

# Action Plan for Public Engagement with Research

## 1. Introduction

The University has considerable strengths and a demonstrated commitment to public engagement, evidenced by the wealth of submissions and the strengths of the shortlisted projects in the annual Research Engagement and Impact Awards, recognised by the National Coordinating Committee for Public Engagement, and acknowledged in UKRI's 2021 audit of research activity.<sup>1</sup>

This action plan sets out how the University intends to support and develop public engagement with research (PER) as a strategic activity that will support the Research and Innovation Strategy (2019) and the new Impact Strategy (2022) and our commitment to developing a positive and outward-facing research culture. Public engagement with research also has a key role in supporting the University's Strategic Plan (2020-26), notably the principles of *Engagement, Sustainability* and *Academic Excellence*, reinforcing our profile as a research-intensive university.

Overarching objectives for our public engagement with research have been agreed, which are to:

- 1) Increase visibility and impact of the University's research
- 2) Increase involvement of the public in the research process, as appropriate, to support transparency, trust and mutual learning
- 3) Increase public understanding of research and the profile of research and the scientific method of inquiry and interpretation
- 4) Complement wider efforts to develop an open and transparent research culture
- 5) Contribute to building sustained partnerships and networks in order to engage in meaningful dialogue and collaboration.

## 2. Background

As a preparatory step, a longer background paper was written to summarise the internal context and our thinking to date. This paper was submitted to UCRIFE in February 2022, with key points summarised here.

### **2.1. NCCPE survey of public engagement at Reading (2019)**

A survey of staff involved in PER was undertaken by the NCCPE in 2018/19, with 198 responses. Although some time has elapsed since then, the findings and recommendations bear repetition, especially since follow-up activity was paused due to lockdown and consequent constraints.

The picture presented by the NCCPE survey was one of an institution in the early stages of the development of its support for public engagement. Using the EDGE tool assessments, the NCCPE rated the University as 'developing' across the board, with some clear areas of strength and potential. Primarily this lies in the level of commitment to this agenda among staff and students, and the broad and varied examples of public engagement practice taking place across the University.

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<sup>1</sup> "Returns from the University of Reading pertaining to public engagement with research are very positive. The University has made a purposeful, well-articulated commitment to public engagement which is resulting in significant benefits for its staff and the communities with which it engages."

There were, however, a number of key barriers that were consistently mentioned and which are closely related to one another, in particular time, reward and recognition, and funding, which seem to be symptomatic of a sense that public engagement is not prioritised at the University.

Five key recommendations were made by the NCCPE team. Some progress has been made toward them in the interim, and this Plan sets out activities we will undertake to address them further:

- a) Communicating meaning and value
- b) Visible leadership of the agenda
- c) Streamlining and signposting of support
- d) Link reward and recognition to workload allocation and resourcing
- e) Support for staff, students and publics to get involved.

## **2.2. Feedback from UKRI on approach to PER (2021)**

Useful feedback on our approach to PER was given following the three-yearly audit of research activity undertaken by UKRI (May 2021). This was based on a self-assessment questionnaire, and much of the response was taken from or further developed from the KEF submission (Oct 2020).

In many respects, the comments from UKRI echo those of NCCPE. In particular it recommended that we should:

- a) Embed PER within the University's research strategy and governance
- b) Embed PER within our promotions criteria and workload modelling, and track the extent to which PER is utilised in assessing cases for promotion.
- c) Develop our training offer, including through external delivery and also for the professional services staff who support researchers in their PER activity
- d) Consolidate the learning from the significant body of work happening across the University to further strengthen the commitment to delivering impactful research that benefits a wide range of people and communities.

## **2.3 KEF self-assessment**

The 2020 pilot edition of the Knowledge Exchange Framework acknowledged the difficulties of collecting and comparing quantitative data on public engagement and therefore a self-assessment framework was developed, based on the NCCPE's EDGE evaluation tool. A decision was taken by the team responsible for the KEF submission, in agreement with UEB, to make an honest assessment of our strengths and weaknesses, in the knowledge that it would be possible to demonstrate progress in future years, particularly once an action plan was in place.

The assessment highlighted the need for better understanding of our external audiences and how and why they want to engage with the University (also mentioned in the NCCPE evaluation). This will be critical if we are to develop a more meaningful mutual forms of engagement, as recommended in the UKRI audit.

## **2.4 Survey of comparators**

As was intended, the KEF has also provided a useful benchmark to review our public engagement with that of other universities. The KEF submissions of 8 other HEIs were reviewed, particularly to understand how public, community and civic engagement were defined and how support was resourced (see Appendix 1). The HEIs selected are mainly from Reading's comparators within the KEF Cluster X of 'Large, high research intensive and broad-discipline universities undertaking a significant amount of excellent research'.

Follow-up conversations were also held with their engagement teams. This demonstrated that most universities are facing similar issues and challenges to Reading, and that those with a more strongly

