Higher Education, Engagement and Supporting Institutional Culture Change:
The work of the UK’s National Coordinating Centre for Public Engagement (NCCPE-UK)

Sophie Duncan
Presentation outline

1. The Engaged University: understanding the policy context for Public Engagement in the UK

2. What is High Quality Public Engagement? Some practical examples

3. Managing and leading public engagement: creating supportive culture for engagement
1. The Engaged University
SOCIAL RESPONSIBILITY
Seeking to maximise the benefits that the institution can generate for the public

KNOWLEDGE EXCHANGE & SHARING
Increasing the two-way flow of knowledge and insight between the university and wider society

PUBLIC ENGAGEMENT WITH RESEARCH
Actively involving the public in the research activity of the institution

ENGAGED TEACHING
Developing teaching activities which positively impact on the community, and enhance students’ engagement skills

The engaged university

SOCIAL RESPONSIBILITY
Seeking to maximise the benefits that the institution can generate for the public
Consumer opposition: The public, and especially organisations such as Friends of the Earth, have not taken to the idea of genetically modified crops, or 'Frankenstein foods' as they are commonly known
Policy Instruments

• Charter for Science and Society
• Beacons for Public Engagement
• NCCPE
• Researcher skills including the Researcher Development Framework
• Impact
Our vision is of a UK in which we all share in the development and contribution of science to our culture, quality of life, sustainable economic development and growth and feel a sense of ownership about its direction.
THE CHARTER FOR UK SCIENCE AND SOCIETY

Strategic Commitment

PRINCIPLE 1: Organisations adopt a strategic commitment to improving the relationship between science and society

1. Demonstrate transparency, accountability and trustworthiness

2. Demonstrate courage and confidence in leading and participation, support and encourage champions and ensure visibility

3. Embed science and society in mission statements, key strategies and operational plans to provide focus, meaning, emphasis and support

Implementation and Practice

PRINCIPLE 2: Organisations and individuals are enabled to participate in activities and have appropriate training, support and opportunities

Evaluation and impact

PRINCIPLE 3: The signatories and supporters undertake to monitor and evaluate impact in order to continuously improve the relationship between science and society across the UK
Beacons for Public Engagement: This initiative aims to create a culture within UK Higher Education where public engagement is formalised and embedded as a valued and recognised activity for staff at all levels, and for students.

Funded by the UK Funding Councils, Research Councils UK and the Wellcome Trust
Manchester Beacon
connecting people, place & knowledge

The Beacons for Public Engagement are funded by the Higher Education Funding Council for England and Research Councils UK in association with the Wellcome Trust, the Higher Education Funding Council for Wales and the Scottish Funding Council.
We are the national co-ordinating centre for public engagement

We help universities and the public engage with each other. With our expert advice, training and tools, public engagement becomes achievable, measurable and above all, successful.

Our vision, mission & aims

Engage 2014 call for contributors
Self assess your institution with the EDGE Tool
Consultancy services
Manifesto for public engagement

The NCCPE seeks to support a culture change in universities. Our vision is of a higher education sector making a vital, strategic and valued contribution to 21st-century society through its public engagement activity.
The Researcher Development Framework

**Domain D**
- Engagement, influence and impact
  - The knowledge and skills to work with others and ensure the wider impact of research.

**Domain A**
- Knowledge and intellectual abilities
  - The knowledge, intellectual abilities and techniques to do research.

**Domain B**
- Personal effectiveness
  - The personal qualities and approach to be an effective researcher.

**Domain C**
- Research governance and organisation
  - The knowledge of the standards, requirements and professionalism to do research.

**Domain E**
- Professional and career development
  - The personal qualities and approach to be an effective researcher.
IMPACT!
Pathways to Impact
For the purposes of the REF, **research** is defined as a process of investigation leading to new insights, effectively shared.

**Impact** is defined as an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia.

Impacts or benefits arising from engaging the public with the submitted unit’s research will be included.
Indicators of Impact

**Impacts on society, culture and creativity**
- Visitor or audience numbers and feedback.
- Evidence of public debate in the media or other fora.
- Evidence of sustained and on-going engagement with a group.
- Measures of increased attainment and/or measures of improved engagement with science in non-HE education.

**Economic impacts**
- Jobs created or protected.

**Impacts on the environment**
- Traceable impacts on particular projects or processes which bring environmental benefits.
- Documented case-specific improvements to environment-related issues.

**Impacts on practitioners and professional services**
- Traceable references by practitioners to research papers that describe their use and the impact of the research.

**Impacts on public policy and services**
- Documented evidence of policy debate (for example, in Parliament, the media, material produced by NGOs).
ESRC guidance: how to maximise impact
There are a number of key factors that are vital for generating impact. These include:

• established networks with research users
• involving users at all stages of the research, including working with user stakeholder and participatory groups
• well-planned public engagement and knowledge exchange strategies, including the use of product strategies which tailor evidence to the needs of users
• good understanding of policy/practice contexts eg through use of policy maps
• understand and target barriers to, and enablers of, change
• portfolios of research activity that build up reputations with research users
• excellent infrastructure, leadership and management support
• where appropriate, the involvement of intermediaries and knowledge brokers as translators, amplifiers, network providers.
2. What is Public Engagement?
NCCPE Definition

Public engagement describes the myriad of ways in which the activity and benefits of higher education and research can be shared with the public. Engagement is by definition a two-way process, involving interaction and listening, with the goal of generating mutual benefit.
Quality public engagement

Purpose

Process

People

Evaluation
Purpose

INFORMING
Inspiring, informing, involving

CONSULTING
Actively listening to the public’s views, concerns and insights

COLLABORATING
Working in partnership to solve problems together, drawing on each other’s expertise
Who are we engaging with?

