped by the need to reach those sectors of society who are particularly disengaged from higher education, through working in partnership with other local actors who share a commitment to inclusion and greater civic participation and representation in the District. In our definition we have sought precision and parameters which would facilitate measurement but also to take account of how CE differs from the University's broader community outreach. This difference is essentially around a commitment to work WITH rather than deliver TO communities. Our definition of CE follows on from this.

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[28] University of Bradford (2005) "The Outline Strategy on Community Engagement," Bradford, University of Bradford.

3.3 What is Community Engagement? The Final Definition of Community Engagement

The following is the resulting definition of the whole year's work and learning. It has been built on all the sources listed on page x and is a development of the *working definition* which we used to create the *Preliminary Self-Assessment and Measurement Tool*:

Bradford University's University Community Engagement is based on the following four principles:

1. ***Reciprocity:*** There is a flow of knowledge, information and benefits in both directions between the University and its partners in activities.

2. ***Externalities:*** There are benefits outside of those accruing to the partners and these should contribute to building social trust and social networks in the District and through these to enhanced sustainability, wellbeing and cohesion <u>locally</u> in the Bradford District and <u>nationally</u> to the building of a learning and knowledge based society.

3. ***Access:*** Partners have access to University facilities and resources as opposed to receiving a one-off provision of goods/services.

4. ***Partnership:*** Partnerships deepen and develop through the extended reciprocity and improved access. They are an output and outcome of CE activities, which should eventually also become key inputs to improving and enhancing those activities.

This definition is coherent with the key ideas HEFCE has outlined for its third stream activities:

> *"Third stream activities have the potential to create jobs and wealth, as well as to improve people's quality of life, support social and economic regeneration, and inculcate civic values. In these ways our strategic aim of enhancing HE's contribution to the economy and society adds value to our other aims. It takes the benefits of excellent teaching and research directly into the economic, cultural, community and civic life of the nation. It also prompts the HE sector to remember the market and social and community needs, in shaping the future agendas for research and teaching; and through this interchange we support vibrant communities of practice."[29]*

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[29] HEFCE, Strategic Plan 2006-11 p. 30

However, our definition adds elements to this understanding. It assumes that Community engagement requires a significant change in culture. Community engagement,

1. aims to maximise the relevance of a University to citizens in a locality and to emphasise the value of *the autonomy and free and critical thinking which are the essence of a university*;

2. engages communities and the university in a *mutual* process of re-evaluating each other's role. Mutual respect will erode barriers between higher education and the wider society which traditionally encouraged the former to remain aloof and distant from the latter and to only exchange knowledge between or be accountable to academic peers;

3. is an *evolutionary process* which has *various stages*[30]. As such, what is considered as CE activities at the early stages can be significantly different to activities in the later stages as the culture of community engagement becomes engrained in the institutional culture of the University and in the culture of its partners. For example, the earlier stages of community engagement are about opening up the University so that potential partners can get better acquainted with the institution and what it offers. It is hoped that such activities (e.g. meetings, seminars, opening up the sports facilities to local residents) form the first stages of a process of 'opening up' the University which would lead to later stages where more substantial and long-lasting partnerships can be established based on shared objectives;

4. is not limited to a certain type of activity. The range of activities which could count as CE is wide and leaves space for the creativity of community partners, academics and community associates. It is the principles and form of partnerships rather than specific activities that define CE;

5. should generate externalities relevant to the particular challenges of Bradford District. The goals of individual CE activities should therefore be strategic; connecting university expertise and community knowledge to issues of deprivation and community antagonisms (inclusion and cohesion), environment and regeneration (sustainability), creativity and health (well being);

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[30] A University is often referred to as an 'ivory tower'. To adopt this metaphor for our purposes then, community engagement has a number of different stages which could be likened to making people aware of the tower, helping them find entry points to explore it and its possibilities and what and who might be of assistance and interest. In so doing, the aloofness and impenetrability of the tower is slowly reduced. Each of these stages would require different approaches; activities which comprise community engagement at an early stage can be quite different to community engagement at a more developed stage.

6. it should also generate externalities for the wider society. In other words, it is an approach and a way of thinking which aims to foster a cultural shift in attitudes towards academia in the UK, the encouragement of a learning and knowledge based society able to respond critically to the challenges of globalisation and social and economic change. CE is thus concerned with the development of a sustainable culture of engagement with communities rather than building an institutional centre. At the same time, it seeks to shift the mindsets of academics, to encourage them where appropriate to turn knowledge into practice and policy and to value community knowledge and skills;

7. is different from *community development* in approach. Unlike community development, CE is not a free service or a subsidy to the community. While it is understood that the University, as a large and powerful institution has more material resources to offer (e.g university facilities), CE is based on reciprocal benefits, mostly of a non-market kind.

4. The Measurement Challenge

4.1 Introduction

In this chapter we consider the feasibility of measuring the University's CE contribution. It is useful to consider CE as an 'output' of some type. Valuation of outputs takes place within the framework of (implied) analogies to market processes where items are sold at a price and we can take the simple step of multiplying units sold by the price and thus getting the total value. Applying the same processes to the inputs and deducting their value from the total value will give us the net value added. The main problem with CE is how well it can be fitted into this market analogy.

In order to consider this problem more clearly the next sections look at the economics of non-profit firms in the context of university activity in order to provide a background for discussing CE activities as measurable 'outputs'.

4.2 Conceptualizing the University as a firm

As an economic entity the university may be deemed a non-profit firm. It has to meet its costs and receives revenue from the sale of some of its outputs. However, it is not allowed to make profits nor does it have shareholders. Removing these dimensions from an enterprise means that it can only satisfy other goals by choosing combinations of its outputs and inputs. It also means that someone else has to be satisfied about its performance rather than shareholders. Nominally and legally this is the education regulatory bodies with additional monitoring from various 'stakeholders'. The University is a multi-product firm with these outputs:

(i)   *value added in the tuition of students* by the imparting of skills and knowledge -of necessity this has a revenue stream but some benefits are not captured by the University- particularly as we do not have a compulsory system of students, or their employers, remunerating universities after they enter employment.

(ii)   *value added in the process of research*-some components of this will have a revenue stream –again there will be benefits to others not captured by the University such as spin-offs from industry relevant research. Some components will have no revenue stream.

(iii)   *knowledge transfer* – generation of income through the transmission of useful skills and knowledge into productive activities in the local community and economy.

(iv)   *community engagement* – there is the expectation that the University maintains a level of engagement and civic responsibility to the locality in which it is situated. This is dependent on the needs of the local context and can vary considerably.

i) and (ii) are mobile outputs in that a trained student could move to anywhere in the world and a typical piece of research could have applications anywhere in the world. (iii and iv) are clearly different in that the university resides in a community and is thus attached to it- it is not likely that the University could easily elect to move to a different community.

There will be variable areas of overlap between (i) and (ii) and (iii) in that some students will be drawn from the community and some will return to it after graduation. In addition, during their studies, students are members of the community although they could elect to be relatively detached from it in other than monetary ways. Research may involve the community in two distinct ways:

> (a) *community oriented research* viz. where university conduct funded or unfunded research on the nature and functioning of the community;

> (b) *the 'convenient lab/guinea pigs' model*- for example where the community is simply the source of data- for example if 5,000 questionnaires were administered in the local area on tax compliance this would have little community content per se.

Clearly these activities, particularly (b) are such that we may not be willing to label them as CE as there may not be much engagement going on.

4,3. Pure CE Output

A 'pure' CE output would have two dimensions:

> ▪ Provision by the University of some benefit to the community that is not an accidental by-product of some other aim;

> ▪ Reciprocity in that the knowledge base of the academics concerned is informed by new content derived from the members of the community with whom they have been involved.

Synergy & atmosphere benefits
CE may be disadvantaged *vis a vis* other types of University output due to the 'invisibility' of some of its output having the character of 'atmosphere' benefits and the difficulty of attributing its contribution in a synergic environment. The most basic economic approach to community benefits is simply to add up the sum of the individual benefits. This implies that there is no such thing as a separate benefit that accrues as a conglomerate entity to a community. This seems to be intrinsically contradictory to the notion of a community.

If CE produces more than the sum of its parts then we have synergy. Economists would treat such things, in this context, as 'public good' atmosphere benefits that individuals receive but they can not be excluded from, hence suppliers can not capture the benefits from them. For example, if a project results in greater peace and prosperity in the region then many people who made no contribution will still receive the benefits and thus 'free ride'. For economists, this leads to a discussion of 'market failure 'in that the problem of non-captured gains means that free market provision will be insufficient relative to the net community benefit to be had from provision. A standard response to this is to look to direct government provision or subsidies (for example- the issuing of lottery fund grants to community projects).

There are a number of inherent difficulties with this such as inflexibility, bureaucracy, arbitrariness and subversion of the output to political objectives. As a third sector (i.e. 'after' the market and the state) institution the University may be able to overcome some of these problems. Its capacity to do so may be enhanced by knowledge of local conditions amongst its staff. This is an example of what economists, studying organisations, refer to as 'idiosyncratic human capital. This is knowledge that an individual has which is difficult to convey to others directly therefore a new person replacing them incurs costs of developing this knowledge by in situ experiences.

CE may also generate potential benefits that would be overlooked by ignoring The synergy which may arise in a truly reciprocal CE paradigm i.e. one where University staff may alter their work in response to their engagement with the community rather than simply dispensing their preconceived services to it or simply extracting research material from it.

4.4 Incentives

As a multi-product firm the University would be expected to trade off the quantity of 3 of its outputs – teaching, research, CE in response to their relative net returns. The non-profit nature does not necessarily mean that monetary concerns will not be dominant. CE, if defined in 'pure' terms, has virtually zero rate of return. It is unlikely to be used as a dispersal activity to prevent excess funds accumulating. Other activities are driven by cost-covering in terms of their approval and the contribution they make to the expansion of the size/global status of the institution.

Clearly the University may spontaneously provide some level of CE as an accidental by-product in the above set up. There would seem to be no logical reason why this might not tend towards zero or very little in the absence of incentives to do 'pure' CE research. There may be incentives to do type (a) and (b) community research arising but this is accidental resulting from the pursuit of other objectives.

As a non-profit organisation the University has to monitor its labour inputs using a variety of indices as it is not possible to directly attribute productivity contributions to specific individuals. CE may be a heavily disincentivized area because of:

- lack of identifiable monetary return;
- lack of fundibility – CE work may carry less weight than equivalent work outside;
- lack of identifiable products;
- CE work may not be a part of formal and informal review and appraisal processes unlike other types of work.

Thus an individual may face difficulty in achieving 'capture' of their CE inputs meaning that CE would be effectively 'subsidised' by altruistic/philanthropic individuals who happen to be working in universities.

Incentivising CE
The above may be cause for concern if it is felt that the overall level of CE output (bearing in mind the difficulties in measuring it) is at risk of falling below what might be deemed to be a desirable level. Responses to this would require come combination of recruiting individuals with a commitment to CE work, preferential funding for the work of such individuals, or the incentivisation of CE work by elevating its status in the work of individuals

4.5. Statistical Aspects of Measuring Community Engagement Impact

The valuation of university output in general has recently been the focus of attempts to apply 'hard' quantitative measures derived from the work of economists, based squarely on the market analogy of treating universities equivalently to for-profit firms. The Treasury Green Book[31] and the Atkinson Report[32] are both good examples of this approach. The Strathclyde Team also recommended 'shadow pricing' of community outreach outputs given that most are non-priced or not economically significantly priced[33].

Suggested methods are:

1. Use of surveys to elicit 'willingness to pay' (WTP) or 'willingness to accept' (WTA) a project's outputs or outcomes. The data collection for such approaches which involve eliciting stated preferences would require questionnaires and interviews, which in the case of the Bradford Community Engagement approach, would involve the beneficiaries of all the projects.
2. Imputation via revealed preference techniques to examine consumers' behaviour in a similar or related market[34]. The Strathclyde team suggest that one form of this, the time cost or travel cost (Clawson) method could be applied to community outreach. The principle is derived from the idea that a person's time has an economic value because of its scarcity as a resource and that the economic value of a unit of leisure time could be calculated. If this is multiplied by the

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[31] http://green.book.treasury.gov.uk/ annex02.htm
[32] www.statistics.gov.uk/about/data/methodology/specific/publicsector/atkinson/defaultasp
[33] Kelly et al (2006)*Main Report* p. 109
[34] Treasury Green Book op cit Annex 2:1

number of attendees and the average length of attendance at a university event, the economic value of the event could be measured.

Designing and implementing a questionnaire survey to elicit estimates of WTP or WTA, or for a time-cost study, would not have been possible in resource terms for the metrix team, either for wider community outreach or for the community engagement activities under HEIF 2 funding. We have tried to collect data from the University which might at least enable us to estimate some of the costs in staff time of community engagement work. In the process we became aware that Bradford University, like many other Universities, does not have a robust data collection method for its community outreach work, apart from the volunteering project, UCAN and some incomplete data on staff community activities that is generated for the HEFCE 'Higher Education-Business and Community Interaction Survey'. We also have data on research which is on and/or with the communities of the District of Bradford. However, much more work would be needed on data collection.

The core economic cost-benefit analysis techniques above are increasingly subjected to criticism from within the discipline especially given the increased interest in psychology and behaviouralism. Leaving this aside there are other reasons for concern over adopting such methodologies.

CE activity is, to a large extent, not a 'near market' activity. That is, it is not something that could necessarily be sold, under any circumstances, as the benefits may not be transparent to the beneficiaries at the time of appraisal. Further, there may be ethical issues in the shape of possible negative effects on members of communities being subject to what might be seen as interrogation about issues which are not clear to them. Indeed, the 'purer' the CE component of the outputs of a project is, the more we run the risk of defeating the objects of the process by attempting evaluative measurement with a money component. Individuals who benefit from CE will do so to an extent because of the nature of the transaction going on. Imposing market-based values on their thinking may devalue the nature of the experience for them.

