UKRI/RCUK Strategic Support to Expedite Embedding of Public Engagement with Research (SEE-PER) Final Report

University of Lincoln – Public Engagement for All with Research at Lincoln (PEARL)

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
- NERC Centre for Ecology and Hydrology, led by Dr Nick Wells
- University of Lincoln, led by Professor Carenza 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 and incubator model for finding and fostering new community-university 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 University of Lincoln is a young, outward-facing institution founded in 1996, supported by public subscription from local community and is thus committed to achieving wider societal benefits. The University values reciprocal public engagement as vital to increasing the actual and perceived value of research to wider society, strengthening the University's civic impact, building research capacity and broadening research horizons.

Vice Chancellor Professor Mary Stuart is a trustee and vice chair on the nationwide Civic University Commission, and her beliefs are reflected in the University of Lincoln's own agenda. The university has a Strategy for Civic Engagement (2019) and Professor Stuart led the conceptualisation of a new manifesto for universities in the 21st century, *The Permeable University* (https://21stcenturylab.lincoln.ac.uk/). This foregrounds the importance of engaged university research; connecting with social movements and drawing society into the discovery process in order to move beyond a culture of 'telling' to a culture of dialogue which can lead to better and more sustained understanding of research.

Prior to the SEE-PER programme, the University was strongly committed to engaging wider publics with research, with numerous initiatives on and off campus including Lights, Spark, Frequency, Summer Scientist and regular programmes including 'Great Lives' lectures. With leaders, staff and students already valuing public engagement with research (PER), the aim and challenge for PEARL was to build capacity for delivery. In a small, relatively young, non-research-intensive university whose identity centred on it value to its local and wider community, while the will to engage wider publics was widely present amongst researchers, the capacity to deliver on this was more limited. Time, skills and experience were all limiting factors, as well as a concern that public engagement was not a priority for managers.

2. Overall Approach

The PEARL proposal submitted in summer 2017 responded to the 'enhance and embed' element of RCUK's 2017 SEE-PER call, with six overarching objectives, each to be delivered through a range of activity. These objectives had been elicited through consultation by the Professor for Public Understanding of Research (PEARL Principal Investigator) prior to the project and refined by further investigation using the EDGE survey in October 2017.

PEARL's aim was to create a cyclical virtuous circle (Figure 1) in which enhanced, strategic support built capacity (skills, interest and resources) for engagement and enhanced its reach and quality, which when combined with improved visibility helped deliver greater success, which could be recognised and rewarded, delivering reputational enhancement (at scales ranging from researcher to institution) thus making the business case for continuing support – completing and restarting the cycle. Improving support involved providing advice and offering CPD while also pro-actively nurturing and expanding an open community of engaged researchers in which best practice could be shared. Building resource capacity involved advising on PE in research grant applications and providing small grants to enable new engagement activities to take place. Improving the visibility (internally and externally) of research engagement activity focussed in particular on digital to render was easier to find and follow. Slightly challenging the 'job done' 'logic model' approach, PEARL's approach sought to ensure that the outcomes of these initiatives would be sustainable by initiating a systems theory-based cycle of activity which, once started, would be self-sustaining, assuming the inputs and enabling activities were maintained. It was

intended that by the end of the PEARL initiative, PER mechanisms were to be embedded in University strategies and processes.
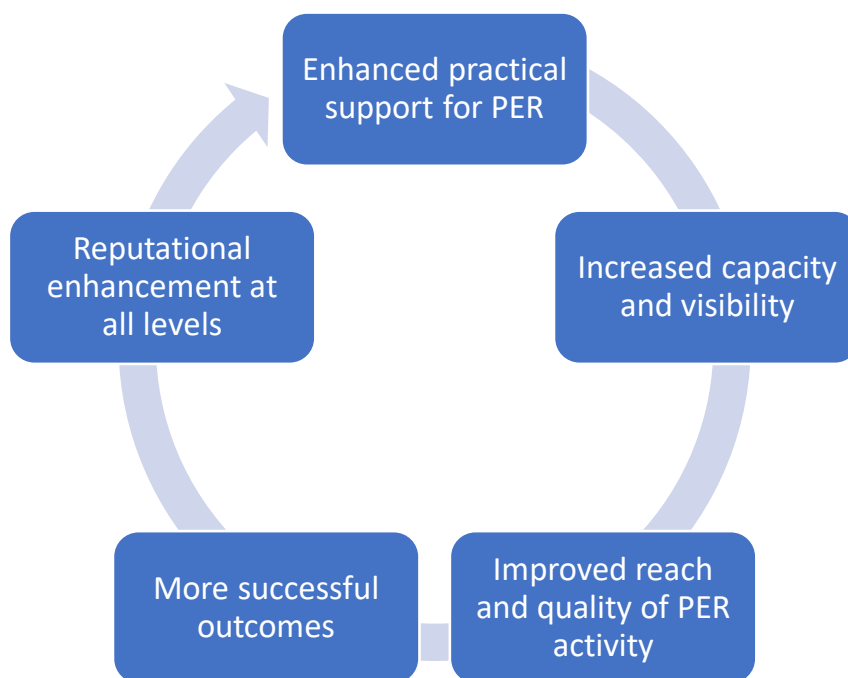

Figure 1: *Schematic model of the virtuous circle of activities and outcomes underpinning PEARL's strategy.*

3. Synopsis of Year 1

The overall purpose of the **PEARL (P**ublic **E**ngagement with **R**esearch for **A**ll with **L**incoln) project in Year 1 was to improve the organisation, visibility, recognition and impact of PER from Lincoln in order to enable it more fully to deliver on its potential to engage wider publics and inform and inspire other HEIs. At the beginning of Year 1 it was not known that a second year of funding would become available.

3.1   Year 1 Objective 1

Objective 1 in the project design was "to *improve knowledge and understanding of current attitudes to, and aspirations for, PER at UoL and in wider publics because this will enable PER activities to be designed, targeted and supported more effectively to achieve specific aims, increasing the impact of these activities*". This was achieved through three surveys.

3.1.1. Survey 1: Understanding internal perceptions of PER at Lincoln

Survey 1 investigated staff and student attitudes to support for public engagement with research at the University of Lincoln. It was conducted in September 2017 using the NCCPE's EDGE tool.

277 staff and students responded to the survey with results (Table 1) showing that the University was performing best in areas of mission and communication and least well in support and recognition.

		Embryonic	Developing	Gripping	Embedding	Average Score
Purpose	Mission	8.49%	38.38%	44.28%	8.86%	2.54
	Leadership	15.30%	31.72%	26.87%	26.12%	2.61
	Communication	7.04%	32.96%	37.78%	22.22%	2.72
Process	Support	9.74%	38.58%	31.09%	20.60%	2.6
	Learning	21.19%	34.20%	19.70%	24.91%	2.46
	Recognition	27.65%	42.42%	17.05%	12.88%	2.13
People	Staff	11.79%	46.39%	20.91%	20.91%	2.48
	Students	17.87%	38.40%	17.11%	26.62%	2.5
	Public	18.80%	43.61%	22.18%	15.41%	2.32

Figure 2: *Responses to the EDGE Tool survey 1 (October 2017).*
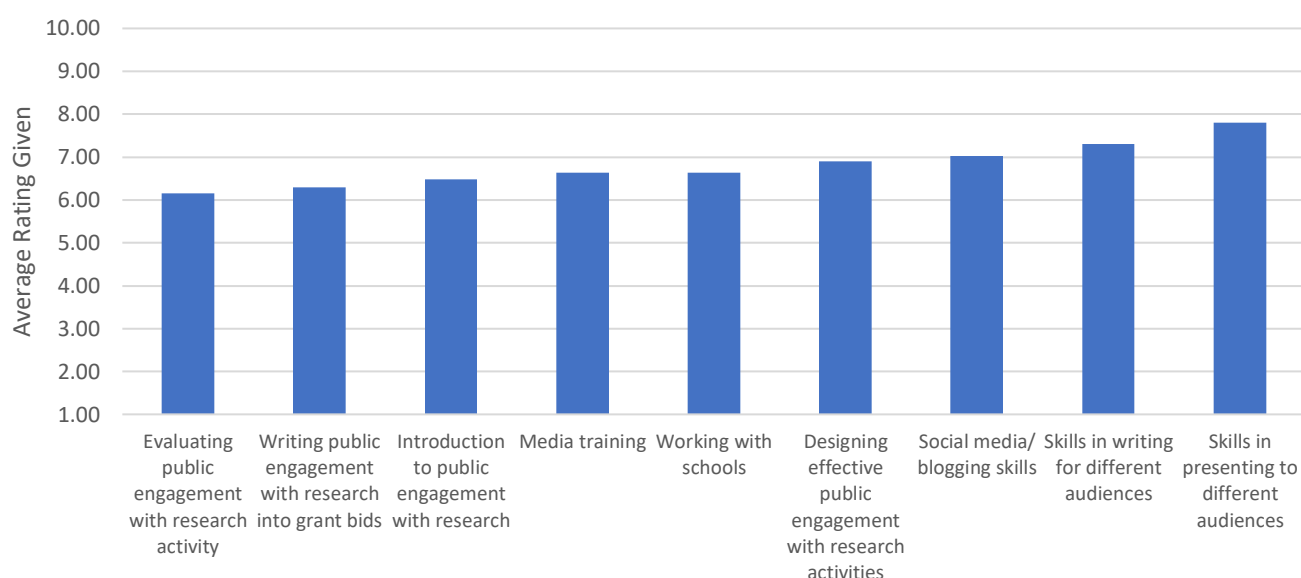

Figure 3: *Responses to Survey 2 question 'If more CPD/training was offered for PER, which topics would you be interested in?' Answers were given on a rating scale of 0-10, with 0 being low.*

3.1.2. Survey 2: Eliciting staff requirements for PER support

Survey 2 was completed by 48 staff and students in order to elicit more precisely the recognition, training and engagement opportunities that would be most beneficial. This indicated (in order of preference) a desire for a greater range and number of opportunities (22%), more time to undertake PER (21%), more funding opportunities (18%) and training (16%). Responses to questions about preferred topics for CPD

(Figure 3) showed the top four to be 'Presenting to Different Audiences', 'Writing for Different Audiences', 'Social media/blogging skills' and 'Designing Effective PER Activities' although all options were popular (see Figure 3).

Survey 2 showed that the most popular mechanisms for reward and recognition for PER (where 1=most popular) to put in place for this would be **Awards** with publication in an **annual** report least popular (Figure 4).

Format of Recognition	Most Popular	Average Ranking
Awards e.g. Merit Awards for staff, Lincoln Award recognition for students etc.	1	2.32
Publicity e.g. in staff news pages or on social media	2	2.80
Opportunities to share your public engagement at a conference	3	3.18
Inclusion of public engagement with research activities in criteria used for annual appraisals and/or promotion	4	3.25
Opportunities to share your public engagement in an annual report	5	3.45

Figure 4: *Responses to the question 'How would you like to see public engagement recognised/rewarded at the university?' Respondents ranked answers in order of preference, with 1 being most preferred.*

Survey 2 also asked about PER activity already existing at Lincoln. This showed a broad range of activities including events e.g. festival, conference, talks (16% of respondents), public lectures/talks (16% of respondents); visiting schools (13% of respondents) and debates/discussions (12% of respondents). 'Other' answers included 'co-production', 'workshops and courses', 'involvement in community events and festivals' and 'sharing resources with schools/other users'. Specific subject areas included photography, peace building, diversity and diabetes, shared through activities including co-production, partnership and workshop-style activities:

Survey 2 thus showed that extensive PER was already taking place at Lincoln and allowed PEARL to audit the range of this activity and begin to build a PER community by following up connections established through the survey.

3.1.3. Survey 3: External survey of publics' attitudes to, and interest in, PER at Lincoln.

PEARL Survey 3 aimed to investigate what **topics** wider publics would like to be involved in, **how** they would like to get involved and what might stop them.

Survey 3 design was based on the '[Our Lincolnshire: Understanding Public Engagement with Heritage](#)' previously developed by PEARL PI to explore public attitudes to and engagement with heritage in Lincolnshire. The PEARL survey was revised according to the recommendations of the PEARL Steering Group and Lincolnshire County Council Community Engagement - Community of Practice, and released through local interest groups, and printed and social media (e.g. Lincolnshire Echo). On confirmation of PEARL Year

2 funding, we extended data collection for this survey to gather a larger number and range of participants and carried out analysis in Year 2 (see Section 7).

3.2   Year 1 Objective 2

Objective 2 was "to improve **visibility** of PER, because while it was recognised that there was an impressively wide range of PER activity taking place across the university, people delivering this were too often unaware of similar work being undertaken by colleagues, while members of the public did not know about work or activity which would be of interest or benefit to them".

3.2.1. Branding, website and social media

A logo was designed that incorporated the project name and acronym with three pearl shapes representing pearls of wisdom arrange in a 'thought bubble' array.

Consultation work on the website began to map out the required functions including 'news', 'opportunities', 'grants', 'conference', 'annual report', 'events calendar', aiming to develop a clear format allowing all audiences to easily identify information relevant to them (e.g. staff would be interested in grants, public in events). Progress was slowed by the main University website being simultaneously redeveloped and a temporary PEARL site had to be developed to share news and building an audience. The final PEARL website was developed in Year 2 (Section 7).

A PEARL Twitter account was created to target academic colleagues and wider publics alike, achieving 250+ followers by the end of Year 1. The platform was used in to build a buzz around events (e.g. PEARL Conference), share opportunities (e.g. Grant applications open), share photos, celebrate and promote engaged research activity, including the PEARL Conference, PEARL grant holder projects and PER training opportunities.

3.2.2. Annual Report

To increase recognition for and visibility of PER at Lincoln, PEARL designed a new Annual Report, '*Discover*' to review PER activities and initiatives at Lincoln. 39 articles were received, edited and published in the first issue of the Annual Report*;* three times the original anticipated volume of 8-12 pages. The final publication included from across all university colleges and was published [online](#) and in hard copy, both with a unique ISSN number. The publication was launched at PEARL Conference 2019 with each delegate receiving a hard copy. Hard copies have also been available across campus, including in the Vice Chancellor's offices, and distributed at events and meetings with potential academic and community collaborators.

3.3 Year 1 Objective 3.

Objective 3 was "to improve **support** for researchers engaging publics with their work, because shared 'how to' knowledge will help improve the quality and effectiveness of PER activity and reduce the number

of people who avoid engaging publics with their research because they feel they lack the required skills, experience or contacts."

3.3.1. New CPD Programme

Surveys 1 identified a need for more support for **'Learning'** in PER at Lincoln and Survey 2 enabled us to identify the topics that CPD should cover. Discussion during SEE-PER network meetings identified that University of Southampton was also focussing on training and showed that both institutions had come up with a similar topics, so the decision was made for the two universities to collaborate in developing to a PER training programme that would be more robust and transferable for meeting the needs of two different institutions. The agreed session topics were (1) Introduction to PER; (2) Audiences & Publics; (3) Activity Planning; (4) Evaluation. Development and piloting of the programme in both Universities took place across the two years of the funding with further details given in Section 7.

3.4   Year 1 Objective 4.

Objective 4 was "to improve **recognition** of and **reward** for PER, so that publicly engaged UoL researchers are more motivated and those considering engaging with wider publics are not discouraged by concerns that PER will add nothing to, or even compromise, their career prospects."

3.4.1. Vice Chancellor's Awards for Public Engagement with Research

Survey 1 showed that recognition for PER was where additional support was felt to be most needed. Survey 2 identified that a set of awards would be the most popular way to do this.

A proposal for new Vice Chancellor's awards for PER was submitted to and agreed by Professor Mary Stuart. 15 nominations were received in the first year which were assessed by a multi-disciplinary panel of 6 people, including external representative Jenni Chambers (then Head of Public Engagement at RCUK). 8 awards were given to staff, teams and students from across the colleges for achievements ranging from creating inclusive exhibitions for blind and partially sighted visitors to developing resources raising awareness of the impact of South Asian women migrants in the UK.

3.4.2. Inaugural Annual PEARL Conference

The inaugural PEARL Conference showcased, shared and celebrated the exciting range, extent and diversity of PER taking place at Lincoln with the event aiming to build visibility, networks and recognition of PER. More than 80 Staff, students, partners and collaborators attended an event comprising 11 quick-fire 10-minute talks sharing PER activities, followed by poster presentations with the opportunity for discussions and networking. Topics ranged from robotics to local history.

