A Field Guide

Public engagement and culture change

UNIVERSITY OF
BATH

Welcome

If you've picked up this Field Guide, you may or may not know this yet, but you are working as a change agent: someone who is trying to raise the profile of public engagement where you work so it is taken more seriously. We hope this guide will prove useful as you navigate and find your way through the process of creating a positive culture of public engagement with research at your university.

We, at the Public Engagement Unit, have put together this Field Guide based on our experiences of creating change at the University of Bath.

If you are a public engagement enabler, a researcher with a departmental responsibility for public engagement, or a professional who has public engagement as part of your broader remit, this guide is for you.

The Public Engagement Unit at the University of Bath

The Public Engagement Unit was established as part of the UK Research and Innovation Public Engagement with Research Catalysts programme back in 2012. Since then, we've been working to foster a culture where public engagement with research is recognised, practised and valued across the University. Over this time, we've seen our work take root. Public engagement with research is now thriving and is seen as an important part of the research landscape at the University of Bath. We operate over four strands:

Doing: we provide opportunities for researchers to try public engagement for themselves.

Learning: we create training and professional development opportunities for researchers to learn about public engagement.

Rewarding: we celebrate and recognise high-quality public engagement.

Leading: we lead and advocate for public engagement throughout the University of Bath and beyond.

Find out more about us:
bath.ac.uk/public-engagement

How to use this Field Guide

Advocating for public engagement is not easy or straightforward. This means we are not going to tell you what to do, instead we are going to share our approaches and thinking that have helped us get this far. We've organised this Field Guide into four different parts with 25 exercises that will help you to shape your approach to culture change.

Part I
Understanding Culture
A look at habits and habitat and how they make up the culture of a place

Part II
Understanding the University
Getting to know your university. What do we know about universities?

Part III
Thinking About Your Approach
Developing a sense of what you will need to support you along the way

Part IV
Key Lessons We've Learned
Some specific approaches we've used at the University of Bath

Part I
Understanding Culture

A look at habits and habitat and how they make up the culture of a place

If you are going change a culture, first you need to understand it.

#01

Let's begin with a quick exercise. What do you understand the word 'culture' to mean? Jot down some thoughts.

Culture is another word for 'way of life'. The way we do things. Changing established ways of doing things may seem daunting but it can be done.

## One way to think about the culture of a place is to look at the habits and habitat that shape it.

A HABIT is a behaviour, something people do. It is often automatic and, because of this, invisible to those who are doing it. People may not even know there is a different way to do the same thing. Habits often evolve from certain behaviours, values, expectations, and attitudes.

A HABITAT is an environment people find themselves in. This includes things like buildings, spaces, products, institutions, and of course, other people.

Let's look at how the habits and habitat shape research culture as an example.

In academic research, the habits that make up the culture could be the peer-review process, ethical approval procedures, or the application of specific methods. The habitat could involve a laboratory, a university building, or even criteria for promotion.
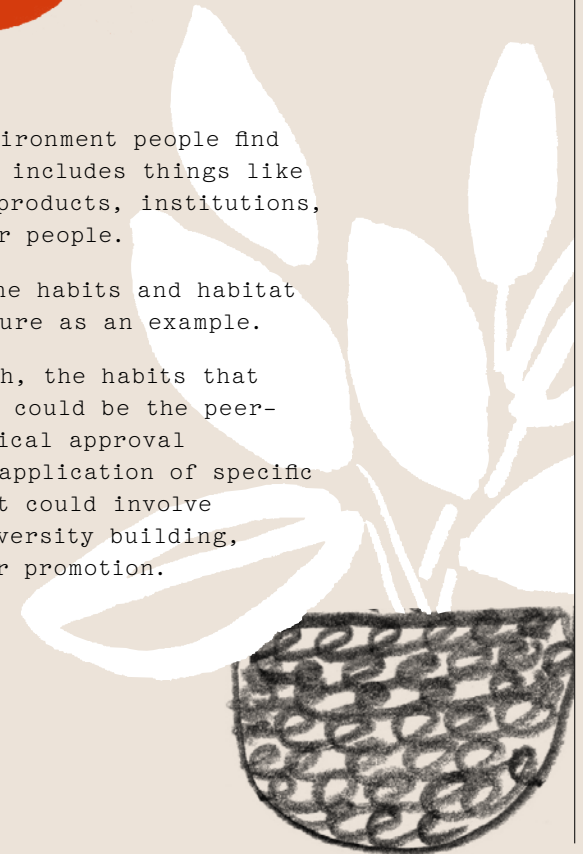
Your approach to culture change

As you go about your work, you will encounter people who think of habits and habitats as fixed. Things that have always been the way they are, and always will be.

But don't let that stop you. There are two ways to think about the relationship between habits, habitats, and culture change.

We could focus on changing a culture by changing people's habits or behaviours: to focus on changing hearts and minds, how people think, and what they choose to do.

Alternatively, we could change the habitat or environment itself, bringing about culture change by altering the physical space to change the way people work.

The reality is that neither approach will work on its own. To create long-lasting change, we need to change habits and habitat.

Understanding your work culture landscape

Take a moment to think about your own work habits and habitat. To get you thinking draw an imaginary, not literal, work landscape, a landscape that represents the habits and habitat of your working life.

Try to only use items that might appear outside on an area of land. This would be things like: trees, houses, sun, wind, buildings, mountains, ocean, people, animals, rivers, fields, birds, forests, paths, cars, bikes motorways, lanes, schools, places of worship, hills, cities, wind-turbines, kites...

Be playful, and expressive, but remember to make a key to remind yourself of what your items represent.

Here are some of our examples to help inspire you...