Given the nature of CE, its impact will be intrinsically difficult to measure as CE is not something bought and sold nor alternately an explicit policy intervention such as an attempt to make people desist from some activity such as acquiring ill health or dealing in drugs. Rather than being a policy intervention or a market good, *CE is an attempt to add to the 'social capital' of a neighbourhood*. There is a burgeoning literature on social capital in many policy areas and interest has now spread into the discipline of economics. This displays some interest in using crude quantitative proxies (such as participation in community events) to count up the amount of social capital present in any specific context.

At their extreme we could interpret such metrics, in a simple example such as this:

Community A has twice as much social capital as Community B because twice as many people attend similar fora for community regeneration.

after making the additional assumption that the areas are similar demographically.

This type of measurement and interpretation is using what is called **ratio or continuous data,** that is data collected at the most detailed level of information in terms of its index measure. In other words we are here treating social capital as capable of 'classical' scientific measurement of the type applied to height or weight. The lowest information data type is **categorical data**. For example, we might know whether A or B has a particular type of forum in operation which adds to social capital. If we proceed to add the number of such events up and then make ratio comparisons we have moved to the level of continuous data although the interpretation may not be valid for reasons that we shall come to shortly.

The 'in between' category of data is **ordinal data** which may be interpreted in terms of ranks but not in terms of ratios. In the above example we might be willing to say that A has more social capital than B if it scores twice as much on the proxy measure but not reach the conclusion that it has twice as much. The reason for this would be that the proxy does not divulge enough information about the intensity of interaction which is going on in each forum. More fundamentally, in the simple example given there is also missing information in that we do not know how many people are attending each forum.

These simple ideas highlight the obstacles that stand in the way of accurate measurement of the impact of CE. Our benchmark for the use of the term 'accurate' is totally reliable ratio/continuous measurement. There are two reasons for deviations from this gold standard:

▪ Pragmatic limitations- it might be possible to produce such perfect information but the costs of gathering it are prohibitive;

▪ Inherent limitations- some data may not be capable of entirely accurate representation due to its nature hence spending more money on collecting it may not yield any tangible improvements in data quality.

Not surprisingly, data on CE faces both of these problems. Furthermore, the assessment of the impact of different types of CE projects faces these problems in varying degrees. Nevertheless the assessment of all projects is likely to face pragmatic limitations; more so where there are serious inherent limitations. The most serious inherent limitation is the involvement of subjectivity in some types of data. Let us suppose we ask how much gain CE project X has brought to the community where substantial components of the gain are in intangible areas (improved trust, confidence, feelings of safety etc.). This could be judged by measuring the subjective perceptions of the recipients. It is fairly common for this to be couched in ordinal style measurements in the form of 'Likert' scaled typically of 5 points centred on 3: such as,

> *'Do you think the recent policy of X has made your community a safer place to live?'*

> Answer either:

> 1-strongly disagree   2-disagree   3-no strong opinion either way
>
> 4-agree   5-strong agree.

We could of course ask for direct scalar scoring by asking people to look at visual analogue scales on a large sheet ranging from 0-100 and asking them to point at a suitable spot on the scale. The risk here is of producing bogus pseudo-accurate ratio measures by overlooking the issue of intersubjecivity-one person's score of 71.6032 may have no meaningful relationship to another's score of 51.864392. Even with the more modest Likert scale approach there is scope for misuse of the statistic. Nevertheless we may still be willing to make inferential rankings. In other words, 71.6032 from such a scale has to be more than 51.864392 but we do not know by how much. The most fundamental problem is commensurability. That is, the Likert scores from assessment of one project may be very difficult to bring into any kind of comparison with the Likert scores of another project not least because the outputs produced may be very different. If all the outputs were to be judged by monetary proxies such as costs saved on crime prevention then a comparison might be made but it could be highly misleading for policy formulation as one activity type would be being judged in an inappropriate way *vis a vis* another.

One response to the above is to call upon useful subjective information possessed by the researchers. This can help provide transparency to the use of data and potentially ward off bogus uses of statistics to produce conclusions unwarranted by their information content. One could envisage this as taking the form of informal rankings by researchers on CE, produced in consultation with practitioners, on the difficulties of measurement for specific projects. Thus the menu of projects could initially be ranked in terms of their possible scoring using ratio and ordinal data. The CE impact researchers could then look at the pragmatic issue – *viz.* can further investment in data collection bring meaningful improvements in data quality? At this stage some means of highlighting the importance of the difficult-to-measure elements needs to be developed.

These observations on the difficulty of measuring CE activities do open up the difficulty of providing a possible license to justify any CE project by identifying an important output of it and claiming it is hard to measure then sliding into the implied notion that it is therefore very beneficial. However it is important to avoid the opposite problem of confusing the measurement of impact with impact itself.

All metrics in this area are heavily constrained by the pragmatic and subjective limitations. Measurement is possible although difficult. But, it is not equally difficult in all cases and thus due recognition needs to be made of this.

4.6. Conclusion

This chapter has addressed the issue of measuring the impact of community engagement in a 'hard' scientific way using exact numerical (ratio or continuous) data. Proposals to do this using existing monetary data and estimates of imputed monetary values have been discussed. We have clarified the nature of community engagement output *vis a vis* the other

outputs which may be simultaneously generated by a community engagement approach. The essence of a 'pure' community engagement project is to be a non-market activity which is consumed and produced from a different perspective by participants. Attempting to impose market analogues into the measurement of this are problematic for reasons given above.

Aside from these fundamental issues there are basic standard methodological problems, in statistics, that apply here. Put simply these are costliness of data collection and accuracy of data collection even after a costly collection process. This is a 'patchy' problem in the sense that it is much greater for some areas than others. This needs to be borne in mind when estimates are mistakenly treated as if they were accurate approximations to the 'true' underlying value. In strict statistical terms any figures obtained are the arithmetic mean of a distribution of a range of possible values of the 'true' figure. It is thus important to calculate what the spread of this range might look like (using such measures as 'standard error') as two variables with the same mean and radically different standard errors are not deemed to be equally reliable for the basis of drawing conclusions.

In view of the various problems with precise quantitative measurement in this area it seems necessary to, at this stage, focus instead on developing innovative qualitative assessments. This is addressed in the next chapter.

5. Qualitative Measurement and Evaluation

5.1 Qualitative Measurement

Having considered the options together with Sam Cameron, the metrix team felt that even if we could overcome data collection constraints at this stage[35], a formula for measuring the economic value of community engagement activities as a whole would only be a limited measurement tool for this area of work. It might demonstrate one kind of value (that is to say mainly economic values), but would not demonstrate social and cultural values, nor tell us much about the outcomes of this kind of work. Some particular CE activities could however be more open to this kind of measurement than others. This should be taken into account in the future evaluation of CE work.

The economic value of community engagement is not the only thing we need to know. We need to know whether we can make serious statements about the way certain CE outputs generate outcomes that we value for their social and cultural as well as economic benefits. We decided to use in this early stage of CE work, a very simple, preliminary, qualitative self assessment tool which could be initially used by the Community Associates and complemented by our own interviews and by the Associates' field diaries. We have aimed to produce an embedded and cost effective tool for ongoing monitoring and evaluation as well as qualitative measurement which would generate analytical units for understanding the potential contribution of CE. The preliminary tool was subsequently refined and is now the *REAP Tool*, as explained in the conclusion of this document.

There is a considerable literature now in the field of development studies, social policy and social development on non-quantitative ways of measuring the effectiveness of interventions in the social field. Many projects in this field have large-scale aspirations, such as consciousness raising, encouragement of self-reliant strategies, promotion of participation etc[36], in the same way that a University's community engagement aims to promote, for example: civic engagement and 'civilising values', community and environmental support and regeneration, cultural, intellectual and moral enrichment.

Development projects have traditionally been evaluated and measured by cost-benefit analysis, a quantitative measure which assesses the merit of a project in terms of the return on the initial investment. This approach attracted a great deal of criticism, as Peter Oakley argues, for its:

> 'costs, procedures, and potential for manipulation. More substantially, however, criticism of this dominant paradigm suggests that it is essentially a limited and static form of evaluation which is unable to reflect adequately the outcomes of projects which are not exclusively quantitative in nature. It is also time-consuming...furthermore it is

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[35] Our views were reinforced by knowledge that the Russell Group of Universities had spent a year coming up with their Higher Education Community Engagement Model, which essentially calculates the benefits of university volunteering to the community.

[36] D.Marsden and P.Oakley (1998) *Evaluating Social Development Projects* Oxford: Oxfam p.1

suggested that this approach has a built-in bias towards favourable quantitative outcomes. Essentially it is argued that this evaluation paradigm is externally conceived and implemented, it takes little note of the people who directly experience the realities of the project's outcome, it is limited in its vision to what can be quantified and measured, and it is totally unable to encompass or explain non-material or non-tangible development objectives. In other words although it is acceptable as a way of understanding one particular form of project outcome – that which is tangible and quantitative – it is inadequate as a basic technique to evaluate social development.'[37]

Oakley went on to argue that the qualitative approach to measurement, monitoring and evaluation must:

- be interpretative, i.e. enable the project, programme or process to be interpreted not merely described;
- be dynamic, enable the entire process over a period of time to be evaluated not be a limited snap shot;
- be naturalistic, or sensitive to changes in direction, unexpected outcomes and differential impact, not in other words a search for pre-determined and expected outcomes;
- be heuristic, or subject to continuous redefinition as our knowledge of the project, programme or process and its outcomes increases, building towards a comprehensive understanding of the activities;
- be holistic, giving detailed attention to different dimensions of a project, i.e. context, participation, interrelationships with other projects etc;
- use an inductive analysis, the outcome of a project or process is understood from the qualitative data and evidence not from a pre-determined expectation;
- involve a continuous and close contact with the participants of a project or programme in their own environment and from their own realities.

As well as the field of development studies and practice, the metrix team turned to the community and voluntary sector in the UK who have also a considerable history of reflection on qualitative tools for monitoring, evaluation and measurement, as well as quality assurance methods of which a good monitoring and evaluation system are part. This also made sense given the fact that many partners of the university will come from this sector and it is important to ensure synergies in approach and not duplicate.

One of the most useful tools was PQASSO, which was designed for small and medium sized organisations and for small project teams in larger organisations[38]. Some of the principles of PQASSO are particularly relevant to the definition of CE with which we are working, as they involve a self-assessment process which reflects the views of different stakeholders; there is a commitment to evidence and to improvement of the ability to demonstrate what has been achieved. The scheme has three levels which starts with recording information about users and measuring inputs and outputs against

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[37] P.Oakley (1998) *The Evaluation of Social Development* in D.Marsden and P.Oakley op cit. P 28-29
[38] Charities Evaluation Services, (2000) *Practical Assurance Systems for Small Organisations* London: Charities Evaluation Services Second Edition,

aims and objectives, moving to a planned range of output and outcome indicators and eventually leading to an integrated cycle which links planning, delivery, monitoring and evaluation and continuous improvement. It allows for some evaluation and audit processes to be carried out by independent specialists.

After reviewing the literature and the data that we had collected, we, the metrix team, felt that a self assessment tool, even if it involved initial accompaniment for those implementing it, was the best way to ensure the kind of ongoing analysis, reflection and learning from community engagement work which could guarantee a dynamic rather than snap shot approach to the measurement. We could, through such a tool, embed qualitative measurement and learning in the culture of the community engagement team.

5.2 Developing the Bradford Qualitative Metrix Tool

Our aim with this tool was to pilot a methodology which could incorporate some of the principles of qualitative measurement, evaluation and monitoring outlined above. The Community Associates chose the projects they wished to be part of the metrix pilot. The decision to pilot the metrix was due to the preliminary and incomplete character of CE activities begun under Heif 2 funding (although some, such as the Programme for a Peaceful City, predate Heif 2 funding and we have been able to use the tool more effectively). In addition, the definition of community engagement was worked out alongside the development of the CE strategy and the implementation of the early projects. Some of the projects have developed the partnership approach more than others, and we do not claim that Bradford's CE work has yet cohered entirely with the definition, but we feel that is a direction towards which it is moving. The tool is at level one in the PQASSO stages.

In this piloting of the tool, the metrix team took responsibility for gathering the evidence around outcomes of those projects which had reached a stage where that was possible. Preceding the design of the *Self-Assessment and Measurement Tool* and during its use, the Community Associates also kept field diaries about their experiences in their daily activities (outlined in Table 1,). Every fortnight the Community Associates were asked to submit a diary on their experiences and reflections of being an intermediary between the University and community groups. These reflections were read by the Metrix team and were used to design the preliminary self-assessment and measurement tool and to gain feedback on its actual use to inform the revision of the tool into the final *REAP Tool*.

5.3 REAP Self-Assessment and Measurement Tool

Name of Project	Activities	Agreed Object- ives	Partner -ship Members	Value Added : Comm- -unity Partner	Value Added: Uni- versity	Costs	Outputs	Outcomes	Indicators	Evidence

*This tool was the one which was piloted with the six pilot projects (as shown in Appendix Four). It was then developed into the *REAP Tool* presented in Chapter 7.

The *REAP Self-Assessment and Measurement Tool* was used by the metrix team and each community associate to assess the progress of each of the six pilot projects singled out by each associate. We could not fully assess outcomes as each project was only beginning in the course of the metrix. However, we assessed some of the achievements through the qualitative interviews listed below. Evidence for the analysis which follows from chapter 6 comes from the Community Associates' field diaries and interviews that were carried out between the 25th May 2006 and 7th July 2006. During that period we have interviewed 28 respondents, using semi-structured interviews, which were subsequently transcribed. The interviews were conducted mainly individually but in circumstances when time did not allow they were conducted in groups. We used a triangulation approach to the interviews, including an academic, a partner organisation and an external beneficiary. The table below is a breakdown of who the respondents were.