The nine successful applicants for PEARL Activity grants were announced and the first Vice Chancellor's Awards for Public Engagement with Research were by Professor Mary Stuart. Feedback showed the success of the conference in informing and inspiring attendees about PER (Figure 5).
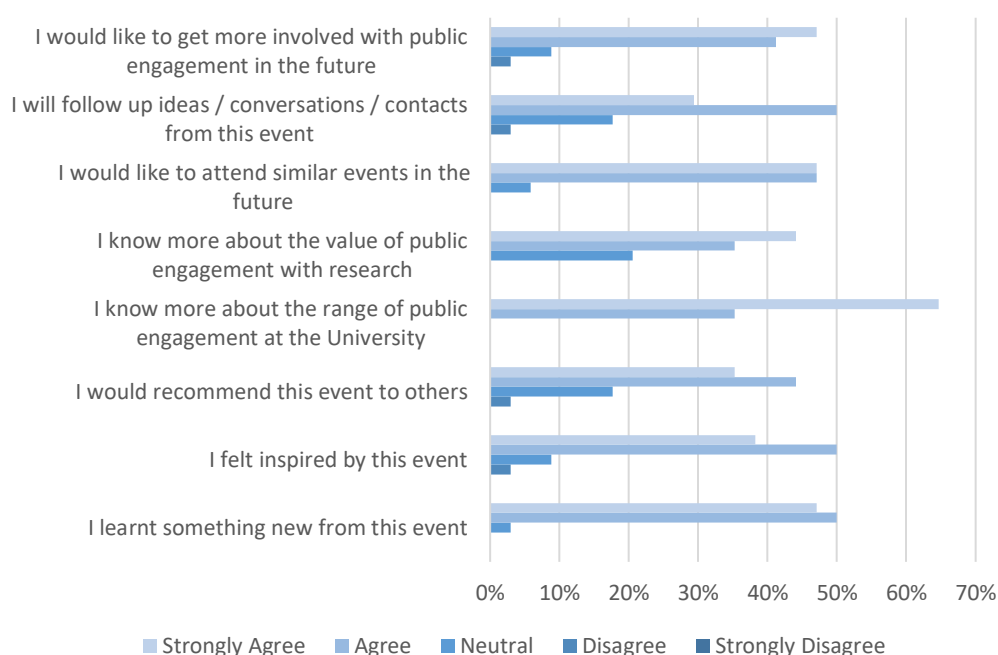
Figure 5: PEARL 2018 Conference evaluation summary showing the percentages of respondents rating each statement from Strongly Disagree to Strongly Agree.

3.5   Objective 5

Objective 5 was to "Improve the **range** of PER activities offered by UoL so that it caters for the widest possible range of interests and needs amongst wider publics and researchers."

3.5.1. PEARL Grant Scheme

Survey 1 identified the need for more opportunities for staff, students and members of the public to engage with research at Lincoln. As such, in 2017-18 the PEARL team launched a call for applications for funding of up to £1000 (each) for new activity engaging the public with research. 20 applications were received, of which 8 projects were funded. It was a condition of funding that reports should be submitted, and these were uploaded to the PEARL website. An example of a project funded in 2018 is *University of Lincoln Research Garden at the Lincolnshire Show*. This provided an opportunity for 300+ young people to meet postgraduate researchers and find out about their work through interactive activities. Feedback showed 100% of respondents said attending the platform increased their awareness of Lincoln's research. The impact was shown through responses to the opportunity to 'sow' their answer to the question 'What research would you do?' in the garden. 66 young people planted 'seeds', with proposed topics including "Hockey Players – How they stay fit" and "The Way we learn Science". Researchers also benefitted, with testimonials including "*… it was clear that students, parents/guardians were unsure of what dyslexia was, which gives me a very solid motivation for researching into interventions to support students with dyslexia in school…*".

The first cycle of PEARL Grants completed in March 2019 and is reported in PEARL Year 2.

Figure 6: 'Research Garden' PEARL grant-funded project at the Lincolnshire Show.

3.6. Objective 6

Objective 6 was to "Ensure the **sustainability** of PEARL outcomes so the benefits achieved will continue to be delivered in the future by formally embedding a strategic commitment to support PER and leveraging funding to continue activity post-PEARL."

3.6.1. Protocols developed and documented for all PEARL Year 1 activity

Written protocols for running awards, grants and the conference, which will allow these to be sustainably repeated on an annual cycle even if personnel change.

3.6.2. Manifesto for PER

A **Draft Manifesto for PER** was drafted in Year 1, to be developed and taken through committees to approval and publication by the PEARL PI in Year 2.

3.6.3. PEARL Steering Group

A Steering Group was formed to guide and direct the project's delivery and help ensure its outcomes are sustained. Membership includes local professionals, engagement delivery directors and internal colleagues from across the Colleges, Departments and Senior Leadership Team. In Year 1 this guided all PEARL activity, in particular offering support for the PEARL business case for continued funding and guidance on the PEARL website, PEARL newsletter, PEARL surveys, PEARL large-scale events and connecting with new events, Staff Appraisals and Staff Profile Tabs.

4.   Introduction to Year 2

4.1   Aims for PEARL in year 2

The overall strategic aims for the second year of PEARL were to consolidate the progress made in Year 1 through 6 objectives:

1. Advance understanding of the aspirations of wider publics in engaging with university research.
2. Extend visibility of PER at UoL to a wider range of people.
3. Attract new people to engage with PEARL's support, networking and training offers.
4. Grow the initiatives introduced to recognise, celebrate and reward PER at UoL in 2017-18 into their second year in order to maintain momentum, sustain the 'feel-good factor' and increase take-up.
5. Extend the reach of PER at Lincoln.
6. Sustainably embed the PEARL-enhanced level of PER activity.

4.2   Fit to University of Lincoln Strategic Objectives

PEARL Y2 objectives complemented existing University of Lincoln strategies and policies as follows:
- Exploring the understanding of PER needs and aims and extending the reach of PER aligned with UoL Strategic Plan aims to '*create an inclusive community*' and '*nurture strong external partnerships*'.
- Increasing the visibility of PER aligned with SP aims to '*share research across wider communities*'.
- Developing support, networking and training and rewards and recognition aligned with SP aims to generate '*dynamic engaged people*'.
- Bolstering the sustainability of enhanced PER aligned with SP aims to proactively '*promote resilience and sustainability*' across all of UoL's five core principles.

4.3   Fit to UKRI SEE-PER aims

PEARL Y2 objectives also aligned with the UKRI's overall SEE-PER aims to enrich and embed PER as follows:

- "*Developing a strategy that clarifies purpose and focus of PER and identifies critical actions to support it*" aligns with PEARL Y2 Objectives 1, 2 and 6.
- "*Increasing awareness and motivation across academic and professional staff*" aligns with PEARL Y2 Objectives 2 and 5.
- "*Removing barriers and consolidating incentives, through reward and recognition and alignment with other institutional priorities*" aligns with PEARL Y2 Objectives 1, 4 and 5.
- "*Supporting learning and sharing of good practice across the institution*" aligns with PEARL Y2 Objective 3.
- "*Developing a sustainable way of supporting PER*" aligns with PEARL Y2 Objective 6.

5.   Project inputs

5.1.   Input 1: SEE-PER Funding

The Y2 SEE-PER grant to the University of Lincoln provided funds for:

- PEARL 2019 Conference: celebrating and showcasing PER at Lincoln, with catering and take-home programmes
- Grant funding for 2018-19: for new activities engaging people with research
- Second issue of *Discover* showcasing PER at Lincoln
- Development, piloting and delivery of the PER CPD Training Programme:
- Development of the final PEARL website by a Student Intern.
- Participation in two new national PER initiatives, 'Being Human' Festival (November 2018), 'Pint of Science' (May 2019).

5.2.   Input 2: UoL Staff Time

Time has been one of the most important inputs in developing and embedding public engagement at Lincoln. The following list excludes time funded by the SEE-PER grant.

- 50% of the PEARL PI's and Co-I's time on the project. This has been essential to guiding the PEARL programme and engaging SLT with it, to ensure it met its aims effectively, on time and in budget.
- 50% of the PEARL RA's time on the project. Responsible for delivering PEARL processes and initiatives.
- The Campus jobs team facilitated the recruitment of the PEARL Digital Intern.
- The College of Arts Finance Team have supported management of PEARL financial processes.
- The Reward and Recognition Team have supported the promotion, assessment, processing and celebration of the Vice Chancellor's Awards for Public Engagement with Research.
- The time of staff and students in carrying out, organising, promoting and delivering engagement activity beyond that funded by PEARL grants.
- Colleagues in Marketing, Communications, Outreach and Alumni Relations have given time to promoting events internally and externally.
- ICT time has been essential to the development of new systems to support PER at Lincoln, including a new Profile Tab for Public Engagement on the Staff Directory.
- The time of University departments that support the organisation of events are essential for the smooth, safe, compliant running of engagement activities s such as ICT, Room Bookings, Security and Estate, Health & Safety, GDPR and Compliance, Research and Enterprise.

5.3   Input 3: UoL Facilities and Resources

Use of on-campus facilities underpin sustainable programmes of activity including:

- Rooms, On-site Catering and AV equipment being available for events such as the PEARL conference and PEARL Training Programme.
- Promotion: the provision of **internal** promotion systems such as the Staff news blog and **external** promotion such as networks of the PR team are required for building the visibility of PEARL and PER opportunities taking place.

- ICT Systems: the availability of ICT systems that support the inclusion of PER in University processes are vital developing PER support, for example the inclusion of a 'Public Engagement' profile tab added on staff profiles is key to building the visibility of current PER activity.

5.4   Input 4: Support from External Organisations

- The University of Southampton SEE-PER project input staff time to collaborate in developing the new CPD training programme.
- NCCPE has provided advice, support, information and networking which helped build partnerships such as that with the University of Southampton
- National PER initiatives such as *Pint of Science* and *Being Human* provided support for organising, promoting and reporting on UoL's contributions to these programmes.
- Local organisations including CLIP, Lincolnshire County Council, local societies and charities help the University extend their reach to wider communities by organising events in partnership (such as Café Scientifique) and sharing news and opportunities.

5.5.   Nature and Scale of Resources needed

The two years of SEE-PER funding highlighted four key points regarding the nature and scale of funding needed to make a significant change to attitudes to and effectiveness of public engagement with research.

Firstly, a dedicated team to nurturing public engagement with research can transform attitudes and willingness to engage amongst staff and students. PEARL's SEE-PER funding was extremely limited, but with 50% buy-in from the university it was possible to fund a full-time post, small amounts of PI and Co-I time as well as support activity such as grant-making. PEARL achieved its ambitious aims, but this would not have been possible without a considerable amount of unfunded extra time and resources input by staff and students, which is not realistically sustainable in the long term.

Secondly, it was strongly apparent that the support of a wide range of university academic staff and professional services staff/teams is vital to achieving and embedding an enhanced culture of public engagement with research. Building a network of PER champions in each university school is essential to enabling a small funded resource of staff time to deliver meaningful culture change. Colleagues in other departments can build capacity for example by developing new IT resources or organising reward and recognition are vital to sustainably developing new initiatives.

Thirdly, relatively small grants (PEARL grants max. £1k per proposal) can be very effective in enabling new public engagement to take place, as they do not involve intimidatingly large sums for grantees to manage, enable activity which would not have been possible otherwise, deliver outputs and outcomes which can inspire others and support other applications for onward activity.

Fourthly, permanent funding for PEARL activities is needed if the gains made are to be maintained, so that enthusiasm can be sustained by activity remaining excellent, visible and rewarded, that skills can be maintained as staff and students come and go, and so that individual and institutional memory of how to run activities and processes is not lost.

6.   Assumptions and Context

At development stage, the PEARL proposal explicitly avoided basing its plans on unfounded assumptions, aware of the risk that this presents if such assumptions turn out to be false. The proposal had intentions, hopes and aspirations, but these were not assumptions *per se*.

6.1   Institutional Buy-In:

Consultation during PEARL's proposal development stage secured an assurance that senior leaders would continue to prioritise PER. Specifically, senior leaders committed to funding 50% of staff costs (PI and RA); to supporting the PER Manifesto in being considered for formal adoption, to agreeing for PER to be embedded in staff appraisals and profile tabs; and to supporting the development of Vice Chancellor's Awards for Public Engagement with research. These assurances were met. Institutional support for PER was actually enhanced from late 2018 when the VC set up a working group chaired by her personally around the notion of the 'Civic University', to which UoL committed formally in 2019. Many of the aims of a civic university can be advanced through PER, and the University of Lincoln's formally adopted CU Strategy includes public engagement explicitly as a named item and implicitly within other items which PER helps fulfil.

6.2   Staff buy-in

Continuing momentum from PEARL Year 1 relied on the hope that staff and students would continue to value PER as a good thing to do and that the appetite for PER and uptake for grants, conference, annual report would not diminish once they were not longer a novelty. This hope was realised, with interest from Year 1 to Year 2 actually increasing – for example, numbers of applications for PEARL Activity grants rising from 20 to 28 and nominations for awards from 15 to 38, and an improved quality of submissions for the second issue of the annual report.

The success of the PER training programme relied on staff valuing the opportunity to develop skills and confidence for carrying out high quality PER and being prepared to give their time to the programme. We would have been satisfied, due to the training being a high time commitment, if six people had attended each session with only small numbers attending more than one. In fact, in the first year each session was attended by 8-12 people, with eight members attending at least 3 sessions.

6.3   Public Buy-in

Running new public engagement activities (such as PEARL grant-holder projects or contributions to national initiatives) relies on being able to draw on, or generate, a public appetite to for engaging with University research. This was in no way assumed to exist, but the hope that it might, and the strategies used to generate it (e.g. the new website social media campaigns) was confirmed by high turn-outs to large-scale events such as Pint of Science (296 attendees) and An Evening with An Astronaut (472 people) alongside good public engagement with smaller PEARL grant-holder activities. Not only this but community partners have gone going by seeking support in organising their own; PEARL was approached by non-profit organisation Community Learning in Partnership (CLIP) to collaborate on delivering Café Scientifique in Market Rasen, of which 5 events have now taken place.

6.4   Fit to Institutional Context

The University of Lincoln is committed to PER in its **Strategic Plan** (2016-21) and in 2018-19 developed a new **Strategy for Civic Engagement** (2019) stating that it will 'support public engagement to share university research with wider society, making it more accessible, relevant, valuable, visible, transparent and accountable. PEARL aimed to continue putting support for PER in place through funding, training and building visibility of PER, in order help the University meet this commitment.

7. Activities / Outputs

With such a wide range of objectives, there was a correspondingly wide range of activities and outputs from PEARL in Year 2. These are summarised, grouped under each of our six Y2 objectives.

7.1   Objective 1: Advance understanding of the aspirations of wider publics for engaging with university research

7.1.1.   Survey 3 into publics' attitudes to, and interest in, PER at Lincoln.

The third PEARL survey investigated attitudes and interests to PER in wider publics. 153 respondents took part in the questionnaire, and the outcomes helped understand the range of topics people would like to be involved in; how they would like to be involved; and what might stop them from getting involved.

- Asked about reasons for engaging with research, the most popular answers were: 'gain knowledge; learn about something new' (30% of respondents selecting this option in their answer); be inspired to try something new (16%); benefit to health or wellbeing (13%); learn a new skill (12%) be inspired to change habits (12%)
- Asked about the types of activities respondents would like more of, the most popular answers were 'Face-face activity' (28%) followed by 'Online Activity' (24%), interactive activities (19%) and participation in research (15%)
- Factors that might put respondents off engaging included costs; feeling uncomfortable (at the activity); logistics (such as distance, time of day, parking); childcare; accessibility; time pressures; poor communication or promotion; activities that are not meaningful and unsuitable format of activity.

7.2   Objective 2: Improve the visibility of PER at UoL to a wider range of people.

7.2.1.   PEARL Website

The new PEARL website was completed in PEARL Year 2 as a platform for staff, students and wider publics which **draws together** PEARL and PER opportunities, news and events and offer resources and case studies, **enhancing the** overall **visibility** of PER activity internally and externally

The front page has sections for 'News', 'Upcoming Events' and opportunities to 'Take Part in Research' alongside details of each PEARL initiative (e.g. grants). The design and headers that clearly guide each audience to the content relevant to them meaning staff, students and wider publics can easily access with current news and opportunities. The PEARL Steering Group were invited to feedback on the website, concluding that the final design was **clear** and **user-friendly.**

The PEARL website also acts as a repository/archive for shared resources and past activities, event, Vice Chancellor's award winners and reports including back issues *Discover*.

7.2.2.   PEARL Social Media – Twitter

The PEARL Twitter account helps build and support a community of PER at Lincoln, promote events, advertise opportunities (grants, awards, etc.) and relay news of other PER activity of interest to followers. This platform allows PEARL to increase visibility of PER activity; promote current PEARL opportunities; share PER opportunities and news; share current PEARL news and activity; communicate with the University and local community, for example in celebrating success, AS of Dec 2019, the PEARL Twitter account had **409 followers** and had sent out 1248 tweets.

7.2.3.   Staff Profile Tabs

The University of Lincoln digital Staff Directory now has a public engagement Profile Tab, which staff can use to raise the profile of their research and create an archive of their PER activities. The tab includes a box for outcomes data, which highlights the importance of evaluation data and will help the university evidence the impact of its research. The interface for completing the tab is easy to complete and includes useful tips and explanation of how to complete each field, and could be used as a model for other HEIs.

The University's ICT and GDPR teams are currently working on functionality that would allow this data base to be downloaded so that it can be used to help understand and report on activity taking place; link people together to create collaborations; and allow PEARL to target calls fo submissionso to the annual report.

7.3   Objective 3: Attract new people to engage with PER through support, networking and training offers

7.3.1.   PER CPD Programme

The CPD programme comprises four episodes, each comprising of an online and face-face component:

1. *Introduction to PER*: Developing an understanding of the importance of PER and the life cycle of planning, delivering and evaluating a PER activity.
2. *Audiences & Publics*: Exploring how to identify audiences and engage them effectively.
3. *Activity Planning*: Learning how to develop and plan a PER activity to run successfully and safely.
4. *Evaluation*: Learning the importance of evaluation and how to choose and use different methods.

Each session includes preparatory online work followed by an in-person session including interactive activities and discussions so that trainees can share challenges, hear examples of PER activities and develop

and practice their own ideas. A library of takeaway resources and tools, such as evaluation guides and blank risk assessments, support activity during the session and are available online for continued learning beyond this.