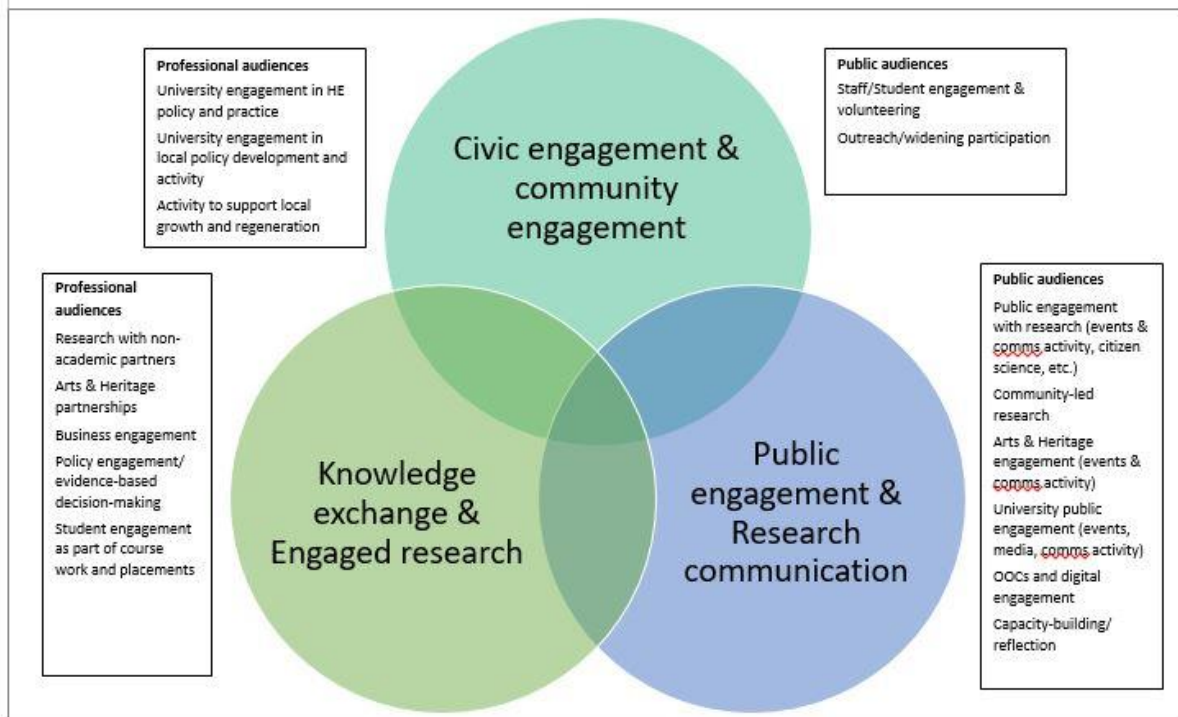
developed approach have a strong strategy in place to support the University role in place-making and as a civic actor; and also received UKRI [Research England] funding over the last ten years as part of UKRI’s early programme of support for public engagement.

### 2.5 Definitions

The conflation in the KEF of community and public engagement with research clearly demonstrated the overlapping nature of these activities and relationships. Conversations with other HEIs indicate that they also struggle with these blurred boundaries – the drivers for civic/community engagement and research engagement are different and should not be conflated. To address this, we have mapped the University’s activity across civic, community and public engagement with research to assist in outlining the differences and understanding the intersections (see Appendix 2).

One of the key differences we see is between professional audiences where we interact in the main with organisations, and public audiences we interact with, in the main, as individuals or members of groups. A second key difference is that community engagement takes place in areas that are local to the University, while public engagement and engaged research can involve audiences who are local to the place of research (wherever that may be), or at regional, national and international levels.

**Figure 1. Boundaries and intersections between types of activity and audiences**



The definitions we have developed through consultation and discussion are that:

**Community engagement:** is the University's work to build long-term relationships and sustainable outcomes in the local area (Reading and Berkshire). It is enabled through our position as an anchor institution contributing to the local economy and local policy development (e.g. the skills and growth agenda, sustainability etc.). It is underpinned by our desire to be a 'good neighbour', providing expertise and social support to local communities (e.g. staff and student volunteering, outreach and widening participation).

**Public engagement:** is our commitment to engaging different publics with our research findings and in our research processes through communication, consultation and collaboration, to strengthen trust in research inquiry and interpretation, to enhance the relevance and impact of our research, and to develop an inclusive and engaged research culture.

**Knowledge exchange:** is a collaborative, creative endeavour that translates knowledge and research and facilitates a two-way exchange with stakeholders beyond the University. It includes a set of activities, processes and skills that enable close collaboration between universities and partner organisations to deliver commercial, environmental, cultural and place-based benefits, opportunities for students, and increased prosperity. [Definition adapted from the Knowledge Exchange Concordat]

### 3. Benefits of Public Engagement with Research

Our experience demonstrates that public engagement can lead to significant benefits for everyone involved. The benefits of sharing our work with wider audiences include to:

- Inspire people with our research, stimulate curiosity and generate fresh insights into research challenges
- Increase public understanding of research and awareness of the outputs and outcomes of research
- Increase trust in research – and increase trust and appreciation of universities
- Improve research quality through drawing in new ideas and insights and challenging our thinking
- Give researchers a better understanding of how people understand science, and new insights that can feed back into research and teaching
- Foster openness, transparency and accountability about our research (and research funding)
- Help researchers to learn from working with other people and develop transferable skills
- Support researchers to live their values, sharing their passion for their work and demonstrating the University's commitment to public good/social benefit
- Increase the visibility of the research and the research team
- Increase responsiveness of research to societal needs
- Achieve or demonstrate greater impact as an outcome of public engagement.

### 4. Aims and objectives

It is proposed that there should be three priority areas of focus, which are mutually reinforcing and can act as guiding principles for all we do:

- ***Build partnerships and long-term relationships:*** A better understanding of our stakeholders, how they want to engage with us, and the experience and expertise they bring to joint activity, would strengthen our efforts to develop real and genuine relationships and embed engaged research as part of the impact strategy. It would also support the principal that engagement is about *mutual benefit* – and over time would enable us to explore equity and justice and the ethics and power relations of partnership with non-academic organisations in more depth (as currently discussed in the Engaging Environments programme, for example).

- **Placemaking:** Creating a positive sense of place is inherent in the University's role as an anchor institution in the region, involves both economic and social geographies and is created by people and communities. Engaging communities is an aim of the AHRC impact accelerator (within its heritage theme), and challenging inequality of place is a theme of the ESRC accelerator. It links to the theme of empowering local communities which is a core part of the community-based research pilot we are running with the British Science Association.
- **Becoming and being a trusted source:** The stated aim of our research strategy is to address twenty-first century challenges. We live in uncertain times and multiple intersecting challenges have the potential to become global crises. Addressing future public concerns and creating the conditions for change will require concerted effort to listen to local communities and organisations, including those whose voices are frequently marginalised in public debate, and to build a sense of shared endeavour by making research relevant and the knowledge gained accessible to all.

