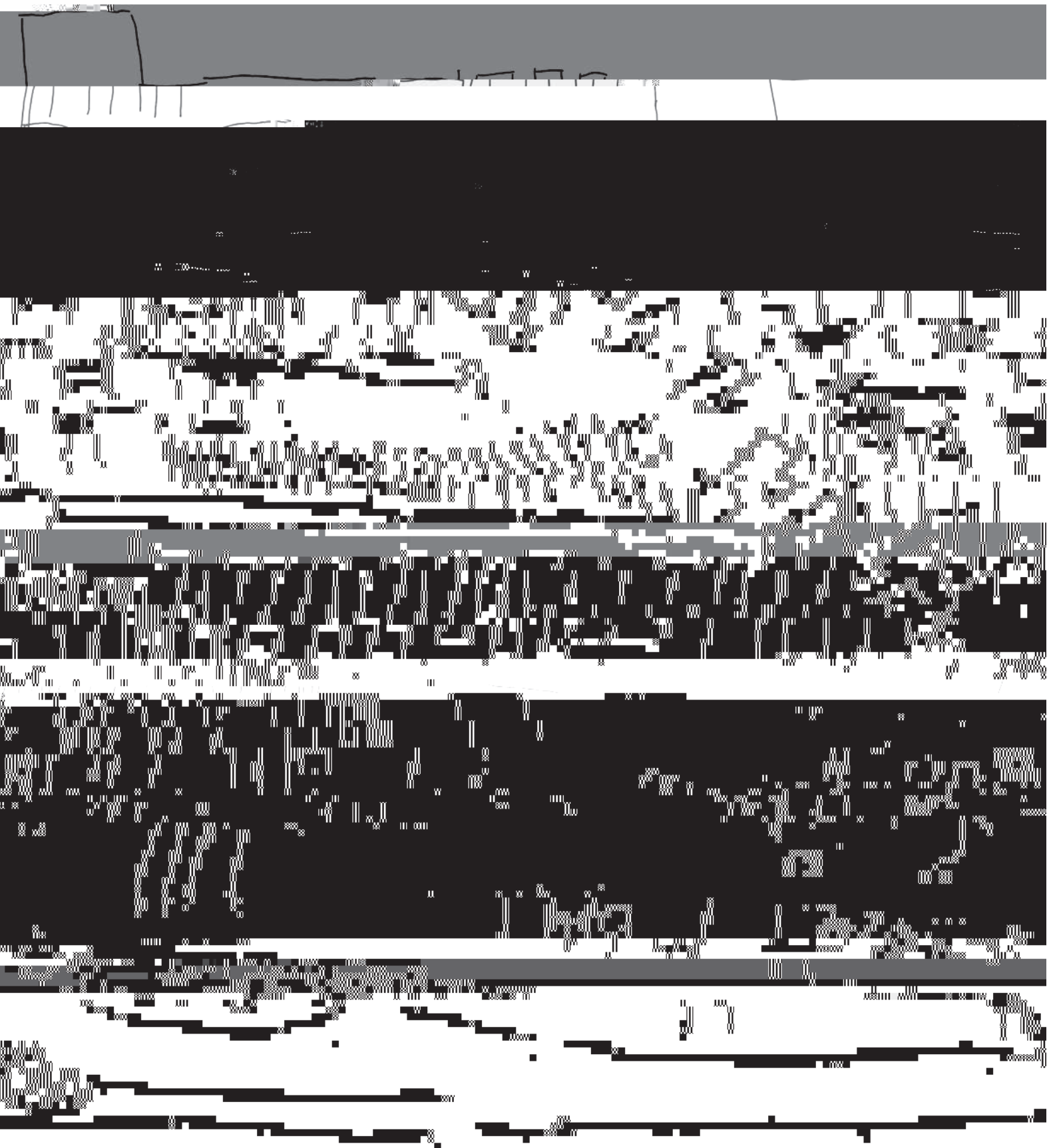


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In 2013 Cupp celebrated ten years of successful and innovative operation and engaged in a number of ways of looking forward to the next ten years.

