



Queen Mary  
University of London

Centre for Public  
Engagement

**Centre for Public Engagement**  
**Queen Mary University of London**  
**RCUK Catalysts for Public Engagement final report**



*Image: 1 CPE, Celebration 2012*

[www.qmul.ac.uk/publicengagement](http://www.qmul.ac.uk/publicengagement)

### **Our project in numbers**

**87** Public Engagement projects funded in our Large and Small funding rounds, with total investment of **£651,458.25**

**18,589 (8,185 unique)** visitors to the CPE webpages, with **110,347** page views

**296** academics and students helped through Public Engagement surgeries

**3** celebration events held, and **6** awards made for excellence in public engagement and enterprise

**1** dedicated section of the QMUL strategy

### **Award winners**

#### **Lucy Hawking Prize for Best Public Engagement Resource**

2013 Robin Whitty for Theorem of the Day, a web-based 'art gallery' of mathematical theorems

2014 Gavin Giovannoni and Alison Thomson for Digesting Science, an educational course and website that teaches people about the science behind multiple sclerosis (MS)

#### **Bruce Dickinson Prize for Best Queen Mary Enterprise Activity**

2013 Matthew Purver for 'Chatterbox Analytics Ltd', a company built on his research of automated language processing for social media analysis.

2014 Jonathon Pitts for Actual Experience, software to analyse the digital world in the way that humans experience it.

#### **Richard Garriott Prize for Best Public Engagement Activity**

2013 Griffin Community Trust for their work in promoting integration between medical students and elderly residents in the local community.

2014 Jane Mackelworth and staff at the Bromley by Bow Centre for Love in Objects, enabling older people living in Bromley by Bow to explore the meaning of precious objects in their lives.

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## Foreword



Image: 2 Charlotte Thorley

### **Charlotte Thorley, Executive Officer for Public Engagement and Manager of the Centre for Public Engagement**

This report reflects the work of a small team over a small amount of time, but in writing it I am reminded once again of just how far we have come. As you read on you will find reflections on public engagement at QMUL from colleagues and local partners, exploring how their experiences have changed. I have come to realise that the whole project has been my personal story of change, in that my understanding of public engagement has developed so far, and means so much more to me now than it did three years ago. I believe even more strongly than ever that we need to

make sure our staff and students are confident in their role as a bastion of the community. As our Principal, Simon Gaskell, so often says, the purpose of our university is to provide knowledge and education for everyone, to be a responsible neighbour, contributing positively on a local, national and international arena. We are lucky that QMUL is an environment that already enabled public engagement to grow. The CPE enables that engagement to take root, supporting without constraining, and pointing out new possibilities for growth. We hope that others will be able to use these stories to help them on their own public engagement journeys.

## Executive summary

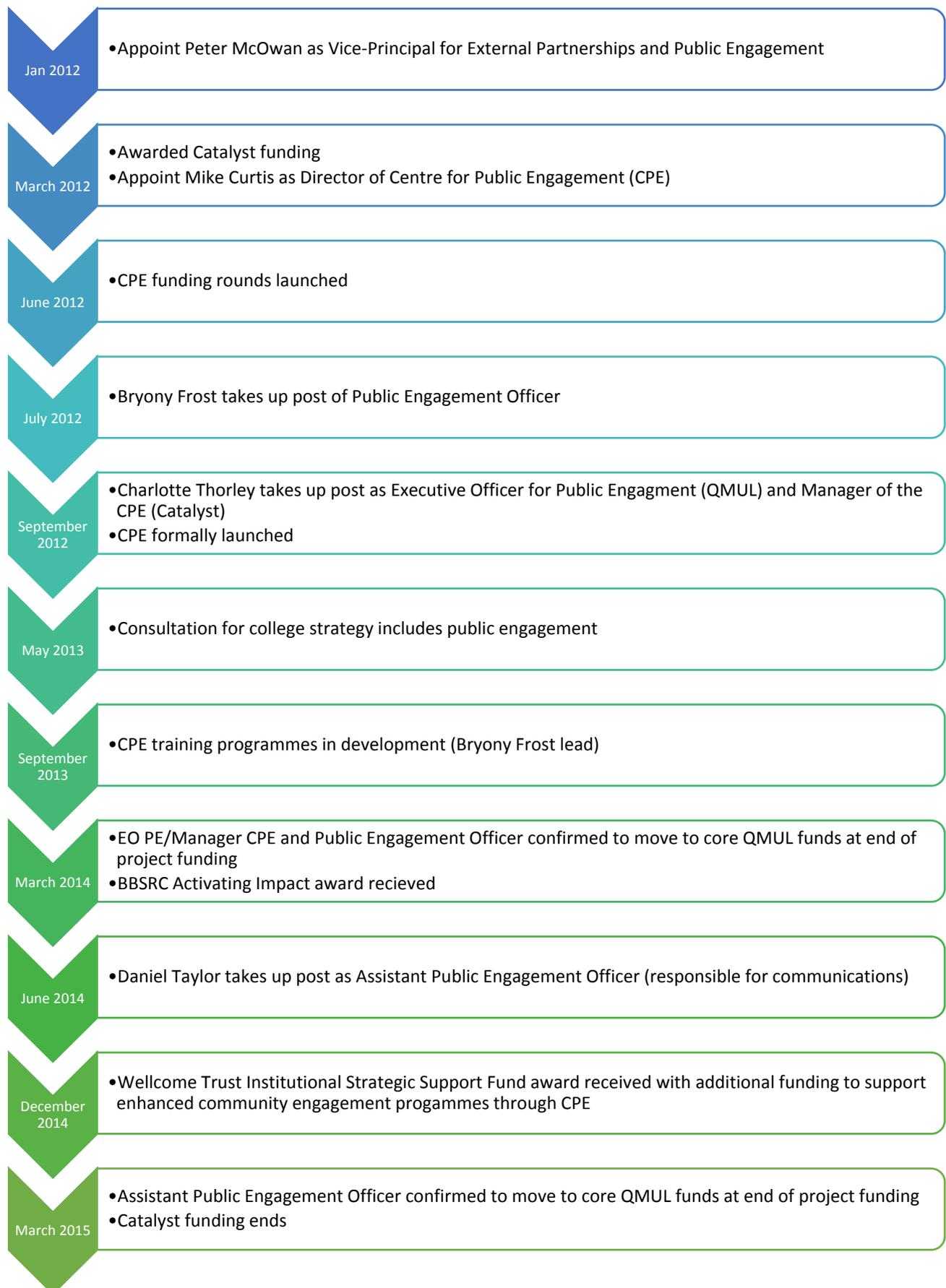
Queen Mary University of London (QMUL) has a **long and rich history of public engagement**, and the story of the QMUL Catalyst project builds on this history. Our approach to culture change was, and still is, **pragmatic and constructivist**; acknowledging that our work would be bounded by factors not always within our control, and yet striving to enable all stakeholders, staff, students and publics to shape their own path throughout our work.

The three year Catalyst funding allowed some **freedom within our institutional structures** to try out a variety of approaches to supporting engagement activities and approaches. Some of these, such as changing promotions criteria or holding funding rounds, were also tried by the Beacons for Public Engagement. Every process or system we tried was based on a problem solving approach; through **consultation** and listening we identified those barriers faced by colleagues in building their own engagement processes, and having found critical points of failure we sought to address them. Not all of these solutions worked, and there are some issues, such as reaching all staff throughout the institution, that we have yet to completely solve. But we are not alone in this, in that other departments within QMUL also have difficulty reaching out to all staff, and we have taken the approach that **sometimes you just need to try** a solution and let it fail rather than worry about it and not achieve anything.