### **Objectives**

Overarching objectives for our public engagement with research have been agreed, which are to:

- 1) Increase visibility and impact of the University's research
- 2) Increase involvement of the public in the research process, as appropriate, to support transparency, trust and mutual learning
- 3) Increase public understanding of research and the profile of science and the scientific method of inquiry and interpretation
- 4) Complement wider efforts to develop an open and transparent research culture
- 5) Contribute to building sustained partnerships and networks in order to engage in meaningful dialogue and collaboration.

### **Priority activities**

In the implementation of this plan we will:

- Wherever possible learn from good/best practice elsewhere, via our networks, with tailoring to the University context
- Not be fully prescriptive from the outset, allowing responsiveness to progress, new ideas and needs expressed by researchers, professional services staff, and our partners.

The above analysis, and conversations with Reading researchers and public engagement professionals in other institutions, all indicate that there are some key areas that we need to address as part of this implementation plan:

- a) **Make more of what we do:** move from the current ad hoc activity by individual researchers to develop a more coherent approach underpinned by best practice and mutual learning. This will create a critical mass of public engagement that is more visible and easy for external stakeholders to access and engage with. Building long-term approaches will also reduce pressure on individual researchers. [Addresses PER objective 1]
- b) **Foster behaviours and enable activity development:** developing a broader training offer for staff, including a 'PER 101' introductory course (possibly online), a series of other focused workshops, and advice surgeries. Seed-funding will enable a cohort of researchers each year to receive training and practical support with activity development and will encourage peer learning and best practice to be shared. We will continue to offer introductory training for PhD students (provided via the Graduate School) with opportunities to be involved in seed-funded PER activities. In particular, we can learn from existing expertise in participatory

action research and community-led research and from the Engaging Environments programme and the UKRI/BSA Community Research Pilot. [Addresses PER objective 3 and 5]

- c) **Develop trust and mutual benefit:** encouraging repeat or sustained activity with an audience or stakeholder group rather than one-off ad hoc activities would help to develop stakeholder capacity to engage with the University as well as researchers' insights and learning from this engagement. This would support the longer-term development of mutual trust, and, over time, shift the dynamics of relationships. [Addresses PER objective 2 and 5]
- d) **Address workload management:** there are two aspects to this – the allocation of time for engagement activities which varies across Schools and Departments, and the sense of fairness and equity (or otherwise) that this causes. This will in part be addressed by the work of the Expectations and Workloads Pathway of the University's Strategic Foundation Programme, supported by current work on developing a positive research culture, and the implementation of our Impact Strategy. [Addresses PER objective 4]

There follows a suggested programme of activity, although current resourcing levels, without dedicated staff, will limit how much can be achieved how quickly.

#### **Make more of what we do**

Year 1 (2022-23)

- Build on existing resources to develop a library of case studies of engagement and outcomes
- Document and build case studies of methods and best practice
- Review and revise University internal awards
- Review attendance and support for national engagement festivals (e.g. British Academy showcase; Pint of Science, etc.)
- Build links to PER professionals/communities in other universities for mutual learning.

Year 2 (2023-24)

- Raise profile by encouraging presentations at NCCPE or other similar conference
- Raise profile by submitting researchers to Research Council impact awards

Year 3 (2024-25)

- Aim for improvement in KEF assessment
- Submit to NCCPE Watermark Scheme

#### **Foster behaviours and enable activity development**

Year 1 (2022-23)

- Recruit PER Officer and Academic Champion
- Set up Teams group for information-sharing and online resources
- Reintroduce termly PER network meetings for peer learning and support. Start to integrate learning from existing expertise in participatory action research and community-based research and Engaging Environments programme
- Develop PER 101 course
- Survey training needs and scope external provision for more in-depth modular course (e.g. introduction, planning activities, consulting with communities, EDI awareness, evaluation)
- Continue to offer introductory training for PhD students via the Graduate School; develop ideas for further PGR engagement with PER once the Academic Champion is appointed

Year 2 (2023-24)

- Introduce programme of seed-funding linked to training for a Cohort #1 of c.12 researchers to develop activity with longer-term potential
- Develop links to Digital Humanities activity to grow capability and capacity in using digital approaches for engagement, supporting both culture-change and providing technical training

- *Resource permitting*: Build on lessons from the pandemic lockdowns, consult and develop guidance for digital engagement – particularly activities that can work online with non-academic audiences (we are already further advanced in this area than other universities)
- Year 3 (2024-25)
- Seed-funding linked to training for a Cohort #2 of c.12 researchers to develop activity with longer-term potential
  - Continued development of Cohort #1 (with possible further funding if appropriate). Aim will be to develop approaches that can be included in external funding applications in due course

**Develop trust and mutual benefit**

Year 1 (2022-23)

- Develop activity through the BSA-funded pilot for community-led research in Reading and Slough, which will involve c.10 early career researchers (PhD students and post-docs) working with 5 community groups and local voluntary organisations
- Develop University interaction with Engaging Environments programme and share learning internally
- Use both community-led research and Engaging Environments as internal case studies of learning and best practice

Year 2 (2023-24)

- Cohort #1 and Cohort #2 from training programmes developing partnerships and learning with stakeholders
- Support further interaction with Reading Borough Council and local communities through participatory action research
- [TBC] Work with researchers in GES (supported by KTC) to develop toolkit to support ongoing community engagement (and replication)
- [TBC] Develop approaches for work with Royal Berkshire Hospital and other public-facing partnerships (through HIP and ongoing research projects) to support local engagement aims

Year 3 (2024-25)

- [TBC] Work towards a centre of excellence on community-led research

**Address workload management and recognition<sup>2</sup>**

Year 1 (2022-23)

- Consult with researchers about implementation plan and publicise support available and new approaches (once resources agreed)
- Establish steering group to oversee and assist with implementation of this plan
- Confirm leadership and governance roles within senior management
- Review Research Engagement and Impact awards processes and use celebration event to promote engagement activity and best practice

Year 2 (2023-24)

- Review criteria for probations, promotions and personal titles processes to ensure that engagement and impact recognised and valued
- Ensure engagement and impact considered as part of ongoing discussions about research culture – especially at School/Department level
- Steering group to consider oversight and overlap between public engagement and KE/HEIF/Strategic projects funding [*not exactly sure how this looks, but am aware we need to think about it*]

Year 3 (2024-25)

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<sup>2</sup> This will take time and effort. We need to consider whether to introduce the role of champions (or similar), or not. Many other universities have champions or Fellows embedded in faculties – but most that do are much larger, with larger pool of staff/volunteers to call on. This may be something for the PER network to discuss and agree.