The CPD programme will run again in Spring/Summer 2020.

7.3.2. New external partners

Two separate teams connected with PEARL to start up a series of *Café Scientifique* events, an informal discussion where research is shared. These now take place in Market Rasen (organised by social learning enterprise CLIP (Community Learning in Partnership)) and Lincoln (organised by a university professor and a local GP). PEARL has been able to act as a sounding board, for example offering advice on evaluation and as a partner for Market Rasen, in connect CLIP with potential speakers. This has led to a total of 5 café events taking place in Market Rasen to date and 2 in Lincoln with dates planned for 2020.

A partnership has been developed with Harlaxton College, a UK campus of the University of Evansville (USA), who committed to hosting one of UoL's 2019 Being human activities.

A partnership has been developed with LTSA (Lincolnshire Teaching Schools Alliance) to support PER at UoL in reaching young people, with Helen Trimble now a member of the PEARL Steering Group since 2019.

7.4 Objective 4: Embed new initiatives through a second cycle incorporating learning from Year 1

7.4.1. Showcasing successful Y1 PER in the second issue of 'Discover'.

A call for the second Issue of *Discover,* first published in PEARL Year 1, was released at the beginning of the academic year 2019/20 with the second issue of *Discover* now currently being edited. The number of articles exceeded second year expectations with an estimate of 25 articles to be published and released at the PEARL Conference 2020. Submitted articles showcase the broad range and extent of activity taking place, with titles including: *The Lincolnshire Diversity in the Arts: Research and Development; Food Poverty in the UK: experiences of Food Banks; Lindsey – A Robot Tour Guide; Storytelling in science: exploring the microbial world with Grandpa Stan; Wings to the Past: participation building resilience in RAF families..*

7.4.2. Vice Chancellor's Awards for Public Engagement with Research

Building on the success of their first year, during PEARL Year 1, the processes for supporting the Vice Chancellor's Awards for Public Engagement with Research were aligned in Y2 with the central University rewards system. This permanently embeds PER in the University's rewards system and means that more support is available to promote, organise and assess the awards, and they are celebrated at the University's Merit & Achievement Awards ceremony and graduation ceremonies.

38 nominations were received for the second year of these awards, compared to 12 in 2018, showing a significant rise in interest. Four Vice Chancellor's Awards and five Excellence awards were made by a panel comprising of external expertise, from Jenni Chambers (then Head of Public Engagement, UKRI), and internal expertise from across the University's colleges, Impact, Reward and PEARL teams, confirmed by the Vice Chancellor. These awards recognised excellence in PER activities ranging from the *'Lincoln*

Philosophy Salon' to the *'Lincoln Food Strategy'* to volunteers organising the research festival *'Pint of Science 2019'* and are being celebrated in the PEARL Annual report, [website](#) and awards ceremonies.

Figure 7: *The staff merit awards ceremony 2019 and the successful Pint of Science team recipients of a team merit award for PER.*

7.4.3. PEARL Grant Programme

The first PEARL-funded grant cycle completed at PEARL Conference in March 2019 with grant-holders sharing successes as inspiring exemplars, and the second year of successful applicants was announced.

[Projects completing](#) in 2019 included *'An Introduction to American Literature'* series of book-group style sessions developing critical thinking to a group of 10 attendees, and two seminars on *"The Value and Sustainability in the public house of rural communities"* sharing findings and practical guidance in how to sustain village pubs with 30+ people.

The number of applications for PEARL grants increased from 20 to 28 in Y2 and the assessment panel noted that the overall standard of proposals had increased. 11 projects were awarded for 2019-20 in a range of subject areas and activities. These included *The International Working Group for Best Practice in the Management of Online Sex Offending* consultation sharing research with stakeholders including representatives from child services, treatment providers, law enforcement, academia and policy makers; and *'A Digital Archive for Old Dalby'* enabling residents to co-create of an online archive for the history of their village.

7.4.4. PEARL 2019 Conference

The second PEARL Conference built on the success of the first in sharing and celebrating PER activities taking place at Lincoln, offering chance for attendees to develop new collaborations and learn from best practice. The website and Issue 1 of the new PEARL Annual Report *Discover* (published online and in hard copy) were launched, both showcasing PER at Lincoln. **Five speakers** shared their experiences of engaging the public with research across topics including *'Developing RAF100 Augmented Reality Flypast for Public Engagement'* and *'Spontaneous estate evolution: Community, Research and Social Practice on a 1960s English Council Estate'.* New in Y2, **Seven 2018-19 Grant-holders** shared their successful PEARL-funded

projects including; '*University of Lincoln Research Garden'*, and an '*Introduction to American Literature'*, followed by a wine reception with posters displaying 17 further projects.

80 delegates attended the conference from across Professional Services (26% of respondents), Academic Staff (41% of respondents), Postgraduate students (18% of respondents) and invited guests (12% of respondents), according to evaluation questionnaires. 79% of delegates would **recommend** attending the event to a colleague with 94% agreeing or strongly agreeing that that they would like to '**attend similar events** in the future' (see section 8.2 for further outcomes).

7.4.5.   Embedding PE in staff appraisal

PER has now been included in the University of Lincoln Staff Appraisal system. Aims, objectives and examples have now been included in the Objective Libraries that support colleagues in putting together their appraisals with managers. PER activity will be recognised by managers during the next round of staff Appraisals (January 2020) and PER objectives can be set for the following year (2020-21).

7.4.6.   Survey 4: Second EDGE Tool survey to assess progress since Oct 2017

A survey using the NCCPE EDGE tool was launched at the end of Year 2, to review what may have changed over the two years since PEARL started and which areas should be the focus going forward.

76 respondents completed the 2019 EDGE Survey. Average scores (Figure 8) show that 7 out of 9 areas have moved closer to the higher Gripping-Embedding end of the scale compared to 2017. This change is greatest for Recognition with a positive increase in attitudes from an average score of 2.13 to 2.59 in 2017 and a shift from 'Developing' to 'Gripping' on the EDGE scale.

'Mission' also moved closer towards Embedding, with fewer respondents selecting 'Developing' in 2019 (38% to 26%) and more selecting 'Gripping' (53% compared to 44%) or 'Embedding' (16% compared to 9%). Attitudes towards 'Learning' moved from 'Developing' to 'Gripping' with 37% selecting gripping compared to 20% in 2017. Attitudes towards Support available also saw a shift towards 'Embedding' with decreases in percentage of respondents selecting 'Developing' (39% to 33%) and 'Gripping' (31% to 24%) and Embedding increasing (21% to 30%).

The areas of 'Staff' and 'Public have also seen small shifts from 'Developing' towards the 'Gripping-'Embedding' end of the scale. The remaining 3 areas (Communication, Students, Leadership) do not show a significant change.

These results suggest there has been a significant change in attitudes to the purpose, processes and opportunities for people at Lincoln between 2017 to 2019 and that new initiatives to recognise, resource and make more visible the work of colleagues doing PER have made people feel more supported in doing PER at Lincoln. Going forward, development for support should particularly continue to focus on those receiving the four lowest average scores: Recognition and all areas of People.
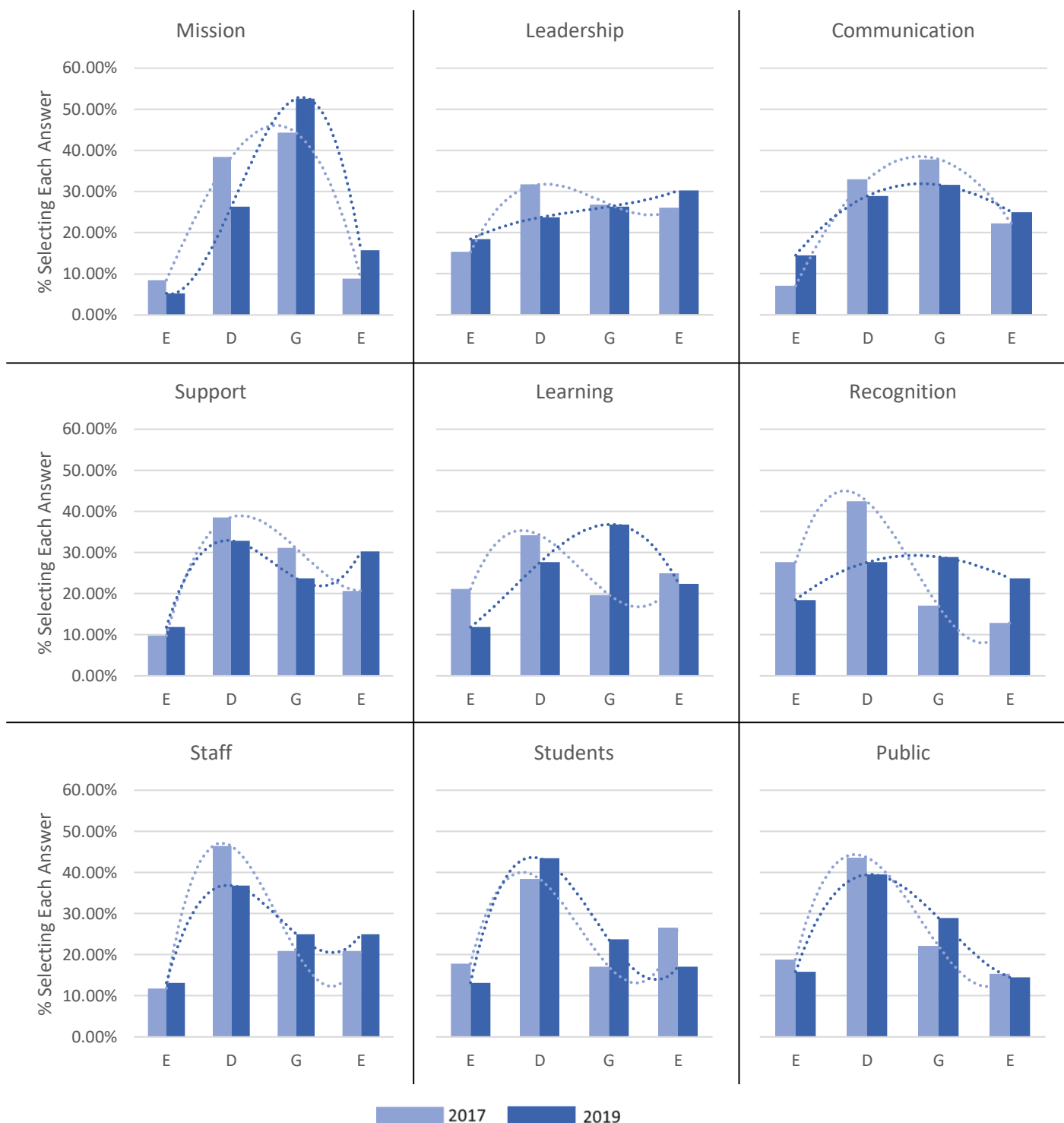
Figure 8: Percentage of **Survey 4** respondents selecting each rating (Embryonic, Developing, Gripping or Embedding) for the 9 key areas in the 2019 EDGE Tool self-assessment **(E-2)** compared to answers given by 2017 respondents (**E**-**1)** at the University of Lincoln. An average score is also shown as a single comparison point for each year, calculated based on EDGE being a scale where E=1, D=2, G=3, E=4). Green highlighted cells show where this average has increased, orange shows where it has decreased.

7.5 Objective 5: Extend the reach of PER at Lincoln.

In Year Two, when the development work for the many new initiatives had been completed, provided an opportunity to extend the reach of PER at Lincoln by participating in national programmes, using new venues and appealing to new audiences.

7.5.1. Being Human Festival 2018

In November 2018 PEARL supported a one-day activity as part of the Being Human festival event in a Lincoln high street shopping centre. '*Really? A Dig on a Council Estate*' presented archaeological research that explored the development and use of a post-war council estate through excavations carried out by residents of the estate through interactive activities and information boards.

The exhibition reached an audience that may not normally be reached, or expecting to engage, with only 1 respondent having definitely attended a Being Human event before (2 said 'yes' and 25 responded 'unsure'). Involvement in the festival's London launch event and a BBC Radio 3 'Free Thinking' interview, further extending the reach of the research. Attendee feedback was positive with 100% rating the overall impression, content, format and venue as 'good' or 'excellent' with the event's success was featured as a case study on the Being Human website.

Figure 9: Images from Being Human 2018

7.5.2. An Evening with An Astronaut 2019

472 people attended a sell-out pre-*Pint of Science* event '*An Evening with An Astronaut – Michael Foale*' which offered a further opportunity to extend the reach of PER at Lincoln. Visibility of this event and PER at Lincoln was raised through a total of 36 features in media coverage. The event reached a new audience with 66% having never been to an event at the University before, bringing a new audience onto campus and raising awareness of opportunities to engage with the University, particularly of the upcoming *Pint of Science* festival.

7.5.3. Pint of Science 2019

At PEARL 2018 Conference, a speaker put forward the idea of bringing research festival Pint of Science to Lincoln. An enthusiastic response led to the festival taking place at Lincoln for the first time from 20th-22nd May 2019. A volunteer team of 15 people organised the event, offering the chance to develop their own ideas and skills; 18 talks, given by 20 researchers, took place in 3 pubs across the city over 3 nights with opportunities to ask questions and taking part in interactive activities. Talks spanned topics across Social Science, Science and the Arts including '*Messing with the mind – manipulating our body experiences*' and '*Catching the Black Death – latest news and views on history's biggest killer'.*

296 out of 347 available tickets were sold. Feedback showed 97% of respondents felt the talks were well presented with 99% saying they wanted to attend more events like this in the future. Attendees found the events enjoyable, accessible and learnt something new with comments including *"Very interesting mix of topics and great speakers! Really enjoyed it!"* and *"Great event! Entertaining and accessible even though the subject matter was new to me."*

Speakers also had a positive experience of Pint of Science 2019 with the event offering an informal setting to share research which "*made it more of a conversation than a talk*." 100% of speakers responding to feedback surveys said they enjoyed being part of the festival and would recommend taking part to University colleagues, describing the experience as a: "*Fantastic opportunity to reach a wider audience at a relaxed and enjoyable event."*

Figure 10: *Images from Pint of Science 2019*

7.5.4. Café Scientifique

In Year 2 PEARL supported the development of two new Café Scientifique talk series, sharing research in an informal discussion format in:

- Market Rasen: with 5 monthly sessions having taken place in 2019 including '*The Future of Food Production*' and '*The Antibiotic Crisis'* with approximately 20 attendees per event with 100% of evaluation respondents finding the topic interesting/relevant and 100% saying they felt more informed about the topic.
- Lincoln: with 2 events taking place in 2019 discussing '*Sleep Science and Myths'* and '*How Microbes Affect Wine'* with talks already planned for 2020.

7.6   Objective 6: Embed sustainability of the PEARL-enhanced level of PER activity.

See Section 9.

8. Outcomes and Impact

PEARL has helped make research at the University of Lincoln more accessible, relevant, valuable, visible, transparent and accountable, both through its achieved outcomes and through the processes it has introduced for the future.

8.1   Improved knowledge of public motivations for engaging with research

PEARL Survey 3 investigated attitudes and interests of wider publics to PER at Lincoln to help understand what topics people would like to be involved in, and how, what might stop them engaging with them. 153 respondents took part in the questionnaire giving key insights to help direct and prioritise PER activity at Lincoln. For example increasing PER opportunities such as Pint of Science gives survey respondents the opportunity to 'learn about something new' (included in 30% of answers), through 'Face-face activity' (selected by 28% of respondents) which survey 3 suggested people want from engaging with the University (see Appendix 2 for a summary report on survey 3).

Evaluation at PER events offers further opportunities to build knowledge of what people want, and what works. Feedback from Pint of Science 2019 suggests there is a clear appetite for more future similar events in Lincoln, with audiences commenting that "*Something different to do in the evening - would love to attend more events like this from the Uni* "; *".. very interesting and would definitely attend more of these*"; "*Very glad Pint of Science has come to Lincoln; I hope it becomes an annual thing here*"; "*Keep up the good work – we need more of these in Lincoln!".* Feedback for future events confirmed people wanted more opportunities for interaction and learning from the event, more time for Q&As, and to receive feedback from interactive quizzes.

8.2 Improved Visibility of PER at Lincoln

More people are aware of the extent, quality and impact of PER at Lincoln; with more staff and students engaging wider publics with their research, and a larger and more diverse proportion of the wider publics engaging with research at Lincoln. The increased visibility has led to more people engaging with research at Lincoln with 296 people attending 18 talks at Pint of Science 2019 and 472 people attending the PoS promotional '*Evening with An Astronaut*'. The event reached a new audience with 66% saying they had never attended an event at the University before, enhancing visibility of the upcoming Pint of Science with 87% of attendees saying it had made them interested in attending Pint of Science

8.2.1. Website and other publications (digital and print)

The website provides an accessible public landing point for PER activity, case studies and opportunities, including newsletter, social media, PEARL Mailing list (126 colleagues), local networks, PEARL Conference and PEARL Annual Report *Discover*.

8.2.2. Conference

The PEARL Conference increased awareness, with 100% of conference respondents in 2019 saying that they knew more about the range of public engagement at the University after the conference, 97% saying they had 'learnt something new' from it and 79% saying that they knew more about the value of public engagement with research.

