



National
Co-ordinating
Centre for
Public Engagement



University of
St Andrews

Creating the Conditions for Public Engagement to Thrive

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What is public engagement?

Our 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.”



NONE in 3

Preventing Domestic Violence





Why is public engagement important for universities?

**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***

KNOWLEDGE

EXCHANGE & SHARING

*Increasing the two-way
flow of knowledge and
insight between the
university and wider society*

SOCIAL RESPONSIBILITY

*Seeking to maximise the
benefits that the institution
can generate for the public*

social responsibility

- Universities are seen to act in socially responsible ways, minimising their environmental footprint and supporting social mobility

trust

- University staff and students are trusted to act ethically and responsibly
- New, controversial areas of research are debated and public attitudes taken account of

Goal

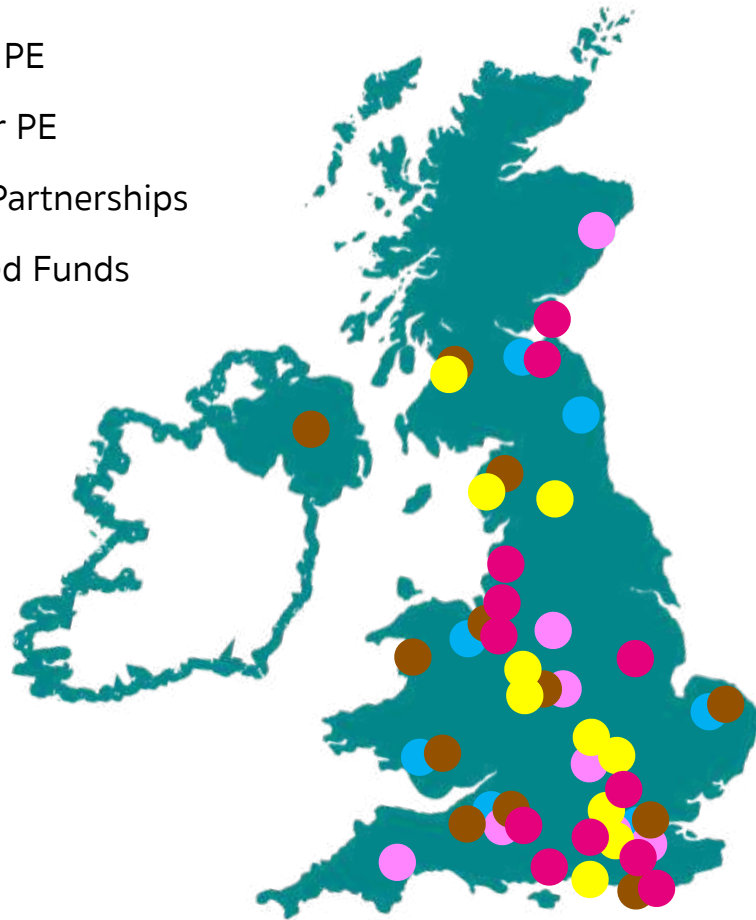
relevance

- Research and teaching are more finely tuned to society's needs
- Innovation flourishes as new ideas & insights flow into HEIs
- Research outputs are easily accessible and widely used
- Young people see research careers as relevant and attractive

accountability

- The purposes and impact of universities are understood and valued by wider society
- Those with a stake in the impact of research feel they can influence investment priorities

- Beacons for PE
- Catalysts for PE
- School-Uni Partnerships
- Catalyst Seed Funds
- SEE-PER



- Funders drove culture change through
 - strategic investment
 - Specific funding embedded in research grants
 - Engagement project funding
 - Recognition of leadership
 - Inclusion of non-academic ‘impact’ in research excellence framework.



(Some) NCCPE activities supporting culture change

Professional development



- Public Engagement Professionals:
 - Engage Academy
 - PEP Network



Professional development



- Researchers
 - Engage Researchers Academy
 - Alumni programme
 - Training courses



Professional development



- Senior Leaders
 - Mentoring and support
 - Senior Leaders Roundtables





...we can achieve extraordinary things by interacting and collaborating with people outside of academia.....

*Professor Dominik Zaum,
PVC Research and
Innovation, University of
Reading*












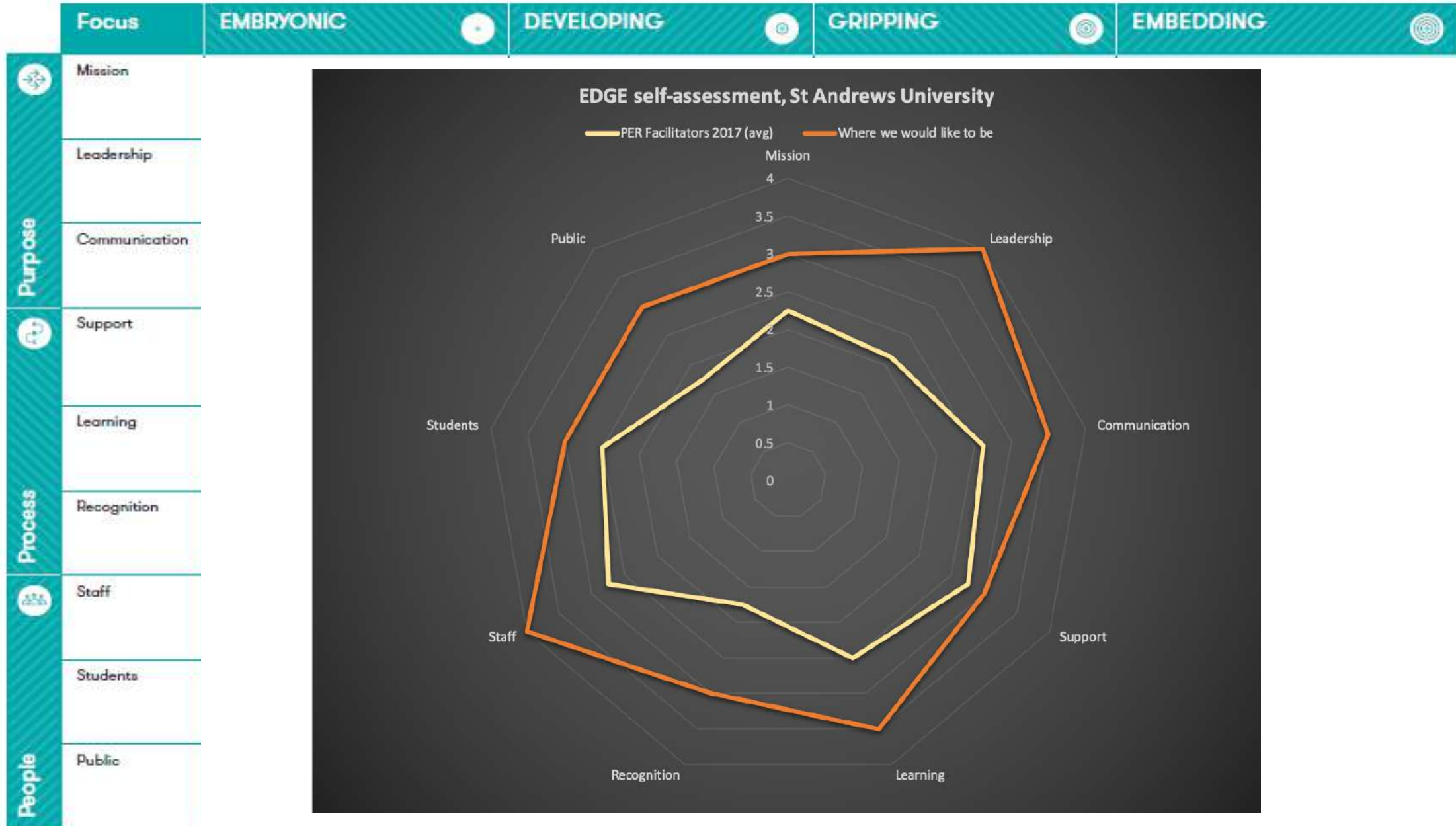
Has your institution
got the EDGE?