- Work with RES to develop avenues for external funding for PER (using Cohort #1 and Cohort #2 of funded projects as test cases)

## **5. Evaluation and learning**

As part of the training programme, we will develop methods and guidance to help researchers review and learn from their activity and planning (drawing as appropriate on external and/or existing resource).

This will involve a mix of quantitative and qualitative measures, including

- Feedback from participants and their willingness to continue, repeat or broaden activity
- Requests to share learning with others (universities, communities, local government, etc.)
- Funding received or renewed
- Participation by students.

These are measures that could also be adapted to review this plan. We will review progress annually and will work with the Impact Team to align to evaluation of the Impact Strategy across the piece.

## **6. Consultation**

It is suggested that this draft plan should be shared with a wider group of researchers and professional services staff, plus one or two critical friends, for comment. Timeframe to be discussed.

## **7. Infrastructure and support**

As noted in the NCCPE report, there is no dedicated professional services resource for PER and support is fragmented. Advice and guidance are available from the Events Team, the Impact Team, and Research Communications and Engagement Team (plus support for schools engagement is available from the Student Recruitment and Outreach Team in GRA). Community engagement is supported by Corporate Communications with a team of student ambassadors (resourcing currently under discussion).

To achieve a step change in activity, approach and profile, extra resource is needed (oversight could be provided by the Head of Research Communications). A suggested budget would include:

- an Academic Champion (0.2 FTE) to provide academic leadership to support high-quality and innovative public engagement as an integral part of research culture and practice.
- a Grade 6 PER officer to coordinate PER Network, oversee call for seed-funding and cohort training, provide one-on-one support/advice surgeries etc.
- seed-funding for 12 small projects in Year 1, 2 and 3; plus 4 larger projects in Year 2; plus 2 large projects in Year 3
- Training provision for development of 4 online modules (Year 1), plus 2-day workshop for up to 12 people (Year 2 and Year 2)
- conference fund for 4 staff (3 academic, 1 professional services staff) to attend 2 conferences per year.

*Caroline Knowles, Head of Research Communications & Engagement*

*12 October 2022; revised 29 November 2022; (diagram amended 8 Feb 2023)*



## Appendix 1. Comparator institutions: summary of institutional support

The 2020 KEF submissions from 8 comparator institutions were reviewed to gauge levels of staffing, funding, and how embedded public engagement is within institutional strategies and approaches. Five of these institutions were funded with HEFCE Beacon Institution funding (from 2008), as an NCCPE Catalyst Institution (2012-15) and/or RCUK Catalyst Seed fund monies (2018-20) and now have well-developed approaches, embedded within the University strategy.

### University of Bath (KEF cluster X)

<b>Strategy/ institutional approach</b>	The University's 50th anniversary in 2016/17 mobilised a real shift in our P&CE because it demonstrated a widespread interest in our research, teaching, and facilities from local residents and communities. In response to that event and sub-sequent listening exercises, building on existing department-led activities, and a change in leadership in 2018/19, we are now developing a coherent strategy to guide our P&CE reflecting the University's ambitions and responding to local needs.
<b>Staffing</b>	Public Engagement Unit = 3 staff (Head, Deputy Head, PE Officer). Plus network team across: Community Engagement, Research and Innovation Services, Edge Arts, Students Union, Sports Development and Recreation, Centre for Learning and Teaching, Development & Alumni Relations, Communications, Widening Participation, Corporate Engagement (=business engagement).
<b>History</b>	NCCPE Catalyst Institution 2012-15 – funded to establish dedicated support for PER

### University of Bristol (KEF cluster V)

<b>Strategy/ institutional approach</b>	Our strategy and approach to public engagement have evolved since our first vision in 2004, driving a culture of engagement within the University. The <b>Engaged University Strategy</b> gives a holistic view of how engagement beyond academia enriches our work, overseen by the Engaged University Steering Group (EUSG). Civic Engagement and Social Responsibility is a core pillar of the developing <i>University Strategy 2025</i> , reflecting our aspirations to become a global civic university and our commitment to a <b>Civic University Agreement</b> . The <b>Temple Quarter Enterprise Campus (TQEC)</b> will bring the University closer to areas in the city with relatively high levels of deprivation, and we are building partnerships and knowledge exchange with community stakeholders to meet local needs.
<b>Staffing</b>	Team of 5; plus 6 PE Associates in each faculty; plus 2 project officers for large projects
<b>History</b>	One of the first universities to set up a public engagement team and, in partnership with UWE, were instrumental in the creation of the NCCPE.

### University of Exeter (KEF cluster X)

<b>Strategy/ institutional approach</b>	Public and community engagement is central to the culture of research, impact and education at Exeter, and has been the subject of renewed strategic leadership during the past three years. P&CE cuts across the main institutional (Research& Impact; Education; Global) and supporting strategies, gaining greater status since 2018 in separate strategic initiatives. A Public Engagement Strategic Advisory Group (established 2017), oversees a <b>Public Engagement with Research strategy and implementation plan (2019)</b> . PEG aligns with the work of our <u>Community Engagement Strategy (2018-2020)</u> , our Civic University Agreement working group (active in 2018/19), Regional Strategy Group and CUAs with Exeter, Devon and Cornwall. Our new Regional Engagement Strategy, currently in consultation phase will be launched in 2021, drawing these different strands of activity together and enhancing our community-centred approach.
<b>Staffing</b>	Dedicated P&CE support has increased to 5.0 FTE across a matrix structure, with central support staff working with experts across our PS and academic divisions. Plus 5 Research Engagement/ Impact Fellows across Humanities; Engineering; Medicine & Health.
<b>History</b>	NCCPE Catalyst Institution 2012-15 – funded to establish dedicated support for PER