8.2.3. Alignment of PER awards with other UoL awards

The alignment of timelines for VC's Public Engagement awards and Merit Awards for public engagement has made the PER awards more visible, with HR promoting them, VC's awards now given out at graduation ceremonies and Merit Awards at a dedicated afternoon celebration event. The number of nominations has risen to 38 in 2019 from 12 in 2018.

8.3 Enhanced skills, knowledge, experience, confidence and networks for PER

More UoL staff and students have the skills, knowledge, contacts and confidence to engage wider publics with their work at university leading to public engagement, which is of better quality and more effectively evaluated, enhancing its benefit to publics, researchers and the university. This is reflected in the 2019 EDGE Tool survey (section 7.4.6) which showed a positive change in staff and student attitudes towards 'Learning' at Lincoln, with more respondents now rating the support as 'Gripping' rather than 'Developing' and 30% selected 'Embedding' in 2019 compared to 20% in 2018 (Figure 8).

8.3.1. Outcomes of new CPD course

The new CPD course helped colleagues develop knowledge, skills and confidence to carry out PER. Before/after feedback shows learning gain (Figures 7-11)
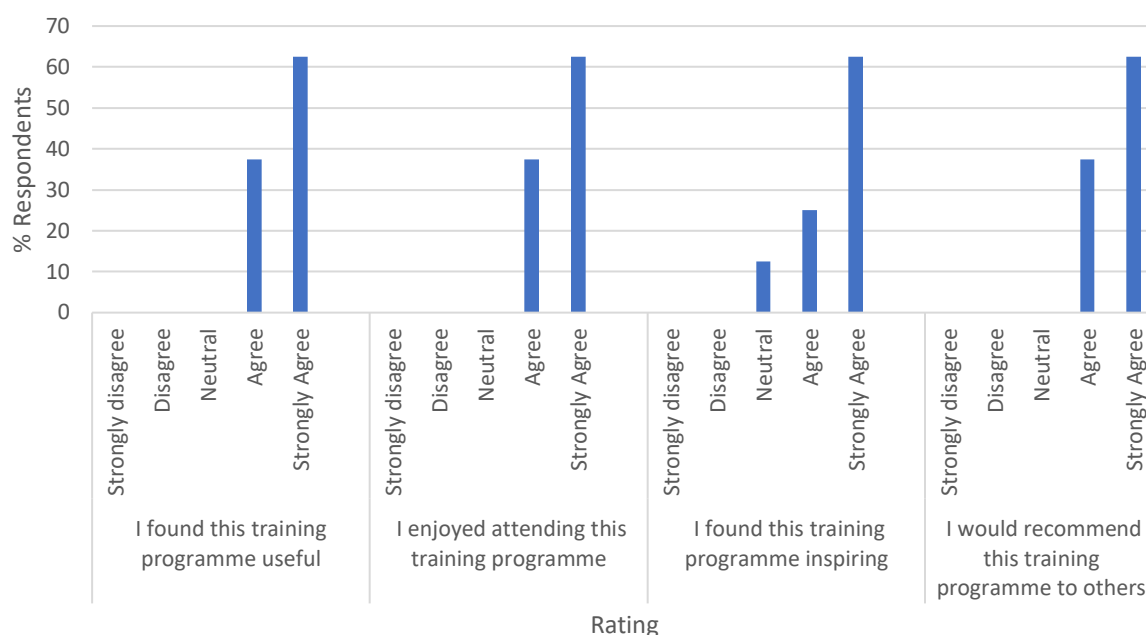
Figure 11: Feedback from the first PER CPD programme at the University of Lincoln.

The first CPD programme (May-June 2019) was attended by 8-12 trainees including staff and postgraduate students from across central departments and all four colleges with a core group of eight attendees each attending three or more sessions.

Feedback metrics (Figure 11) showed the course to be useful, enjoyable, inspiring and recommended to others. Before-and-after surveys conducted for each of the four episodes, showed clearly how positively each episode impacted on staff self-assessed competence in the key learning aims for the episode (Figure 11-15).

Free-text comments on feedback forms provided a flavour of what people enjoyed which will help inform and recruit to the course in subsequent years: "*It was great to be able to listen to excellent examples conducted by colleagues. It was also great to share the challenges and hurdles encountered and how to overcome or minimise these during Public Engagement Events*"; "*Great to share ideas and have discussions with a wide variety of colleagues from across the University. Excellent platform*"; "*The online delivery was particularly helpful and gave me time to think about what I need to achieve. For me, this thinking time was particularly important*"; "*I was pleasantly surprised to discover how much of my previous career experience was actually useful to the PE process and have developed both new skills and confidence in delivering PE in future*"; "*The ability to work through an idea from start to finish was invaluable - I now have a realistic, well-planned event to work towards*"

This confirms that attendees developed skills to plan, design, carry out and evaluate PER activities through the four sessions, and felt afterwards that they had the confidence and knowledge to carry out high quality PER. The main learning for the PEARL team to take forward is that attendees find open spaces within the session for discussion very helpful and would like more time built in for this.
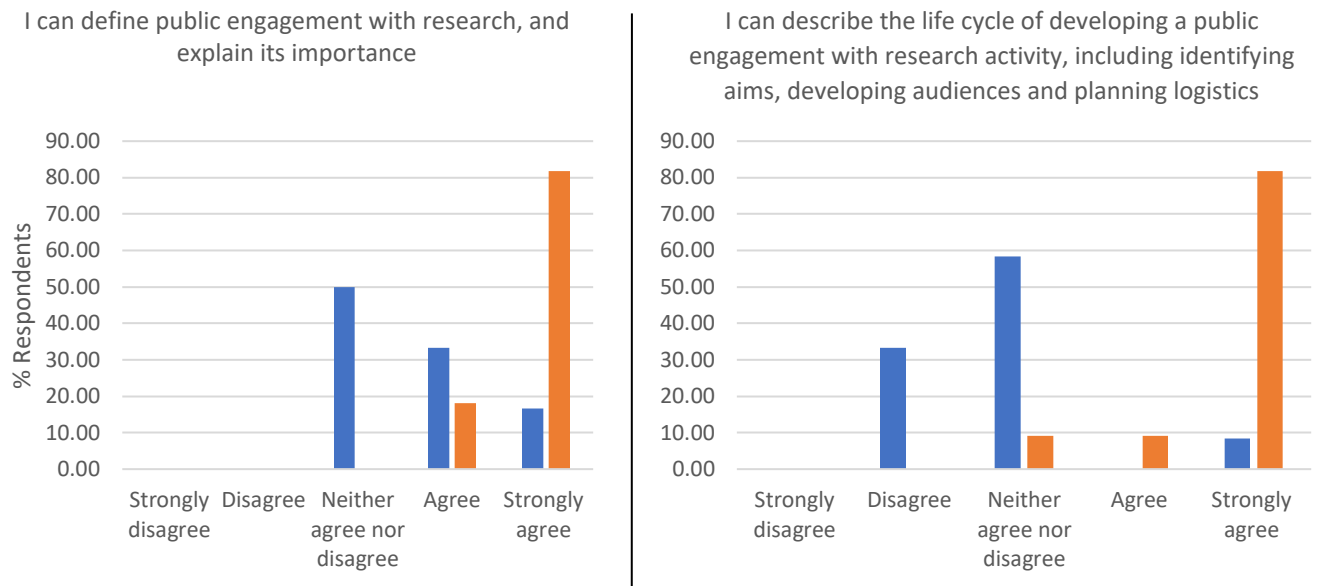
I can define public engagement with research, and explain its importance

I can describe the life cycle of developing a public engagement with research activity, including identifying aims, developing audiences and planning logistics

Figure 12: Evaluation CPD Episode 1: Introduction to Public Engagement with Research (blue = before, orange = after)

I can identify different groups of audiences and publics, and explore reasons for engaging with them

I can understand the principles of effective communication with different audiences

I can develop activities targeted towards different groups of people

I can identify a target audience for an activity engaging the public with my (or a colleague's) research and explain why this audience would want to be engaged
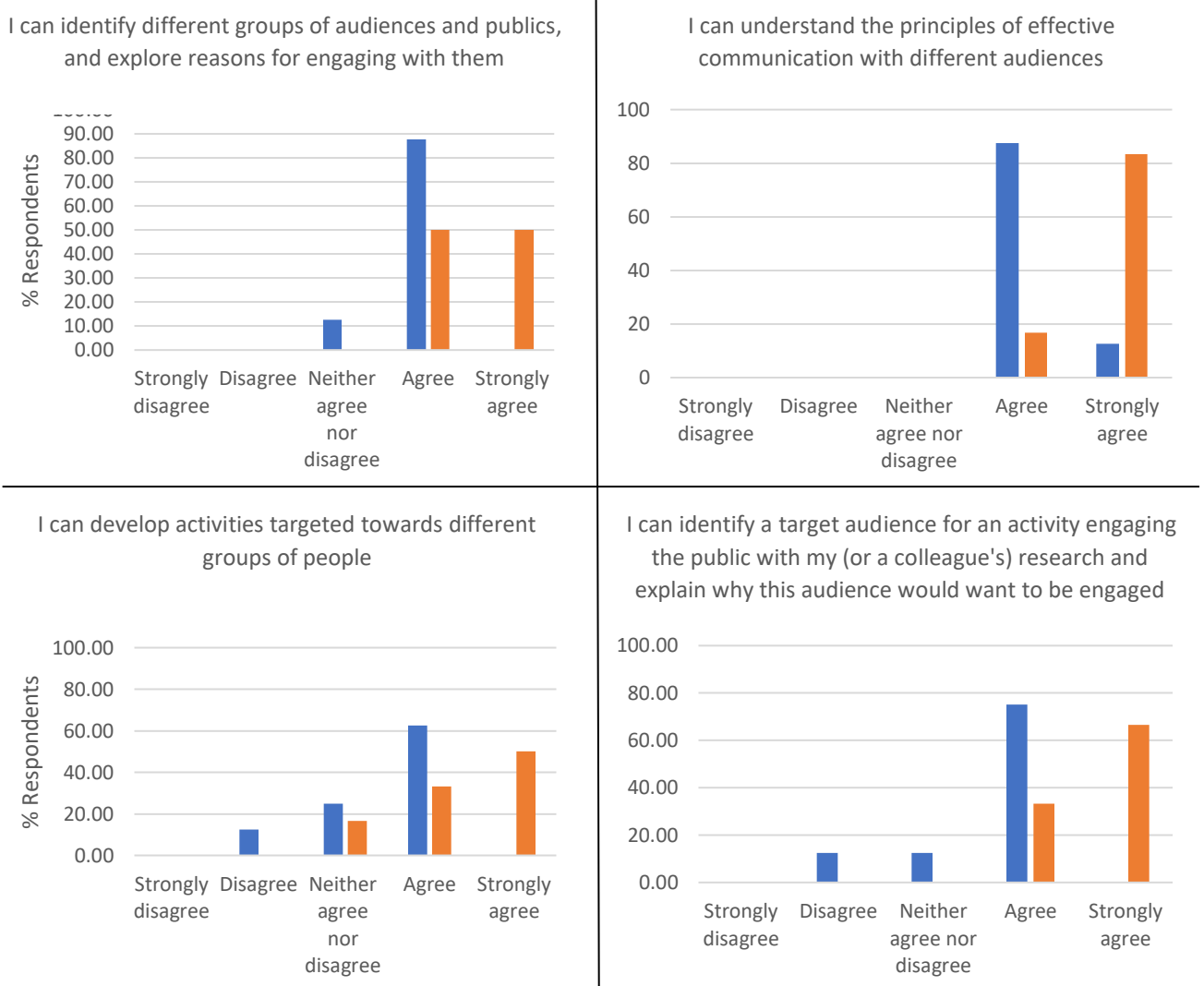

Figure 13: Evaluation CPD Episode 2: Audiences and Publics (blue = before, orange = after)
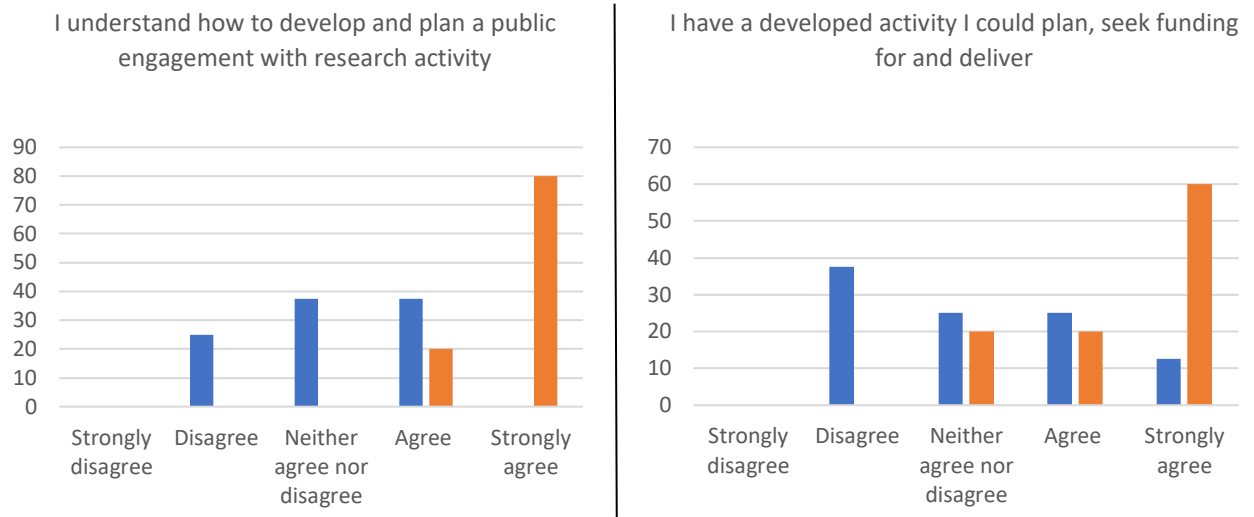
Figure 14: *Evaluation CPD Episode 3: Activity Planning (blue = before, orange = after)*
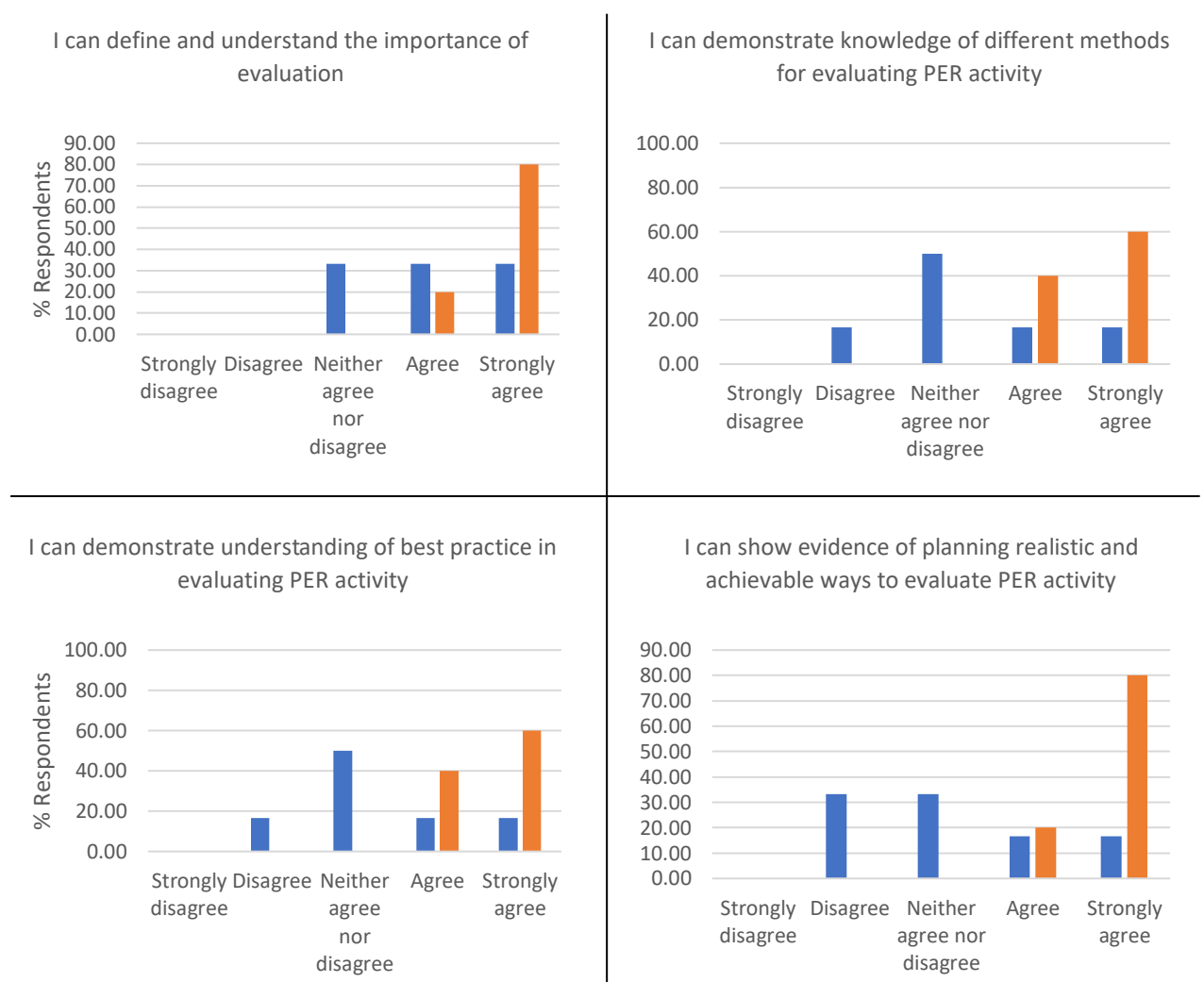

