



University of Exeter
Catalyst for Public Engagement
With Research: Final Report
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Executive Summary

The Exeter Catalyst has been instrumental in facilitating a profound change in culture with respect to public engagement with research across the University of Exeter. There were a number of key elements that constituted the unique approach of the Exeter Catalyst. The approach taken by the two academic leads, Dr Robin Durie and Prof Katrina Wyatt, was informed by their research and practice in the complex dynamics of community change and community health and wellbeing. The potential for applying this approach to public engagement with research and to securing organisational culture change had been honed during their research on the Beacons for Public Engagement for the AHRC Connected Communities Programme. Based on this work, the Exeter Catalyst took a distributed network approach to achieving culture change, with emphasis on the development of the face-to-face relations which their research demonstrated to be the fundamental principle of dynamic networks. Culture change would, therefore, be the emergent outcome of organic, “bottom-up”, processes occurring across the Catalyst network.

As a result of the network that was built, the Exeter Catalyst worked by means of a distributed momentum rather than solely relying on a directed approach from a central hub. The central team was relatively lean, comprising one full time Project Manager, one Academic lead who had one and half days funded to focus on the project, some nominal time for another academic and 10 per cent of an administrator's time. In addition to this team, the Exeter Catalyst seed fund holders and Champions for Public Engagement were able to act as connectors within the network, passing on information and sharing best practice. They acted as advocates for the project and established their own branches of the network through their engagement activities and internal advocacy. The Exeter Catalyst was fortunate enough to benefit from the active and committed support of the University Vice-Chancellor's Executive Group, and in particular, the passionate advocacy of Professor Nick Talbot, Deputy Vice-Chancellor for Research and Knowledge Transfer, and the PI for the Exeter Catalyst. Their advocacy confirmed the findings of the research that senior executive buy-in to, and support for, organisational change processes is a necessary condition for success.

An essential component of the Exeter Catalyst consisted in face-to-face interactions. Although this approach has been quite time intensive for the Catalyst team, it benefitted the project immeasurably as the team were able to grow the network and establish key ‘connectors’ who have become standard bearers for the Project over the three years. This is an approach that the Exeter Catalyst will continue to use going forward.

As a direct consequence of the networks built by the Exeter Catalyst and the approach to working with researchers and Professional Services, Research and Knowledge Transfer launched the Impact and Engaged Research Network in January 2015. The Network aims to continue to bring together a community of researchers and Professional Service staff who are interested in the topics of impact and engaged research, to share best practice and keep up to date with current thinking and skills required for both agendas. The Project Manager co-leads the Network alongside the Research Impact Manager.

Throughout the life of the project, a consistent key message for the Exeter Catalyst was that public engagement with research [PER] should be viewed as a way of doing high quality research rather than as an add-on activity such as outreach or ‘third stream’ activity. Consistent communications were essential and the Exeter Catalyst achieved this through a variety of means, including 1-to-1 meetings, seminars, workshops, emails and newsletters. The Catalyst was able to secure institutional commitment to the

principle that a co-creational model of engaged research was the aspirational gold standard of publicly-engaged research at the University. The fundamental commitment to the ethos of co-creative PER as “the way research is done at Exeter”, endorsed by the University’s RKT Management Group, stands as the most striking evidence of the culture change achieved by the Exeter Catalyst.

Key Highlights

The approach of the Exeter Catalyst has been one which is purposefully light touch in attempting to secure culture change. The Catalyst aimed to create ‘enabling conditions’ that would not put barriers in the way of people wanting to do PER. The intention of the Catalyst was to be welcoming, friendly, approachable and flexible. The team consistently made a point to start discussions from where people were, rather than assuming a level of knowledge or experience. It would have been counterproductive to tell people they were doing engagement ‘wrong’ or that it wasn’t ‘engaged enough’. Rather than be confrontational, the team actively listened to those they met and gently offered alternative ways of working or approaching their engagement that were appropriate and suitable for them. The Exeter Catalyst placed a premium on face-to-face interactions, so a lot of time was spent meeting with individuals or groups of researchers in this way, rather than providing resources online or relying heavily on email communication.

The Exeter Catalyst comprised both an Academic lead (Dr Robin Durie) and a Project Manager (Dr Helen Featherstone/Mrs. Grace Williams). This added value to the project as both roles sought to engage with the Academic and Professional Service communities at a peer level. Whilst the Exeter Catalyst was strongly endorsed by the Vice-Chancellor’s Executive Group and the Deputy Vice Chancellor for Research and Knowledge Transfer, who from the outset felt that his role was to champion the work by doing engaged research, for the most part this was a predominantly ‘bottom up’ approach to securing culture change. This meant that people did not feel it was something they *had* to be involved in or do; rather it allowed the network to grow organically as opposed to having a structure imposed upon the research community. Over the course of the three years of funding, the network grew across all six Colleges and was as a result of colleagues acting as ‘connectors’, connecting others to the wider Catalyst network, sharing best practice and acting as mentors to others (whether formally as Champions for Public Engagement or otherwise).

Throughout the lifetime of the Exeter Catalyst, the team have had direct input into over 50 research bids, ensuring well thought through engagement was embedded within the proposals. The bids were to a variety of different funding bodies; RCUK (SUPI), ESRC, AHRC, Royal Astronomical Society, Wellcome Trust, Eden, Heritage Lottery Fund, STFC Public Engagement Small Grant Fund bids, Marie Curie Fellowships. Bids came from all six University Colleges. As well as supporting the ‘pathways to impact’ statements, the Exeter Catalyst helped researchers think through public engagement aspects of their bid, ensuring that public engagement was embedded in the proposal and properly resourced both in financial terms as well as time commitments. In addition, through mentoring and workshops, the Exeter Catalyst sought to ensure that the most appropriate methods for public engagement were adopted for research projects. More than 250 researchers had 1-to-1 support from the Project Manager and over 800 researchers, postgraduate and Professional Service staff were reached through workshops, seminars and the Public Engagement Symposium (in November 2014).

In the final year of the project, the Principal Investigator instigated a ‘pairing scheme’ that involved members of the Vice-Chancellor’s Executive Group (VCEG) and Catalyst Seed Fund holders and Champions for Public Engagement with Research. Each member of VCEG was paired with a seed fund

award holder or with a Champion for Public Engagement with Research. They were then encouraged to meet with one another to find out more about the Catalyst-funded activity, to have the opportunity to understand and be involved in future PER activities, and to act as informed advocates for the engagement work. Ten such pairings took place between each member of the VCEG (including the Chancellor) and a researcher undertaking PER. After an initial meeting the researcher invited their VCEG pair to attend a meeting or event which ‘showcased’ their public engagement work. Feedback from those who were paired was positive, with both parties benefitting from the experience. As well as enabling VCEG members to advocate for their particular paired projects, the pairing process also secured further senior executive "buy-in" both to the principles of public engagement in research in general, and the work of the Exeter Catalyst specifically.

Lastly, but of equal importance, was the Exeter Catalyst ethos. This was that the Programme should be seen as a continual change process and never a finite three year project. Now that the RCUK-funded element of the project has come to an end the University of Exeter remains committed to continuing this culture change process and work in the same reflective manner as before. The University of Exeter will continue to use the EDGE tool to assess progress and ways of working and reflecting will remain as it has been throughout the last three years. Furthermore, PER is a core principle in the University’s new Research and Innovation Strategy for 2015 to 2020.

Context and Approach

Context & Distinctiveness of the work

- See Annex 1

Strategic Priorities

There were two overarching strategic priorities for the Exeter Catalyst: First, to create a culture in which high quality PER was valued in a way that was similar to how high quality research was valued in the University – and that there would be a recognition amongst colleagues that high quality public engagement could contribute to the achievement of high quality research with high quality impact; second for PER to be viewed as an integral part of the process of research practice rather than being seen as a separate “add-on” activity. In line with this aim, the Project team sought to design the Catalyst itself in such a way that it functioned from the outset as a “culture change process” rather than a “project”. The vision which united these two strategic aims was that engaged research should become recognised both within and outside the University as “the way research is done at Exeter”.

It has long been recognised that there is a wide spectrum of activities that can qualify as public engagement, ranging from public communication of science through to the co-creation of research. In order to accomplish the overarching strategic aims, the Catalyst identified the aspiration for the University of Exeter to commit to the principle of co-created research as being both the most ambitious form of public engagement, and the most likely means of achieving high quality public engagement with high quality research leading to high quality impact.

The team also wanted the Catalyst work to contribute to the process by which the University of Exeter could itself become a learning organisation. Throughout, therefore, we sought to lay stress on creating

conditions that enabled reflective feedback loops, and which in turn enabled this reflective learning to inform both future PER activities and the wider culture of the University.

Finally, the Exeter Catalyst wanted to develop practices that supported colleagues who sought to undertake PER to the fullest extent, to ensure as far as possible that doing public engagement should be inspiring and “fun” and that colleagues should have their public engagement work recognised and valued.

