National Co-ordinating Centre for Public Engagement

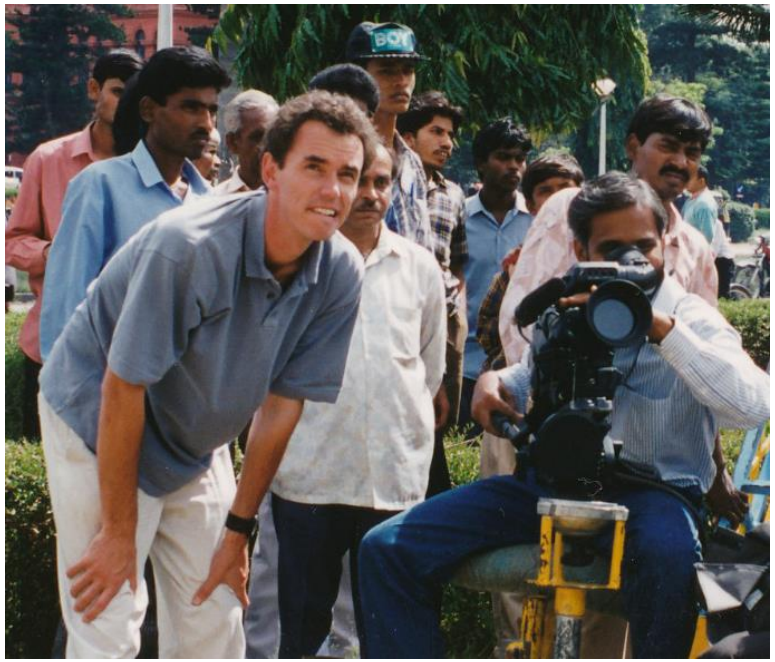
The who, how, what, when and why of public engagement

