

CIVIC ✦ UEA

The Norwich Book

OPEN SPACE EVENT

November 2021 | Kings Centre | Norwich

**The Norwich Book is a summary
of the conversations that happened
during the event about what
“civic” should mean in the context
of a regional university.**



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PREFACE

If you are reading this document, you have some investment in the idea of universities as institutions that nourish and nurture life in their local area. You may have a strong sense of what civic activity should look like and be an active member of the community in which you live. You could have a Norwich or East Anglian focus: a keen attachment to the geographical area in question. Most likely, it will be all the above.

We hope that this book communicates some of the intensity, energy and enthusiasm that those of us in attendance shared at the event on the 27th of November, 2021. From 9.30am, people gathered in the well-ventilated and

COVID-secure main hall of the King's Centre to spend a day addressing the question: 'What could a Civic University mean for Norwich?'. There was no pre-set agenda. We opened with an introductory talk to emphasise that this was

an open space and that every voice that cared to speak, and everybody that wanted to be heard, would be and could be. We endeavoured to ensure that everyone's passions and interests were captured, as long as they chose to share them.



The day started with an introductory talk and agenda setting process. For this we started with a blank slate and our attendees set the agenda, picking all the topics for the two discussion sessions that followed. We ended mid-afternoon with a full-group plenary circle. All topics discussed were decided during the event, and we had a full programme of nearly 20 discussion themes, underpinned with a buzzy atmosphere and intense, productive debates. Throughout the event, there was food and conviviality. There was also a determination to take the spirit, and principles generated in the room, out of the room and into the daily activities of the university in a genuine way. This was reflected in the concluding thoughts: that UEA needs to make a long-term commitment to the project and that civic action is only meaningful if it is about long-term partnerships and outlooks. It was also felt that raising awareness about the project needed to be more targeted and that UEA needed to find ways to creatively use its resources within its local community more often.

Within those general principles we noted some themes and questions being discussed throughout the day that are summarised below:

- **Using university resources civically:** helping people understand university income streams and where and how its money is spent for the benefit of the region
- **Fair for all:** what could civic mean for racial, gender and inequality issues and their link to place, social class and educational attainment (and the crossovers between them)
- **Widening our reach:** how do we make UEA's civic activity less Norwich-centric?
- **Creating spaces:** how do we create a space where the community and UEA can listen to each other? How can we use local spaces more effectively?
- **Safe spaces:** how can we increase safety within our local community using UEA's help, particularly for women, girls and people from minorities?

Throughout the event we kept a record of all the conversations that took place in the discussion sessions, as anonymous summaries. Some of our helpful student attendees made notes and participants were able to see this notetaking take place in real time on a projector screen at the front of the hall. This book is the tidied up, written records of the conversations that have been edited for neatness, accuracy and grammar. It is the work of many hands, but any errors are those of the Civic University Team, so please direct queries to us.

This is just the start. From 2022 this book will join similar documents to be created for other events and we will host these books on a website. Finally, we will distil the core civic values emerging from these events and the written books to produce a short statement that will be Civic University Charter for East Anglia. All participants will be invited to first comment on and then later sign this statement.

A note on the text

Firstly, this text is our best summary representation of the conversations that happened during the event. The chapters are designed to frame interest and highlight what was important to participants. They do not reflect university policy, and, in some cases, they suggest developing activity that we already undertake. For instance, we have a well-established outreach programme that has deep and extensive links in regional schools, but unless a participant has worked with that

team or are connected to one of the schools we partner with, they may not have been aware of how much work we do in this area.

Secondly, there were also excellent suggestions for projects that did not take account of activities or services already provided by other local or regional institutions. What UEA intends to do is to look at developing and deepening future partnership rather than aiming to replace or compete with existing provision.

Lastly, these chapters represent emergent ideas about what “civic” should mean in the context of a regional university. We have organised these conversations into three very broad themes which all overlap. We anticipate these themes and concepts will develop over time as conversations continue. We know that new themes will emerge and may be clustered differently. But the content we present here is already being integrated into our thinking as we turn the overarching themes from this event into practical suggestions for change and development.

The Norwich Book is a summary of the conversations that happened during the event.



CIVIC LIFE

“UEA’s civic mission”

“What does ‘civilised’ mean?”

**“What does becoming a civic university
mean for the East Anglian region?”**

“How can it benefit the community?”

**“Connecting students and
citizens of Norwich”**

**“What does an uncivic
university look like?”**

“How could it support a thriving local economy?”



Cycles of history – the dialectic of UEA's civic mission

Norwich fought hard to have a university. Its initial aims were focused on improving the economic, cultural, and educational enrichment of the surrounding areas. The questions asked in this group were: are these aims still what UEA strives to achieve.