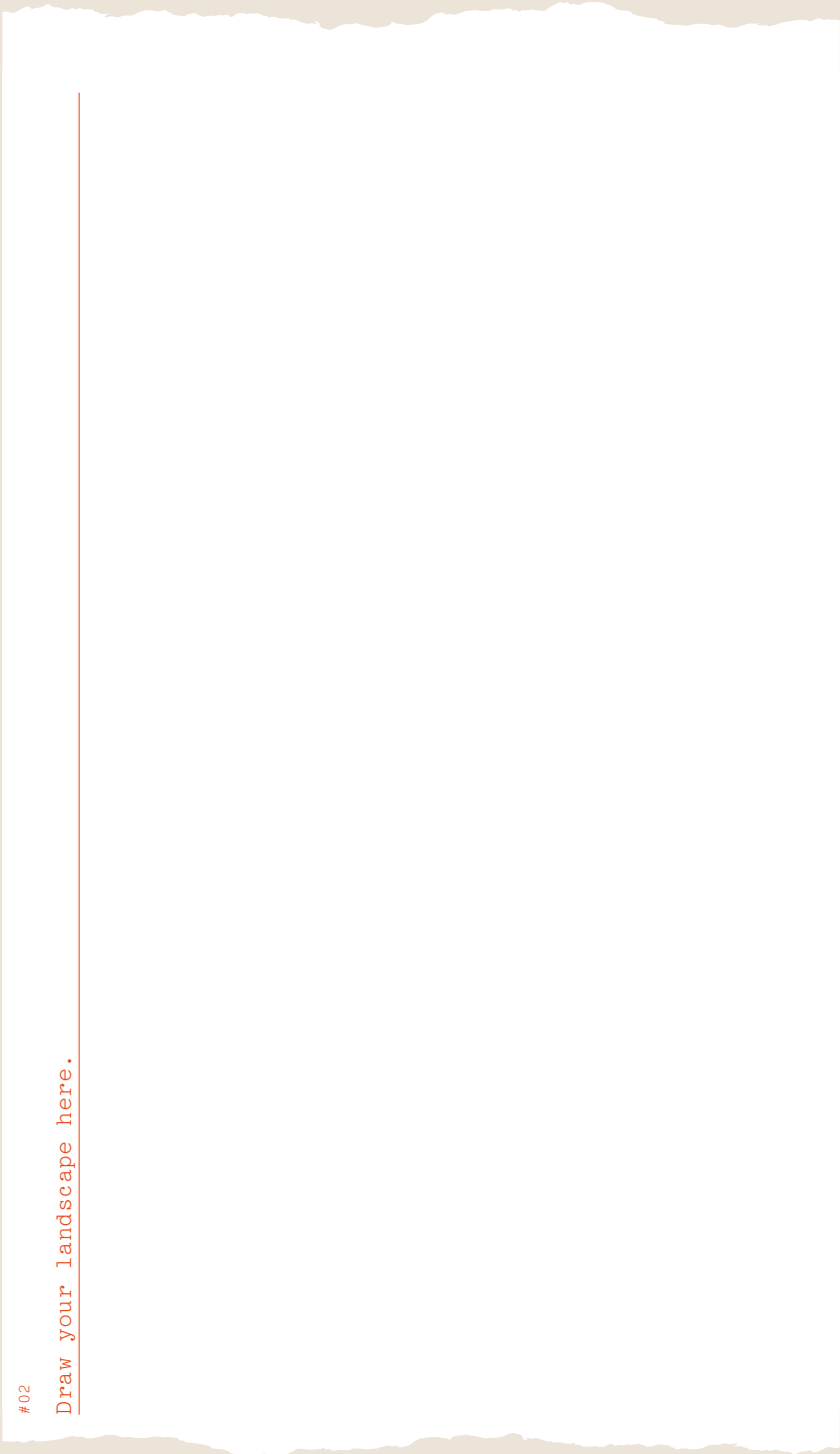These could illustrate some large obstacles you're facing
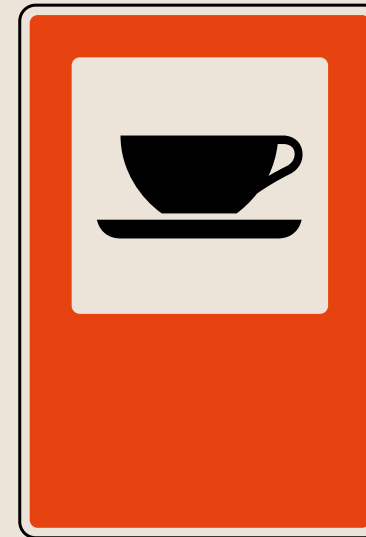
This could be your place of escape to do your thinking

This might represent the fast pace of your work

#02

Draw your landscape here.

Key

Here are some prompts to help you...

↑ When are you most productive?

⇑ In the mornings?

⋀ In teams?

⬆ In busy environments?

⬆ On your own?

⬆ When and where are you least productive?

⬆ What are you like with deadlines or multitasking?

⬆ What are your team like?

⬆ What is your line manager like?

↑ How do/don't decisions get made?

OK. NOW YOU HAVE YOUR WORK CULTURE LANDSCAPE.
TAKE A LOOK AT IT.

How would you describe the landscape you have drawn?
Is it cluttered or confusing? Is it smooth and
harmonious?

What elements of this landscape would you like to keep,
and what would you like to change?

Let's think about what your landscape tells you about
your personal habits and habitat, and the habits and
habitat you are working in. List the things that are
working well from your landscape and the things you'd
like to change.

#03
Habits

Working well	Would like to change

#04
Habitat

Working well	Would like to change

Anything else

This is a great start.
We'll come back to these
later on.

Part II
Understanding the University

Getting to know your university and its culture

LOCATION

COMMUNITY

INCOME SOURCES

GRANT APPLICATION

RESEARCH & TEACHING

STUDENT BODY

HISTORY

Understanding your university

What do you know about the culture at your university? Let's look at this for a moment.

Most universities are set up with a mix of teaching, research, and public good at their core.

Yet, despite these similarities, there are many differences between universities, that are worth keeping in mind, for example:

⟶ The balance of research / teaching / societal focus

⟶ The make up of the student / staff body

⟶ The degree to which it is centralised / highly devolved

⟶ Whether it is campus-based or across multiple distributed buildings

⟶ The location — city, town, countryside?

#05

Take a moment to draw up some notes on what you know about your University (we've included some prompts opposite).

HISTORY: How and why was it founded?

SIZE: How many students / staff? What is its annual turnover? How does this compare to other universities?

KEY SOURCES OF INCOME: Government grants, consultancy, industry sponsorship?

ORGANISATION: How is the institution organised? What are its faculties / divisions? Central services? Key decision-making bodies?

WHAT IS IT FAMOUS OR KNOWN FOR: What are its notable achievements? How is it perceived locally (e.g. by businesses, community groups, residents?)

LOCATION AND REACH: Where is it located? Does it have any satellite sites including overseas?

STRATEGIC PARTNERS: Who are its major partners?

OTHER AREAS OF STRENGTH: What are its research / teaching strengths? What does it do well?

THINKING ABOUT YOUR UNIVERSITY AT THIS LEVEL IS STILL QUITE BROAD. TO EXPLORE SOME OF THESE PROMPTS A LITTLE FURTHER, YOU MIGHT ASK:

➡ Where does its research / teaching strengths originate from?

⬅ How might the kind of city / town you are based in, or near, affect the culture of your university?

⏩ Is there a particular 'feel' to the University? What is it like as a place to work or study? How do local people talk about the University?

Some of these things are hard to pin down and define. But we've found it helpful to stay alive to these questions. You might find it useful to check in from time to time to see if your answers have evolved.

Changing your university

If you've been brought in with the remit to change a culture at the university, when you start to think about the institution at this level, it may feel like a daunting task. Universities are large and complex, they may have been doing some things the same way, uninterrupted, for over one hundred years. Maybe more. They have thousands of staff and students and often have devolved decision-making structures.

Universities can look and feel like immovable institutions that are difficult and slow to change. It can be even harder when you recognise there is a need for change, but that recognition is not shared by others.

But let's reframe how we think of the university.
Instead, let's break it down into a collection of
individuals.

Thinking about the University of Bath in this way
started to open real possibilities for change.

Visualise your university as a murmuration of
starlings. You are part of that mass, not outside
it, and going along with it. Now think of culture
change as a bit like steering that mass. No one
single starling controls or leads the murmuration.
Each turn of direction, height, or speed that
happens, is a collective response to the movement
of others and the environment.

All the starlings interact and move together.

Thinking about the university in this way, your role
as a change agent takes on a different significance.
You're not leading the way from the front and having
to convince and cajole people to follow you. Rather,
you and the other people who are flying alongside
each other, respond to one another, and can influence
others around them. While you may rest awhile as a
flock, you'll soon be on the move again because there
is no fixed endpoint. A university is an ever-changing
institution and you need to be ready to move and
influence when the time comes.

Part III
Thinking About Your Approach

Developing a sense of what you will need to support you along the way

Let's look at your role in culture change

The murmuration metaphor we've used hopefully helped emphasise your value and role within the university system. Who you are, how you approach your work, and the interconnectedness of your responsibilities with others.

As a change agent, you bring a variety of skills, previous experiences, tools, and knowledge to the role. You also bring your own unique perspective on things.