Overall approach to culture change

Dr Durie and Prof Wyatt had been fortunate to be able to conduct a research project on the Beacons for Public Engagement, supported by the AHRC’s Connected Communities Research Programme.¹ This allowed them to develop a sophisticated model of the dynamics involved in processes of public engagement with research, as well as the dynamics involved in processes of culture change within organisations. This model was based on 10 years of research using complexity theory to understand processes of change within communities.

The theoretical hypothesis from which they began was that the dynamics involved in processes of public engagement parallel those involved in organisational change, and that both are susceptible to framing within complexity theory. Fundamentally, “whole system” change is an emergent outcome of non-linear dynamical processes, and these processes are founded in the dynamic relations which constitute the whole system. They therefore sought to implement a series of approaches for delivering the Catalyst work based on their learning about whole system change from complexity theory.

First and foremost, they sought to take a distributed network approach to delivering the work, rather than investing in a “public engagement centre”. In line with this approach, the team invested throughout in face to face meetings, mentoring and training events – the fundamental means by which dynamic networks gain resilience. They wanted to ensure that they became known to as many colleagues as possible, whilst simultaneously getting to know the public engagement work of colleagues first hand. The Exeter Catalyst invested in public engagement “champions” who, alongside Associate Deans of Research in each College, acted as “connectors” within the network. The team supported a swathe of seed funded projects, emphasising the principles of low risk/high reward experimentation, new ways of working and engaging with the public and public organisations whilst ensuring that the learning from these projects fed back into the overall work of the Catalyst.

Ultimately, the team wanted the work to grow organically within the organisation, rather than being seen to be led from the “centre”, or from the “top”; and for it to feel different from standard ways of working within the University. The hope was that the most effective way to make a difference was for the work itself to feel different.

The Exeter Catalyst wanted to have two sources of scrutiny, internal and external, and so framed the two bodies which conducted this work – the Operations Board and the External Advisory Board – in such a way that the Catalyst activities were not only subject to their scrutiny, but that they would also function as learning resources, means by which we could learn from the expertise of colleagues outside the University

¹Durie, R., Lundy, C., Wyatt, K. (2011) ‘Researching with Communities: Towards a Leading Edge Theory and Practice for Community Engagement’: <http://www.ahrc.ac.uk/Funding-Opportunities/Research-funding/Connected-Communities/Scoping-studies-and-reviews/Documents/Researching%20with%20Communities.pdf>

and by which the University itself could learn from our activities. In this way, the process of governance could be aligned with the predominant principle of reflective learning which underpinned the dynamic network approach. See Annex 4 for terms of reference and membership of the External Advisory Board and Operations Board.

In everything the Exeter Catalyst did, the ethos was to seek to co-create “enabling conditions” for both public engagement activities and for processes of culture change within the University.

EDGE Evaluation of Culture Change achievements

Alongside our evaluation of the work of the Exeter Catalyst in relation to the specific aims and objectives set out in our original application which we detail in the next section, we also reviewed our progress using the NCCPE EDGE tool. We conducted three reviews throughout the course of the Catalyst. The first, at the outset of the work in summer 2012, provided us with a baseline for the culture of PER at Exeter, and also gave us the opportunity to plot future events and delivery of processes against a timeline correlative with the EDGE progression. At this stage, we agreed that the value of the EDGE tool was primarily dynamic – in other words, our interest was not in measuring discrete outputs, but rather in capturing the progressive movement of culture change within the University. The next review was conducted in May 2014, and the final review conducted in February 2015, in preparation for compilation of this Final Report.

In the following table, we offer a summary of the outcomes of this review process, and offer an example of University practice relative to each dimension of the EDGE tool which is indicative of the PER culture at the end of the Catalyst period.

EDGE Tool Dimension	Progress against the Embryonic-Developing-Gripping- Embedding scale	Example
Mission	Embryonic/developing (09/12) → developing/gripping (05/14) → gripping/embedding (02/15)	PER embedded in all UEMS research projects submitted for external funding
Leadership	Developing (09/12) → developing/gripping (05/14) → gripping/embedding (02/15)	DVC (Research) vision of PER (see Stories of Change) VCEG Pairing Scheme
Communications	Embryonic/developing (09/12) → developing/gripping (05/14) → gripping (02/15)	Bi-annual Impact Awards (with specific PER category) and Public Engagement Symposium
Support	Developing/gripping (09/12) → gripping (05/14) → gripping/embedding (02/15)	Public Engagement & Impact Routeplan signed off
Learning	Developing (09/12) → developing/gripping (05/14) → gripping (02/15)	Impact & Engaged Research Network Postgraduate PER Network
Recognition	Embryonic(09/12) → Embryonic/developing (05/14) → Developing (02/15)	Working with HR Review to embed PER in PDP process
Staff	Embryonic/developing (09/12) → developing (05/14) → gripping (02/15)	Dedicated professional services staff in each College supporting public engagement and impact in research grant development
Public	Developing (09/12) → Developing/gripping (05/14) → gripping (02/15)	Creative Exchange (Penryn) PenPIG & HEPE (UEMS) U3A (memorandum of understanding)

As this table indicates, for the most part, the University of Exeter has moved from a stage where the culture of PER was embryonic or developing at the start of the Catalyst to one where the culture is gripping, and in certain dimensions, embedding, at the end of the Catalyst. As we discuss elsewhere, the one dimension in which we have achieved less traction is that of Recognition – and this is at least in part due to the overlap of the Catalyst period with that of an extended HR review and professional services “transformation” process.

Impact

We have outlined the culture change achievements of the Exeter Catalyst using the EDGE tool in the previous section. With regard to the specific impacts of the Exeter Catalyst, we detail a series of outcomes achieved relative to the aims and objectives that we set for the Exeter Catalyst in our original application.

The main objective of the Exeter Catalyst was to enable a culture to develop in the University of Exeter supporting the creation of new relationships between university researchers and the public, to support the development and delivery of high quality research. There were seven specific objectives to facilitate this overall goal:

1. To support the public in the development of research ideas and proposals with academic staff.

Through establishing links with the Exeter branch of the University of the Third Age (U3A) group, the Exeter Catalyst was able to support the involvement of the U3A in two separate research proposal workshops with researchers in Politics and the Medical School. Through a Seed Fund award, the Health and Environment Public Engagement Group (HEPE) located at the Knowledge Spa in Truro was established in 2014 and has had input into 11 research proposals to date as well as an advisory role in the introduction of public involvement in a national research programme (see Annex 5 for a table detailing a selection of projects with HEPE input).

2. To recognise and support academic staff in developing research ideas and proposals based on engagement with the public.

Throughout the lifetime of the Exeter Catalyst, the team have had direct input into over 50 research bids ensuring well thought through engagement is an embedded part of the proposal. More than 250 researchers have had 1-to-1 support from the Project Manager and over 800 researchers, postgraduate and Professional Service staff have been reached through workshops, seminars and the Public Engagement Symposium.

3. To develop processes to ensure that the public engagement work of university staff and students is recognised and valued as part of their continuing professional development.

‘Outstanding Public Engagement’ was featured as a new category as part of the University of Exeter 2013 Impact Awards. It received the highest number of entries for the competition across the eight categories (23 nominations, 18% of total), and will continue to be a category in future years. The team continue to make progress with Human Resources to ensure that public engagement with research is formally valued through promotion criteria and annual reviews. The team is also working with University Ethics committees around the identification of co-created research, whereby ethics approval is not required for the process of co-creation. In health research NHS ethics have agreed that the process of co-created research does not require NHS ethics

approval. The Exeter Catalyst is supporting the University Ethics committee to create an algorithm to help the committee decide whether it meets the definition and principles of co-created research, e.g. public involvement is as researchers rather than participants in the research. We have also created a working group to look at issues of financial reimbursement for people's time to be involved in research, such that it does not affect any benefits they may be in receipt of. This work is ongoing and is to ensure that we are able to include everyone who wishes to be involved in research and reimburse them equitably; other models such as time-banking are also being considered.

4. To ensure that structures and processes within the University support and facilitate public engagement.

A number of opportunities to support and facilitate PER have been established. This has been achieved through the creation of 26 seed funds, 14 Champions for Public Engagement with Research, and the Public Engagement Symposium (November 2014, 71 attendees). There has been clear support from the University's senior management, who noted in November 2014 that public engagement was "strategically incredibly important for the University now and in the future". The work of the Catalyst project has led to 'Impact and Engaged Research' becoming a key theme in the development of the new Research and Innovation Strategy (2015 onwards).

5. To capture best practice and expertise in a regular and timely fashion so that it can feed back into the Programme in an iterative process.