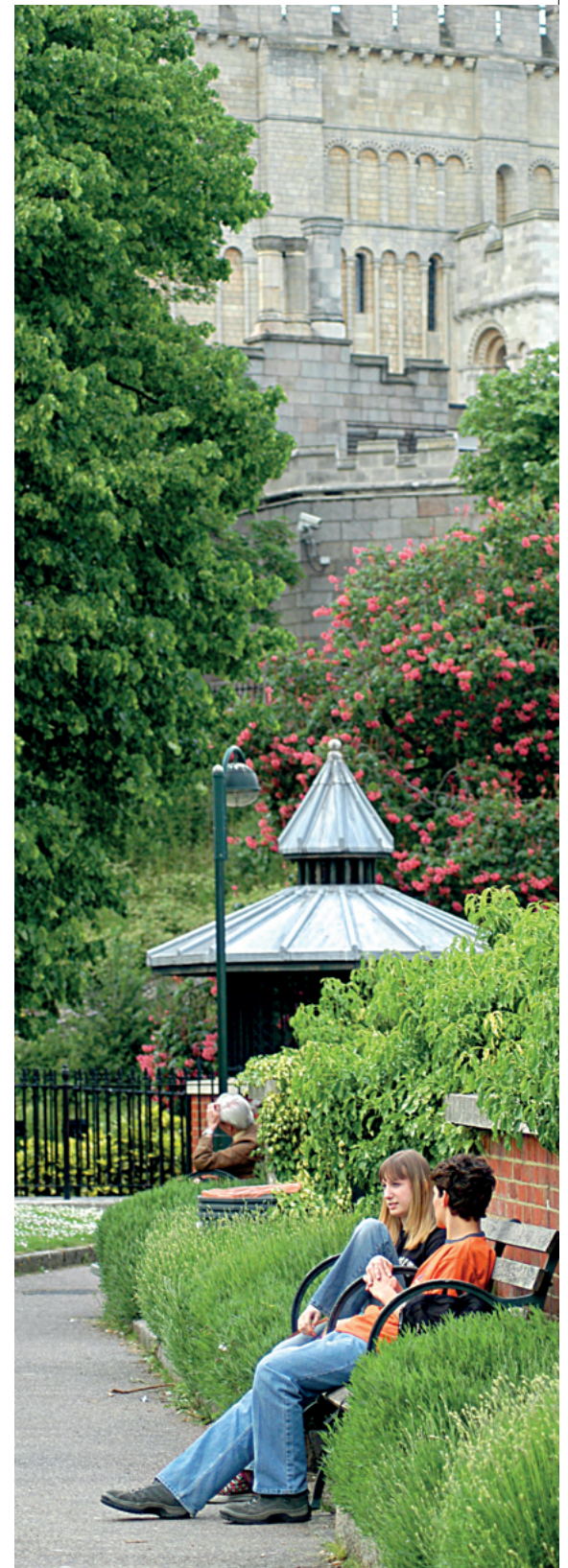
Has UEA become less about the purity of education and more about growing its income? If so, what happens next? Does UEA continue down a more commercial route? Or does it attempt to reignite the ideals it was initially founded on? Or could it do both?

When it comes to working within the contemporary system of education as a commodity (generating income through student fees for instance), UEA could reflect what Norwich has always done: be a trade centre but in this case trade ideas. For example, could the agriculture sector teach UEA about what students on an agricultural degree should learn? Can we imagine a collaborative effort, a sharing of ideas and information between different sectors with the university at the centre?

Could UEA explicitly become the ideas broker for the region?

We spoke about how the benefits between the university and the region are reciprocal, not least because UEA is more multicultural than the surrounding areas. Students volunteering at local organisations and working for local businesses counter the 'pale, male and stale' reputation Norfolk has.

We then moved on to discussing how a new Agora Model could emerge by UEA giving 'open to all' educational talks from a market stand with smaller groups or with larger groups from the steps at City Hall. This would also help UEA go back to the principles it was founded upon: the cultural, economic and educational enrichment of the local area.



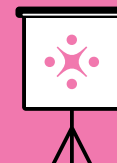
What does civilised mean? How can we have conversations without anger?

Conversations around our community and ‘civic activity’ tend to involve talking about political topics. These issues can be polarising and cause anger, which makes them difficult conversations to hold in a civic manner. To be careful in our usage of words like civic we need to use language to open conversations in positive ways that encourage cooperation and mutual understanding.

Recognising that UEA’s size and scale in the region’s economy mean it already wields considerable power, it is important to ask what we can expect participants to get out of such conversations. Setting ground rules would allow discussion to start with a clear and shared understanding of what a civic university is, what it means and how power is shared.

Questions for further discussion could be as simple as:

- How can UEA students better integrate with the local community?
- How has COVID-19 changed our perceptions of what a civic university is and what it could be?
- What does it mean to be international in Norwich?
- How can we use technology to include more people without isolating other citizens?

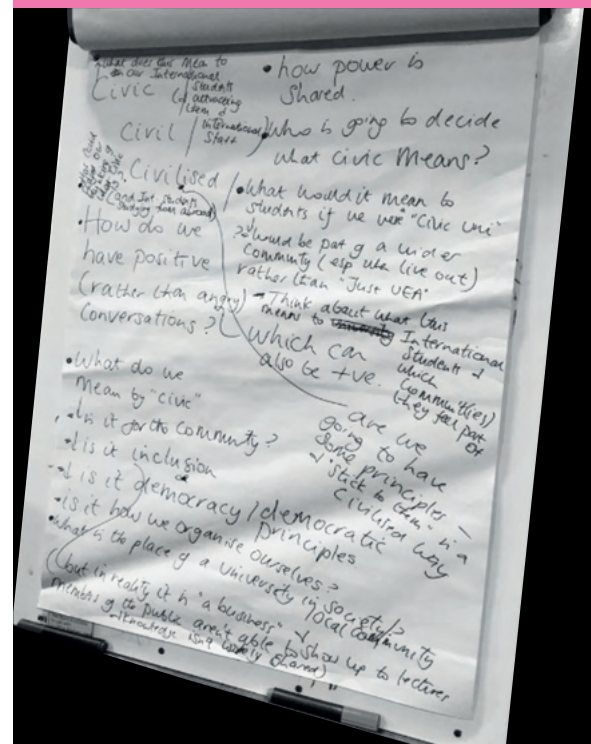


Mind maps were used
to note down ideas

“Civic”

“Civil”

“Civilised”



We are the University of East Anglia. If we become a civic university, what does it mean for the entire East Anglian region?