We'd like to invite you to take some time to reflect on these. In this section, the exercises are designed to help you explore the skills, knowledge, and behaviours that you already embody, and that could be useful for you in your work bringing about change.

What motivates you?

Being clear about why you are interested in supporting public engagement with research will help shape your approach to your work. Being clear about why your institution is interested in public engagement is also important. You need to balance the two.

#06

Use this space to make notes on your, and your institution's, motivations for creating a positive culture of public engagement with research.

Don't forget in understanding motivations it's important to factor in what motivates researchers to engage public groups with their work.

Mapping how you became a change agent

Starting with your current role work backwards and
create your own map of your journey to how you got
here. Chart on your map any significant experience that
happened along the way, professional or personal, these
could be other roles you've held or hobbies. At each
point, reflect on the skills and knowledge you developed
and what you valued most about that experience.

#07

Map out your career journey.

Understanding your behaviours and habits

We're going to spend some time thinking about your behaviours and habits that help generate successful ways of working.

#08

Write down what you're good at...

HOW DID THAT GO?
We are not all equally good at self-praise. We may be conditioned to prefer praise from other people, and sometimes it doesn't feel as meaningful when we write it ourselves. We may also miss some things that we are good at.

If you're going to go on this culture change journey, it's going to really help if you have a sense of what you do well, and what brings you success in the world.

In the following pages, we are going to ask some questions that can help you unpack what you're good at and where you thrive.

1. THINK ABOUT A PROJECT THAT HAS BEEN REALLY SUCCESSFUL FOR YOU
It can be a work project, or a project outside of work such as a hobby, home move, birthday party or one of each.

#9

Write down some of the key things you did that contributed to its success.

2. THINK ABOUT A RELATIONSHIP YOU REALLY CHERISH

This might be a relationship in your professional life, or in your personal life. You could think about your role in that relationship or reflect on the qualities the other person has.

#10

What do you cherish about this relationship?

3. THINK ABOUT AN EXPERIENCE THAT YOU'VE REALLY ENJOYED

This could be something that happened in work or outside of it such as a holiday, trip or challenge.

#11

What made it a success?

TAKE A LOOK BACK OVER WHAT YOU'VE WRITTEN.
Can you identify any themes?

Can you name some of your key behaviours or habits
you that have brought you success and enjoyment in
these situations? You can also have a look back at
work culture landscape exercise on page 10.

#12

Write down 3-7 behaviours that are really helpful for you.

TAKE ANOTHER LOOK BACK OVER WHAT YOU'VE WRITTEN.
Think about who was around you at the time and
where you were. What was the environment like?
Who (if anyone) was near? Were you mostly inside
or outside? What was it like? What else?

#13

Jot down some notes about the kind of environment that
helps you thrive.

These exercises were to help you reflect on your motivations, skills, knowledge, and behaviours that you have as a change agent. We are always in situations rather than outside of them. Whether consciously or not, our experiences and perceptions affect the choices we make about how we apply ourselves to the situation at hand. In your culture change work you'll be influenced by external factors like deadlines and budgets, but being aware of your own approaches to your work will help you succeed. Then there is power. Whether we like it not, power is not evenly distributed in the workplace or in society. Your ability to affect change will be influenced by your 'relative position'. This may sound defeatist. But workplaces and cultures do change. We encourage you to find and mobilise your flock. Remember the murmuration metaphor.

In any situation, you can break your influence down to five parts:

BEING

who you are: - your attributes, values and behaviours.

ENGAGING

the skills you have: - making constructive choices and developing the approaches and methods you use to bring about change.

CONTEXTUALISING

the situation you are working in: - drawing on your previous experiences to frame that situation.

MANAGING

the execution of your approach to change: - having confidence in your expertise and willingness to listen and learn from others.

POWER

your relative position to others: - the resources you command, how you and others view this.

In our work in creating change and learning with other projects that have embedded public engagement with research, we've identified three change agents roles:

CATALYST:
working to create strategic change.

FACILITATOR:
finding solutions to issues to enable change and/or delivering activities to create change.

BROKER:
sharing your knowledge and resources to create change.

DELVE INTO MORE DETAILS ABOUT THESE ROLES HERE:
bath.ac.uk/projects/agents-of-change

Part III. Thinking About Your Approach

Part III. Thinking About Your Approach

Part IV
Key Lessons We've Learned

SOME SPECIFIC APPROACHES WE'VE USED AT THE UNIVERSITY OF BATH

Our approach to public engagement with research at the University of Bath

Learning has been an important aspect of our approach. We set ourselves up to learn about public engagement with research at the University of Bath with and through others. In practice, this means we are open to new ideas, create a safe space to test those ideas, opportunities to reflect, and modify what we do considering what we learn. In all our work we lead by example by modelling an approach to those we support or work with.

We operate through four strands of work:

DOING PUBLIC ENGAGEMENT — we provide opportunities for people to get started in public engagement through existing activities, and offer grants for those who want to develop their practice and foster relationships with community partners.

LEARNING ABOUT PUBLIC ENGAGEMENT — we offer a wide variety of training and professional development opportunities, including one-to-one mentoring, workshops, and online resources.

CELEBRATING PUBLIC ENGAGEMENT — we run an award scheme that rewards those with a longstanding commitment to public engagement, create case studies to illustrate how public engagement brings professional benefits, and use media coverage of public engagement to raise the profile of engaged researchers.

LEADING PUBLIC ENGAGEMENT — we lead the public engagement agenda at the University and contribute to the broader sector by mentoring others, feeding into consultations, and presenting our work at conferences.

This approach has been developed and refined since 2012. We were fortunate to be working in a cohort of seven other universities and to have the previous experience of the Beacons for Public Engagement to learn from.

This section is broken down into 11 short lessons looking at the approach we took to creating change:

Processes
1. Purposeful disruption
2. Small is beautiful
3. The 'right' time
4. Evaluate

Working with others
5. Know your boundaries
6. Working with friends and allies
7. Sense checking

Be yourself
8. Make decisions
9. Re-framing
10. Be positive
11. Listen actively

1. Purposeful disruption

For something new to emerge, you need to disrupt the old ways of doing things. This involves shaking up the system a little and creating an environment with a different set of rules than people are used to.

In our line of work, we help researchers to think differently about their research. We challenge assumptions about what knowledge is, who it is for, and how it can be used.

There is no way to do this without being disruptive. There are three main spaces in which we use disruption:

WHERE WE CAN INFLUENCE

WHERE WE OFFER SUPPORT

WHERE WE HAVE CONTROL

Where we have control

IN THE AREAS OF WORK WHERE WE HAVE CONTROL, WE SET THE GROUND RULES FOR PARTICIPATION. Take, for example, our end of project celebration. In 2015, after three years of work, our UKRI funded project was coming to an end and we had budgeted for a celebration evening for all those who had been part of the project.

The norms and conventions dictated that such a night would be: black tie, a three-course dinner, with speeches from the project's principal investigators and the Vice-Chancellor, and would be very self-congratulatory. We asked ourselves: Is that the tone we want to set? And the answer was "No". We created an event that disrupted the convention and represented our overall approach to creating change.

So, rather than do a black-tie event, we created an inclusive and welcoming atmosphere with a highly decorated space, tapas dishes on each table, informal dress, table-top engagement activities to do, and the Vice-Chancellor didn't do a speech. People from inside and outside the University were given equal airtime with short presentations throughout the evening. We had an MC to keep the event moving and add some humour. Our production values were high. The event was different but remained credible.