Embryonic **D**eveloping **G**rIPPING **E**mbodied

The EDGE tool

	Focus	EMBRYONIC 	DEVELOPING 	GRIPPING 	EMBEDDING 
Purpose 	Mission	There is little or no reference to public engagement in the organisational mission or in other institution-wide strategies.	Public engagement is referenced sporadically within the institutional mission documents and strategies, but is not considered a priority area.	Public engagement is clearly referenced within the institutional mission and strategies and the institution is developing an institution-wide strategic approach.	Public engagement is prioritised in the institution's official mission and in other key strategies, with success indicators identified. It is a key consideration in strategic developments in the institution.
	Leadership	Few (if any) of the most influential leaders in the institution serve as champions for public engagement.	Some of the institution's senior team act as informal champions for public engagement.	Some of the institution's senior team act as formal champions for public engagement.	The Vice Chancellor acts as a champion for public engagement and a senior leader takes formal responsibility. All senior leaders have an understanding of the importance and value of public engagement to the institution's agenda.
	Communication	The institution's commitment to public engagement is rarely, if ever, featured in internal or external communications.	Public engagement occasionally features in internal and external communications.	Public engagement frequently features in internal communications, but rarely as a high-profile item or with an emphasis on its strategic importance.	Public engagement appears prominently in the institution's internal communications; its strategic importance is highlighted, and resources and strategic support have been allocated to sustain this.
Process 	Support	There is no attempt to co-ordinate public engagement activity or to network learning and expertise across the institution.	There are some informal attempts being made to co-ordinate public engagement activities, but there is no strategic plan for this work. Some self-forming networks exist, not supported by the institution.	Oversight and co-ordination of public engagement has been formally allocated (e.g. to a working group or committee) but there is minimal support and resource to invest in activity.	The institution has a strategic plan to focus its co-ordination, a body / ies with formal responsibility for oversight of this plan, and resources available to assist the embedding of public engagement. There are a number of recognised and supported networks.
	Learning	There is little or no opportunity for staff or students to access professional development to develop their skills and knowledge of public engagement.	There are some opportunities for staff or students to access professional development and training in public engagement, but no formal or systematic support.	There are some formal opportunities for staff or students to access professional development and training in public engagement.	Staff and students are encouraged and supported in accessing professional development, training and informal learning to develop their skills and knowledge of engagement.
	Recognition	Staff are not formally rewarded or recognised for their public engagement activities.	Some departments recognise and reward public engagement activity on an ad hoc basis.	The university is working towards an institution-wide policy for recognising and rewarding public engagement activity.	The university has reviewed its processes, and developed a policy to ensure public engagement is rewarded and recognised in formal and informal ways.
People 	Staff	Few if any opportunities exist for staff to get involved in public engagement, either informally, or as part of their formal duties.	There are opportunities for staff in a handful of faculties or departments to get involved in public engagement, either informally or as part of their formal duties.	There are structured opportunities for many staff members to get involved in public engagement; but not in all faculties or departments. There is a drive to expand opportunities to all.	All staff have the opportunity to get involved in public engagement, either informally or as part of their formal duties, and are encouraged and supported to do so.
	Students	Few opportunities exist for students to get involved in public engagement, either informally, through volunteering programmes, or as part of the formal curriculum.	There are opportunities for students to get involved, but there is no coordinated approach to promoting and supporting these opportunities across the institution.	Many (but not all) students have the opportunity to get involved in public engagement and are encouraged and supported to do so. There is a drive to expand opportunities to all.	All students have the opportunity to get involved in public engagement, and are encouraged and supported to do so. The institution offers both formal and informal ways to recognize and reward their involvement.
	Public	Little or no attempt has been made to assess community need, or to support 'non-traditional' groups in engaging with the institution.	Some attempt has been made to analyse community need and interest; and to begin to tackle access issues to open up the institution and its activities to the public.	The institution has committed resources to assessing community need and interests, and to using this insight and feedback to inform its strategy and plans.	The institution has assessed need and committed resources to supporting a wide range of groups to access its facilities and activities, and to systematically seek their feedback and involvement.

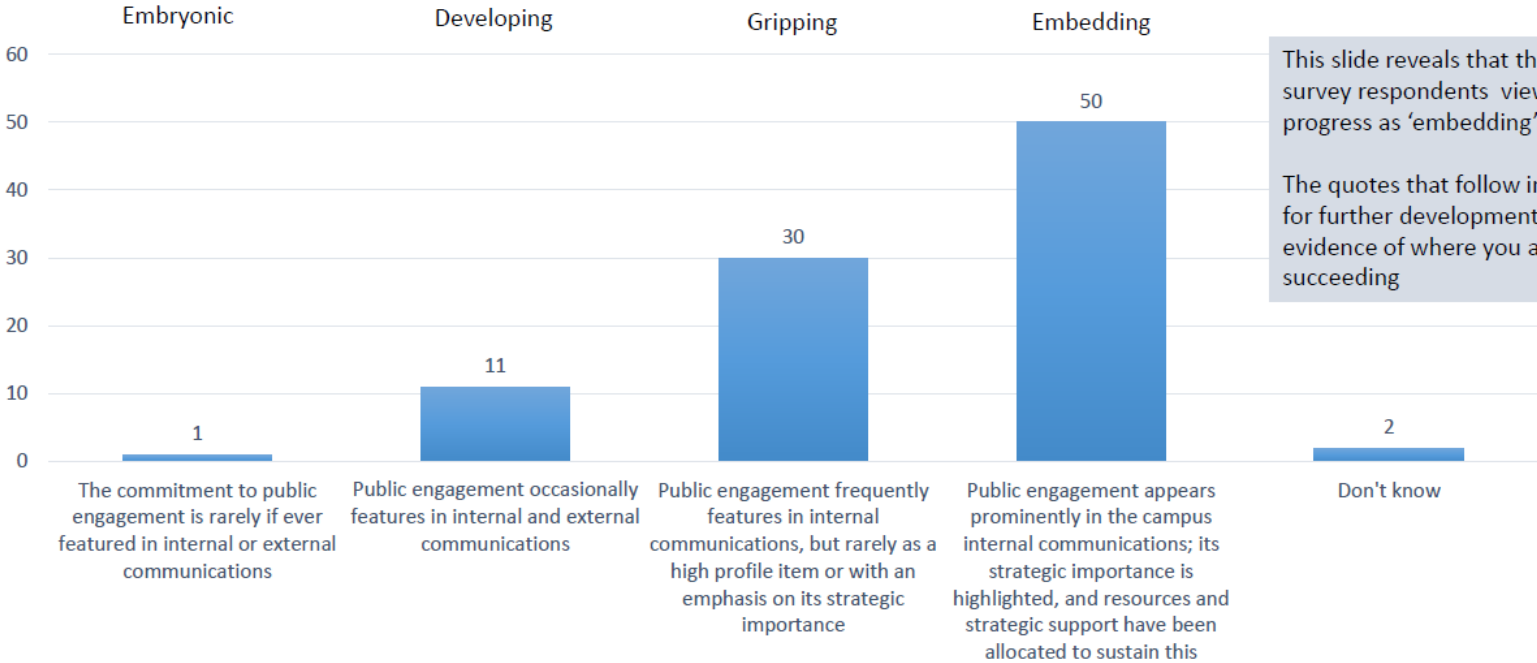
The EDGE tool





How does the university communicate about public engagement internally and externally?