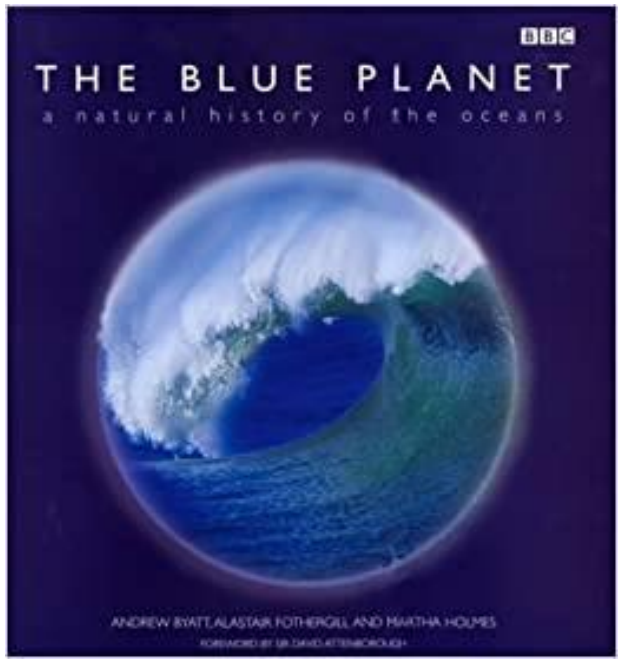
Paul Manners

Co-director, National Coordinating Centre for Public Engagement, UK

The Open University

BBC

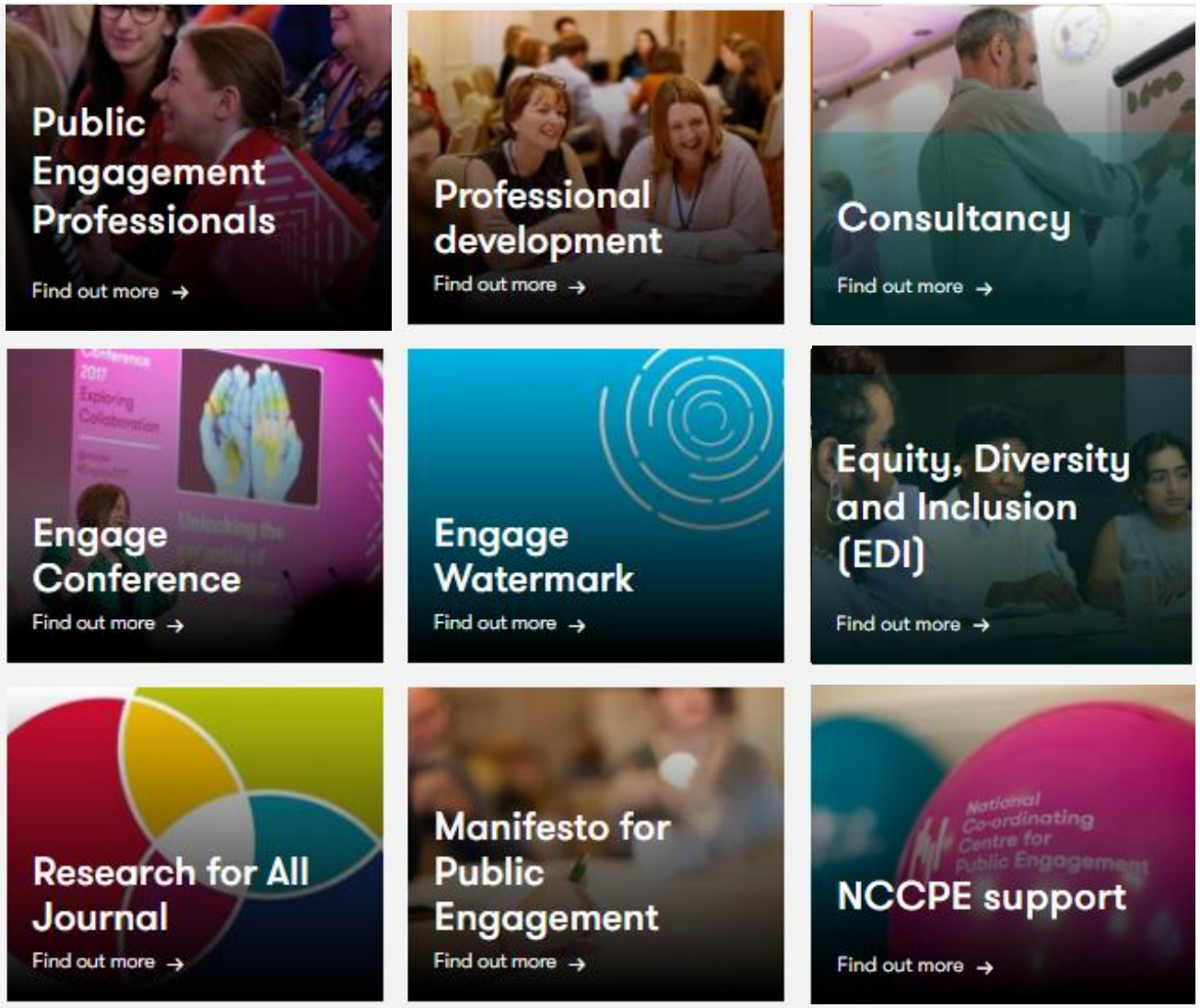




National Co-ordinating Centre for Public Engagement

National Trust

National Co-ordinating Centre for Public Engagement



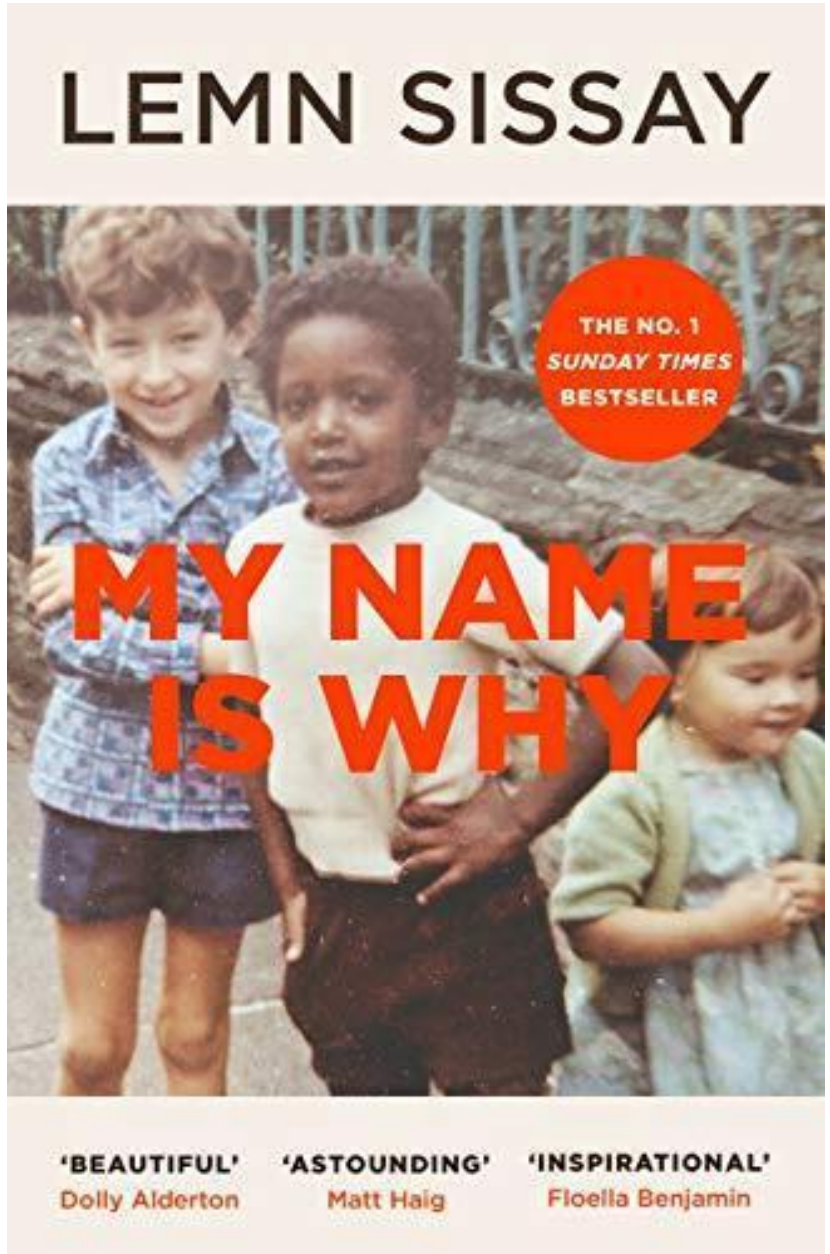
publicengagement.ac.uk

MANCHESTER 1824

The University of Manchester

Lemn Sissay announced as next University of Manchester Chancellor

- Lemn Sissay MBE has been elected as the next Chancellor of The University of Manchester
- The 150,000 electorate – comprising University staff, registered alumni and members of the General Assembly – chose the award-winning poet



Play a short film about the University of Manchester’s approach to public engagement

https://www.youtube.com/watch?v=FcXWr2SHzm8

Purpose, vision and strategic plan

Our purpose

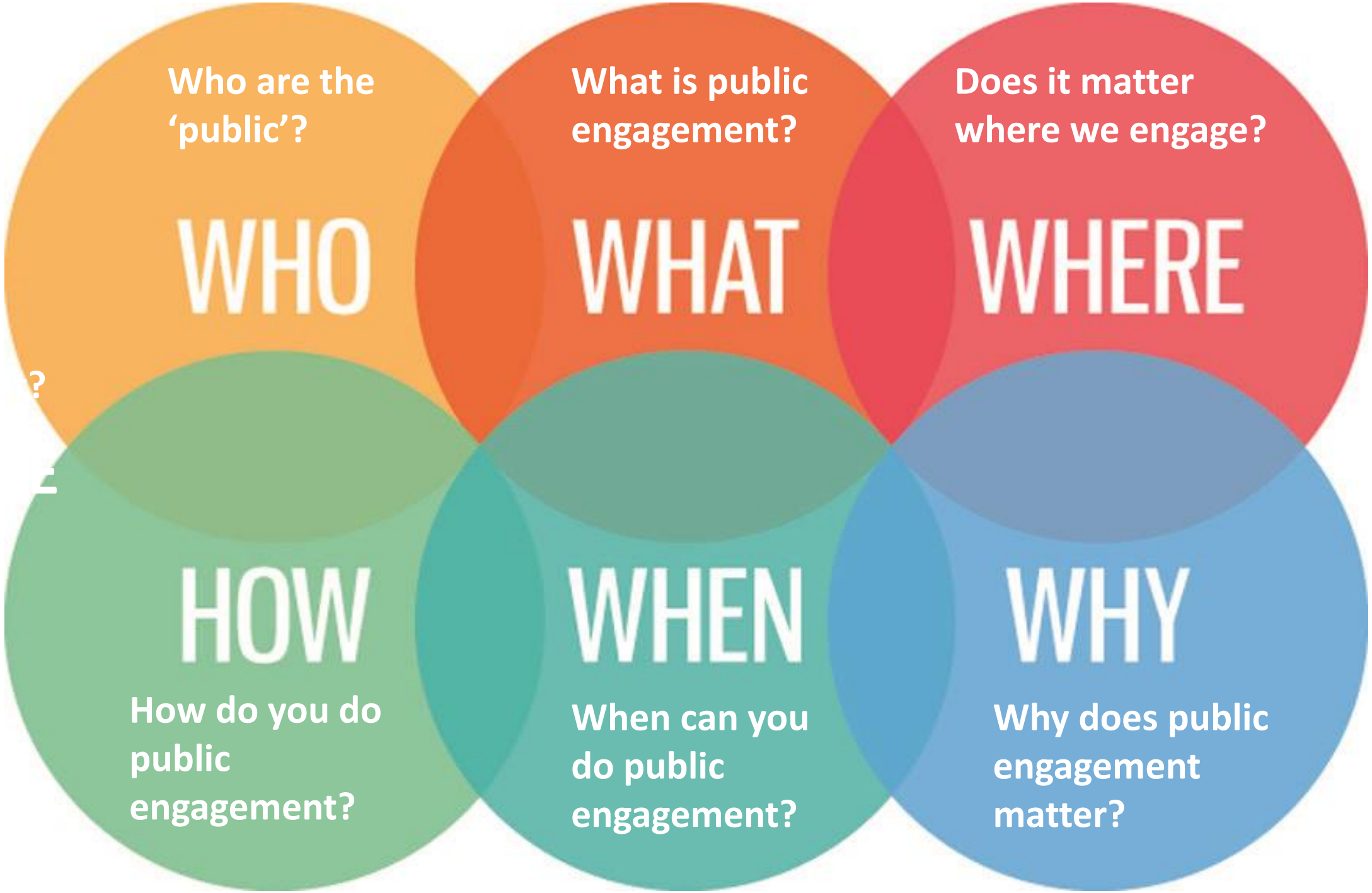
To advance education, knowledge and wisdom for the good of society.