This topic focused on the idea that the UEA name was inclusive of the entire region, but we asked if it is becoming more frequently associated with Norwich and less so with the surrounding region. Someone asked if the University of East Anglia might become Norwich University?

However, it was agreed that a Norwich focus could have a negative effect on the rest of the region. Instead it is better to move the conversation into discussions about areas where UEA could improve upon its engagement with East Anglia rather than just Norwich. This is, of course, a two-way street. It isn't solely up to UEA to put

itself out there; it is also up to the wider communities from across the region to engage positively with UEA.

How could further engagement be achieved with the wider community then? School trips is perhaps a good starting point (as adults tend to be busier than children). It could be an

idea for UEA representatives to go out to schools and give lectures and vice versa. Maybe schools could come to UEA and simply use a lecture hall for the day, therefore reducing what is required of UEA. This would give students in communities where UEA is not so well known an insight into what it is like to be a student at UEA.



How can a civic university help us improve different ways of organising things for community benefit?

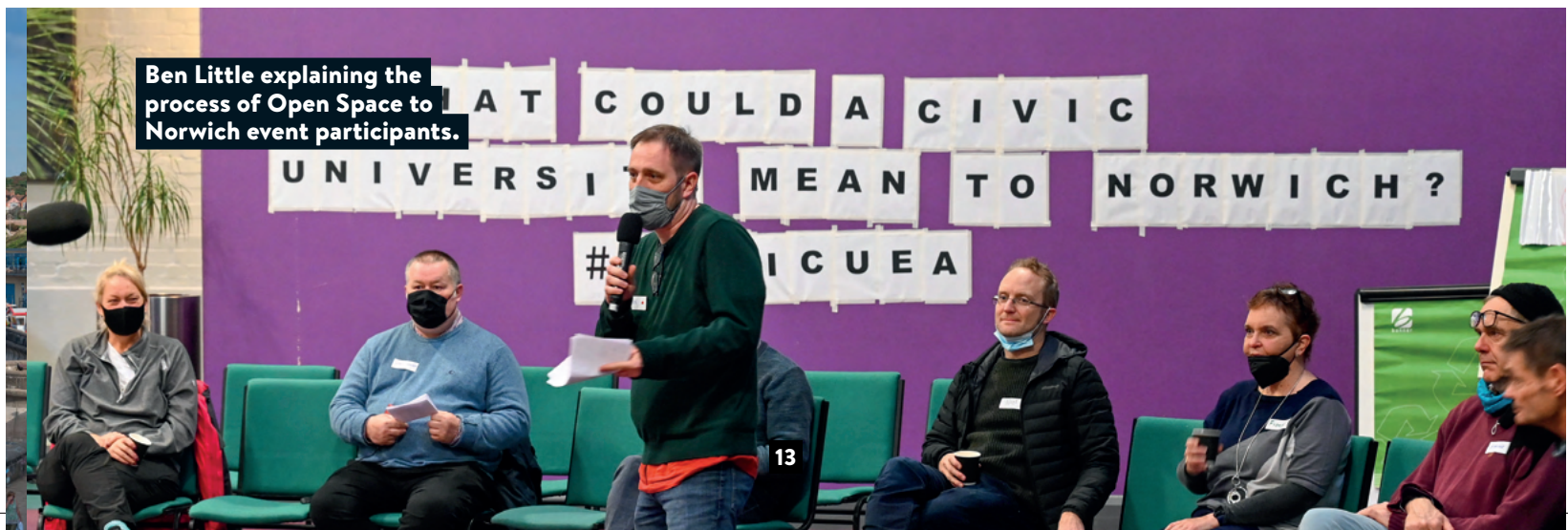
This group discussed the need to create a space for bottom-up demands to be accommodated. These were suggested as ‘listening hubs’. Furthermore, the question ‘what could UEA do to support community initiatives?’ was raised.

Communities and sectors such as agriculture, energy, co-operatives, housing associations, co-housing, credit unions and SME’s could all benefit from support.

Could we embed the culture of community engagement into education? This concept could help to engage students with the city of Norwich and

may be achieved through paid placements and work experiences. UEA in return can offer a wide range of its expertise to the community: from science and technology, to health and social care, to creative and educational know-how. It is likely that money would be needed to support these activities, and all stakeholders

would need to be clear on boundaries of what will and will not be possible to do due to limited resources. Managing expectations is important for creating a civic atmosphere where people feel promises made by UEA will be kept. UEA has to hold these values, deliver what is promised and change must be meaningful.