In addition to an annual review using the EDGE tool to take stock, reflect on progress and see where the gaps in progression lay, all seed fund recipients were asked to complete a fairly light touch end of project report form which sought to capture the key elements of their project and encourage them to reflect on their experiences. These reports are being turned into case studies, which will provide an essential resource as we seek to embed PER in the institution. For the final round of Champions for Public Engagement, the Project Manager hosted monthly meetings with the six Champions, to create a space that welcomed feedback and reflection.

6. To determine the impact and outcomes of the work conducted within the Programme.

A reflective approach to managing the Catalyst has been taken throughout. From the outset we wanted the Exeter Catalyst to be a learning organisation whereby people's experiences were captured and fed into the development of the Catalyst. A key strand to this has been maintaining contact with our 40 seed fund recipients and Champions to assess how they are continuing with their public engagement activities and to capture any longer term impacts as a result, as well as to continue to support them in their work. Regular meetings (termly for Champions and two per round of seed funding), and two focus groups were held with the seed fund holders and champions which resulted in the criteria for seed funds being amended to include sign off from heads of department (to secure senior academic buy in) as well as the development of a mentoring role whereby these researchers supported other researchers whose work was in a similar area or whose engagement was of a similar nature.

7. To help build networks with other HEIs seeking to develop cultures of public engagement in research, to facilitate the sharing of learning and good practice from the Catalysts work.

The Exeter Catalyst has been an active member of the national Catalyst network, contributing to discussions and taking part in any 'extra-curricular' activities as appropriate (BIG event July 2015, Engage Conference session December 2014, ARMA Conference June 2015). The Exeter Catalyst also built links with the Beacons for Public Engagement through site visits to the University of Manchester and Cardiff University. In addition, we also visited key members of the Community-

University Partnership Programme at Brighton University. The Project Manager visited the University of Bath in 2014 to take learning from their approach to supporting researchers, namely the Public Engagement Conversations events (see www.bath.ac.uk/marketing/public-engagement/get-involved/pe-conversations/). As a consequence, we have mirrored this format and it is now included as one of the events held as part of the University of Exeter's Impact and Engaged Research Network. In February 2015 the Exeter Catalyst hosted Keele University on a site visit to Exeter. This arose from the 2014 annual ARMA (Association for Research Managers and Administrators) conference which the project manager attended and presented the work of the Exeter Catalyst. A connection between Keele and Exeter existed because the co-lead of the Exeter Impact and Engaged Research Network formerly worked at Keele, and on the basis of this connection and in response to the presentation, Keele asked whether it might be possible for a form of "mentoring" relation to be established between Exeter and Keele. We worked with our colleagues in Research Impact and over the course of two days shared our best practice with Keele. Feedback from Keele University was positive, highlighting that they "left convinced that there is an opportunity to change the culture within my Faculty by introducing an integrated strategy to support engaged research in all its forms". A reciprocal visit is planned in October 2015.

Stories of Change

Story of Change: Professor Nick Talbot, FRS, Principal Investigator, Deputy Vice-Chancellor (Research and Knowledge Transfer)

Summary: Prof Nick Talbot is Deputy Vice-Chancellor Research and Knowledge Transfer at Exeter. He is Professor of Molecular Genetics, and is a Fellow of the Royal Society. He has been the PI for the Exeter Catalyst. For Nick, the overriding culture change that has been accomplished by the work of the Catalyst has been a shift from "academic activity that was trying to engage the public by telling people about research outcomes" to a "greater understanding that you can actually engage the public at an earlier stage" in the research cycle, and enable them "to co-create and frame the research questions". Moreover, iteration of engagement throughout research projects can mean that "the research is far better understood by the public, but also, more importantly, that the public themselves become change agents and advocates for the research." Throughout, Nick has sought to be "a standard bearer for engaged research and co-creation of research at Exeter."

Background: Nick's view is that, prior to the beginning of the Catalyst, there were plenty of academics undertaking public engagement, but that, for the most part, this consisted in "telling people about research outcomes", and that, as a consequence, the public were by and large "passive recipients of newsworthy research". Nick recalled that the Vice-Chancellor's Executive Group (VCEG) at Exeter was "enthusiastic and ambitious about the project at the start", but that it hadn't framed any "particular expectations" for the Catalyst in advance. Nevertheless, from the outset, the VCEG was "a huge supporter of the whole project".

Catalyst Learning: The two main dimensions of learning from the Catalyst have been, on the one hand, the recognition that engaged research can consist of the co-framing of research questions and the co-creation of research projects, and that this can lead to research of better quality, research which has greater potential to secure societal change and "real changes in public policy". The way in which this recognition has been achieved, on the other hand, is by means of the distinctive practice that has characterised the

Exeter Catalyst, with its commitment to ‘face-to-face’ working. Nick calls this the “defining characteristic” of the Exeter Catalyst, arguing that “most academics who have been involved” in the Catalyst, “would all recognise it as being characteristic of what we’re trying to achieve”. He believes that this recognition is itself a consequence of the fact that this way of working is “so different” from many of the usual practices in the University.

Nick also speaks of his own personal learning: “I understood what we were trying to do, when we wrote the grant...but it was at one of the first public engagement events...you could suddenly see what was happening, you could suddenly see that there was definitely dialogue going on, and then the penny dropped really, that this could really be of huge value...Actually being at some of those events, you got a much greater feel for what was possible.” Nick’s own research is on plant disease, and he says that now, his work is “hugely engaged”. His current research on Sustainable Crop Production for International Development, which is located in sub-Saharan Africa, has “from the very start been completely engaged – with the public, with farmers, growers, extension services...” And he concludes: “I don’t think that I would ever have engaged in a project like that had I not gone through this sort of transition.”

Effective Culture Change: Nick highlights a number of indicators of culture change in the institution: talking with the Catalyst Champions, for instance, he has learnt how much “their own research areas have been impacted by this work”. He reflects that previously, many academics had limited themselves to “public communication” of their research findings, and had been sceptical about the relevance of the impact agenda for their own work; now, their understanding of engaged research and impact is “much more sophisticated”, and “as a consequence, there is already overwhelming enthusiasm for engagement and impact activities going through to REF 2020”. He concludes that some of the strongest evidence for culture change is to be found “in the pathways to impact statements of current grant applications – when I look at these, and review some of them, I find that there is a much greater awareness of what public engagement actually means, of the value of co-creation, and I tend to see that narrative in many more grants than I would have done”.

Looking Ahead: Whilst the University has been on what Nick calls “a steep learning curve”, he also notes that the VCEG “has been pleasantly surprised by the fact that the Catalyst has actually delivered far more than they would have expected of it – it has exceeded the expectations that VCEG had”. As a consequence, he now has a far more ambitious vision for engaged research at Exeter:

“I want it to be even more culturally embedded than it is...that this becomes a characteristic of Exeter, a characteristic of the type of institution we are – that our research is publicly engaged. What I’d really love is this University to be buzzing with public engagement activities on a very regular basis, for it to be a University where there are a lot of events which are associated with the creation of ideas...where members of the public come to a big event which is actually about creating research...and for the University to be recognised as an ‘ideas factory’ which they can participate in. I would love this to be the case. The big ambition would be that the University would be seen as the absolutely integral part of the intellectual fabric of the City.”

University of the Third Age

Summary: The University of the Third Age (U3A) is a nationwide lifelong learning movement aimed at those who are semi or fully retired. Many universities, including those in the Russell Group, have links with their local U3A. Over the last three years the Catalyst project has built strong links with Exeter U3A,

which has over 400 members. Since the inception of the Catalyst, attitudes from some U3A members have been transformed from those who were sceptical about going up to the university campus and getting involved in its activities, to now being open and enthusiastic about it and active champions of the institution. U3A have been able to build their own network of contacts and opportunities as a result of the link with the Exeter Catalyst. This has enabled them to become fully embedded and supported within the institution through a number of different means such as proposal workshops, seminars and student presentations. U3A members in Exeter have become much more positive about the possibility of co-creating research with University partners, and it is anticipated that this aim will be a key element of a Memorandum of Understanding between the University and Exeter U3A.

Background: In 2012 the Catalyst Project Manager was contacted by Exeter U3A through a link with Exeter's Café Scientifique programme. Up until this time no regular contact had existed between U3A and the University. After an initial meeting, plans were put in place to develop the relationship further and involve U3A in research collaboration opportunities. These conversations led to the Exeter U3A initiating a University Liaison Project, which sought to develop a mutually beneficial relationship with the University.

Building Relationships: Some U3A members were sceptical about working with the University and, as in many university cities there was a 'town v gown' feeling. Over the three-year partnership, through sustained and varied opportunities to engage with the University, attitudes within Exeter U3A have changed dramatically.

A total of 18 people attended the first research proposal workshop back in 2012. At a recent workshop event, organised by academic staff in the Politics Department, 75 members participated, including those who were initially hesitant of engaging with the University – and for a recent talk on Genetics, the speaker agreed to give her talk twice as it proved to be so popular. The relationship is certainly seen to be mutually beneficial as academic staff have been very pleased to work with such a stimulating and interested audience.