Where we can offer support

WHERE WE INVEST OUR TIME AND FUNDS SEND IMPORTANT SIGNALS ABOUT THE VALUES AND PRACTICES OF THE PUBLIC ENGAGEMENT WE ARE TRYING TO DEVELOP.

When we were first set up in 2012, many people had been doing public engagement for a long time. Subsequently, when the University needed an example of public engagement, it often drew on the standards these individuals set.

Whilst they were important in blazing the trail for public engagement at the University, their work did not always fit with the portfolio we were trying to develop under the guidance of our Steering Group. As a project team, we wanted to support good quality public engagement, and public engagement that advanced our understanding of public engagement in general, and specifically at the University of Bath.

To support this type of public engagement we used the criteria and guidelines of our Engage Grants to be clear about the activities we were willing to fund.

This approach was not without conflict. Sometimes, those trailblazers were not able to frame their work in a way that met these new guidelines. This was challenging and the support of our Steering Group was essential here.
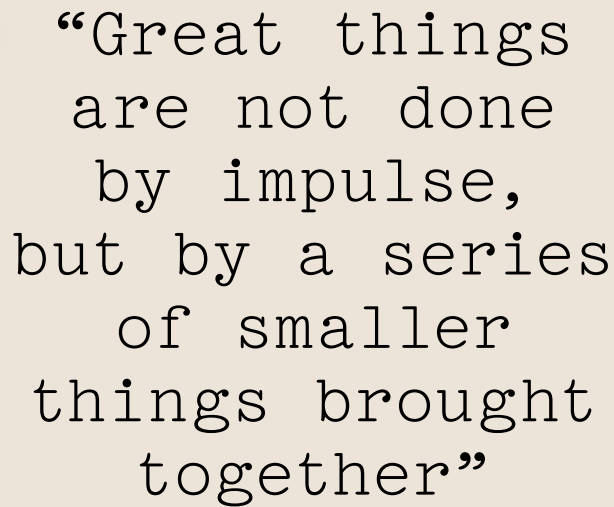
Where we can influence

WE DON'T UNDERESTIMATE HOW WE CAN INFLUENCE THE WORK OF THE UNIVERSITY WITH OUR WORK, APPROACH AND VALUES.

As a novel initiative at the University back in 2012, we were able to influence key senior colleagues through the work of our Advisory and Steering groups. Over time, as the project ended and those formal structures wrapped up we have actively sought out relevant University working groups and committees to influence. At these meetings, we've found opportunities to raise the flag for public engagement and to showcase the type of work we are seeking to promote.

We also have a dual reporting structure to build and maintain high-level links. Because public engagement contributes to the research strategy of the University we report to the Pro-Vice-Chancellor (Research). Our day-to-day line management reporting was to the Director of Marketing and Communications (now Chief Marketing Officer). This gave us a close relationship with the internal and external communications teams which helped us raise the profile of high-quality public engagement.

Write down your own disruption action plan.

Focus area	Do you have control, support or influence

Tone you want to set / key messages	Disruptive action

2. Small is beautiful

Change often happens at the edges

At the core of a university is the key business of research and teaching. At the centre, you will find people who are heavily invested in trying to keep things as they are. These people often get a bad reputation in culture change initiatives for being 'blockers'. But they are simply people who need to manage the competing demands and cannot act on every whim or policy initiative. Their job is to interpret these agendas within the context of their organisations.

However, you also need people who are invested in change. In moving the organisation towards emergent agendas, people like you who are also building resilience by ensuring your organisation is responsive to change. We suggest there are three ways in which keeping things small can really help you do this:

"Great things are not done by impulse, but by a series of smaller things brought together"
Vincent Van Gogh

TESTING AND PILOTING NEW IDEAS

LOOKING FOR QUICK WINS

HAVING A SMALL BUT INFLUENTIAL TEAM

Test and pilot new ideas

TRYING OUT NEW IDEAS AS SMALL PILOT PROJECTS CAN
HELP YOU LEARN WHILE PROTECTING YOU FROM RISK.
Over the years, when we've started new projects or
initiatives, we've not launched them fully formed.
Instead we tell colleagues we're testing something out
and invite people to join us so we can learn together.
Creating pilots reduces concerns people have about
risk and lifts barriers. This approach turned objectors
into bystanders letting those who wanted to join in,
or simply watch, to learn with us.

Working in this way has helped us really grow projects
and helped us understand what ideas don't work and why.

Our current Public Engagement Network grew out of our
Public Engagement Champions scheme. We piloted ideas
for activities and events which helped us understand the
needs of our colleagues. The Champions were all academic
staff, but we had a lot of colleagues in professional
services and teaching job families who wanted to
get involved. In response to this need, the Public
Engagement Network is now open to anyone within
the University.

Write down one of your objectives for the coming year...
try and choose something quite big and challenging for you.

What small initiative could you do towards achieving that
goal? For example, is there a pilot you can set up? What
other smaller steps could you take towards the goal that
would reduce the risks?

#15

Big and complex initiatives.

#16

Smaller initiatives.

Look for quick wins

QUICK WINS OR 'LOW HANGING FRUIT' ARE TYPICALLY
SMALL CHANGES YOU CAN MAKE WITHIN A ZERO TO
A THREE-MONTH TIMEFRAME.
Change can feel like a long process, to feel like we
were progressing and could keep the project on people's
agendas, and to demonstrate momentum we looked for quick
wins. A quick win for us was simply having an internal
news story announcing our presence and the associated
funding. It let colleagues know that public engagement
was an institutional priority for the coming years and
who to contact for more information.

Thinking about objectives for the year what quick wins
can you identify?

#17

Draw a tree, give it a name and label some low hanging
fruit you might want to pick to provide you with some
quick wins.

Having a small but influential team

BE SMALL (BUT NOT TOO SMALL).
Our staff team is deliberately small and has been
from the start. This clearly says to people that we
are not going to do their public engagement for them.
It has forced us to find allies and friends who can
embed public engagement into their work. We have
friends in researcher development, innovation services,
and communications — all teams who work with academics
and who champion public engagement. It helps us to be
agile and means we do not get bogged down delivering
large programmes.

Whilst we have a small staff team, we have a non-pay
budget which is quite helpful. We can use it to enable
researchers with their public engagement through grant
funding, but it can also buy additional time or expertise
when we need it, for example, if we need to bring in
external trainers.

3. The 'right' time

Sometimes ideas might not work out the first time you try, yet when you propose the same idea later, it catches on. Sometimes you can be pushing an idea for a long, long time; and nothing ever seems to bite. Knowing when to put ideas on the back-burner is important.

We can think of time in two ways, linear time and opportune time.

Linear time is finite and measurable. It's the kind of time that we use when managing projects, with set timescales and milestones. Paying attention to this kind of time is helpful to coordinate people, so they turn up at the right time, for example.

However, opportune time is just as important. You always have to keep this in mind when thinking about projects or pieces of work. Being able to spot, or create, the opportune time will allow you to deploy your ideas when they will best work.

An opportune moment came along for us when the University celebrated its 50th anniversary. Money was made available for novel projects and activities and we were able to try a radical (for us) type of public engagement which was costly and beyond our usual budget. We were successful in bidding for some additional funds to try out a number of community-based participatory research projects. They went on to be a successful and high-profile piece of work with longlasting impacts.

#18

To do list   Linear or Opportune Time

⟹ How much of your to-do list is in Linear time and how much is more about Opportune time?

➡ What is the balance between the two?