Our vision

We will be recognised globally for the excellence of our people, research, learning and innovation, and for the benefits we bring o society and the environment.

Our strategic plan

On the pages that follow, you can read about the key initiatives we are planning for the next five years on social responsibility and civic engagement.


Who are the 'public'?
WHO
What is public engagement?
WHAT
Does it matter where we engage?
WHERE
HOW
How do you do public engagement?
WHEN
When can you do public engagement?
WHY
Why does public engagement matter?

How do you cultivate a positive culture for public engagement?

CULTURE

Who are the 'public'?

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WHY

Why does public engagement matter?

What is public engagement?

THE ENGAGED UNIVERSITY

A Manifesto for Public Engagement

National Co-ordinating Centre for Public Engagement

What is public engagement?

> “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.”

National Co-ordinating Centre for Public Engagement

So, why does it matter?

Secretive and untrustworthy

Irrelevant and out of touch with society

Unaccountable and a waste of tax payers' money

Elitist and reinforcing inequality

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

ACCOUNTABILITY

- The purposes and impact of research are understood and valued by wider society
- Those with a stake in research feel they can influence investment priorities
- University governance is transparent and effective

Why public engagement matters

SOCIAL RESPONSIBILITY

- Universities are seen to act in socially responsible ways, contributing to social mobility and addressing societal challenges
- Universities are experienced as good neighbours by the communities around them

TRUST

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

Values and motivations

A: Normative reasons *(it's the right thing to do)*

- Research and innovation are a 'public good'. We have a moral and social responsibility to empower citizens to participate and to benefit from our work.

B: Substantive reasons *(it allows us to achieve better outcomes)*

- We will produce more valuable knowledge if we involve citizens in the process. Public Engagement enables us to maximize public benefits, for instance by reducing health impacts, increasing environmental sustainability, promoting inclusive growth or enhancing wellbeing.

C: Instrumental reasons *(it is a way to secure useful ends, independently of more widely deliberated social values)*

- If we don't prioritise public benefit we risk losing public and political support. Engagement is a tactical route to secure our future funding and our licence to practice, for instance by improving public understanding or maintaining public trust.

D: Statutory reasons (*it is mandated, so I have to do it*)

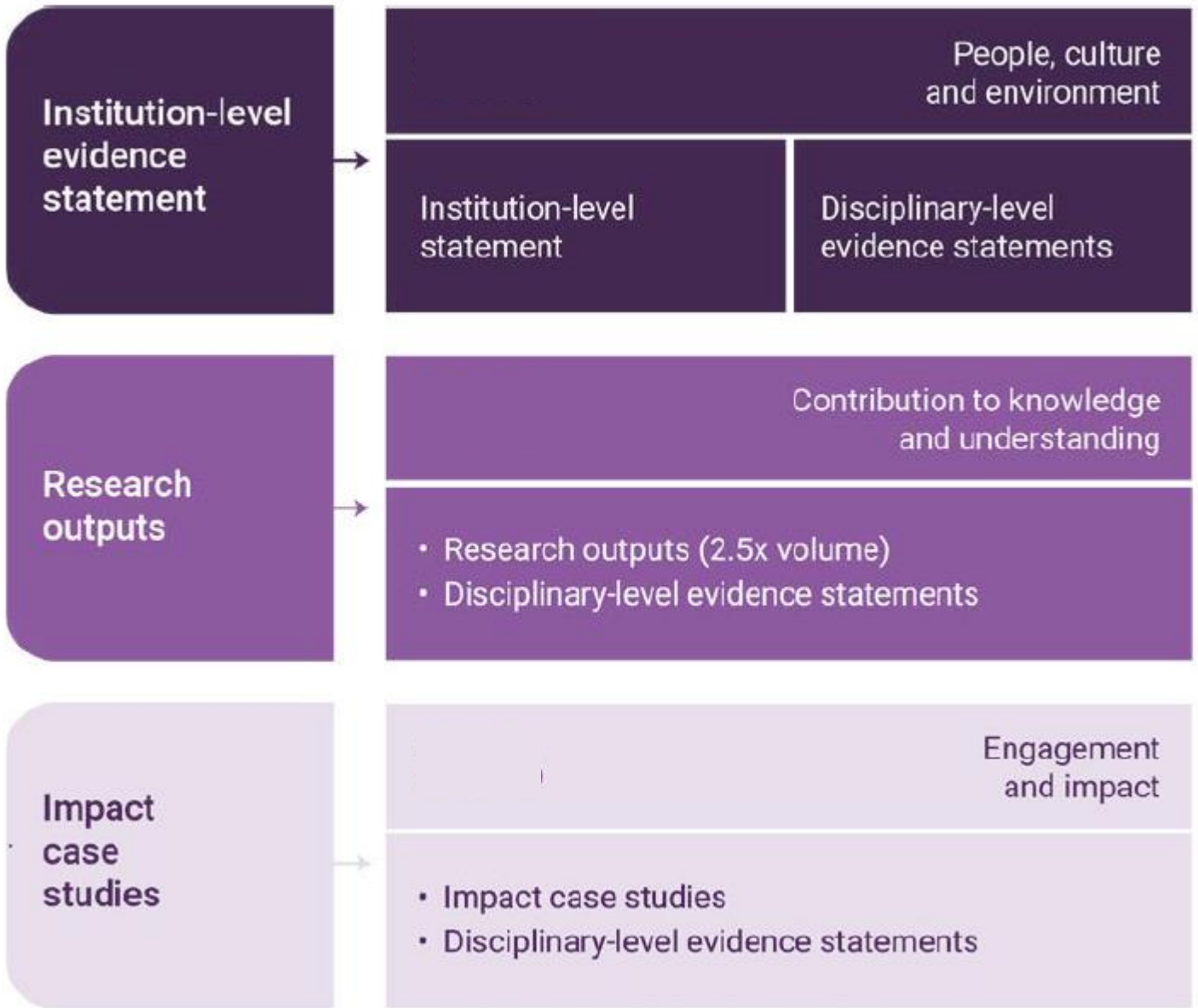
- There is a mandated obligation to engage with the public enshrined in policy and /or legislation