Among these was a tailored creative writing exercise, the results of which are presented here. The exercise was undertaken collaboratively by the following people (with the perspective they were representing in brackets): Paul Bramwell (community partner), Stuart Laing (university manager), Emily-Ann Nash (student), Juliet Millican (academic), David Wolff (community-university broker) and Jess Moriarty (facilitator).

This exercise was intended to present a vision of the future – specifically of community-university partnership working in 2023 - in a very immediate and concrete way – a future in and around a university which had fully embraced the social and community agenda. What would/could it be like on a typical day for a range of participants engaged with such a university?

The raw material on which this exercise was based was generated both during a day of structured consultation in June 2013, a set of interviews and from an analysis of a number of national and international reports looking into the future scenarios for Western societies and their universities. The full record of these processes and outcomes is set out in the Cupp report – ‘10 down, 10 to go!’ (see www.brighton.ac.uk/cupp or contact cupp@brighton.ac.uk for a copy).

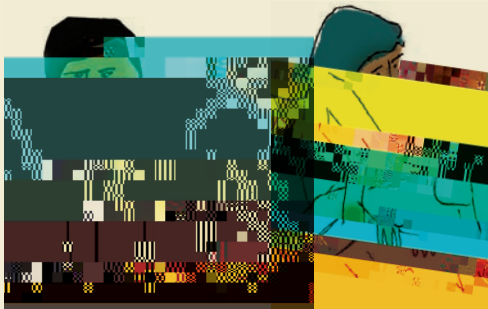
The results of the exercise are deliberately set out here in the form of an imaginative and exploratory collective journal, but one which is intended to help shape our future reality. It may appear in part as a wish list but it is one founded on current realities and achievable future aspirations.

The picture we offer is one of a university enterprise in which there is exceptional permeability with both the local community and a range of international partners, where different activities overlap and where value is developed through mutuality. This includes a world of the visible and natural use of social media to enable and support a rich experience of personal interactions, of multiple identities and of the use of grounded and fully applied intelligence.

The form of the journal is also intended to invite debate, disagreement and the construction of alternative or extended perspectives on the future of the engaged theJ 0 -1 is of a nue

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

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



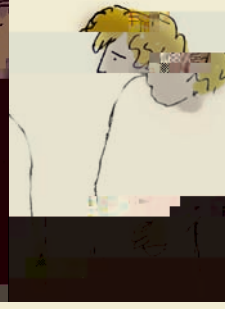
Kev, student

Bev, academic



Trev,
community
partner

Nev,
community
partner



Tina,
academic



Mina,
university
manager

8:00



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



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



Trev: I log on over breakfast and continue my literature search for the research the University has asked me to undertake on the key issues for the sector. There is still so little academic material about the voluntary and community sector, so I'm undertaking a review of publications and data sets with a view to making some recommendations about future areas of study to address gaps in knowledge. This is being led by a steering group made up of staff and volunteers from the sector and we hope it will result in more material published online that is openly available.

Nev: I am due at the Brighton strategic mental health network for a specially convened meeting in Community Base to discuss high instances of serious mental health problems identified in the city amongst young people. Rates of suicide and serious self-harm have doubled over 3 years and homelessness is an increasing problem with erratic and extreme weather making sleeping out difficult. There are people from Local Authority social work, GPs acute psychiatry and the 3rd sector. I am present in 2 roles; I have a 3 day a week community psychiatric nurse gig and am a researcher and teacher at the University of Brighton. I have been given time by the university to identify and write up gaps in the mental health system and bring forward new research from elsewhere that is relevant. Accessing this is sometimes difficult. Since the privatisation of parts of the internet there are a host of different search engines needed, and I can't always keep up with log on subscriptions needed. My dual role though gives me access to a broader range of search facilities.

Tina: I have carved out an hour to work on an article with Glen from Nursing about our 'I did it my way' project. We have been working with LGBT (Lesbian, Gay, Bi-sexual, Transgender) over 50 year olds for years now and some of the original group are now leading writing sessions and archiving autobiographical



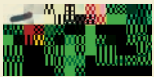
Kev: I wish just in time for me to get to a course board meeting. I am one of the student reps there but there were lecturers, community partners and employers. I gather feedback from the rest of the cohort and discuss how the course is going mid-way through and how we might adapt the second half. The community partners press for a change in timetable for the next running of the course as the current availability of students doesn't best coincide with when the project needs them.



