



**Enriching, enhancing and embedding a
culture of public engagement with research**
London School of Hygiene & Tropical
Medicine

UKRI/ RCUK Strategic Support to Expedite Embedding of
Public Engagement with Research (SEE-PER) Final report—
January 2020

The SEE-PER programme

The UKRI Strategic Support to Expedite Embedding Public Engagement with Research (SEE-PER) call sought to help enrich and embed cultures within HEIs where excellent public engagement with research (PER) is supported, valued, rewarded and integrated within institutional policies and practices. The first year of this programme ran from October 2017 to October 2018. Two types of approach were funded:

‘Embedding change’ proposals that sought to enhance and embed an institution’s approach to supporting PER, building on the learning from the Beacons for Public Engagement, RCUK PER Catalyst and Catalyst Seed Fund programmes:

- Birkbeck College, University of London, led by Professor Miriam Zukas
- Heriot-Watt University, led by Professor Gareth Pender
- Keele University, led by Professor David Amigoni
- London School of Hygiene and Tropical Medicine, led by Professor Dame Anne Mills
- UK Centre for Ecology & Hydrology, led by Dr Nick Wells
- University of Lincoln, led by Professor Carena Lewis
- University of St Andrews, led by Professor John Woollins

‘Challenge’ proposals which addressed a specific challenge in supporting PER effectively, and which expanded the existing knowledge base about ‘what works’ in effectively supporting PER:

- University of Brighton: developing an incubator model for finding and fostering community-university knowledge partnerships, led by Professor Tara Dean
- University College London: exploring how to make PER fundamental to the university's efforts to address global societal issues through cross-disciplinary research, led by Professor David Price
- University of Bath: examining the challenges associated with training and professional development for public engagement, led by Professor Jonathan Knight
- University of Southampton: tackling barriers to professional development in PER and developing a robust educational framework for such activity, led by Professor Simon Spearing
- STFC – Laboratories: investigating the take up and provision of PER training, led by Dr Neil Geddes

In May 2018, the SEE-PER projects were given the opportunity to apply for a second year of funding to embed and expand upon work done in the first phase. Ten of the twelve projects received funding to extend for a further 12 months, and the programme concluded at the end of 2019.

UKRI appointed the NCCPE to co-ordinate this work, ensuring learning was shared across the projects, and that evaluation was used strategically to inform and assess the value of the SEE-PER initiative.

Further learning from the SEE-PER initiative can be found in the ‘Support Engagement’ section of the NCCPE website.

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1. Context

The London School of Hygiene and Tropical Medicine (LSHTM) is a world-leading centre for research and postgraduate education in public and global health. Our central mission is to improve health and health equity in the UK and worldwide. We do this through a unique multidisciplinary approach, from the molecular to the population level, with impact on policy and practice. LSHTM has an international presence and collaborative ethos, and is uniquely placed to help shape health policy and translate research findings into tangible impact. We have 3,000 staff conducting research in over 100 countries, and more than 4,000 students — all working with a collective purpose to improve health worldwide.

This allows our engagement to occur at multiple stages throughout the research cycle and across a range of public audiences. Examples include showing schoolchildren parasites under a microscope in Tanzania, community consultations feeding in to policy briefs in Malawi, and citizen science initiatives in the UK that directly impact how research is conducted. Public Engagement is prioritised within LSHTM's 2018-2022 strategy under 'Innovation & Engagement', one of our five strategic pillars.

The LSHTM Public Engagement (PE) Team provide tailored support for researchers to embed PE into research funding applications and practical support in developing PE activities and projects. We regularly signpost opportunities for staff and doctoral students to engage with publics locally, nationally and internationally, provide an interactive training programme, and run an annual internal Public Engagement funding scheme. Since 2014, we have trained over 140 members of staff and doctoral students and funded 48 projects through our internal funding scheme that have taken place in 15 countries. The Public Engagement Advisory Group, made up of academic and support staff and doctoral students from across our three Faculties, in addition to external membership, provides guidance to the Public Engagement Team and monitors progress against our Public Engagement aims. A key achievement of the Group was embedding formal recognition of Public Engagement in the academic promotions process in 2015.

2. Short overall approach

LSHTM's position as a world-leading centre for research and postgraduate education focusing on all aspects of public health, with research spanning multiple continents means that standard approaches to public engagement may not be as appropriate for us as for other institutions. With this in mind, we used the SEE-PER project to understand the challenges around awareness, appreciation and uptake of PER support specific to LSHTM and implement changes in the way the PE team works. This resulted in us working with external evaluation experts to conduct a scoping exercise involving a school-wide survey and in depth interviews with heads of department. The results of this evaluation allowed us to implement changes to the way the Public Engagement team functions, shifting our focus to more 1:1 support for researchers and the development of both a new Strategic Action Plan 2018-2022, and an Evaluation framework that allows us to collect relevant information around Public Engagement Activities. We continued to build on the momentum from the first year, using the year 2 funding to implement changes, including creating a Public Engagement Network, recruiting PE Champions and collecting information from PE activities to create case studies highlighting the benefits of PE. Successes include an increase in requests for support in embedding PE into research grants, the creation of a Public Engagement specific award at our annual Directors Awards and an ongoing commitment to engaged research from the school, in the recent signing of the NCCPE's Engaged University manifesto.

3. Synopsis of Year 1

The first year of the SEE-PER project at the London School of Hygiene & Tropical Medicine focused on reflecting on our position on public engagement and establishing ways to reward high quality public engagement across LSHTM.

We bid to join the SEE-PER programme, as it was a timely opportunity to reflect upon our successes in embedding PER activity through our 2012-2017 PE strategy and to understand LSHTM-specific challenges around awareness, appreciation and uptake of PER support. It was also an opportunity to develop a refined and measurable strategic action plan for the future informed by our benchmarking and reflection exercise. Two key objectives of the project were to (a) determine the extent to which PE was currently embedded at LSHTM and (b) identify LSHTM-specific barriers to PE, which might be addressed by new, or more tailored, support mechanisms, whilst working within the realities of a small Public Engagement Team.

The rationale for our approach was tied to learning from previous funding programmes that have supported institutions to embed a culture of PE. We focused on three of the eight 'triggers' of culture change identified from the Catalyst Seed Fund programme¹ which were to 'review and take stock, map and consolidate activity'; 'develop your rationale, narrative and strategy'; and 'identify success measures and monitor'.

During the first year of the SEE-PER programme, we conducted, for the first time at LSHTM, a large scoping exercise to understand our Public Engagement context. This included an online survey answered by nearly 600 (32%) staff and doctoral students, three cross-institution focus groups with 27 participants, and interviews with 14 Heads of Department and Centre Directors. Using the information from this scoping exercise, the Public Engagement Team and Advisory Group worked together to renew the Public Engagement strategic action plan. This will guide the LSHTM-wide approach to Public Engagement and how it is supported by the Public Engagement Team until 2022. An external evaluation consultant supported the Public Engagement Team to develop an impact-focused evaluation framework, which is now being used to quantitatively and qualitatively measure progress against our strategic aims. We also worked with the evaluation consultant to develop initiative-specific evaluation plans for our internal funding scheme and training. During year one we additionally increased the Public Engagement Team capacity through a new 0.5 FTE PE Officer role. Finally, we capitalised on the wider awareness of PE at LSHTM, as a result of our scoping exercise, to launch the first dedicated PE Award. This was one of nine awards within the LSHTM annual Director's Awards, increasing recognition for PE amongst staff and doctoral students and within an LSHTM-wide framework.

A key success of the first year of the SEE-PER project was the development of a renewed strategic action plan, building on the successes from our 2012-2017 PE strategy and directly informed by our scoping exercise. The key principles within the 2018-2022 PE strategic action plan clearly align with the five pillars of the wider LSHTM 2018-2022 strategy.

The project was structured so that the Public Engagement Team worked with a PE evaluation consultant, a first at LSHTM. Prior to the SEE-PER programme, our PE evaluation was focused on quantitative metrics linked to the annual number of staff and doctoral students who carried out engagement, the number who received training and the number of people that staff and doctoral students had engaged with. Through working with an evaluation consultant, we have more closely linked our evaluation to the principles within the new strategic action plan. We have also expanded the quantitative data that we collect (e.g. in relation to the partners that staff and doctoral students

¹ Pathways to culture change: Lessons from the Catalyst Seed Fund programme (Interim report: May 2017)

collaborate with for their engagement) and we now include targeted qualitative evaluation framed around *'stories of impact'*, *'stories of recognition'* and *'stories of partnership'* arising from PE projects and activities at LSHTM.