REF 2028

Research Excellence Framework

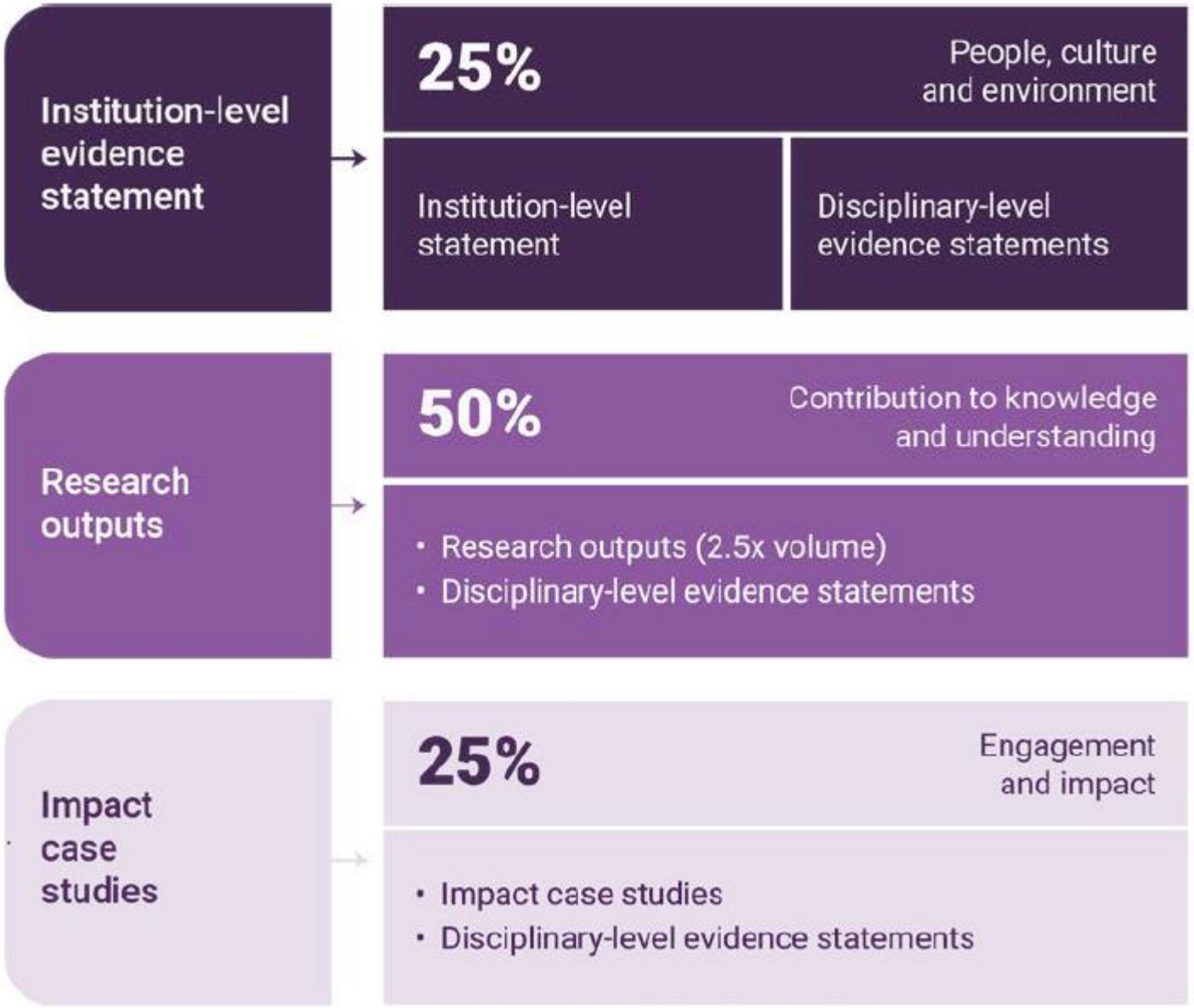
Institution-level evidence statement	People, culture and environment	
	Institution-level statement	Disciplinary-level evidence statements
Research outputs	Contribution to knowledge and understanding	
	• Research outputs (2.5x volume) • Disciplinary-level evidence statements	
Impact case studies	Engagement and impact	
	• Impact case studies • Disciplinary-level evidence statements	

REF 2028
Research Excellence Framework



	A	B	C
People, culture and environment	10%	15%	25%
Contribution to knowledge and understanding	80%	65%	50%
Engagement and impact	10%	20%	25%

REF 2028
Research Excellence Framework



- a research system that produces **high-quality**, **rigorous** research that is **open** to all;
- an **inclusive and collaborative** research system that supports a **diversity** of people, ideas, institutions, methodologies, outputs, and activities; and
- an **engaged and impactful** research system that connects research with wider society to bring about positive socio-economic change

Who are the ‘PUBLIC’ in Public Engagement?

National Co-ordinating Centre for Public Engagement

CIVIL SOCIETY & THIRD SECTOR

Charities & associations; societies and clubs

POLICY

Policy makers, regulators, civil servants

PUBLIC SECTOR

Professionals and practitioners

BUSINESS

Companies, SMEs, entrepreneurs

National Co-ordinating Centre for Public Engagement

CIVIL SOCIETY & THIRD SECTOR

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PUBLICS

National Co-ordinating Centre for Public Engagement

communities of place & interest

CIVIL SOCIETY & THIRD SECTOR

Charities & associations; societies and clubs

patients

voter

POLICY

Policy makers, regulators, civil servants

PUBLIC SECTOR

Professionals and practitioners

service user

citizen

BUSINESS

Companies, SMEs, entrepreneurs

customer

employee

PUBLICS

National Co-ordinating Centre for Public Engagement

DEMOGRAPHICS: age, ethnicity, gender, economic status, level of education, income level & employment

communities of place & interest

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PUBLICS

How do you do public engagement?

National Co-ordinating Centre for Public Engagement

Ways of engaging...

INSPIRING

Inspiring, involving and informing the public about research

CONSULTING

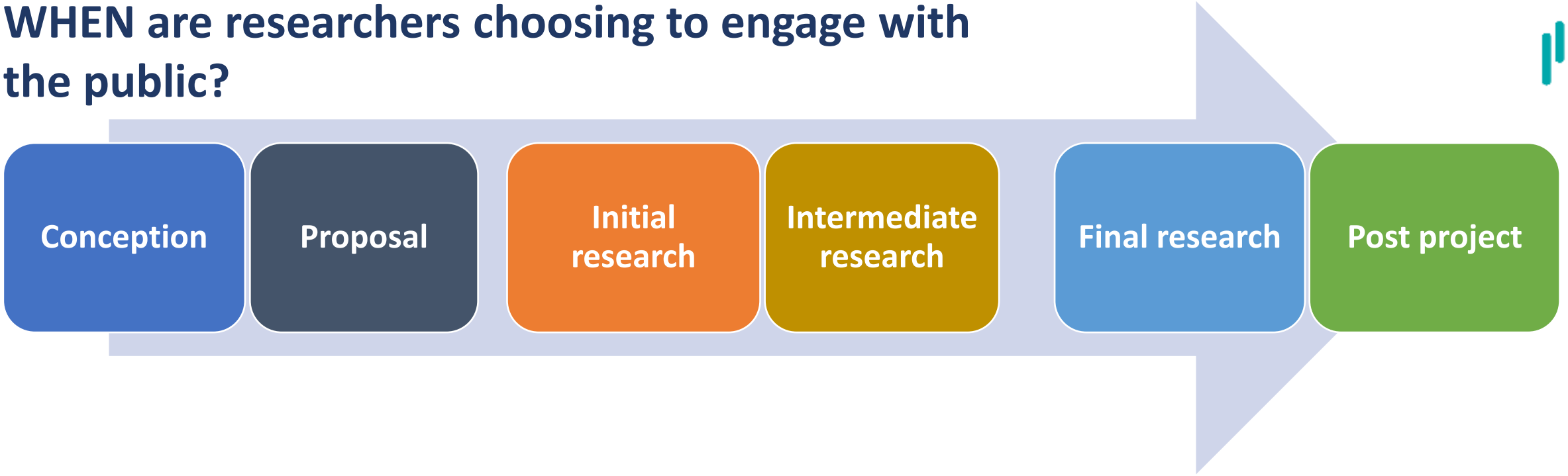
Actively listening to the public's views, concerns and insights