Tina: Head for home to have a quick Skype chat with the EU funded project partners and discuss the performance symposium in March. Bringing community partners, students and academics from all over the world to meet face to face at last. We have been working via second life which has gone well but one thing we all decided was that we needed to see the whites of each other's eyes too. Quick bite to eat and then off to contribute to an evening training event on co-writing for academic and community partners run by one of our many hybrid community-university enterprises.



Mina: Comment on proposals for new buildings regarding spaces for university/community work and community access. Buildings are using eco materials but this has an impact on budget and there is often disagreement but the university has established sustainability and green estate management so we won't be swayed by the developers and they quickly come round.



Kev: Evening lecture is in town, a bike ride away. It's delivered by an academic and a community partner looking at the latest research in reoffending rates and how they relate to the work of the probation service and the changing literacy rates of 15 years ago. Amazing to see how people's literacy, as school children, has an impact on this stuff, and how probation might be able to use that research in their own planning. There is an advantage to these open lectures with people other than students present. The questions afterwards are always so much more interesting and it forces the lecturers to make sure their language is clear and accessible. No uf ng! We can also quickly see how the research might be interpreted differently by different services and the competing pressures on the different sectors.



Nev: Last meeting of the day is the Advocacy Matters management committee. It's taken years to feel like we've made progress towards the proper integration of people with learning dif culties into community life. It's only through advocacy and partnerships like the university and community project on Inclusive arts, that we have slowly changed people's attitudes.



Kev: I eat in the Students Union café and use the time to Skype my mentor. She graduated from the same course three years ago and has been working in the eld for the past couple of years. She has started sending me details about job opportunities though even as a third year all that still seems a bit far away. We try to speak online once a month and by our next chat I won't have long to go here so I had better start sounding interested!



Bev: I catch up with emails in the early evening before heading home. I have a trustee meeting tonight after dinner and want to get all my uni work out of the way rst so I can focus on my other role. But I nd it's always better to approach emails at the end of the day rather than lock up my slightly brighter morning head or be constantly interrupted by them popping up on my screen. I put the requests for reviews and second marking to one side, I have a long plane journey later this week, the perfect time for that kind of work, but send a few supportive emails off to new colleagues who are still trying to get their heads around this stuff. I let them know I will be in the Students Union café for long lunches over the next couple of days before I go away. They can always come and nd me there.



Kev: At the drop-in and my mentee is there before me. As a third year I have to support a rst year in how to do some of this stuff. It is a reasonably simple session, a pregnancy scare with a 14 year old that was thankfully negative, and the usual rst years looking for condoms. Thought by now they might have condoms available in schools! I go home tired but not too tired for some face time with the Canadians who had been in the eld today. They have posted videos of their work online and we had a laugh about this together. Then a quick look at the community strategy game before I go to bed. The Indian group are up and working and already ahead of me again.



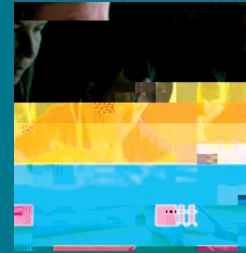
Artwork and illustration

Jo Offer and Kelvin Burke were asked by Cupp to develop images and layout ideas for this report. Kelvin is a member of the Arts Council funded learning disabled Rocket Artists group. Jo is a graphic artist, Inclusive Arts practitioner and educator at the University of Brighton. They collaborate on art and design projects, arts based action research projects and co-deliver Inclusive Arts workshops.

See their blog <http://blogs.brighton.ac.uk/sidebysidebook/>

Visit the Rocket Artists www.rocketartists.co.uk/

Find MA Inclusive Arts Practice here <http://arts.brighton.ac.uk/study/fine-art/maiap>



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This study is part of 2 other larger pieces of work, the Imagine Project and the National Coordinating Centre for Public Engagement's Engaged Futures