Table 2 – Interviewee Sample Breakdown

Type of Interviewee	University Staff Member	Community Partner	Community Participant
Number of Participants	5	8	15

6. Analysing the Qualitative Metrix Tool: What Does Community Engagement Deliver?

6.1 Access and Reciprocity leading to Strong Partnerships

In reviewing pre-HEIF 2 it was clear that strong partnerships with community groups and organisations are at the heart of a university developing effective and meaningful community engagement activities. However, partnerships take a very long time to build as they require mutual trust which is slowly built up in the process of working together. Most parts of Bradford University are at a very early stage of partnership building. Mainly, the University has informal agreements to pursue particular activities together. The *Preliminary Self-Assessment and Measurement Tool* was used to explore how *reciprocity* and *access*, as two core dimensions of the Bradford CE definition, generate strong and effective partnerships. Below we demonstrate from the evidence the benefits to the community of reciprocity with the university and the greater access the CE partnerships generate. Tables Three and Four summarise our evidence.

A. The benefits *to the community* from CE partnerships with the University:

<u>ACCESS</u>

1. *Physical Space and Resources*

The University is a large-scale complex in the midst of a very poor ward in inner city Bradford. For the community, access to this space and the resources it contains offers benefits that many are not fully aware of (beyond a vague notion of being a place where people learn). People do not understand what universities do and can offer. Access to the physical space thus enhances understanding and appreciation of what universities do/can offer and is arguably a first step towards partnership building. Bradford residents become less intimidated by the University. Access should also include greater understanding amongst the community of where to go in the University when they seek advice and who to contact. The quotes below illustrate how through some of the CE projects, academics came to recognise the value of the physical space of the University and its resources to the communities of the District.

> **Physical Space and Resources: Academics Recognise the Value they can Add to the Communities around them**
>
> "I mean, yes, the community people might have a community centre but nothing like this, it does not have this big amphitheatre. They see these things. They are moving around these places. It's a big triangle from the motion capture to the music centre to Theatre in the Mill. They get a good look at the campus and get a big feeling of this big space and this big entity that is the University and so it is kind of subconsciously reinforcing something in their mind about a University being a big place where loads of stuff happens. Where there is a library, where […] these arts subjects but also the technology, the informatics areas." *Peter McClory*, *School of Informatics, Bradford University*
>
> "[…] it's access to that motion capture suite is astonishing. I don't suppose frankly that most community partners would even know it was there. A significant number of community partners wouldn't know that we were there." *Iain Bloomfield, Bradford University, Theatre in the Mill*

RECIPROCITY

2. Intellectual Space/Culture

The University is seen as a 'neutral' space because it is committed to scholarship, evidence and evidenced based argument. This has enabled critical questions to be opened up with University partners.

> **Intellectual Space and Resources**
>
> "It's just useful to get different peoples opinions because you get a wide range of different ideas from the meetings so that's always very useful." *Rob Martin, Freelance Trainer*
>
> "[…] I feel very passionate about [the PPC] and it gives me a kind of sense of this is what I am doing professionally and what this is what we need to be talking about and I think it's the right place to talk about such issues where maybe you don't feel supported at work." *Sonja Mahmood, Positive Image Project, Bradford Community Support Network*
>
> "I think it's that whole environment of building self-confidence, about being a place where [the participants] can experience life experiences and learn about aspects of life." *Sasha Bhat, Roshni Ghar*

3. Validation

Because of the University's standing, it validates voices which otherwise might be ignored by some. For instance, the commitment of the School of Health to patient participation is translated into the community educators project, which recognises and gives importance to the voices of the

marginalised, empowering them to take their needs to service providers.

> **Validation**
>
> "Particularly in the last year, it's been amazing how many forums we've moved into or we've been invited to through the PPC particularly looking at young people and the community work and I think it's enhanced our networking and probably given some of the work we do another arena." *Salima Hafejee, Bradford Youth Development Partnership*
>
> "I think we can add value to the local economy, we can add value in local perception and this is where it is to me, the major benefit for the university will be that they see the university not only as an education provider but the university as someone who has a real concern for their personal development and personal economic development." *Khaled Hafees, Bradford University, School of Management*

3. Credibility

The University is seen as an institution with great status and prestige. A good example is the Auschwitz project with the youth service. The University participation helped the youth service to convince funders that this was a worthwhile project.

> **Credibility**
>
> "[The University is…] obviously one of the ideal partners to have because of the departments there are involved i.e. the Peace Studies Department and that was one of the things to give [the project] a little more oomph was to actually get the big partners behind you that this is not just a Youth Service event, it's not only a voluntary sector event, but it's the Universities and colleges, everybody's involved together." *Nazaket Ali, Bradford Youth Services*
>
> "We really felt the University with the huge muscle power it has and if someone in the University said we are backing you grant plans and what we are going to offer you is Business solutions as well as then going to someone else to put finance in place to resolve those issues we would have been a lot more happier." *Qurban Hussain, Chair of Great Horton Great for Business and local fabric shop owner*
>
> "I think […the University brings] just a bit of credibility, they're not a new organisation. A lot of, not just my organisation but a lot of other things that are around at the moment are very new and have come out very much out of a particular context, a particular situation – a crisis really. […] The University aren't in that state of … they are not just a response to something whereas we are just finding our feet really. *Liz Hanney, Diversity Exchange*

4. Expertise

The University has a wealth of knowledge which can be used positively for the District. Its knowledge is based on independent research and is trusted.

Expertise

"[…] we are providing direct expertise from our School of Management to the local businesses which was not available and none of the other institutions can provide it because as I was saying they can provide short term basis, voluntary kind of training perhaps but not the in depth knowledge that we have already working across the international level." *Khaled Hafees, Bradford University, School of Management*

"I would say they [academics and students in the University] bring the expertise. Obviously they have done this business management course, they know what problems….within 5 minutes they would have said look you have this problem that problem, the other problem. They would be able to help […]." *Qurban Hussain, Chair of Great Horton Great for Business and local fabric shop owner*

"Part of the rationale behind this initiative was that the University would use the stuff that we are expert in. For example, in our School's case, it would be the understanding of the evidence base around health care interventions and so on and kind of disseminating that out into the wider community." *Robert Newell, University of Bradford, School of Health Studies*

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5. Making Ideas Accessible

Academics have access to a wide range of research, debates, theoretical and practical ideas. They have to be on top of a great deal of material which it would take non-academics much longer to read and digest. By bringing some of their ideas to the community in accessible ways, they can greatly enhance practice, policy and innovations amongst practitioners and policy makers.

Making Ideas Accessible

"[…]the workers [academics and facilitators] were fantastic and the way they showed us it and how to do it, it's really easy to do and it was really good." *Participant B, in 'Young Animators' Project*

"I didn't know how cartoons and animations were made before." *Participant A in 'Young Animators' Project.*

"I think the University will provide them [community researchers] a learning environment where they can also try out some of their ideas with our students or all the learning activities or curricular forum which we will set up and make contributions that way so that is one big thing that we will provide them that learning environment. […] I think it's about confidence building and capacity building as well so that's what we provide." *Professor A, Bradford University, School of Health*

B. The Benefits *to the University* from CE Partnerships with the University

6. Capacity to Organise Projects

There is a great deal of organisational capacity amongst community organisations and statutory bodies in the District. This can be harnessed for initiatives in ways which the University could never achieve on its own.

Capacity to Organise Projects

"Its (Youth Service) got the resources to actually organise and develop work around conflict but it would not have been as successful if it was done by itself so it helps when partners are involved with relevant experience." *Nazaket Ali, Bradford Youth Services*

"I think we have a lot of expertise in engaging diverse communities. I think organisations generally have a problem sometimes in engaging diverse groups of people [….] we are very proud of that at *Sharing Voices* that we have representatives from the Muslim community, the Sikh community, the Rastafarian community, the Christian community, as faith communities but also as Black, Afro–Carribean, African, White […] " *Mohammad Shabbir, Sharing Voices*

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7. Access to Networks of People

The University cannot 'make knowledge work' without the help of those who might use that knowledge. It is the communities which provide the networks which enable ideas to permeate to different audiences, including hard to reach groups.

Access to Networks of People

"[I heard about the project from…] Sasha [a youth development worker*]* , we have a youth group in Keighley called *Roshni Ghar* and I heard it from there." *Participant B in 'Young Animators' Project*

"It was an opportunity for our engaging with local members from the ground to interfacing with Carol and Nafees. So it was an opportunity for us to provide that bridge, or that gap or that space for something to happen and what happened was useful for the members." *Mohammad Shabbir, Sharing Voices*

"One of the things that ABCD enjoys is a massive network within the BME sector. We have been in existence as a company since May 2001 and over time ABCD has built a massive database of contacts which includes contacts within the University as well but much more proudly within the communities we have enjoyed a very good working relationship with other infrastructure support organisations with organisations such as COEMEO, Bradford CVS and so on and so forth. And so that is what we bring to the University, we bring a large, active constituency. *Clement Katulushi, ABCD*

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8. Community Knowledge

The University produces a certain kind of knowledge, but the community has a wealth of knowledge and experience that is of equal value. Academic knowledge can often overwhelm that of non academics. But often non academics have ideas, expertise and skills which should be recognised in a given field. Sometimes it is essential for the construction of a field of knowledge; sometimes it is a complement to academic knowledge; sometimes it provides the 'real world' dimension that would otherwise be absent. Recognition of the value of community knowledge comes through in the metrix interviews with academics, and this is another example of the promise of greater reciprocity between the community and the University.

Community Knowledge

"As a representative of Education Bradford I can bring in an understanding in to the university of how that is working and the challenges that that company has, coming try to run the education services here. As an individual I share the frustrations, it's great to be able to come and find ways of working with that. So what do I actually bring is just the reality of what it is like in the schools. I hope that's helpful because that's a lot about what we are talking about, not only the kids, but the parents and teachers and that's a big chunk of the population and a cross section of them because we work in so many schools across the district. I hope we bring an awareness of the diversity that's going on in that way."
Angie Kotler, Education Bradford

"I think the community partner will bring the wisdom on the ground. The real world experience, particularly in our project we identified groups, target groups that we want to work with ethnicity issues was one, working with issues of drugs, metal health issues. We did bring in a bit about prostitution, asylum issues now when we are identifying facilitators to work with we will be seeking to draw people from these that are linked to infrastructure organisation that we're working with. So they come with wisdom, real experiences of being of those target groups that we've identified and I think there is always the danger as academics we got the theoretical know how of how to get on with things and we forget that these individuals bring real life experiences of being an asylum seeker who requires a particular contribution to get our students to understand what it feels like to be in their in some of the health challenges some of the immigration issues bring to individuals so that real world experience is what they will bring to us." *Professor A, Bradford University, School of Health*

"I think [we] help keep a hand in a sense a real link with the city that it is there for. [...] The University has to identify with the issues on the ground and that is one of the things that ABCD to try and do." *Clement Katulushi, ABCD*

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8. Trust of Communities

Community partners bring the trust of those they work with to the University. This breaks down barriers and helps the University to be seen as working for the benefit of its locality. (See Tables 3 and 4 for more information).

9. Non-Academic Perspectives

Academics are well known for being overly theoretical sometimes. Non-academic perspectives can bring them down to earth.

> **Non-Academic Perspectives**
>
> "It's so easy for universities to be ivory towers no matter how central they are in the city. I know a lot of the staff here research go all over the world. But actually we're doing the research on the doorstep." *(Angie Kotler, Education Bradford)*
>
> [The community group brought "themselves….just themselves [to the project] – not a particular skillset[…] just themselves. [..] We worked with younger people than we are used to. That is kind of inspiring I suppose and the experience." (*Peter McClory, School of Informatics, Bradford University)*

10. Credibility

Just as the University gives credibility to community organisations and statutory bodies, the reverse also takes place. The University gains credibility for working with communities, it is seen as caring for its locality, as generous with its resources, as contributing to the common good as well as pursuing its institutional interests.

> **Credibility**
>
> "The aim is to publish at a very high level in journals- then the university will have a useful recognition at that level- and that's our prime objective that after 10 years if someone wants to know about micro businesses they can pick up work published by Bradford University and it has our name in there that this work was done at Bradford understanding the local community." *Khaled Hafees, Bradford University, School of Management*
>
> "I think the other major thing that the partnership will also give [us] some kind of credibility of some sort. I think that sometimes we miss the advantage of working more closely with community organisations." *Professor A, Bradford University, School of Health*

Table 3 - Value Added *to the Community* in the Partnership

Project	Physical Space and Resources	Intellectual Space/Culture	Validation	Credibility	Expertise	Making ideas accessible
Auschwitz Project	N/A	The CA's presence encouraged debate akin to that which people expect at a University	N/A	Presence of University on project gives more credibility to the project because of size of University and because of reputation for rigour and process	N/A	University staff are experienced in discussing how ideas can lead to social change
Business Solutions	N/A	Businesses are encouraged and supported to question their current strategies	N/A	N/A	Staff are trusted as they can link research (accumulated knowledge) with practice	Academics and students have knowledge of latest research and can condense this into more digestible and applicable format fit for purpose
Community Educators Project	Offices which are open to the community educators	Space for the voices of the marginalized health services users	Validates and confers status on the experiences of health users who have struggled to get their voice heard	University as a partner leads to the assumption that due process has been followed and rigour has been applied	- Knowledge of the issues raised - Mentoring a learning process	Academic staff are able to help guide participants to where their contributions can 'fit' into existing ideas/theories
'I am Bradford'	Use of physical space in the University for workshops	Space for the voices of the marginalized in the history of Bradford District	Validates and confers status on the personal histories that emerge	University as a partner leads to the assumption that due process has been followed and rigour has been applied	Knowledge of the kinds of questions to ask to elicit responses that can be turned into 'history'	Academic staff are able to help guide participants to where their contributions can 'fit' into existing histories
PPC –Safe Spaces Series	a) Use of physical space b) Open space which is seen as neutral	Space for different views to be presented and discussed	N/A	Can attract expertise from other universities because of credibility as a place where ideas are treated with respect	Academics are able to discuss and open up complex issues for others	University attracts and can provide academics who can open up ideas and help shape emerging ideas
Young Animator's Project	a) Use of spaces which wouldn't be available otherwise to group- animation suite, Music Centre, Theatre b) New/Different space to explore – gets people out of their normal space	Creating an innovative way that young people's imaginings can be expressed	Gives participants self-esteem as their presentations are shown in a place with such status	Quality of finished product and experience that University has in creating animations to high standard	Expertise in translating the participants' ideas into animations	University staff know what is needed to create an animation and communicated this to participants

