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To ensure we provide the most up to date content at Engage, all sessions are subject to change.
Version updated: 15/11/19
Conference Timings
Wednesday 4th of December

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<tr>
<td>9:00 - 10:00</td>
<td>Registration</td>
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<td>10:00 - 11:15</td>
<td>Plenary 1</td>
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<td>11:15 - 12:00</td>
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<td>16:00 - 17:15</td>
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<td>Poster Party</td>
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Conference Timings
Thursday 5th of December

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<td>8:45 - 9:30</td>
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<tr>
<td>9:30 - 10:45</td>
<td>Plenary 3</td>
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<td>Coffee</td>
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<td>11:15 - 12:15</td>
<td>Working sessions</td>
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<td>12:30 - 13:00</td>
<td>Taster Case Studies</td>
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<td>Working sessions</td>
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Conference Hotel

Engage 2019 will take place at the [Bristol Marriott Hotel City Centre](#). A limited number of hotel rooms are available for Engage delegates to book at a reduced rate. Please follow [this link](#) to book directly through the hotel.
Looking for impact in the wrong places

There is a general assumption that ‘public engagement’ is about having an impact on ‘the public’. But if the definition of impact is ‘evidence of lasting change’, very few endeavours can realistically claim (and prove) to have had this kind of impact. Not only are world-shaping moments few and far between, their significance unfolds over time as we gradually incorporate the new information into our world view. This makes it virtually impossible to claim impact from an engagement activity. If we can’t look to our audiences for impact, I propose we start looking much closer to home.

From disruption to longevity: developing a community university incubator programme

University of Brighton has been at the leading edge of community university partnership practice since 2003. Much of our work necessitates disrupting existing practice and culture. However these tactics need to be supplemented by creating the new mainstream. Supported by UKRI funding under NCCPE auspices, we have now created Ignite, an approach to developing a university incubator for community university partnerships via. Ignite to keep the inherent disruptive practice of co-production with communities as a centrepiece whilst enabling sustainability of the pipeline for future work. This session will introduce Ignite and involve participants in assessing barriers and enablers in their own context.

Creative Experiments: PPIE journeys and basic science

We invite you to share in our recent journeys in public involvement with basic research. We set out to use creative practice to explore ways of working in partnership with the public; to open conversations about basic research; and to find ways to work together towards a common goal, but what did we discover? Through interactive group activities; our shared learning about assumptions, processes and people; and your personal reflections, we will disrupt, innovate and inspire PPIE practices.

Processes vs people: Challenging our institutions

As engagement practitioners, we operate in institutions that shape us in what we have permission to ‘do’ and the values we hold dear. We experience tensions between systems and processes versus our bread and butter of building relationships with people. Come along to this interactive session to explore practical case study examples of how such tensions play out at individual, departmental and institutional levels, and to hear two funders in conversation as to how they shape institutional cultures. This is a chance to reflect on how your institution may enable or constrain who you are and what you do.

Universities’ institutional disruptions: the role of leadership

Public engagement in higher education institutions should reflect in the mission, the reward structure and the logistical support offered to the staff, students and community. These components are deeply intertwined to build a culture of engagement. Thus, disruption between any one of these components is a major barrier to public engagement. Only a strong leadership can ensure their coherence and sustainability. But, many questions remains. This interactive thinking space will aim to explore: How do disruptions happen in universities? Who are the leaders: the community, the professors, the professionals, the students? What styles of leadership are needed: transactional, transformational?
Disrupting inequality: exploring place based engagement

Is how we currently engage inadvertently reinforcing inequalities, rather than addressing them? UKRI’s new vision for public engagement strategy aims to support people from across the UK to participate in research and innovation, with a key focus on engaging those not currently involved, the ‘under-served’. This workshop will unpick what we mean by under-served, and consider how collectively we can disrupt our current ways of thinking, and develop approaches that are relevant and accessible, which address social inequality, and increase participation from more diverse publics. It will provide an opportunity to find out more about UKRI’s place based engagement work, and consider what next.

Why do we run public engagement awards?

We spend lots of time, money and energy on Public Engagement Awards, but why? What are the benefits of public engagement awards and does this justify the expenditure we put in? Join us for an open discussion exploring and challenging the reasons why we run public engagement award schemes. We’ll address the following questions: Is recognition always a good thing? Are awards programmes only benefiting certain types of public engagement projects / people? How should we run public engagement awards? Please bring along your questions, thoughts, and experience with public engagement award schemes.

Workshop descriptions
Day 1, session 2

Sustainable development goals: the challenge for universities

Traditionally HEIs focus on UN Sustainable Development Goal (SDG) 4 – education. Universities must leave this comfort zone and recognise their contribution to all 17 SDGs. This needs a change in institutional strategy, culture and leadership, and more collaborations with non-traditional partners globally to co-produce local solutions to universal challenges. The SDGs give a common international development framework and universities must be encouraged to rethink their response to them. Attendees will hear from international speakers on how they engage with partners to meet the SDGs and be challenged to think about how they can make this shift in focus at their own institution.