We acknowledge that we started this journey from a position of privilege; QMUL had already appointed a Vice-Principal for Public Engagement (now VP Public Engagement and Student Enterprise) before the funds were awarded, and this was key to the success of our Catalyst, not just for the leveraging and **senior level buy in** it afforded but also in sending a **strong message** out to the whole institution that this is an area of work QMUL takes very seriously, and is committed to. QMUL has committed to funding both this role and the core Centre for Public Engagement team ongoing, further indicating the strength in our institutional support for this agenda. We will review these structures regularly to ensure they remain fit for purpose, and anticipate that in the very long term some of this support might be redistributed into other departments or a dedicated VP no longer needed. In the mid-term though there is stability for this agenda, and Public Engagement is now a significant element of the [QMUL strategy](#) for the next 5 years.

Our story is one of significant on the ground activity, reaching out to staff and students in direct support of their work, whilst signalling support and direction through significant senior level buy in. We needed both to have the impact we have achieved in winning over the different strata of the institution. Whilst the focus of the grant was on *Public Engagement with Research* we have followed our **institutional values** and included students and professional services departments in our work, increasing their connections to, and understanding of, the research environment whilst at the same time improving our teaching and services through better access to our researchers and research approaches. The last three years have been very successful, but there is **still so much to be done** to ensure that the momentum for this agenda is built upon to help us reach our potential.

## Project timeline



## Key Highlights

### Structures of support – a work in progress

After three years of trying out support structures for public engagement (PE) we have learnt a lot, but there is still work to do. Such structures must represent our diverse body of existing PE activity, at the same time as enabling newcomers to find out more or providing reporting structures for our three faculties. The Centre for Public Engagement (CPE) was established as a small dedicated team, supported by a steering group comprising of a mix of academic and professional colleagues, including representation from some of the larger, well-established public engagement projects. The CPE sits within the Office of the Principal, not any of the professional service directorates or one of the faculties, enabling our work to be cross-cutting across the institutions processes and procedures.

Once the central team was in place, we felt a need to bring in a wider representation from the faculties. It can be easy to rely on those colleagues that are known for their contribution to engagement activities when looking for people to get involved, but if you are seeking to overcome barriers to public engagement then your advisory group needs to include people who are experiencing those barriers on a day to day basis. The first iteration of us reaching out was to set up Faculty Stakeholder Groups (FSGs). The FSGs comprised representatives from each of the Schools or Institutes in our faculties, and ran once a term for just short of two years. This structure did a great deal for enabling the CPE to access the individual schools, but it became apparent early on that the interests within any given faculty were so varied, and the potential for collaboration that a mixed faculty grouping might generate was being lost, that we decided another route should be sought.



*Image: 3 CPE, Mike Curtis, Charlotte Thorley, Bryony Frost, Peter McOwan, Dan Taylor*

At the same time, the CPE steering group meetings also reached a turning point. Having established confidence in the CPE department to work effectively in delivering support for activity, the steering group was no longer needed for operational issues. Oversight of the management issues for the CPE moved into the new advisory group for the Vice-Principal for Public Engagement and Student Enterprise. The CPE steering group continued to meet but less regularly, discussing

areas of college level collaboration and strategic areas for engagement. The natural conclusion of this shift and the changes to the FSGs was our current stream of Topic Group Meetings. Topic Group Meetings can be pitched by staff or students, and the CPE facilitates bringing together experienced and interested parties from across the institution to discuss the strategic importance of an agenda to QMUL, identify opportunities to generate activity and collaboration, and where appropriate lead to

future meetings. Topics covered so far have included Science Outreach, Collaborating with Artists, and Influencing Health Policy to name but a few, and each one has had excellent attendance from academics, professional staff and students. The discussions can be challenging; the meetings provide an arena for the CPE to challenge perceptions around the nature of engagement, the ways in which engagement can generate impact, and the importance of engaged research. The CPE uses these meetings to identify areas for future work or investment, but the strongest outcome of these meetings is not the action list, but the connections generated through shared interest. The original steering group no longer meets separately, but remain available to the CPE as a virtual forum for advice. They are the foundation on which our Topic Groups are based, and the members continue to advocate for public engagement in their own departments and faculties and by attending VP PESEAG for major discussion items.

## Key Highlights

### Public Engagement at the heart of the Life Sciences Initiative

In 2014 QMUL embarked on a significant set of investments in the life sciences. The vision is to develop our research and teaching interests in the life sciences, whilst building strong public engagement and investment into this work. The notion of engagement at the heart of the programme is what is really exciting. This came from the steering group rather than the CPE needing to lobby for it, something that is possible because our Vice-Principal is a key member of this senior level group. The CPE has been working with the Life Sciences Initiative (LSI) team since the outset to push for a truly engaged approach, but by having that senior level buy-in the door was already open.

The consequences are varied. Public engagement is present in all of the associated documentation, press work and [website](#). The public is considered in the plans for new buildings, from developing communication spaces like galleries and theatres, to consideration of how to lay out the patient and participant waiting rooms, to discussions around local signage and internet provisions. The wider community is considered within our conversations with planning agencies and the council. For this programme it is likely that our public engagement will result in physical manifestations, and that's a real triumph.

It's not just the buildings. Public Engagement has been built into the associated grant applications. East London Genes and Health (ELGH), funded by MRC and the Wellcome Trust, has a massive programme of patient involvement included from the outset, supported by outreach programmes such as [A Mummy for Melissa](#). The public are intrinsic to this study, as with many medical research projects, but ELGH involves community awareness raising and relationship development activities in schools and community hubs, social media activity, and specialist cultural awareness



Image: 4 COC, A Mummy for Melissa

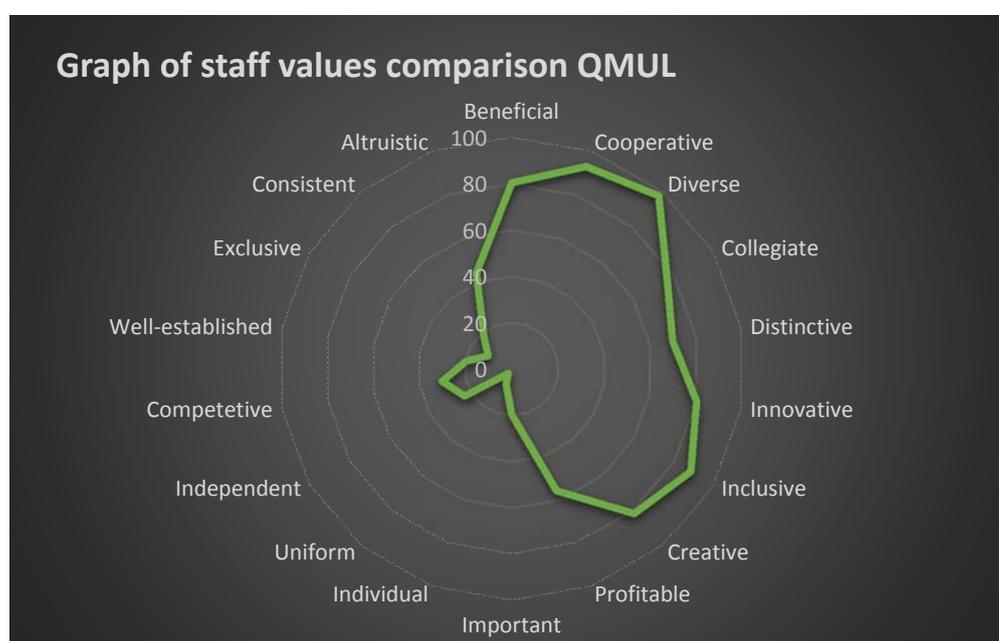
training for staff and students who are collecting samples. In January 2015 QMUL received Wellcome Trust Institutional Strategic Support funds for the LSI, including top-up funds to enable us to fund all of the public engagement activities we had outlined. This has enabled the appointment of a dedicated Community Engagement Officer with funds to seed collaborative and co-creational projects. To support this activity the Community Engagement Officer will also develop training for community partners to enable them to have a better experience when working with our staff and students.