### Queen Mary University London (KEF cluster V)

<b>Strategy</b>	<p>Our commitment to public engagement is embedded in our <u>Strategy 2030</u>, with a mission to “...generate new knowledge, challenge existing knowledge, and engage locally, nationally and internationally to create a better world.” This strategy was informed by dedicated roundtable events on public and community engagement and prominently features examples of excellent engaged research and teaching, including the internationally acclaimed People’s Palace Projects and the needs-led Legal Advice Centre. Building on this institutional strategy, PE is embedded in strategies across the University, <u>including Arts and Culture and Global Engagement</u> – with plans for public engagement to inform the Research, Enterprise and Impact strategies in development (see also the QMUL <u>Global Engagement Strategy 2019-22</u>).</p> <p>Since 2012, a dedicated Public Engagement Strategy has supported staff and students to develop engagement projects informed by purpose, engaging the most appropriate audience in high-quality and impactful ways. In recognition of this work we were the first university to be awarded the gold Watermark for Public Engagement in 2016. Following the launch of Strategy 2030 in 2019, a new Public Engagement Enabling Plan is now in development, based on consultations with staff, students and external stakeholders – this is due to launch in 2021.</p>
<b>Staffing</b>	<p>Engagement strategy is enabled through the <u>Centre for Public Engagement</u>, a dedicated team based in the Office of the Principal; four full-time permanent staff and an operational budget of £230,000</p>
<b>History</b>	<p>NCCPE Catalyst Institution 2012-15 – funded to establish dedicated support for PER</p>

### University of Newcastle (KEF Cluster V)

Strategy/ approach	<p>Our <b>Engagement and Place Strategy</b> is closely aligned with our other core strategies of Research, Education and Global that underpin our <b>Vision</b>. Extensive consultation was undertaken to develop this strategy involving workshops with the private, public, cultural and voluntary and community sectors to understand their needs and how the University could respond.</p> <p>Our Engagement and Place strategy takes a holistic view of engagement across six key areas: Economic benefit; Societal benefit (including the health and wellbeing of our place); The relationship between our local and global activities; Cultural benefit; Policy and practice; Access and participation.</p> <p>In terms of Governance, the Strategy is owned by the University Engagement and Place Committee (UEPC), which includes representatives from our three faculties and leads in each of the six themes. UEPC is a committee of Senate and the Engagement and Place Portfolio is led at Board level by our Dean of Engagement and Place. <b>A team of University-wide Deans</b> support the delivery of the Strategy and ensure that there is coordination on how we engage with wider society across our four core strategies.</p>
Staffing	<p>Support for engagement is provided across our three faculties with the central Engagement Team acting in a coordinating role.</p>
Funding	<p>The Engagement and Place Fund supports colleagues to deliver projects that enable the benefits of our research and teaching to be shared beyond the University. Our <b>Social Justice Fund</b> aims to develop successful relationships between the University and VCSE sector with a focus on social justice issues, successful applications are rooted in co-production, providing mutual benefit for both academics and communities.</p>

### University of Plymouth (KEF Cluster X)

Strategy/ approach	<p>Public and Community Engagement (PCE) is embedded across the University of Plymouth. We specialise in long term, embedded PCE, having strategic, equitable collaborations with local organisations. Working in partnership is a key strength and we prioritise working with groups who are marginalised or find it difficult to engage with mainstream services. PCE is firmly embedded in our strategy of delivering positive economic and societal outcomes which runs throughout our research areas from marine to dentistry. It engages both students and staff, while our academics recognise the benefits which public engagement brings both to society and their own research. We look to constantly improve our approach to PCE and are keen to integrate it with our work on our civic mission.</p> <p>Public and Community Engagement (PCE) is recognised within the <b>2030 strategy</b> which highlights our focus on '<i>Impacting economic and societal outcomes through strong and productive industrial and civic engagement</i>'. Our Research and Innovation Strategy promotes the importance of delivering impact and wider public engagement as part of our aim to 'make a difference in economic, social, and cultural terms'.</p>
Staffing / staff support	<p>Matrix model:</p> <ul style="list-style-type: none"> <li>• <b>Research Office</b> ensures PE is considered and costed in research proposals and is of the highest quality</li> <li>• <b>External Relations</b> promotes PCE via comms and submissions for external awards.</li> <li>• <b>Events team</b> runs an annual PE programme including a week-long <b>Research Festival</b>, to engage the public on subjects ranging from marine robotics to socially-engaged heritage projects with over 15,000 people attending the programme annually.</li> </ul> <p>In recognition of the need to develop PE work further, we have committed to appointing a full time Public Engagement Officer in 2020/2021. [<i>Grace Williams has recently moved from Exeter</i>]</p>
Funding	

### University of Southampton (KEF cluster V)

<b>Strategy/ institutional approach</b>	<p>Southampton's strategic approach to P&amp;CE developed out of local research with Southampton-based Training for Work in Communities. Subsequently, within RCUK Catalyst Seed Funded work, we developed and formalised a set of guiding Principles for P&amp;CE culture change, based on best practice and learning accrued by the NCCPE; and established a <b>Public Engagement with Research unit</b> (PERu). Endorsed by the Engaged University Steering Group (EUSG), which provides governance for all the P&amp;CE strands, the Principles focus on building capacity and quality, with targeted activity development.</p> <p>These Principles inform the composition and activities of PERu in its mission to inspire and support high quality public engagement across all disciplines. Originally hosted by a Faculty, PERu now sits alongside Public Policy/Southampton as a core strand of Research &amp; Innovation Services.</p>
<b>Staffing</b>	<p><b>Public Engagement with Research unit:</b> 10 staff, includes Civic University Lead and Senior Engagement Fellow; Community Development Worker; School-University Partnership Officer; plus 6 student interns</p>
<b>History</b>	<p>Within RCUK Catalyst Seed Funded work, we developed and formalised a set of guiding Principles for P&amp;CE culture change, based on best practice and learning accrued by NCCPE</p>