As this evaluation is now embedded in how the Public Engagement Team operates, it will have a long-term impact on embedding PE at LSHTM, with findings regularly discussed within the PE Advisory Group and reported to senior leadership.

Through our multifaceted scoping exercise, we were able to gain considerable insight into how PER is understood, valued and supported at LSHTM. When asked what PE is, more than 1/3 of survey respondents captured the two-way nature of PE in their free-text responses, which was higher than expected and suggests a positive evolution in the understanding of PE at LSHTM.

PE was most widely valued across LSHTM when it was demonstrated to have potential for meaningful impact on our research and/or communities where we conduct our research. This was reflected in responses from staff and doctoral students about the audiences with whom they felt we should be engaging, with over 70% of survey respondents stating that it was very important to engage with members of the community where our research is conducted. In contrast, less than 25% thought it was very important to engage with the community around our buildings in London. This strongly links to LSHTM's focus on *'impact through excellence in research'*, taking place in the UK and globally.

In terms of the environment at LSHTM, over 70% of survey respondents felt that LSHTM had a supportive environment for PE, with many focus group attendees and interviewees commenting that they hear a lot more about PE across LSHTM than in the past and that they have seen a growth in activity. Staff and doctoral students also reflected on the importance of peer support for PE, with 30% of respondents saying they had sought help from a colleague or line manager in relation to PE. Focus group attendees also commented on the value of hearing about LSHTM-specific examples of PE and working with one another within the focus group sessions. It was suggested that similar sessions could bring value in terms of sharing understanding and activity across LSHTM.

This learning has allowed us to better comprehend how PE is embedded at LSHTM and to develop a clear understanding of the drivers for PE, which we have used to adapt how we describe and promote PE, incorporating information that more strongly links PE to research and community impact. It has allowed us to reflect that more people than expected understand what PE is but that there is still some work to do. Finally it has helped us to identify a reasonable, clear new avenue to pursue linked to peer learning and support that we can develop and evaluate across LSHTM.

In addition to the substantial learning that has occurred through year one of our SEE-PER programme, we have seen an increase in staff and doctoral student interest in PE; translating into increased requests for support from the Public Engagement Team. Compared to the same time period in 2017, we saw a 30% increase in requests for support on applications for research or external PE funding, developing PE activities, evaluating PE, PE resources, and applications to the internal PE funding scheme. There was also a 50% increase in invitations for the Public Engagement Team to speak about PE at Department or Centre meetings. Finally, there was a 30% increase in the number of staff and doctoral students who attended the interactive PE training session, delivered by the Public Engagement Team.

This substantial growth was an excellent outcome from our first year of the SEE-PER programme. Through the evaluation framework that we have developed, we will continue to monitor and reflect upon these indicators, amongst others, in year two and beyond.

Our challenges

Recognising and rewarding PE within career progression

Throughout the first year of our SEE-PER programme, reward and recognition were key topics of discussion, both in terms of how LSHTM rewards and recognises PE currently and how we could reward and recognise it in the future. Whilst many survey respondents were uncertain how PE should be rewarded, when identified, staff and doctoral students felt that the predominant mechanism for recognizing PE should be career progression.

Despite PE being a recognised example of ‘external contribution’ within yearly staff Performance Development Reviews and in Academic Promotions since 2015, questions were raised about where PE sits in the hierarchy of external contributions and whether it is truly valued compared to other examples (e.g. journal review, working with policy makers, etc.). Questions were also raised about whether anything besides publications and funding were even considered during these reviews, or if in fact the inclusion of PE would be viewed negatively.

A key challenge, therefore, is ensuring that PE can be appropriately recognised and rewarded in careers, including outputs and impacts from PE linked to skills development, potential collaborations, and new research ideas or outcomes. At the same time, we need to ensure that this is done in the context of LSHTM’s public and global health mission and our strong ‘*impact through excellence in research and education*’ focus.

In working to address this challenge, we will need to ensure that staff and doctoral students have an understanding of how to express their PE-associated achievements and impacts succinctly and compellingly within the application form. It will also be important for promotions committees to understand the value of PE, to both research and communities, so they can effectively assess this compared to other, more traditional, mechanisms of external contribution.

Effectively addressing barriers to PE

Effectively addressing barriers to PE for staff and doctoral students is a key challenge for embedding a culture of PE in higher education institutions. As has been shown by other surveys, such as the UK-based Factors Affecting Public Engagement by Researchers², time is the number one reported barrier to PE. This was reflected in our year one scoping exercise where 40% of respondents reported ‘time’ as their key barrier to PE. This was substantially higher than the next highest reported barriers, ‘a lack of awareness/support’ and ‘lack of skills/confidence’, each reported by only 8% of respondents.

As demands on staff time continue to increase through, amongst other things, the Research Excellence Framework 2021, time will continue to be a barrier to carrying out PE. Whilst this finding was, therefore, not a surprise, it serves as a reminder that how an institution supports PE must be framed within this context.

We are trying to address this at LSHTM by ensuring that we articulate, support and promote PE projects and activities from across the PE spectrum (e.g. Inform, Consult, Collaborate, etc.)³ and that we encourage researchers to determine their aims first when considering their PE. This can allow staff and doctoral students to consider how different types of PE might fit within their context (e.g. lab researcher vs. social scientist), aims, skills, areas for development, and time constraints. We have also worked over year one of the SEE-PER programme to create practical tools for staff and doctoral

² Factors affecting public engagement by researchers: A study on behalf of a Consortium of UK public research funders (December 2015)

³ <https://www.publicengagement.ac.uk/do-engagement/quality-engagement/purpose> (accessed: December 2018)

students to more easily understand what PE is and how to do it. Finally, and based on the findings from year one of our SEE-PER programme, we measure and more widely publicise the varied impacts that PE has had on LSHTM staff and doctoral students' skills, research, and communities we work with, which can make it easier to see the potential value of PE in terms of a use of time.

Awareness of enabling support for PE

One of the successes of year one of our SEE-PER programme was an increase in the uptake of the support provided by the Public Engagement Team. Moving forward, we want to ensure that this continues, meaning that maintaining awareness of the support provided by the Public Engagement Team is important. However, as indicated in our survey, for six out of nine mechanisms of PE enabling support provided by the Public Engagement Team (e.g. newsletter, online resources, training, etc.), more than 40% of respondents were unaware of this support. The enabling mechanism that people were most aware of was the Small Grants Scheme, with 55% of people aware that it existed or who had applied for or received funding.

A general lack of awareness of the support provided by the Public Engagement Team was echoed within the focus groups and interviews with Heads of Department and Centre Directors. In particular, many individuals were not aware, though pleased to discover, that the Public Engagement Team provides support on PE sections of research funding applications as well as applications for ring-fenced external PE funding.

In the context of staff changes that naturally occur within academia, and demands on staff time, this is not entirely unexpected. However, this highlights for us the importance of continually communicating about PE, through a variety of channels, and looking for new ways to raise awareness amongst staff and doctoral students. It also highlights the importance of maintaining strong relationships with Heads of Department and Centre Directors who can share this information with their members.

4. Introduction to Year 2

In the first year of SEE-PER funding we aligned our work with the ‘enrichment of the institutional PER culture’ aspect of the call, specifically the aims of ‘developing a strategy that clarifies purpose and identifies critical actions to support it’ and ‘increasing awareness and motivation across academic and professional staff’. For the second year of funding, our strategic aims and objectives align with the SEE-PER aims of ‘developing a sustainable way of supporting PER’, ‘consolidating initiatives...aligning with other institutional priorities’ and, ‘supporting learning and sharing across the institution’.

In year 2 we focussed on targeted action in relation to the findings from our first year, in particular linked to key findings around the potential impact of PE on communities and research, and the value of peer support. We aimed to capitalise on the momentum and strong buy-in for PE seen through our school-wide survey, and further developed within year one.

Our aims in year two focused on two areas: To enrich & evidence the PER support provided to staff and PhD students at the School; and to amplify & align how the PE team provide to support staff and PhD students at the School. In order to achieve our aims we set out two specific objectives for each.