This programme is still in its early stages but it has been a great start, and having the CPE at the heart of this programme will open yet more doors for engagement practice in the life sciences.

### Distinctiveness and context of the project (supporting document: Appendix 1)

QMUL is proud of its location in the heart of east London. Our multiple campuses and physical positioning alongside housing estates, healthcare sites and the banking district means we are surrounded by, and home to, a wealth of cultures and experiences.

We have faculties covering a wide range of research areas, and multi and inter-disciplinary approaches are welcomed. QMUL is a multi-site, multi-agenda, multi-subject and multi-cultural institution, and this is reflected in our approach to the Catalyst project. A defining moment in our journey was the development of the new College strategy 2014 and beyond, which involved a significant programme of staff consultation. As part of this work the CPE gathered staff opinions in 2013 on the values of the institution, shown in the plot below (figure 1).



**Figure 1. Diagram showing staff perceptions of the values of QMUL**

As an institution we're proud of our diversity, inclusivity and creativeness. There is an underlying drive to be contributing actively to our communities, whether that's locally or further afield. Our staff are proud of our history and location and reputation – we're Russell Group, with a difference.

You can see this in our Catalyst structure. The Vice-Principal post was appointed before the Catalyst funding was secured, demonstrating QMUL's commitment to this work. The CPE staff were appointed into a structure that sits within the Office of the Principal, to be cross-cutting and part of both the professional and academic structures. A small, dynamic and empowered team, able to get into our departments and create change.

## Strategic priorities

“Our aim is to fully embed Public Engagement across the full range of Queen Mary University of London's activities, ensuring a transformative change in the ways in which we work with, listen to, and consult with our communities.”

QMUL bid to Catalysts for Public Engagement fund

The Centre for Public Engagement was launched formally in September 2012 with our first [Strategy for Public Engagement](#). Designed to enable rather than constrain, the strategy hinges around three core messages:

### Do more

To enable QMUL researchers and professional staff not just to take part in public engagement activities, but to see them as an integral and important part of working in a leading HE establishment.

### Do better

To improve the quality of all the public engagement activities at QMUL, through shared practice, development of rigorous evaluation tools, and appropriate recognition and reward for public engagement work.

### Do tell

To share public engagement practice, both within QMUL and with external networks and stakeholders. To become a leader in the field of HE public engagement through promotion of the mechanisms that lead to the most effective public engagement.

With these messages in place the CPE has accordingly focussed on:

- Building enabling structures such as funding schemes and advice surgeries to help staff and students develop their ideas
- Developing training and resource banks to help staff and students develop their own quality engagement activities
- Creating networks and audiences for our work, communicating the outcomes and the processes and brokering new links

As the Catalyst funding has come to an end the CPE and Vice-Principal are embarking on a process of consultation for a new strategy to build on the work so far, but it is likely that the objectives above will remain high priority.

## Overall approach to culture change

Our approach to culture change has been pragmatic, tweaking systems, structures and processes iteratively and in consultation, to improve the support and conditions for public engagement within QMUL. The timeline at the beginning of this document shows many significant moments in our institutional journey. There are some approaches that we would recommend all institutions consider:

- **Create a senior level post**

Having the Vice-Principal for Public Engagement post has meant that at all senior level discussions we had a representative and a voice. The CPE has also been lucky to have a second senior champion in the Director of the CPE, and a senior executive team who are all switched on to this agenda. Our Principal and President, Simon Gaskell, is one of our strongest champions for the importance of public engagement. But having the dedicated role and voice has created a high level of institutional respect for public engagement that we would not have otherwise had.

- **Create a support team as umbrella for all engagement activities, outside of professional services**

There are many arguments for building a public engagement structure that is part of business as normal, so in a knowledge exchange unit or similar. At QMUL we have found it highly beneficial to be outside of these structures. As part of the Office of the Principal we are not a professional structure and not an academic one, and so equally as welcome in both camps. This is essential if the team is to work effectively in both areas, and the QMUL CPE team have found themselves acting as a bridge between different ways of working. Most of our funding was spent on salaries for these roles (Appendix 2 – Spend Profile).

- **Act across departments and faculties**

Following on from the last point, the roles for the main CPE team do not have specific subject designations either, so they are able to work across different schools and faculties, enabling a wide range of inter and multidisciplinary activity for effective engagement. The CPE is set up as an enabling and support structure rather than delivery agency, although the team hold significant practical experience which helps in developing guidance and training.

- **Be inclusive**

The focus for the Catalyst funds has been Public Engagement with Research, and as such it was not expected that such projects would work with students. The approach at QMUL has been one of inclusivity, and we have built programmes of support for undergraduate and postgraduate students into our activity, alongside that for academics and professional staff. In doing so we have reinforced the QMUL principle that good teaching and research are intrinsically linked, and hope now that staff and students would extend this to being linked to good engagement too. The pinnacle of this is research-led undergraduate courses that include public engagement elements, such as [Exhibiting the First World War](#), bringing these three core activities together in innovative ways.

## Impact

In reviewing the work of the QMUL Catalyst for the Impact table, shown at the end of this section, it has been interesting to see the breadth of what we have done, and in fact how much what we do has changed from the original objectives. There have been some areas of significant impact for our Catalyst, outlined against the call aims below.

The EDGE tool was used by the group who applied for the Catalyst grant to provide a baseline for staff activity in public engagement, broadly identifying QMUL as being in the *Gripping* phase in 2011. The CPE team have used the definitions of *Embedding* to drive activity, and are confident that this accurately reflects the current situation at QMUL. Using the EDGE tool is invaluable in opening up discussions, and was particularly useful in beginning conversations with departments as we set out to embed this agenda. It has proven more difficult to use in the reporting stages, but for the best possible reasons. As the evaluation report shows, our staff have developed their understanding of public engagement and the PE agenda more broadly.

Discussions around using EDGE for evaluation brought up issues of

- Time-dependency of data relating to available funding, staffing and institutional strategies. Any use of EDGE needs clearly defined timeframes for analysis as situations change
- Reflection and self-critiquing. As understating of this agenda has developed, staff are now more critical of their own activity
- The nuances of associating achievement in particular categories with individuals, departments or the institution. Clear guidelines will be needed and some of the questions could perhaps be tweaked.

As such we are still working out the best way to use EDGE ongoing, and are looking forward to continuing this work with the NCCPE as they develop ideas around public engagement charter marking.

## **RCUK Aims and Objectives**

### **1) Create a culture within the grant holding HEIs where excellent public engagement with research is formalised and embedded**

#### **a) Strategic commitment to public engagement**

Our strategic support is demonstrated by section 5 of the QMUL [Strategy 2014: the next five years](#) where public engagement is clearly highlighted as a priority to the institution. This is supported by the moving of the CPE team to core QMUL funds from April 2015.

#### **b) Integration of public engagement into core research activities of HEIs, including measuring quality and impact of public engagement with research activities**

Again this is supported by the QMUL strategy. The 2015 Planning and Accountability Round (PAR) had each school and faculty reporting on their activities in public engagement, and public engagement was included in the annual research reviews. There is still more to be done, but this grounding and reporting requirement means that the value of public engagement to the individual and the institution cannot be doubted (Appendices 3, 4 and 5 – Case Studies).

#### **c) Reward and recognition of researchers and staff involved in public engagement**

Public engagement is clearly included in the promotions criteria, and has been since 2013. The senior staff are all briefed for how to include this in their deliberations, and we have had several instances now of staff where public engagement is explicitly mentioned in their promotions letters. Activity in public engagement can enable professional staff to achieve a GEM (Going the Extra Mile) award, and all staff and students are eligible for the CPE Public Engagement awards which are held annually through a nominations round.