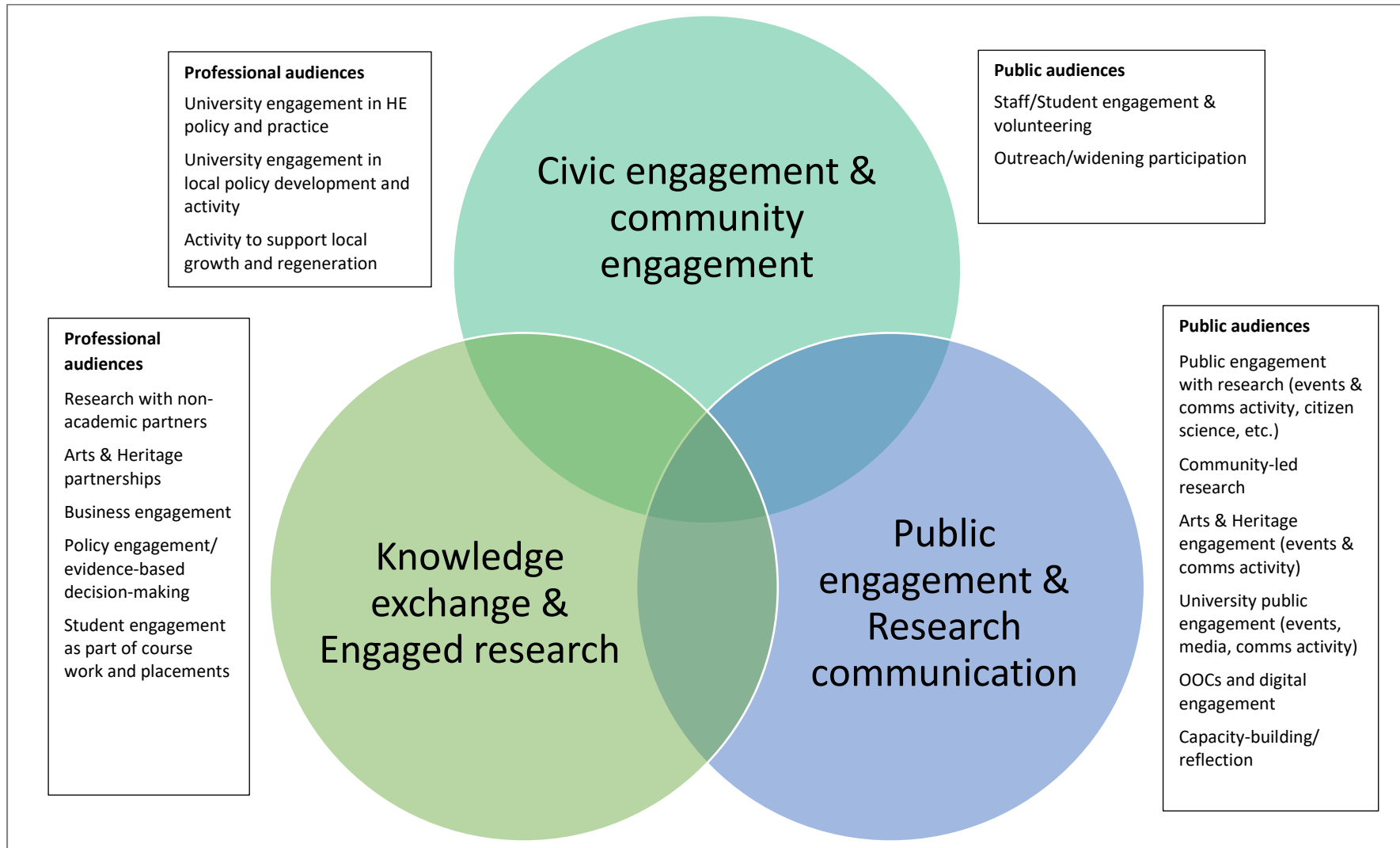
### University of Surrey (KEF Cluster X)

<b>Strategy/ institutional approach</b>	Engagement is fundamental to our institutional mission and success. The University is a <b>signatory</b> to the NCCPE manifesto and Concordat for Engaging the Public in Research. Engagement is explicit in the University's <b>2017-2022 Corporate Strategy</b> , embodied in our aim of becoming: <ul style="list-style-type: none"> <li>• A preferred partner for government, business, industry and other universities in creating technological solutions, digital transformation and policy innovation</li> <li>• An engaged and connected university which is the intellectual home for alumni, supporters, and the local community.</li> </ul>
<b>Staffing</b>	Public Engagement Manager, no other named staff – and matrix coordination with External Engagement (Events Teams); Communications & PR (Marketing; Social Media; External Comms Teams); Research & Innovation (Doctoral College; IAA Officers and Impact Officers).
<b>History</b>	No history of long-term engagement with UKRI or NCCPE on PER

### University of Reading (KEF Cluster X) (summarised for comparison)

<b>Strategy/ institutional approach</b>	The public and community engagement work of our staff and students underpins our commitment to being an engaged university – listening to, and working in partnership with local citizens, communities and institutions. Through meaningful interactions we aim to: <ul style="list-style-type: none"> <li>• <b>Build local engagement with research</b> – sharing learning and knowledge in ways that can inspire and encourage participation, raising aspiration and empowering people of all ages and backgrounds to fulfil their potential.</li> <li>• <b>Use our research to address local and global issues</b> – informing changes in thinking, policy and practice and to ensure our research brings benefits to all.</li> <li>• <b>Interact and collaborate with our local community</b> – developing strong, respectful relationships and projects, particularly on issues of inequality, health and sustainability.</li> </ul>
<b>Staffing</b>	Matrix model: Estimate approx. 1 FTE spread across all teams/activities.
<b>History</b>	<ul style="list-style-type: none"> <li>• No previous institutional engagement with UKRI</li> <li>• Lead role in NERC Open Up Science programme (Hilary Geoghegan, 2018-20) and Engaging Environments (2020-22)</li> <li>• Recent involvement in NERC PER advisory groups (Hilary Geoghegan; Jeremy LeLean)</li> </ul>
<b>Notes/ conclusions</b>	<ul style="list-style-type: none"> <li>• Staffing: estimate approx. 1 FTE spread across matrix team and all activities</li> <li>• Need to formalise approaches to learning and support</li> <li>• We should be making more of learning from Engaging Environments and museums partnership (for PER) and Whitley Researchers approaches (for CE)</li> <li>• Other successful universities have formalised local programmes for engagement</li> </ul>