Connecting students and citizens of Norwich

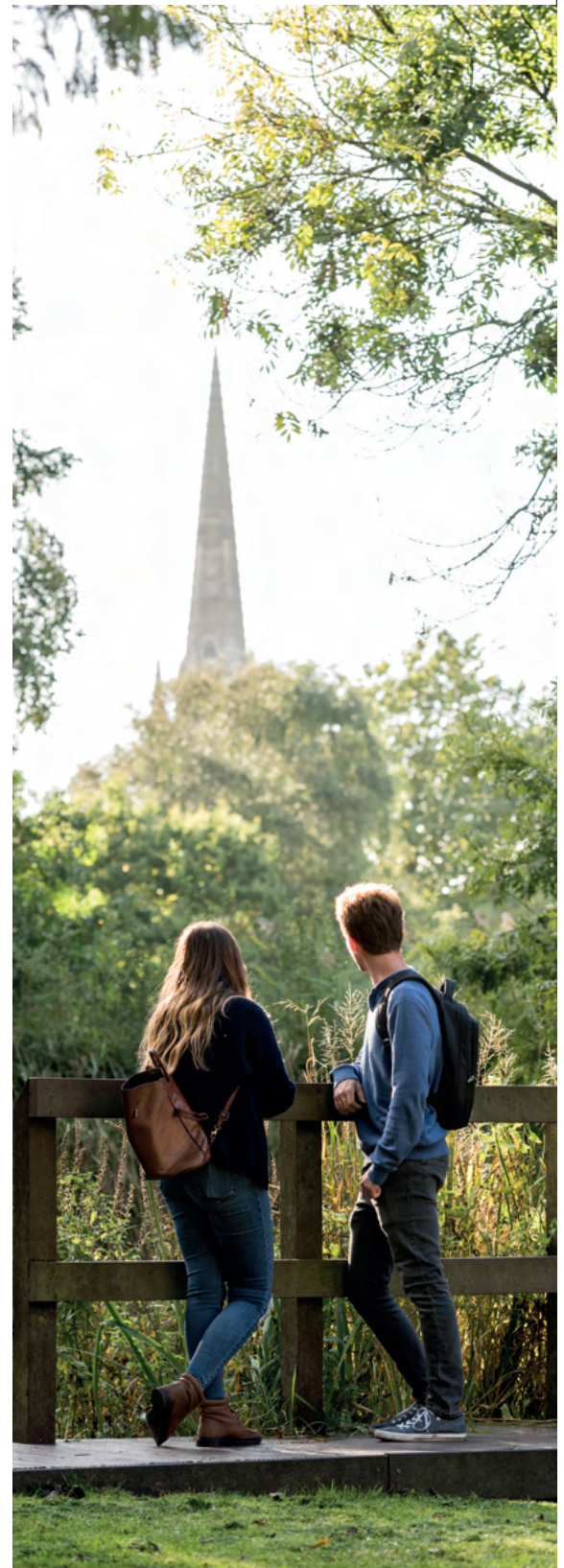
This group asked how students and citizens of Norwich could be better connected. Are there specific activities that UEA could host that would encourage intermingling between Town and Gown?

We need to break down the barriers between the University and the city, as well as sending UEA representatives across the region to encourage community engagement. UEA should not appear to be a spaceship landed at the edge of the city.

Perhaps UEA could send university experts to public events to share knowledge and resources with the local community, as well as hosting events that allow citizens to use UEA facilities.

There is a clearly perceived divide between students and locals; there are often housing policies aimed at students and there are problems with noise

complaints as well as problems with student behaviour in the city. What can the university do to foster a non-confrontational atmosphere when addressing these nuisance-based incidents? It is important not to side with students and alienate the public, but also important for UEA to support its students. To improve student reputation, perhaps we could send students to local schools to deliver workshops. Students undertaking teacher training might help with this too. It would be very beneficial to develop a network of local schools in more rural Norfolk and Suffolk schools that might also benefit from access to university expertise and resources.



What would an uncivic university look like?

An uncivic university is socially distant from its local community and detached from local affairs. A key uncivic factor might be short-termism, where the university becomes an unreliable partner for its local community. Another factor could be the tensions between serving private and business interests whilst being part of the public sector.

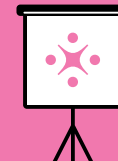
A civic university would be connected to its local area and engaged in long-term, local pursuits.

To be civic, UEA needs to have more and better communication with its local area; this would help to build mutual trust and a stronger relationship instead of just discussing key issues within the university setting. An example of this was UEA's civic service during the COVID-19 crisis where we worked with partners in the community to share resource and problem solve issues raised by the pandemic. Can this kind of civic support be continued into the future?

UEA needs to be more accessible and provide better platforms, engagement opportunities and learning

opportunities to create and share knowledge more widely outside a university setting. Perhaps being more open to the public would help with these changes. Running events such as a Christmas Market where students collaborate with local farmers, firework night, cultural activity nights, and groups for children could bring people together in different ways than simply holding lecture events on campus.

Other ways of achieving civic engagement could be providing education opportunities to the public so that it is a key area of knowledge within the local community and not just for students. How would people be invited to come and learn, and is this something that would be taken up by locals?

