



National  
Co-ordinating  
Centre for  
Public Engagement



# The engaged university: turning words into action

Resource pack

# About this Resource pack

This Resource Pack is intended for use alongside the report 'The engaged university: turning words into action'. It has been put together to signpost the case studies and good practice that we could not include in the report. It is intended to help those within HEIs who are making the case for public engagement who may wish to tailor the report towards their own institutional context and drivers.

We would like to thank the participating HEIs for sharing their resources and tools. Due to resource constraints we could only invite a relatively small sample of universities to take part in the study, and we acknowledge that there will be many other examples of practice that we could not include here.

The resource pack provides additional content and case studies to complement the three main sections of the the report. These are:

**Section 2: Making and stating the case for engagement:** examples of how different HEIs have framed their engagement strategies

**Section 4: Resourcing the engaged university – both people and programmes:** decisions that have to be made in resourcing engagement activity and support

**Section 5: Staying ahead of the curve:** examples of practice you may want to draw on, from inside and outside HE

**This content can be used alongside the full report to:**

- Focus the attention of senior influencers on the strategic imperatives for the engaged university
- Stimulate innovation and ambition in how the engaged university is led and resourced
- Make the case for intelligent and ambitious investment into this area

# Contents



## 1. [Making and stating the case for engagement](#)

*Case studies from:*

- *Newcastle University*
- *University of Manchester*
- *University of Chicago*
- *Rutgers University – Newark*
- *Sheffield Hallam University*
- *King's College London*

## 2. [Resourcing the engaged university](#)

*Resourcing decisions that are being made around engagement activity and support*

## 3. [Staying ahead of the curve](#)

- *Developing leadership capability*
- *Collaborative platforms*
- *Incubating new ways of working*
- *Data, evaluation and insight*
- *Open and reflective environments*
- *People centred and value based approaches*

## 4. [List of HEIs participating in the project](#)

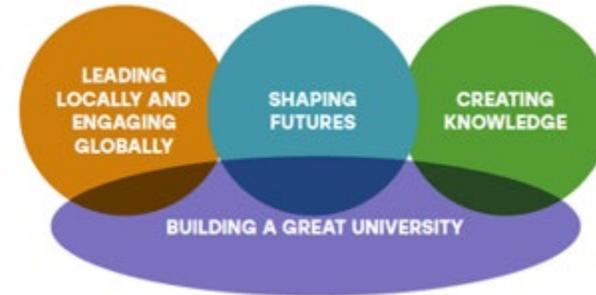
# 1. MAKING AND STATING THE CASE FOR ENGAGEMENT

How are institutions framing their engagement ambitions and articulating their impact?



# 1. Making and stating the case for engagement

How are institutions framing their engagement ambitions and articulating their impact?



## In this section:

We look at how engagement is being positioned as a top-level strategic priority by HEIs. We include examples of:

- Governance structures
- Appointment of senior staff
- Flagship programmes
- Working with external stakeholders to develop strategy
- Raising the profile of engagement within a locality
- Monitoring and measuring success

## With examples from:

- Newcastle University
- University of Manchester
- University of Chicago
- Rutgers University – Newark (New Jersey, USA)
- Sheffield Hallam University
- King's College London