Table 4 - Value Added to the *University* in the Partnership

Project	Capacity to Organise Projects	Access to networks of people	Community Knowledge	Trust of communities	Non-academic perspectives	Credibility
Auschwitz Project	The Youth Services organised the logistics of the whole trip to Poland which made the project possible	Learning from the visit is easily disseminated through the network of youth workers	Youth Workers were able to help link their knowledge local issues with the history of far-right thought, the results of which were experienced at Auschwitz	Community partner was able to confer the trust of their youth workers onto the University	N/A	N/A
Business Solutions	N/A	The community associate was able to meet and communicate efficiently with a number of micro-businesses	Partner is able to give information about the development, challenges and opportunities in the locality and thus help to identify relevant areas for research	N/A	-Real-life struggles of running a micro-business can help set future research agendas - Gives students a 'real' example of the challenges of running a business	Working with real micro-businesses and developing relationships gives research a degree of credibility as the research is based on actual life rather theory or secondary sources
Community Educators Project	Partners were able to help organise the participants and ensure that they reached the University at the agreed time	Through the network organisations the University was able to communicate to 'hard-to-reach' groups	The partners possess knowledge about issues which affects the community to better target research –"real world knowledge"	Community partner holds trust of participants and thus can help build their trust in the University so that the University can access their opinions and experiences	The community partners are able to tell of their local experiences which lie outside the body of academic literature because the individual's experiences are so difficult to access	The 'real life' experiences that researchers can include in their research adds to the strength and credibility of research as it is first hand experience rather than based on secondary sources.
'I am Bradford'	Bradford 'Sharing Voices' were able to help organise the participants and ensure that they reached the University at the agreed time	Through the network organisations the University was able to communicate to 'hard-to-reach' groups	Community partner brings new perspective and narratives of their experience in Bradford	Community partner holds trust of participants and thus can help build their trust in the University so that the University can hear their voices about their pat experiences, histories	N/A	N/A
PPC –Safe Spaces Series	N/A	-The University is able to contact partner networks to access individuals which partners know have certain knowledge, experience or expertise - The University can use community partners to advertise their events to networks of people	-Community partners and participants bring a knowledge of local issues –recent problems, opportunities to the debates -Community partner provides information about events and through the project's emails to make academics aware of meetings of interest	N/A	N/A	The benefit of local people and professionals working in the district adds an extra lived dimension to the discussions rather just a theoretical discussions
Young Animator's Project	The two partners were able to help organise the participants and ensure that they reached the University at the agreed time and ensure a high level of commitment and discipline	The community partners were able to access their networks of young, 'hard-to-reach' adolescents that they work with to encourage them to participate in the project	N/A	Community partner holds trust of participants and thus can help build their trust in the University so that the University can work and learn the possibilities of the MOCAP suite with non-traditional animation processes	N/A	N/A

6.2 Outcomes

It is important to distinguish between the outputs of CE work and the outcomes. Specific outputs achieved and predicted from the pilot activities (most of which are still in progress) are set out in **APPENDIX 4.** At this stage in CE work, it is not possible to discuss outcomes in any depth. Work is only at a very early stage. However on the basis of the evidence we have accumulated, we have identified the following longer term outcomes which potentially arise from the evolution of this work:

University

1. University staff start to see that the community and community organisations are partners rather than subjects in research – partners actually have useful input at all stages from consultation on the viability of a research project, to organising samples, to the dissemination of findings to the community, to feedback from the community. In this way knowledge and ideas are seen as shared rather than solely housed within academics and the University walls and that community knowledge can influence the research agendas and methodologies of University staff.

2. University staff realise the effect of the power that they have to validate ideas and the people expressing them and see the need to use this strategically to encourage the expression of marginal voices and ideas in non-traditional ways i.e – not only through research and tutoring students.

3. University staff recognise the value of their skills, such as rigour and evidence based argument, and seek to identify strategic projects or initiatives which would be enhanced by such skills transfer.

4. Staff identify the relevance that their specialisation could have in the district and start to make areas of their expertise more relevant and more available to the community.

5. University see the importance of working with the community and accordingly lobby for changes in the incentives given to become more involved with community work.

Community

1. Spaces are opened up in other parts of the community where individuals or groups commit themselves to honest debate based on reason rather than opinion.

2. People from the community who may not be involved directly with the University feel comfortable and worthy to make better use of the resources that a University can offer: its sports facilities, libraries, theatre productions, public lectures et cetera.

3. The culture of critical engagement and willingness and confidence to question can be witnessed in various fora in the district

4. Community organisations take the initiative in trying to engage University staff to become involved in projects rather than simply inviting academics to lecture or talk about a given subject. Such proposals are well-thought through and obviously understand the limitations within which University staff are working (i.e. teaching commitments, research commitments, administrative commitments).

5. Community organisations come to better understand how the University works and know who to contact and talk to concerning potential projects or issues of possible mutual interest.

6. Community groups see value in sharing their perspective and see the knowledge they have gained is valid and seek to make it more widely available and may in some circumstances seek help from relevant academics to systematise the knowledge.

6.3. Externalities: Enhancing Social Capital in Bradford District

So far we have discussed the value added that the University brings to the community and vice-versa ie the reciprocal benefits from CE work. The methodology has not enabled us to say a great deal about how we think this impacts on the District beyond the people who have actually been directly involved in the projects. What in other words are the *externalities* of the community engagement work? If the University is to justify the expenditure of the money on this process then there needs to be some demonstrable effects of the work- both to the culture and values of the District and of the University in long term.

Much of what we have found, so far, seems to point to the disconnect which lies between concepts and ideas which are part of the everyday discourses of academics and the change agents 'out' in the community and within statutory organisations. The value thus of community engagement is that it creates a place where change agents (in the case of our pilot project- teachers, youth workers, local business people, individual citizens) and academics (whose job it is to understand and develop ideas) meet with specific agendas and goals to discuss how to connect the two. The REAP tool identifies many ways in which that adds value, but ultimately it must add value to a wider group than partnership participants.

At this stage, the most obvious way that CE work does this is in the form of **social capital**. This concept is used by a number of disciplines today, from international development, to mental health. It refers to the social networks, levels of trust and civic participation in a community or society. The *REAP Tool* approach to community engagement we believe, does deepen these aspects of social relationships as more and more sectors of the population begin to work together for solutions to their problems and draw on the skills and expertise of higher education to support them. In turn, higher education becomes more valued and sought after as a way of enhancing everyone's perspective on themselves and society. In sum, the *REAP Tool* enhances the

collaborations, relationships and skills and knowledge exchange which contribute to economic, social and cultural flourishing across the District of Bradford. We have already (see Chapter 4) referred to the limitations of quantitative measurements of social capital. Given the importance of the externalities dimension of Community Engagement, the Box below explores further whether 'social capital' can be used to measure in some way the externality dimension of University-Community Engagement.

UNIVERSITY-COMMUNITY ENGAGEMENT: MEASURING SOCIAL CAPITAL AS A WAY OF ASSESSING OUTCOMES IN TERMS OF EXTERNALITIES

Robert Putnam has been one of the most influential thinkers on the idea of social capital, and he understands social capital in terms of 'value':

'The Central idea of social capital, in my view, is that networks and the associated norms of reciprocity have value. They have value for the people who are in them, and they have, at least in some instances, demonstrable externalities, so that there are both public and private faces of social capital. I focus on the external, or public, returns to social capital, but I think that is not all inconsistent with the idea that there are also private returns…Like physical capital, social capital is far from homogenous. Some forms of social capital are good for some things and not for others. Accepting that there is no single form of social capital, we need to think about its multiple dimensions One of the most important research priorities in this area is the development of theoretically coherent and empirically valid typologies or dimensions along which social capital should vary…I do not think we are anywhere near a kind of canonical account of the dimension of social capital' (Putnam, 2001)

Putnam goes on to discuss the ways he went about assessing the rise and fall of social capital in the US and how this high social capital correlates with schools working better, child welfare, less TV watching by children, lower violent crime, lower readiness to fight others, better health, less tax evasion, greater tolerance, civic equality and economic equality. Putnam also(pgs 50-51) finds that at the State level, individual happiness increases with both their own and their state's measure of social capital: 'The fact that community levels of human and social capital appear to increase happiness, while the reverse is true for income, suggests to me that returns from human and social capital are far broader than whatever positive effects they may have on material standards of living'. However, he acknowledges that (pg 51) 'We are nowhere near having the same clear metric as years of education is for human capital and we are certainly not near having that kind of data over time'

The various efforts to measure social capital have been explored by De Silva (2006). Although for Putnam, social capital can have private or individual benefits as well as public collective one, this is not often distinguished in the literature. Is social capital something individuals accrue from membership of social networks, or is it embedded in social relations between individuals but available as a resource to individuals (op cit.:42)a distinction between what the author describes as 'individual' and 'ecological' approaches. Nor does the author found much effort to distinguish between the different dimensions of the concept of social capital, such as bridging and bonding, or between positive and negative outcomes from social capital. The author puts forward (54) some recommendations for future research which are worth recording:

- State clearly which school of thought the measure relates to and the level at which social capital is being measured
- The complexity of social capital theory should be matched by multidimensional tools. This requires appropriate development, piloting and external validation of tools for the context in which they are being used.
- Research into the effects of bridging, bonding and linking social capital to see whether it is the nature of relationships that is important (ie cognitivie and structural social capital) or where those relationships take place
- More research into community level measures of social capital. So far the promise of social capital as a community has not been tested adequately, as so few studies have explored community-level effects

The evidence from this study that the measurement of social capital remains still very unsatisfactory suggests that it would not be easy to devise a way of using the concept to explore the impact on Bradford District of University Community Engagement. However, investment in base line data collection now could enhance the usefulness of the concept over time. For instance, if the Local Authority and the University were to agree to work together to gather data on (De Silva, op cit:46):

Structural social capital:
- Participation in voluntary or local organisations
- Involvement in local civic action
- Willingness to intervene to in difficult situations in the neighbourhood
- Extent of help received from neighbours for different needs
- Social contacts with neighbours
- Contacts with people of a different culture, generation area of the city

Cognitive social capital
- Levels of trust (in general, or in institutions)
- Feeling at home, safe

There are many other aspects to explore, particularly in the context of Bradford with its social divisions across class, gender and ethnicity.

We might add a survey on present attitudes towards the university and towards higher education general. And we might look at the number of times individuals have participated in a university event, or visited the university, or what they know about the university. In this way, the general data on the District above could be correlated to some extent with an increase in community access to the University, to new partnerships and to any broad change in attitudes towards the university that this generates over time.

This kind of data could be built on over the years as the University begins to focus its work on Well-Being, Cohesion and Sustainability, to assess how this base line evolves during a five year period of University Community Engagement work. But, such an exercise requires commitment to invest in data collection.

6.4 Obstacles and Limitations of Community Engagement

In the course of the metrix research, the team identified many obstacles to the further development of this work. These obstacles are located at three levels in the system of higher education:

National
CE is part of a significant shift in the vision of what HEIs are. As with most institutional change this shift needs articulating and encouraging with incentives. One of the greatest obstacles to more academics engaging with their local communities is the lack of incentives offered to academics to engage in work with the local communities. Without these incentives and a clear national articulation of the reasons for and support of this area of HEI work, many academics will be unable or unwilling to give their time to community engagement.

Institutional
Bradford University is not alone in facing a number of institutional challenges to the development of this work and the shift in culture it requires. For

instance, like all universities, there are problems of communicating the purpose of this area of work within the institution and coordinating it across the different Schools and Departments. Decision making is often slow. Building a consensus around the meaning of community engagement which is owned by all, requires time and patience, and space for discussion. Some academics do not see the applicability of their subject to CE. There is sometimes a mismatch between what academics want to offer and what community groups need. Some departments and individual academics perceive a tension between maintaining an international reputation as well as strong relations with the local communities.

Community
From the community perspective, there are differences in what groups and individuals seek from the University. Many do not know how much/what they can expect from academics, nor do they fully understand what academics do. They can be distrustful of University's motives and some community organisations are fearful of being dominated by the University as a much larger institution. Without guidance it is difficult for potential community partners to know what they could ask for from the University. There are still issues around the approachability of the university. Many are intimidated by people they see as 'experts' using a language that they do not understand. Universities are huge institutions, and outsiders do not know how to access them. Commitment from the University is needed to help develop a culture of openness and approachability.

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7.   THE REAP SELF-ASSESSMENT AND MEASUREMENT TOOL

The Bradford *REAP Tool* is primarily a qualitative measurement tool, with the capacity to add quantitative elements in ***as far as they become relevant and amenable to a cost effective data collection method***.

The *REAP Tool* proved a useful mechanism for assessment of progress of the University's CE work and of the relevance of the **REAP** definition. The early CE work and the **REAP** definition developed alongside each other, and the metrix is only a preliminary testing of projects at different stages of evolution.

The application of the tool to the first round of piloted projects (i.e. a very limited and preliminary set of activities) showed that in terms of REAP, the CE work could be said to be delivering:

Inputs	Community Partner(s)	University		Outputs	Shared by University and Community Partner(s)
Reciprocity	• Intellectual Space/Culture • Validation • Expertise • Accessible Ideas	• Capacity to organise projects • Access to networks of people		**Partnership**	• Stronger relationships and identification of mutual benefits through collaboration

		• Community knowledge • Trust of Communitie s • Non academic partnerships • Credibility			between the partners and the District
Access	• Physical space and resources • Greater understanding of how University works and who to contact			**Externalities**	• Over time (assumed not measured) : more social networks, greater social trust and greater skills diffusion to the benefit of the locality

7.1 The Final Self-Assessment and Measurement Tool

Our final self-assessment and measurement tool is presented below with slight adaptations from the original.