COLLABORATING

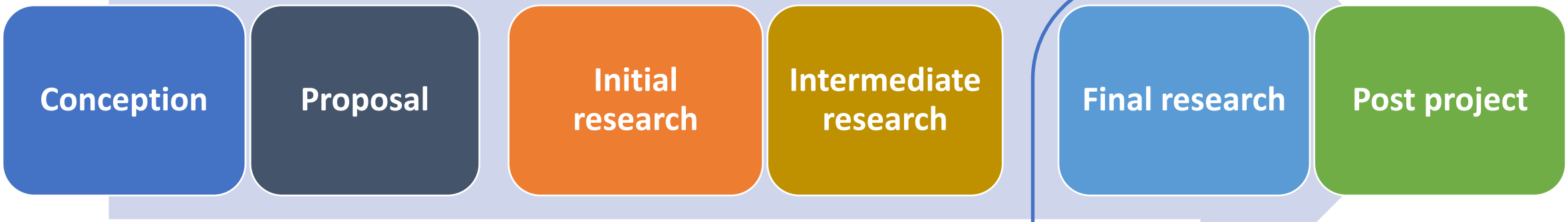
Working in partnership to solve problems, drawing on each other's expertise

When to engage?

WHEN are researchers choosing to engage with the public?



WHEN are researchers choosing to engage with the public?



After

Typical methods include:

- Media
- Websites
- Databases / archives
- Social media
- Publications
- Performances
- Exhibitions
- Presentations
- Festivals
- Outreach
- Training and development

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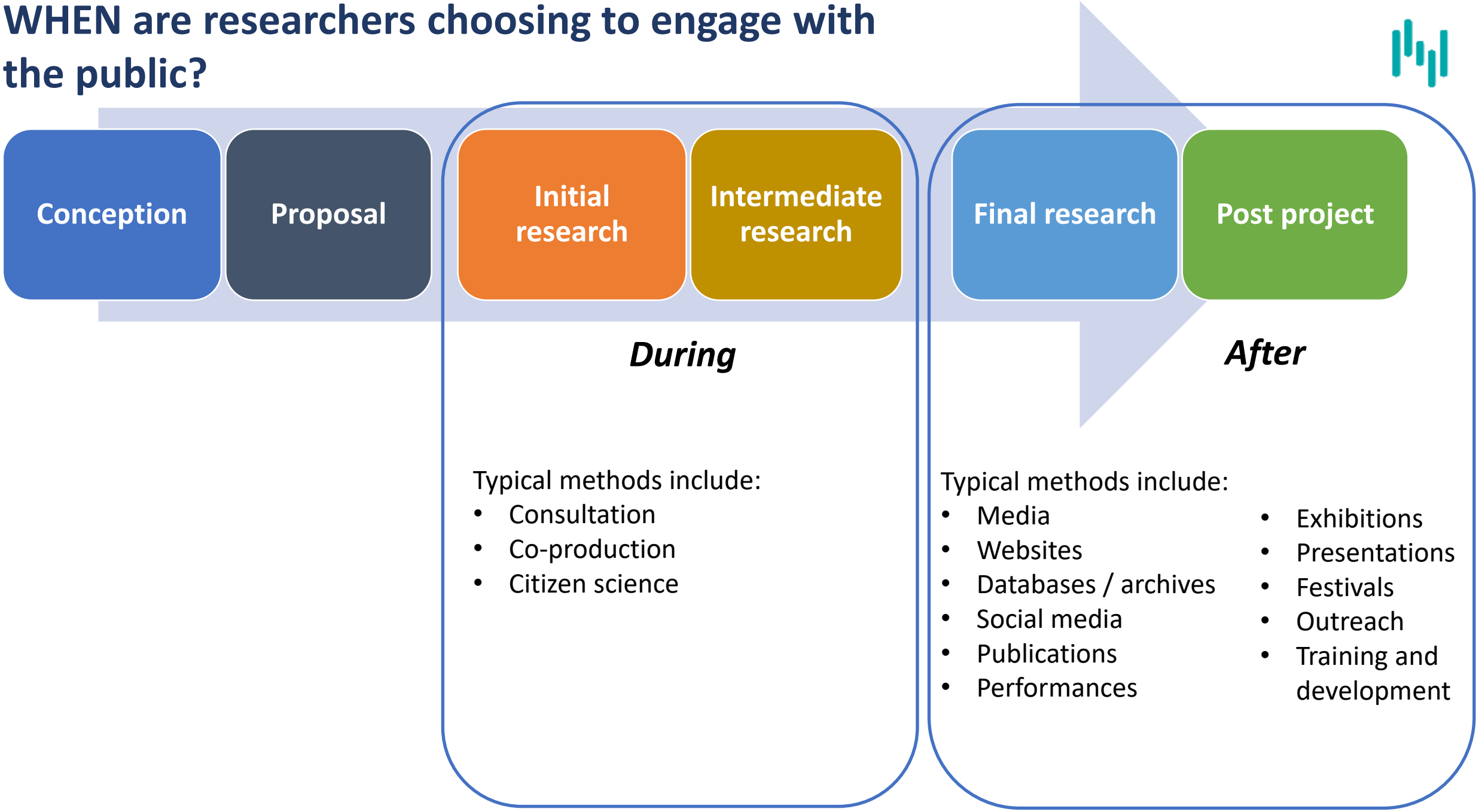