Results from new relationships: These sceptical members are now advocates of the University and champion it within Exeter U3A. Through repeated exposure to the University and its culture of engaged research, fear and shyness of coming onto campus has been replaced with a thirst for knowledge and a confidence in knowing what the University is and does. Since establishing the Liaison Project, people from U3A report that others have joined Exeter U3A purely because of its relationship with the University of Exeter.

Catalyst Learning: Key to this attitudinal change has been the variety of opportunities for members to collaborate on, or find out about, research. Contacts have been made with many departments of the university, for example, Classics and Ancient History, Politics, the Exeter Medical School, the Mood Disorders Centre and the Department of Modern Languages. Exeter U3A Members have taken part in grant proposal workshops, attended research seminars and PhD presentations and have met with international students as part of a series of 'family classes'. They have representation as lay members on two committees; the Animal Welfare and Ethical Review Group and the Social Science and International Studies Research Ethics Committee.

Through continued partnership with Exeter U3A, it is hoped that this relationship can continue to flourish and grow from strength to strength. It is envisaged that Exeter U3A will act as brokers for, and support more generally, any initiative that involves University of Exeter researchers working with expert partners

from outside the University. There is the potential for Exeter U3A to use its local links to be a catalyst in opening the University up to partner communities and organisations within the region.

Champions for Public Engagement Network

Summary: The Champions for Public Engagement with Research have been seen as a vital component to culture change at the University of Exeter. They have been able to act as mentors to their peers whilst also having new opportunities and experiences opened to them as a result of their ‘Champion’ title. There is a need to continue to support these types of roles, in order to keep engaged research as a priority within Departments and Colleges.

Background: Over the lifetime of the Catalyst project, 14 Champions for Public Engagement with Research were appointed over three rounds. They were researchers who were passionate about Public Engagement (PE) and wanted to develop their skills and experience whilst supporting colleagues within their research area. A small amount of their time was bought out to dedicate to their activities.

Lessons learnt: Having reflected on their time as Champions, the researchers felt that a peer network had been established, one that felt supportive and helped those often working in isolation to be part of a wider group. The roles were deemed to be vital to continuing to embed a culture of engaged research at the University of Exeter. Being appointed ‘Champion’ acted as a form of recognition for those already passionate about PE and as visible members of a department or college they were seen as role models for colleagues who were potentially interested in engagement. It helped alter attitudes within their Department or College as to what PE meant and looked like and how it could be incorporated into research.

Prior to these roles being available, there was no formal recognition or reward for researchers undertaking engagement activities. The title of ‘Champion for Public Engagement’ became a way of being visible and getting involved in opportunities that wouldn’t necessarily have been open to them without that title. Examples included assessing grant proposals and being approached for advice on potential public engagement activities. For some, being a Champion also led to unexpected encounters and opportunities with external organisations and contacts which have the potential to lead to future collaborations.

Over the last three years, through engagement activities, the Champions have had the opportunity to see the long term view of their research path, rather than a project-specific focus as they sustained relationships with external partners and saw the wider reach and implications of their research.

Learning from the Champions has further reinforced the idea that a top-down and bottom-up approach is still needed to continue to embed a culture of engagement in research. There is a risk of those who are appointed as Champions being viewed as the ones who ‘do engagement’ and that it isn’t valued as a way of doing research by colleagues. This raises the important issue of the need for visible commitment from Heads of Discipline/Directors of Research/ Associate Deans of Research to engaged research and the wider dissemination of its value and importance.

Reflecting on their time as Champions, a common theme emerged about the time quality engagement takes, which was often longer than first anticipated. Consistent commitment to developing the engagement can be a struggle at times when faced with other academic pressures.

Looking ahead: The Champions recognised that as the public engagement agenda has grown so too had the definition, from the classic engagement that sought to inform, inspire and educate to engagement that

was more about mutual benefit and collaboration with research. They prompted the Exeter Catalyst to bear this in mind when recruiting future Champions, to ensure that the Champions reflect the range of different types of engagement.

Jonathan Memel – Champion for Public Engagement with Postgraduate Research

Summary: Jonathan Memel is currently a PhD student in the English Department (College of Humanities) at the University of Exeter. Jonathan has developed his public engagement experience throughout the lifetime of the Exeter Catalyst as he was awarded a Catalyst Seed Fund award and to continue his engagement work he was then appointed Champion for Public Engagement with Postgraduate Research. He has been able to establish a community of postgraduate researchers who are interested in embedding public engagement within their research and who have continued to lead on innovative engagement activities as a result of Jonathan's network.

Background: Jonathan first became aware of the Catalyst project in 2012 through links with his supervisors and one of the Champions for Public Engagement. Jonathan was at the start of a collaborative PhD with the National Trust, which by its nature made Jonathan examine the role public engagement and collaboration would have within his research. He began to actively seek out role models of those who were doing public engagement with research and when he heard about the Catalyst project he sought out the project's blog and made contact with the Project Manager.

Building Relationships: Jonathan believes that it was through both of the Project Managers being generous with their time in meeting with him and sharing best practice but also *actively listening* that he was then empowered and able to feel motivated and excited that he connected with a wider agenda, which aligned to his personal ideals and desires for the direction of his research.

Jonathan was the recipient of a Catalyst Seed Fund award in the second round of funding in 2013. His award was to create a series of workshops aimed at Postgraduates the aim of which were to raise awareness of public engagement with research and how it could be embedded at a postgraduate level. Jonathan's aim for the series (called Doing It In Public) was to be informal with a relaxed atmosphere that created a space for people to come together and share knowledge and be inspired by one another. Jonathan very much embodied the approach that the Exeter Catalyst took in being light touch, warm and friendly with an emphasis on face-to-face interaction. He felt that the Catalyst's approach had given him permission to act in the same manner, replicating the Catalyst's way of interacting with others when planning his workshops. The workshops created a community of Postgraduate students that were enthused and inspired them to think about engagement in new ways. Jonathan also emphasised that this way of working felt very different from his experiences of regular University work.

Jonathan had put in a lot of work into establishing this community and wanted to continue with that work, so applied to be a Champion for Public Engagement in the third round. Although Jonathan initially felt that the title 'Champion' was too advanced for him as a Postgraduate researcher, once he looked at the EDGE tool, he realised that leadership needed to be evident from all levels of an institution, which is why he felt confident enough to apply.

Results from new relationships: Subsequent activities led by postgraduate researchers that focussed on engagement with research were organised as a direct result of Doing It In Public. There is now a postgraduate community at the University of Exeter who are literate about engagement in its different

forms and how it can benefit their future research careers. There are fewer postgraduates in the next cohort, so there is a risk of this not being continued, which means that it is essential for there to be the opportunities for all postgraduates to meet, collaborate and share best practice around public engagement with research.

Catalyst Learning: Going forward, it will be important to continue the momentum in the postgraduate community. As Jonathan comes to the end of his PhD in 2015, there is a need to find a ‘successor’, another postgraduate researcher who is passionate about public engagement with research who would be willing to work closely with the Academic Lead for Public Engagement with Research and the Public Engagement Manager to develop the postgraduate agenda. Informal networks exist but there is a need to formalise this network and so more to support Postgraduate Researchers in this work.

Dr Michael Wykes – Head of Research Performance, Impact & Integrity

Summary: Dr Michael Wykes was Head of Research Performance, Impact & Integrity within Research and Knowledge Transfer (RKT) during the time of the Catalyst project. He had direct line management of the Project Manager and was part of the wider Catalyst team at the University of Exeter. The Exeter Catalyst began at a time when the University of Exeter was already advanced in supporting engagement with business, and although there were pockets of engaged research (mainly via the two academics and co-applicants on the grant) the university overall lacked infrastructural support to enable the development of a culture of engaging the public with research. Over the three years, the programme has been able to bring about a greater understanding of publicly engaged research – the principles of it and what quality engagement looks like. This has been achieved through over 650 of face-to-face interactions, the development of a grass roots network and from buy in of senior management.

Background: From Michael’s perspective, in 2011 when the Catalyst bid was submitted, the culture of impact and engaged research at the University of Exeter was already in existence in a particular form. Quality public engagement work was being conducted as well as business engagement, although neither was joined up at an institutional level and wasn’t seen as part of a continuum of engaged research as a whole. He felt that the institution had a linear view of engagement as opposed to one that was process-based and acknowledged the complexity of engagement. At the time of the project’s creation, public engagement activity tended to be located in silos with few people understanding the two-way nature of engagement where researchers respond to and work with members of the public and community groups, focussing instead on the classic public understanding of science model.

Catalyst learning: Through the Catalyst programme Michael believes that the University of Exeter has developed an understanding of public engagement as a way of delivering high quality research, one which is responsive, dynamic and involves an external partner in the process. Although inroads have been made in certain areas of the institution, there is still work to be done to have a shared understanding of the bigger picture of engaged research and what that entails in terms of the range of ways in which research can be collaborative or be co-created. At a local level, there is a good understanding of what public engagement with research is, which has been achieved by growing an organic network and appointing the Champions for Public Engagement.