Connecting cultures: making change that matters

Cities of Culture have an incredible opportunity for Universities to impact on people’s wellbeing, for the regeneration of localities and the positioning of culture and creativity as a vehicle for change, and to engage diverse publics with research. This workshop will bring together a number of colleagues from various Cities of Culture to explore lessons learned from City of Culture projects and how those lessons are shaping a template for place-based, data driven, co-curated engagement in future interventions. A series of round table discussions will explore the possibilities and challenges and the transferable techniques for using cultural engagement as a driver for societal good.
Inelegant engagement

In founding Gay Men’s Health Crisis (GMHC) and the AIDS Coalition To Unleash Power (ACT-UP), Larry Kramer created two of the earliest centrally organised examples of health research engagement and public and patient involvement. These activists were not rejecting the research itself but denouncing its “elegant” nature. What would inelegant engagement look like and why might we desire it? What would it look like if we acted up and queered engagement; lavishing our time, skills, creativity and resources on the public and not researchers? This participatory workshop will explore these possibilities to produce an inelegant manifesto of change.

A co-operative university: democracy, disruption and higher education

Work is now underway to establish a co-operative university across the UK, led by the Co-operative College, Manchester. The Co-operative College is taking advantage of the Higher Education and Research Act 2017, which promotes the creation of new challenger HEIs, to establish a co-operative university with degree awarding powers, ran democratically by its members: staff and students, for the benefit of its members and society. The co-operative university will be a federated network of recently established higher education co-operatives, teaching degree level courses in the art, humanities, ecological studies as well co-operative and trade union studies. It is expected that the new degree courses will start in the academic year 2019 - 2020. The aim of this interactive workshop is to involve participants in contributing to the development of this democratic form of higher education. Participants will be asked to consider the type of disruption offered by a co-operative university and how this form of disruption helps us respond more effectively to local, national and global challenges. You can read more about the proposed co-operative university here: https://www.co-op.ac.uk/pages/category/co-operative-university

Calling a #researchrevolution

What do we want? A research revolution! When do we want it? NOW! Public Engagement will never become truly embedded until we rewire the research system – and that can’t change without concerted, collective action that takes account of broader perspectives beyond engagement. As Universities continue to focus on output measures, performance indicators and an ever-growing list of frameworks and rankings, there is rarely time to pause and question the practices embedded within research culture. But at what cost? Hear stories from a range of perspectives about why we need a #ResearchRevolution and not just for engagement – there is so much more at stake. Take part in reimagining the research culture of the future to enable universities to become spaces for diversity, innovation and engagement. Be a part of creating the first #ResearchRevolution manifesto.

Social engagement as a tool for disruption - lessons from Thailand

Join colleagues from Thailand as they share experiences of socially engaged research, covering a diverse set of practices and social needs. Case studies include working together to solve a lethal jellyfish health threat; PODD, a digital, smart phone one health surveillance system; an advocacy campaign for public awareness and prevention of sexual abuse of children; and conserving and revitalising traditional housing and public spaces on Rattanakosin Island, part of the Bangkok conservation district. The session will conclude with an opportunity to consider if and how engagement in Thailand relates to engagement in the UK, and what we can learn from each other.
Workshop descriptions
Day 2, session 1

Agents of change in just decision making and the power of universities

Universities shape the places in which they are situated. How can their influence be used to address social inequality and the climate emergency through public involvement in decision making? And what responsibility do universities have to do this? In this open, inclusive discussion, hear from others experiences and opinions on how universities are (re)positioning themselves to be ‘agents of change’... and what needs to be done to redistribute their power for more just and environmentally sustainable outcomes.

Radical citizen science and its enemies

Come to this workshop to think about:-
  1. Using Facebook to it’s full capacity
  2. Running genuinely family friendly events. What are the barriers to families coming to events and what practical steps make a difference?
  3. Genuine co-production. Real disruption means giving real power to publics, but not all researchers are open to power-sharing. What are the barriers? How can we overcome them?
Illustrated with examples from our experiences with Parenting Science Gang, expect to be gently challenged and stretched.”

Public versus policy engagement...ayes left, nays right

In this debate on policy impact and public engagement, we look into the changing frames of Higher-education institutions in terms of enacting change in policy. We pose the questions – are these two things actually the same or different? Is public engagement part of the process for policy impact? How are changes in research funding systems converging the two? Public campaigning agencies use unique, disruptive methods to enact change in the policy space – are these missed opportunities that could keep HEIs relevant? How do we harness those opportunities without losing values, autonomy and independence?

Civic museums: taking risks to stay relevant

What does it mean to play a civic role? The question posed by the UPP Foundation Civic University Commission to universities is one that we are not alone in attempting to tackle. The cultural sector has quietly been responding to major challenges over the last decade to demonstrate how they can make a significant contribution to their local communities. In this session, we will hear perspectives from practitioners from a range of different museums who have embraced a civic role and discuss what lessons we can learn from the cultural sector to help shape the discussions around civic universities.