AIM 1: Enrich & evidence the PER support provided to staff and PhD students at the School.

Objective 1a: To meet increased demand for PER support through increased service provision, with a particular focus on 1:1 support on applications for research funding through UKRI, NIHR and the Wellcome Trust.

The increase in requests for support comes as a direct result of year one activities and sustaining support is vital to continue to embed PE at the School. A sustained increased capacity within the PE team, which allowed us to conduct and interpret the initial large-scale scoping exercise in year one, concentrated on PER support provision in year two, allowing us to expand our support for external PE funding applications. This strengthened the link between PE and impact across the School—something which was not uniformly established School-wide, and contributed to ‘High-quality, Relevant Research’, which is pillar 1 of the School’s strategy.

Objective 1b: To utilise the evaluation framework developed in year one to capture stronger metrics on PER enabling activities and generate a robust internal business case that will propose long-term sustainability of the PE Officer post.

Implementation of the evaluation framework designed in year one allowed us to capture more effectively the value of PER support than we do currently (see Section 7 ‘Activities & Outputs’ for more details). It additionally contributed robust evidence towards a business case-based internal application for continued funding of the 0.5 FTE PE Officer post to support the 1.0 FTE PE Manager post (which already has longer term funding secured).

AIM 2: Amplify & align how PER support can be provided to staff and PhD students at the School.

Objective 2a: To build mechanisms of peer support in PE across the School, amplifying the work of the PE team and empowering researchers to use their knowledge and experience to support one another.

In year one, our survey identified that many individuals frequently sought colleague or line manager support for PE. In addition, conversations in the three inter-disciplinary focus groups highlighted that

sessions like these were valuable opportunities to bring together diverse members of the School for mutual learning and expertise sharing. In bringing together staff and PhD students from across the School, this objective links strongly with pillar 3 of the School's strategy to "develop and support our Talented, Diverse & Inclusive Staff & Student Community".

Objective 2b: To adapt PE enabling activities so they link more closely to one another and to School-wide strategic initiatives; making it easier for researchers to connect and capitalise on these activities.

This objective builds on challenges identified in year one, specifically linked to the need for a stronger understanding of available PER support and researcher time constraints to do PE. It does so by creating a more aligned PER support offer through which researchers can define their path or journey, whilst linking more closely to other strategic initiatives at the School. This allowed us to prioritise, expand and adapt our existing enabling mechanisms which support an increase in activities that seek to 'consult' or 'collaborate' with relevant global audiences and decrease our focus on enabling mechanisms which prioritise PE that seeks to 'inform' only.

Effective PE focussing on "consulting" and "collaborating" by its very nature needs to be embedded into research from the planning stage and thus aligns with the SEE-PER objective of "PER embedded into research strategies and into grant applications".

By evaluating the activities that the PE team have been previously carrying out, looking at the amount of time they take up versus the benefits to our researchers, we have shifted the focus on what support and advice the PE team can offer researchers. This allow us to offer more 1:1 support in embedding public engagement into research grant applications and improving efficiency in how we work, enabling more people to get involved

5. Project Inputs

The main resources needed to complete this project included the UKRI funding and associated match funding from the school, input from external trainers and evaluation experts, the LSHTM Public Engagement Advisory Group (PEAG), as well as staff time from the PE Team and other LSHTM staff, including Heads of Department, the Principle and Co-investigator, and members of the communications team.

Soon after we began year one of SEE-PER, it became apparent that the time allocated to SEE-PER by the Public Engagement Coordinator had been underestimated. Time focussed on SEE-PER was increased in order to realise the goals of year one, including liaising with the external experts working on the scoping exercise and evaluation framework.

This increased workload, along with the results of the scoping exercise, the increased demand for help and support from the PE team Time allowed for a strong business

Time was lost towards the beginning of the second year of funding. This was due to a change in the PE team. The Public Engagement Manager went on Secondment for 18 months, and time was spent recruiting and training the secondment cover for the Public Engagement manager role as well as time for them to get up to speed with project.

Capita Surveys and Research was recruited to advise on survey content and develop and deliver the survey as well as produce an initial report of the findings.

An external facilitator was recruited for the focus groups. She advised on focus group content, ran the focus group activities and is working with the PE Coordinator to summarise the learning effectively.

A fellow member of the London Public Engagement Network (PEN), who was also developing a survey, provided feedback on survey question content.

Valuable inputs came from others in the sector, predominantly the London PEN, and members of the School (both funded through SEE-PER and not funded by SEE-PER but willing to be critical friends). These have been the most valuable as they helped to structure the big activities within the project to ensure that they are in line with the sector and also that they would be relevant to the School's context.

Over the course of the project the PE team provided 1:1 support for over 30 individual researchers, from Professor to Research Fellow, as well as 9 research groups and 5 LSHTM centres. We helped write public engagement in to research funding applications, sat on mock funding panel interviews and help write stand-alone applications for external public engagement funding. We also offered advice on how groups could get more involved in PE and PPI as well as helped plan PER activities.

The PE team and two members of Professional Services staff sat on the panel to select the short list and winner of the Director's Award for Public Engagement.

The PE Manager synthesised the learning from year one of the SEE-PER project and wrote the final report for year one, both for UKRI as well as a large internal report on the findings from year one.

The Public Engagement Team (PE Manager and PE Officer) conducted two half 'away days' in which we addressed aim 2, objective 2b of the year 2 business case: "To adapt PE enabling activities so they link more closely to one another and to LSHTM-wide strategic initiatives". The result of these away days helped us modify our services, shifting more towards 1:1 support in embedding public engagement rather than organising "informing" style PE activities.

The Public Engagement Team sits within the schools Communications and Engagement Department. This has the advantage of allowing us to work closely with members of the rest of the team. For example, we have collaborated with Comms Officers and Centres Manager, who acted as a liaison on with the school's Centres and Groups in the early stages of developing PER embedding strategies for specific projects. Their experience and time has been a valuable resource in realising those aspects of SEE-PER.

The Public Engagement Advisory Group, with membership from across the School and external partners, has played a significant role in advising on PER since 2012. They contributed to the first year of SEE-PER funding during survey development and strategy visioning.

In each termly meeting, metrics captured using the evaluation framework and overall SEE-PER project progress were reported on. The Group supported the development of the business case, leading to a stronger final document, and contributed to building peer support and promoting the Network internally. They also provided input into our plans for PE Champions and the training we would offer them, the new PE Strategic action plan, and our plans to get school to sign up to Engaged Manifesto.

An existing activity the complemented our SEE-PER work is our Public Engagement Small Grants Scheme, which is joint funded by the Wellcome Trust Institutional Strategic Support Fund and the School's three Faculties. The scheme has been expanding year on year since its inception and now

takes in all of the schools faculties as well as our units in The Gambia and Uganda. It is available to LSHTM staff worldwide. During the two year of SEE-PER, we have given out 23 awards of £1000, one award of £3000 and one award of £5000. The PE Team has been involved in meeting and offering support to the funded projects across LSHTM. Public Engagement activities associated with the scheme have taken place in the UK and a variety of other countries, including The Gambia, Tanzania, South Africa, Uganda and Pakistan. An additional benefit of our Small Grant Scheme, as well as providing funding for PE activities, is to offer training and support around Public Engagement, both 1:1 and collaborative skills and idea sharing sessions. It also acts as means where researchers can get experience in writing PE grants, with all applicants both successful and unsuccessful being given feedback and advice on how to improve applications in the future. These skills can then be applied to embedding PE into future grant applications.

During SEE-PER year one we created a PE Evaluation framework (appendix A), based on the findings from our scoping exercise. This has been incorporated into the PE Team's yearly work plan, with regular points of reflection now built in three times a year. These reflection points all us to assess staff and students doing engagement, the audiences we engage with, partnerships, grants funded, reward and recognition for PE, engagement with the PE Team (training/networks/champions) as well as yearly points where stories of impact, recognition and partnership are collected and shared more widely.

Part of the SEE-PER funding was used for training bursaries to allow successful applicants to attend a PE training residential Masterclass. Requirement of the bursary was that masterclass attendees act as PE Champions in there faculty and departments for the next year, and work closely with PE team to increase two-way communication between researchers and PE team.

One challenge around inputs, which is most likely relevant to other groups too, has been the short and strict time frame under which the RCUK funding must be spent. In the School's context, delays in the timing of some activities (e.g. PER Awards) to strategically align with other activities in the School have led to some challenges in spending the money by the 31 March deadline which have been mostly resolved.