Communication



This slide reveals that the majority of survey respondents view your progress as 'embedding'.
The quotes that follow indicate areas for further development, as well as evidence of where you are succeeding

Engage Watermark



Engage Watermark



Rigorous assessment - Collaborative process

1. Application form: Documentary evidence
2. EDGE Survey – partners, staff and students
3. Site visit including:
 - Interviews with key staff and partners (VC, Head of HR, PVC Research etc).
 - Focus groups with partners, PhD students and Heads of Department.
4. Action planning
 - Syntheses of evidence and key recommendations
 - Site visit
 - University provides 3 year action plan, with forms final part of assessment



Engage Conference



International partnership

Capacity building

- Supporting more people to develop effective practice
- Sharing expertise, knowledge & models of practice

Research and insight

- Sharing existing knowledge and research into engaged practice
- Deepening the knowledge base

Stimulating innovation in engagement and developing institutional cultures that support it

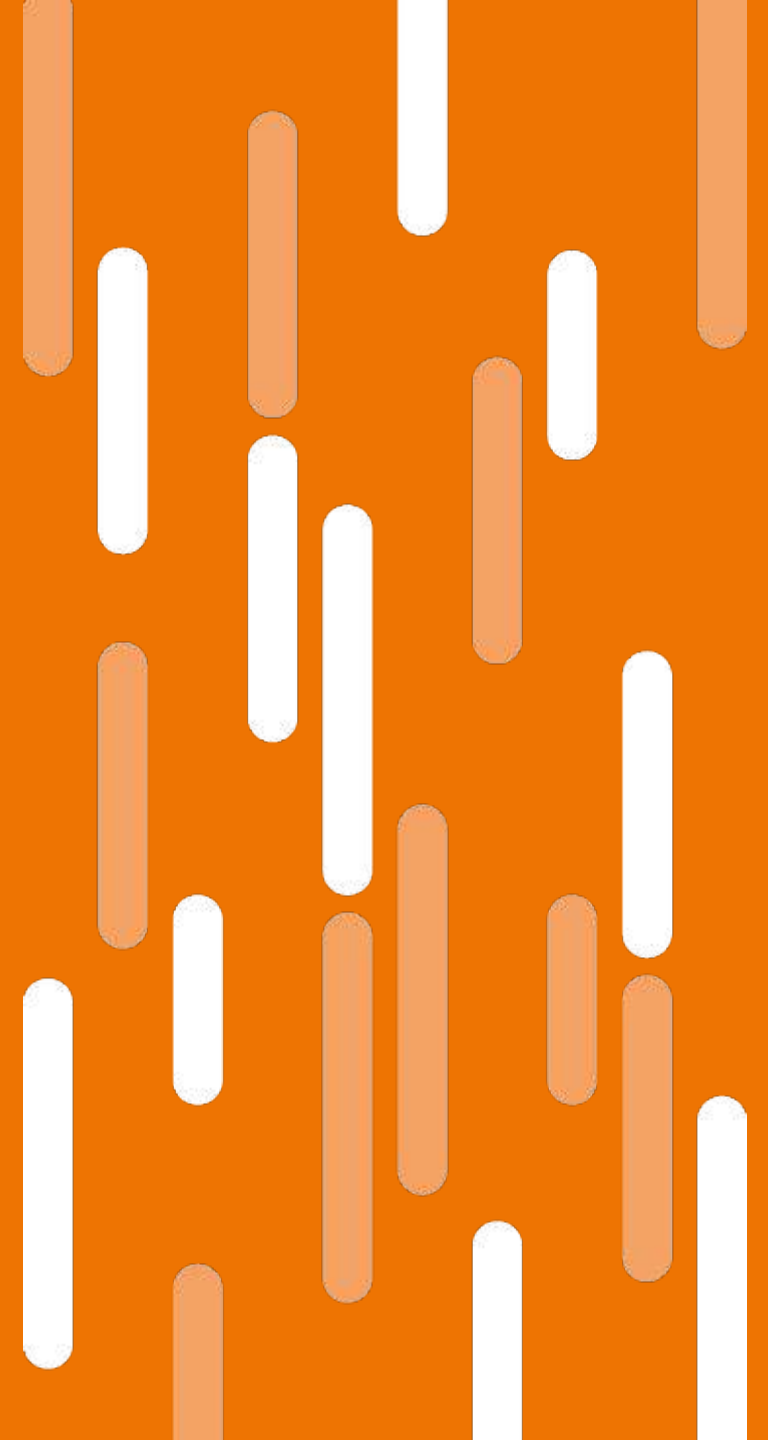
Culture and change

- Working with funders/ policy makers to incentivise change
- Creating a 'pull' from wider society / stakeholders

Impact and evidence

- Tackling challenges around impact analysis
- Building an evidence bank to support change