⇨ Is there anything that you might not achieve?

➡ Why?

➡ What would happen if you put it on the back-burner?

4. Evaluate

One thing we haven't mentioned yet is evaluation.

How do you evaluate culture change? If you set out to change something, you'll be asked to measure the change made. Ideally, this isn't something you should do alone. If it's an institutional priority, it should be a joint endeavour with colleagues from across the university that you have been working with. For example, if you are evaluating significant changes, such as attitudes of staff to public engagement, work with others to do this. Embed your questions into existing surveys rather than risk over-surveying colleagues. The people who run those existing surveys will often then come back to you next time to check that you still want the questions included. In this way public engagement has become embedded in a part of the university infrastructure and is an indicator of culture change.

However, if you do have to evaluate alone, you should focus on the things you have control over and are responsible for such as a funding scheme or training workshops.

We found the approach by the National Co-ordinating Centre for Public Engagement useful when thinking about how we evaluate our work. tinyurl.com/nccpe-evaluate-your-impact

Finally, don't forget to reflect on your habits and your own personal approach (the things we worked on in Part III). This is a special part of the journey. The path you take and how it evolves over time is inexplicitly linked to who you are as a person. If you get stuck in your habits, and these need to change, staying reflective will help you clock this.

5. Know your boundaries
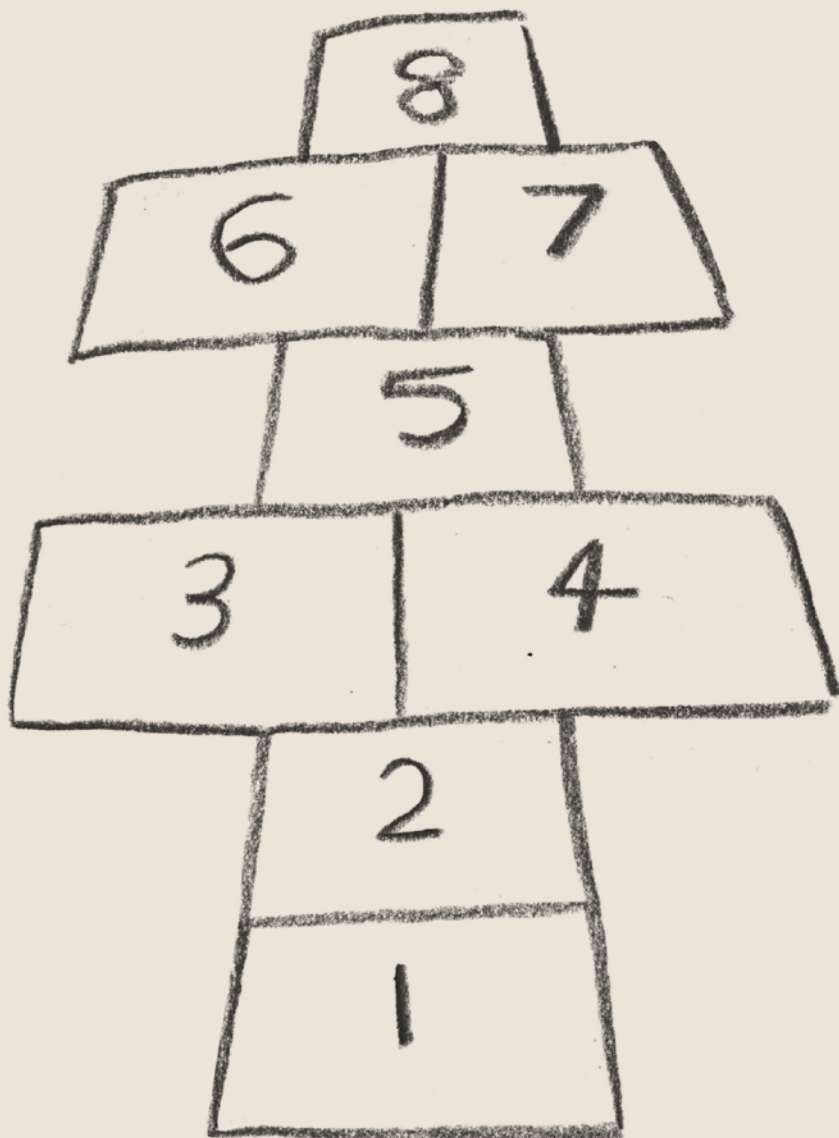
For us, public engagement with research means three things:

➥ It involves people from outside of academia in settings where they have agency

⇒ There is mutual benefit

➤ It relates to specific research. Academics doing public engagement should be doing it about their research and not generalised engagement with their discipline.

But we are also prepared to explore these boundaries — they are rarely as hard and fast as we initially think.

It's essential to know your own boundaries. What are the things you care about? More importantly – what things don't you want to do?

Understanding where you don't want to go or be can help you decide which projects to take or which opportunities to respond to.

Remember that sometimes your own boundaries / priorities are not what your institution values. You need to decide how you balance pushing for what you believe in, and simultaneously accepting some things that are unlikely to change.

6. Finding friends and allies

One thing to keep in the forefront of your mind always, it's simply not possible to do culture change alone.

We knew we wouldn't be able to reach every researcher so we wanted to make sure we were working with, and influencing, the ecosystem of support that surrounds research. To do that, we worked out very early on we needed to build bridges with other professional services, as well as academics and external partners.

We don't have line management responsibility for many of the people we wanted to influence. By working with friends and allies required us to let go of control (or the illusion of it) and give away some ownership.

Many of our professional partnerships have been built over coffee, and in the corridors outside of meetings. We always approach these interactions with an open mind — finding ways to work together around shared goals.

"With every pair of hands comes a free brain"
Mark Shayler

It is not about being friends: it is often about leveraging knowledge or resources, accessing a specific network, marketing to an audience, or going on a journey together because you have a shared aim.

We work across our network and use our expertise to deliver aims for our allies. For example, we work with staff development teams and deliver training together; or with research development teams to contribute to grant proposals. These relationships are of mutual benefit.

But we do need to think about who we are not working with and why. Are you missing out on working with people who don't, or can't, hang around after a meeting, or who don't have time for a coffee? We have built relationships by going for walks, drinking tea/coffee/beer/fizzy pop, eating ice-cream, sitting outside, and sitting on a sofa in a corridor — be prepared to go to where other people feel comfortable. Thinking about diversity in your approach, and in your team, will help you create a more diverse network, and this in turn will help you solve problems better and be less susceptible to group-think.

Take a moment to draw out your own professional network.

Label some of these relationships by how close and distant they are;

⇌ Who do you share resources with?

⇶ Who do you see/work with often?

⇸ Who are you influencing?

➡ Who is affecting you?

⇌ Who do you share common goals with?

➡ Who is missing? Where is there diversity?

#19

Draw a map of your own professional network.

Now ask a researcher you are working with to do the same thing.

Again, ask them to label some of these relationships by how close and distant they are? Who do they share common goals with? Who is supporting them?

Take a look at these two maps.

☞ Given you will need to influence the researcher's support network, this network could be a potential ally.

➽ Is there anyone you should be working with that you're not? Or someone you are working too closely with that you don't need to?

#20

Draw a map of your own professional network.

#21

Thoughts.

7. Sense checking

This is about who you put around you

At the outset you will invariably have a line manager, possibly a team and you may already have a board of some form that you report to or are part of.

But as your work develops, you will need other people alongside you who can help you make sense of the work and bring new insights. Remember, IT'S SIMPLY NOT POSSIBLE TO DO CULTURE CHANGE ALONE.