6. Assumptions and Context

It was anticipated by the PE team that, with initiatives like this, there would be some negative feedback such as challenges around 'why another survey?', 'who cares about PE?', individuals not wanting to 'waste time' on a focus group, etc. Pleasantly, this has not seen to the case, with much more buy-in across the School than expected. No negative feedback was received in regards to the weekly survey reminders and individuals who were invited to the focus groups were universally positive. Even those who could not make any of the focus group dates expressed that this was a valuable exercise and many queried how else they could get involved.

In terms of context, one of the biggest pieces of learning that emerged was around the lack of awareness of what PE can 'be/do' beyond being informative and fun. Aligning this more closely to the 'REF Impact Agenda' as well as better research and better health in communities were seen as important to researchers, suggesting they may value PE more in terms of a use of time if this was more effectively demonstrated.

Whilst this did not affect the project progress, it led to adaptations in the way in which the PE team communicate about public engagement. For instance through the content of pictures used in newsletters, the messaging around the Small Grants Scheme and the discussion of previous

engagement projects done by staff and research degree students at the School as examples in training sessions, Department meetings and seminars.

When design the year one project, we underestimated the time it would take to develop, deliver and analyse all aspects of the survey, including the required reporting and evaluation. This was partly resolved by increasing the amount of time that the PE Coordinator (Co-PI) committed to the project. From Jan-March 2018 the PE Coordinator spent 1.0FTE on this project and related activities around embedding public engagement with research. This included survey analysis, meetings with advisory groups, delivering training sessions, seminars and speaking at meetings, 1:1 interviews with Heads of Department and Centre Directors, working with an external evaluation consultant, supporting the learning and development of the new 0.5 FTE Public Engagement Officer role.

Timeframes had to be adjusted due to the survey: Delays in compiling relevant staff and RD student mailing lists to ensure that who/how we were contacting staff and RD students was in line with School commitments to data security. We also found that focus groups/interviews took longer to organise as in-depth discussions were had with the School's Research Governance Office on the requirement of ethical consent for the project and the requirement vs. value of formally obtaining informed consent. Ultimately, we decided that since this is a research environment, informed consent would be sought for focus groups and interviews so all participating were clear on how the data was being used. Formal ethical approval was not required as this was classified as an internal evaluation, not research.

We also changed the original idea for the PE Awards. Originally scheduled for March, these were postponed to the autumn to align with the new Director's Awards that recognising other key strategic initiatives across the School, increasing the impact of the PE Award and showing how PE is valued alongside research.

Across the School, the first year of funding demonstrated that there is strong buy-in for PE, making now the perfect time to act on our findings through targeted action. Buy-in is evidenced by the commitment of the Project PI and Co-PI throughout the first year and their commitment to proposed actions within the second year. The first year of funding was critical to allow us to undertake School-wide engagement, for the first time, at the individual, departmental and institutional level, encompassing all career stages (PhD student to Professor) and both academic and professional services staff. This means that our future PE plans were developed in direct response to their identified needs.

Based on this, the second year of funding was dedicated to targeted action, which capitalised on year one momentum and sought to shift the focus of PER understanding and activities at the School and the support for these activities. Therefore, for the second year of SEE-PER funding, we focused on three areas:

1. Sustained additional support within the Public Engagement Team to meet increased demand, particularly supporting research applications to bring in additional funds and to enhance the link between PE and impact;
2. Exploring how we can use peer support to amplify PE awareness and activity; and
3. Creating stronger connections between new and existing PER enabling activities, including critical analysis of how these are prioritised, and with School strategic initiatives.

We strongly believed that targeting these areas would allow us to carry out focused action to transform the PER ecosystem at the School.

Our assumptions about staff and doctoral student need changed. We had written training-linked funding in to our year two SEE-PER application as a proposal to increase the number of staff and doctoral students doing PER. However, when we discussed this idea with the Public Engagement

Advisory Group this idea was not considered favourably. It was suggested that, with training offered only three times a year and the grant once a year, that this was not too long for staff or doctoral students to wait, in particular compared to the potential administrative burden that this would put on the small PE Team.

Through the project, we have seen that there are some staff who are very enthusiastic about Public Engagement and work closely with the PE Team. It was assumed that most other staff were not doing PE, as they were unaware of the support on offer or how it could fit in with their research. However we have also discovered through the Staff Survey conducted in Year 1, and with increased presence of PE team at meetings that there are researchers doing Public Engagement but who are not in contact with the PE team, either because they are unaware of us or don't realise the activities they are carrying out are Public Engagement.

An assumption we had was that by increasing publicity of the team and events we run, we would increase the number of researchers aware of us. However, what we are finding is that the publicity such as emails and posters are having a minimal effect.

Face to face meetings and a presence at Centre Meetings and Away Days has proven much more effective, if resource heavy. We have mitigated this somewhat by building strong links with Centre and Faculty Administrators, and with our PE Champions, all of whom can help publicise the PE team and PE opportunities.

One thing that changed from the original plan is the way in which we recruited Public Engagement Champions. Originally, it was envisioned that researchers already heavily engaged in PE would be the best people to be Champions. However, we found that many of these researchers had no extra time to devote to being a Champion, although a number stated they would be willing to help advise on an ad hoc basis, assuming time allowed.

With this in mind, we decided to target researchers with some PE experience, who were enthusiastic about public engagement and who were keen to increase their skillset around public engagement. We offered training bursaries (using the SEE-PER funding for Champions, combined with some originally set aside for training-linked funding) to attend a residential PE Masterclass, with the proviso that being awarded the bursary also entailed working with the PE team for the next year to increase visibility of PE and to act as a public engagement champion in their groups and faculties.

7. Activities / Outputs

At the beginning of SEE-PER, we recruited a 0.5FTE Public Engagement Officer at the School. This is a significant achievement as this is the first time central support in PE has increased, since central support for PE was instituted at the School in 2012. A business case to continue the PE Officer position was developed in year two, using the impacts captured from the framework. In considering our approach to the business case, we consulted PE professionals from other institutions. This business case was submitted to the LSHTM Management Board for consideration in the last quarter of funding, who agreed to extend funding for the PE Officer Role until September 2020.

In the first year of funding, we conducted a School-wide scoping exercise, consulting staff on what they valued about PE. This was conducted through a survey, focus groups and 1:1 interviews.

The survey was designed in consultation with the current literature and advice from fellow PE professionals and members of the School staff. It ran for 6 weeks (including the Christmas period) with a 31.5% completion rate amongst the 1891 staff and RD students who received it. More

respondents than initially anticipated, when asked to describe 'what is public engagement?' using free text, mentioned some form of two-way conversation as part of their answer. People are largely unaware of all of the support and enabling mechanisms for public engagement provided by the PE team.

We held 1:1 interviews with 10 of 11 Heads of the School's Departments and 3 Centre Directors to gain an in-depth understanding of priorities in their Department or Centre in relation to PER, discuss what support and recognition does and could look like for PER when it came to their Department or Centre and create a more meaningful connection between the School's Public Engagement lead and the individuals in these roles. Many Heads of Department were unaware of the support provided by the PE team in writing public engagement in to funding applications but this was highly valued when they learned it existed. As a direct result of interviews, the PE Manager was invited to speak at five Department meetings and seminars, and we have seen an increase in the number of researchers that Heads of Department are pointing in the direction of the PE team for advice.

Three focus groups with a total of 27 people were carried out. Each focus group had representation from each Faculty, Professional Services and Academic staff at all levels and RD students.

We created a new PE Strategic Action Plan 2018-2022, which has aligned the activities the PE team focus on with the strategic pillars of the school and has led to the development of a formal role for PE support and expertise in external grants. Targeted evaluation against the strategic action plan is now embedded within the practice of the PE Team, using our evaluation framework (appendix A) Another key output from year one was the development of our evaluation framework (Appendix A). This was used to more effectively evaluate the whole PE support programme. Previously, we evaluated isolated aspects quantitatively (numbers of public engaged, attendance at training, etc.) and qualitatively (how to improve training, lessons learned etc.). With this new framework however, we can link these areas to strengthen the case for PER and the support provided, with metrics being captured regularly and reflected upon quarterly.