Figure 15: *Evaluation CPD Episode 4: Evaluating PER (blue = before, orange = after)*

8.2.3. Impact of new PER opportunities on experience, skills and confidence

New PER activity has given scores of UoL staff and students opportunities to gain experience that helps builds skills and confidence. PEARL grants that enabled researchers to gain experience of devising, running and evaluating their own new PER activities were particularly effective in building skills and confidence (Figure 16). Free-text comments included: *"This has been a great help in improving my confidence with public outreach events. The process has taught me a great deal about the process of organising outreach collaborations and has also helped me identify areas of potential difficulty that might need greater attention for future projects. The experience of running the event and feedback from collaborators and participants has been a great help for my own research."*
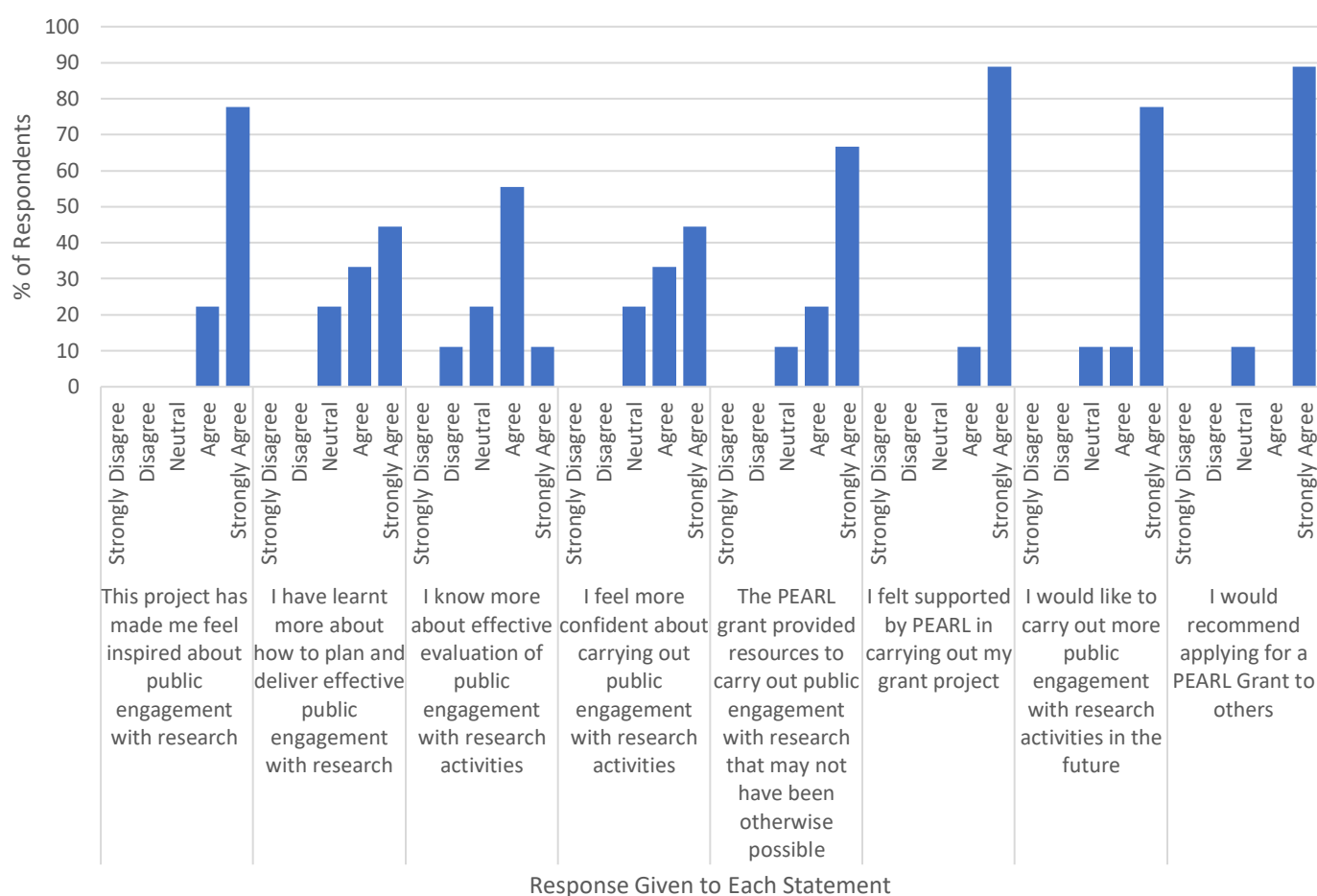

Figure 16: *PEARL 2018 Grant holder evaluations summary.*

Participating in large-scale initiatives has given researchers new opportunities to develop PER experience with support from other colleagues. For example, speakers at *Pint of Science* 2019 gave short talks with support available from organisers in developing talks with speakers commenting that the festival gave them *"confidence in delivering presentations, especially those in non-academic settings."* and *"some really interesting questions to think about."*

8.4   Improved and extended support for PER

The 2019 repeat of the EDGE Tool survey (section 7.4.6) showed respondents felt there was more support available for them to do PER in 2019 than there had been in 2017. In this category, the data show a decrease in the percentage of respondents selecting 'Developing' (39% to 33%) and 'Gripping' (31% to 24%) and an increase in those selecting Embedding (increasing from 21% to 30%) (Figure 8).

The PEARL Grant scheme received a larger number of applications in its second year (28 applications received compared to 20 in the first year) and in 2019 funded 11 new activities, interpreted as another indicator of the increased support for PER.

Appetite for attending the annual PEARL Conference, celebrating and showcasing PER, continued in 2019 with 80 delegates attending PEARL Conference 2019. 79% of those responding to evaluation forms would recommend attending the event to a colleague with 94% saying that that they would like to attend similar events in the future.

The PEARL team has provided support and advice to total of 19 PEARL grant-funded projects in 2017-19 and has also provided advice to academics from across the university in preparing grant applications, for PEARL grants and larger research grants.

8.5   More PER opportunities

There are now more opportunities for the public to engage with research at Lincoln through the PEARL grant scheme and participation in large-scale activity. The 2019 EDGE survey showed a small shift since 2017, with the average score for opportunities for **'Staff'** increasing from 2.48 out of 4 to 2.62 and opportunities for 'Public' to be involved increasing from 2.32 to 2.43 (Table 3, Section 7.4). Opportunities have included PEARL grant-funded activity and new participation in national PER initiatives.

8.5.1.   PEARL grant-funded activity

In Y2 11 PEARL Activity Grants were made, all offering new activities for people to engage with research. These include *Groundings,* an exhibition of artwork from a student project exploring the links between creativity and recovery, which showcased Addaction service users' artworks to the public, attended by 160 visitors. This publicly highlighted the links between creativity and recovery through short talks, a catalogue and interactive artwork which attracted BBC TV Look North to film a broadcast item on the exhibition and the impact of producing art on service users' self-esteem, recovery and creative abilities.

8.5.2.   Being Human Festival

In 2018 PEARL support an interactive Being Human festival exhibition *'Really? A Dig on a Council Estate*' in a shopping centre in Lincoln's High Street (see Section 7.5 for details). Feedback showed 96% reporting that the event had increased their awareness of research on the subject; 93% said it increased their understanding of the relevance of humanities research to their everyday lives and 100% saying it encouraged them to find out more about the subject. Free-text comments included '*It was good to get the whole community involved'* and another that the event was *'very important for inspiring the young!'*. The success of this event led to the University submitting a successful bid for Lincoln to be a hub for the festival in 2019, incorporating 13 events sharing humanities research with wider publics.

8.5.3. Café Scientifique

Café Scientifique is now taking place in Lincoln and Market Rasen, sharing research through informal talks with question and answers opportunities. 5 events have taken place in Market Rasen and 2 in Lincoln, with further events planned for 2019.

8.5.4 Pint of Science.

Pint of Science 2019 shared University research from across the sciences and social sciences with 296 attendees at 18 talks given by 20 researchers. 97% of responding attendees said they had learnt something new, with 84% feeling inspired to go away and find out more about the topics presented. Attendees found the experience enjoyable, accessible and interesting with comments including *"Really interesting to learn about antiviral/antibiotic drugs"* and *"Really accessible and easy to understand; a perfect introduction to this topic for everyone." The* success of the 2019 event led to an undertaking to continue to participate in in the initiative in helping to further increase PER opportunities at Lincoln.

8.6   A sustainable future for enhanced PER at Lincoln

Achieving a sustainable future for the enhanced level of PER at the University of Lincoln was one of the six aims for PEARL Y2 but is covered in Section 9 (below).

9. Sustainability

PEARL has had a significant impact at institutional level, by showing that a relatively modest expenditure can achieve a step-change in outputs which are of value to the University. This is evidenced by us having achieved a future for the enhanced level of support for and participation in PER which is as secure as can reasonably be expected in the current climate. This was always going to be a challenge in a non-research-intensive new university lacking deep pockets, but commitment to public benefit is deeply ingrained in the ethos of the University of Lincoln, and for this reason it was a realistic ambition to seek to achieve.

- A costed, evidence-based case for institutional continuation of the enhanced support for PER achieved by PEARL was submitted to Senior Leaders (Civic and Regional University Steering Group; Office of PVC for Research). The Senior Leadership Team have committed to fund a new PEARL manager post (full-time, Grade 7) with an annual budget (£10k, to cover PEARL grants, hold Steering Group meetings and produce *Discover* annually), guaranteed for 18 months in the first instance. This commitment will be reviewed after 2021, as the funding currently comes from QR which will be reallocated based on the outcomes of REF 2021.

- A Manifesto for PER at Lincoln has been approved by the Civic and Regional University Steering Group chaired by the Vice Chancellor. The Manifesto outlines the University's Principles, Aims and Strategic Framework for PER, supporting the university's formal strategic commitments to civic and regional engagement.

- An annual cycle of events has been embedded into the University as a timeline that takes place across the year including the PEARL Grant Scheme, Conference, Annual Report Call and Vice Chancellor's Awards. Protocols have been developed for these that are sustainable and efficient to run.

- In 2019, the Vice Chancellor's Awards for Public Engagement with Research have been bought into alignment with all other awards, embedding them in the University system with sustained funding and support leading to more promotion and celebration for the awards with presentations at the annual Merit and Achievement Award Ceremony, which took place in November, and Graduation Ceremonies in 2020.

- Large-scale activities initiated during the PEARL project will continue to offer platforms for researchers to share their work with wider publics and build an audience and awareness of PER in Lincoln, including Café Scientifique and Pint of Science. The success of Being Human in 2018 led to a successful application for Lincoln to be a hub for the Being Human Festival in 2019 with 13 activities organised by researchers engaging wider publics in humanities through a range of activities over a 10-day period in November 2019.

- The CPD programme developed with the University of Southampton will be run annually at both institutions, with interest from SLT at Lincoln that there might be demand for greater frequency or offering this externally. There is an intention to develop this course into a package including a workbook and trainer handbook that can made available to the wider HE sector.

- PER has been embedded into the Staff Appraisal Scheme for 2020. There are now PER Objectives within the Objective Libraries that support managers in setting and appraising objectives for staff in research, professional practice, teaching and professional services.

- Staff Profile Tabs for Public Engagement have now been embedded in the Staff Directory as a place to share, celebrate and log PER activity for people to connect with. This will have functionality to be collated to allow the identification of 1) where activity is taking place so we can connect it and invite contributions for the PEARL Conference and Annual Report 2) identify any university schools lack sufficient ICSs for REF and work with them to explore how PER might improve this.

- The PEARL Steering Group continues to advocate for and steer PEARL activity. The Steering Group voiced its support in PEARL's business case for continuation and contributed towards its development.

- The PEARL Activity Grants scheme is regularly leading to follow-on activity which sustains or extends the impact of the original grant. One example is *'Introduction to American Literature',* a book-group style activity developing critical literary skills, which was given a BAAS Public Engagement and Impact Award, led to a successful contribution to Being Human in 2019.

10.   Final Thoughts

PEARL has been very effective in supporting the University of Lincoln in its strategic commitment to 'to share university research with wider society, making it more accessible, relevant, valuable, visible, transparent and accountable' (Strategy for Civic Engagement 2019). It was very helpful that the Civic University Commission report was published during the lifetime of the PEARL project, which foregrounded public engagement as one way of meeting civic responsibilities. It was even more fortunate that the University of Lincoln VC was a Commission Trustee and author of the report, and strongly committed to signing the CU charter.

It has become apparent that the new PEARL initiatives have enabled people to go on 'PER journeys' - for example, a PEARL Conference speaker in 2018 who shared activities and top tips on taking research into unexpected places concluded the talk with a vision of bringing Pint of Science to Lincoln. This galvanised the creation of a team who organised the first Pint of Science at Lincoln, which in turn was recognised in the form of a Vice Chancellor's Award for Public Engagement with Research and team Merit Award. Activities which can bring people together on multiple occasions are important to developing a PER community where people can support and inspire one another to make the progression from initial idea to competed activity. This all helps enhance the range, quality and impact of public engagement with research at Lincoln.

Key Lessons Learned and Recommendations to the HEI sector from the PEARL project include:

- Create opportunities for recognising, sharing and celebrating PER – this creates a 'buzz' around PER, inspires new activity, shares best practice and creates community and collaboration.
- Be present as a sounding board to help encourage and shape ideas
- Understand your University's needs so you can direct initiatives towards what researchers want. Create relationships with colleagues doing (or interested in) PER so you can communicate relevant opportunities directly with them.
- Be serendipitous and flexible - respond to what comes up and support it if you can.
- As well as long-term goals, look for quick wins that create momentum and change in support quickly. Prioritise opportunities to develop support for PER so that the offering remains sustainable and effective.
- Bear sustainability in mind throughout – for example research and create effective processes from the outset, log these carefully, and then repeat the following year – it will save you a lot of time.
- Collect as much data as possible - on everything!
- Engage with PER teams and support across the HEI sector to collaborate, share resources, tackle challenges – this will save time, give new perspectives and help maintain your momentum.

11. Reflections from Senior Leadership

From your perspective, how has this SEE-PER funded work impacted your institution?

- As Deputy Vice Chancellor for Research and Innovation at the University of Lincoln and a member of the University's Senior Leadership Team responsible for creating and implementing the University's strategy, I am committed to ensuring the benefits of the University's increasingly strong research are shared with the wider public with opportunities created for people to get involved.

- As a relatively young HEI founded by local subscription, the University of Lincoln has always been strongly committed to its wider publics. The quality, range and value of the University's research has grown significantly over the last two decades: as this happens, it is important for us to ensure our communities can continue to engage with the full range of the university's activity, including its research. SEE-PER funding from 2017-19 has enabled the University to create a new unit, PEARL, to support public engagement with research (PER).

- Lincoln's SEE-PER bid proposed an ambitious suite of new initiatives aiming to achieve a step change in the organisation, visibility, reach and impact of public engagement. Over two years, PEARL has worked with researchers across all the university colleges and external organisations ranging in size and reach

from the National Coordinating Centre for Public Engagement (NCCPE) to local pubs, to build capacity for public engagement and support researchers (staff and students) carrying this out.

- Key achievements which have impacted our institution include:
  a. A strong online landing point has made public engagement with research at Lincoln visible and accessible, including a dynamic website accessed from our Research home page with information, resources and contacts for support, and lively social media including Twitter to promote activities and build a community of engaged researchers.
  b. Enhanced recognition for PER including staff appraisal and annual Vice Chancellor's awards, has significantly increased the numbers of staff and students developing experience of, satisfaction in, and commitment to, public engagement.
  c. Participation in new national programmes, such as 'Café Scientifique', 'Pint of Science' and 'Being Human', as well as myriad local or one-off initiatives has enhanced the reputation of the University both in wider society and across the HE sector.
  d. Improved information management and archiving is enabling the PEARL team and researchers to evaluate and record public engagement in ways which help senior leadership demonstrate the impact of our research, including for REF and under our commitment as signatories of the Civic University Charter and UKRI's Concordat for Engaging the Public With Research.

- Have any of the project team's initiatives or ways of working stood out to you, and if so what difference or contribution do you feel they have made?
  a. A particularly effective way of working initiated by the PEARL project has been the development of an annual cycle of PER-related activity which first excites interest in public engagement amongst researchers, then builds capacity for effective delivery, then ensures outcomes are identified, recorded and celebrated, which in turn continues the cycle by stimulating more interest. This 'PER pipeline' includes a showcase conference; open-door advice; small grants; CPD training; coordination of opportunities in 'portmanteau' festival-type initiatives for difference audiences; support with activity logistics, publicity and evaluation; appraisal and awards systems; and an annual report. This pipeline is enabling researchers to initiate public engagement that would not otherwise be possible, develop their ideas in ways and at scales that work best for them, ensure the outcomes are known and appreciated within and beyond the university, and in turn inspire others.
  b. PEARL's value to our research became particularly apparent in January 2019 when (due to the substantial increase in our funded research) the university was required for the first time to submit to audit under UKRI's 2018/19 Funding Assurance Programme. A large section in the self-assessment questionnaire focussed on Public Engagement with Research, which the initiatives introduced by PEARL enabled us to pass with high marks.
  c. The new Manifesto for Public Engagement with Research, developed by the PEARL team, is particularly useful as this includes a clear statement of the principles which underpin our commitment to public engagement and a strategic framework to help us deliver on these which includes aims, activity and outputs.