These are people who can help you interpret how public engagement interacts with other agendas, for example: research funding, teaching, HR, strategy, estates, or research planning. These people have insight and expertise that will be invaluable to help you navigate your work culture landscape.

Some people you draw on will be around for several years and may only take on formal roles, such as sitting on an advisory board. Others may just be around for a short time, for example, to help review a funding proposal.

Each group we've organised, whether to assess applications to our Engage Grants, a strategy group, or to judge our Vice-Chancellor's Engage Awards, is a new potential body of allies and informants. Academics understand processes such as review panels, so we've used that to our advantage. When a new person takes on an Associate Dean for Research role we will invite them to be part of the panel for reviewing the Awards. This gives them insight into the agenda (or confirms their existing knowledge) and helps them see how their faculty is performing in comparison to others.

A key thing we learned about sense-checking is not to use the same people for everything.

Seek out and grow the number of people who are supportive of your work.

NEW IDEAS

QUICK WINS

We've also found assembling a group works best when you have something tangible you need their help with. Recently, as part of our ChallengeCPD@Bath (2017–2019) project, we were getting to grips with the troublesome issue of training and professional development. An advisory group of relevant people from across, and beyond, the University helped us for this fixed period of time.

Think about the activities you do and the boards/support you have. Are you working with the same people over and over?

Are you missing opportunities to influence others and broaden your circle of critical friends?

Some things to consider when putting people around you:
➡ Who do you want to influence?
➡ Have you thought about diversity?
➡ Do you need a breadth of different expertise, agendas and perspectives — or do you just need to get a job done?
⬄ Do you listen to people in both senior and junior roles? Academics, researchers, students, and professional services staff within departments?
➡ Do they offer a different perspective on public engagement?
➡ Do they share your view of what public engagement is?

#22

Thoughts and ideas.

Be yourself

8. Make decisions

Decision-making is a task — don't expect others to do it for you.

Yes, take advice and input from others around you, but use it to inform your decisions, rather than to have others make your decisions.

Be clear that this is what you are doing and also let people know how you have used their contributions.

Be yourself

9. Be positive

Academic knowledge is developed mainly through critical processes: challenging ideas to explore their robustness. Taking a positive approach to what you do will make you stand out from others around you. That's not to say you shouldn't challenge — you absolutely should — but do it when it's really needed, do it with evidence, and do it positively. Find solutions to problems rather than just identifying them.

"To say I'm an overrated troll, when you have never seen me guard a bridge, is patently unfair"
Tina Fey

Be yourself

10. Re-framing

This section focuses hard on solving this problem yourself, finding this fresh perspective yourself.

The following exercises may be helpful if you really are alone with the problem and have not already found a way to solve it by thinking about it.

Before you begin, we want to fess up that this exercise nearly did not make the final cut. It can be hard to run it in this format. But in the spirit of piloting something we kept it in. Let us know how it worked out for you.

Culture change is not easy. Sometimes the slow pace of change, the stalling, and the steps backwards can get you down. Because it is hard, it can bring up difficult feelings and challenges.

There can also be times when you get a bit stuck in a particular situation and need to find another way of thinking about the problem. A new perspective can help bring fresh insight.

#23

Is there a situation you would like to change? Something that frustrates you? Jot it down here...

Now, we're going to summarise the problem you have just written into a short sentence. Make sure it's personal, and something that evokes your feelings and judgements.

Here are some prompts...

⇒ Feelings can be fear, anger, sadness, joy, shame, trust, anticipation...

➤ Judgements might relate to competencies, morality, trustworthiness...

For example, if your problem was 'senior University management don't understand what public engagement is' change this to something more personal:

➡ Senior management play lip-service to public engagement; or even...

⇒ Senior management talk nonsense about public engagement...

⇔ I feel sad and deflated at how senior management represents my work...

Write this summary on the orange post-it overleaf.

Around the box, in the white post-its, write some reasons why this belief is true. For example, if your central motto was 'Senior management talk nonsense about public engagement', then answer:

➡ Why do you believe this?

➡ What is the reason for this?

⇔ What evidence for this?

➡ How do you know this to be true?
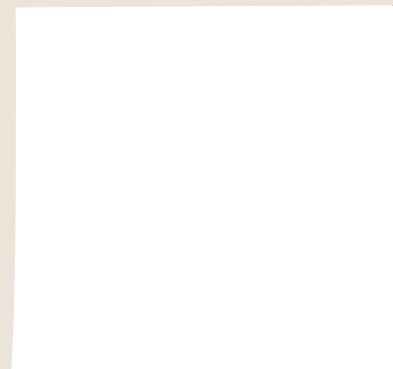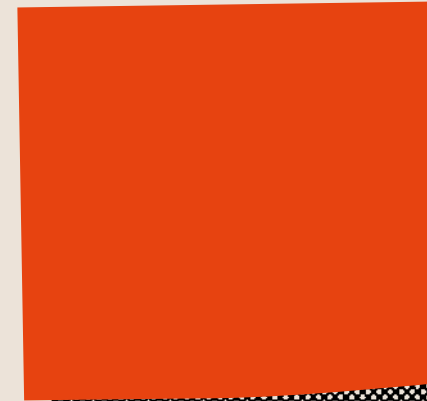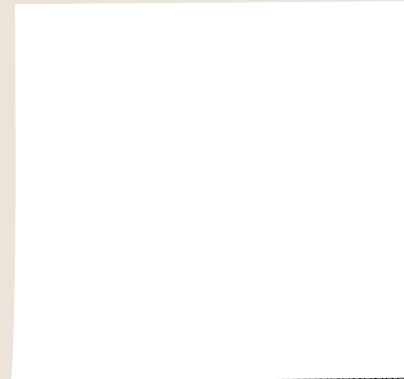
Look back at your answers in the white post-its on the previous page. Focusing just on these post-its — choose one statement and write it in the orange post-it on the next page, now write four statements that are the opposite to this.

It can help to do this a few times. Start with:

➤ What is the grammatical opposite of this statement?

⇒ Try writing a variation of that statement using different words?

⇨ Can you make it really extreme?

Keep on going until you have at least four contradictory statements for each one of the reasons you gave on page 73.