The tool is for creative planning, monitoring and reviewing. It is not intended to be a tool which:

- is filled out in full for each project or collaboration – it requires a judgement as to when it is useful and which questions in it are relevant to the scope of the partnership;

- has to be filled out before any partnership is entered into – it should be used at the appropriate times (i.e. often at the beginning of a relationship it would be premature to go through the form). However, as and when the relationship develops then it may be useful to slowly work through many of the issues which the tool raises;

- cannot or shouldn't be changed in the future – as a new generation of CE activities develop in the University the tool will likely need to be changed and added to.

Rather it is intended to be:

- a guide to thinking through potential partnerships;
- a practical breakdown of the REAP approach;
- the result of learning from this research over a year and many of the questions and navigation of many of the main issues which the process of CE has brought up;
- an approach which leads to a developing culture of CE in the University.
- Offer evidence based learning, through partners setting their own milestones, indicators of achievement, and methodology for gathering evidence.

The tool should be used first as a reference point for deciding whether a suggested activity meets the framework and principles of the **REAP** definition of CE. In other words, all proposed activities should first be discussed in terms of whether they contain an element of reciprocity, whether participants gain access to University facilities, whether there are broader externalities, and whether partnership is enhanced as an output of the project.

Reciprocity and access are essential inputs; Externalities are essential outputs. The formation of partnerships around shared goals and objectives, represents the culmination of CE and thus can be rightly seen as an output. Over time, partnerships may become so embedded and foundational that they may come to be considered as inputs. Secondly, as a new generation of CE activities develop, the tool enables a process of ongoing monitoring of progress. Thirdly, it enables there to be a final review of all the CE activities at the end of the year to assess how far they are meeting the REAP criteria. Activities will need to be prioritised. All outputs may be achieved according to the self-assessment tool, but may nevertheless not meet the REAP criteria as a whole, or only meet some of the criteria. We propose that CE teams should have a ranking exercise which will help the CE team and their partners to decide on which projects should be pursued in the future and which abandoned.

REAP Self-Assessment and Measurement Tool
Name of Project   *Name that the project has been given. This can be a working title and can be changed during the course of time.*
Summary of Activities   *Of what activities will the project consist? Here information about the following could be included:*   *What will the day-to-day activities of the project be?*   *What are the different stages of the project?*   *Who will be involved in the project?*   *How will people be involved in the project?*

Costs
 What are the costs of the project calculated by adding:
 	
 - *hours worked by:*
   i) University staff (including the time spent by the Community associate)
   ii) Community Partner staff
   iii) Other volunteers
 - *costs incurred in running the project*

Sources of income   *Are there any sources of income,*   *i)   external to the project? (grants, donations, internal funds from the University or community partner);*   *ii)   generated from the project itself?*
INPUTS
Partnership
Partners   *Who are the partners involved in the project?*
Agreed Objectives   *What objectives for the project have you set together? It is very important that these objectives are carefully thought through and rigorously debated if they are to be useful in guiding the project and useful in assessing the outcomes at a later stage in the process.*
Milestones   *What are the milestones envisaged in the life of the project?*   *How will it be clear that the project is proceeding in the direction you want it to?*

Reciprocity
University's Input   *What will the University contribute to the project in:*   i)   *tangible terms (i.e expertise, conference or seminar facilities, mentoring, lectures, writing, editing, consultancy)*   ii)   *intangible terms (i.e credibility for a funding proposal, a level of intellectual rigour, confidence to explore issues)*
Community Partner's Input   *What will the Community partner contribute to the project in:*   i)   *tangible terms (i.e community knowledge, organisational capacity, access to network of people)*   ii)   *intangible terms (i.e trust of people, knowledge of local community, knowledge of recent trends in community, credibility)*
Anticipated generated value for the University   *What will the partnership provide:*   *- university Staff?*   *- university Students?*   *- overarching university strategy*   *that they would not have had access to had it not been for this partnership?*   *Why is this important?*
Anticipated generated value for the Community Partner(s)   *- What will the partnership provide that the community partner would not otherwise be able to do?*
Access
Access to University afforded   *How will this partnership help to change the perceptions of a university and make it more accessible? (i.e. how does it change the perception of the university as an 'ivory tower' or at least give people more confidence to navigate and understand the 'ivory tower'?)*

OUTPUTS
<u>Externalities</u>
Outputs *What will the countable achievements of this project be? (Number of seminars, number of people attending seminars/meetings/conferences, numbers of people trained, video produced, number of training packs produced)*
Outcomes *What will the unquantifiable achievements of the project be? (improved relationships, greater trust, more confidence in higher education etc etc)*
Indicators *What are the indicators the project will use as measures of change of the uncountable dynamics? For example, what are the indicators of increased trust? Or improved relationships?*
Evidence *What evidence will need to be gathered throughout the project to use to evaluate, using the indicators above, what the project has achieved? For example, an indicator of increased trust might be an increase, over time, in the frequency with which particular groups meet with each other. One way to gather evidence of this increased frequency of groups meeting would be to ask the groups to keep a diary as evidence.* *Is this form of evidence feasible given the constraints of the project?*
Partnership *It is hoped that partnerships slowly develop as partners come to better understand the other organisations and how they can work together. For healthy and long-lasting partnerships to develop though it is important to make time for review and evaluation. To this end, it may be useful for actors, either during a project (in longer term projects) or after the completion of a project to:* *i)   consider how the learning from working together could improve present or future practice;* *ii)   discuss possible future projects which could be worked on in partnership;* *iii)   explore ways of widening out (to other organisations or involving more parts of the organisations already involved) or deepening the partnership.*

7. 2 Limitations of the Self-Assessment Tool

There is a danger whenever such a tool is created that it is used without much thought rather than reflexively and critically. We therefore think it is important for the users to be mindful of the following potential pitfalls of the tool and how it is used:

   a) *Relationship-building* - Often much time is needed to build a relationship between the University and a potential partner(s) before

significant projects or collaborations become obvious. Relationship building is an important part of CE work and very time-consuming. However, in many instances relationship building between the University and the Community partner(s) does not fit easily into the self-assessment tool. While the REAP approach to CE can be kept in mind during this process and can provide a direction and a set of ethics, a developing relationship should be seen as a step prior to using the self-assessment tool rather than trying to fit this stage of CE into it.

b) *Time Constraints* - Time is a possible constraint of the use of the self-assessment tool. Community Associates are often approached by community partners with an idea for collaboration or for a project with a limited amount of time for planning. At times the REAP self-assessment tool should help Associates and University staff to be a little more strategic about the activities with which they get involved. In other circumstances though it may not be possible to thoroughly work through the self-assessment tool with partner(s). In these cases it is important that Associates and University staff are able to, with the REAP approach in mind, enter into collaborations and projects because they believe they have strategic importance. In other words the *REAP Tool* should not impede the University being involved in projects and collaborations of strategic importance because there is not time to go through all of the issues which the tool raises.

c) *Prioritising Projects/Collaborations* - The self-assessment tool does not consider the priority of a project or collaboration relative to others that are also under consideration. This requires a process which brings together the findings of each individual REAP assessment at the end of each year, in order to assess the value of each activity and re-prioritise. We need to avoid justifying any CE activity. We suggest that a ranking is devised, which weights each activity according to the contribution it makes to each element of REAP. Those activities which fall below an agreed benchmark should not be pursued. .

The ranking and weighting exercise of potential projects and collaborations with community partners is an important one for those working as part of the community engagement team. We have not developed a metrix to support this process further than defining the REAP approach because we believe it is a process which needs to remain flexible and open to the experience of the team involved in CE. To suggest a metrix for making decisions about priorities could make the process too formulaic and reduce debate. Rather we argue that those working on CE should meet regularly to share the possibilities that they have for starting or developing partnerships and then discuss which activities are the most important to support using the REAP approach. Obviously those projects or collaborations which lead to high levels of reciprocity, expected far-reaching externalities, wide access to the University and the development of closer partnerships are more likely to be priorities. However, there may be some projects which have high levels of for example reciprocity and partnership but may not lead to a great access and unpredictable externalities which need to be judged against projects have a different mix of the REAP constituent parts. The

prioritising of such projects with varying inputs and expected outcomes need to be discussed in relation to the portfolio of CE activities.

This document has offered a range of options for gathering evidence to back the Metrix. We are not prescriptive about the methodologies which could be used, but suggest that they are rigorous, appropriate and systematic. The metrix team used field diaries, participant observation, focus groups, in-depth interviews, and taped short conversations. There are others. Our tool is based on ownership, self-assessment and a commitment to the on-going learning which will ensure that CE is an rigorously monitored, evolving process not an abstract model imposed from outside.

7.3 Conclusion: Value-Added to the University[39]

One of the aims of 'reciprocity' is for the University and its partners to work out through each engagement partnership or activity what are the benefits for participants. Given that university senior management and HEFCE policy makers will need to be convinced that this area of work really does add value of some kind, should be supported financially and that staff should be given incentives to work in this field of activity, what kind of value-added to the University might make the argument?

We have suggested that value-added to the University is unlikely to be an economic value and that this should not be an objective as such of Community Engagement. However there may be indirect economic and material benefits which nevertheless flow from it eg:

1. **Research Funding** : Our table in **Appendix 2** on Community Based Research, includes money raised for research in the locality. Bradford University Research Office has now included the question for all grant applications as a result of this Metrix as to whether it involves research in the locality. We can now trace fairly easily whether our research funding for this area of work increases as we enhance our partnerships and allow greater access for our communities to the university. As we show our willingness to work with our communities on research that is useful to them and innovate in our methodologies, we may well increase our research funding.
2. **University National and International Profile** : While it is more normal for universities to gain profile (and more students and research funding) for their national and international work in research and teaching, a reputation in the field of Community Engagement may well become a new funding stream for Universities, either outside (as above), or if the argument can be won in HEFCE, at that level also.
3. **Student Recruitment Effects**: Although we have argued that this should not be the aim of Community Engagement, a greater

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[39] We are grateful to Brighton University;s Community University Partnership Programme (CUPP), which invited Professor Pearce to present the Metrix on 13 June 2007 and in which a lively discussion helped identify the weakness in the draft Metrix in terms of this value added dimension for the university. Although this Metrix has argued for a non instrumental approach to community engagement which values the partnerships to be built in the locality in order to contribute to narrow (local) and broader (national) external benefits, this does not mean that CE will not have benefits in economic and other material terms.

involvement in local development may well convince more local people to go to university. This may be of benefit to the sector as a whole not just to our university. But one could argue that as more and more universities take CE seriously and show that they are genuinely trying to open up centres of learning to previously excluded people, this will encourage the 'learning society' and increase overall student recruitment. In addition, some students might be particularly attracted to universities with a strong reputation in this field of activity. For some areas of study it might be a positive advantage that students form other parts of the country and/or world have the opportunity to engage with local problems distinct from their own localities and to gain competencies. Bradford University in this sense has much to offer in terms of competences in intercultural skills and cultural diversity.

4. **Security Effects**: Many universities face security problems and high security costs when they are seen as impenetrable edifices with little connection to their locality. Increased community engagement may well contribute to greater confidence in the University and respect for its purpose and property. A wider security effect would be a contribution to community interaction and mutual understanding flowing from the CE activities. In Bradford where our Community Cohesion programme through the Programme for a Peaceful City has a long history, this could be a very important value added for the university. A safer university is a more attractive university for students and visitors. Although it is very difficult to attribute particular effects to the PPC, for example, which consciously works in partnership to generate such effects, nevertheless our data from the Community Association working in this area suggests that it has had a notable impact in building with others towards this goal.

The value-added effects above could all be measured in terms of increased research income; enhanced national and international reputation in this field of CE; increased recruitment where it can be ascertained that students have chosen Bradford University in part for the particular skills and opportunities offered in the locality; lowered security costs and increasing safety on and around campus.

We have strongly argued that our approach to University-Community Engagement should be based on ethics and reciprocity. The measurement of the value of this work should come out of the activities themselves, as University-Community partnerships identify the benefits to themselves and to the District of Bradford as a whole of working together. In the process they will develop mutually agreed objectives of outputs and outcomes and indicators for assessing progress. At the end of each year, the team must gather the data generated and begin to build a picture of achievements and failures of the entire programme of activities as well as an assessment of costs and inputs. In an iterative process, over time and with commitment to learning, proposals for new CE activities can be rated more rigorously according to their contribution to REAP , outputs set against costs and more refined decisions made on what kind of CE activities to undertake. As staff are given greater incentive to engage in these activities, so more creative ideas will emerge. The university can put numbers on some of the outputs and it can do qualitative data collection to assess subjective responses and changes in attitudes. It could also work with the local authority to develop more

sophisticated measures of social capital and a better way of assessing the externalities generated. The cost of data collection must, however, be set against the benefits of what will really be learned, rather than it assumed that a set of numbers will necessarily offer an accurate picture of progress. It may be some way down the line before it becomes viable to invest in regular surveys and interviews across the District and University as opposed to end of project cycle reviews. In the meantime, we suggest that the value added potential above could be recorded for those yet to be convinced that a University has a responsibility to its broader environment and that it can benefit in many qualitative ways from engaging with its communities just as they will gain from engaging with their university.