#### **d) Encouraging and supporting researchers and staff at all levels to become involved (e.g. by building capacity for public engagement amongst researchers)**

The CPE have undertaken a variety of approaches to developing researcher capacity for public engagement, including developing training opportunities, working with senior leaders to build in workload allocation for their departments, contributing to Faculty level strategic planning and not least getting public engagement into the institutional strategy. Successful initiatives have been both organic, such as the development of Directors of Public Engagement roles in individual schools, and top-down, where the institutional strategy has meant departments have needed to build resource allocation for PE to enable successful target achievement. The Directors of Public Engagement demonstrate dedicated internal resources to creating a staff buy-out to support public engagement. For 2015 eight schools will have such a post, and this initiative has come from the schools themselves, with support from the CPE.

Our Catalyst has continued to work with students as part of our activity with particular success at PhD level. The Doctoral College allows a credit bearing public engagement module run by the CPE to contribute to a student's final portfolio on completion of some public engagement activities. This has been effective for the MAT (Media Arts and Technology) students this year, and has also been taken up by early career staff members undertaking their academic practice qualifications. AboutFlow, a European Flow Dynamics project, also built this into their PhD training this year, and this enabled them to bring in additional funds for public engagement (Appendix 6).

Year	2011-12	2012-13	2013-14	2014-15	2015-16 (predicted)
Number of sessions	1	2	3	8	14
Details	PhD	PhD	2 PhD, 1 Lecturers	3 PhD, 1 Post Doc, 4 Lecturers	1 PhD, 6 Post Doc, 7 Lecturers
Numbers trained	38	43	69	141	tbc

**e) Create networks within institutions to share good practice, celebrate their work and ensure that those involved in public engagement feel supported**

At the moment we have several strands of networking opportunities, including our annual Celebration of Public Engagement event which reaches around 100 people each year, and more recently public engagement hang-outs which see about 50 people over the course of 2 hours drop-in.

The news of this work has already travelled far, and we are now getting contact from incoming staff before they take up their roles, to explore how they might get involved with public engagement.

**f) Contribute to a wider network supportive of public engagement including the NCCPE, other recipient HEIs and the wider HE community**

Aside from regular attendance at the national Engage conference the CPE has supported staff to be actively involved with INVOLVE, the national conference for patient engagement, London Citizens, the Arts Council, other Governments and a variety of policy makers interested in engagement agendas. The CPE acts as broker, connecting People's Palace Projects to a variety of international stakeholders to relay their practice, or supporting local community lunches where community groups from around Tower Hamlets can share practice and news. Key to this has been our staff going out and presenting our approaches. Charlotte Thorley, Mike Curtis and Peter McOwan have all spoken about their own engaged research practice at a variety of events and the CPE supports others to do this across the institution. It has been important though that such opportunities are not just about an individual approach but also demonstrate the institutional support and strategies. This is easy to do from the CPE team, but has taken time to become habit for our other colleagues. We are pleased to be able to set an example, but no one does this better than our Principal, Simon Gaskell, who has spoken about the importance of public engagement on national and international

platforms as part of his role with UUK, and will be representing our work at the Going Global event in June 2015.

## 2) Build on experience to develop best practice that recognises the two-way nature of public engagement with research

This is reflected in all of the above, but the CPE funding rounds are the best example of where our iterative approach has allowed a group of public engagement stakeholders to develop further their ideas of what engagement really means. Our judging panel continue to improve their own understanding, and seek the best from our funded projects. The quality continues to improve, as does the quality of our panel.

### CPE Funding

#### - Small awards

Two awards of up to £1000 per month through a light-touch application form. Applications are reviewed by a small subset of CPE steering board including the EO PE and VP PESE. Full criteria and example projects are available on the [CPE website](#).

	Total applications	Successful	Amount awarded
2012-2013	20	14	£14,322.40
2013-2014	42	18	£23,298.60
2014-2015	33	22	£16,724.33

#### - Large awards

Annual competitive funding round for larger projects, up to £50k in 2012 and 2013, £20k in 2014 and 2015. Reviewed by a group of academics, students and practitioners. Full criteria and example projects are available on the [CPE website](#).

	Total applications	Successful	Amount awarded
2012-2013	48	15	£348,395.50
2013-2014	21	10	£140,092.92
2014-2015	17	8	£108,624.50

**Impact table for QMUL Catalyst for Public Engagement**

RCUK Aims & Objectives					
1) Create a culture within the grant holding HEIs where excellent public engagement with research is formalised and embedded					
a) strategic commitment to public engagement	b) integration of public engagement into core research activities of HEIs, including measuring quality and impact of public engagement with research activities	c) reward and recognition of researchers and staff involved in public engagement	d) encouraging and supporting researchers and staff at all levels to become involved (e.g. by building capacity for public engagement amongst researchers)	e) create networks within institutions to share good practice, celebrate their work and ensure that those involved in public engagement feel supported	f) contribute to a wider network supportive of public engagement including the NCCPE, other recipient HEIs and the wider HE community
2) Build on experience to develop best practice that recognises the two-way nature of public engagement with research					

Catalyst Objectives	Activities	Data/Evidence of change	What would you do differently?	What next?	RCUK Aims & Objectives
1. To develop our new Centre for Public Engagement as the focal	1.1 Recruit staff 1.2 Establish working group	1.1 EO PE and PEO recruited 2012, joined by APEO in 2014.	1.1 Bring in staff earlier, with additional junior	CPE continuing, supported by core funds.	1d, 1e, 2

<p>point for all of QM's PE activities, bringing together and extending our already excellent practice</p>	<p>1.3 Establish Web presence 1.4 Create brand 1.5 Launch 1.6 Communicate regularly 1.7 Work with individuals 1.8 Work with prof services</p>	<p>1.2 CPE group met monthly throughout the project. New topic groups supersede, with CPE group meeting when needed. 1.3 Link on front page of main website from early 2013, distinct CPE area of main website ongoing, and control of community pages and PE section of LSI pages 1.4 Branding in place and used by PE projects 1.5 Sept 2012 event 1.6 VP bulletin 3 per year, CPE bulletin 6 per year. APEO role to support communications 1.7 Regular surgeries + other interactions. CPE known for being a 'can-do' team. 1.8 Activating Impact award for working with BDU as example. Good PS presence at Topic groups.</p>	<p>post from the outset. 1.2 Find resource to support those staff on the group for their work</p>	<p>Committee changed to a group of advisors for high-level discussion</p>	
<p>2. To take the ambitions of our Strategic Plan for Public Engagement and embed them in all our key strategies and</p>	<p>2.1 Create strategic plan 2.2 link to other strategies (Research, Teaching, PS) 2.3 Embed into QMUL forward strategy</p>	<p>2.1 Launched May 2013, being revised at time of writing. 2.2 PE referred to in each new strategy, and continuing in revisions being made at current time</p>	<p>2.1 considering how individual Schools/Institutes can positively contribute to institutional level aims can prove difficult for an emerging agenda. This</p>	<p>The introduction of the revised QMUL strategy has made it easier to find measurable, reportable objectives for the PE strategy in a way that is sensible within QMUL</p>	<p>1a, 1b, 1c, 1d, 2</p>

processes, ensuring that they are targeted and measurable	2.4 re-write PE strategy for post Catalyst QMUL	2.3 PE focus of section 5 of QMUL main strategy  2.4 Launch December 2015	is vital for ongoing achievement, and is major focus of the new strategy		
3. To promote Public Engagement at all levels of the institution, ensuring that it is prominent in all our internal and external communications	3.1 work with communications, internal, PR and web  3.2 create communications for every level of staff and student  3.3 work with Alumni	3.1 APEO appointed with specific communications remit  3.1 PEO and APEO attend meetings hosted by Marketing and Communications, they are included on CPE steering group  3.2 VP and CPE bulletins, regular items in e-bulletin and student e-newsletter  3.3 PE stories regularly in Alumni magazine	3.1 Appoint APEO position much earlier	The introduction of our additional position has moved this agenda on rapidly, and we need to build on this. New QMUL communications strategy includes PE for the first time, making it much easier to justify joint activity.	1a, 1d, 1e, 1f
4. To develop a programme of Patient Engagement that builds on our close links with the expanding Barts and East London Trust	4.1 liaise with BDU, Faculty of Medicine and Dentistry and UCLP to establish current practice	4.1 -4.4 PEO review of activity Dec 2014 lead to actions plans and partnerships with local NHS trust and QMUL internal leads  4.5 CPE is the PE lead for LSI, working with Centre of the Cell and other partners. Role of	We needed resource specific to this area much earlier. Training up the PEO in this area took time, but was worth it. Links into the local NHS Trust took a	Joint training programmes between the CPE and Barts Trust are in development, and stronger links through the LSI are anticipated.	1b, 1c, 1d, 1e, 1f, 2