**Appendix 2. The Engaged University: Mapping Community and Public Engagement**



### Mapping Community and Public Engagement<sup>3</sup>

COMMUNITY ENGAGEMENT / CIVIC UNIVERSITY				
Activity	Drivers <sup>4</sup>	Audience	Benefits for partner organisations	Examples
University engagement in national policy debates on education, HE policy and practice	Thought leadership Civic responsibility Reputation and profile	HE policy organisations National government Peer institutions	University expertise as a resource Access to University networks and partners	Representation on national committees (UUK, Athena Swan, British Academy, UKRI, etc.) Sharing best practice within sector – e.g. open research; teaching practice
University engagement in local debates, activity, policy development and with organisations in the local area	Enhanced and effective involvement (University strategy) Thought leadership (on e.g. sustainability agenda) Civic responsibility Cross-over to knowledge exchange/ public engagement (below)	Local government Local civic organisations Regional network/umbrella organisations (e.g. Local Enterprise Partnership, Chamber of Commerce) Public bodies affiliated with national government departments (e.g. Arts Council England, Historic England)	University expertise as a resource Mutual learning, mutual benefit, new ways of working Long-term relationship with University	VC and senior staff on boards of local organisations #WeAreReading – active work with Reading Borough Council to build relationship Sustainability partnership with Reading Football Club
University activity to support local growth and regeneration	Role as anchor institution in local area Thought leadership Civic responsibility	Local government Local civic organisations and businesses Regional network/ umbrella organisations (e.g. Local Enterprise Partnership, Chamber of Commerce)	Access to University as employer and customer University expertise as a resource Long-term relationship with University	Positive local employment and procurement practices Local investment and joint ventures (e.g. Cine Valley, Reading Enterprise Centre)

<sup>3</sup> By necessity, this analysis is quite top level and can only give a few examples of activity which is wide and varied. Case studies of our engagement work can be found on the [Engagement and Impact website](#).

<sup>4</sup> Two other drivers could be reputation/profile and impact, not included in most instances as they are not a primary driver but generated as a consequence of this work.

Staff and Student engagement/volunteering with local community groups [see also Outreach, below]	Sharing expertise Civic responsibility Personal development Employability and skills	Local community organisations	Resource (time, expertise, effort) to support organisation's aims Mutual learning, mutual benefit	Community engagement plan <sup>5</sup> (on hold) Community Champions RUSU Volunteering Programme
Outreach/widening participation activity in schools across local area and in target areas for student recruitment	Inspiring young people with research Widening participation Student recruitment	Access to research expertise and experience as resource for teaching Long-term relationship with University	Local schools	Reading Scholars programme University museum outreach (MERL/Reading Museums Partnership, Ure, Cole) Ad hoc local activity by researchers
<b>KNOWLEDGE EXCHANGE / ENGAGED RESEARCH</b>				
<b>Activity</b>	<b>Drivers</b>	<b>Audience</b>	<b>Benefits for partner organisations</b>	<b>Examples</b>
Research relationships with non-academic partners	Collaborative research/knowledge exchange Mutual learning/mutual benefit/new ways of working Professional partnerships	Professional groups and organisations Local, national, international Peer academics	Access to research expertise and experience (from inform to collaborate) Mutual learning, mutual benefit, new ways of working Opportunity to influence University research questions Reputational benefit of relationship with University Potential for joint fundraising	Health Innovation Partnership with Royal Berkshire Hospital HBS research with RBH GLOFAS engagement with FCDO and aid agencies Many and manifold (examples include: Astor 100; Maths as Storytelling; Ethical Reading, Reading International)
Arts and Heritage engagement for professional and public knowledge exchange	Knowledge exchange Professional partnerships Public engagement	Heritage sector professionals Trusts, charities, sector networks/ professional organisations	University expertise as a resource Mutual learning, mutual benefit, new ways of working	Partnership with British Museum NPO with MERL/Reading Museum

<sup>5</sup> One aim of the community engagement plan, as well as civic engagement, is liaison with local residents to address neighbourhood issues and improve community relations. This also involves collaborative work with Reading and Wokingham Borough Councils, the local Police and other agencies. Scaled back while new Community Engagement Manager recruited (spring/summer 2022).

		Museums public Peer academics	Reputational benefit of relationship with University Potential for joint fundraising	H&C collaboration with local museums and archives (UK and international) Creative Fellowships H&C collaboration with National Trust Collaboration with creative industries e.g. Creative Fellowships
Business engagement with individual enterprises and with networks	Research/knowledge exchange Contribution to local growth agenda Student placements (employability and skills)	Businesses and their staff Sector networks/ professional organisations Peer academics	University expertise as a resource Mutual learning, mutual benefit, new ways of working Reputational benefit of relationship with University Potential for joint fundraising	Various KTPs AI Hub Built Environment Hub EU.Protect Smart Energy research
Policy engagement by researchers to ensure that evidence and analysis can inform policy processes	Research/knowledge exchange Commitment to evidence-based policymaking Researchers' enthusiasm/ motivation to share their work to benefit others	International, national, local UK parliament and executive Local government Civic and professional networks/organisations NGOs and civil society Peer academics	Researcher knowledge and expertise Independent advice and evidence Mutual learning, mutual benefit	Many and manifold – e.g. Safeguarding Children (Rosa Freedman) Pollinator policy (Simon Potts and team) Staff on government advisory committees (Julie Lovegrove, Chris Collins, etc.)
Student engagement with local community groups, schools and businesses as part of course work and placements	Skills development and employability Personal development	Businesses and their staff	Resource (time and effort) to achieve organisation's aims Long-term relationship with University Mutual learning, mutual benefit	Work placements Agriculture research modules (Alice Mauchline) Participatory learning in GES