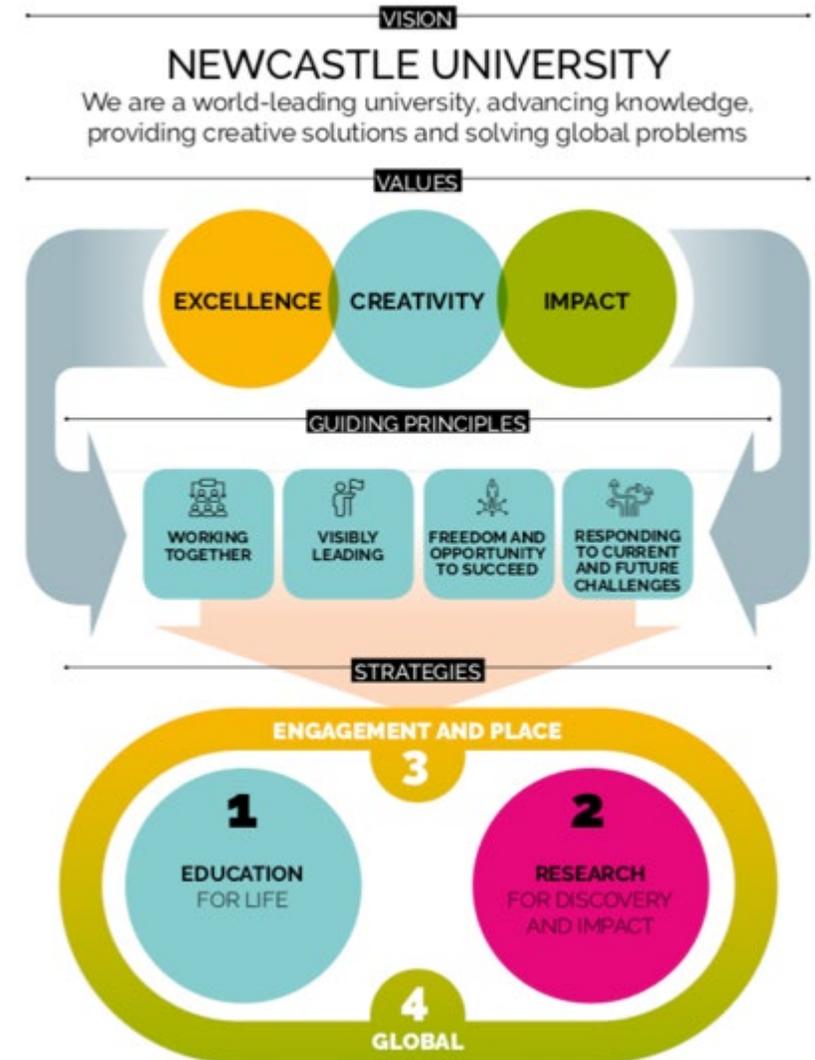
# 1. Making and stating the case for engagement

How are institutions framing their engagement ambitions and articulating their impact?

Newcastle University has foregrounded **Engagement and Place** as one of four pillars to their strategy.

At a glance:

- Engagement and place sits with Deputy VC
- The programme is led by a Dean of Engagement and Place
- Engagement and Place is one of four pillars in their [vision and strategy](#)



# 1. Making and stating the case for engagement

How are institutions framing their engagement ambitions and articulating their impact?

The **University of Manchester** has adopted **Social Responsibility** as one of three core goals in their [2020 strategy](#) and plan to build on this into 2030.



## At a glance:

- Social responsibility is one of three goals, and works across research and teaching
- Sits with Vice-President for Social Responsibility
- Highly devolved funding model
- The central Office for Social Responsibility provides strategic direction, governance, staff networks, recognition activities such as awards, coordination and delivers a small amount of central activities
- The largest amount of resource for public engagement exists at the level of faculty/school, cultural institutions and the Directorate for the Student Experience

# 1. Making and stating the case for engagement

How are institutions framing their engagement ambitions and articulating their impact?

University of Chicago has adopted [Civic Engagement](#) as the key framing for urban research, education and their local business, policy and community engagement..

“Making civic engagement truly part of the DNA of the University and building external partnerships of substantial impact—that’s our goal.”

— DEREK DOUGLAS, VICE PRESIDENT FOR CIVIC ENGAGEMENT AT THE UNIVERSITY OF CHICAGO



UChicago fosters talent, expertise, and leadership across the University and the local community through educational programs and initiatives such as the **Civic Leadership Academy** and **Community Programs Accelerator**.



Through projects such as **Urban America Forward**, UChicago supports research that responds to urban challenges and opportunities, and creates models for improvement that can be replicated in cities around the globe.



Our commitment to innovation and entrepreneurship training through **UChicago Local** and other initiatives provide opportunities for UChicago faculty and students, as well as local entrepreneurs, to develop business ideas into marketable products and solutions.

## At a glance:

- VP for Civic Engagement and External Affairs, reporting to president. Formally special assistant to President Barak Obama
- Office for Civic Engagement consisting of > 30 staff leading on education, innovation, enterprise and strengthening neighbourhoods
- Highlights include:
  - >\$4M invested in start-ups and local enterprise
  - ‘Science for social good’ fellowships and seed funds
  - Community accelerator programme
  - Employer assisted housing
- Resourcing:
  - Dedicated fundraiser working with development office on individual and philanthropic giving
  - Blended core funds and external grant

# 1. Making and stating the case for engagement

How are institutions framing their engagement ambitions and articulating their impact?