- What are your thoughts about the future for Public Engagement with Research at your institution, and its resourcing?
  a. Public engagement has long been valued by the University of Lincoln, but it is becoming increasingly important for civic universities faced with myriad challenges and opportunities in our 21st century world, recently explored by our Vice Chancellor developing the concept of the *Permeable University*. As the divides between universities and wider society shift, fragment,

dissolve and (perhaps) reform, researchers' capacity to engage effectively with wider publics will become not merely desirable but essential to ensuring universities and societies can thrive.

b. Public engagement is also vital to help build research capacity. Ensuring the university has sufficient experience and knowledge of public engagement to develop, where appropriate, effective pathways to impact for research will help ensure important research proposal gets funded, and here the advice that PEARL can offer is vital. At the other end of the research cycle, I am confident that the new systems introduced by PEARL for recording public engagement (via staff profiles and/or grant-funded project reporting) will enable us in the future to realise the potential of public engagement to support ever-stronger REF returns and demonstrate our benefit to society.

c. Funding is not easy in the current climate, but PEARL is extremely cost-effective and much of the initial development work required to introducing new initiatives has been completed, while the Manifesto provides a clear, verifiable plan to work to. The priority is now to sustain these new initiatives; hence the University of Lincoln has committed to continue funding core PEARL activities to the end of 2021 and we will do everything we can to support PEARL's development in this period and help ensure its continuation thereafter.

12. Talking Points

12.1   Culture Change: How has this UKRI funding enabled you to make a difference to your institution? What are the outcomes and impacts of your activities?

12.1.1. *PER staff feel more valued:*

People are now recognised for PER: with annual Vice Chancellor's Awards for Public Engagement with Research celebrated at the University's Merit and Achievement Award Ceremony. A repeated EDGE survey in 2019 showed that staff and students felt that the University's support for 'Recognition' had developed from 'Developing' (2) in 2017, to 'Gripping' (3) in 2019, on a 4-point rating scale suggesting people feel valued and recognised for the work they do in public engagement with research.

12.1.2. *PER is more visible*

Public engagement with research activities are more visible through a PEARL Website, social media, annual report, an annual Conference and participation in national large-scale events. Furthermore, 100% of PEARL 2019 conference attendees knew more about the range of public engagement with research after attending the event. Overall people are now more aware of the extent, quality and impact of PER at Lincoln.

12.1.3. *There are more opportunities to undertake PER*

There are more opportunities to carry out public engagement or be engaged with research at Lincoln: annually available grants fund 6+ new PER activities with individual projects engaging from four to 300+ attendees. PEARL annually supports large-scale initiatives as platforms for researchers to organise activities: for example, 13 organisers delivered Being Human activities in 2019, reaching 1000+ attendees.

12.1.4. PER at Lincoln has extended its reach

Public engagement from Lincoln has extended its reach. Feedback from an event promoting Pint of Science *'An Evening with An Astronaut'* in January 2019 showed that 66% of attendees had never before been to an event at the University.

12.1.5. Training and advice in PER is now available

People can develop skills for PER: An annual 4-part PER Training Programme develops understanding of PER and skills to communicate in, design, plan and evaluate PER, with feedback from one episode showing 100% of trainees said they were able plan a PER activity and 87% finding the training programme inspiring

12.1.6. A sustainable medium-term future has been secured

A sustained medium-term future for public engagement with research has been achieved through establishment of an annual timeline of support including awards, funding and networking events. These core PEARL activities along with a full-time role to support these are now funded by the University.

12.2. Challenges: What challenges did you face, and how did you try to address them?

12.2.1. Prioritising PER Support

At the University of Lincoln there is considerable demand for support (financial, advisory or in delivery) for PER from staff and students. In order not to overstretch PEARL team capacity, these must be prioritised so that the offering remains sustainable and effective. One way of addressing this is to offer initial support which is adjusted once an initiative is established. For example, Pint of Science 2019 at Lincoln took place successfully with advisory/logistical support from PEARL in 2019. Once the volunteer team had gained experienced from the first year, planning for the second year could proceed with PEARL acting in a more limited advisory capacity so that its support can be directed in new directions as seed-corn capacity-building investment.

This challenge can also be addressed by identifying a combination of 'quick wins' to focus on alongside longer-term challenges. For example, developing the PEARL Grant Scheme was a relatively quick win with example protocols and funding available, whilst gaining agreement and developing systems for PER to be embedded into Staff Profile tabs was a longer-term challenge. As such, initiating the grant scheme built momentum for new PER support early in the PEARL project, with embedding of the Profile Tabs being achieved further down the line.

Finally, always bear sustainability in mind when developing new initiatives; ensure processes are efficient and simple and documented so that responsibility for managing or undertaking these can be carried out by someone else if necessary. A need for this may arise due to staff changes, or because a new process had become ready to be integrated into wider institutional systems.

12.2.2. Sustaining Momentum

In the first year of PEARL a buzz of awareness around PER developed as new opportunities were released in quick succession such as nominating colleagues for awards, applying for a PEARL grant, booking tickets for the PEARL Conference etc. After these activities had taken place or were being developed 'behind the scenes' (e.g. the PEARL annual report), it was more difficult to sustain momentum.

In the second year the PEARL timeline was adjusted so that each initiative flowed chronologically into the next, spread out over the annual timeline. For example, the call for contributions for *Discover* is released in September, shortly before Being Human runs in November, with PEARL grant applications opening in January. Successful applicants can then be announced at the March Conference, which also sees the launch of the new issue of *Discover* along with presentations on the outcomes of the previous year's grant-funded projects. Plans for Pint of Science in May are also advertised, in the run up to which calls go out for Being Human contributions. The summer is when many grant-funded activities take place as researchers with teaching responsibilities have more time, providing a good source of news stories for the website and social media. This overall allows momentum to be sustained, and management of initiatives to become more sustainable.

12.3.   Success: What were your main successes? How have these been achieved?

12.3.1. PEARL supports the University in delivering on its strategic commitment to Civic Engagement:

Through the platform of provision for public engagement it has developed including providing training, funding, support, reward and recognition mechanisms and boosting visibility of the activity that takes place through a website, annual report and conference.

12.3.2. A community for public engagement with research at Lincoln:

This now exists and has been achieved through a combination of initiatives supporting PER activity. Opportunities bring people together on a regular basis to engage with PEARL support including; training, an annual conference and support for carrying out large-scale PER events such as Pint of Science, resulting in the development of a core community who feel support and motivated in engaging people with research.

12.3.3. Institutional Continuation Funding for PEARL:

This has been confirmed to fund a full-time PEARL Project Manager role and core PEARL activity, enabling the momentum gained through the PEARL core activities to continue, further embedding and developing opportunities for PER at Lincoln. This was achieved through submission of a business case with compelling evidence for contribution of PEARL initiatives to PER and therefore wider publics and the University, developed with the support of the PEARL Steering Group.

12.3.4. The University of Lincoln rewards, recognises and resources public engagement with research:

Staff and students now feel valued and recognised for their work in engaging people with research through annual Vice Chancellor's Awards for Public Engagement with Research recognising excellence in PER; an annual report and PEARL Conference celebrating the extent and range of PER activities taking place at Lincoln and inclusion of PER objectives in the staff appraisal system.

12.3.5. Public engagement with research at Lincoln is more visible:

This has been achieved through the organisation of national, large-scale PER events and festivals at Lincoln; an annual cycle of PEARL activity that showcases and celebrates public engagement with research, including an annual report and PEARL conference; and establishment of a PEARL website and social media with regular updates.

13. Appendices

APPENDIX 1: Survey 1 - Staff & student opinions regarding current provision of Public Engagement with Research (PER) at the university

Q1 Mission: how well does the University of Lincoln create a shared understanding of the purpose, value, meaning and role of public engagement to staff and students and embed this in its strategy and mission? (can only select one answer)

- **Embryonic:** There is little or no reference to public engagement in the organisational mission or in other institution-wide strategies
- **Developing:** Public engagement is referenced sporadically within the institutional mission documents and strategies, but is not considered a priority area
- **Gripping:** Public engagement is clearly referenced within the institutional mission and strategies and the institution is developing an institution-wide strategic approach
- **Embedded:** Public engagement is prioritised in the institution's official mission and in other key strategies, with success indicators identified. It is a key consideration in strategic developments in the institution

Q2: Leadership: How does University of Lincoln leadership support public engagement champions across the organisation? (can only select one answer)

E: Few (if any) of the most influential leaders in the institution serve as champions for public engagement
D: Some of the institution's senior team act as informal champions for public engagement
G: Some of the institution's senior team act as formal champions for public engagement
E: The VC acts as a champion for public engagement and a senior leader takes formal responsibility. All senior leaders have an understanding of the importance and value of public engagement to the institution's agenda

Q3: Communication: How well does the University of Lincoln communicate consistent, clear messages to validate, support and celebrate public engagement with research, and ensure open and two-way communication with members of the public and community organisations? (can only select one answer)

E: The institution's commitment to public engagement is rarely if ever featured in internal or external communications.
D: Public engagement occasionally features in internal and external communications.
G: Public engagement frequently features in internal communications, but rarely as a high profile item or with an emphasis on its strategic importance.
E: Public engagement appears prominently in the institution's internal communications; its strategic importance is highlighted, and resources and strategic support have been allocated to sustain this next stage.

Q4 Support: How well does the University of Lincoln co-ordinate delivery of public engagement to maximise efficiency, target support, improve quality, foster innovation, join up thinking and monitor involvement and impact? (can only select one answer)

E: There is no attempt to co-ordinate public engagement activity or to network learning and expertise across the institution.
D: There are some informal attempts being made to co-ordinate public engagement activities, but there is no strategic plan for this work. Some self-forming networks exist, not supported by the institution.
G: Oversight and co-ordination of public engagement has been formally allocated (e.g. to a working group or committee) but there is minimal support and resource to invest in activity.
E: The institution has a strategic plan to focus its co-ordination, a body/ies with formal responsibility for oversight of this plan, and resources available to assist the embedding of public engagement. There are a number of recognised and supported networks.

Q5 Learning: What opportunities does the University of Lincoln provide for learning and reflection and to provide support for continuing professional development and training for public engagement with research? (can only select one answer)

E: There is little or no opportunity for staff or students to access professional development to develop their skills & knowledge of public engagement.
D: There are some opportunities for staff or students to access professional development and training in public engagement, but no formal or systematic support.
G: There are some formal opportunities for staff or students to access professional development and training in public engagement.
E: Staff and students are encouraged and supported in accessing professional development, training and informal learning to develop their skills and knowledge of engagement.

Q6 Recognition: How does the University of Lincoln recognise and reward public engagement within recruitment, promotion, workload plans and performance reviews, and celebrate success with awards or prizes? (can only select one answer)

E: Staff are not formally rewarded or recognised for their public engagement activities.
D: Some departments recognise and reward public engagement activity on an ad hoc basis.
G: The university is working towards an institution-wide policy for recognising and rewarding public engagement activity.
E: The university has reviewed its processes, and developed a policy to ensure public engagement is rewarded & recognised in formal and informal ways

Q7 Staff: Do all staff – in academic and support roles – have opportunities to get involved in public engagement in informal and formal ways? (can only select one answer)

E: Few if any opportunities exist for staff to get involved in public engagement, either informally or as part of their formal duties
D: There are opportunities for staff in a handful of faculties or departments to get involved in public engagement, either informally or as part of their formal duties
G: There are structured opportunities for many staff members to get involved in public engagement; but not in all faculties or departments. There is a drive to expand opportunities to all
E: All staff have the opportunity to get involved in public engagement, either informally or as part of their formal duties, and are encouraged and supported to do so

Q8 Students: Does the University of Lincoln proactively include and involve students in shaping the mission and in the delivery of the public engagement strategy, and maximise opportunities for their involvement? (can only select one answer)

E: Few opportunities exist for students to get involved in public engagement, either informally, through volunteering programmes, or as part of the formal curriculum.
D: There are opportunities for students to get involved, but there is no co-ordinated approach to promoting and supporting these opportunities across the institution.
G: Many (but not all) students have the opportunity to get involved in public engagement and are encouraged and supported to do so. There is a drive to expand opportunities to all
E: All students have the opportunity to get involved in public engagement, and are encouraged and supported to do so. The institution offers both formal and informal ways to recognize and reward their involvement

Q9 Public: Does the University of Lincoln invest in people, processes and infrastructure to support and nurture the involvement of individuals and organisations external to the university? (can only select one answer)

E: Little or no attempt has been made to assess community need, or to support 'non traditional' groups in engaging with the institution.
D: Some attempt has been made to analyse community need and interest; and to begin to tackle access issues to open up the institution and its activities to the public.
G: The institution has committed resources to assessing community need and interests, and to using this insight and feedback to inform its strategy and plans
E: The institution has assessed need & committed resources to supporting a wide range of groups to access its facilities and activities, and to systematically seek their feedback and involvement

Q10 About you: What is your role at the University of Lincoln? (select all that apply to you)

1. Academic - research
2. Academic - teaching
3. Professor
4. Administrative and professional support
5. Student - undergraduate
6. Student - post-graduate

Q11 What school, college or department are you in? (open-ended)

Q12 (Optional) If you would like to complete a more detailed follow-up survey about your experience of, or interest in, public engagement at Lincoln, please enter your email address below, or email Professor Carenza Lewis at clewis@lincoln.ac.uk with subject line 'PEARL follow-up survey'.

Survey 3 Summary Report - external survey eliciting publics' attitudes to, and interest in, PER at Lincoln.

PEARL Survey 3 investigated attitudes and interests to PER in wider publics in order to better understand what **topics** people would like to be involved in, **how** they would like to get involved and what might stop them.

The survey was developed based on the 'Our Lincolnshire: Understanding Public Engagement with Heritage' run by PEARL PI as part of research into public attitudes to and engagement with heritage in Lincolnshire and reviewed by the PEARL Steering Group and Lincolnshire County Council Community Engagement - Community of Practice before being re-developed and released through local interest groups, media (e.g. Lincolnshire Echo – see article here).

A summary of insights from this survey, completed by 153 respondents, are highlighted below.

The survey showed that 99% of respondents felt that it is important for the public to be given opportunities to engage with research however only 34% had been to an event at the University previously. The most frequent formats of events that had been attended were a '**Talk'** (**40%** of respondents who had attended previously), **13% had taken part in research**, whilst **10%** had attended an exhibition (Figure A.1).
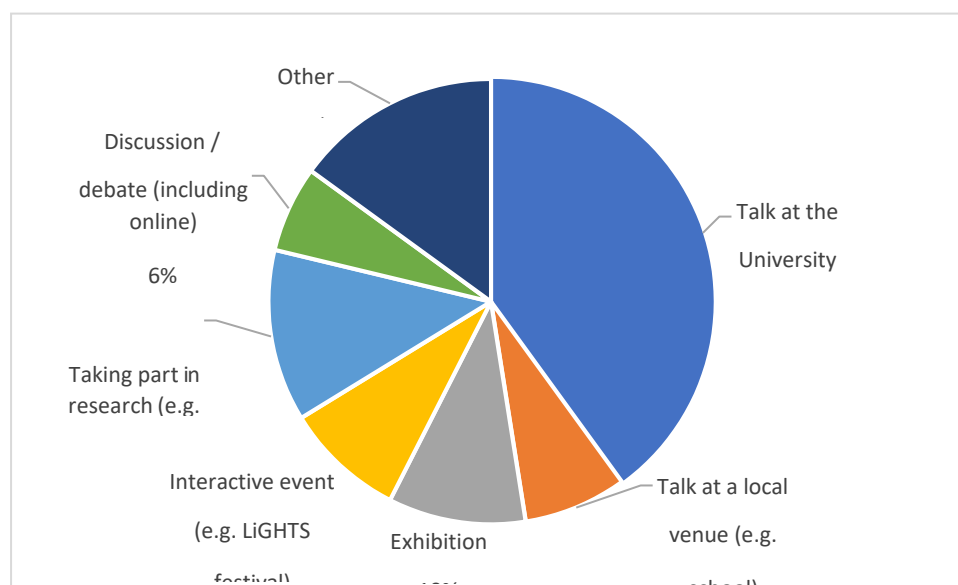

Figure A.1: What type of activity/activities where they? *Respondents could select as many answers as they wished.*