A significant activity during the early part of year 2 was the writing of the final report for year one, submitted to UKRI in mid-December. We also synthesised the learning from the first year of the SEE-PER funding, derived from a large online survey, three focus groups and 14 interviews, in to an internal report which included key recommendations moving forward with our future embedding plans.

In year two we concentrated on implementing a refined service to meet increased demand for PER support and deliver the year two activities. These activities had the central aim of shifting School-wide understanding and activities related to the type of PER undertaken, to a stronger focus on PE that aims to 'consult' and/or 'collaborate', and how we support this. We amplified enabling activities that encourage staff and PhD students to consider PE that seeks to 'consult' and/or 'collaborate'. This included developing new content for our "Intro to Public Engagement" training to support this, highlighting successful PE collaborations and consultations and the benefits these had to both researchers and publics.

Capitalising on the enthusiasm for peer learning highlighted in year one, we developed a PE Network of staff and PhD students. This group meets three times a year, creating a forum for exchange and interaction. The network supports members working together on PER opportunities, linking those experienced in PER with those less experienced, highlight excellent PER at the School, and bring in external expertise. This is in response to findings from year one and has been demonstrated to bring value across an institution in embedding a culture of PER, as evidenced through the Catalyst and Catalyst Seed Fund projects. The first session focused on PER grant success and tips, inviting those with PE funding and funder representatives to speak, with opportunities for discussion. Another will focus on best practice in collaborating with public audiences to create knowledge together. Themes

for future meetings are dictated by Network members, with a focus on topics that aim to increase understanding and PER activity that seeks to 'consult' and collaborate'.

The PE team took the opportunity of SEE-PER to build stronger relationships with support staff i.e. in Strategic research and in grant funding, as well as administrators in the Schools various Groups, Centres and Faculties to help disseminate PE opportunities and information, increase awareness of PER and the assistance the PE Team can offer.

In order to map the existing support, and to conduct future planning, the PE Team spent two half-days (in addition to time before and after developing the agenda and follow-on actions) reflecting on the PE enabling mechanisms and tools that we provide for staff and doctoral students, the amount of time each takes compared to its impact, and how these can link to one another and other LSHTM-wide strategic initiatives throughout the calendar year.

Outputs from this included changes to our Small Grants Scheme funding. For instance, increasing the length of time over which funding recipients can carry out their project and tying the end of funding to when the announcement for the LSHTM Director's Award nominations will be announced (one of which is for Public Engagement). We also moved the deadline up in the calendar year so, when funding is announced, funding recipients who plan to work with primary and secondary schools can get in contact while schools are in session and, more generally, begin planning their projects before the summer break that many academics take. We also shifted the dates when PE training is offered, to coincide with when the Small Grants Scheme applications are open, to more effectively use the PE teams time and capitalise on the promotion of the training, gained through the Small Grant Scheme.

We aligned ourselves closely with the Strategic Research Office to connect proactively with researchers applying for funding, strengthening the connection between PE, research, and impact and increasing application support. This includes scheduling informal checkpoints with the Strategic Research Office every two months. This keeps us updated on who is applying for research funding and if there are any institution-wide research bids on which support for public engagement may be helpful, but not necessarily previously considered.

The Public Engagement team worked with the Evaluation Consultant to devise resources for evaluation of two key activities that the Team currently supports; the Public Engagement Small Grants Scheme and the Young Scientists Work Experience Programme. These compliment the overall programme evaluation framework and allow us to more strongly evidence, in particular from a qualitative perspective, the value of the Public Engagement team beyond what is already done in current practice (mostly quantitative).

As part of the 2018 inaugural Director's Awards at the School, a Public Engagement Award was developed. The criteria for the award linked to the project idea, the approach and the project impact/benefit (on both the public and the researchers). Whilst we had initially proposed to run our own Public Engagement Awards, the award has received wider attention across the School because it is part of a larger scheme. It has also meant that someone else handled the administrative work, which would have taken a significant amount of time. It was beneficial that the individual organising the Director's Awards was keen to work with the Public Engagement Team to ensure that the criteria was appropriate. The second year of the Directors Awards was also a success and they have become a fixture in the schools autumn calendar.

We produced three Public Engagement resource guides (figure 1). Two that had been previously drafted were further developed and professionalised with the support of a design company. An intern from the Imperial Science Communication MSc Programme was hired for 4 weeks and wrote an additional guide on 'Patient & Public Involvement'. This was edited, with support from staff at the

School who involve the public in their work, and designed to accompany the other resources. These were printed and are given to staff and students at induction, at 1:1 meetings (particularly when staff are new to public engagement and want to find out more), as well as in training sessions. The resource guides are also available online as downloadable PDF's, which significantly increases their reach.

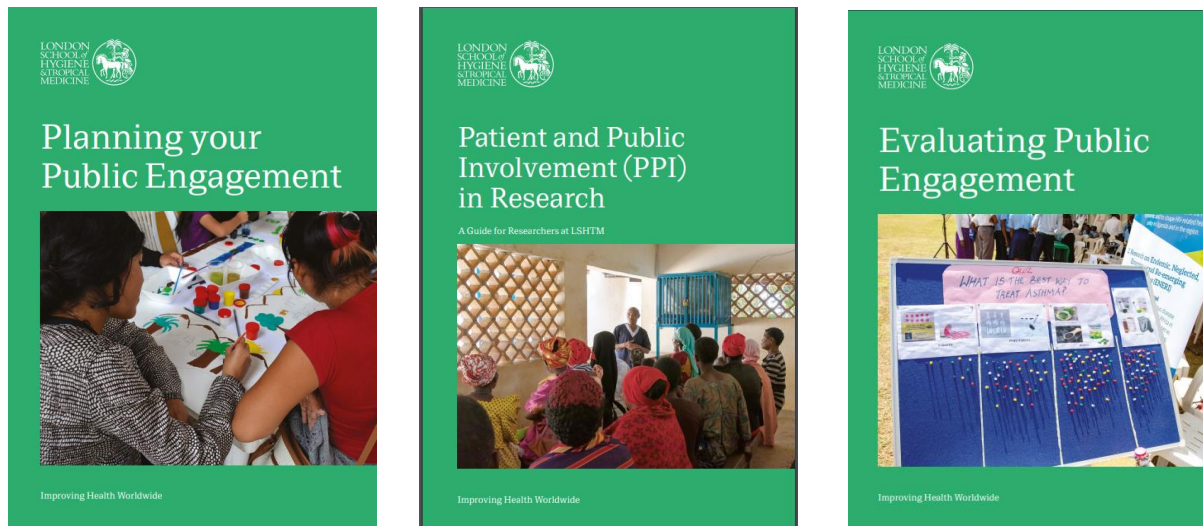


Fig1. Resource guides

Ten case studies of previous engagement projects have been further professionalized, in addition to the development of an InDesign template which the Public Engagement team can use moving forward to produce new case studies. The case studies have been extremely valuable resources to use with participants during training, as it gives participants the opportunity to read about a project and understand logistics, challenges, successes, and advice from fellow researchers.

We conducted research in to how other institutions, including Oxford University, UCL, QMUL, University of Edinburgh and University of Bath have developed and support PE Champions to help inform our approach at LSHTM. We further modified our initial plans, as originally we asked researchers who have long established PE involvement, however limitations on these researchers time meant they were unable to take on the role officially. We found more success approaching researchers who have taken part in some PE activities and are keen on learning more. We recruited four PE Champions to work with PE team to continue making PE more recognised and rewarded across LSHTM, they all attended the Wellcome Genome Centre Public Engagement residential course, as an incentive for their role as PE Champion. Each will respond to 2-3 requests for support throughout the year, and act as points of contact within their faculties, amplifying the longer term 1:1 PER support available.

The PE Manager organised a “Research Day”, designed to bring researchers from across LSHTM together and promote collaboration and cross-pollination of ideas. While not strictly PER, the value of bringing together researchers from different faculties and promoting collaboration was designed to increase cohesiveness across the school and increase the visibility of the PE team.

Finally, we produced a small number of PE branded merchandise (figure 2), which are to be given to PE Champions, researchers who have conducted PE in the past, and researchers who are recipients of our Small Grant Scheme. Based on a similar scheme that is run at the Wellcome Centre for Human Genetics, the idea is that they offer a small token of recognition to the work researchers have done, create a talking point when others ask about the logo, and offer another avenue of increasing

awareness of PE within the school. They have been very well received so far, with one researcher excitedly proclaiming they will “...wear the badge everyday with pride!”