	<p>4.2 Liaise with external agencies to understand broader practice</p> <p>4.3 develop programme of support for structures already in place</p> <p>4.4 make recommendations for further activity</p> <p>4.5 work closely with Life Sciences initiative</p>	<p>Community Engagement Officer will develop our understanding of where support is needed for patient engagement</p>	<p>lot of time to build but are now solid.</p>		
<p>5. To increase our partnerships with local Schools, cultural organisations and community groups</p>	<p>5.1 instigate connections with community groups local to Mile End and Whitechapel</p> <p>5.2 Support prominent PE projects in their work with local groups</p> <p>5.3 Support WP, UK Recruitment and Marketing Managers in working with Schools</p>	<p>5.1 CPE sponsored a series of community lunches which bring together local stakeholders. This is ongoing</p> <p>5.2 Dedicated LSI community engagement post is seated with the Centre of the Cell team to support, and EO PE liaises with COC, Pathology Museum and others.</p> <p>5.3 Other PS functions sit on CPE steering group and vice-versa.</p>	<p>We needed resource specific to this area much earlier. Getting into the local community groups took a lot of face-to-face interactions and still more to be done.</p>	<p>Community Engagement officer coming into post end of June will build on work so far. Mile End Community Projects awarded Honorary fellowships.</p>	<p>1d, 1e, 1f, 2</p>

		5.3 Regular schools focussed workshops			
6. To create effective training programmes for staff and students to develop their Public Engagement skills and knowledge	<p>6.1 Assess desire for and requirement of new training programmes</p> <p>6.2 Pilot a series of training options, working with Catalysts to share practice</p> <p>6.3 Establish preferred delivery mechanism and content</p>	<p>6.1 Regular CPE mapping survey includes questions about training, and our individual interactions regularly scope out need. Several grant applications have built in PE training from outset.</p> <p>6.2 Bespoke modules have been developed, a doctoral cohort approach trialled for the AboutFlow project, regular seminars are hosted. Visits to Bath and Aberdeen to share and learn.</p> <p>6.3 Development of PGCAP module for academic practice</p>	Learning took time, so nothing different, but just to acknowledge that we are still learning, and so our programmes are still developing.	Credit bearing modules are now in place. We're looking at options for Masters level courses, and compulsory options for PhD/postdocs.	1b, 1c, 1d, 2
7. To ensure that staff who deliver PE activities are systematically recognised and rewarded	<p>7.1 Establish CPE celebration event</p> <p>7.2 Set up CPE awards</p> <p>7.3 Set up system for individual recognition</p>	<p>7.1 and 7.2 Annual CPE celebrations have been established and are well attended</p> <p>7.3 Autumn 2014 regular letters sent from the VP to reward those PE activities that are noticed in the media or through external</p>	We needed a clearer definition of PE earlier, or at least better understanding of the relationship between PE and impact much sooner, to help this	<p>Stronger guidance on how PE should be valued in appraisal is on its way.</p> <p>New QMUL strategy is helping, but the new PE strategy will build on this.</p>	1a, 1b, 1c, 1d

	<p>7.4 establish PE as element of annual review and promotions rounds</p> <p>7.5 establish PE as an element of job profiles for new positions</p>	<p>awards, or just brought to our attention</p> <p>7.4 HR implemented PE into promotions criteria in 2013, and the CPE continue to work with them to get the wording included in job spec and better understanding of PE as part of annual reviews</p> <p>7.5 under review now</p>	<p>bed in. But it's on its way, and we will keep pushing.</p>		
<p>8. To ensure that students who deliver PE activities are systematically recognised and celebrated</p>	<p>8.1 Establish CPE celebration event</p> <p>8.2 Set up CPE awards</p> <p>8.3 Work with QMSU to establish how students may best be rewarded</p>	<p>8.1 and 8.2 Annual CPE celebrations have been established and are well attended</p> <p>8.3 APEO regular contact with QMSU, who are represented on CPE board.</p> <p>8.3 UG courses with research and PE integrated are running successfully</p>	<p>We needed a clearer definition of PE earlier, or at least better understanding of the relationship between PE and impact much sooner, to help this bed in. But it's on its way, and we will keep pushing.</p>	<p>Continue exploration of credit bearing modules and how to build into UG. We need to share the examples of research and PE led courses across QMUL and beyond</p>	<p>1a, 1b but also 1c, 1d if you extend to students</p>
<p>9. To develop guidelines for good practice that build on and extend existing work at QM and nationally</p>	<p>9.1 Create bank of practice guides and resources to support PE activity</p>	<p>9.1 and 9.2 CPE website</p> <p>9.3 seminars, PE significant part of LSI conference, CPE part of</p>	<p>9.1, 9.2 funding should have been put to one side for this. It was anticipated that the EO PE and PEO would have capacity to</p>	<p>We're working with CPE funded projects to pull out more of the learning in formats we can easily</p>	<p>1d, 1e, 1f, 2</p>

	<p>9.2 Commission the creation of guides in areas where other resources are not available</p> <p>9.3 create culture of practice sharing, both formally through seminars and informally through increased networks</p>	<p>Impact group, well attended PE breakfasts</p>	<p>generate these, but in practice it has not been possible.</p> <p>9.3 as reported earlier, our networks have changed shape many times, and new ideas are still being tried, so nothing different, but need to remain open.</p>	<p>share. Our blog is helping with this.</p> <p>PE networking breakfasts have been a success, and we have more ideas still to try! Hopefully these will become self-sustaining eventually.</p>	
<p>10. To test nationally developed evaluation tools that help us to measure the impact of our PE work and develop our own novel methods</p>	<p>10.1 work with internal departments to explore options for development of impact tracking tools</p> <p>10.2 take learning from CPE funded projects and share across QMUL</p>	<p>10.1 conversations started with various PS department leads</p> <p>10.2 new network created, Clumsy Evaluators, and tools being shared</p>	<p>Funding rounds needed to include funding dedicated to evaluation from the outset.</p> <p>We are also faced with many people wanting to deliver thoughtful evaluation without the basic reporting (e.g. numbers) and there is a tension around over reporting</p>	<p>Schemes like Clumsy Evaluators allow colleagues to think about evaluation in subject relevant areas. We still have more work to do, with the team responsible for Impact, on ensuring tracking and impact are thoughtful and efficient.</p>	<p>1b, 2</p>

## Stories of change



*Image: 5 QMUL Peter McOwan*

### **Peter McOwan, Vice-Principal for Public Engagement and Student Enterprise and Acting Vice-Principal and Executive Dean, Science and Engineering**

The transition through catalyst funding has been a fascinating personal journey for me. Moving Queen Mary from an institution where public engagement was a thread that ran through some of our activities, to a new position where public engagement is now respected as a distinctive and significant part of our institution's weave has given me great personal pleasure. There has always been a history of engagement from the inception of the college over 125 years ago, but the catalyst funding has provided my team and myself with the space to consolidate, support, celebrate and amplify our PE work, so it now is

held as a strategic aim in our new college strategy. The inclusion of PE as an element in our promotions criteria, its introduction as a mandatory training element in our Doctoral College and new lecturer teacher training programme and as a significant theme in our new Life Sciences initiative has taken time, many discussions, the framing and delivery of well evidenced persuasive arguments and lots of tenacity. Asking colleagues to make one more culture change in an already under stress national HEI landscape means that progress moves in jumps, sometimes forwards and this should be celebrated, but often back, which needs to be seen as an opportunity to reflect on the changes in approaches needed before moving forward again. It also needs a talented team with a shared vision making a clear and public contribution to the college. This visibility of the value of PE and PE supporting infrastructure makes transitions to core funding after Catalyst all the easier and supports the journey to get PE deep into the wiring of the institution. The institutional tapestry is always in flux, there are always new challenges and exiting new ideas, occasionally old fights thought long won, arise again, but if something is worth doing its worth doing. And that's what PE is!