The most popular reason for attending was because the activity had **relevance or benefit** to the attendee (e.g. interest, learning, new skill, related to hobby) (**38%**) followed by the activity being of **no cost** to attend **(16%)**; **proximity** of the event to their home (**13%**); followed by **knowing someone else** who was attending **(10%)** (see Figure A.2). Respondents rated the overall experiences of activities they have attended at Lincoln very highly, with 62% giving the activity at the highest rating (Figure A.3).
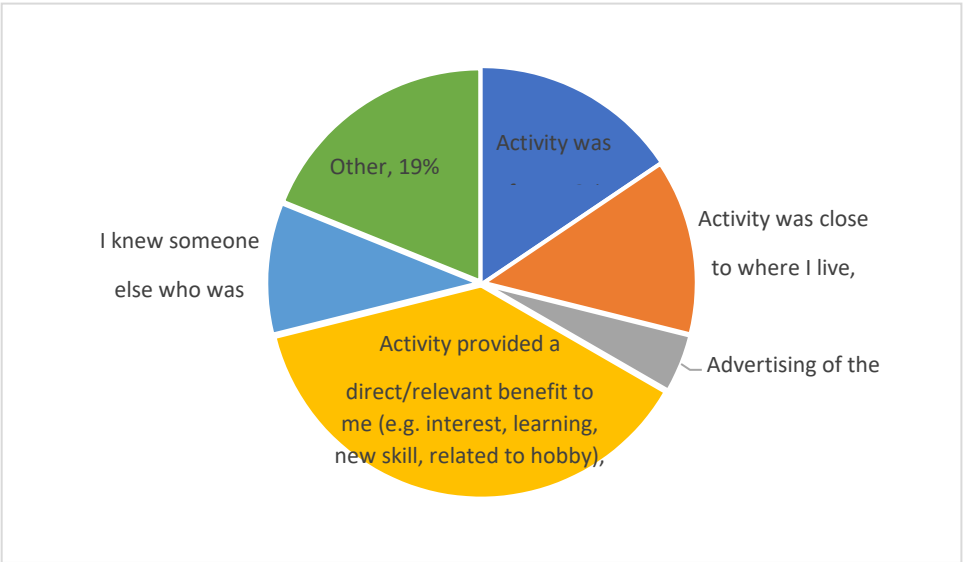
Figure A.2: What made you want to attend the event? *Respondents could select as many answers as they wished.*
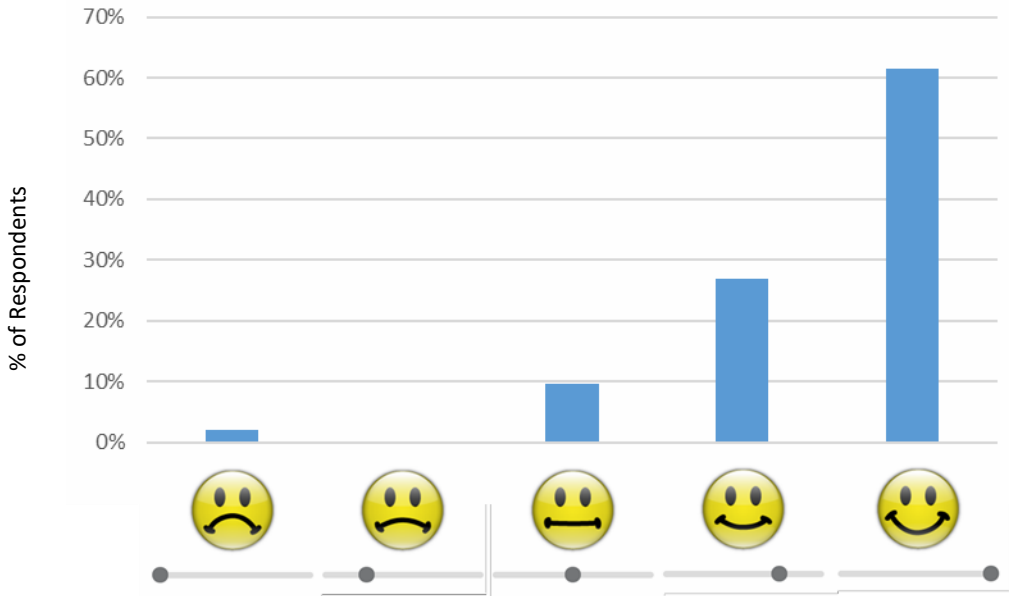

Figure A.3: What was your overall opinion of the activity/activities?

Respondents could move a slider to indicated on an emoticon icon what they thought, with 5 options available to select from.

The most commonly selected reasons as to why respondents feel it is important for people to engage with research is to know more about **current issues to help people form opinions or bring about change (31%)**; to **learn something new (26%)** and to find out more about **what** research takes place at the University **(19%)** (see Figure A.4).
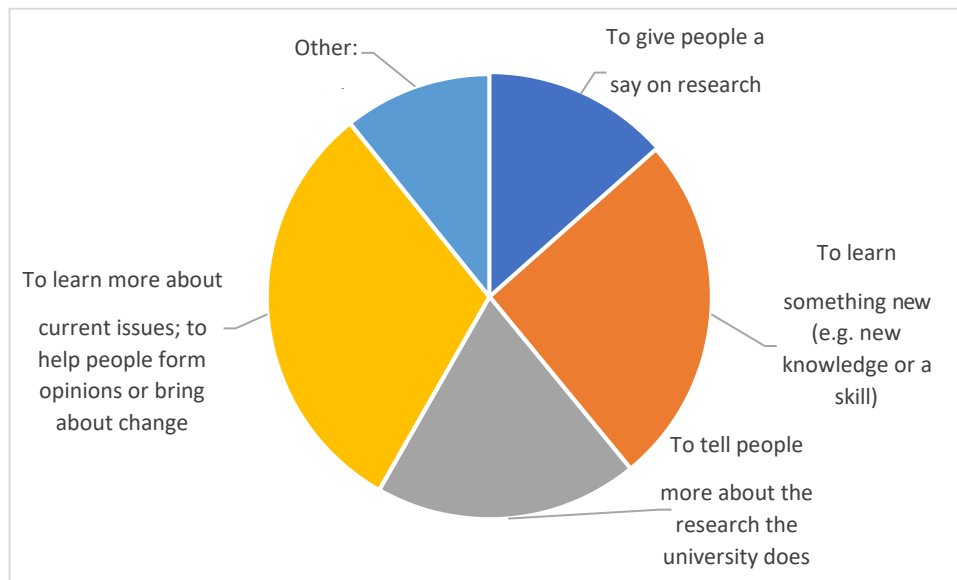

Figure A.4: Why do you think it is important the public are given opportunities to engage with research? *Respondents could select all that applied.*

Where respondents selected 'other' they could offer additional free-text reasons in response to the above question '**Why do you think it is important the public are given opportunities to engage with research?'** These have been categorised as follows:

- For the efficacy of research
- In some areas the public are essential as data points, and therefore should be included to ensure a broad and representative sample of data is collected
- Democratising knowledge, learning and research.
- Education: of the young; lifelong education; for supporting learning, increased understanding of the research topic, dispel myths
- Develop new skills
- Build confidence
- To inspire people
- For the university to be linked to the community and involved in local issues
- To keep university research realistic and relevant
- Because Universities are publicly funded and so the public should know about it
- To broaden the researcher's outlook
- To help shape university research agendas as part of a wider strategic programme of delivery
- To dispel misconceptions about research.

The next section of the questionnaire looked at what topics people are interested in, how they would like to get involved with these and what would encourage or put them off engaging. The most popular activity that respondents would like ore of was '**Face-face activity' (selected by 28% of respondents)** followed by **'Online Activity' (24%)**, **interactive activities (e.g. exhibitions) (19%)** and **participation in research (15%)** (see Figure A.5).
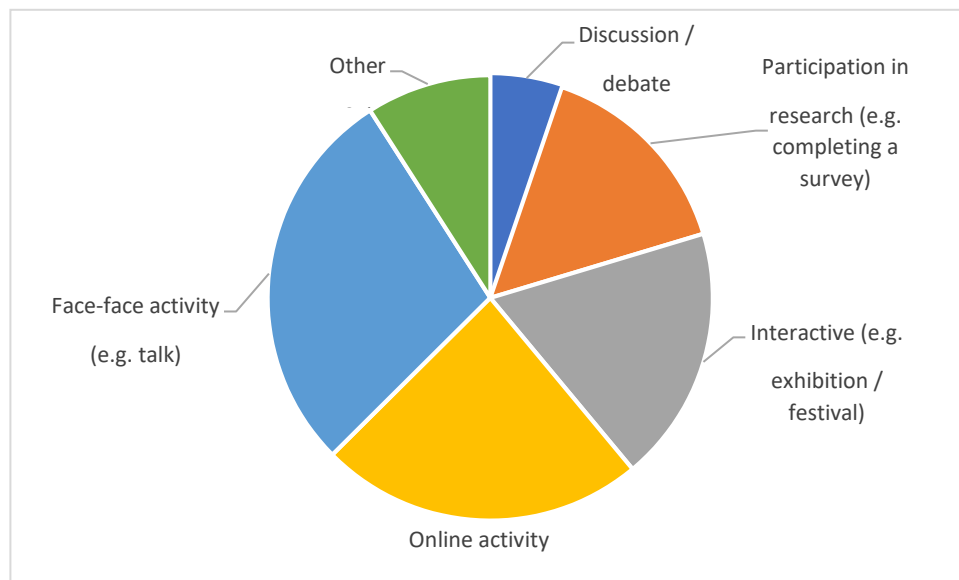

Figure A.5: What kind of activity/activities would you most want to get involved with? *Respondents could select all that were applicable.*

What to engage with – topics of interest: Respondents were interested in all the categories of subjects listed. The most popular topics that respondents selected were **'History/Heritage' (selected by 16% of respondents)**; '**Health' (10% of respondents), 'Living World / Plants / Wildlife' (9%), 'Physical World/Climate/Geology' (7%), Education (6%), Art/Design (6%), Politics (6%) (see Figure A.6).**
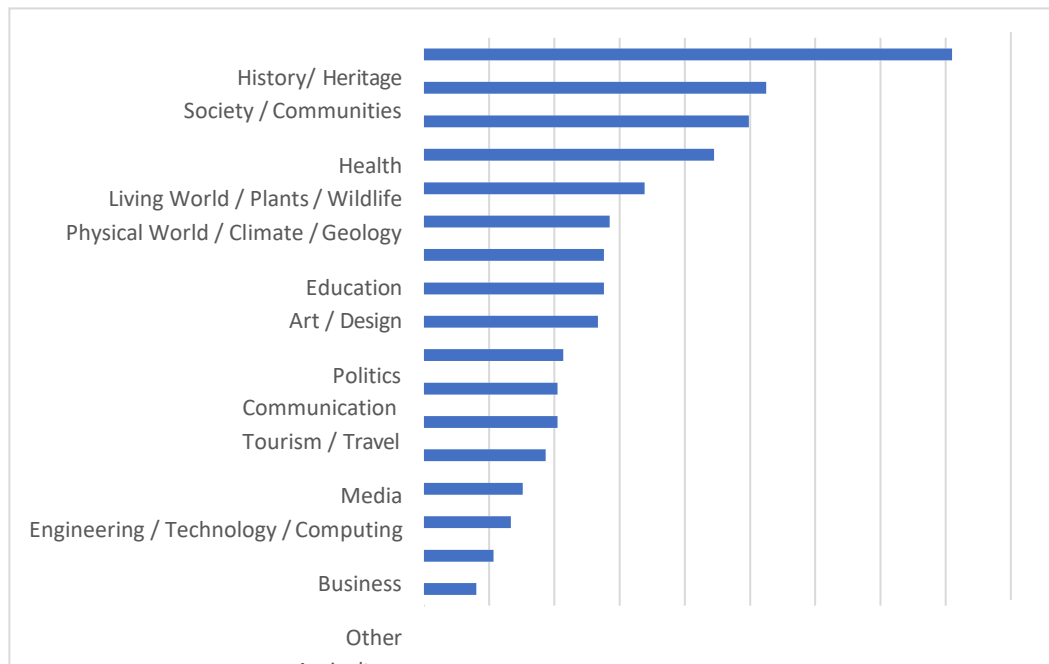

Figure A.6: What subject areas are you most interested in? *Respondents could select all that were applicable.*

Why engage? Aims of engagement (for audiences): The most popular reason for being involved with research was because people would **'like to gain knowledge; learn about something new' (30%); be inspired to try something new (e.g. a new hobby) (16%); benefit by health or wellbeing (13%); learn a new skill (12%) or be involved with something that might cause a change in their habits (12%)** (see Figure A.7).
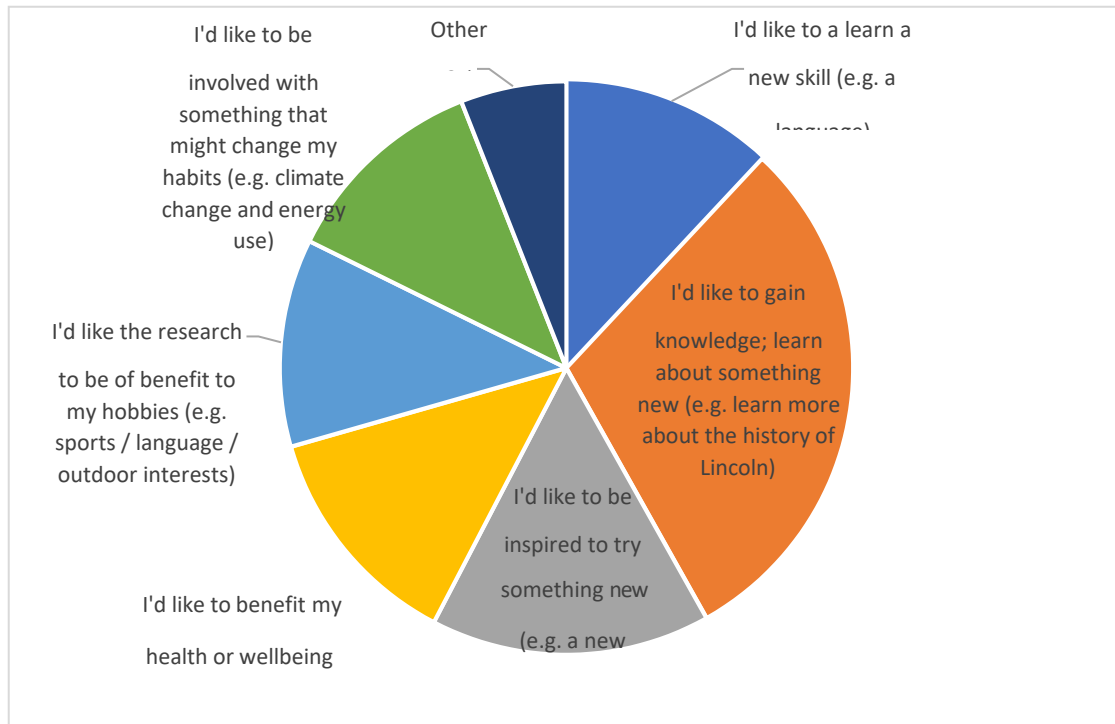

Figure A.7: What would you like to get out of involvement in research?

Respondents could select all that were applicable.

Why NOT engage? Respondents were asked what might put them off getting involved with University activities. Responses and occurring themes were categorised as follows:

- Cost
- Feeling uncomfortable, unwelcome, excluded (e.g. feeling patronised, being bossed around)
- Being 'used' for research
- Time of day
- Distance
- Accessibility
- Parking
- Childcare
- Time pressures
- Poor communication e.g. too much information, unclear expectations, too many emails afterwards
- Short notice
- Participating in public
- Activities that are not meaningful
- Format of activity
- Activity management

Being aware of the activity taking place: Respondents were asked how easy it is to find out about the activity taking place at Lincoln (Figure A.7) and what the best way for them to find out would be (Figure A.8). The feedback was that it is not easy to find out what is going at Lincoln to engage with, as a member of the public, with 65% of respondents rating the ease in the lowest two categories (Figure A.7).
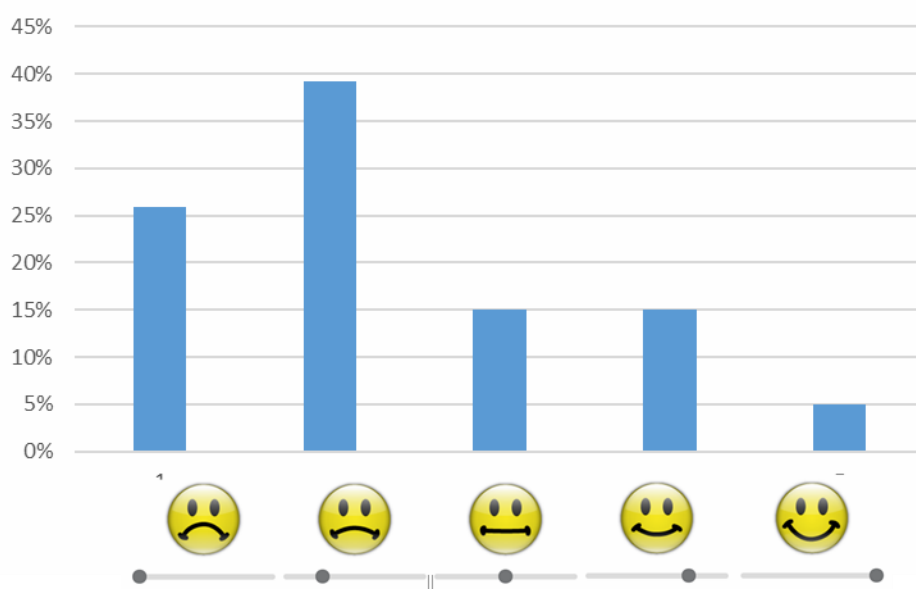

Figure A.7: How easy is it to find out about activities at the University of Lincoln which are open to the public? *Respondents could move a slider to indicated on an emoticon icon what they thought, with 5 options available to select from.*

Finally, respondents indicated what they thought the best way of advertising events to members of the public was (Figure A.8). Respondents indicated the best way to do this **was 'Social Media(24%) followed by 'Email' (20%), 'University Website' (16%) and 'Newsletter' (14%).**

Expanding on this in space for free-text comments, categories of additional suggestions can be summarised as follows:

- Carry out more social media
- Send out more emails or have more specific/easier to access mailing lists
- Have a more easily penetrable website
- Make it more obvious who activities are for (i.e. not just for internal staff/students)
- Have one comprehensive list of everything that's going on - electronic news feed or newsletter
- Ensure promotion is early enough
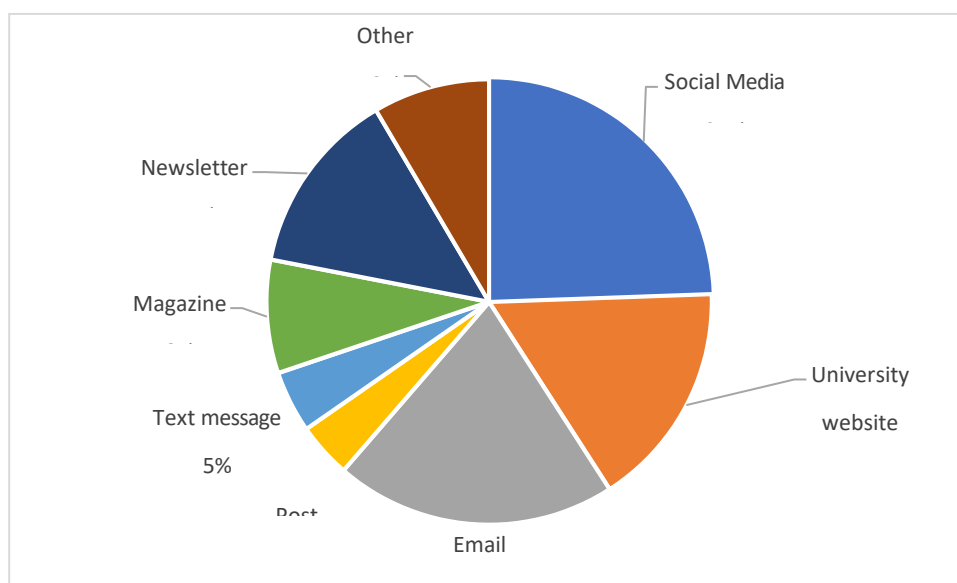- Have a focussed outreach Comms person

Figure A.8: What do you think is the best way(s) for the University to advertise activities to the public?
Respondents could select all they felt applied.