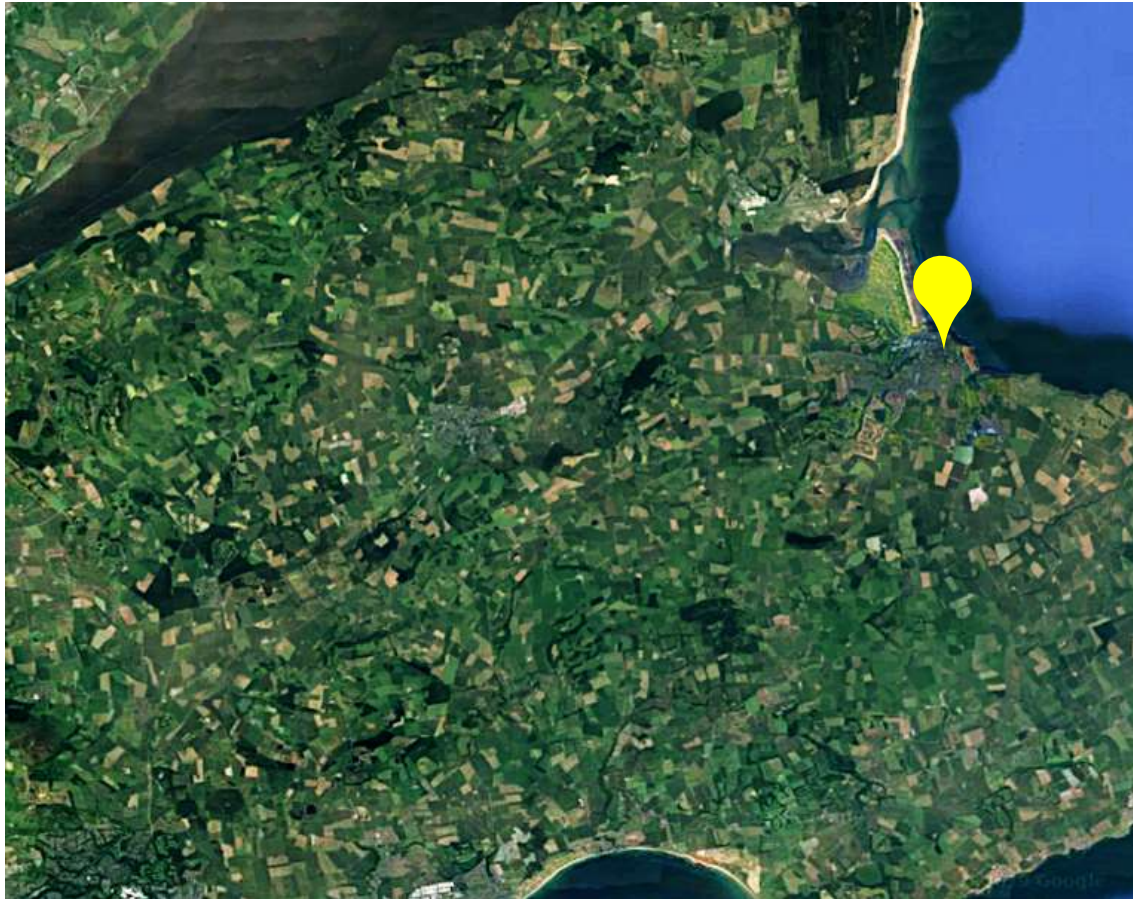
Case Study: St Andrews



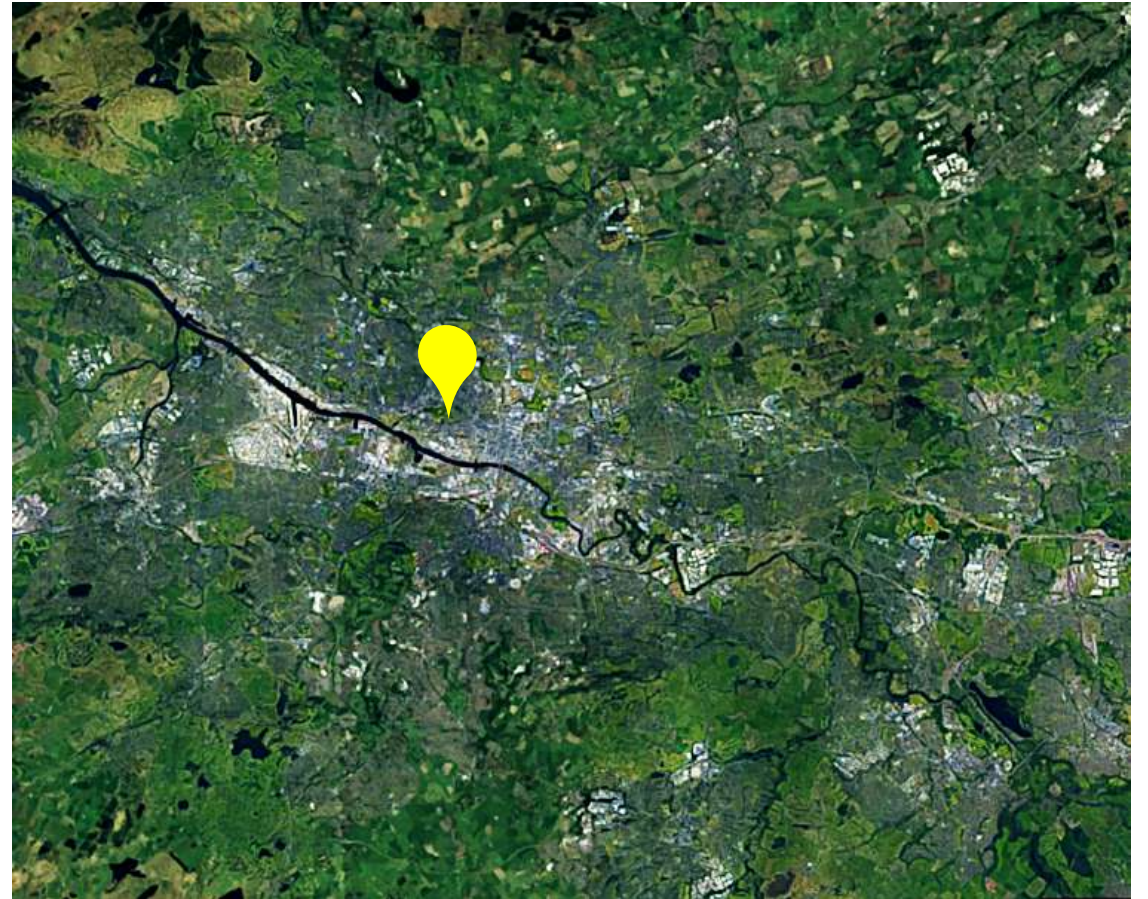
The Institutional Context

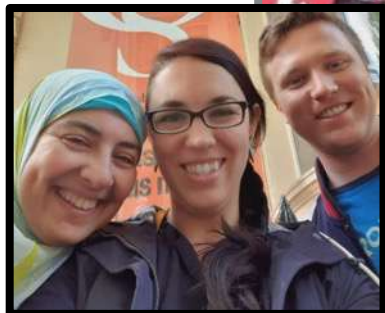
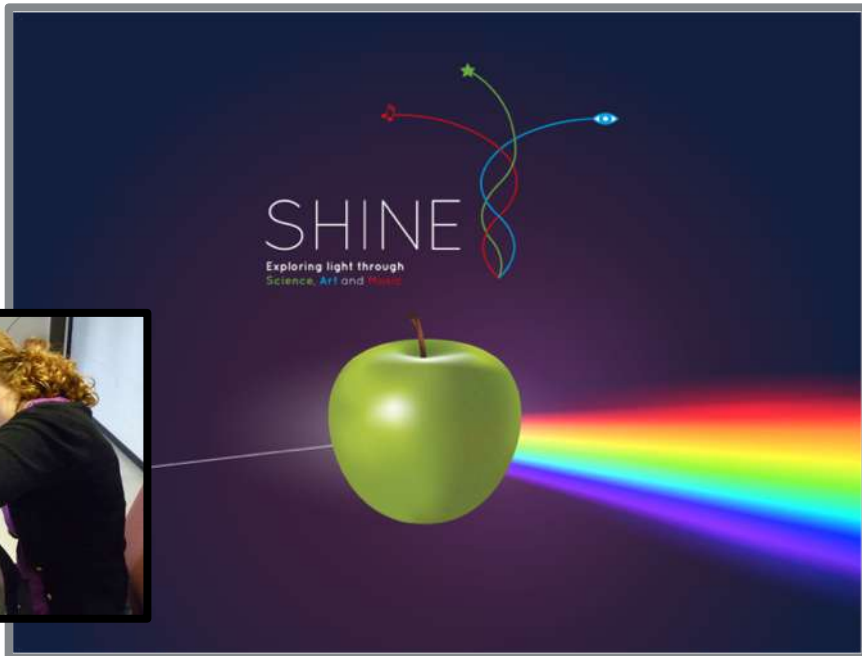