**Bryony Frost, Public Engagement Officer**

Moving into public engagement from a previous role in science outreach, I felt like it was an obvious next step and that the experience I had in classrooms and with public events would pretty much cover all bases and that I was pretty well equipped to deal with anything that was thrown at me. I quickly realised the limitations of my past experience after a few months of meeting the many researchers and staff at QMUL already active in the field - from smashing glass hearts to potting dead ones. It has been a steep learning curve: understanding the different areas and types of engagement and gaining an appreciation of the unique challenges faced across different subjects and audiences. It has been a fascinating journey, and through working with both the QMUL teams and the regular meetings with the NCCPE and other Catalysts I have got to a stage where I am able to understand and support the various things that come my way. I still, three years on, find out about something new every day, and there is always a new challenge. The three years of experience with the Catalyst, though, has meant that when I hear 'I want to put a light collar on a dog to engage people with physics' I don't even blink. I've seen that change mirrored in the institution as well. The way that people understand and react to engagement – both the activity and the idea of it forming part of academic life – has evolved. I now routinely see colleagues concerned that they are not representing public engagement enough or correctly in their work, and it isn't just paying lip service – there is a real desire to understand the nuances of engagement and how it relates to the context of the rest of the institution.

*Image: 6 Bryony Frost***Dan Taylor, Assistant Public Engagement Officer***Image: 7 Dan Taylor*

I came to my role in the Catalyst from an entirely different function in the same university, giving me a knowledge of internal systems and structure, but little idea of the range of public engagement we had on offer here, something that has really opened my eyes as to what a university can do for others.

I've found that encouraging participation and creating useful networks is about the meaningful one-to-one discussions we have, leading to lasting relationships built on trust and support. This has been one of the most difficult things for me as it involves analysing people's questions and ideas instantly and giving meaningful and constructive feedback. Luckily I've been able to learn from an experienced team and the more experience I've gathered myself the more I've learned the guiding questions that

steer others to resolve their questions themselves. I've hugely enjoyed seeing the enthusiasm public engagement brings to people's work and seeing how our input helps to shape this into real projects that have a meaningful effect on others. I'm looking forward to building on my experience and using it for the challenge of making sure the team are well known across QMUL and people know they can come to us.



*Image: 8 QMUL, Assan Ali and Nurull Islam*

**Assan Ali and Nurull Islam,  
Directors, Mile End  
Community Project**

We've been engaged with the university in a number of different projects, including the Cutting East Film Festival (for young people created by young people) and collaborating in a digital media research project with the university, we've also been engaged with the public engagement team on different

projects and have been invited as guest lecturers to talk about our work to a wide range of students.

Our relationship with Queen Mary started through making contact with a senior lecturer running the Cutting East Film Festival, we made contact, we met up with him and through there we were introduced to the public engagement team and their Vice Principal.

They really helped us meet and connect to all the different departments, from the Student Union to the Geography department to the Business Development Team, who supported our fundraising strategy. Our link with the Student Union has been particularly beneficial to our football project as it meant we had two student volunteer coaches (FA level 1 qualified) supporting our young people on a weekly basis. It also provided the all-important link and interaction between University students and young people from the community.

Working with the Centre for Public Engagement team has really helped us to engage with the university. Our meeting with the Vice-principal kick started that process off via introductory emails to the different departments and we stay in regular contact with the Catalyst team. Having them as a main point of contact, able to direct and introduce us to the appropriate departments, has allowed us access to university departments that we couldn't have done otherwise.

These connections have allowed us to network a lot more with the different departments and the people there, creating more funding and opportunities to work with the university and for the university to work with our young people and their wider community, for example, our work with the community, particularly hard to reach groups, has been the strong point.

University departments often require that expertise and connection and we have been able to fill that gap and need. In 2014, as part of an AHRC project, we were invited to Mumbai with QMUL Film Studies department to showcase and present our work on engaging and film making with grassroots communities at the TATA Institute for Social Sciences in Mumbai, India. This project titled 'Mile End to Mumbai' put us on an international scale and raised our profile.

MCP and QMUL have a good working relationship which continues to grow and we now feel part of the university, which will be formalised as the CPE nominated us for honorary fellowships!

**Fulvio D'Acquisto, Professor of Immunopharmacology,  
William Harvey Research Institute and Biomedical  
Research Theme Lead for the Life Science Institute**

I've watched the CPE developing over the years, and it has gradually become more and more of a solid presence. Now I feel confident to say we have a CPE at QMUL. Being part of the CPE has been very enlightening for me, I didn't know there were so many interesting people outside the medical school. My first interaction with the CPE was sort of negative, but that was purely out of ignorance and I can see that now happening with my colleagues all over again. I applied for the Royal Society Summer Science Exhibition and was successful. Then I was expecting the public engagement team to give me the money and do the whole thing for me, which is not their job. That was a barrier for me, I didn't really understand what the function of central support for public engagement was.



*Image: 9 QMUL Fulvio D'Acquisto*

I'm growing a very strong opinion about public engagement and I think the best way to summarise it is power to the people. So science is defined by society, by everyday man, the one that goes to Tesco and so they need to be part of the decision how science should be going. I'm interested in giving them a way, a channel, a voice to then inform us about what they want to know, what they want to do and in a way that should direct our own effort in research rather than personal agendas.

So I'm very much in line with Simon Gaskell, our Principal at the university. Public engagement is the paradigm through which you create knowledge and you disseminate knowledge. The Principal has been very clear in what it's all about and that somehow gives you something to hang on. Then there's been other people crystallising on his effort and so you feel more like a public engagement is a solid presence and has a right to be here, rather than something that you do it but you shouldn't really be talking about it.



*Image: 10 QMUL, Morag Schiach*

**Morag Schiach, Vice-Principal and Executive Dean, Faculty of Humanities and Social Sciences**

The CPE has become more visible over the years. I think it's now supported a body of work that makes it have a certain kind of weight, so people can see different kinds of work and what it might all add up to. So I wouldn't say it's changed dramatically at least from the outside, in terms of philosophy or approach but just the track record brings with it a certain kind of authority I suppose.

You've got to remember that five years ago, the word "public engagement" was almost never used and now it's used all the time. In terms of culture change, which I think is quite an important part of what the CPE was doing, it's certainly achieved that.

I think the CPE has a number of functions, one is a kind of symbolic function which is to say that the fact that we have it shows that it's an important part of our activity and if you don't formalise something and institutionalise it, then it can be quite ephemeral, so partly it's a signal but more pragmatically, it's expertise, it's a place where people can go firstly for expertise and then secondly for funding because I know people value the funding but I think the expertise is even more important, in terms of there being somebody there who can give the models, advice, suggestions, introduce them to other people who are doing similar things.