Fig 2. Public Engagement branded lanyards, badges and USB sticks (right). Close up of logo created for this (left).

8. Outcomes and impact

Through the SEE-PER grant, we have brought in extra capacity within the Public Engagement Team through a new Public Engagement Officer position. This is a significant achievement as this is the first time central support in PE has increased, since central support for PE was instituted at the School in 2012.

This position took over much of the operational work linked to the Public Engagement programme, allowing the Public Engagement Coordinator role to take on more strategic challenges and opportunities. Because of this, the Public Engagement Coordinator role was regraded and re-titled to Public Engagement Manager to reflect this change in skills and work pattern.

The embedding activity we undertook during the funding period has led to some significant measurable impacts. Through our scoping exercise, it became apparent that there is a strong appetite for PE at LSHTM, which was strengthened during year one of the funding, and this is being seen in more formal ways across the institution. For instance, Public Engagement was the theme of the launch of our new Doctoral College. We also created a new PE Strategic Action Plan 2018-2022, which has aligned the activities the PE team focus on with the strategic pillars of the school and has led to the development of a formal role for PE support and expertise in external grants. Targeted evaluation against the strategic action plan is now embedded within the practice of the PE Team, using our evaluation framework (appendix A). This aligns with the SEE-PER outcomes of “Shared understanding of PER and its value to research “and “PER is embedded in strategy and therefore is supported more effectively across the institution”.

Building on SEE-PER year 1, the perceived value of Public Engagement for research continues to increase amongst researchers. We can measure this through increased attendance at the training sessions we offer, as well as through activities such as the PE team being invited to attend meetings from departments and Centres across LSHTM to promote and explain what PE is and how researchers can use it to add value to their research.

There has also been increased recognition of support for PER, and an increase in the take up of the support we can offer. We have seen over a 50% increase the number of researchers, from research

students to Professors, requesting 1:1 support with embedding PE into grant applications, year on year during the project.

Strong relationships across the institution are central to staff knowing that the PE Team exists and can provide PE support and knowing the quality of support that we provide. Around half of the staff members supported during year two came to us either because of word-of-mouth (heard how knowledgeable and helpful our team was), had done a successful PE activity that we had organised and now wanted to do more linked to research, or were directly connected with the PE Team through the Strategic Research Office. One important learning around this is that increasing visibility and understanding of how the Public Engagement team can help is improved greatly by having a physical presence at meetings, as researchers are overloaded with emails and often are unaware of what the PE team can help them with, prior to physically meeting them.

Following on from objective “To adapt PE enabling activities so they link more closely to one another and to LSHTM-wide strategic initiatives”, the PE team has improved their efficiency, allowing for more 1:1 support for grant applications, discussion and advice surrounding specific Public Engagement ideas and meeting with departments and centres to increase visibility of Public Engagement team and promote the services we offer. This has only been possible because of the strategic changes made to how the PE team use their time, which is a direct result of SEE-PER.

Another impact of our SEE-PER projects is the PE Team being approached by several groups, as opposed to individuals, who are keen to develop collaborative, or group-wide, public engagement ideas and activities or programmes. One reason why groups seem to be keen to engage collaboratively in PE activities is it allows researchers to do PE whilst potentially cutting down on the time it takes to effectively plan and carry out PE, a key barrier reported by nearly 40% of survey respondents in year one.

Embedding Public Engagement is now specifically mentioned in the application advice from LSHTM’s Strategic Research Office. The PE Manager has worked with the Research Funding Office to include a Public Engagement Section for the first time in LSHTM’s Research Funding Checklist. Although a relatively minor change, this helps to increase awareness of PER and of the PE Team. This has already led to researchers getting in contact with the PE team to discuss PER, who had previously been unaware of us. Building on this, the PE Manager is working on the next stage: getting Public Engagement added to the school’s Letter of Intent, which must be filled in by researchers before they apply for a grant. This will hopefully further increase awareness of the PE team. Successfully embedding PER is not a single step- There are many small changes that all add up to a more effective institution PE strategy.

Evaluation of reward and recognition (including informally, through the annual Director’s Awards, through Performance Development Reviews and academic promotions as well as external reward) are now formally incorporated in to the PE Team termly reflection points. The Public Engagement Award have now had two successful years, with the winner receiving recognition through the annual Directors Awards, and through subsequent mentions in internal and alumni newsletters. This helps to enhance the visibility of Public Engagement and shows senior level buy-in.

9. Sustainability

The SEE-PER project allowed us to increase the size of our PE team, with funds allowing for a PE Officer role. This role has been extended beyond the second year of SEE-PER funding until at least September 2020. This has been made possible through effective use of the evaluation framework from year one showing the benefits of the officer role, allowing the development of a strong business case to continue with the increased capacity in the PE team. The PE Officer is also tasked with working on a number of specific projects that buy out part of their time meaning that the position is a 1.0FTE role (0.5FTE on core PE activities and 0.5FTE funded by a number of individual PER grants).

SEE-PER allowed us to create a new PE Strategic Action Plan, guiding us up to 2022. This action plan allows the PE Team to focus their time and resources on embedding Public Engagement more effectively with research across the School and delivering more targeted advice and training to researchers. This has already shown tangible benefits, with an increase in the number of requests from researchers in embedding PE into research grants.

Our Public Engagement Network is also proving success, bringing together researchers from across the school's faculties and leading to a sharing of ideas. It is hoped that the network will continue to grow, leading to more collaborations between researchers and cross-pollination of PE ideas and activities.

The resource packs we created covering "Planning Your Public Engagement", "Evaluating Your Public Engagement" and "Patient and Public Involvement in Research" have proven popular, with over 100 of each so far being requested by researchers, either as booklets, or downloaded as PDFs. We hope that these will prove a useful resource for the sector as a whole, with their inclusion in the resource section of the NCCPE website.

The SEE-PER year two activities, in addition to the enabling activities already established at the School, will be sustained through a variety of funding routes. These include the School's commitment to continuing to fund the PE Manager role, the continuation of the peer-to-peer PE Network, the continued recognition of PE excellence as part of the School-wide Director's Awards, and the expansion of embedded PER activity by researchers funded through successful research grants. We have also produced PE branded lanyards and badges that are given to researchers carrying out PE. It is hoped that these will act as a talking point amongst researchers, increasing awareness of both the PER being carried out within LSHTM, and of the PE team and the advice and guidance that we can offer.

Longer-term impacts arising from our project will be measured using the Evaluation Framework that was developed during Year 1. The framework allows us to monitor the number of researchers seeking assistance from the PE team, as well as quantifying the amount of PE being carried out by researchers and the different categories this PE falls under (informing, consulting or collaborating). Using this we will be able to track how effectively our work during the SEE-PER project has led to a sustainable institute-wide improvement in the quality and quantity of PER being carried out. An added advantage of using the framework is that it allows us to create case studies of effective engagement that highlighting the wide range of activities that fall under the banner of PE, showcasing how PE can benefit researchers.

10. Final Thoughts

The SEE-PER project has been a fantastic opportunity to look at how we carry out Public Engagement in LSHTM. It allowed us to increase the size of our PE Team, and with that, the amount of support we can offer researchers in the school. Additionally it has allowed us carry out a school wide scoping exercise into researchers attitude to public engagement, the support they need and the barriers to them doing PE. It allowed us to create a PE evaluation framework that we can use long after the project has ended, and to create a strategic plan that ensures we use our limited resources in the most efficient way to meet the needs of researchers, while increasing awareness around the importance of PE, and how it can be beneficial to researchers, to the public, and to research itself.

One take away message from this project is learning that there are some easy wins, but an institute-wide culture change takes time. Do not be disheartened that the entire organisation does not change overnight. It is important to realise that there are numerous factors beyond the control of any PE team. There are wider issues beyond institutes that can contribute to researcher's reluctance to embed Public Engagement fully with in their research. Our year one survey showed that the biggest barrier to researchers doing public engagement was time. Researchers are under immense amounts of time pressure and this can mean that not only do they not have capacity to be involved with PE, but also many times, they do not even have time to find out how public engagement may be of benefit to their research. A common perception that emerged from the survey was that Public Engagement was not appreciated at an institute or funder level and that the only thing that mattered was the production of papers. While SEE-PER and similar projects can make steps towards increasing institution-level appreciation of PE, it is beyond any individual PE team to affect the attitudes of funders towards Public Engagement. Whilst many funders proclaim to value the importance of PE, some felt that not all funders actual mean what they say- focusing solely on the impact of research on policy change or the production of papers.