Effective culture change: Culture change was achieved through one to one support from the Project Manager throughout the lifetime of the project for both researchers and Professional Service staff. Michael strongly feels that this was a key resource for the project, and that the University of Exeter was successful

in recruiting two high quality candidates for the role during the three years. This was complimented by allocating time through the workload allocation model of the Associate Deans of Research (ADRs) for each of the six Colleges. By doing this, the Catalyst team were able to gain access to the ADRs and through working with them in the context of their individual Colleges to see how we could bring about culture change together.

Looking ahead: For Michael, the project can ensure its legacy by sharing best practice in a number of ways, including the development of high quality case studies and audio visual pieces. This is vital to ensure that we retain the corporate memory about the project and its values and approach, which was a new way of working for the University of Exeter. Key issues to focus on are:

- To continue the momentum of the Project, through the Project Manager
- The development of Engaged Research as a general term that describes the process of co-creating research
- National level relationships should be maintained to continue to keep the University of Exeter as one of the leading Universities that undertakes public engagement with research.

Michael foresees the needs to be able to evolve as the understanding of public engagement with research changes and that as a University we need to be able to be flexible to the shifting policy landscapes, for example regional growth and place based innovation.

Lessons Learned

The Exeter Catalyst has consistently found that face to face discussions and interactions with researchers is crucial – and that this has been one of the differences between the growth of an organic network compared with a top down initiative where ideas and agendas are seemingly imposed on the academic community. Over the lifetime of the Programme, the team found complementarity in taking a bottom up approach and showcasing high level support in creating a culture of publicly engaged research. Taking a network approach has helped cement the growth of a grass roots community of researchers and Professional Service staff who are committed to PER and are keen advocates of embedding it within research. This has been complimented by strong visible support and personal endorsement for the Catalyst from senior management, who have been vital in endorsing the Exeter Catalyst, its ethos and approaches throughout the three years.

A valuable lesson that we quickly learnt was that having a sole Project Manager leading the entire project and undertaking most of the workload just simply wasn't viable. The 10 per cent administration support, whilst valued, just wasn't enough to truly support the Project Manager in the Catalyst's work. Upon reflection, the Exeter Catalyst should have featured a Project Manager and substantial (at least half time) operational support. This would have allowed the Project Manager to dedicate more of their time to growing the network and providing a greater steer for those involved in the network. It would also have meant that more could have been done with the learning from various seed funds and Champions for Public Engagement in the form of case studies, blog posts and internal communications.

The semantics of PER played a crucial role in the project. It was essential for the Exeter Catalyst to ensure that there were consistent communications about what the University's definition of PER was (embedded within research, collaborative and co-creational) so that through network distribution others would pass

on those same messages. The Project team found it was helpful to talk about engagement as being on a spectrum, which encompassed a broad range of activities that could be very different from one another but that at its heart were three elements:

- Giving – researchers sharing their knowledge, understanding and research with others
- Receiving – researchers receiving other kinds of knowledge and understanding from their non-academic partners
- Collaboration – mutual benefit through collaborating together

This is based upon the guidance shared by the National Coordinating Centre for Public Engagement (NCCPE), and through previous AHRC funded work looking at the work of the seven Beacons for Public Engagement HEIs. Being able to communicate the essence of PER in this way enabled colleagues to understand the concept on a broader scale whilst recognising the key elements that make up two-way PER.

The Exeter Catalyst team valued being part of the wider Catalyst network. Being able to share individual and collective progress, to learn from one another and to support each other through the culture change journey was vital. Regular meetings, coordinated by the NCCPE, allowed all Catalyst projects to have the space to take stock and reflect on progress as well as share stories with those in a similar situation as ourselves. The network provided a safe, nurturing, problem solving environment which the Exeter Catalyst team found to be of immense value and one that they will endeavor to continue to be an active member of post-RCUK funding.

Implementing formal reward and recognition within the University of Exeter HR processes remains a challenge. Ongoing internal reviews of promotion criteria and processes hampered the project's ability to access the right colleagues within HR at the right time and make a difference early on in the project. The University has recently issued a formal consultation of its promotion criteria and the Catalyst team is playing an active role in feeding into that process to ensure public engagement with research is recognised and rewarded appropriately.

On reflection, an area of the network that could have been developed more would be with Professional Service colleagues across the University. The Exeter Catalyst tended to focus on the research community and the support needed to create those enabling conditions that would allow them to undertake PER successfully and less time was spent with engaging key Professional Service colleagues, to ensure that they were on board with the projects aims and intentions so that they themselves could become enablers for PER across the University.

Another learning point for the Exeter Catalyst was our original budget. There was a significant overspend on travel and subsistence. The University of Exeter is based both in Exeter itself, across two campuses and at a campus in Penryn, Cornwall. In order to develop the network across both campuses, the Project Manager and Academic Lead spent time at both campuses and this was not anticipated in the original budget.

Partnerships

Throughout the time of the Exeter Catalyst project, the team has successfully built a number of key and productive partnerships both internally and externally.

Internal partnerships

The University of Exeter is based at a number of distinct campuses across Devon and Cornwall and internal partnerships exist between these at a range of levels. The team built strong ties with the Creative Exchange Programme, which aims to facilitate collaboration between researchers from the Environment and Sustainability Institute at the Penryn Campus in Cornwall and creative practitioners who share an interest in issues of environment and sustainability. The leader of the Programme, Dr Caitlin DeSilvey, was appointed a Champion for Public Engagement in the first round of funding in 2012. This partnership has continued to flourish, with two collaborations receiving Catalyst Seed Funds. A third round Champion for Public Engagement, Joanie Willetts, authored a report evaluating the Creative Exchange Programme and the enabling conditions for high quality public engagement with research.

The Catalyst Operational Board has facilitated partnerships across the University including both academic and professional service colleagues from a range of areas such as HR, Press Office, Engineering and Geography. As the Programme moves into a new stage of support, the Operational Board will cease to exist and a Public Engagement Strategy Group will be established, which will create further partnerships across both professional services and the academic communities. The Catalyst team will also seek to include key external partners as members of this Strategy Group.

The Project Manager was heavily involved in the successful Wellcome Trust Institutional Strategic Support Fund 2 (ISSF 2) bid, which included an Engaged Research Fellow role. The Project Manager collaborated with the ISSF 2 project team to shape the nature of that role and was involved on the successful recruitment to that post. This partnership will continue for the lifetime of the ISSF 2 project as the Project Manager sits on the ISSF2 Operational Group.

As a direct consequence of the networks built by the Exeter Catalyst and the approach to working with researchers and Professional Services, Research and Knowledge Transfer at the University of Exeter launched the Impact and Engaged Research Network in January 2015. Since its inception the Network has hosted five events which have been attended by 175 staff, consisting of a mixture of research and professional services staff. Topics for discussion have included: the first steps of engaging with a non-academic partner, using social media to engage non-academic audiences, working with the heritage sector, and opportunities for engaging with Parliament. The first event was a network launch. A full monthly programme is planned for 2015-16 with topics such as citizen science, Public Engagement: an RCUK perspective, and one event which will bring in local heritage sector partners. The Network capitalises on the increased emphasis on academics to demonstrate impact of research outside of the academic world and aims to continue to bring together a community of researchers and Professional Service staff that are interested in the topics of impact and engaged research, to create new contacts, share best practice and keep up to date with current thinking and skills required for both agendas. The Project Manager co-leads this Network alongside the Research Impact Manager.

A postgraduate network has been developed, through partnership with the Champion for Public Engagement with Postgraduate Research, Jonathan Memel. This is a relatively new network but is one that the University of Exeter is keen to encourage and that the Exeter Catalyst will continue to support. As a result of this network a proposal for members of the public to be invited to PhD upgrade panels is being considered for piloting in Geography and the Institute for Health Research, Exeter Medical School.

External partnerships

The Exeter Catalyst was overseen by an External Advisory Board (EAB), which was made up of a number of existing contacts of external organisations as well as new contacts (including a previous leader of a Beacon for Public Engagement and representation from the science centre @Bristol). A key institutional partner, the Met Office was a member of the Exeter Catalyst EAB and has also partnered with the University on the public engagement website Climate and Us (www.climateandus.com), in collaboration with EDF Energy. This website was established during the lifetime of the project and the Project Manager was heavily involved in its creation and management at that time. Whilst this was very valuable in helping our learning about engagement from a number of external organisations, time commitments of individuals made it hard to hold meetings where all could attend. We had an 'issue' or a topic which we sought to explore in detail at each meeting, a format which worked well, however spending some time in each organisation would have been even more valuable in order to see their public engagement in operation. However, time constraints on the Catalyst team did not allow this. Finally, whilst there was considerable potential for learning about public engagement from our external partners, we found that there was significantly less potential for learning about culture change, largely as a consequence of lack of shared knowledge about different institutional structures and processes.