Posted on 6 February, 2019 in Blog

University of Lincoln's 'Really? A Dig On A Council Estate'

By Professor Carenza Lewis, professor for the Public Understanding of Research at the University of Lincoln

Carenza Lewis, from the University of Lincoln, gives us the inside scoop on how she planned her fantastic event which engrossed local shoppers with archaeology. Find out why location is crucial to the success of a public engagement activity and how to make great things happen on a small budget. This event was part of the Being Human Open Call pathway.

Tell us a bit about your event. What did you want to achieve?

'Really? A Dig on a Council Estate' was a one-day hands-on exhibition presenting our research, which explored the development and use of a post-war council estate through archaeological excavations carried out by today's estate residents. Held in a shopping centre, it included a wide range of posters, artefacts, activities, games and surveys, each exploring our research in a different way.

Our goal was to make members of the wider public as interested and excited about the topic as we are. We wanted visitors to enjoy learning something new and leave feeling intrigued by how important finds of children's rubbish had been to advancing knowledge. We also wanted to see how well our new ideas for 'guerrilla engagement' (using unexpected opportunities and unusual methods to attract people's attention) would work!

Who was your target audience and how did you go about reaching them? What was the audience's experience of the event?

We wanted to reach local people of all ages and backgrounds. To do so we used Waterside Shopping Centre as our venue, which enabled us to reach out to wider publics who might not intentionally visit an exhibition/educational event.

The feedback we received from attendees was 99% positive with 96% reporting that the event had increased their awareness of research on the subject and 93% said it increased their understanding of the relevance of humanities research to our everyday lives. All those that filled in feedback forms said it had encouraged them to find out more about the subjects covered. We received some lovely comments, with one saying that 'It was good to get the whole community involved' and another stating that the event was 'very important for inspiring the young!'

A key part of our event was to make the experience fun, which seemed to have been appreciated by attendees. We received positive feedback on including a game of bingo (using images from the dig) as part of the event and another explained 'I enjoyed the digging for the marble on the excellent large board showing where the digs had been'.

What worked particularly well in the planning, design and delivery of your events? Did you face any challenges?

It was incredibly satisfying to see people of all ages enjoying learning new things so much, and how entranced they were by the research methods and findings. The exhibition worked really

well in attracting and sustaining the focussed attention of a wide range of visitors, most of whom hadn't intended to visit an educational activity. The shopping centre location brought people in, the stand's high visibility attracted their attention.

In particular, activities engrossing younger children for sustained periods enabled carers to linger, look at finds and talk to volunteers about the research. Giving out A5 copies of the information panels also helped ensure people had a record of what they'd seen.

Designing the exhibition and developing the event materials did take more time and effort than we'd anticipated and funding limitations meant we had to think creatively and call in favours. On the day the stand was also very busy, which meant volunteers sometimes couldn't give all visitors enough personal attention. We could have done with more seating around the stand due to its popularity.

What was your motivation for getting involved in Being Human?

We took part in Being Human because we wanted to promote the University of Lincoln's research to new audiences and to develop new resources. Being part of a national research festival raised the status of the event, the university and the city in the perception of visitors. Being involved in the festival's London launch event also helped promote the research amongst launch attendees and their networks. In addition, we were interviewed for the BBC Radio 3's 'Free Thinking' programme based around the festival, which allowed us to share our research to yet another group of people.

Do you have any top tips or lessons learned for future Being Human event organisers?

1. Think about your target audience and include appropriate activities.
2. Make it fun, even when the subject is serious – our sandpit, the table-top finds-hunt and bingo all facilitated 'stealth learning' where people found about research into social housing without having to consciously commit to formal learning.
3. Elements of chance and reward are popular – awarding chocolate brownies to visitors who correctly guessed where on the estate child-related finds had been made encouraged people to pay close attention to explanations about the research.

This project was part of Being Human's 2018 Open Call pathway. To be part of 2019 festival and submit an event for the Open Call please visit our 'apply now' page.

Public Engagement with Research at the University of Lincol

Manifesto and Strategic Framework

1. Introduction

PUBLIC ENGAGEMENT SHARES UNIVERSITY RESEARCH WITH WIDER SOCIETY, AIMING to **benefit wider society** by informing, inspiring, involving and enriching people and places, and to **benefit universities** by making their activity more relevant, innovative, transparent and accountable. Public engagement encompasses **myriad forms of multi-directional interaction**, can be undertaken by **any staff and students**, and may **take place anywhere**, in university campuses or elsewhere: indoors, outdoors, on site, on air or online.

The University of Lincoln is *a dynamic, outward-looking institution conducting purposeful research at scales from local to global. Committed to service and* proud of *our status as a* signatory of the **UKRI Concordat for Engaging the Public with Research** and the **NCCPE manifesto for Public Engagement,** *we see sharing discovery and learning with wider society* as central *to our mission.* As *an institution established by our regional community through public subscription* and a signatory of the **Civic University Agreement**, we recognise our particular responsibility to our local and regional communities.

This manifesto is underpinned by a **Strategic Framework** which sustainably embeds effective public engagement in the university's core business, building on the experience and outcomes of two years of **RCUK/UKRI** funding for strategic enhancement of public engagement at the University of Lincoln**.**

2. Our guiding principles

We believe that our research should engage with wider publics because this **benefits society** in diverse ways, including through capacity building and place making, while also advancing the **university's core aims** of delivering a great student experience, graduate success, impactful research, strong partnerships and dynamic engaged people. Our public engagement Manifesto commitments are underpinned by the principles that our public engagement with research must:

2.1. Be beneficial:

The university should benefit wider society through generating opportunities to engage effectively with the aims, processes and outcomes of research in ways which inform, involve, enrich, upskill and inspire.

2.2 Be known:
The university should ensure that its public engagement, and its commitment to public engagement, is known, understood and appreciated internally and externally across its local and regional place.

2.3 Be ambitious:
The university should continuously strive to build its capacity for devising, diversifying and delivering public engagement which is both effective and innovative, in the present and for the future.

2.4 Be supportive:

The University should provide resources and systems which support public engagement activities and recognise appropriately the achievements of staff and students involved in public engagement.

2.5 Be reflective:

The University should know its publics and its locale, and understand the impact of its public engagement, monitoring and evaluating its outcomes and sharing this learning.

3 *Our aims*

Our public engagement aims to benefit wider society, researchers, research and the university.

3.1 *To benefit wider society*

We recognise that society benefits in many ways from public engagement with research, and so aim to maximise the range and scope of our engagement and its reach to our civic audiences in our city and region as well as others beyond; supporting communities, education, economic development, culture, heritage, health, wellbeing and citizenship. Beneficiaries will include individuals, communities, community groups, local societies, special interest groups, support groups, charities and other third sector organisations, schools and colleges, businesses, institutions and many more. We aim to engage wider society with our research in ways which:

3.1.1   Exchange knowledge – sharing knowledge, ideas and understanding of research processes and outcomes; democratising the research experience through co-design, co-production and participation.
3.1.2   Enhance well-being – offering new life experiences; changing perspectives; influencing behaviour.
3.1.3   Build social capital – extending networks; creating new networks; heightening appetite for learning.
3.1.4   Build personal resilience / social justice – boosting self-esteem; extending network; diversifying life experience; widening horizons; achieving personal goals.
3.1.5   Build economic capacity / resilience – instilling new skills; raising aspirations; boosting confidence; offering volunteering opportunities.
3.1.6   Support local place-making – increasing availability of informal learning opportunities; diversifying leisure opportunities; changing perceptions of place; building better places.
3.1.7   Underpin civil society – developing discussion skills; extending debating experience; enabling informed decision-making and democratic participation.

3.2 *To benefit researchers (including students as researchers) and research*

We recognise that people within the university who are able to offer and/or benefit from delivering or supporting public engagement include research staff and students, at all stages of their careers, and in all disciplines, as well as staff providing professional services across the university. We aim for our public engagement to benefit research and researchers by:

3.2.1   Improving quality and range of research impact, increasing number and quality of REF impact case studies
3.2.2   Increasing public awareness of research processes and outcomes and support for research activity,
3.2.3   Engaging new research partners – including participants and collaborators beyond the university
3.2.4   Diversifying academic perspectives - through exploring their work with different audiences, understanding its impact, understanding their audiences.
3.2.5   Developing transferable skills in researchers - such as communication, project management, partnerships
3.2.6   Building self-esteem as researchers' work is more widely recognised and appreciated,
3.2.7   Boosting life/work satisfaction from fulfilling moral obligations to share research with wider publics.

3.3 *To benefit the university*

We recognise that engaging wider society effectively with the aims, processes and outcomes of research benefits universities in many ways. We aim for our public engagement to benefit *the* university by:

3.3.1   Increasing the actual and perceived relevance and benefit of our purposeful research to wider society,

3.3.2   Extending research networks and attracting and engaging new partners,

3.3.3   Enriching and diversifying student learning, skills development and work/volunteering experience,

3.3.4   Increasing the number and diversity of people connected to the university,

3.3.5   *Helping fulfill the university's moral duty as a civic institution to support its region,*

3.3.6   Increasing transparency and accountability by increasing public understanding of university business,

3.3.7   Enhancing our reputation as a university innovatively effective in engaging beneficially with wider society.

Our Strategic Framework for Public Engagement with Research

Principles: what we want from our public engagement	Activity: what we do	Outputs: what we achieve/monitor
Be beneficial: The university benefits wider society through opportunities to engage effectively with the aims, processes and outcomes of research in ways which inform, involve, enrich, upskill and inspire.	1. Provide a **wide range of opportunities for wider publics to engage** with UoL research and knowledge.	1. PER activities range in scale and scope including talks, demos, debates, participation. 2. Staff and students from all university schools deliver PER across arts, sciences and social sciences. 3. PER activity is growing year-on-year.
	2. Ensure information about public engagement opportunities **reaches wider publics across and beyond target audiences.**	4. UoL website advertises and reports PER activity. 5. PER-specific online presence advertises, reports and archives PER across all colleges. 6. UoL staff profile pages include PER information.
	3. **Maximise the diversity and accessibility** of public engagement from UoL.	7. Diverse audiences include general publics, specialist societies, community groups, schools, charities etc. 8. Activities in different places, on and off campus including public venues, commercial sites, museums, schools and festivals. 9. Activities provide opportunities for dialogue in person and online. 10. People can contribute by participating or advising.
	4. **Disseminate news and reports about UoL's research** to advertise purpose, excellence & increase interest in engagement.	11. Research of interest to publics is reported on university website. 12. Publicly engaged research is showcased in Annual Report.
Be known: The university's commitment to public engagement is known, understood and appreciated internally and externally, across and beyond its city and region.	5. Commit to PER in the **UoL Strategic Plan**	13. PER is embedded in the University of Lincoln Strategic Plan 2016-21 in its commitments to impactful research and engaged people
	6. Maintain a robust **strategic plan for public engagement** underpinned by a strong business case	14. The University has a Public Engagement with Research Strategy formally endorsed by the Vice-Chancellor. 15. A dedicated PEARL public engagement unit supports PER activity across the university.
	7. Maintain a **shared understanding amongst staff and students** of the aims of PER at UoL	16. Public Engagement with Research Strategy is available to all UoL staff / students. 17. Annual Conference shares and promotes aims of PER at UoL.
	8. **Communicate externally** the university's commitment to public engagement online and offline	18. The Public Engagement with Research Strategy is publicly available online. 19. The University's PER activities can be followed online and offline.
Be ambitious: The university continuously extends and builds its capacity for devising, diversifying and delivering public	9. **Provide training** in PER for staff and students to maximise the benefit accrued to wider publics, staff, students, research and the university.	20. CPD modules develop knowledge, skills and confidence in PER amongst staff and students. 21. Support for staff writing impact strategies into research proposals improves quality of bids
	10. Enable s**tudents to be involved** in PER in ways that instil transferrable skills, extend experience and build confidence.	22. Students' Union facilitates student involvement. 23. Students assist with staff PER activities. 24. Training, advice and small grants given for students to develop and run their own PER activities 25. Student PER contributes to their Lincoln Award.
	11. **Connect publicly engaged people across UoL** to strengthen support networks, peer-to-peer learning,	26. Monthly email updates raise awareness of PER people and activities within UoL.

	contact sharing and to stimulate innovation.	27. Annual staff PER conference facilitates networking and provides opportunities for discussion.
engagement which is both effective and innovative, in the present and for the future.	12. **Extend and diversify** purposeful public research networks beyond academia to increase impact and identify new opportunities.	28. PER involves a wide range of schools and colleges regionally, nationally and internationally. 29. A diverse range of businesses / institutions are engaged with university research. 30. A diverse range of special interest / community groups are connected with the university. 31. Research capacity in wider society is increased through participatory 'citizen' research.
Be supportive: The university maintains systems and processes supporting and recognising the work of staff and students involved in public engagement.	13. Fund **staff time** for PER	32. Each UoL staff member has the option to commit two working days per year to PER.
	14. **Grants** to support PER activity.	33. Annual cycle of PER grants for staff & PhD students. 34. Workshops on writing PER into research grant applications.
	15. Maintain **systems to coordinate and connect PER activity** to nurture peer-to-peer support networks.	35. Mailing lists of internal and external contacts. 36. Online calendar records/archives activities. 37. Tabs on staff profile pages record PER activity.
	16. **Recognise and reward** PER in recruitment, promotion and appraisal.	38. PER is included in staff appraisal systems which include exemplars in objectives libraries. 39. VC's Awards for PER made annually. 40. PER included in Lincoln Award for students.
Be reflective: The university is committed to knowing its publics and its locale, understanding the impact of its public engagement, and sharing this learning.	17. **Evaluate PER activity** at UoL in order to understand impact, improve quality and develop strengths.	41. Robust methods (qual and quant) are used to evaluate PER activities 42. CPD training includes evaluation methods 43. Data is available on the impact of PER activities.
	18. **Know & understand audience impact, aspirations and motivations** for engaging, so as to meet them better	44. Researchers explore why audiences engage or not. 45. A proactive approach is taken to developing new approaches to evaluating PER.
	19. **Share best practice internally** within the university to propagate participation and innovation.	46. Annual university PER conference showcases recent activity and presents new ideas. 47. Excellent PER published in Annual Report
	20. **Champion and disseminate PER excellence** outside the university, across the wider HEI sector and beyond.	48. Participation in external conferences, committees and consultations promotes best practice at UoL 49. UoL PER (aims, case studies, national / international comparisons, ethics, evaluation etc) are published in peer-reviewed journals. 50. Strong PE Impact Case Studies submitted to REF.

4   Feasibility and accountability

Our **Public Engagement Framework** is ambitious but realistic, drawing on considerable experience across and beyond the university and the outcomes of a two-year pilot funded by RCUK/UKRI (2017-19). This aimed to join up much existing public engagement activity across the university and enhance the range, scope, effectiveness, visibility and accountability of this by introducing specific new structures.

Support for PER is now provided by a dedicated **PEARL** team, who advise individual initiatives, administer PER grants and awards, disseminate news and coordinate major national initiatives and well as Lincoln's highlight annual public engagement festival, *Lights*. PEARL sits administratively within the College of Arts but works across all university colleges, institutes and departments.

A **Steering Group** of members from across and beyond the university meets 3 times per annum to monitor PEARL and ensure the university's strategy for public engagement remains current and effective.

Professor Carenza Lewis
July 2019