**Rutgers University – Newark (New Jersey, USA)** construes itself as an anchor institution focused on the intersection of social mobility and racial equity. Read [their strategic plan here](#).



## Principles:

- The great challenges of the world increasingly are found in cities as the global population relentlessly urbanizes
- Those challenges are found right here in Newark, New Jersey, one of the most diverse cities in one of the most diverse regions of the U.S.—and our student body is among the nation’s most diverse
- As a research university, we have the opportunity and the responsibility to address those challenges collaboratively with partners across the public, private, and nonprofit sectors in Newark
- We must leverage our strengths with those of our partners to gain the “diversity bonus”: better, smarter solutions that result when people of many backgrounds tackle problems together

## Aim: Achieve Institutional Transformation

1. Diversify the student body and faculty, building a critical mass of representation
2. Recognize and reward publicly engaged scholarship, giving scholarship, as Ernest L. Boyer said, “a richer, more vital meaning”
3. Cultivate genuinely reciprocal, sustained relationships between our universities and our communities, as the stable, committed anchors of equitable growth and opportunity
4. Learn to overcome our competitive instincts and collaborate across an ecosystem of institutions, organizations, and sectors, all committed to a movement of change



# 1. Making and stating the case for engagement

How are institutions framing their engagement ambitions and articulating their impact?

**Sheffield Hallam University** focus on **transforming lives** through their teaching, research and civic leadership.

[Visit their strategy here.](#)

## At a glance:

- Aligning governance of the University with each of the four pillars:
  - Leading locally and enabling globally
  - Shaping futures
  - Creating knowledge
  - Building a great University
- Strengthening their benefits framework and KPIs to measure them against improved social outcomes in the region
- Investing in the local area and maximising the role of the University as a convener. See for example:
  - [South Yorkshire Futures](#) a social mobility partnership, led by Sheffield Hallam University which is committed to improving education and raising aspiration for young people in South Yorkshire – particularly those from disadvantaged backgrounds



# 1. Making and stating the case for engagement

How are institutions framing their engagement ambitions and articulating their impact?

King's College London has embedded **service to society** throughout their institutional strategy. [Find out more about Service at King's here.](#)

## At a glance:

Service to society is one of five priorities in [King's Strategic Vision 2029](#) alongside:

- Educate to inspire and improve
- Research to inform and innovate
- A civic university at the heart of London
- An international community that serves the world

The Service Strategy was born from consultation with King's communities. Five focal points for Service activity:

- **Social reform:** Helping to shape and transform local, national and international communities
- **Education:** Embedding Service opportunities in the curriculum
- **Research:** Ensuring research is conducted with and for society
- **Volunteering:** Enabling students, staff and alumni to give back to local communities and societies around the world
- **Environmental sustainability:** Protecting the environment through various means, including procurement, estates, transport policy, etc.

The graphic features a teal header on the left with the text 'SERVICE STRATEGY' in large white letters, 'A framework for delivery' in a smaller white font, and '2018-23' below it. To the right is a red box with the King's College London logo in white. Below this is a light grey box titled 'Service Ambitions' with the subtitle 'We have four bold ambitions and this is how we will achieve them:'. It contains four colored boxes representing different ambitions: 1 (purple), 2 (pink), 3 (light blue), and 4 (dark blue).

**Service Ambitions**  
We have four bold ambitions and this is how we will achieve them:

- AMBITION | 1**  
ENABLING A MOVEMENT  
Celebrate, Co-ordinate, Curate
- AMBITION | 2**  
GENERATING BIG IDEAS  
Idea generation and evaluation
- AMBITION | 3**  
WORKING TOGETHER  
Education, Research, London, International
- AMBITION | 4**  
BEING ACCOUNTABLE  
Assessment, Governance

# 2. Resourcing the engaged university

Examples of how universities are investing in engagement – both people and programmes

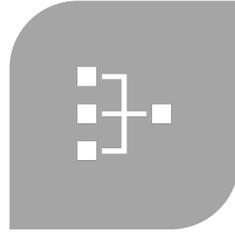


## 2. Resourcing the engaged university

Examples of how universities are investing in engagement – both people and programmes