Within the local community, the Exeter Catalyst has forged a fruitful partnership with the University of the Third Age (U3A) and both parties are seeking to sign a Memorandum of Understanding with them over the coming months. The strength of this partnership can be seen in their 'Story of Change' in this final report.

The Exeter Catalyst team has continued to be an active member of the national Catalyst network, building strong working relationships with other Catalyst Universities. This has included a site visit to the University of Bath to share in their best practice and mirror their successful 'Public Engagement Conversations' event series.

The team has a good working relationship with the National Coordinating Centre for Public Engagement and the RCUK Public Engagement with Research team. This has played a significant role in raising the University of Exeter's profile at a national level and making sure we are aware of the latest policy developments.

The Eden Project is been a key partner for the University and PER features in this partnership. A recent collaborative funding scheme heavily features PER, encouraging academics to work in partnership with colleagues in Eden to come up with a research project that has PER embedded within it.

In February 2015 the Project hosted a site visit from Keele University. The aim of this visit was to share the Catalyst journey and best practice around impact infrastructures and support. Split over two days, the visit was a success with our colleague from Keele commenting that "I came looking for transferable ideas

to support impact back at Keele, and left convinced that there is an opportunity to change the culture within my Faculty by introducing an integrated strategy to support engaged research in all its forms.”

In 2014/15 the Exeter Catalyst was involved in securing a Wellcome Trust Society Award to hold a number of public engagement events as part of Einstein’s Garden at the Green Man Festival from 2015 to 2018 (<http://www.greenman.net/explore/areas/einsteins-garden/>). As one of four partner Universities on the project, University of Exeter researchers will be involved in a collaborative process with creative practitioners to design and implement public engagement activities at the Festival. This is a new kind of partnership for the University of Exeter and is one that we are excited to be part of.

Sustainability Plans

At the point of writing this report the Project Manager has been supported for a further year through the University’s Higher Education Innovation Fund. This is being used to create a Public Engagement Manager role from August 2015-July 2016. There will also be continued funding to support the role of the Academic Lead for Public Engagement, ensuring that this dual approach of both professional service and academic institutional leads can carry on with the successful approach taken so far.

The University of Exeter is currently undergoing a fundamental restructuring of its research and education support through a Professional Services Transformation Project. This is a University-wide project that seeks to unify professional services across Colleges. Due to this process, the role hasn’t been confirmed past July 2016 but it is expected that the role will be included in the Transformation going forward and that it will be made into a permanent role.

The Public Engagement Manager will continue to have budget allocated for Public Engagement Seed Funds and Champions for Public Engagement, both of which are seen as important to continue to embed public engagement with research. The seed funds will focus on providing support to establish partnerships and networks that would lead to inclusion of public engagement within research proposals, with associated costs for PER included within the Pathways to Impact or other relevant section of arising research applications.

The Impact and Engaged Research Network will continue the work of the Exeter Catalyst in encouraging the continued development of a network for all colleagues interested in the areas of impact and engagement. The Network will ensure that messaging is consistent and will be reactive to the needs of network members.

Senior level sponsorship and governance will continue, with the new Public Engagement Strategy Group to be chaired by Professor Michelle Ryan, Director of the University of Exeter Doctoral College, and will feature representation from colleagues from across academia and professional services as well as key external partners.

Conclusions and Recommendations

A central tenet of the Exeter Catalyst from the outset has been the co-creational approach to developing and delivering engaged research. There has been a shared set of values that PER should be of mutual benefit to all partners in research, and is synonymous with high quality research which has been endorsed and showcased across the University and at all career levels.

At all times, the Exeter Catalyst sought to avoid a way of understanding public engagement as a more or separate activity that is added on to “core” research activities. Similarly, it sought to develop a model of culture change which does not rely on a more or less separate, stand alone, public engagement “centre”. The team believe that, viewed through the lens of complexity theory, it is possible to demonstrate that the dynamic processes of culture change and those of PER are fundamentally similar, and that, as a consequence, the means of achieving organisational culture change and high quality PER are themselves similar.

The team believe that a distributed network approach represents the most effective overarching means of achieving successful culture change and high quality PER. In turn, vibrant, resilient, distributed networks are themselves most effectively developed through focusing on the creation of relationships through face to face interactions, and in hosting networking activities whereby good engagement is shown and support offered. The need for core support - in the case of "operational support" - represents an enabling condition for the successful functioning of a distributed network. In particular, the project manager found that significant amounts of time were required to do basic administrative work necessary for helping to maintain relations within the network, facilitate the organisation of meetings (room bookings, etc.), which could have been done more appropriately by project support staff. Understanding by seeing and doing (supported by the Exeter Catalyst) has been key to highlighting the benefits of working in this way and the opportunities for linking this way of researching to the impact agenda. A key finding from Dr Durie and Prof Wyatt’s own reflective research has been that those who have become dynamic “connectors” within our distributed networks have experienced Catalyst activities as embodying “different ways of working” from those that tend to predominate within University settings. They have in turn sought to imitate these behaviours and new ways of working as they have gone about developing their own PER projects and networks.

The Exeter Catalyst has benefitted from being part of the Catalyst network, and the wider network of institutions seeking to achieve culture change for PER. There is no question that the combination of being part of these networks, and having the endorsement of the RCUK “brand” has helped to make more rapid progress than might otherwise have been able to achieve.

The Exeter Catalyst has particularly benefitted from being a multidisciplinary team – comprising project managers with knowledge of the University’s professional services structures and processes as well as the excellent personal skills attested to by so many colleagues; strong senior advocates for the work; and academic leads able to speak to, and command the respect of, faculty in both STEM and HASS disciplinary areas. As a member of the University’s senior management underscored, the “authenticity” of the core team has been a key foundation for its success. The strongest measure of the success of the Exeter Catalyst in achieving profound culture change is the University’s commitment to an ethos in which high quality co-creative public engagement with research becomes widely recognised as the way that research is done at Exeter.

Annexes

Annex 1: Context and distinctiveness of the project

University of Exeter

- No. of Research staff / research income: 1,465/ £60.1m
- Character of the research portfolio at the institution:
 1. BIS Research Councils, The Royal Society, British Academy and The Royal Society of Edinburgh - 40.63%
 2. UK based charities (open competitive process) - 6.44%
 3. UK based charities (other) - 1.86%
 4. UK central government bodies/local authorities, health and hospital authorities - 20.79%
 5. UK industry, commerce and public corporations - 4.36%
 6. EU government bodies - 21.47%
 7. EU-based charities (open competitive process) - 0.03%
 8. EU industry, commerce and public corporations - 0.29%
 9. EU other - 0.89%
 10. Non-EU-based charities (open competitive process) - 0.77%
 11. Non-EU industry, commerce and public corporations - 0.36%
 12. Non-EU other - 1.92%
 13. Other sources - 0.18%
- No of professional service staff: 2,470
- No. of Postgraduate Students: 4,468
- Do you have a doctoral school? Yes, we are currently in the process of establishing a Doctoral College.
- Campus: Multi-site – several sites in Exeter and a Cornwall campus in Penryn.

History of Public Engagement at your Institution before the Catalyst Project

- Did you have an established Public Engagement team before the project?
The University of Exeter did not have a centralised Public Engagement team prior to the Catalyst project. There was, however, localised support in public engagement in two of the six Colleges.
- Did a member of the senior management team have Public Engagement as a core responsibility?
Yes. The PI for the project is the Deputy Vice Chancellor for Research and Knowledge Transfer, Professor Nick Talbot.
- Was public engagement mentioned in strategic documents as a priority?
No. It did not feature in strategic documents as a priority.
- Do you have a history of running events and festivals with a Public Engagement element?
Yes. The University of Exeter has a history of taking part in events like the ESRC Festival of Social Science, the Being Human Festival and the Big Bang as well as smaller project-specific engagement events.
- Did your doctoral training programme run Public Engagement activities before the start of the Catalyst project?
No.

- Were there formal structures set up to support public engagement?
No.