I still think there are some institutions where public engagement is not about the ways that researchers engage very much. I was at a conference or an event a couple of weeks ago by a group called Share Academy, it's a funded project looking at collaborations between museums and universities where the National Coordinating Centre for Public Engagement spoke. I realised that it didn't resonate with people, the whole idea of public engagement, with that museum world and university world, wasn't really resonating. So my sense is that actually the public engagement agenda hasn't caught on as much through wider HE and the museums sector, and some terms, like pathways to impact and outreach work, are easier to relate to. As I see more examples of the different things people are doing at QMUL, my understanding gets a bit richer and I do think the connection between research and public engagement is clear at Queen Mary.

**Martin Knight, Professor of Mechanobiology and Director of Research, School of Engineering and Materials Science**

For the last couple of years I was the Director of Public Engagement within the School of Engineering & Material Science. I'm now the Director of Research which includes the remit for public engagement, and that role of Director of Public Engagement has gone. The idea is that we want our public engagement to be more closely linked with research, rather than perhaps in the past it was more closely linked with recruitment.

Over the last three years the CPE has grown and it's got more things under its belt of course and has changed. The needs of the institution are changing, so initially the need probably was to champion some of the public engagement work that we were doing already, and to raise the profile of public engagement, and to encourage people to do it.

I think there is still a need for pushing public engagement as an agenda. Some of that the CPE can do, but some of it is not just internally. I know the CPE is involved in this, pushing the agenda with RCUK and external organisations as well. So maybe the need for CPE is changing and I'm sure CPE is adapting to that.

My understanding of public engagement has changed. Initially I had a much narrower idea of public engagement, and I thought it was primarily with younger people and it was about engaging them in science by showing fun stuff. I think it can now be much broader than that in terms of the audience and in terms of how you go about doing that. Ideally, it's two-way but I think how it is two-way differs depending on the sort of work that you're trying to engage, so for some public engagement, you're getting lots of feedback from the people you're engaging with and that's informing your research and then there's a question, is that really public engagement or is it research?

I think the whole process of doing public engagement, if you do it well, is informing and enlightening for the researchers doing it and it improves your ability to write research proposals but actually getting people to realise that, is sometimes difficult. But that's where we need to try and improve.



*Image: 11 QMUL, Martin Knight*

**Lessons learned** - Supporting documents Appendices 7, 8 and 9 - Evaluation.

**1. The importance of visible senior leadership and of well positioned support team**

It cannot be overstated that the visible role of Vice-Principal for Public Engagement has made a massive difference to our project, and it is difficult to imagine what things would have been like without this role in place. Having the CPE team based in the Office of the Principal has also been incredibly useful, and allowed a visibility for our work that otherwise might have taken much longer. This is exemplified in the Planning and Accountability processes (PAR) where Charlotte's joint role of Manager of the CPE and Executive Officer for Public Engagement has allowed participation in the preparation for this process, and resulted in successful business planning for the CPE and better understanding of the role of PE in the reporting for the faculties.

This positioning isn't without its drawbacks. It can be difficult to make financial and staffing, even rooming structures fit us because of our position outside of the faculties and professional services. We are sometimes forgotten about, because it is assumed that some other function has responsibility for including us in discussions about, for example, space requirements. But these are issues that are faced by any short term project of this nature, and not unique to being in the Office of the Principal. Three years on we have made enough of our own connections that this is no longer a significant problem, but it must be stressed that staff being brought into this team must necessarily be approachable, persuasive and confident to enable them to be visible and integrated.

**2. There can be tensions around remit and ownership of elements of engagement (impact, community, internal, student), but many resolved through collaborative working**

The nature of the impact agenda is complex, and the perceived lack of definitions around public engagement can make this difficult for some stakeholders. Internally we have departments responsible for student or internal engagement. Community engagement could fit into any one of three departments in professional services, and several of our research groups. We've moved around these issues through collaborative working with other teams, demonstrating how and where we think public engagement adds value to other agendas, and demonstrating our expertise and networks in these areas. In some cases it's necessary just to back off, but this is generally done with a promise of working together in the future from both sides, a suitable conclusion. Topic group meetings have provided a neat solution for some of these issues, as bringing all interested parties around the table is often the most effective way of resolving these tensions. Staff in the CPE demonstrate great ability to negotiate which is vital to making collaboration work, and the results are always worth it (Appendix 10 – Queen Mary in Tower Hamlets).

**3. The importance of regular and relevant communications, and need for dedicated staff time in this area**

In the early days of the CPE we underestimated how much time and effort it would take to maintain a portfolio of targeted and effective communications to our stakeholders. The resolution of this was to bring in a post with communications as the major objective, our Assistant Public Engagement Officer, and this has been invaluable. In the last year our social media presence, blog, resources and promotions work has all improved dramatically, thanks to the Assistant Public Engagement Officer post. The introduction of this role has also enabled the Public Engagement Officer to concentrate on developing our training programmes, a change which is also welcomed.

**4. The importance of experience in a support team, who need to be professionals with multiple identities, able to be accepted by academic and professional services staff**

This perhaps could be considered a point about emotional resilience. Being change agents is hard work, and the people brought in to do the work need to be able to move cleanly between community and academic environments, academic and service environments, or even just between different academic disciplines, with ease. As a public engagement professional you end up defending each of these stakeholders to each of the others, and being considered the spokesperson for each. This is difficult to train someone for, so recruitment needs to take this into account. Having the Catalysts network and Beacons as a peer group to talk to about the different issues faced by the project teams has been invaluable, strongly supported by the NCCPE being available for advice, guidance and making new connections, and we strongly hope that it will continue once the funding has ended.

## Partnerships

The CPE has been, and continues to be, a structure founded in partnerships. QMUL prides itself on being an active community partner and international influence, and so partnerships are intrinsic to the way we work. This has been doubly important for the CPE; acknowledging the breadth of activity already in place was essential to winning over hearts and minds in the quest to create strategic thinking around public engagement. The Faculty structure of QMUL means that every meeting is a partnership of some kind, and we acknowledge in the 'Lessons Learnt' section the value we place on the networking afforded to us by the Beacons, Catalysts and NCCPE, however we feel the work in the following areas best represent the ways in which partnership working has been essential to creating an embedded culture for PE at QMUL.

## Professional Services

As part of the Office of the Principal and Professional Services (PS) the CPE works closely with many of the PS teams included Marketing and Communications, Sustainability, Careers and Enterprise, Queen Mary Innovation and Estates. Regular communication and idea sharing helps to raise our agenda by pointing out how the work we are doing contributes to the targets and performance indicators held by other teams.

This is particularly apparent in our work with the Business Development Unit (BDU). Discussions around the nature of 'impact', and the role public engagement has to play here are ongoing, but early on the CPE and BDU realised that this was an area of potential tension, something we have resolved through peer networking. But this has been accelerated through our joint activity on the BBSRC Excellence with Impact (EWI) programme. Having shared goals has forced us to develop shared understanding, airing any issues with terminology and ownership. Workload has been split across teams, making the most of the strengths in each team. The collaborative project working has had added bonuses; our successful [application to the BBSRC Activating Impact fund](#) was based on this partnership work. Achieving a joint goal has cemented our relationship, and this will continue whether or not our EWI bid is successful.

## Large public engagement projects

QMUL is host to a range of large public engagement projects that have spun out or are affiliated with the university through a relationship outside of the normal faculty structure. The CPE, particularly the EO Public Engagement, has taken on a stronger voice in the management of these projects, and this relationship continues to go from strength to strength. Working together on shared strategies, business cases and grant applications help these projects to demonstrate their value to the institution, whilst contributing directly to the aims of the CPE, both of which are essential to us maintaining our culture of engagement. The teams feel valued and are better able to navigate institutional processes, and the learning generated by overcoming barriers together is used by the CPE to support other developing projects. These projects also represent some of the wealth of public engagement experience the CPE has to draw upon, and are a valuable point of advice.