St Andrews



Glasgow





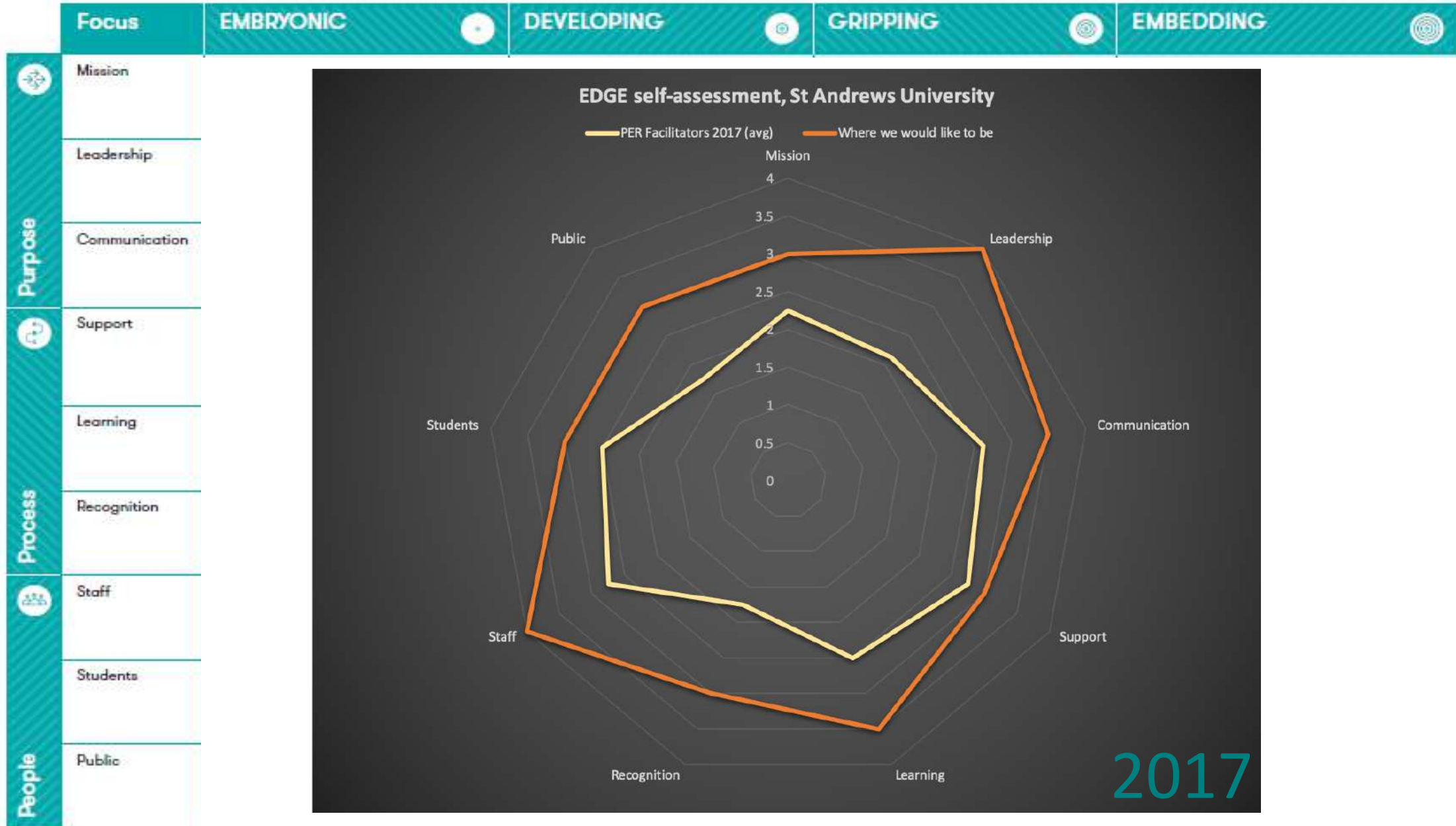
St Andrews, 2014



- Social responsibility
- Addressing risk in areas of
 - Trust and reputation
 - Widening participation
 - Equality and Diversity
- Enriching the research portfolio
- Staff and student development