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APPENDIX 1

Pre-September 2005 University Activities with the Communities of Bradford District

Name of Project	School	Start Date	End Date	Objective from University	Agreed Objective	Who is Involved?	External Partners	Funding sources	Total amount of funding	Staff	Activities
Implementation of Self-Defined Service Models via a Liaison Worker in a Multi-Ethnic Inner City Population	Health	N/A	N/A	To explore the mental health needs of young people with learning difficulties through mapping of services.	N/A	N/A	Foundation for People with Learning Disabilities	Publicly Funded Research	N/A	Raghu Ragahavan; Rob Newell; Fozia Waseen	Performing randomized control trial and case studies (RCTs).
Evaluation of Support Services for School Leavers	Health	N/A	N/A	To identify the particular impact of ethnicity on service usage and user satisfaction for Bradford school leavers with Learning Disabilities.	N/A	N/A	Learning Disability Voluntary / Community Organisations; Schools	Department of Health	N/A	Neil Small; Nicole Pawson; Raghu Raghavan	Recruiting 3 cohorts of young people and following them through a period of one year, examining feelings of social exclusion and how this affected their transition from school.
Eye Clinic	Health	1997	Ongoing	To train students and offer a	No	Academic Staff, Students	No	Bradford University	N/A	Professor David Elliot	Students train and work alongside

Name of Project	School	Start Date	End Date	Objective from University	Agreed Objective	Who is Involved?	External Partners	Funding sources	Total amount of funding	Staff	Activities
				service to the local community.							local optometrists. The Clinic offers eye exams to the local community at a discounted rate. The Eye Clinic also offers services specific to the local context, for example a Diabetic Clinic.
Service User Development Work	Health	N/A	N/A	Engage with communities of service users locally	N/A	N/A	Bradford Mind; Bradford and Airedale Mental Health Advocacy Group; Bradford Assertive Outreach Team	Currently not funded- funding being sought	N/A	Pat Bracken; Phil Thomas	Help service users become more involved in training and research.
Evaluation of Interagency Collaboration in Children and Families Support	Health	N/A	N/A	Examine interagency collaboration in children and families support panels.	N/A	N/A	Connexions (West Yorkshire); Bradford Social Services	Connexions (West Yorkshire); Bradford Social Services	N/A	N/A	N/A
Caring Together	Health	01/08/20 05	01/02/20 06	Improve care for patients / carers suffering from	To work together to develop the	Academics	NHS / BDPCT	Public Body Funded Research,	£10,000	Murna Downs; Steven Ariss	Developing partnerships with GPs for people

Name of Project	School	Start Date	End Date	Objective from University	Agreed Objective	Who is Involved?	External Partners	Funding sources	Total amount of funding	Staff	Activities
				memory problems / outset of dementia. Develop 'us', Alzheimers Associations popular programme 'Partnering with your Doctor' (PWYD).	programme to the point that it could be piloted and an evaluation procedure developed.			York & Selby NHS R&D Committee, Innovations Fund			with memory problems and their carers.
Comparison of the effectiveness of assessments and subsequent interventions on the lifestyles and response to support the needs of people with Autism Spectrum Disorders and Learning Disabilities	Health	N/A	N/A	To explore assessments and subsequent interventions on the lifestyles and response to support needs of people with Autism Spectrum Disorders and Learning Disabilities.	N/A	N/A	Bradford District Care Trust	Publicly Funded Research	N/A	N/A	N/A

Name of Project	School	Start Date	End Date	Objective from University	Agreed Objective	Who is Involved?	External Partners	Funding sources	Total amount of funding	Staff	Activities
'Sharing Voices'	Health	N/A	N/A	To develop innovative ways to engage and find new forms of support that are based on the BME Community's own agendas and priorities.	N/A	Academic Staff	Sharing Voices; Bradford City Mental Health Services; CCCMH; Local Community and National Voluntary Organisations	Bradford Primary Care Trust	N/A	Phil Thomas; Udy Archibong	Develop the capacity of local people from BME communities with mental health issues to access and engage in employment training and meaningful activity.
Born in Bradford	Health	18/07/2005	Ongoing (20 Year Study)	Born in Bradford will form one of the world's biggest studies into why some children fall ill while others do not. Will include investigating the causes of higher risk and higher levels of infant ill health in the Pakistani community.	University respondent said yes but could not provide further information.	Academics, Research Staff, Community Liasons, Community Representatives, Health Workers.	Department of Health, Bradford Hospital Trust, Bradford Primary Care Trust, BMTC, Bradford Vision, Sure Start, T&A, NMPFT, Local Neighbourhood Forums, Six University Partners.	Department of Health (EU 6th Environmental Action Programme)	£200,000 from Department of Health. 320,000 Euros from European Union.	Neil Small, Diana Anderson	The project will track the lives of more than 10,000 babies born in the city over the next three years from pregnancy, through childhood, until they become adults.
Hospice at Home	Health	09/2001	08/2006	To provide an independent evaluation of the Hospice at Home Service.	To evaluate the Hospice at Home Service and provide a report.	Academic Staff	Bradford South and West Primary Care Trust; Bradford North Primary	Bradford South and West Primary Care Trust; Bradford North Primary	£24,000	Beverley Lucas, Neil Small	Evaluation of three postal questionnaires; Carer, District Nurse and

Name of Project	School	Start Date	End Date	Objective from University	Agreed Objective	Who is Involved?	External Partners	Funding sources	Total amount of funding	Staff	Activities
							Care Trust	Care Trust			General Practitioner.
Attitudes and Perceptions of Under 25 Year Old Drug Users	Health	2002	2005/2006	To obtain views and attitudes of drug users to improve the ability of professionals to respond to their difficulties.	University respondent said yes but could not provide further information.	Academic Staff; Contracted Research Staff	The Bridge Project	The Big Lottery Community Funding	£130,000-£150,000 (Estimate)	Rob Newell	Interview young drug users and construct a measurement of the problems facing young drug users, which came from their own perceptions.
Centre for Citizenship and Community Mental Health	Health	2004	Ongoing	To foster an environment in which professionals, trainees, service users and community organisations can explore different perspectives and frameworks on psychosis and emotional distress. Encourage engagement with those groups traditionally	University respondent said yes but could not provide further information.	Academic Staff, Health Professionals	Bradford Care Trust, Local Community Groups.	Bradford Care Trust, Workforce Development Confederation	Difficult to set definitive amount of funding.	Neil Small	Teaching, education, research and conceptual analyses of mental health practices will be at the forefront of the Centre's activities. Focus on the health inequalities and social exclusion experienced by disadvantaged communities and service users.

Name of Project	School	Start Date	End Date	Objective from University	Agreed Objective	Who is Involved?	External Partners	Funding sources	Total amount of funding	Staff	Activities
				excluded.							
Supporting Family Carers of People with Dementia from BME Communities	Health	2001	2004	To provide education / support to family's carers from BME communities who care for people suffering from dementia.	Identify specific support needs of family carers from Bradford Eastern European and South Asian Communities. Develop and pilot tailored 10 week support programs combined with advocacy support for carers.	Academic, Research Staff	Bradford Health Authority	Bradford Health Authority Health Action Zone Innovation Fund	£238,000	Murna Downs, Jenny Mackenzie	Developing culturally sensitive learning materials for facilitators of future support groups.
Fair Cities Bradford	Informatics	01/2005	Ongoing	Increase the number of disadvantaged ethnic minorities in to work.	Meet employer demand for job ready candidiates; increase the number of disadvantaged BME residents who gain steady work and careers, encourage fair & effective employer	Vice Chancellor-Chris Taylor	The Board is made up of Chief Exec, Chairs and Managers of Organisations throughout Bradford.	A small amount of Central Government funding has been secured. The aim is to leverage exisiting fundig streams from sources such as Jobcentre Plus, LSC,ESF	N/A	Vice Chancellor - Chris Taylor	Fair Cities is Employer Led. Activities include setting a clear vision with measurable goals for closing the employment gap for the BME community in Bradford and promoting Fair Cities to local employers.

Name of Project	School	Start Date	End Date	Objective from University	Agreed Objective	Who is Involved?	External Partners	Funding sources	Total amount of funding	Staff	Activities
				recruitment. practices.							
EIMC Student Programme	Informatics	01/09/2005	N/A	To engage students as part of their course to respond to industry / client multimedia needs.	N/A	N/A	N/A	Clients	N/A	Mark Goodliff; Ian Palmer	EIMC students create electronic imagery / media communications ranging from websites, animation, radio, digital communications for clients in the District.
Bradford Schools & Colleges Year 12 Residential Medicine Summer School	Life Sciences	June 2005	June 2005	To promote & encourage careers in medicine & health professions to students from under-represented groups.	No formal agreed objective	Academic Staff, Administrative Staff, Health Professionals Students	Bradford Aimhigher, School of Medicine, Leeds, Bradford NHS Trust	Bradford Aimhigher	£11,300	Andrea Diston	Summer School
Bradford Environmental Education Service	SAGE	2003	Ongoing	N/A	N/A	Academic Staff, Students	Bradford Environmental Education Service	N/A	N/A	Liz Sharp	Regular engagement with Bradford Environmental Education Service in which students do an assignment which involves

Name of Project	School	Start Date	End Date	Objective from University	Agreed Objective	Who is Involved?	External Partners	Funding sources	Total amount of funding	Staff	Activities
											planning community participation for a contemporary project of BEES.
Local History Project	SAGE	01/01/2005	Ongoing	Working with local groups to identify and manage archaeological sites. Helping with bids for funding projects. Providing a link between local groups and academics / archaeologists.	University respondent said yes but could not provide further information.	Academic Staff, Contracted Staff	Local History Groups	National Lottery Heritage Fund	£10,000 obtained for Friends of Judy Woods. £5,000 for Heaton Woods. £18,000 for Ingelborough Archaeology Group. £17,500 for Friends of St Ives.	John McIlwaine	Support the development and networking of local history groups and societies.
Environmental Science Student Placement - Undergraduate and Postgraduate	SAGE	01/01/2005	Ongoing	To enhance the learning experience of students through hands on contact with practitioners working in a community situation.	That students deliver a draft funding bid to a community group and community partner's ensure students have an opportunity to see their work.	Administrative Staff; Students	BMDC; Forest of Bradford; BCEP; BEES	No funding required - all resources found within existing budgets.	None	Liz Sharp	Students support groups with business case development and funding.
Schools Lecture	SEDT	N/A	Ongoing	Promote awareness and	No formal agreed objective	Academics	Local Schools	No funding needed- only	None	Joanne Crowther	Promote awareness and

Name of Project	School	Start Date	End Date	Objective from University	Agreed Objective	Who is Involved?	External Partners	Funding sources	Total amount of funding	Staff	Activities
Series				understanding of the importance of Engineering Design and Technology.				need to cover travel expenses which is covered by school of Engineering.			understanding of the importance of Engineering Design and Technology by academics providing lectures at local schools.
WISE (Women into Science & Engineering)	SEDT	2000	2005	Promote awareness and understanding of the importance of Engineering Design and Technology amongst Women	No formal agreed objective	Admin Staff, Students	Bradford AimHigher Schools from 2004-2005	Bradford Aim Higher West Yorkshire.	£5,000	Joanne Crowther, John Bradley	To raise aweness about career opportunities in Engineering.
FAIRER (Females Actively Involved in Rewarding Engineering Roles)	SEDT	11/2002	Ongoing	To support women working in or aspiring to work in the field of Engineering.	No formal agreed objective	Administrative Staff, Students	Balance Project	School of Engineering	£300 start up payment	Joanne Crowther, John Bradley	Social events and activities for women studying/working in Engineering.
Working with Looked After Children	SLED	01/2005	Ongoing	Raise the aspirations of looked after children and carers.	No formal agreed objective	Academic Staff	Bradford Social Services, Education Bradford	No funding obtained as of yet but AimHigher could be one of the potential funders.	None	Margaret Alipoor	Raise aspirations of looked after children and carers. To increase knowledge of education and

Name of Project	School	Start Date	End Date	Objective from University	Agreed Objective	Who is Involved?	External Partners	Funding sources	Total amount of funding	Staff	Activities
											supporting children.
POSH Project	SLED	02/2003	09/2004	Provide aspirational role models to young people in the District of Bradford. Raise awareness of careers in the NHS other than medical and medical related for BME young people.	N/A	Academics, Students	NHS, Aimhigher	Schools; NHS	£10,000	Margaret Alipoor	Setting up and running mentoring schemes. Mentors trained by Bradford University & NHS. Mentees trained by University.
SME Knowledge Network	SoM	2002/2003	Ongoing	To provide businesses with tried and tested management best practice in 'plain english'.	Transferring knowledge to plain english from the university to local businesses.	Academic Staff; Administrative Staff; Businesses	LSC; Yorkshire Forward	LSC; Yorkshire Forward	£20,000-£25,000 Per Year.	Owen Whitehouse; Tim Chapman	A programme of six seminars delivered at the school over the year with speakers from national businesses.
Manningham Corridors Project	SoM	First Public Meeting-7October 2002. First Steering Group -	Ongoing	To research Manningham Corridor Businesses and to assist MMB in achieving its goals.	To work together in revitalising Manningham Lane from a business perspective.	Academic Staff; Businesses	Manningham Means Business (MMB)	Within research budget and specified regeneration research monies, KTP research	£26,000	Myfanwy Trueman; Diana Cook; Ali Baig	A.) Research activity and publishing of related reports; B.)Hosting quarterly meetings / focus group to discuss

Name of Project	School	Start Date	End Date	Objective from University	Agreed Objective	Who is Involved?	External Partners	Funding sources	Total amount of funding	Staff	Activities
		14 May 2003.						project			and develop MMB ideas and solutions.
Excellence in Schools	SoM	09/2002	Ongoing	Encourage the application and usage of best practices that can lead to excellence in the schools and education environment.	N/A	Administrative Staff; Businesses	Learning Schools Council; Kirklees Metropolitan Council	LSC; Lloyds TSB; European Centre for Total Quality Management-Bradford University (ECTQM)	£6,000	Mohammed Zairi, Neelum Bashir	Supporting local schools in improving their management capabilities. Encouraging a platform for allowing the sharing and transfer of know-how and introducing self assessment techniques.
Programme for a Peaceful City	SSIS	01/05/2001	Ongoing	To create a 'space' where academics, local practitioners and activists can share ideas, research and dialogue about the challenges that the Bradford district faces.	Steering committee sets out priorities for direction on the PPC and thematic area. Planning for the year ahead is collaboratively agreed.	Academic Staff; Students;	Key Partners: Bradford Vision; BMDC; Education Bradford; Various Community and Voluntary Sector Organisations	Feb '03 - Sept '05: Yorkshire Forward via Churches Regional Commission Oct '05 - HEIF 2	£82,000 between 2003-Sept 2005	Lisa Cumming	Organising and hosting network meetings and forums / seminars / workshops contributing to startegic thinking on local issues.
Bradford Civic Network	SSIS			To help develop civic relations to counter any		Academic Staff	Bishop of Bradford; Inspector			Jenny Pearce; Philip Lewis	Building and organising a network of civic