The Catalyst Teams

Catalyst staffing grades:

- Academic: *The Lead Academic is currently a grade G*
- Professional: *The Project Manager is currently a grade F and the Administrator is a grade D.*
- Catalyst staffing: no. of FTE: 1.403 FTE comprising of one full time Project Manager, 30% Academic Lead, 3% Senior Academic support and 10% Administrative support.
- Location of Catalyst staff: *The Catalyst Project was centralised within Research and Knowledge Transfer.*
- How many staff have left the project during its course? *One. Helen Featherstone (Project Manager) left the Catalyst project after two years and was replaced by Grace Williams for the final year of the project.*
- What other resources were provided by the university? *The University of Exeter included the Associate Deans of Research within the Catalyst proposal as match funding. They had a small amount of time bought out to act as advocates for the Project.*

Changes to the University during the project

- Were there any changes to institutional structures – such as re-organisations of faculties and departments – that affected the project? *No.*
- Were there changes to senior staff associated with the project? *The majority of Associate Deans for Research (ADR) finished their tenure during the Catalyst project. The new ADRs were still allocated time to support the Project.*
- Were there any unexpected changes that affected the development of a supportive culture for PER? *Ongoing internal reviews of our promotion criteria and processes hampered the project's ability to access the right colleagues within HR at the right time and make a difference early on in the project. The University has recently issued a formal consultation of its promotion criteria and the Catalyst team is playing an active role in feeding into that process to ensure public engagement with research is recognized and rewarded appropriately.*

Annex 2: Catalyst Final report: Case Studies

Case Study 1: creating conditions for culture change through dialogue – Seed funds

The Exeter Catalyst had a small funding scheme to support public engagement activity of up to £5,000. The aim of the scheme was to enable activities which helped to embed public engagement practice and support a culture of public engagement across the university. Funds could be used to buy out time, purchase equipment, buy in external expertise, pay for room hire or refreshments, travel for meetings etc.

The type of activities which were funded included:

- The development of innovative engagement activities
- The continuation of existing engagement activities in some way e.g. with novel audiences
- Peer or interdisciplinary skills sharing and professional development events

The scheme was developed in direct response to recommendations from researchers, college senior management, project managers of similar schemes and Manchester Beacon. The scheme was open in scope, had rounds (rather than being an open scheme), was easy to apply for, had few restrictions in what can be funded and comprised of a short application process with up front timings.

Over the course of the three years, the Exeter Catalyst funded a total of 26 seed funds, across all six Colleges and from a variety of levels of researchers.

The team have found the seed fund scheme to be extremely beneficial in several ways:

- Enquires about the scheme provided opportunities for the project team to engage with individual academics and develop personal relationships. This has meant that unsuccessful applicants have remained engaged with the Catalyst scheme continuing to ask for support and advice from the Catalyst team.
- Reading the applications as a whole provided the Catalyst team with an opportunity to understand how academics perceive public engagement. The team has seen an increase in the quality of applications over the three years to include more engaged research activities such as research proposal workshops and the creation of advisory groups and networks.
- The end of award reports provided a rich resource for the team in terms of taking on board feedback about what worked and what didn't. The best practice from these reports will be shared in the form of case studies.
- The feedback from award holders has helped us shape the form of the Seed Funds going forward. In future, funding will be available to support the pre-proposal stage of engagement that is crucial to engaged research but is often lacking in resource. Applicants will be able to apply for funds to activities such as the development of networks or to hold proposal development workshops.

The way the scheme has been implemented and the team's responsiveness to the applicants' needs is already creating a network of practitioners with a strong sense of common purpose who are all willing to be advocates for public engagement. The success of the Catalyst at Exeter has been based upon the creation of strong networks of advocates and practitioners who share learning and experiences.

Case Study 2: "How does PER work for me?" to "PER is one of the most important parts of any research project"

Dr Freyja Cox Jensen is Lecturer in the History Department at the University of Exeter. She was the recipient of a seed fund award in the final round in 2014. Having been aware of the Catalyst from the very start of the programme, Freya's case study focuses on the development of her understanding of how Public Engagement with Research (PER) could be embedded within her own research.

Freyja attended the Exeter Catalyst launch in 2012 with colleagues from her department. In Freyja's own words she left the launch "not seeing how we could do PER because we were the only historians there...and people were talking about PER in ways we'd never thought of before in terms of PER before you start your project or whilst you're doing it. We'd only ever conceived of it as going at giving at talk at the end."

Nevertheless, Freyja continued to be an active member of the Exeter Catalyst network, attending workshops, reading the Catalyst newsletter and meeting with the Project Manager. As her understanding developed through these various interactions, Freyja began to see how she could embed PER within her own research. She submitted an application in the final call for Seed Funding in March 2014 that included a variety of low cost activities that would enable her to experiment with different forms of engagement. These ranged from schools workshops to practical workshops with amateur actors, professional actors and a public performance of a 'lost' text from the Early Modern period.

By being able to experiment and try out different styles of engagement, the experience has proved valuable for Freyja, who felt that the seed fund was an "excellent opportunity to see what's required to run a variety of workshops, which I'll be able to use with future projects; very useful contributions/perspectives from participants on the play, the text, and the experience of using original practices - this will form part of the research for a forthcoming publication, and feed in to a forthcoming research project on Shakespearean actor training."

As Freyja moves forward with her forthcoming research, she reflected on how the Exeter Catalyst has shaped her thinking around PER:

"I feel as though I've moved from thinking that PER is a nice add-on to a research project, to feeling as though it's one of the most important parts of any research project. In fact, some of the PER activities that have developed out of this project have directly led to two new, collaborative research projects. In future, I think I'll probably think about PER in the initial stages of every research project I do, because the potential for enhancing the research is immense, as well as it providing a tangible example that my work matters to more people."

Annex 3: Spending Profile

Project Manager	117,370.87
Champions	34,760.07
Administrator	7,751.69
T&S	16,743.11
Indirect Costs	199,204.00
Total Expenditure:	375,829.74

Annex 4: External Advisory Board and Operations Board

External Advisory Board

Terms of Reference

Aim of the External Advisory Group:

The External Advisory Group will function as a 'critical friend' for the work of the Catalyst project, checking whether the team are really meeting their aspirations for public engagement in research, and for embedding a culture of public engagement within the University of Exeter.

Regular meetings with the project team during which the group will:

- Review progress
- Comment on the Champion and Seed Fund awardees from a strategic perspective (declaring any conflicts of interest where appropriate)
- Contribute to the cycles of reflective practice and formative evaluation
- Draw attention to insight, opportunities and challenges from outside the HEI sector

The board will meet twice a year with interim communication as required.

Members of the board will remain in post for the duration of the Catalyst project, unless a substitution is necessary.

Membership of the External Advisory Board

Erinma Ochu – CHAIR, Wellcome Trust Engagement Fellow, The University of Manchester

Richard Ball, Assistant Director, Economy, Exeter City Council

Roger Kain, Dean & Chief Executive, School for Advanced Study

Paul Manners, Director, National Coordinating Centre for Public Engagement

Alan Moore, Chair, At-Bristol

Professor Mark Overton, DVC for External Affairs, University of Exeter

Juliet Rose, Communities Project Manager, Eden Project

Gerry Shattock, Business Development Manager, Exeter Science Park

Professor Nick Talbot, DVC for Research, University of Exeter

Mr Stephen Woollett, Chief Executive, South West Forum

Pippa Warin, Senior Manager, Regional Planning, Arts Council of England

Andy Yeatman, Deputy Head of Communications, Met Office

Membership of Operations Board:

Professor Nick Talbot (DVC for Research)

Dr Robin Durie (Politics)

Professor Katrina Wyatt (UEMS)

Liz French (Press & PR)

Holly Hellier (HR, CEMPS)

Professor Catherine Leyshon (Associate Professor of Historical and Cultural Geography, CLES)

Derfel Owen (Academic Services)

Professor Alex Pavic (ADR, CEMPS)

Professor Jane Spencer (ADR, HUMS)

Grace Williams (RKT)

Paul Woolnough

Dr Michael Wykes (RKT)

Annex 5: HEPE Select Research Activity Record

Date	Project name/Topic	Project details	Researcher	Stage of project at contact	Input requested	Follow up information
2/12/13	Healthy Start	Evaluation of the Healthy Start nutrition programme for low income mothers.	Heather Ohly	Applying for funding	Comment on lay summary - several members responded.	Funding to commence PhD obtained from NIHR Autumn 2014
2/4/14	E-health	E-health and older people	Steve Graham	Planning stage	Feedback on ideas about potential for use of e-health technologies among older people. Discussion among full group.	“In-Residence” collaboration with AgeUK, Volunteer Cornwall and two SMEs to further examine technology use in older adults
3/10/14 & 7/1/2015	Beach Bum project	Aims to establish whether there is an increased risk of antibiotic resistant bacteria carried in the gut among those with high coastal water exposure (surfers) compared to another group that doesn't have such exposure.	Anne Leonard	Planning stage – part of Anne's PhD.	Input into where/ how to recruit the comparator group; the acceptability and practicality of self- obtained rectal swabs; information needed for the recruitment sheets. Discussion among full group incorporated into the study design. One member also subsequently supplied graphics for the information sheet.	Ethics committee application prepared for Jan 2015. Passed through this stage. Recruitment started June 2015
9/03/15	Older people and physical activity (OPPA)	Systematic review of qual res to look at factors that people find help and hinder people being physically active as they get older and whether these are reflected in studied interventions	Ruth Garside	NIHR RfPB funded – started May 2015	Advisory Group membership sought. 3 members joined advisory group.	1 st meeting was 19/5/15. Project ongoing. This project was consulted on in development by PPI group whose input determined inclusion criteria and age ranges to be considered and proposed life course analysis approach.