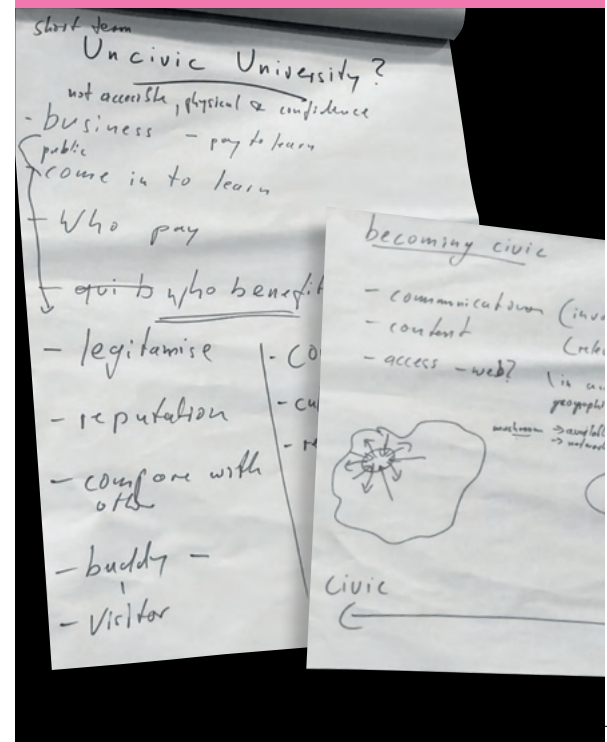


Mind maps were used to note down ideas

“Not accessible”

“Short term”

“Becoming civic”



What could a civic university do to support a thriving local economy?

This group asked how UEA could better support a thriving local economy. It was suggested that skills and employment advice and opportunities would be a useful asset to local people not just to students. UEA is a large employer in the local area and apprenticeships could be a wonderful opportunity to enter higher quality jobs.

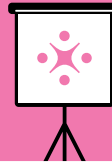
This also works the other way around; connections allowing UEA students to undertake internships within the local community that include partnerships with small businesses could be hugely helpful to graduates, business and students alike.

The charity sector could also benefit from this: by providing volunteering opportunities for students, who in turn would gain skills that benefit the local community, and generate a social impact. It would also be good to give young people the opportunity to become charity trustees which would further develop skills as well as enterprise in local young people.

Businesses could also be more involved with UEA. Having stalls in the Hive and being encouraged to sell on campus would lead to new links between local businesses and students. UEA could also offer staff opportunities to move and retrain so that those who wish to use their skills and expertise in different careers are supported. It would also be good to reimagine employment at the university – moving away from like for like replacement of staff to consider other needs and solutions.

So, how could UEA take steps towards these goals? It could start by improving the advertising of volunteering

opportunities to both staff and students, create a strong network of local organisations who want to be involved, pool resources into pro bono activities, provide evening classes for the local community focused on developing employable skills, get career central services offered to local people and connect the curriculum to real work.



Mind maps were used
to note down ideas

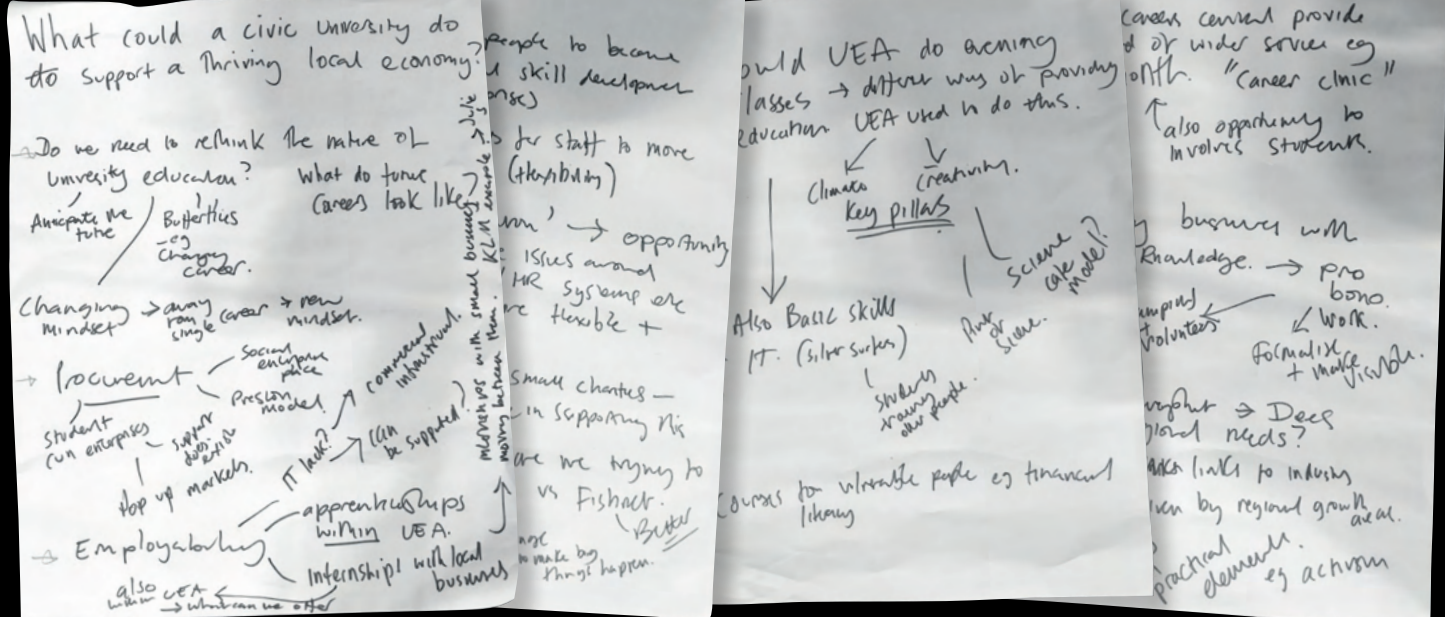
“Different ways of providing education”

“Curriculum development”

“Classes covering the key pillars”

“Employability”

“Careers service”



CULTURE, SUSTAINABILITY AND WELLBEING

“Wellbeing as a social movement”

“How can everyone live healthy and sustainable lives?”