People

- Public sector
  - Schools, colleges and lifelong learning
  - Cultural and leisure services
  - Health and well being agencies
  - Quangos and govt agencies
  - Local / regional / national govt
  - Local authorities / strategic bodies
  - Businesses and industry

- Policy community
  - The media
  - Communities of interest
  - Communities of place
  - Non Governmental Organisations
  - Community organisations and societies
  - Voluntary organisations and charities
  - Social enterprises

- International community

- Business community

- Community and 3rd sector
  - The public
INFORMING
Inspiring, informing, involving

CONSULTING
Actively listening to the public’s views, concerns and insights

COLLABORATING
Working in partnership to solve problems together, drawing on each other’s expertise
Inspiring
Collaborating
3. Managing and leading public engagement
PURPOSE
Embedding a commitment to public engagement in institutional mission and strategy, and championing that commitment at all levels

PROCESS
Investing in systems and processes that facilitate involvement, maximise impact and help to ensure quality and value for money

PEOPLE
Involving staff, students and representatives of the public and using their energy, expertise and feedback to shape the strategy and its delivery
**Focal points for embedding public engagement**

<table>
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<tr>
<th><strong>MISSION</strong></th>
<th>Create a shared understanding of the purpose, value, meaning and role of public engagement to staff and students and embed this in your strategy and mission.</th>
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<tr>
<td><strong>LEADERSHIP</strong></td>
<td>Support champions across the organisation who embrace public engagement</td>
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<td><strong>COMMUNICATION</strong></td>
<td>Communicate consistent, clear messages to validate, support and celebrate it, and ensure open and two-way communication with members of the public and community organisations.</td>
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The five strategic goals are to:

- Enhance our research power
- Provide our students with a distinctive, high quality experience
- Sustain our financial strength and use it purposefully
- Enhance our performance and status as an ‘engaged university’
- Be the destination of choice amongst our peers

Enhance our performance and status as an engaged University

We will bring the University’s resources to bear on societal needs, through knowledge development and transfer, and strategic partnerships in the intellectual, commercial, cultural and policy spheres.
1. World-class research

“An impact beyond academia which yields economic, social and cultural benefits.”

Goal one

2. Outstanding learning and student experience

“Enthusiastic and engaging teachers who treat students as individuals in a motivating environment.”

Goal two

3. Social responsibility

“Social responsibility will be embedded in our research and learning.”

Goal three

Manchester 2020
The Strategic Plan for The University of Manchester
Focal points for embedding public engagement

<table>
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<tr>
<th>REWARD</th>
<th>Recognise and reward staff involvement within recruitment, promotion, workload plans and performance reviews, and celebrate success with awards or prizes.</th>
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<td>SUPPORT</td>
<td>Co-ordinate the delivery of public engagement to maximise efficiency, target support, improve quality, foster innovation, join up thinking and monitor involvement and impact.</td>
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<td>LEARNING</td>
<td>Provide opportunities for learning and reflection and provide support for continuing professional development and training</td>
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PROCESS
Investing in systems and processes that facilitate involvement, maximise impact and help to ensure quality and value for money.
Communication
- You adapt your communication for different audiences
- You have a robust knowledge of the topic in question
- You listen and respond carefully and value other people's contributions
- You find out about & build on your audience's knowledge & understanding

Empathy
- You are sensitive to issues of diversity and inclusion
- You respect differences in understanding and attitudes
- You are sensitive to social and ethical issues
- You have the capacity to build and sustain effective partnerships

Reflection
- You welcome feedback
- You reflect on your own practice and learn from it
- You evaluate your activity
- You recognise when to seek advice or support

‘engaged’ attributes
### Focal points for embedding public engagement

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<td>Ensure that all staff – in academic and support roles – have opportunities to get involved in informal and formal ways.</td>
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<td>Proactively include and involve students in shaping the mission and in the delivery of the strategy, and maximise opportunities for their involvement.</td>
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<td>Invest in people, processes and infrastructure to support and nurture the involvement of individuals and organisations external to the HEI</td>
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<td>PURPOSE</td>
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Stimulating innovation in engagement and developing institutional cultures that support it

1. Culture and drivers of change
   - Developing a global narrative to frame our work
   - Working with funders/policy makers to incentivise effective practice
   - ‘Futures’ thinking to spot emerging trends
   - Creating a ‘pull’ for engaged practice from wider society/stakeholders

2. Research and insight
   - Sharing existing knowledge and research into engaged practices
   - Theorising engaged practice
   - Building research networks

3. Capacity building and skills development
   - Supporting more people to develop effective practice
   - Sharing expertise, knowledge & models of practice
   - Linking practice to theory

4. Impact and evidence
   - Tackling challenges around impact analysis
   - Building an evidence bank to support change

Draft framework developed by National Co-ordinating Centre for Public Engagement (UK), Institute for Studies and Innovation in Community-University Engagement (Uvic, Canada) and Community Based Research, Canada
Opportunities

• Face to face meetings including EPLEs: Living Knowledge Conference, Dublin; Engage 2016; CuExpo 2017
• Research and insight e.g. through Research for All – a new international, open access journal supporting engaged research; sharing evaluation approaches; sharing resources and articles
• Participating in online communities of practice e.g. Engaged Practice Learning Exchange
• Serendity seminar series - making the most of visits by hosting seminars bringing people together around key areas of interest
• NCCPE Quality Engagement seminar series
Thank you

Any questions??

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www.public engagement.ac.uk
Sophie.duncan@uwe.ac.uk