Name of Project	School	Start Date	End Date	Objective from University	Agreed Objective	Who is Involved?	External Partners	Funding sources	Total amount of funding	Staff	Activities
				local tensions that could arise from external events.			Martin Baines, West Yorkshire Police; Programme for a Peaceful City (PPC) network				leaders who meet regularly and who can be in communication quickly should the need arise.
International Centre for Participation Studies (ICPS) Sharing Voices Project	SSIS	12/2004	09/2005	Building understanding of participatory structures, creating links / dialogue between service users and providers.	To create dialogue between BME mental health users & providers. To understand barriers between users and providers and how communities want to be involved in decision making.	Academic Staff	Sharing Voices; Health Services	HEIF 2 and Health	£1,000	Jenny Pearce; Graeme Chesters; Lucy Brill; Heather Blakey	Working with Sharing Voices on creating a reflective project on participation in mental health services by BME communities.
Housing for Health	SSIS	01/09/2000	Ongoing	Making the link between health and housing more clear.	Devise systems to monitor and assess the effectiveness of the programme. Identify issues which facilitate or inhibit its adoption in to mainstream	Academic Staff	BMDC; Bradford Trident; City PCT	Medical Council;BMDC; Bradford Trident; City PCT	£20,000 each on two evaluations.	Terry Allen	Conducting a survey using questionnaires of residents and interviews of senior managers to inform the Action Group set up.

Name of Project	School	Start Date	End Date	Objective from University	Agreed Objective	Who is Involved?	External Partners	Funding sources	Total amount of funding	Staff	Activities
								housing and health practice.			
Electoral Participation and Democratic Engagement Best Value Review (Calderdale)	SSIS	N/A	N/A	To improve the local Electoral Services and engagement for a greater proportion of people in the District.	N/A	Academic Staff	Calderdale Metropolitan Borough Council(CMBC)	Calderdale Metropolitan Borough Council(CMBC)	N/A	Roberto Espindola	Conducting a Best Value Review of Electoral Services for CMBC.
Independent Renumeration Panel (IRP), Calderdale Council	SSIS	N/A	N/A	To integrate the IRP within Calderdale Council.	N/A	Academic Staff	Calderdale Metropolitan Borough Council(CMBC)	Calderdale Metropolitan Borough Council(CMBC)	N/A	Roberto Espindola	Work with CMBC on its structure and policies pertaining to councillor's expenses and allowance claims.
Scrutiny Commissioner for Bradford Youth Services	SSIS	01/05/2004	Ongoing	To support the Commissioner for Bradford Youth Services which aim to improve services for young people	N/A	Academic Staff. Tom Cockburn gives around 2 hours a month to the project.	BMDC; Young People's Primary Care Trust; Political Parties	N/A	N/A	Tom Cockburn	Meetings twice a month to consult with young people and others on the Commission to identify problems/gaps and recommend service/policy improvements.

APPENDIX 2

Community-Related Research

Start Date	Name of Project	School	Funding Sources	Amounts of Funding	University Contact
01/07/2003	Polymer Centre of Industrial Collabration	EDT	Yorkshire Forward	£660,000	Phil Coates
27/11/2003	Linguistic Diversity and the use of English in the Home Setting	SSIS	Bradford Education	£67,865	Anne White
01/01/2004	Community Based Learning at FE Level 3	SLED	Bradford and District Learning Partnership	£15,000	Anne Weston
01/01/2004	eBusiness in Bradford	Management School	Bradford Chamber of Commerce & Industry.	£8,079	Rana Tassabehji
05/02/2004	Evaluating Shared Learning and Assessment in a Primary Care Setting	Health	West Yorkshire Workforce Development Confederation	£5,000	Beverley Lucas, David Pearson
01/01/2004	Evaluation of Bradford City Teaching Primary Care Trust	Health	Bradford City Primary Care Trust	£25,000	Neil Small
01/03/2004	A Evaluation of a Child Health Initiative	Health	Connexions & Bradford City Primary Care Trust	£12,500	Neil Small
01/01/2004	B Evaluation of a Child Health Initiative	Health	Connexions and Bradford Primary Care Trust	£12,500	Neil Small
01/01/2004	An Evaluation of Interprofessional Education in Bradford City Primary Care Trust	Health	Bradford City Primary Care Trust	£37,500	Neil Small
01/04/2004	Preparation Manningham Business Proposition	Management School	City of Bradford MDC	£5,000	Myfanwy Trueman
01/04/2004	St@y Scheme Evaluation	SSIS	Horton Housing Association	£15,000	Terry Allen
11/10/2004	Mobile and Satellite Communications Research Chair	Informatics	Yorkshire Forward	£60,000	Peter Excell

Start Date	Name of Project	School	Funding Sources	Amounts of Funding	University Contact
01/11/2004	The Health of Young People Leaving Care in Bradford District	SSIS	Bradford Council Social Services	£14,410.77	Jim Goddard
17/11/2004	A Survey of Community Midwives Knowledge and Attitudes Regarding Triple Test Screening and Information Provision to Pregnant Women	Health	Leeds (West) Research Ethics Committee		Vivien Dolby
30/11/2004	Conflict Resolution Training	SSIS	Impact Community Developments, Cleckheaton	£2,200	Michael Fryer
01/12/2004	Bradford and Airedale Model to Inform Clinical Placements Management for Effective Inter-Professional Learning in Health and Social Care Settings	Health	West Yorkshire NHS Workforce Development Conference,	£70,000	Annie Topping
01/09/2005	Obesity and Overweight in the Bradford District	SSIS	Bradford Metropolitan District Council	£20,000	Marie Macey
01/12/2004	ESD Scoping Study to Examine Potential for Integrating the d-Carb-UK Low Carbon Framework to Yorkshire & Humber Schools, Colleges and Universities	SLED	Yorkshire Forward	£49,700	Craig Johnson
01/04/2005	Impact Programme Delivery	Learning Support Services	Yorkshire Universities	£215,991	Ron Harle
01/07/2005	Bioscience Yorkshire Enterprise Fellows	CCS	Yorkshire Forward	N/A	Andy Duley, S. Marlefeka
22/07/2005	Participation Structures within South Asian Communities in Bradford	SSIS + Health	Joseph Rowntree Foundation	£25,009	Graeme Chesters, Ikhlaq Din, Raghu Raghavan, Phil Thomas, Heather Blakey, Jenny Pearce
01/04/2005	Centre for Citizenship and Community Mental Health Core Funding	Health	West Yorkshire Workforce Development Confederation	£30,000	Philip Thomas
01/06/2005	Graduates Yorkshire Project	CCS	Yorkshire Universities	£8,669	Ron Harle
01/06/2005	Knowledge Rich	CCS	Yorkshire Universities	£96,000	Ian Rowe, Malcolm Purdie

Start Date	Name of Project	School	Funding Sources	Amounts of Funding	University Contact
01/09/2005	Provision of Care Services for Older Carers in Bradford	Health	MENCAP	£10,000	Raghu Raghavan
01/02/2006	Teenage Mothers and Fathers-Agency and Radionality Pilot	SSIS	Upfront (Sexual Health 4 Young People) Bradford Council	£3,820	Simon Duncan
01/02/2006	Provision of Leisure Opportunities with Learning Disabilities from the South Asian Community in Bradford	Health	MENCAP	£55,447	Raghu Raghavan
	Research Project with Pakistani Young Men. Contributing to the Study of Young Men in Britain of Pakistani Heritage.	SSIS	Joesph Rowntree Foundation		Yunis Alam; Charles Husband
01/10/2004	Chromatin Packaging in Mammalian Spermatozoa in Relation to Differential DNA Damage Susceptibility.	Life Sciences	University of Leeds	£167,177	Martin Brinkworth
02/06/2005	Glutathione Kinetics	Health	University of Leeds - School of Medicine	£3,000	Dr. Anna Nicolau
01/08/2005	Stepping Stones - Strand 1	SLED	University of Huddersfield	£15,875	Nadira Mirza
01/2002	Community Waste Projects: Sustainable Development in Practice?	SAGE	ESRC; Shell Better Britain Campaign	N/A	Liz Sharp

APPENDIX 3

Major HEIF 2 Initiatives and Projects

Name of Project	School	Start Date	End Date	Project Objective	Activities	Who and degree of involvement	External Partners	Funding sources	Funding Amounts	Main staff involved
Keighley Engagement Project	SLED	01/01/2005	01/04/2006	- Develop a better understanding of Keighley Community and Voluntary sector and potential for partnership with the University and support existing CVS network.	i) Community research; ii) networking, discussion Workshops	1 Community Associate; 1 Support Staff; Community and voluntary sector partners.	Keighley voluntary and community sector groups.	Strategic Development Fund (SDF); Possible Regeneration funds.	£10,600	Pat Fuller
'Race' - Cohesion - Conflict, Training the Trainer's Programme	SSIS	01/01/2006	30/07/2006	To help build bridges and understanding and respect between young people from diverse backgrounds and those that serve them	i) Training sessions	1 Community Associate;1 Manager of Bradford Youth Development Project; 7 Community workers on steering group	Bradford Youth Development Partnership (BYDP); Education Bradford; Youth Service; VYON; BCVS; West Yorkshire Police	SDF; Diversity Exchange	£10, 705	Lisa Cummings
Animation	Informatics	06/03/2006	01/07/2006	Developing skills	i) Ten training	1 Community	Bradford	SDP; BYS	£19,500	Mr. Peter

Name of Project	School	Start Date	End Date	Project Objective	Activities	Who and degree of involvement	External Partners	Funding sources	Funding Amounts	Main staff involved
Workshops				such as teamwork, communication skills and idea development in dienfranchised young people from the District through introducing and engaging individuals in a short course in computer animation	sessions	Associate; 1 University Professor; 1 Bradford Youth development Project (BYDP) Administrator	Youth Development Services	(1,000) Informatics; Arts Council		McClory
Inner Bradford Community Development Project		01/12/2006	30/07/2006	Increase the long-term sustainability of local voluntary and community organisations and develop engagement between the community and the University	i) Organisational health checks for community groups; ii) Assistance in the establishment of new community groups; iii) Assist established groups further; iv) Develop quality volunteering environment particularly for UCAN	1 Community Associate;	Residents in the City, Manningham, Toller, Great Horton, Bowling and Barkerend, Bolton and Undercliffe electoral wards	SDF;	£19, 438	

Name of Project	School	Start Date	End Date	Project Objective	Activities	Who and degree of involvement	External Partners	Funding sources	Funding Amounts	Main staff involved
					volunteers					
Internet Security Workshops	Informatics	01/02/2006		To improve the security and efficiency of local voluntary and community groups through helping them to put appropriate security controls in place to protect their information	3 initial workshops providing information and practical advice to help organisations identify where they are vulnerable and the measures they can take to improve security	1 Community Associate	Bradford CVS	SDF, delegates, Informatics School	£4,100	Freda Shafi
Rosa Parks Event	Health	01/12/2005	01/12/2005		An afternoon series of lectures	1 Community Associate;		SDF;	£528	Prof. Udy Archibong
Business Solutions Project	Management	06/01/2006	06/07/2006	To set up a centre where ethnic businesses could get access to SoM staff and their expertise	i)Developing diagnostic tools; conducting a diagnostic exercise; customized training; change management	1 Community associate, 1 Academic (project manager); 2 Academics (mentors);	Local businesses	SDF	£20, 000	Dr. Khalid Hafeez
Black History		18/10/2005	18/10/2005	Celebrate black	Music &	Professor Udy			£1, 872	Prof. Udy

Name of Project	School	Start Date	End Date	Project Objective	Activities	Who and degree of involvement	External Partners	Funding sources	Funding Amounts	Main staff involved
Month				heritage and achievement. To raise awareness around equality and diversity issues and promote opportunity for mutual learning between the university community and members of the local communities.	dance workshops, stalls run by community and voluntary groups based in Bradford. Exhibition led by Africa Centre, UoB Presentations on Black Women, Bradford Community History, celebrating contributions of Black Communities.	Archibong, members of the Racial Equality Staff forum, Director of Community Engagement, Student Union Members-Communications officer, Academic Affairs officer and Women's Officer				Archibong
'I am Bradford' Project	SAGE & SEDT	01/11/2005	01/07/2006	i) engage 'hard to reach' communities in activities related to environment and heritage; ii) promote civic engagement and active citizenship; iii) support development of resources that can be used to increase	i) workshops on what it is like to live in Bradford today; ii) support expressions through the arts with other organisations; iii) produce	1 community associate; 3 academics	Artworks; Theatre in the Mill; Kala Sangam; Kirkgate Studios; Reach Project; Bradford Council - Arts Heritage and	SDF;	£11,000	Nafees Nazir, Cal Heron

Name of Project	School	Start Date	End Date	Project Objective	Activities	Who and degree of involvement	External Partners	Funding sources	Funding Amounts	Main staff involved
				participation in environment and heritage	CD of these expressions and showcase the CD		Leisure Centre; Bradford Vision			
Information day	Informatics	24/01/2006	24/01/2006	Raising awareness of multimedia						
Business Links	SLED	07/2004	Ongoing	To provide support for local businesses	Two teams of consultants, one mapped the extent of existing community engagement activity in the university, the other group consulted with a broad sample of the communities of Bradford to understand their perceptions about the univ.			Higher Education Innovation Fund		Carol Butterfield
School Works	SAGE	01/2005	Ongoing	To generate interest in the region in archaeology/heritage. Linked to this is community pride and	Provide resources on archaeology. To support schools in		Education Bradford; School Linkign Project		SDF; HEIF II	John Mcilwaine

Name of Project	School	Start Date	End Date	Project Objective	Activities	Who and degree of involvement	External Partners	Funding sources	Funding Amounts	Main staff involved
				supporting citizenship.	promoting heritage / citizenship.					