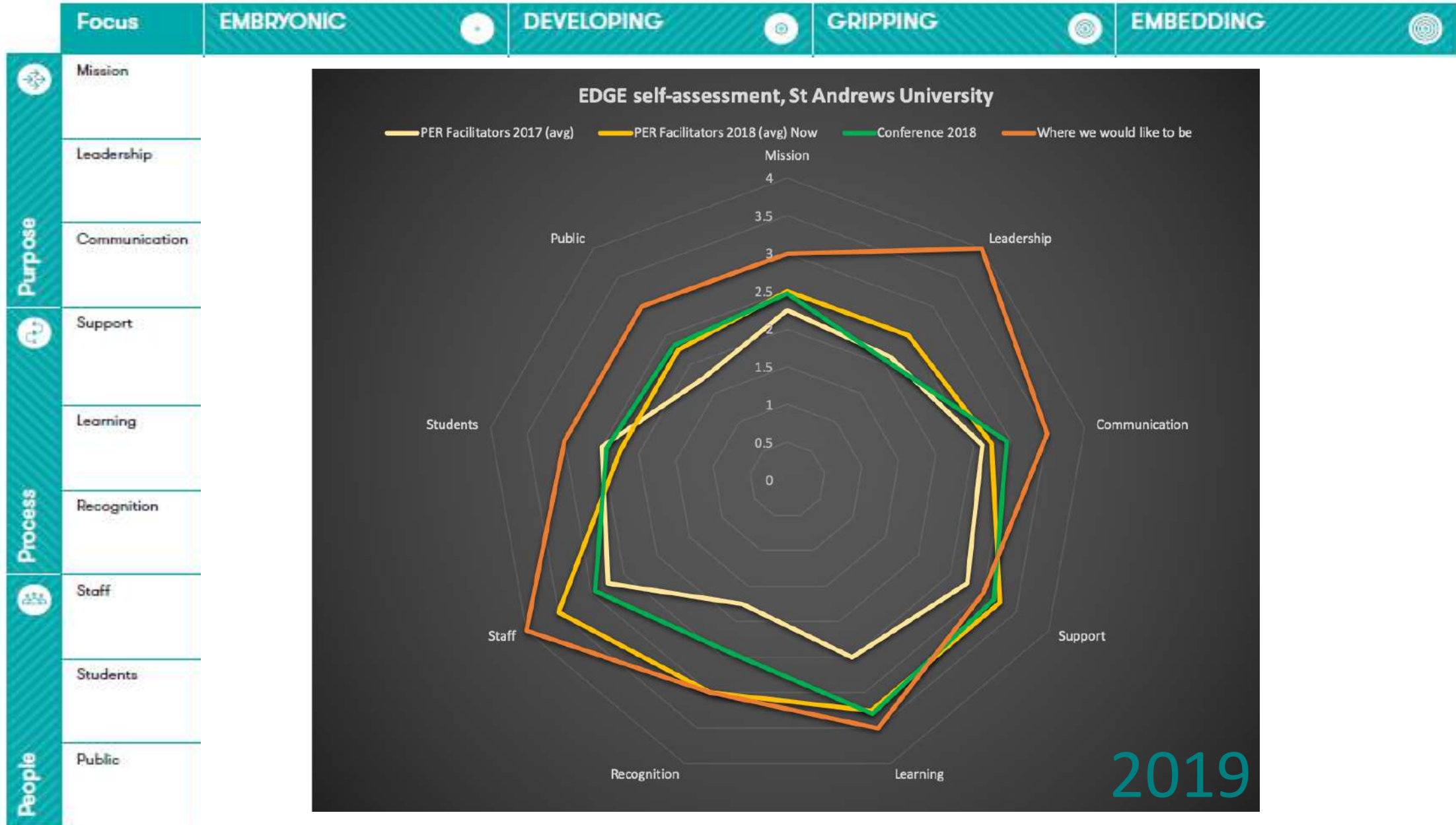
The EDGE tool



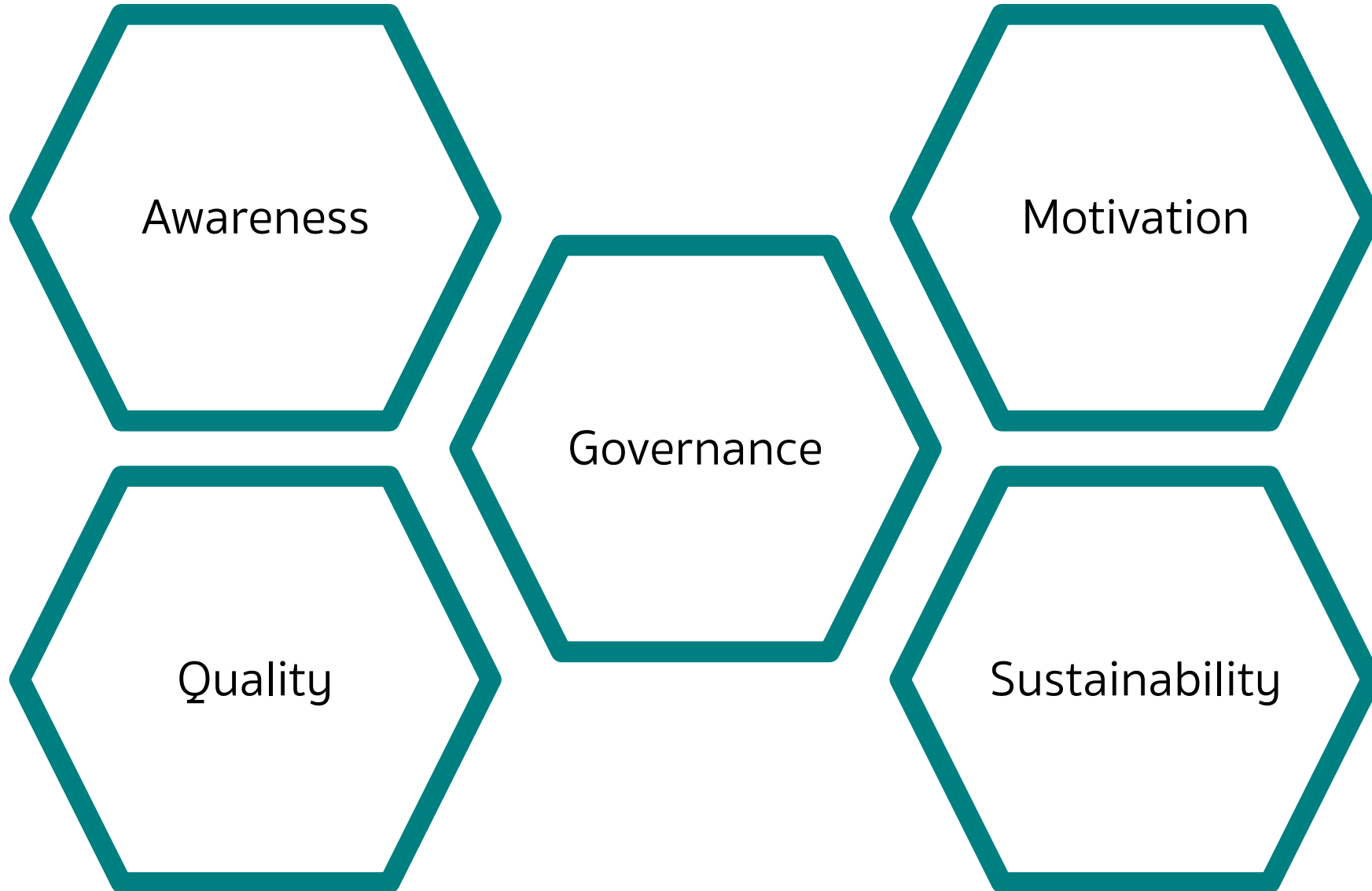
The EDGE tool



The EDGE tool



Key areas of activity for institutional culture change



Areas are mapped to the EDGE tool



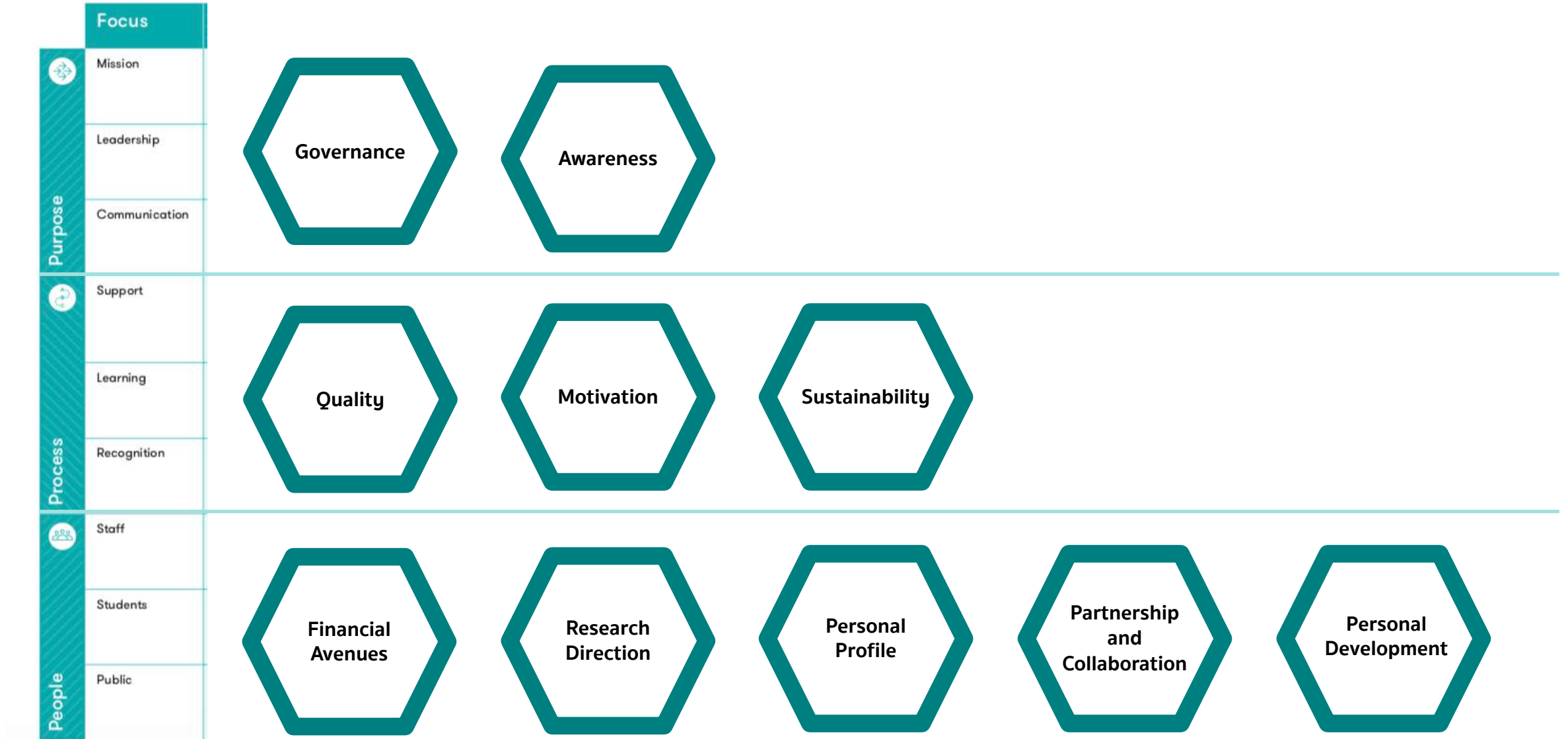
Key motivations for individuals



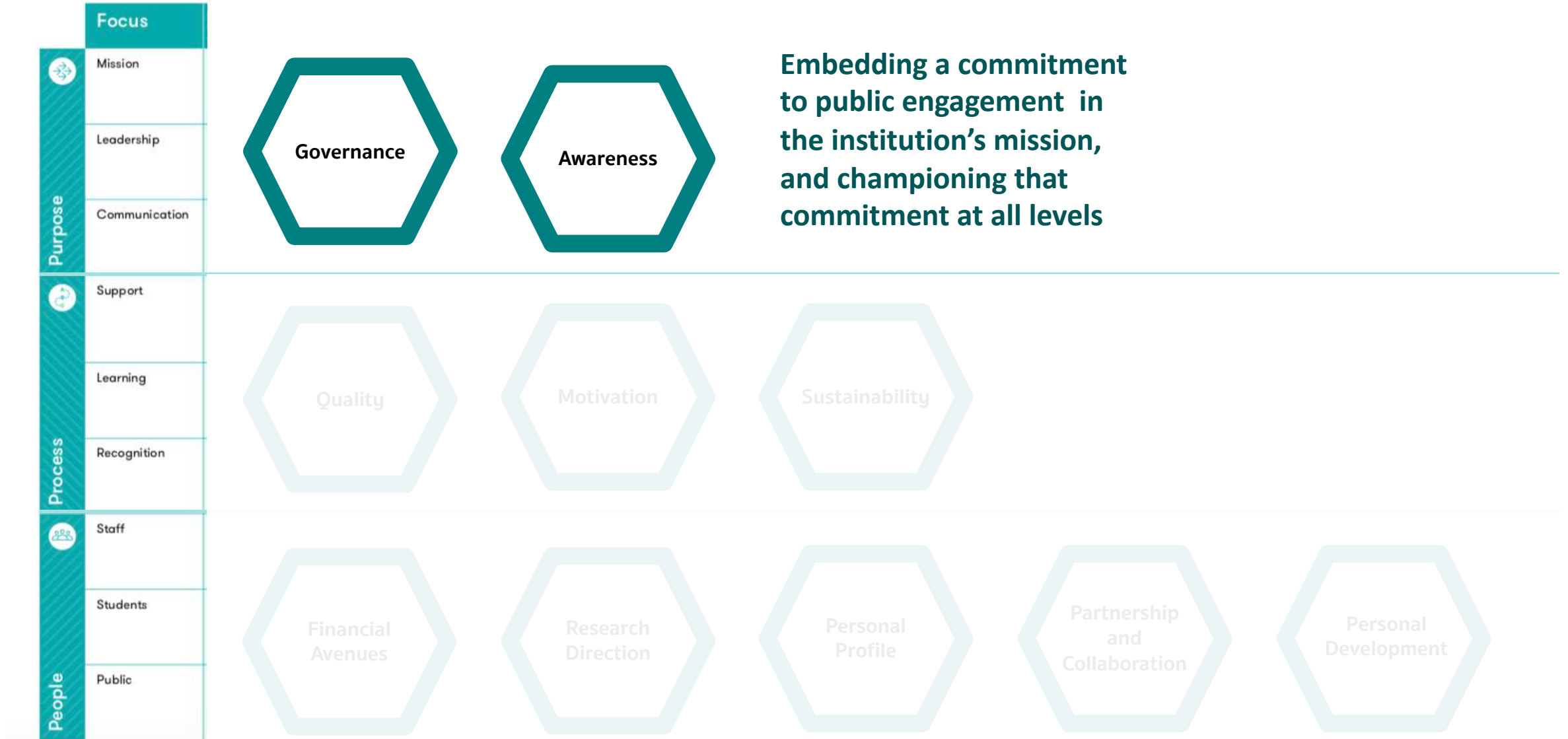
Personal Enjoyment!

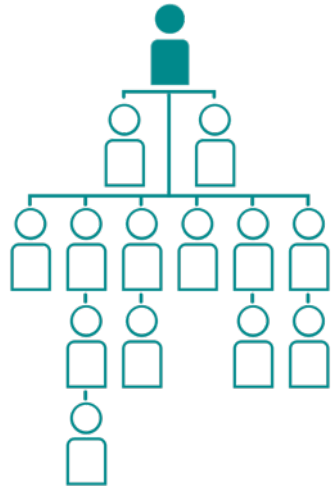


Areas are mapped to the EDGE tool



Areas are mapped to the EDGE tool





- Institutional leadership
 - Vice Principal Research
 - Inclusion in institutional strategy

- Academic leadership
 - School academic leads for PE
 - School strategies
- Public engagement management



Research

[Portal](#) [Environment](#) [Showcase](#) [Integrity and ethics](#) [Support](#) [Policies and procedures](#) [Blog](#) [Global Fellowship Scheme](#)

[Public engagement with research](#) [Pure](#) [Library services](#)

[University](#) > [Research](#) > [Support](#) > [Public engagement with research](#)

Public engagement with research

About public engagement >

Find out what public engagement is, why you should do it, and how you can effectively engage with your audiences.

Support >

The public engagement with research team can give you all the support and training you need to create high-quality engagement activities.

Opportunities >

Explore upcoming opportunities to get involved with public engagement at the University.

Stories >

Research staff and students undertake activities to share their knowledge with non-academic audiences. Find out more about some of these activities, from public lectures and school visits, to book publications and television interviews.


- Web presence
- Surgeries
- Consultations
- Grant support
- Recognition
- Advocacy