Indicators of the success of this collaborative working include Centre of the Cell hosting the newly appointed CPE Community Engagement Officer, and Barts Pathology Museum have successfully had their Public Engagement Officer moved to core funds. We hope this support enables these projects

to feel that they can confidently go about developing their programmes, and continue to excel at building new audiences.

### **Community groups**

There are too many to do justice to them all here, but of particular note are London Citizens and Mile End Community Project (MCP). MCP is a local organisation focussed on working with youth, and the CPE has brokered a series of activities for them linking their work into the research of many of our academics. The results have been phenomenal, with young people working as researchers and developing their own voices in their programmes. More about their work is detailed in an accompanying case study, but examples include [HoodForts – Chicken](#) and the *Cutting East* film festival.

Our work with London Citizens has brought the community into QMUL spaces to debate their futures, engaging policy makers with a series of issues, supported by data from QMUL researchers and the lived experience of local residents. Such work enables real change for the local area, and even national policy making. The national *Living Wage* initiative is based on the collaborative work between London Citizens, Citizens UK and Professor Jane Wills, and underpins this relationship. What is happening now is a growth of this partnership activity; the CPE is able to act as broker between London Citizens and other QMUL potential partners because we have spent time working with them, in their environments and using their methods. They understand QMUL better because they have spent time with us. The relationship flourishes because it is mutually beneficial.

**Sustainability plans**

We are very pleased that the CPE structure has been moved to core QMUL funding already, and in March this year it was confirmed that this extends to the Assistant Public Engagement Officer post that we had brought in on a temporary contract.

We are also pleased that the Vice-Principal for Public Engagement has been confirmed in post for another three years. This signifies the continued value QMUL places on public engagement, and is reinforced by the inclusion of public engagement in the institutional strategy.

It is vital that the institutional strategy is supported by a strong and enabling strategy for public engagement, and so our next priority is to get this in place, ensuring as many staff and students as possible benefit from such a clear message from QMUL.

## Conclusions

- **QMUL was already active in a lot of engagement, this needed bringing together and a strategic stamp of approval**

In setting up the CPE it was great to be coming into a highly active environment, where staff and students were finding ways to be engaged and engaging. This was not always reflected in how staff and students felt, and in places there was a feeling though that public engagement was somehow frowned upon, or not quite accepted as a work activity. We've made significant progress towards changing this through inclusion of PE in the promotions criteria and direct reference in the college strategy, and although more could and will be done, public engagement is certainly a legitimate activity at QMUL.

- **The sustainability of individual projects remains an issue, as grant funding rewards new activity over existing tried methods, and not all projects should move to core funds**

Funding remains an issue, and whilst the CPE team has been moved onto permanent contracts funded by QMUL, there is still a need to justify this expense over other core activity. The same is true, if not more so, for public engagement projects. Not all grant funding schemes include monies for public engagement, and it is particularly hard to find funds for projects that include undergraduate students. The CPE is working with the research grants and business development offices to improve the funding available, but there is much more work to be done to enable continued funding for some of our excellent projects.

- **The conversation around engagement has changed, moving to a better understanding of what it means to be engaged.**

One of the dramatic changes at QMUL has been the ways in which staff and students talk about public engagement. Rather than needing a stronger definition, what we needed was a shared vocabulary and this is definitely beginning to develop. This is aided by the visible senior-level buy-in, and by the CPE team physically going to as many events and meetings as possible to spread the conversation. This will always be ongoing work; as new staff and students come in each new cohort will need inducting or even training into our culture of engagement, and as other external factors change we need to work hard to maintain visibility.

- **There are still distinctly different needs in each faculty and school which need supporting whilst also fostering cross-discipline approaches**

Our colleagues engage in a variety of ways, with a variety of people. In many cases this is different from person to person based on their own interests, but there are common issues appearing in each of our three faculties, distinct to those faced by the other faculties. This includes, but is not limited to, a need for better understanding of the measuring social

impact for the arts and humanities, balancing the pressures for schools outreach and recruitment vs. wider public engagement in science and engineering, and developing communities of research interested lay-partners in medicine and dentistry. There is still work to be done by the CPE in working out how to support the faculties with their distinct needs without creating resource implications for this small, central team. This also needs to be balanced with ensuring opportunities for cross-discipline approaches are fostered, to support the widest possible network of practice development and sharing.

- **Winning people over requires thought and empathy**

We cannot overestimate the value of the consultation for the institutional strategy, particularly around institutional values. This work allowed the CPE to tap into the messages that were right for QMUL staff, and begin to push the public engagement agenda in the direction that staff were already travelling. Such work requires decisive consultation, rather than consultation for its own sake, so it's important to be seen to act on the outcomes. At the same time this approach takes a lot of thought and empathy, and as we've mentioned before this means that recruiting for the CPE needs handling carefully to make sure the right people are in place.

**Recommendations - Top tips for other HEIs.**

- **Establish a senior-level role, a Vice-Principal or Pro-Vice-Chancellor**

Their title should explicitly include public engagement, but the individual should also be chosen because of a track record or passion for this area linked to their excellent research and teaching. This will give you legitimacy in the academic environment and with engagement practitioners from the outset.

- **Build a central team for support and enable them to work across departments**

This doesn't have to be a big team, but they should be empowered to work in every environment in your institution, and have funding that can be accessed by professional services and academic departments alike. We found that having staff who had experience of working in academic departments previously was a real bonus, as we already had an understanding of the pressures colleagues are facing. Recruiting staff with a history of engagement delivery has also been crucial, as again there is an authenticity that helps when providing advice to colleagues.

- **Start all business cases early, and think ahead**

Our sustainability took careful planning and negotiating, and our business cases were seen by the decision makers well ahead of the final planning process. Approach the senior staff, but also their support teams, in drumming up support for your case. Link to institutional and theme strategies, and make clear the financial or strategic imperatives and risks. Some of our cases were started two years before final submission.

- **Tie to strategic imperators**

Whilst part of the previous point, this is worth reiterating. Still thinking about sustainability, it's much easier to make your cases if there are clearly identified elements of an institutional strategy that you are supporting. Work with all senior leaders to ensure that engagement is not just a standalone strategy, but is present in all institutional strategies, including those that are primarily operational such as for estates management.

- **Find your local engagement history and build a values set to hook people to**

In working with the other Catalysts we found that even though their institutional values were different from ours, they were still useful in understanding what motivated their staff to do public engagement. So spend some time working out what drives your institution, and arm yourself with these values to help you win colleagues to your cause. We used a survey of staff and the values diagram outlined in figure 1 to help shape institutional strategies, but there may be other methods better suited your institution.

**Recommendations - For the funders**

There are still many issues with the ways in which public engagement is funded, mostly caused by differences in the ways in which each Research Council facilitates funding or talks about activity. There is also a lot of confusion remaining about what makes good Impact (REF) or pathways to impact, and some clarity here would really help researchers to achieve their public engagement potential.

There are also so many funding routes that currently do not include specific support for public engagement, for example Fellowships, or any funding from external charities. Whilst it is not RCUK's job to shore up the work funded by other organisations, it is worth pointing out that our researchers work in a multi-source funding environment, and being able to provide public engagement support for someone who in the future may become an excellent RCUK funded researcher would be worth some speculative investment to support the pipeline of engaged researchers.

Finally, whilst QMUL was able to move the CPE to core funds, others from our network were not so lucky, and there are still more institutions who have not had this funding whom we might learn a lot from. There is a need for the regular network we established with the other Catalysts to continue and even be expanded, with the support of the NCCPE, and we would welcome RCUK supporting this financially in the future, including support for the Catalysts and Beacons to attend, something that was missing for the Beacons during the Catalysts project.