It is an ongoing process to increase numbers of staff motivated to participate in PER. The biggest hurdles, besides "time", are staff thinking PER is "not for them", or being unaware of support offered by PE team. 1:1 meetings and engaging with individual groups is proving much more successful than emails or other methods of promotion, although this method proves to be time and resource heavy. One way around this is to attend centres or research group meetings, as a way of increasing awareness of PE and the PE team to captive audiences!

The year one scoping exercise was enlightening in a number of ways and highlighted the unique position that LSHTM finds itself in. As much of the research we carry out takes place abroad, the community engagement and public engagement that researchers were most interested in taking part in were not focussed on the community that is geographically close to the School, rather it is the communities where they are conducting research that they want to conduct PE activities. While in hindsight this appears obvious, it was not until we conducted the survey that this was brought home to us.

One drawback to the SEE-PER grant that became apparent over the course of the project was the nature of the funding. Activities for the SEE-PER project where not evenly spaced throughout the year, with certain points in the year having lots of activity and associated spending, versus other times with relatively little spending. This, coupled with the structure of the grant- that all of the UKRI funds had to be spent in the 1st 6months each year, then the match funding spent in the 2nd half of the year was partly responsible for an underspend of the grant. Another related issue that reduced the effectiveness of the project was the fact that the fund was initially only for one year, with a 2nd year of funding made available later on. This adversely affected the overall impact and efficiency of the programme. We are aware of the realities of funding and that it may not have been possible to know there would be funding available for 2 years, however if this had been known at the time of

applying, a longer term strategic approach could have been made regarding the activities and aims of the project, rather than two shorter term applications. The realities of funding means that this will often be the case, but if UKRI are truly committed to embedding public engagement with research strategically across the sector, creating longer term funding opportunities has to be the way forward.

Another factor that was underestimated at the time of applying for the grant was the amount of time and resources that were needed for the reporting aspects of the funding. Whilst many aspects of the strategic support associated with the grant were useful (i.e. the quarterly meetings), the reporting and interviews took up substantial amounts of time in relation to the level of funding received. It was at times difficult to show long-term impact of the project over such short timescales. It should be noted that this is not a just a problem associated with the SEE-PER project. Many funders require evidence of impact around public engagement activities and much of the time, it is just not possible to supply such information. In nearly every case there is simply no way of knowing what the long-term impact of a one off interaction has been. Even with longer-term projects, it can be difficult to quantify in a meaningful way how a specific engagement has effected an individual or group of people.

I hope that the NCCPE can use the resources and learning from the SEE-PER project to carry on the great work they've been doing, and that the learnings from this project can be added to previous activities designed to improve sector-wide Public Engagement- from the Beacons, through to the Catalysts and now the resources created during SEE-PER.

11. Reflections from Senior Leadership

The SEE-PER funded work has, for the first time, allowed for a systematic review of the level of public engagement with research (PER) currently conducted at LSHTM, and has helped the Public Engagement Team to alter how they work to meet the needs of researchers more strategically. For instance, the Public Engagement Team are now dedicating more of their time to advising researchers on embedding PE into research grant applications. It has also raised the awareness of both the Public Engagement Team and the services they offer to researchers, as well as encouraged increased recognition of PER in the School. A good example of this was the creation of a Public Engagement Award in our annual Director's Awards, which celebrate LSHTM's talented staff community and recognise some of the great work taking place across our School. There was an increase in nominations between year 1 and 2, suggesting increased researcher engagement, a trend that we hope will continue in future Award nominations.

The LSHTM-wide PE survey and evaluation carried out under the SEE-PER funding allowed the Public Engagement Team to establish an understanding of the level to which PE is embedded across LSHTM, in terms of activity and recognition of PE, and the LSHTM-specific barriers to awareness and uptake of PE support. This in turn led to the creation of the 2018-2022 PE Strategic Action Plan. This action plan allows the Public Engagement Team to focus their time and resources to embed Public Engagement more effectively with research across the School and deliver more targeted advice and training to researchers.

The Public Engagement Team have been engaging across academic and central services to fully embed PER across the School. This includes working with the Research Operations Office to include a section about PER in their Grant Application Guidance form highlighting the importance of PER and the help that the Public Engagement Team can supply, and working with the Strategic Research Office to prepare candidates and teams to respond to questions on PE during interviews with funders.

Given LSHTM's focus on public health, many of our researchers are in a unique position to embed PE at all stages of the research cycle, allowing us to inform, consult and collaborate with the public throughout our work. At LSHTM, PE has been formally incorporated into our activities since 2012 and continues to be prioritised in our renewed 2017-2022 strategy⁴ under 'Innovation & Engagement', one of five strategic pillars. The SEE-PER fund has allowed us to increase the size and capacity of our Public Engagement Team. The resulting increased researcher motivation and awareness around PE, improved institutional processes and increased quality of PER highlight the importance of having a dedicated Public Engagement Team. Additionally, LSHTM has recently signed up to NCCPE's Manifesto for Public Engagement⁵, showing publicly our commitment to PE. The increased size of the Public Engagement Team will be sustained through a mixture of core funding and funding from specific research awards that require significant resources to carry out their PER plans and hence can budget for it. The importance of PER looks set to increase in significance in the future, with the importance of Impact increasing in REF 2021, and with funders such as the Wellcome Trust and NIHR viewing PER and PPIE as a critical part of research grants. NIHR's new GCRF funded global health research programmes bring PER more centre stage in global health research, and the School is very well positioned to capitalise on this.

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12. Talking Points

a. Culture Change

We have had strong support for Public Engagement in LSHTM for the past 8 years, including the creation of a Public Engagement Advisory Group and having a dedicated Public Engagement co-ordinator. However, before the UKRI funding we did not have the opportunity to evaluate if the support we were offering was the most suitable for the needs of our researchers. The SEE-PER project allowed us to get an accurate snapshot of our researcher's attitudes to public engagement, the support they need and the barriers holding them back.

We've been able to put in place mechanisms to address the year 1 findings, including changing to the way we support researchers- shifting our focus more towards Public Engagement activities that involve consulting and collaborating. We did this in a positive way: rather than discouraging researchers from doing engagement around informing (which is still a valid way of engaging with publics), we reduced the amount of time and resource we devote to those activities, and instead try to encourage researchers to think of more embedded engagement, built in at the beginning of research grants. This new focus, coupled with increased awareness of the 1:1 support we can offer in grant writing led to a significant boost in the number of researchers asking us for support and advice. To help with the increased workload, our team has doubled size- going from a team of one to a team of two! This, alongside the creation of our new strategic action plan 2018-2022, a dedicated Public Engagement award in our annual Director's Awards and, most recently, signing up to the NCCPE's Engaged University Manifesto shows a culture change is definitely underway at LSHTM.

⁴ London School of Hygiene & Tropical Medicine. (2017). Impact through excellence in research and education. The London School of Hygiene & Tropical Medicine 2017-2022 strategy. Retrieved from: https://www.lshtm.ac.uk/files/LSHTM_strategy_2017-22.pdf

⁵ NCCPE. Manifesto for Public Engagement. Retrieved from: <https://www.publicengagement.ac.uk/support-engagement/strategy-and-planning/manifesto-public-engagement/about-manifesto>

b. Challenges

Erin Lafferty, LSHTM PE Manager during Year One of SEE-PER programme

Our small Public Engagement Team of two works hard to ensure that staff and doctoral students understand how we can support and enable their PE.

Despite this, I frequently have conversations with staff or doctoral students who are unaware of our enabling support or that our Team even exists. This was quantified through the online survey during the first year of our SEE-PER programme which demonstrated that up to half of all respondents were unaware of many of the ways in which our Team enable PE. Fortunately, we have also found that when staff and doctoral students discover that we can offer this support, particularly linked to applying for research or PE funding, it is highly valued.

With the perennial problem of too many emails and 'time' a key reported barrier to PE for researchers in higher education institutions⁶, it is not entirely surprising that we have this challenge, particularly if individuals have not previously considered PE with their research.