**FOCUS:** CULTURE  
CHANGE - DELIVERY



**POSITION:** CENTRAL -  
DEVOLVED



**STAFFING:** PAY  
BUDGET- NON-PAY  
BUDGET



**SOURCES:** CORE-  
EXTERNAL



**REMIT:** PEOPLE  
BASED- PROGRAMME  
BASED

### In this section:

- Common across all institutions is a commitment to the purposeful deployment of people and resources.
- Those that had made the most progress over the past ten years had moved from ad-hoc, uncoordinated resource deployment towards strategic and integrated decision making that is aligned with the culture and vision of the institution.
- Our interviews revealed significant diversity in approaches to resourcing engagement. We identified five areas where decisions about resourcing have proved challenging yet productive.

# 2. Resourcing the engaged university

Examples of how universities are investing in engagement – both people and programmes



*How do you balance delivery of engagement activity with investment in long term culture change?*

Culture change

Delivery

## Culture change focus:

- Focus on incubating and developing capacity
- Flexible non-pay budget / long term funding
- Leveraging resources internally

## Delivery focus:

- Regular programmes (e.g. festival, public events)
- Allocated non-pay budget
- Leveraging external funding

*“We’re a very small unit and we can’t deliver very much but we have a direct report to the VP. This really helps us. There are very few layers to reach to the top and get a decision made”.*

# 2. Resourcing the engaged university

Examples of how universities are investing in engagement



*What balance do you strike between centralised and departmental support?*

POSITION: CENTRAL -  
DEVOLVED

Central

Devolved

## Central

- Coordinated
- Increased coordination and coherence across institution
- Strategic oversight and reporting

## Devolved:

- Resources are where they are most needed for delivery
- Departmental autonomy
- Central co-ordinating function often needed

*“Ten years ago we moved to a decentralised budget model. It encourages cross-subsidies from one faculty to another and slims down the number of staff at the centre of the institution”.*

*“Doing things ad-hoc doesn’t work you need systems to step things out – to develop good practice”.*

*“The reality of public engagement is it is through a matrix structure, where you get traction and culture change. We work across structures, share budgets, co-manage. We couldn’t do this on our own we don’t have the budget. Traditional silos can’t achieve it either”.*

# 2. Resourcing the engaged university

Examples of how universities are investing in engagement



*What balance do you need between staff resource and other resource (e.g. a seed fund, funding to bring in external expertise etc.)*

STAFFING: PAY  
BUDGET- NON-PAY  
BUDGET

Pay budget

Non-pay budget

## Pay budget

- Delivery focus
- Internal capacity building
- Retaining skills and expertise
- Internal/external consistency and recognition

## Non-pay budget

- Flexibility
- Buy-in external/internal expertise
- Incentivise culture change and learning (e.g. seed funds, evaluation)

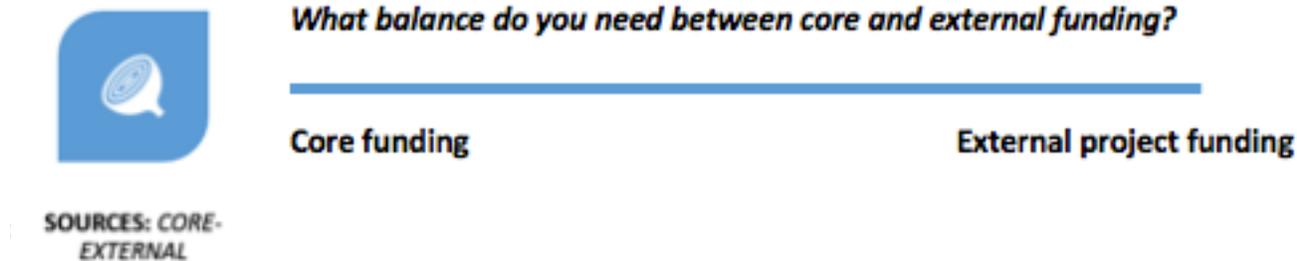
*“Our budget setting both pay and non-pay has been fairly well fixed and known during that five year period. Really important for what we do around culture change”.*

*“It is ironic that we’re asking to change 800 year old institution on short term contracts”.*