<b>PUBLIC ENGAGEMENT WITH RESEARCH AND RESEARCH COMMUNICATION</b>				
<b>Activity</b>	<b>Drivers</b>	<b>Audience</b>	<b>Benefits for individuals</b>	<b>Examples</b>
Public engagement with research (individuals and groups)	<p>Transparency and accountability (understanding research and value for money agendas)</p> <p>Researchers' enthusiasm/motivation to share their work to benefit others</p> <p>Mutual learning, mutual benefit, new ways of working</p> <p>Reputation and profile</p>	<p>Dependent on activity...</p> <p>Individuals interested in research topic</p> <p>Families and children</p>	<p>New knowledge and understanding</p> <p>Access to researcher knowledge and expertise</p> <p>Potential for different levels of engagement (from inspire/inform to collaborate)</p>	<p>Researcher-led engagement – either one-off activity or building long-term relationships (e.g. Urban Room and CQQOL; Reading 2050; Rainfall Rescue/citizen science; exhibitions and events)<sup>6</sup></p> <p>Community-led research as a methodology (e.g. Engaging Environments; BSA-funded science research pilot)</p> <p>Co-developed research with patient groups (e.g. Rachel McCrindle at RBH, Psychology Clinics, MERL activities with RBH on ageing etc.)</p>
Arts and Heritage engagement (events & comms activity)	<p>Mutual learning, mutual benefit, new ways of working</p> <p>Reputation and profile</p>	<p>Museums public</p> <p>Families and children</p> <p>Schools</p>	<p>New knowledge and understanding</p> <p>Access to researcher knowledge and expertise</p> <p>Inspire and inform</p>	<p>Participation in local festivals (e.g. Reading on Thames)</p> <p>MERL Lates</p>
University programme of public engagement (events & research comms activity)	<p>Transparency and accountability (understanding research and value for money agendas)</p> <p>Inspire and inform</p> <p>Mutual learning, mutual benefit, new ways of working</p> <p>Reputation and profile</p>	<p>Local audiences (often with a connection to University – e.g. alumni)</p>	<p>New knowledge and understanding</p> <p>Access to researcher knowledge and expertise</p> <p>Inspire and inform</p>	<p>Public lectures/events</p> <p>Participation in science festivals (Royal Society; Being Human, Swindon Science Festival, etc.)</p> <p>Student-led PER (e.g. Pint of Science)</p> <p>Media work</p>

<sup>6</sup> There is an important distinction here between engagement with the public as individuals and groups, and engagement with/through professional audiences and organisations (categorised here under knowledge exchange). The overlap is acknowledged as one of the 'messy boundaries' in this area.

				The Conversation and social media (e.g. Ask Me Anything) OOCs and other digital engagement
Co-created research with local community groups for local purposes/understanding	Cross-over to knowledge exchange/ public engagement (below) Civic responsibility	Local government Local civic organisations Local community organisations	Access to research expertise and experience Mutual learning, mutual benefit, new ways of working Potential for different levels of engagement (from inform to collaborate) Long-term relationship with University	Long-term engagement by many researchers with local organisations (e.g. Whitley Researchers, Participation Lab, Loddon Observatory, Oxford Road Histories) University Community Fund activity (£50,000) (e.g. air pollution citizen science in local schools)
<b>PUBLIC ENGAGEMENT CAPACITY BUILDING (WITH ACADEMIC AND NON-ACADEMIC PARTNERS)</b>				
<b>Activity</b>	<b>Drivers</b>	<b>Audience</b>	<b>Benefits for partner organisations</b>	<b>Examples</b>
Learning and reflection with community and academic PER partners	Reflection and contribution to discipline Capacity-building Mutual learning, mutual benefit, new ways of working	Individuals and groups involved in public engagement/community-led research	Reflection and contribution to discipline Capacity-building Mutual learning, mutual benefit, new ways of working	Open Up Science (2018-20) Engaging Environments (2020-23) BSA community research pilot (2022-24) Networking via NCCPE, NERC etc.

## Drivers and benefits summarised

Drivers for University	Benefits for partner organisations/public
<b>CIVIC ENGAGEMENT / COMMUNITY ENGAGEMENT</b>	
Thought leadership Civic responsibility Enhanced and effective involvement in local area Reputation and profile Sharing expertise; Mutual learning, mutual benefit, new ways of working Personal development (staff and students) Student employability and skills; local growth and regeneration Inspiring young people with research / Widening participation Student recruitment	University expertise as a resource Access to University networks and partners Long-term relationship with University (incl. commercial) Resource (time, expertise, effort) to support organisation's aims Resource for local schools (expertise) Mutual learning, mutual benefit, new ways of working
<b>KNOWLEDGE EXCHANGE / ENGAGED RESEARCH</b>	
Collaborative research/knowledge exchange Mutual learning/mutual benefit/new ways of working Professional partnerships Contribution to local growth agenda Commitment to evidence-based policymaking Researchers' enthusiasm/ motivation to share their work to benefit others Student placements (employability and skills) Personal development	University expertise as a resource Independent advice and evidence Mutual learning, mutual benefit, new ways of working Opportunity to influence University research questions Reputational benefit of relationship with University Potential for joint fundraising Resource (time and effort) to achieve organisation's aims Long-term relationship with University
<b>PUBLIC ENGAGEMENT WITH RESEARCH AND RESEARCH COMMUNICATION</b>	
Transparency and accountability Researchers' enthusiasm/ motivation to share their work to benefit others Mutual learning, mutual benefit, new ways of working Reputation and profile Cross-over to knowledge exchange Civic responsibility Reflection and contribution to discipline Capacity-building	New knowledge and understanding Access to researcher knowledge and expertise Potential for different levels of engagement (from inspire/ inform to collaborate) Mutual learning, mutual benefit, new ways of working Long-term relationship with University Reflection and contribution to discipline Capacity-building