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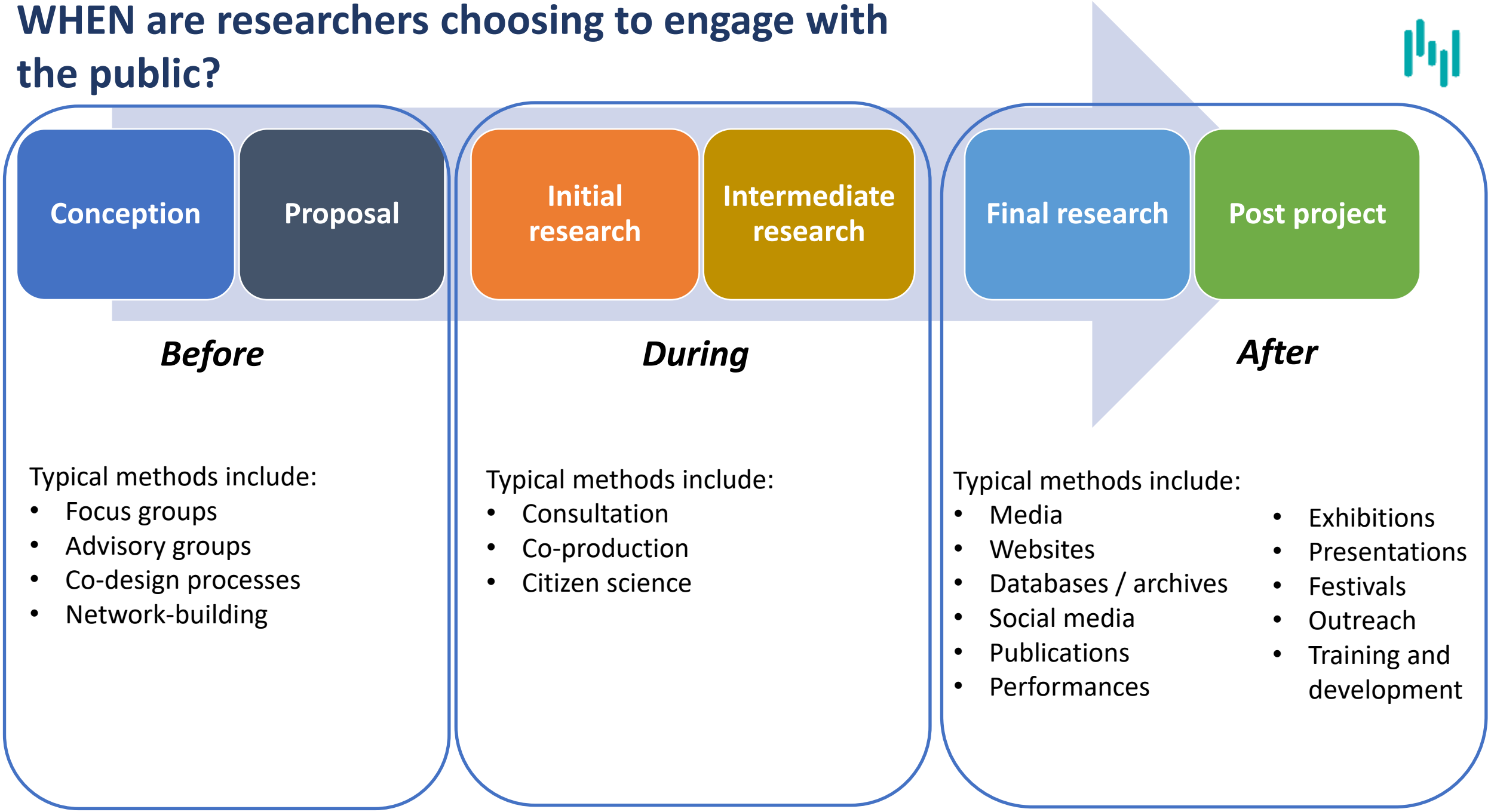
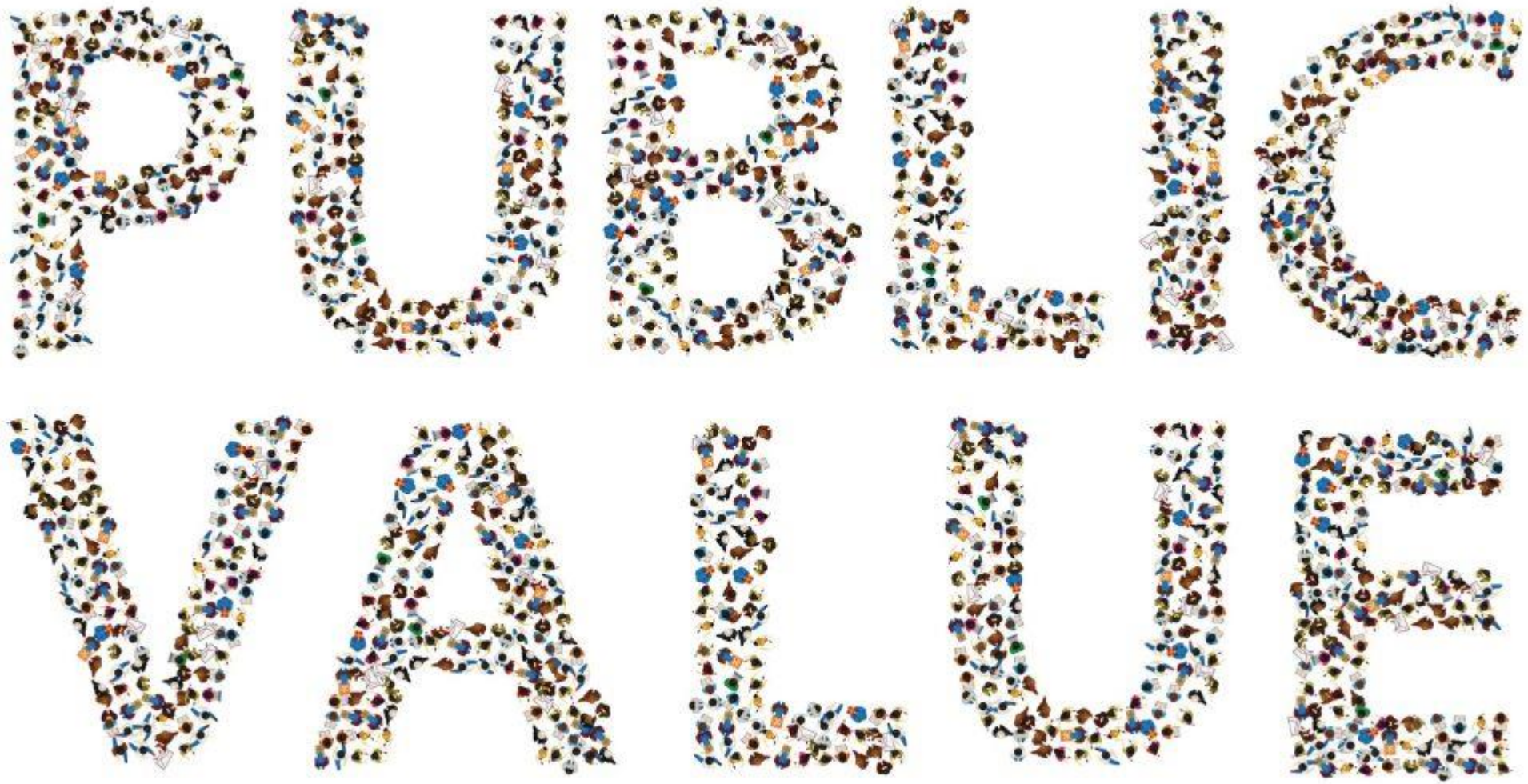
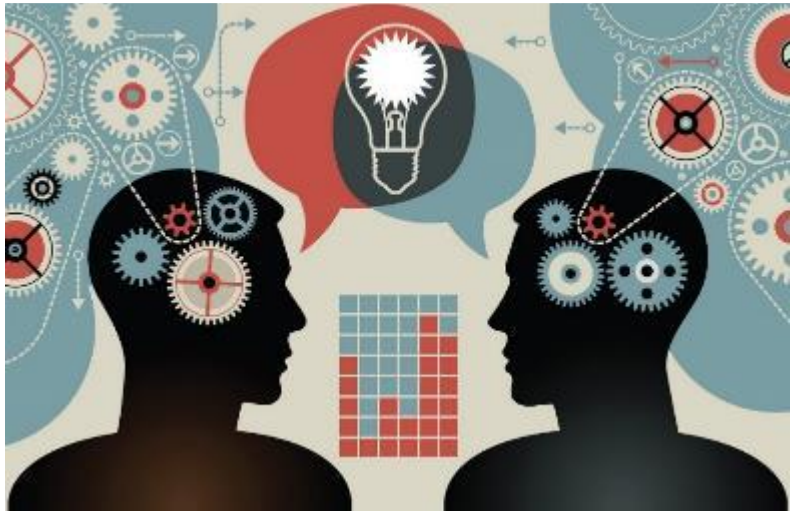


How does public engagement benefit society?