For example, if you said: Senior Management talk nonsense about public engagement, write: Senior Management are always unequivocal in their support and praise for public engagement.
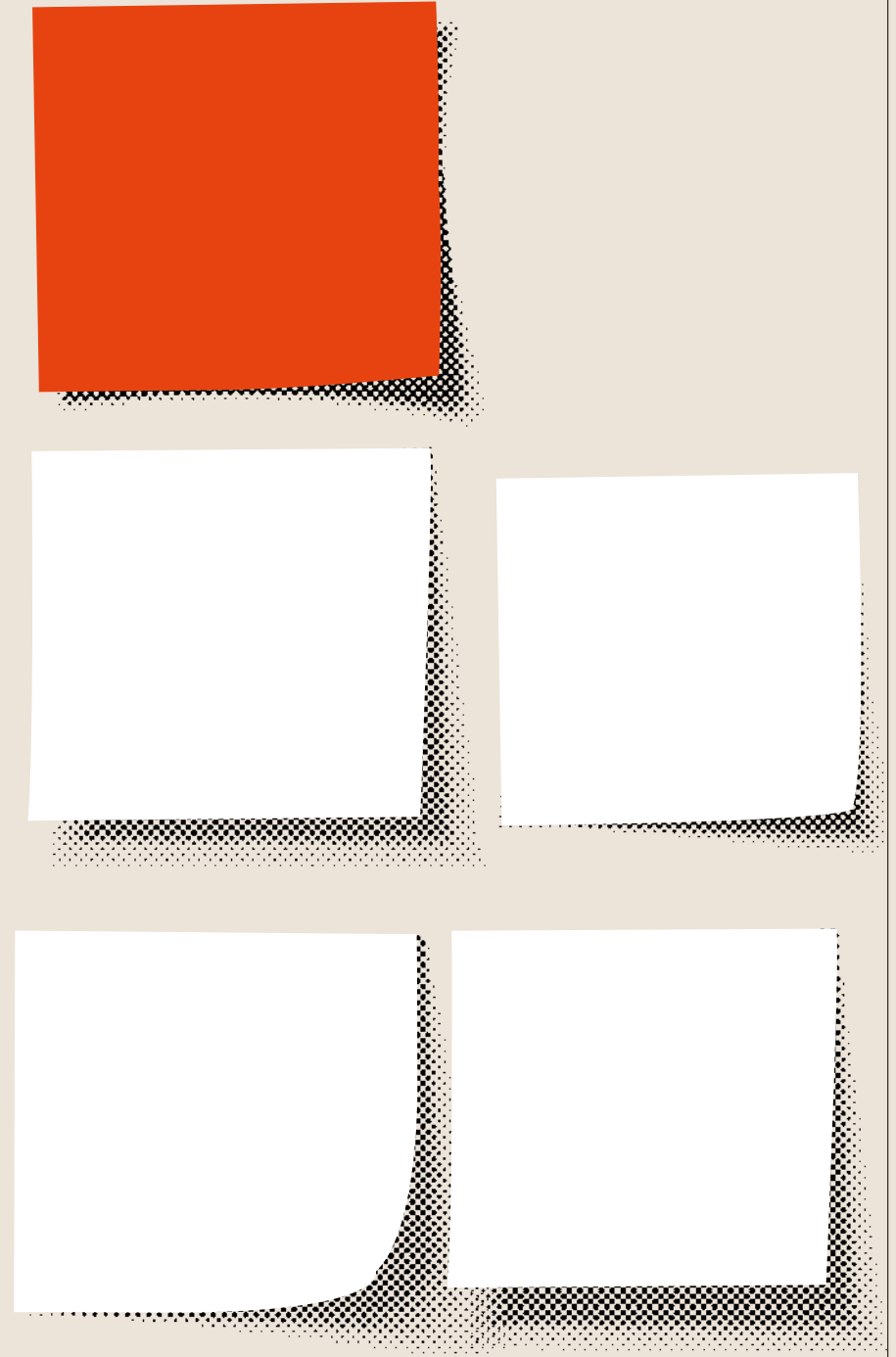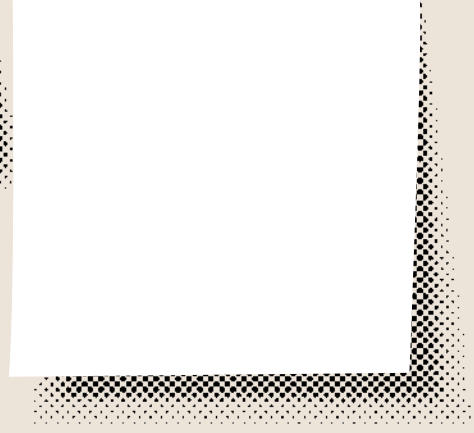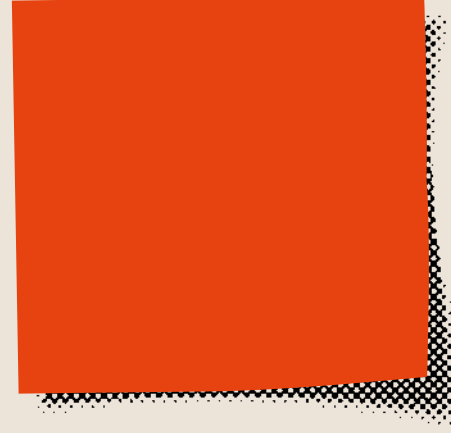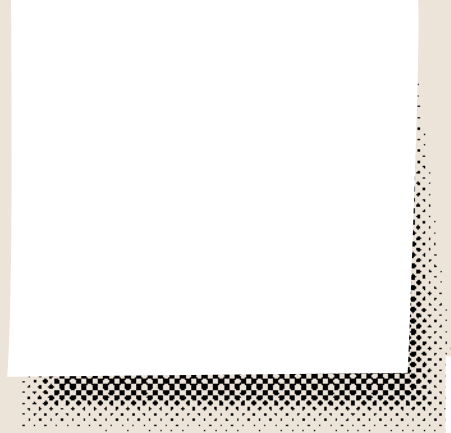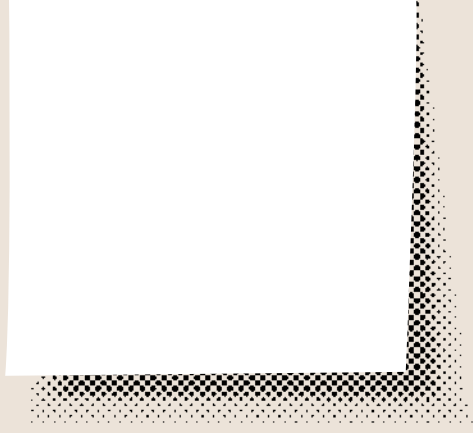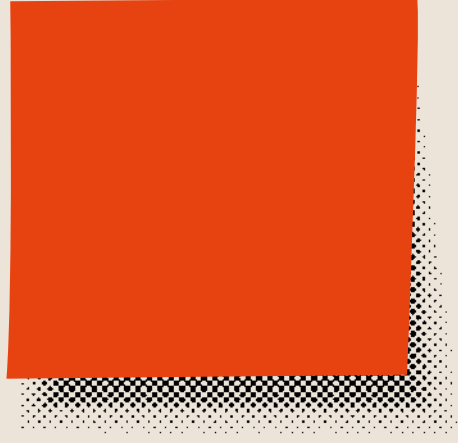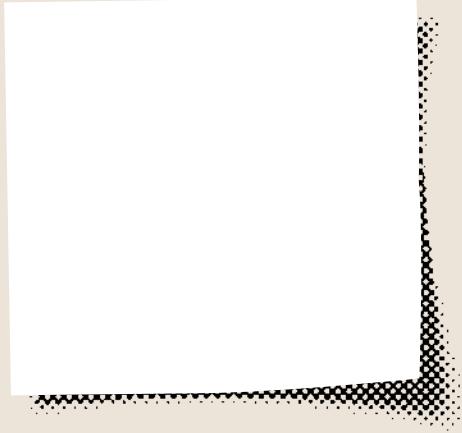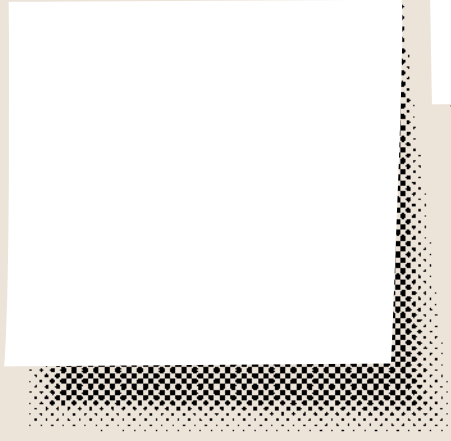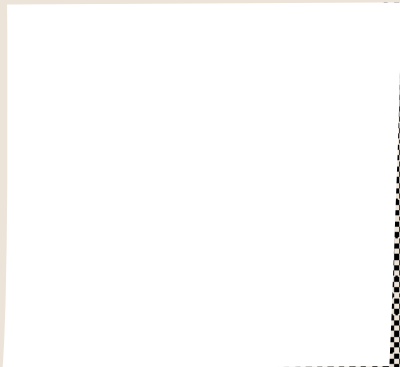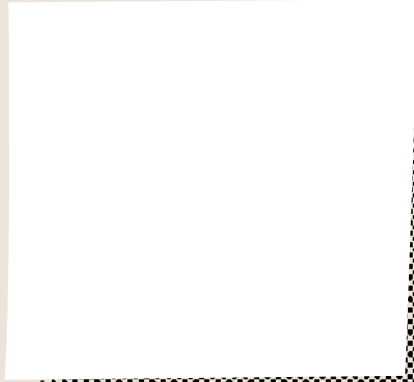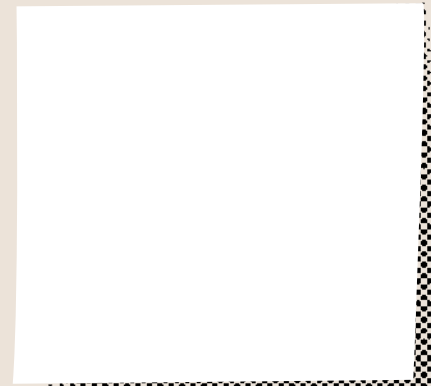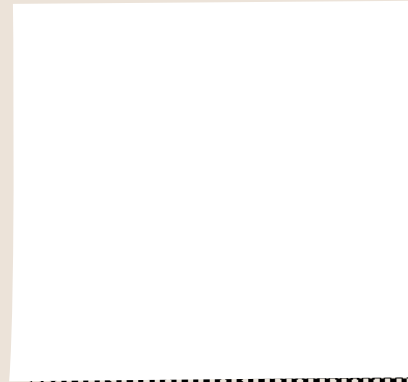
You should now have a set of opposite reasons. Look through these and choose the ones that feel most empowering to you. Circle them.
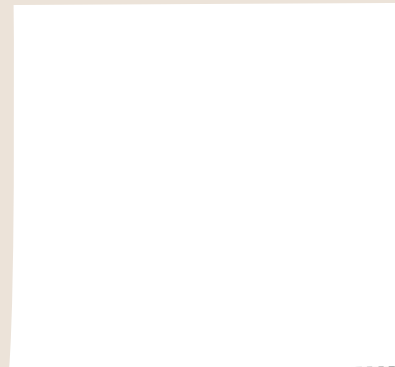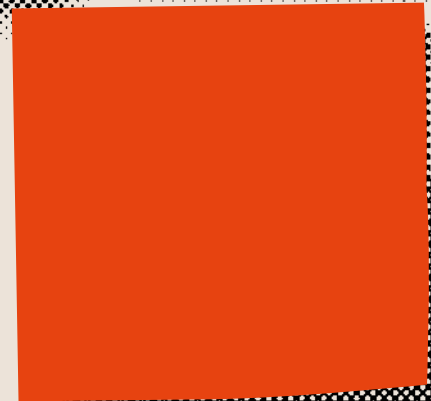
Then write them into the template below around the orange box.