“Changes we can make to avoid the climate crisis”

“Initiating community projects”

**“Helping to enrich the local
cultural sector”**

From the 95% rule to wellbeing as a social movement

The 95% rule in palliative care is that only 5% of a dying persons time is spent with clinicians. What happens the other 95% of the time? How could a civic university help meaningful end of life support in East Anglia.

Wellbeing is a social movement and should sit with arts and creatives as well as healthcare professionals. There were questions about UEA as an institution becoming more civically involved in local wellbeing efforts: is the whole of the institution on board and does it trust the community to collaborate?

While the conversation started focusing on the 95% rule, it quickly opened out. What specific activities could UEA engage with to improve the wellbeing scene in Norwich?

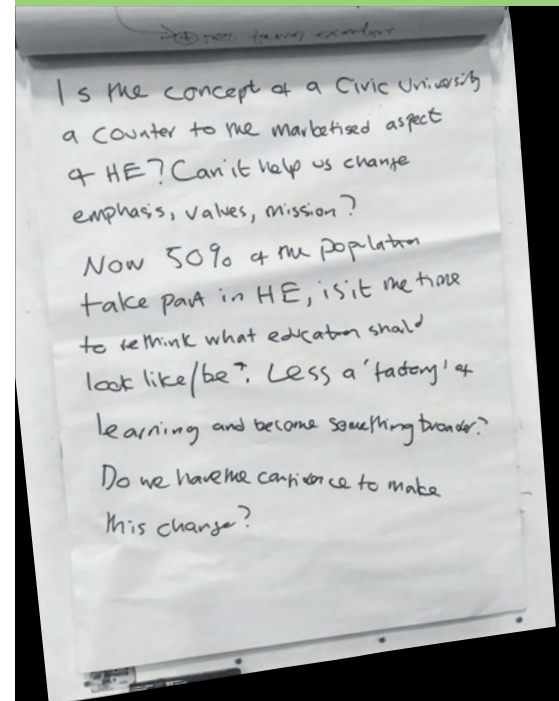
Suggestions were as follows:

- Having wellbeing highlighted as important in the arts scene
- Open student society memberships so all can get involved
- Having UEA develop a policy for volunteering
- Having a neighbourhood support scheme
- Support mutual aid
- Create foundations for close-knit community groups
- Provide community lectures and seminars, and set up coordination hubs that help the community collaborate with UEA.



Mind maps were used to note down ideas

“Is it time to rethink what education should look like?”



How can everyone live healthy and sustainable lives?

It is clear there is a need for a positive health infrastructure to support individuals within the local community.

A healthy and sustainable lifestyle can be seen as elitist, especially considering the language often used around the subject – it can be critical of how some people live or suggest activities that time-poor people can struggle to integrate into their lives.

Systems need to be in place to improve access for all as health is, in fact, a social justice issue. Would UEA be able to facilitate

community hubs to improve the accessibility rates of these kinds of services? The feel of these hubs would not be patronising but encourage voices to be heard and diversity to be celebrated.

UEA has much staff and student expertise to offer to an initiative such as this e.g. sustainability experts. How do we transfer this knowledge held within UEA to the wider community? Our campus isn't always the

most accessible for the local community, but making services available on campus such as vegetable box pickup hubs for Norwich FarmShare, could widen accessibility rates for the public and students.

These examples would potentially help improve knowledge of healthy and sustainable cooking in our local area, which in turn would benefit local health and wellbeing.

Making services on campus such as veg box and making campus a pickup hub for Norwich FarmShare could widen accessibility rates.

We should facilitate a climate of equal partnership and listen to and understand the expertise of those groups we currently partner with. Those at UEA should not assume they have the monopoly on expertise. UEA should also acknowledge and mitigate against a project-based approach where funding ends and UEA simply walks away from communities.



Incredible Edibles community project

There are many benefits of local community projects such as Incredible Edibles.

The university should support important initiatives such as promoting dialogue around sustainable growing and eating; it could also help to create opportunities for conversations about this topic and build bridges between research relevant to such projects and the potential impact of that research locally.

It would be helpful if UEA assisted in pulling community initiatives together, perhaps providing expertise and utilities for projects such as Incredible Edibles. Connecting science, art, nutrition, horticulture and creating community growing sites on unused land is an example of a helpful action that might enable this.



UEA could promote dialogue around sustainable growing and eating.

How can UEA help produce and enrich an economically successful cultural sector?

The main idea that arose from this discussion was to connect UEA students with Norwich's cultural sector.