European Researchers' Night Scotland

EXPLORATHON


Aberdeen • Edinburgh • Glasgow • St Andrews

Last Weekend in September

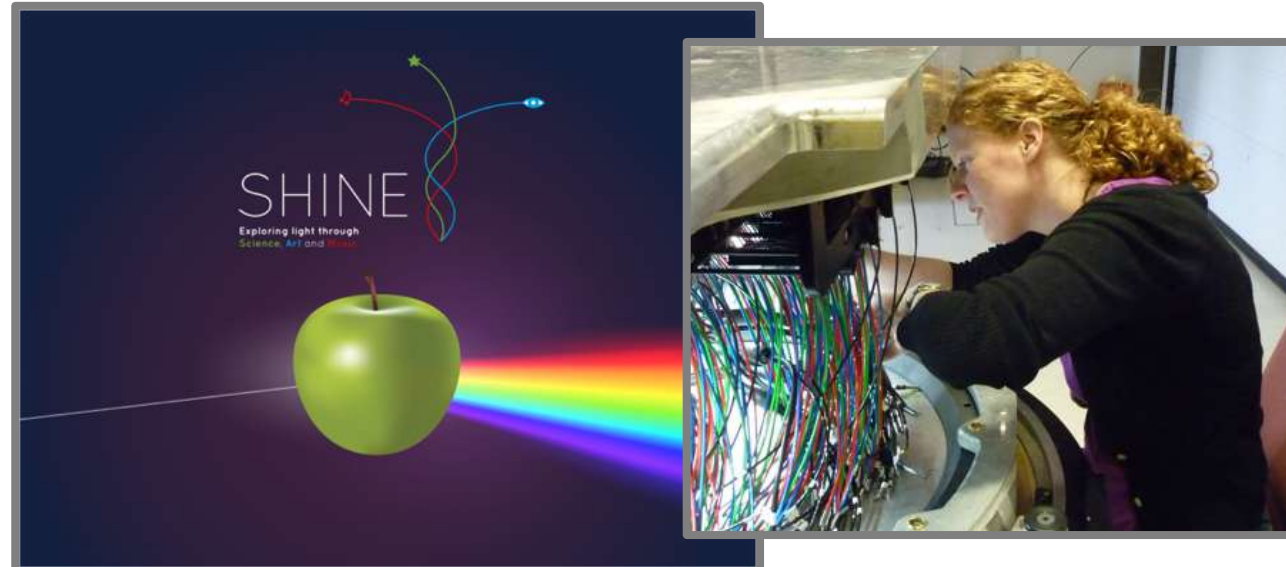


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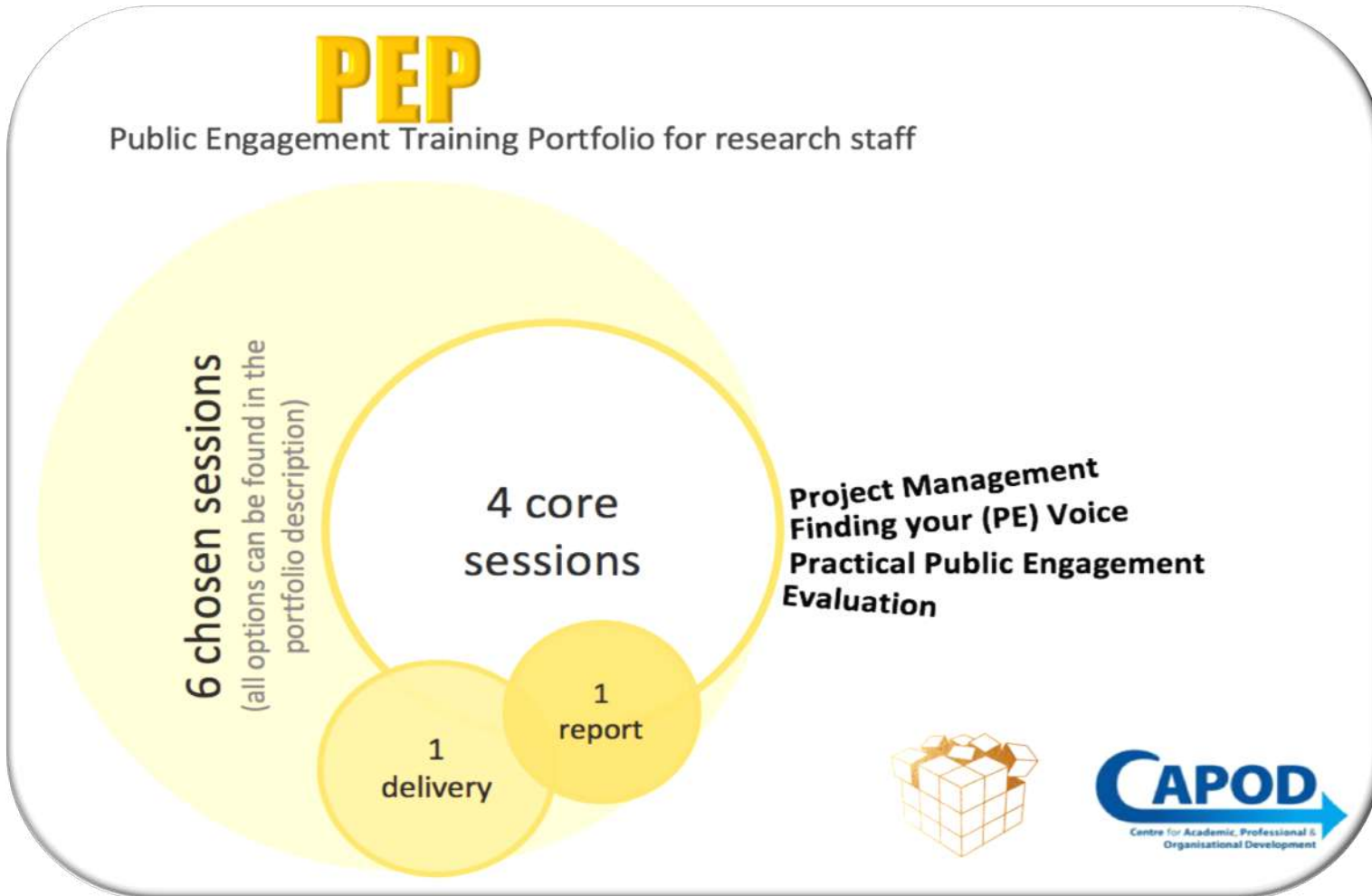
EXPLORATHON (European Researchers' Night Scotland) is funded by the European Commission under the Marie Skłodowska Curie Actions programme. Grant Agreement No 101019186




Areas are mapped to the EDGE tool



The Public Engagement Training Portfolio



Academic staff



Students



Professional staff

- Recognition

- Job descriptions
- Performance review
- Promotion criteria
- Workload management

- Reward

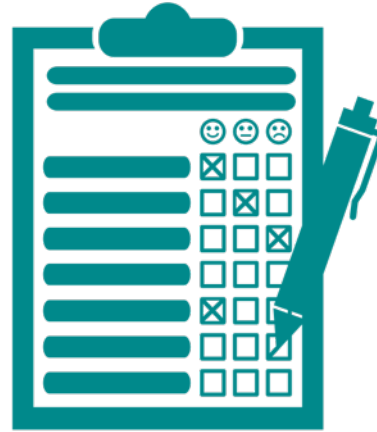
- Internal and External
- Bursaries and seed funding



Demonstrate value



Determine need



Present evidence



Areas are mapped to the EDGE tool



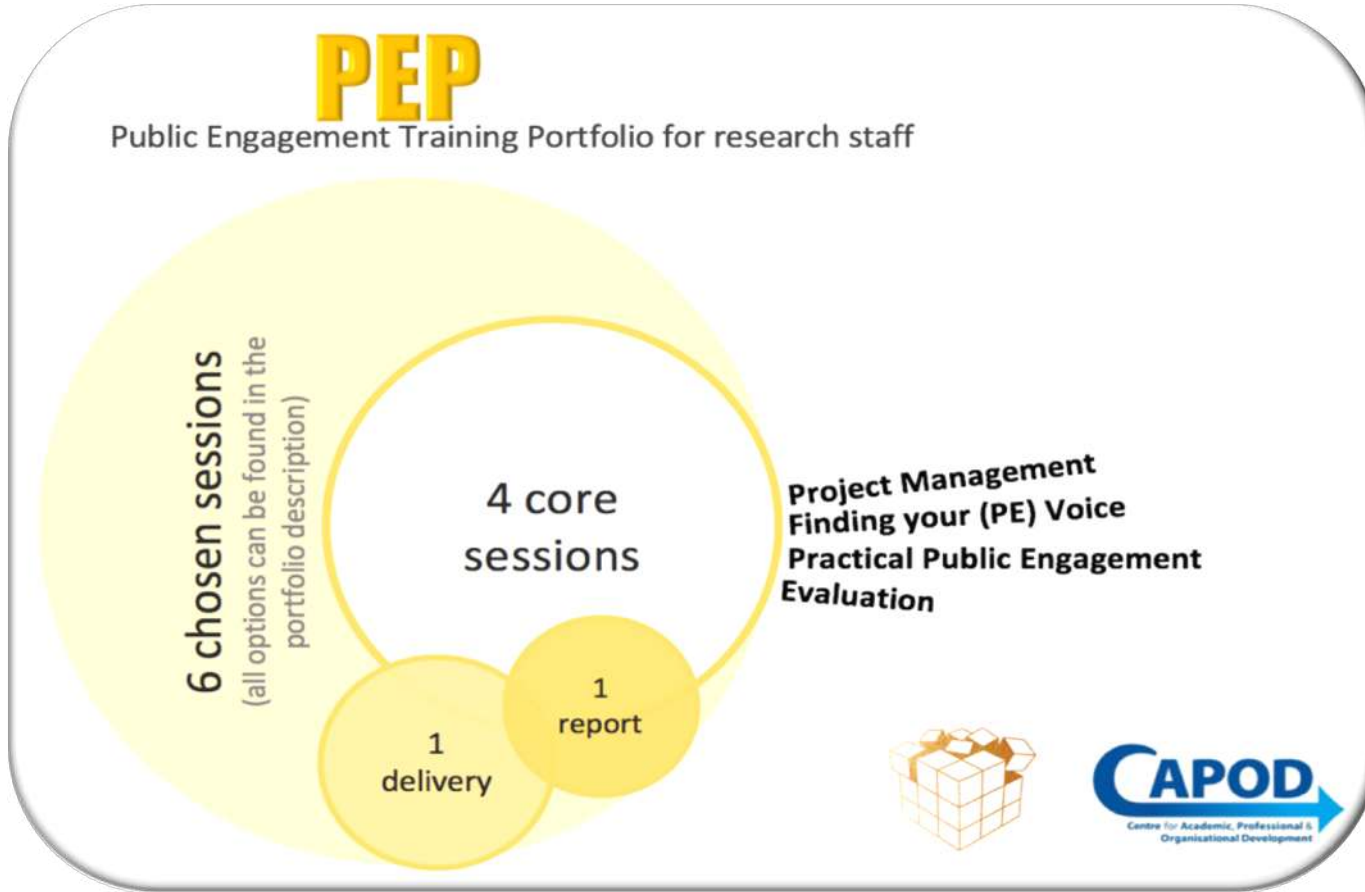
Academic
&
Non-academic





Research Direction





Public engagement can increase research income through

- ‘Research enhancement’ funding
- Dedicated public engagement funding
- Being open and responsive to further income streams



Partnership and Collaboration





Questions and comments

**“If you want to go fast, travel alone.
If you want to go far, travel together.”**

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