It is important however to work to address this challenge so that when support is needed we can ensure that researchers know where to turn. In addressing this challenge at LSHTM, we use a variety of approaches. These include:

A newsletter sent every 2 months to a registered list of staff and doctoral students. We include both internal and external opportunities for PE and highlight examples of excellent PE at LSHTM. We have an average open rate of 36%, which is considered quite good⁷ but, as another thing in someone's inbox, it is easy to delete without reading.

Key opportunities or announcements are placed within Faculty and LSHTM-wide newsletters. Including PE here embeds it amongst other items as opposed to keeping it separate.

Posters displayed in our buildings advertise upcoming PE events or initiatives. This works for our London-based staff. As a global institution however, with many staff and doctoral students frequently working away from LSHTM, these are not seen by everyone.

Roughly once a year we speak about the support our Team provides at Department and Centre meetings. This has been a highly successful way to meet people across LSHTM who we would not otherwise have met, answer questions, and has even led to invitations to deliver bespoke training to research groups.

We have good relationships with researchers across LSHTM who we have worked with, and rely on word-of-mouth from these individuals when it comes to others finding out about and contacting us. We ensure that key people (e.g. Heads of Department and Centre Directors) know about our Team and have strong relationships across central services so that researchers can be signposted to the Public Engagement Team when applying for grant funding, etc.

We are continually looking for new ways to raise awareness of our enabling support and are interested to know what works (and doesn't work!) for others.

⁶ Factors affecting public engagement by researchers: A study on behalf of a Consortium of UK public research funders (December 2015)

⁷ <https://mailchimp.com/resources/email-marketing-benchmarks/> (accessed December 2018)

c. Success

Our school-wide scoping exercise in year one allowed us to evaluate the PE activities being carried out, researcher's awareness of the support surround PE that is on offer and what the barriers are that are holding back more researchers from getting involved. On it's own this was a useful exercise, but when paired with the new measures that we implemented during year two (as a direct result of the survey results), we have seen a marked increase in the number of researchers coming to us for advice in creating PE activities, requests for support writing embedding PE into grant applications and an increase in willingness amongst researchers, centres and faculties to consider PE activities.

A key success of the first year of the SEE-PER project was the development of a renewed strategic action plan, building on the successes from our previous Public Engagement strategy and directly informed by our scoping exercise. The key principles within the 2018-2022 strategic action plan clearly align with the five pillars of the wider LSHTM 2018-2022 strategy.

In year 2 we set up a Peer-to-Peer Public Engagement skills sharing network, where researchers from across the school can share their thoughts, ideas, experiences and concerns around PE and support each other with real world help and advice. We have held three successful events so far, focussing on three different areas- what funders are looking for in applications for PE funding, what it is REALLY like to run PE events and how to get involved in festivals. The speakers have been a mixture of invited guests and researchers within the school, with the topics for future meetings coming from recommendations and ideas from attendees. The group has already led to collaborations between researchers from different faculties, for instance putting in a joint application to our Public Engagement Small Grant Scheme, as well as a potential collaboration on a research project emerging from a talk around a PE activity one of our researchers carried out. As time goes on we hope to see the network continue to grow and evolve with the needs and desires of our researchers.



Appendix A: Monitoring and Evaluation Framework for the 2018-2022 Strategic Action Plan

This is an overarching monitoring and evaluation framework which sets out both output and outcome indicators tied to the five key principles that guide public engagement at the School, as articulated in the 2018-2022 Strategic Action Plan⁸. The framework will help us understand how we are achieving our engagement principles and the indicators reflect our progress towards them.

An **output indicator** is a specific, observable and measurable characteristic that captures the *services that are delivered or activities undertaken* as part of the PE strategy.

An **outcome indicator** is a specific, observable and measurable characteristic that captures the *changes that happens as a result* of our strategic action plan.

Our key principles:

1. Public engagement contributes to high-quality, impactful research
2. Public engagement enriches the learning experience
3. Public engagement enhances staff expertise and recognition
4. Public engagement strengthens partnerships and builds new ones
5. Public engagement maximises the reach and influence of our research

No.	Output indicator	Source	Outcome indicator	Source	When	Principle
1	The number and type of staff and doctoral students delivering engagement activities	Monitoring systems to collate information about public engagement activities (career level/role, department, type of engagement)	<ul style="list-style-type: none"> • Participating staff/students report impacts on, for example, research/work, including new perspectives, directions, collaborations, etc. • Increase in staff and students proposing and delivering engagement 	Collate and share <i>stories of impact</i> , examples from staff and students showing that change can happen	3 times a year (output): Evaluation reflection points Annually (outcome): 3 <i>stories of impact/year</i>	1, 5

No.	Output indicator	Source	Outcome indicator	Source	When	Principle
			activities, with examples throughout the research lifecycle			
2	Number and value of funding bids submitted with public engagement included; with details on bid and outcomes of each (classifying if directly or indirectly supported by the PE team)	Monitoring systems to collate information on PE in grants and grant support provided by the PE Team	As above	As above	As above	1, 3
3	The number and type of staff and doctoral students taking part in PE training run by the PE Team – both informal (i.e. network activities) and formal	Monitoring systems to collate information about attendees to training and network events	Staff and students: <ul style="list-style-type: none"> State that they have developed or gained certain skills (e.g. subject-specific, practical skills, communication skills, social skills) or learnt something new as a result of being involved State they feel confident or have the appropriate knowledge to undertake PE activities Re-engage with the PE team within 6 months through, for example, requests for 1:1 support, applying for the Small Grants Scheme, participating in a network session, attending training, becoming a Champion, doing some form of PE 	Activity based methods (i.e. confidence scales, session based feedback, skills mapping against Researcher Development Framework) Tracking and review of individuals' engagement with the PE team	Pre/post activities (outcome) 3 times a year (output and outcome): Evaluation reflection points	2, 3
4	Examples of reward and recognition for PE (i.e. PE included in performance appraisals; champion and mentoring schemes; internal and external awards for PE; job	Monitoring systems to log reward and recognition activity	Staff and students state that they feel supported and recognised in undertaking PE – and the experience is rewarding	Collate and share <i>stories of recognition</i> (via vlogs, blogs, etc.) from staff and students showing	3 times a year (output): Evaluation reflection points Annually (outcome):	3

No.	Output indicator	Source	Outcome indicator	Source	When	Principle
	descriptions' including PE; PE posts across the School)			how/why they felt rewarded/recognised	1 <i>story of recognition/year</i>	
5	Number of external partners involved in PE activities/projects, details of types of partner (i.e. community, school, HEI, delivery, policy/practice) and nature of partnership	Monitoring systems to collate information on selected project partnerships	Project partners feel: <ul style="list-style-type: none"> • That there are benefits from working with LSHTM • That there was benefit for them in undertaking this public engagement project 	Collate and share <i>stories of partnership</i>	3 times a year (output): Evaluation reflection points Annually (outcome): 1 <i>story of partnership/year</i> (written collaboratively)	1, 4, 5
6	Public audience/participant numbers for our public engagement programmes (e.g. age, classification of audience)	Monitoring systems to collate information about audiences from selected projects	<ul style="list-style-type: none"> • Positive learning outcomes for audiences e.g. increased understanding of subjects • A diverse audience participates in our activities and projects 	Activity-based feedback – with public audiences/participants	3 times a year (output): Evaluation reflection points Outcome: Activity-specific	4, 5
7	Presence of PE within formal LSHTM publications (e.g. reports, strategies, presentations)	Document analysis of selected LSHTM publications (i.e. Centre publications, faculty plans)	Genuine two-way engagement is promoted, and the PE written about aligns with the LSHTM Public Engagement Strategic Action Plan	Document analysis	Annually	3, 5
8	Number of REF impact case studies that include aspects of PE, and ranking of the case study	Information from SRO/public files on impact case studies	Understanding that PE is a pathway to impact and/or PE is present in REF 2021	Specifically resourced evaluation exercise	3 year basis	1, 5
9	Level of PE Team resource invested in different projects (e.g. amount of time spent on PE activities)	PE team work plan	Value of the PE team is articulated	Internal reflection on approach and value – identify key adjustments to PE approach and priorities for next year	3 times a year (output): Evaluation reflection points	1, 2, 3, 4, 5

NOTE: Evaluation of key operational PE Team enabling activities (e.g. Small Grants Scheme, training, etc.) is separate from but complimentary to this document.