APPENDIX 4
Pilot Metrices

School of Archaeological, Geographical and Environmental Sciences (SAGE)

Project Name	CE Activity	Partnership Members	Agreed Objectives
• "I am Bradford"	• To develop a project that will engage 'hard to reach' communities in activities related to the environment and heritage	• Sharing Voices Bradford • West Bowling Health Project • BradNet • Grange Interlink • Khidmat Centre • 3 Polish Community Centres • Federation for Caribbean Elders	• Promoting a sense of shared history in the different communities in Bradford

Value Added: Community Partner	Value Added: University	Costs	Outputs
• Partners have good links with 'hard to reach' communities • Partners have a good sense of the current situation within these 'hard to reach' communities	• The University's status gives those that submit their accounts of their history in the area a greater sense of legitimacy and credibility • There is a knowledge of how to collect historical narratives from people and develop them into one historical narrative • The University has provided finances and the associate's time to organise this project • The University is providing the venue in which the participants meet and work together	• 5 months of Nafees' time • A small amount of Freda's time (Community Associate for the School of Informatics) • £9,000 from the SDF	• 10 Art Workshops • 100 learning participants in recording artistic impressions

Outcomes	Indicators	Evidence	Quality Assurance Method
• Excluded groups feel greater sense of identity with District	• Participants of the programme are, after discussion, able to identify new ways of identifying with the geography history and people of the District of Bradford	• Participants articulate new ways of identification with Bradford District	• Nafees' reflections in diaries • Evaluation sheets from the respondents of the project
• Greater links developing between individuals and networks of 'hard to reach groups' and the departments within SAGE	• SAGE develops greater contacts with individuals and networks of 'hard to reach groups'	• Developing a database and then tracking the enquiries that have been made to the School from local 'hard to reach' groups or individuals resulting from this project	

School of Health

Project Name	CE Activity	Partnership Members	Agreed Objectives
• Community Educators Project	o Mentoring individuals from 'hard to reach groups' so that they are better able to i) represent; ii) educate their communities in matters of health	▪ Action for Black Community Development (ABCD) ▪ ****	• To create a group of facilitators who will develop the ability to critically examine issues which constrain or confer good health; • To assist the group in using these skills in their communities in order to enhance economic, social and health potential of these communities; • To build the capacity of community organisations and individuals by building skills and expertise in those communities. (specifically for research activity, thinking critically about local issues and identifying possibilities for University involvement in movement to resolution.

Value Added: Community Partner	Value Added: University	Costs	Outputs
• Alternative expertise and knowledge of 'hard to reach' communities • They are holders of experiential knowledge – how NHS services are experienced • Network groups have the trust of individuals	• The knowledge and practice of how to conduct research • Status for community researchers • Experience in mentoring in learning relationships	• £15,000 in-kind of 3 senior professor's time • Community Associate's time	• Recruitment of 6 Community Facilitators • Up to 10 mentoring sessions for each facilitator • At least 4 facilitators actually started on modules • 200+ local learning participants • 10 + informal learning/discussion sessions for local people • 4 workshops for local people

Outcomes	Indicators	Evidence	Quality Assurance Method
• Community Facilitators are confidently able to critically examine their issues and their community's obstacles to accessing health services	• Community Facilitators are able to work with limited supervision in identifying issues which constitute obstacles to their community's use of health services and then are able, with supervision, to design a suitable research process	• Based on the opinions and notes of the mentor of the Community Facilitator	•
• New, clear voices are identified to include in PPI agenda	• The research leads to coherent and clear finished research projects which clearly communicate the problems that the focus communities face when accessing health services	• Whether the research produced is i) agreed by the community facilitator and their wider community as a fair representation of the difficulties of accessing services; ii) agreed by academics that is a clear enough piece of research to be useful	

School of Informatics

Name of Project	Activity(ies)	Agreed Objectives	Partnership Members
Young Animators Project	• To introduce and engage young people in the District from deprived backgrounds in a variety of innovative multi media resources at the University, which include Music Technology, Motion Capture (MOCAP) and Theatre	• Developing the skills and confidence of young people in the District	• Arts Council • Bradford Youth Services • Theatre in the Mill • Tasmin Little Music Centre

Value Added: Community Partner	Value Added: University	Costs	Outputs

• Partners can show the University a new way of interacting with the community
 	
• Access to a group in the community which the University may not be able to access easily
	• The staff's expertise in animation helps to open a new area of interest for youth
	
	• The University provides facilities (such as SIMULA suite) to which the young people would otherwise not have any access
	
	Provides learning opportunities
		• £8,000 from SDF
		
		• £11,000 in kind from the School of Informatics
		
		• £5,000 from Arts Council (for the video)
			• 1 short course
			
			• 9 workshops
			
			• 10 Learning Participants
			
			• 3 Community-based partnerships that benefit from new involvement of the University
			
			• Exhibition showcase at:
			  i) National Museum of Photography, Film and Television (NMPFT)
			  ii) Bradford Festival
			  iii) Gallery in the Chesham Building
			
			• 10 animations

Outcomes	Indicators	Evidence	Quality Assurance Method

1) Development of the following skills in the group of young people:
 	
- a) Team work
 	
- b) Communication skills
 	
- c) Leadership Skills
 	
- d) Ideas development from Concept to Production
 	
2) A strong relationship with the Bradford Youth Partnership
 	
3) Sets precedent for using MOCAP for the benefit of the community, particularly young people
	1. a) Individuals show greater evidence of i) consulting for each other's opinion; ii) working together toward a common goal (rather than individually)
	
	b) Participants in their discussion about developing their animations are more able to describe their ideas i) accurately; ii) confidently to a range of audiences
	
	c) Individuals show greater evidence of setting goals and mobilising a team around these goals
	
	d) Participants show greater ability to i) envision goals; ii) foresee potential obstacles; iii) break down processes into stages
	
	2) Pilot leads to next stage or the establishment of other joint projects/programmes
	
	3) MOCAP suite is used for other projects with communities
		1. a) – d) Each participant will be monitored during the process.
		
		Participants will also be interviewed regularly to reflect on their experiences. This will be filmed for the Arts Council video.
		
		2) Further contact and activities with Bradford Youth Partnership need to be recorded
		
		3) Further community programmes enquiring about or actually using the MOCAP suite need to be recorded
			There will be a formal evaluation which will consist of two parts:
			
			- Evaluations forms
			  Each participant will be asked to complete an evaluation form of the project
			
			- Film
			  For the purposes of evaluation

School of Lifelong Education and Development (SLED)

Project Name	CE Activity	Partnership Members	Agreed Objectives
• Poland Auschwitz Project – Development of Support to Youth Workers	• Developing an Anti-Racist support materials and approaches to increase the capacity of Youth workers in Bradford and Keighley	• Bradford Youth Service • Keighley Youth Service	• Building the capacity of Youth Workers in Bradford and Keighley to deal with far-right discourse Keighley Youth Service only • Develop and evaluate informal education methods of challenging the influence of racist thought on young people

Value Added: Community Partner	Value Added: University	Costs	Outputs
• Experience of working on the ground with youth dealing with the different discourses in the locality • Capacity to organise the trip to Poland • Provide a good network to disseminate the findings and development of new materials • Can provide recent and local examples of concerns and context	• Supporting opportunities for debate and discussion • Presence of a University representative focused the debate of the development workers • Some staff in SLED were able to direct Community Associate to useful resources • A neutral partner in the politicised context of Bradford	• Direct costs covered by the Youth Services • Community Associate's time	• Production of the resource materials • DVD of the Development workers' experience which can be used as a resource tool • 20 youth development workers meeting together and going to visit Auschwitz • Delivery of 8 training sessions with young people in Keighley • Evaluation of training methods used

Outcomes	Indicators	Evidence	Quality Assurance Method

• Development workers have developed a greater understanding of far-right racist thought and its roots
 	
• Development workers gain a greater awareness of different methods to challenge racist attitudes
 	
• Youth service saw a future for the relationship between itself and the University
	• Workers are more able to engage in discussions concerning the roots of far-right thought
	
	• Materials and information gained from visit are used in visits and discussions with young people
	
	• Future local research needs are identified between the Youth Service and the Community Associate
		• Vox populi contribution made on the video and follow-up interviews with the participants AND observational material
		
		• A log of use of the materials
		
		• Preliminary proposal for research submitted to the Community Associate from the Youth Service(s)
			2 Sections
			
			• Poland Visit
			  - informal evaluation session and discussion will be recorded on the video
			
			• Informal
			  - an informal evaluation of the University's role will be carried out with the participants

School of Management

Project Name	CE Activity	Partnership Members	Agreed Objectives
Business Solutions*	• Supporting local businesses through providing business advice	• Micro businesses in the community • Great Horton Great for Business (formerly known as Horton Grange Business Forum)	• Overriding objective is to contribute to the regeneration of Horton Grange over the long-term Within this objective: • To facilitate knowledge transfer on a micro-level local between micro businesses and the University, in order to • To build the capacity of local micro businesses

* This project pre-dated the establishment of the CCE.

Value Added: Community Partner	Value Added: University	Costs	Outputs
• Businesses provide students a 'living case study' • Access for staff to micro businesses' experiences	• Access to wide range of students with wide range of growing expertise • Expertise in business skills	• SDF- £20,000 Time • Katherine Wyatt • Khalid Hafees	• 15 businesses consultancies • 15 diagnostics • 10 people from micro-businesses trained in marketing

Outcomes	Indicators	Evidence	Quality Assurance Methods
• To improve an aspect of business practice i.e marketing, HR (specific to each business)	• Knowledge gained starting to be put into practice	• Follow-up to check whether systems/ suggestions are implemented – i.e leaflets, budgeting – much of this evidence can be tangible – correlation between advice of consultant and what has actually been done.	• Staff mentoring the students to ensure that what the businesses are getting is quality. • Evaluation – one-to-one telephone questionnaires with the local businesses that have taken part in the programme
• Two –way communication established between the University and the micro businesses	• Centre for Ethnic Entrepreneurship and Management develops greater contacts with businesses in the locality	•Developing a database and then tracking the enquiries that have been made to the Centre from local businesses	
• Two –way communication established between the University and the local business networks	• University participation in wider regeneration activity	• University involvement with local regeneration networks i.e a representative of the University on the local regeneration networks	

School of Social and International Studies (SSIS)

Name of Project	Activity(ies)	Agreed Objectives	Partnership Members*
Safe Spaces Seminar Series	- Organising and facilitating seminars/symposia - Providing a source of information sharing via email and meetings	-Establish a virtual space to share information and ideas. -Create a space where research and current debate can inform practice. In the next year (2005-06) the following questions have been prioritised, 1. how to engage disaffected young people? 2. how to engage with radical disagreement? and the following other activities: 3. discuss and systematise learning from the PPC 4. invite *Community Dialogue* to Bradford University again	**Bradford University** Jenny Pearce, Uhte Kelly, Michael Fryer, Donna Pankhurst, Steve Skinner, Heather Blakey, Janet Bujra, Patricia Skeet, Alex Sobel, Christine Vaicekauskas **Ph. ds** Elizabeth Jane Milne ('EJ') **Bradford Community Accord** Olau Thomassen **Active Faith Communities** Dominic Mughal **Diversity Exchange** Liz Hanney **Bradford Peace Museum** Peter Nias **Community Work Training Company Freelancer** Rob Martin **Community Development Project** Bradford Council Sarah Massengo **Toller Citizens Unity Project** Ian Vine John. Polterack ** hub membership is broader than the above. Theses were the people that contributed to the visioning meeting.

Value Added: Community Partners	Value Added: University	Costs	Outputs
• Practitioner's knowledge of problems in community • Experience of putting theory into practice • Good theoretical knowledge in their area of expertise • Case Studies • Ideas about possible ways forward in the District	• Theoretical Knowledge of latest debates around social cohesion • Venue (sometimes) • Support – there are other people who see and are concerned about developments that they see in Bradford • Critical questioning skills • Bringing international examples	• Community Associate's time • <u>Academics' time</u> Janet Bujra (retired from (SSIS)) Oliver Ramsbotham (retired from (SSIS)) Elizabeth Milne (final year Ph. D student)	• Seminars • Numbers of participants attending the seminars

Outcomes	Indicators	Evidence	Quality Assurance Methods
• Seminar Series create spaces where ideas can effectively be shared	• Participants feel comfortable to share their ideas	• Participants feedback on the degree to which they can share their ideas 'safely'	• Evaluation Questionnaire • Informal Conversations, emails, telephone calls • Steering Group meetings/visioning
• Research discussed in the Seminar Series informs practice	• Practitioners using concepts discussed in the Seminar Series in their work	• Practitioners are able to see and describe a link between what was shared at a PPC meeting and the developments in their work	
• Research is informed by discussions at and resulting from the Seminar Series	• New/ existing research being affected by ideas/concepts discussed introduced in the seminar series	• Academic staff are able to draw a line between what was shared at a PPC meeting and the developments in their research	
• Practitioners and Academics working on issues of social cohesion in Bradford District are better able to target their work as they are better informed about work happening in other sectors	• Members of the network see the PPC email network as a valuable source providing nuanced information concerning issues around social cohesion in the District	• Participants feedback on the degree to which the information shared is a) not a duplicating existing networks; b) a useful source of information	