1: Enlightenment and empathy

2: Social innovation



3: Social action

1: Enlightenment and empathy

PUBLIC UNDERSTANDING

PE with research involves the public in discussion and learning, enriching knowledge & communal understanding

2: Social innovation

3: Social action

1: Enlightenment and empathy

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PE with research involves the public in discussion and learning, enriching knowledge & communal understanding

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3: Social action

Conceptual outcomes

- Challenge conventional wisdom
- Change understandings
- Stimulate learning and reflection
- Influence public debate
- Increase empathy

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PUBLIC INFLUENCE

Public involvement in research generates new insights & helps ensure that policy and practice better reflect public interests

3: Social action

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Instrumental outcomes

- Change standards / regulation
- Change accountability regimes
- Influence new products & services
- Change policies
- Change planning processes
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Engaging people with research enhances public participation in civic life, leading to positive social outcomes

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Capacity building outcomes

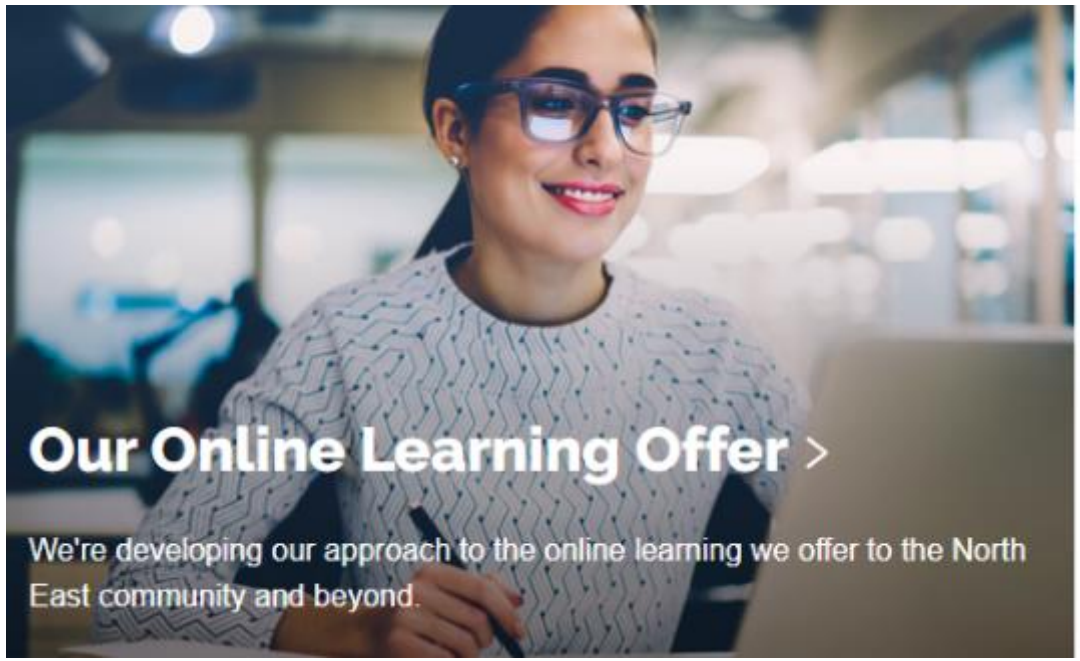
- Inspire participation / progression
- Teach new skills
- Change behaviours
- Influence professional ethics / practice / standards
- Foster collaboration

Newcastle University | Who we Are

Home Who we Are Study

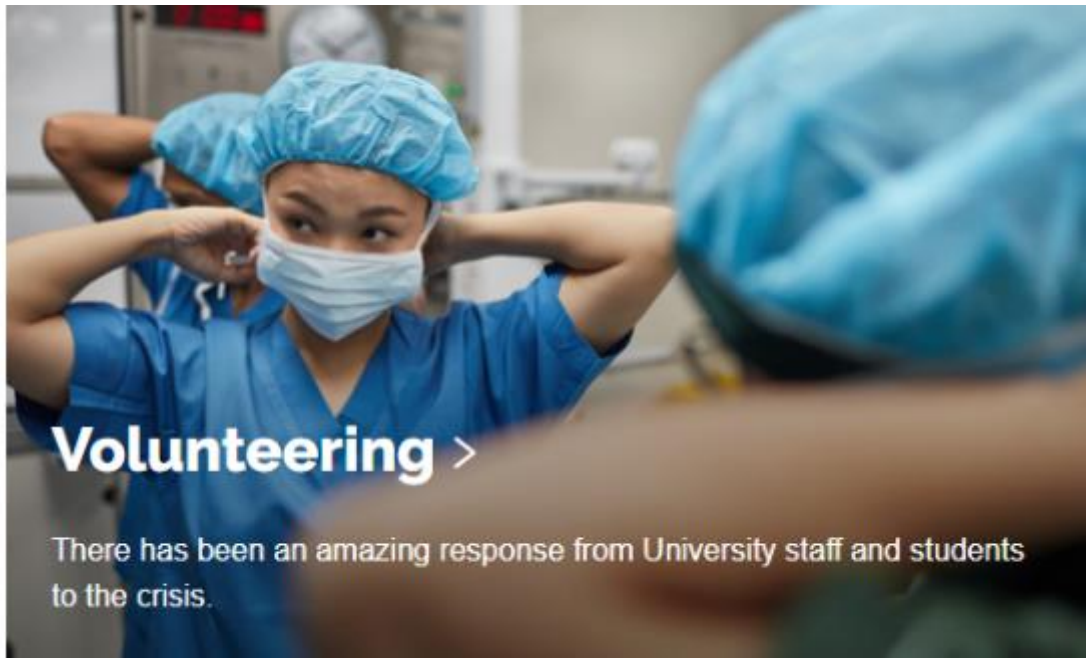
Our response to COVID-19

We are advancing public knowledge about COVID-19 and supporting the global fight to mitigate the impacts of this lethal new virus.



Our Online Learning Offer >

We're developing our approach to the online learning we offer to the North East community and beyond.



Volunteering >

There has been an amazing response from University staff and students to the crisis.

Our Civic Mission

Prifysgol Glyndŵr Wrecsam | Wrexham Glyndŵr University

Our new civic mission has people and place at its heart. Together in conversation with leaders, we have identified that the root cause of many of our region's challenges and priorities for action relate to social inequality. This is what we want to address.

We want to help end social inequality across North Wales by 2030.

Our aim as a University is to be useful and to innovate, co-create, test and deliver new approaches, enabling collective action in three priority areas:

Leadership and whole systems working

Building community resilience

Keeping well

Play a short film the university of Bristol's approach to public engagement

Introduction to National Civic Impact Accelerator

National Civic
Impact Accelerator

UK Research and Innovation

Greater Manchester Universities

CIVIC UNIVERSITY AGREEMENT

IN THIS CIVIC UNIVERSITY AGREEMENT, WE JOINTLY AGREE TO WORK WITH OTHERS ON ADDRESSING THE FOLLOWING:

GMCA Greater Manchester Combined Authority · Andy Burnham Mayor of Greater Manchester · University of Bolton · Manchester Metropolitan University · The University of Manchester · RNCM Royal Northern College of Music · University of Salford Manchester

How to cultivate a positive culture for public engagement?