Look back over what you've written.

If all of these opposite beliefs were true, what would be the conclusion?

Write that statement in the middle.

Re-framing a problem is all very well, but you can, of course, end up with the scenario:

IF THINGS WERE DIFFERENT THEN THINGS WOULD BE DIFFERENT

The point of this exercise is to reveal some of the framings you use for the problems or issues that you face. It was only a fictional set up, but the exercise might help you to create a list of opportunities to look out for, allies to find.

Or it might surface a list of things you can't change, for now, to help you focus on the things you can change, and remind you to keep your goals realistic.

Take a moment to think about this process.

#24

Jot down some thoughts about the issue or challenge. Can you summarise what your new thinking about this issue is?

Be yourself

11. Listen actively

Pay attention to what people aren't saying and ask questions that help to surface the unspoken.

This can be very helpful when people are speaking at cross purposes.

It can help reveal misconceptions or different assumptions, which can be blocking progress.

Close

This Field Guide has been based on our approach, we hope that by sharing our experience it will help you navigate your own way. Remember, just being in post is a signal to the university community, it highlights the institution is willing to invest in public engagement and that is something to build on.

Before you go, use the space below to reflect on three things you will take away with you.

Good luck and enjoy your culture change adventure!

#25

Things you will take away with you…

Final thoughts

You can either spend a lot of time trying to agree where you want to go, or you can simply make a start and work out the direction with everyone as you go.

We asked you earlier to think about your habits, and stressed how these will inform your approach.

Before you go, we wanted to share some of ours. We have framed these as advice or recommendations, but really these are just some things that work for us.

DON'T TELL PEOPLE WHAT TO DO. Work with others to make sense of their own context. Watch out for when you help others to learn. But don't forget that sometimes folk do just need to know stuff.

BE ACCOUNTABLE. You ARE public engagement. When there is only you (or a small team), you become synonymous with public engagement. If you are challenging/negative/difficult there is a danger that this is how public engagement will be perceived.

IF YOU DON'T UNDERSTAND, ASK. You won't be the only one in the room that's not sure or would value clarification.

JOIN IN. Universities are complex systems, being prepared to contribute to the wider university business demonstrates that you are not entirely self — serving. It also helps raise your profile and that of public engagement.

DON'T JOIN IN. Sometimes your priorities will not be what the institution values, it's important to be able to understand the difference.

PRACTICE THE VALUES OF ENGAGEMENT. These will stand you and your work out from the more conventional practices people are familiar with at universities.

LEAD BY EXAMPLE. By taking an engaged approach to your work you are demonstrating the values you want others to adopt, you will be taken more seriously and your insight valued more deeply.

IT'S OK TO FAIL, AS LONG AS YOU LEARN FROM THE EXPERIENCE. Live this and be overt with researchers about how it's OK for things to not work as planned. We position ourselves as being a place of supportive expertise, a place where we can learn with and through others.

Resources

National Co-ordinating Centre for Public
Engagement <u>publicengagement.ac.uk</u>

Engage360@Bath (2012-2015)
<u>bath.ac.uk/projects/engaged360-bath</u>

ChallengeCPD@Bath (2017-2019)
<u>bath.ac.uk/projects/challengecpd-bath/</u>

Agents of Change
<u>bath.ac.uk/projects/agents-of-change</u>

Acknowledgements

The approach outlined in the Field Guide
builds on the work of previous Public
Engagement Unit staff Ed Stevens and
Jo Coleman.

Copy checking with support from Hilary
Jackson and Lucy Goldring, Freelance Public
Engagement Professionals.

Thanks to colleagues past and present
from the other seven universities who were
the Catalysts for Public Engagement with
Research for helping shape our approach.

Thanks to the team at the National
Co-ordinating Centre for Public Engagement
for their invaluable insight, advice and
guidance since 2012.

Credits

Text. David Owen, <u>Gurukula Ltd.</u>
Design. <u>Boyle&Perks</u>
Illustration. <u>Lucia Vinti</u>

If you would like to chat about our work
drop us a line <u>public-engagement@bath.ac.uk</u>

UNIVERSITY OF
BATH