The reasoning for this approach is that currently Norwich isn't known to be multicultural, whereas UEA is. We spoke about how organisations such as the Sistema Group could benefit from having UEA students from BAME backgrounds connect with other locals from BAME backgrounds. We then moved on to how UEA could help facilitate these links between students and local organisations.

Could UEA do more to increase the profile of arts in Norwich? One of the ideas which arose from this question was UEA offering residential summer schools focusing on the arts.

We then started discussing potential problems with this approach. For example Norwich doesn't have an inviting infrastructure: it's difficult to travel here and the accommodation isn't very well located for travel to UEA and Norwich's other surrounding arts/cultural centres. It was also discussed whether Norwich seems to have an issue with promoting itself, for example whether locals are aware of what the Sainsbury Centre has to offer (could UEA and Sainsbury Centre learn from NUA in the way they promote themselves?) and nationally Norwich isn't recognised for its arts and cultural sectors. Can we work to change this?



The Sainsbury Centre – could UEA do more to increase the profile of arts in Norwich?

DIVERSITY, INCLUSIVITY AND IDENTITY

“What about those who haven’t felt included in education so far?”

“Supporting the community with all levels of lifelong learning”

“Positive masculinity and wellbeing in the community”

“Playfulness: helping people play and imagine”

“A better-connected university – how can we make everyone feel validated?”

“Getting the marginalised involved in conversations”



What could a civic university mean for those who feel education isn't for them – who haven't felt included in education so far?

What impact will COVID have on educational attainment in the long-term? It is important to consider the impact of this and why university education can be deemed as more valuable than apprenticeships or practical experience, despite this being an elitist point of view.

How can we celebrate vocational education more strongly, so that there isn't a noticeable distinction between respect for certain types of achievements? All post-school destinations should be celebrated.

Defining education from a civic perspective would be a good place to start: why do we consider some people are not an ideal fit for higher education? Is education daily learning or inherent knowledge, and is experimental and creative learning still considered as valuable learning? Let's question why we separate the study of maths, English and science both in school and at university level.

Holding more events in the city centre could tackle the elitist stance of higher education. Protests about things that matter to the local community can be boosted through UEA's connectivity to local businesses.

There is an issue with the way UEA promotes events and initiatives within Norwich; it doesn't always reach effectively into local communities. Support is provided by UEA to the local community, but it can seem uncoordinated, and UEA volunteers can be inconsistent due to competing demands on their time i.e. during exam time.



Mind maps were used to note down ideas

"Could build a community offer"

"Collaborate"

What could a Civic University mean for those who feel education isn't for them - that haven't felt included in education so far. All ages.

- could convene/build community offer.
- Concern especially for disadvantaged children impacted by Covid - missing learning
- gender imbalance in young people accessing Technology
- UEA offers - after school support club but not just about educational institutions - collaborate
- Internships/work experience opportunities (not just about business)
- When students hold nights on campus - could link the discussion to held after
- Coaching - youth coaching as a route into learning
- Learning or broad experience.

How can a civic university support a community of learners work with all levels of lifelong learning?

This group discussed the ways in which a civic university can support a community of learners and work with all levels of learning in a lifelong way.

There is already outreach provided by the university, but it needs to be more continuous. Fees for access to these services are a barrier, but so are other factors like commuting and having the time to study. Perhaps it would be good for UEA and UEA students to make more of an effort to go out into the community e.g. do public lectures.

It is also a problem that a lot of graduates, due to lack of available funds or positions, don't end up in a job related to their degree. To tackle this issue, could the university offer some additional 'follow up' teaching related specifically to careers in that degree?

It is important that the students have skills, but also important they truly understand the impact they can have on their local community.

Being involved in schools would also be beneficial, but schools in Norwich are short on time and funding. Setting up support systems for these schools, such as youth groups, might be a really useful benefit to local schools.



How could a civic university support positive masculinity and activate wellbeing within/across Norwich's communities?

This group discussed the spectrum of masculinity from the toxic end to the positive end.

Positive masculinity is defined as understanding and talking about men's emotions but also understanding and respecting women's emotions. Emotions are key to understanding masculinity; assertiveness can be mistaken for aggression in men, confidence mistaken for anger etc. Terminology is very important when describing men's emotions, and phrases such as 'mummy's boy' can be very damaging. However, men also limit themselves by not listening to women. We need to democratise and recolonise conversations we're having about this subject to enrich knowledge.

In context of university, people and their emotions are extremely important. People are encouraged to adapt to university, but perhaps the university should be 'people-shaped'. White working-class

men are the least likely to attend university and this must be recognised. Similarly, the rate of male suicide must be acknowledged.

How do we provide education for those who might not normally access it then? Could we come up with a local currency, such as those who work locally being rewarded with university tuition hours? Lifelong

learning will be pushed into universities from 2021, but this will be open to interpretation. Those who are in a good place should be kept there and healthy minds should be invested in. To ensure trust in this exercise, the work from 'listening sessions' like today must be followed up and taken seriously.



How can a civic university help to promote positive masculinity and attitudes around wellbeing in Norwich?

This group discussed the possibilities of UEA getting involved in local activism regarding the promotion of positive masculinity.

UEA has already done things such as the Movember campaign and producing the play *How's Your Father*, but how can we raise awareness and money to address this issue and to close the divide between student and wider society attitudes to 'positive masculinity'?