Engagement with disrupted communities

Economic, social, and political forces have profoundly disrupted many communities, causing marginalization, poverty, and other injustices. How do university engagement projects navigate and avoid replicating these disruptive forces? In this workshop, participants will be invited to identify the disruptive forces and structures that have impacted the communities that they engage with and consider how they can respond. We will use our experience with a Canadian community-based legal clinic that partners with our law school, and our work to address Canada’s ongoing colonialism and calls for Truth and Reconciliation, as a starting point for discussion. The goal is that participants will leave with concrete ideas for their own initiatives.
Emotional touchpoints - ethics and safety in engagement

You will experience the process of Emotional Touchpoints and share stories recounting experiences of public engagement and dilemmas related to ethics, information management and participant safety. You will be invited to share experiences using the format of specially designed Envision cards. This process and resource has been developed by Edinburgh Napier University and NHS partners to encourage engagement, story telling, open discussion and play. This activity is focused on community partners and researchers to ultimately create safe, ethical, and relevant experiences of public engagement.

Is this PE(R)? Is it just fantasy?

The public engagement movement has always been intrinsically linked to research; the Beacons funding aligned to the big winners of RCUK funding and examples of best practice are often drawn from Pathways to Impact statements and REF Impact Case studies. There is inevitably a dominant voice of the research-intensives, and given our sector evolved from ‘public understanding of science’, this is no surprise. But is it right? This session sets out to disrupt the accepted norms of public engagement, identify the tropes that exist and to propose new thinking, driven by the experience of two post-92 institutions with a mission (literally) to transform lives.

Workshop descriptions
Day 2, session 2

Leading disruption in a structured landscape

There are often strict criteria, rules and governance around funding opportunities. How can funding applications be used to leverage support for public engagement and embed external parties within the research process? In this panel discussion you will hear from research leaders, public engagement professionals and external representatives who will share how their experiences of embedding public engagement, public engagement professionals and stakeholders within the research funding process has disrupted the way that research is carried out. They will also address the challenges that arise on their path to engaged research and applying these disruptive approaches.

Telling tales: personal stories to foster understanding and disruption

Join us to explore how personal stories can foster both understanding and disruption in public engagement. Learn from our experiences of working with researchers, patients and people on emotional topics such as still birth, radiotherapy and respiratory conditions. Gain insights and practical tips for methods of eliciting personal stories, including working with facilitators who have lived experience of health conditions. We’ll share examples of range of outputs. We’ll also discuss the challenges and share some practical approaches that you can apply in your own contexts.

The only way is ethics

Should a University decide what is ethical? When our work with public and communities feeds into research, we need approval of research ethics committees. But when does PE or evaluation become research, and are universities really best placed to understand the ethical dilemmas in working outside the university sphere? What if public engagement judged by its practitioners as ethical is not approved; or approval is given to research seen by practitioners as ethically dubious? We all want to do the right thing – and we all have stories to share. Come, share your knowledge, and start writing your own story.
Tackling avoidable inequalities: social movement for change

The 2025 Movement is a movement for change with a collective vision to tackle avoidable health and housing inequalities by 2025 in North Wales. The approach to building 2025 is founded in systems leadership and social movements resulting in transformational change in the way we work, think and deliver across a region as a collective. Understand the innovative role of the University as a key partner with a ‘Just do team’ approach, which has shifted the perceptions of the University in the region and its capacity to support communities as part of the Well-being of Future Generations (Wales) Act 2015.

Crossing boundaries: disrupting theory, knowledge and practice in public engagement

What does it mean to cross the boundary between theory and practice in public engagement? How can we bridge the divide between those developing theories and those delivering programmes? The benefits of bringing together theory and practice within public engagement is now well recognised across the sector, but there has thus far been relatively little critical engagement or dialogue between those responsible for developing and delivering public engagement within universities (usually Professional Services staff) and academics who undertake relevant public engagement-focused research.

This session aims to explore the tensions and challenges that exist in working within and across boundaries (i.e. timescales, language and terminology, personal and institutional drivers) but also consider what opportunities it opens.”

Dancing in the dark: disruption and risk

Disruption and culture change often involve risk-taking, for institutions and individuals. As public engagement practitioners, we make decisions about risk every day both to inform our own practice and to influence others. This session is a small group activity for practitioners who have long experience of judging when to take risks and when to play safe. You should bring two examples of practice with you – where you have (alone or with others) taken a risk successfully and unsuccessfully. What have you learned? A summary of the session will be made available as a blog post on the NCCPE site.

Evidencing engagement: is it time for a rethink?

For too long there has been a call for more effective evidence of public engagement, and its value. The current ways we evaluate and evidence engagement work is not speaking to the agendas of those with decision making power, and is potentially undermining the credibility of really exceptional work. There have been some important steps in the right direction – with Research for All opening up opportunities to publish about all forms of engaged research in a peer reviewed journal, the REF providing an approach for evidencing the impacts arising from public engagement with research, and funders such as STFC providing clearer evaluation frameworks, but what more could be done to evidence engagement in a way that speaks to power? This session will consider the who, why and what for evidencing engagement, and open up new visions for what could be done in the future.