EMBRYONIC

DEVELOPING

GRIPPING

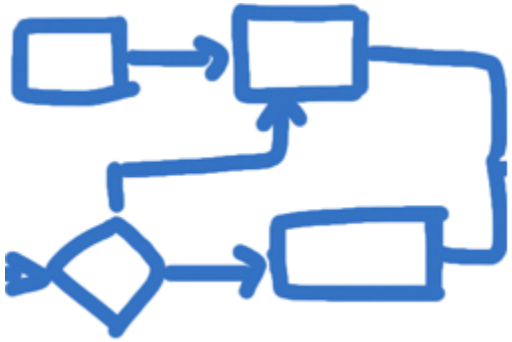
EMBEDDING

Purpose
Mission
Leadership
Communication

Embedding a commitment to public engagement in institutional mission and strategy, and championing that commitment at all levels

Process
Support
Learning
Recognition

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



People
Staff
Students
Publics

Involving staff, students and representatives of the public and using their energy, expertise and feedback to shape the strategy and its delivery

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.	PE is referenced sporadically within the institutional mission documents and strategies, but is not considered a priority area.	PE is clearly referenced within the institutional mission and strategies and the institution is developing an institution-wide strategic approach.	PE 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 VC acts as a champion for PE 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.
	Commun-ication	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.	PE 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 PE 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 PE 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 PE. 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 & knowledge of PE.	There are some opportunities for staff or students to access professional development and training in PE, but no formal or systematic support.	There are some formal opportunities for staff or students to access professional development and training in PE.	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 PE activities.	Some departments recognise and reward PE activity on an ad hoc basis.	The university is working towards an institution-wide policy for recognising and rewarding PE activity.	The university has reviewed its processes, and developed a policy to ensure PE is rewarded & 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 PE, either informally or as part of their formal duties.	There are structured opportunities for many staff members to get involved in PE; 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 PE, 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 PE 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 PE, 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 & committed resources to supporting a wide range of groups to access its facilities and activities, and to systematically seek their feedback and involvement.

https://www.publicengagement.ac.uk/support-engagement/strategy-and-planning/edge-tool

The interactive EDGE

Use this interactive tool to assess your institution's support for public engagement.

Have a go at using the EDGE tool – drag the sliders to the statement that best describes how your institution is currently supporting public engagement. Submit your results to us and we'll offer some top tips about what to do next.

Part one: Purpose

Clarify your PURPOSE for engaging with the public

1

Mission
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.

Choose a description

Embryonic	Developing	Gripping	Embedding
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

https://www.publicengagement.ac.uk/support-engagement/strategy-and-planning/edge-tool/interactive-edge

UNIVERSITY of DERBY

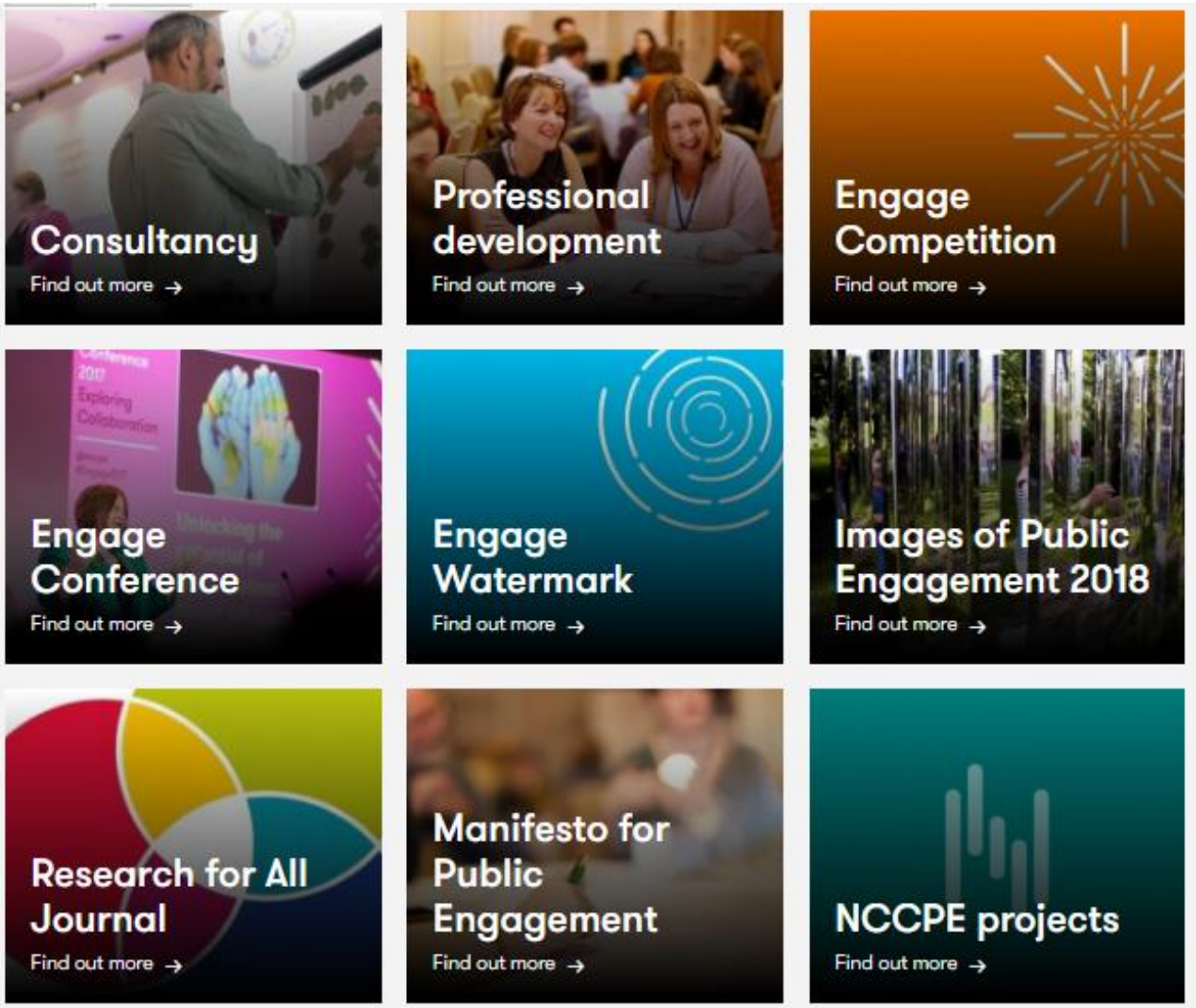
Engage Watermark Recognising Excellence

"At the heart of university life is the imperative to create new knowledge and understanding and develop valuable and effective partnership working. That's why the University of Derby is committed to public engagement, that delivers long lasting positive impact for our staff, students and the wider communities"

Kathryn Mitchell, Vice Chancellor, University of Derby

VIDEO

National Co-ordinating Centre for Public Engagement



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