Firstly, the group's definition of positive masculinity is as follows: "promoting positive attitudes towards mental health and giving

men more of a choice in what they do from a young age, not forcing them down a 'masculine' path. This could also mean changing attitudes about what it means to be a man, taking out violence as a necessity of 'proving yourself', thus helping to sever links to gang violence."

So, what things could be done by UEA to help? Implementing the idea of positive masculinity in education is a big one, as

well as providing support men. It has also been noted that the closing down of community centres all around the country since austerity measures were adopted has led to further isolation and rises in gang violence. Can UEA provide community spaces for groups to meet and therefore reduce these negative effects? It would also be useful if UEA was more involved with local charities.

UEA student Toby Bennett and his therapy dog Ice show how a civic university can promote positive masculinity and wellbeing.



Lively events like the
Norwich Science Festival
help people engage,
particularly children.

How can a civic university be playful, and help people play and imagine?

**Many of the topics
discussed today have been
serious and important, but
a civic university should
also be playful and fun.**

Universities are place of
knowledge and imagination,
but they also have a reputation
for being stuffy, dry and fusty.
By being more fun, they would
become more welcoming.

Putting on events that people
find exciting and connect
to their everyday interests
would help people engage,
particularly children.

How can a civic university promote equality and diversity?

Systematic change is needed within UEA in order to promote equality, diversity and multiculturalism.

Actions can be taken to do this. There should be more events held at or run by UEA celebrating many cultures which could be organised by collaboration with the local community. It would also be wise to assess who is helping to run these events to make sure they are truly representative. This could be a potential role in itself: community engagement officer, whose job is to identify communities and how to engage/make an impact within them.

It would also be good to establish safe spaces on campus for both university members and local people, but these

don't need to be *just* on campus. Positive events and gatherings can lead to more important conversations, such as the Sainsbury Centre's family craft days which lead to conversations on the art and culture behind them.

Several factors are vital to the success of this idea: active engagement and active listening; general desire to make change; changes in organisational structure to ensure action; including the wider community in these conversations; active support from the university for students from marginalised groups and intersectional identities;

better representation and better internal communication. These factors highlight the key challenges of communication and providing space to engage.

Some ideas for such events might be university focused events held in the city (not just on campus) such as creating safe spaces in the city, bringing people to UEA through diverse events, connecting with local businesses and continuing this support for the long-term.

Would a better-connected university help stop students being othered? Can we make everyone feel validated?

There is a disconnect between the university and the city. Due to the location of UEA, there is a divide between the students and the local community, especially first year students. As NUA is in the centre of the city, it might be worth figuring out what they're doing to engage students in their local area, and if there's anything we could learn from them.

It is important to ask what would minimise this divide. Improving public transport links, volunteering to aid the local community, a university pop up in town encouraging the community to connect with the university and active learning spaces in town could help to lessen this divide. At the very least, it would make the city and students seem less scary for both parties.

How can UEA also make diversity more of a priority when integrating its students with the local community? And could a civic university help to dispel student stereotypes?

Some action points UEA could take forward include:

- Journalistic links between the University and City
- Creation of a community hub page on the Students' Union website
- Including events in Norwich during fresher's week
- Volunteering opportunities being raised more clearly to students
- A good neighbour's scheme to encourage collaboration between students and the community and encouraging businesses to collaborate with students.

What is stopping connection from happening more easily? Perhaps student nights held on campus discourage mingling with local people as well as the institution being far away from the centre. Could the university come up with more participatory modules which include community engagement, as well as allowing the community to join certain lecture series?

To help service this, UEA needs to reach out both to students and the local community and gather unheard and unasked for opinions.

How do we get the more marginalised of society involved in conversations like this?

As with many communities, there are marginalised parts of our local community. How do we get them involved in conversations like these? Would today's agenda have looked different if we had more marginalised communities present? The answer is almost definitely yes.

By simply making facilities available to these groups outside of UEA who felt they might be useful could be better than coming up with our own agendas for them, which we might get wrong as we struggle to see things from their perspective. We shouldn't try to impose agendas on groups that we don't understand, and instead should identify and listen to these groups.

How do we approach these groups effectively? Can UEA's outreach service do this, and how can we optimise access to opportunities we might provide once these groups have been identified? It's also worth questioning where we hold these

events and what they would be. Maybe holding them in the city might mean they are more widely accessible rather than having them on campus.

There are certain things that we must be wary of when pursuing engagement from marginalised groups. We must be careful to avoid stereotypes, celebrate commonality whilst respecting differences, connect to them in a way that makes them feel comfortable and supported and acknowledge that our ideas of issues might not align with theirs. Do marginalised groups even consider UEA to be useful and welcoming to them? How can we present the university as a space for change?

Emphasis could also be placed on written communication, so that people don't feel confronted or shy when raising their ideas. We want to make sure diverse people become civically engaged with UEA and that we can build trust with these groups in order to create mutually beneficial relationships. We must expand the campus bubble to do this, collaborating with local institutions such as NUA to create safe spaces for these groups.



A concluding thought
to the day:

**UEA needs to make a long-term
commitment to the project
and that civic action is only
meaningful if it is about long-term
partnerships and outlooks.**

**Find out more
about CivicUEA:**

www.uea.ac.uk/civic
or email civic.university@uea.ac.uk