Date	Project name/Topic	Project details	Researcher	Stage of project at contact	Input requested	Follow up information
11/08/15	Using Social Media to Monitor Mental Health in Mental Health Service Users	Feasibility and Acceptability study	Steve Graham	Preparing funding bid to NIHR RfPB	Input sought about the issues around remote monitoring of social media to help identify those with MH problems, and the subsequent development of an app to support MH. Several members fed back.	Kath Maguire to help support concerted PPI involvement. Including with members of HEPE, to support this application and any subsequent project.

Selected other activities/events in which HEPE have participated:

Date	Event	Activity
22/11/13	House of Parliament SW rep visit	Attend presentation session form Liz Price SW regional officer about how parliament works and routes into access and lobbying. (KSpa)
	PenCLAHRC research question prioritisation workshop	Discuss and develop priority health research questions to feed into the PenCLAHRC process. (KSpa)
20/11/15	RG teaching a session on public involvement in research to the BSc Bioscience students in Penryn.	Members invited to come along to the discussion session to talk about their work and pros cons of PPI form their perspective. RG to provide info/ support session prior to teaching session.

Annex 6: Impact Framework

RCUKS Aims and objectives	Catalyst Objectives	Activities	Data/Evidence of change	What would you do differently?	What next?
<p>AIM 1 Create a culture within grant holding HEIs where excellent public engagement with research is embedded</p> <p>AIM 2 Build on experience of Beacons and other HEIs</p> <p>Objectives</p> <ul style="list-style-type: none"> • Strategic commitment to public engagement • Integration of PE into the core activities of HEIs, including measuring quality and impact of PE activities • Reward and recognition of staff involved in PE • Encouraging and supporting researchers and staff at all levels to become involved • Creating internal networks • Contribution to a wider network supportive of public engagement • Develop best practice that recognises the two-way nature of PER 	<p>AIM</p> <p>To enable communities and external organisations to engage in, and co-create, research with our academic staff and students. The Exeter 'Catalyst' will create the enabling conditions, as well as supportive structures and processes, to ensure that public engagement in research becomes an embedded part of the culture of research practice at the University of Exeter.</p> <p>The main objective of this proposal is to enable a culture to develop in the University of Exeter supporting the creation of new relationships between university researchers and the public, engaging and involving a diverse range of academic colleagues.</p> <p>Objectives</p> <ul style="list-style-type: none"> • To support the public in the development of research ideas and proposals with academic staff • To recognise and support academic staff in developing research ideas and proposals based on engagement with the public • To develop processes to ensure that the public engagement work of university staff and students is recognised and valued as part of their continuing 	<p>Strategic commitment</p> <ol style="list-style-type: none"> 1. The PI for the project is the Deputy Vice Chancellor for Research and Knowledge Transfer. An Operational Board comprised of Associate Deans of Research and Senior Researchers, and key Professional Service staff. Impact and Engaged Research being included in the revised Research and Knowledge Transfer Strategy (Year 3). 2. The University of Exeter has not developed a separate PER strategy as our aim has been that high quality engagement leads to high quality research and therefore is embedded and not a separate strand of activity. This has been and will continue to be an underpinning ethos of supporting a culture of publicly engaged research; it is not a discipline or an additional activity (such as outreach) but a way of doing high quality research which has the potential to make a difference. After discussions with our EAB and Advisory Group we felt that a strategy document would be conceptually incoherent with our overarching approach and ethos. 3. We adhere to the NCCPE definition of public engagement and have recently started using a definition for 'Engaged Research', which originated from the Open University. We found that talking in broader terms of 'engagement' without prefacing it with the word 'public' helped people think of the broader ways in which non-academics could co-create research. 4. The University of Exeter does not require departments to produce PER strategies. 5. One Head of Department was selected to be part of the pilot Public Engagement Leadership scheme set up by Wellcome Trust (Year 3). 6. The Exeter Catalyst Seed Funds were funded through a mixture of HEIF and matched funds from the Business School. 7. Both the Project Manager and the Academic Lead have secured funding for the next year through HEIF. Funding will continue for Public Engagement Seed Funds and Champions for Public Engagement. An Impact and Engaged Research Route Plan was developed in Year 3 which provided a case for further funding, which has been signed off by the Research and Knowledge Transfer Management Group. 8. We have worked with a number of different existing structures. Worked on a web-based Research Toolkit (ongoing) with RKT colleagues. The project Manager has supported Pathways to Impact plans. Worked with the Researcher Development Programme to deliver a number of training activities which included one working alongside the Press Office. Delivered training as part of the STREAM Eng D residential courses. Three Seed Funds were awarded through the Catalyst 	<p>Engaged research features in the most recent Research & Knowledge Transfer strategy, which is currently being drafted and covers 2015-20.</p> <p>We adhere to the NCCPE definition of public engagement and have recently started using a definition for 'Engaged Research', which originated from the Open University. We found that talking in broader terms of 'engagement' without prefacing it with the word 'public' helped people think of the broader ways in which non-academics could co-create research.</p> <p>The Project Manager has had input into over 50 research bids and has had interactions with more than 250 researchers in the form of 1-to-1 support.</p> <p>The Project Manager has been part of a successful Wellcome Trust Society Award bid which strongly features PER.</p> <p>The Project Manager oversaw the inclusion of an Engaged Research Fellow as part of a successful Wellcome Trust ISSF 2 bid.</p> <p>All seed fund holders were required to complete an end of award report, the results of which form the basis for a number of case studies to share best practice and effect culture change.</p>	<p>Increase the core Catalyst team – we underestimated the amount of time the Project Manager would need to build the network and spend on face-to-face interactions, which have been crucial to our success.</p> <p>Increase the amount of budget allocated for travel and subsistence. This was an overspend during the Project as the Catalyst team required to travel between campuses to fulfil the face-to-face interactions that have been central to our project.</p>	<p>Continue to work with HR to ensure that PER is rewarded and recognised appropriately.</p> <p>Continue to ensure that PER is embedded within the culture of research at the University of Exeter.</p> <p>Work towards the goal of the University of Exeter being recognised as a University that leads on engaged research.</p>

	<p>professional development</p> <ul style="list-style-type: none"> • To ensure that structures and processes within the University support and facilitate public engagement • To capture best practice and expertise in a regular and timely fashion so that it can feed back into the Programme in an iterative process • To determine the impact and outcomes of the work conducted within the Programme • To help build networks with other HEIs seeking to develop cultures of public engagement in research, to facilitate the sharing of learning and good practice from the Catalysts work 	<p>in collaboration with Exeter's Wellcome Trust funded Biomedical Informatics Hub.</p> <p>9. 'Outstanding Public Engagement' was featured as a new category as part of the University of Exeter 2014 Impact Awards. It received the highest number of entries (23 entries, 18% of all nominations) for the competition and will continue to be a category in future years. We continue to make progress with Human Resources to ensure that public engagement with research is formally valued through promotion criteria and annual reviews. We are working with University Ethics committees around the identification of co-created research, whereby ethics approval is not required for the process of co-creation. We have also have created a working group to look at issues of financial reimbursement for people's time to be involved in research, such that it does not affect any benefits they may be in receipt of.</p>			
		<p>Practical support</p> <p>1. Twenty six seed funds were awarded and 14 Champions for Public Engagement appointed. The Impact and Engaged Research Network was launched in year 3 and aims to continue the work of the Catalyst network.</p> <p>2. The Project Manager is based within the central Research and Knowledge Transfer team and is 1 FTE. The Academic Lead is based within the College for Social Sciences and International Studies (1.5 days a week). They support researchers across Six Colleges.</p> <p>3. Five courses have been created and routinely run through the Researcher Development Programme for PGRs and Early Career Researchers (three times per year including Exeter and Streatham campuses). The Project Manager also created and delivered more than 30 bespoke training workshops where requested by specific Departments or Colleges.</p> <p>4. Clear messaging was achieved through face-to-face interactions with researchers and professional development colleagues as well as through the Catalyst blog and newsletter. The Catalyst team proactively sought internal comms opportunities to continue this consistency of message.</p> <p>5. The Exeter Catalyst ran three calls for proposals as part of the Catalyst Seed Funds. These were awards of up to £5k that supported culture change within PER. Twenty six awards were made in total (out of 40 applications).</p> <p>6. The Exeter Catalyst hosted a site visit from Keele University in year 3, to share learning and best practice. A reciprocal visit is planned for October 2015. The Project Manager and Academic lead visited several Universities to gain insight and best practice - these included Universities that had been Beacons for Public Engagement. GW spoke at several external public engagement events - ARMA Good Practice Exchange, Engage Conference, University of the West of England. The Project Manager, alongside colleagues at Bath, Bristol and Cardiff established a GW4 Public Engagement group and GW took the lead in organising a meeting of impact and public engagement colleagues in Year 3.</p>			