*“Senior academic members of staff – are under pressure to bring in funding and often want us to deliver engagement for them. They need sophisticated support to enable them to meet the requirements of the research councils. Recruiting people on an individual grant is perhaps not the right way to achieve this”.*

# 2. Resourcing the engaged university

Examples of how universities are investing in engagement



## Core:

- Legitimises the work at the heart of the institution
- Enables long term planning/stability
- Essential for culture change roles

## External/project:

- Provides flexibility
- Focused activity
- Can buy in new skills and talents

*“We need to embed the work where it needs to be embedded - drawing down funding for research, and social funding - from areas where it’s complementary”.*

*“Our team are not delivering projects – we’re all core funded. We can have a long term view – we have a line of sight with secure permeant positions – its also a case for the faculty positions”.*

*“There are advantages in being funded in the way we are because we buy new people in with fresh ideas. But if we truly had Core funding we really could be ambitious”.*

# 2. Resourcing the engaged university

Examples of how universities are investing in engagement



*Do you focus on supporting everyone, or concentrate on developing high-profile programmes?*

People-based

Programme based

REMIT: PEOPLE BASED-  
PROGRAMME BASED

*“We have moved from delivering ‘our programmes’ towards an influencer culture. We have to work harder to be part of the bigger thing now and are much more people based”.*

## People based

- Training and development
- Building capacity
- Leadership focus
- Developing communities

## Programme based

- Annual / ongoing programmes
- Developing audiences
- Engagement platforms

# 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE



# 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE



**DEVELOPING LEADERSHIP CAPABILITY**



**COLLABORATIVE PLATFORMS**



**INCUBATING NEW WAYS OF WORKING**



**DATA, EVALUATION AND INSIGHT**



**OPEN AND REFLECTIVE ENVIRONMENTS**



**PEOPLE-CENTRED VALUE-BASED APPROACHES**

## In this section

We provide some inspirational approaches that have surfaced both within and outside of the HE sector. We've identified six focal areas where bolder and more rapid progress is needed over the next ten years.



## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### Experimenting with...

- Developing capacity and skills
- Encouraging systems leadership
- Working across disciplinary silos, teams and organisations
- Leadership academies

### Where to look for inspiration... inside HE

- The [Civic Leadership Academy](#), University of Chicago
- [Inspiring Leaders Programme](#), University of Manchester

### Where to look for inspiration... outside HE

- The [Civil Society Futures PACT](#)
- [Arts Council England's Transforming Leadership](#) programme

### From the interviews...

*"I've had to adjust my leadership style to learn from social movements stuff. I'm used to leading from the front, but in this role, it's more about being in the background, supporting others".*

*"We need to pay people sufficiently to do this – it's all about soft power whilst you have to tread carefully, you can't tread so carefully that you don't get something done".*



# 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

## ***INSPIRATION: The Civic Leadership Academy***

*The Civic Leadership Academy is an interdisciplinary leadership development program for emerging and high-potential leaders in nonprofit organizations and local government agencies within the City of Chicago and Cook County.*

*Fellows engage in a six-month interdisciplinary leadership development curriculum that includes lectures, case studies, workshops, conversations with civic leaders throughout Chicago, as well as a week-long global practicum at an international site.*



### **Discovering Leadership Capacity**

Identify leadership characteristics and reflect on how to deploy them at the right time in the right context.



### **Defining Leadership**

Explore how goals and audiences constitute the work of leaders.



### **Characterizing Civic Leadership**

Examine the characteristics of leadership in an urban civic sector.



### **The Scope, Strategies and Ethics of Conflict for Civic Leaders**

Evaluate how leaders manipulate the terms and scope of conflict to their strategic advantage.



### **Tactics of Civic Leadership: Keeping Power and Disrupting Power**

Scrutinize tactics that allow leaders to hold and disrupt power.



### **Global Practicum**

Travel abroad to recognize leadership challenges and strategies in Delhi, India, and learn how to translate lessons learned to Chicago.



## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### **INSPIRATION: Inspiring Leaders Programme**

*This is a high-impact programme run by University of Manchester for all staff. It blends the development of knowledge and skills with the opportunity to collaborate with peers to experiment with and refine your learning and experiences.*

*The Inspiring Leaders programme aims to support staff in:*

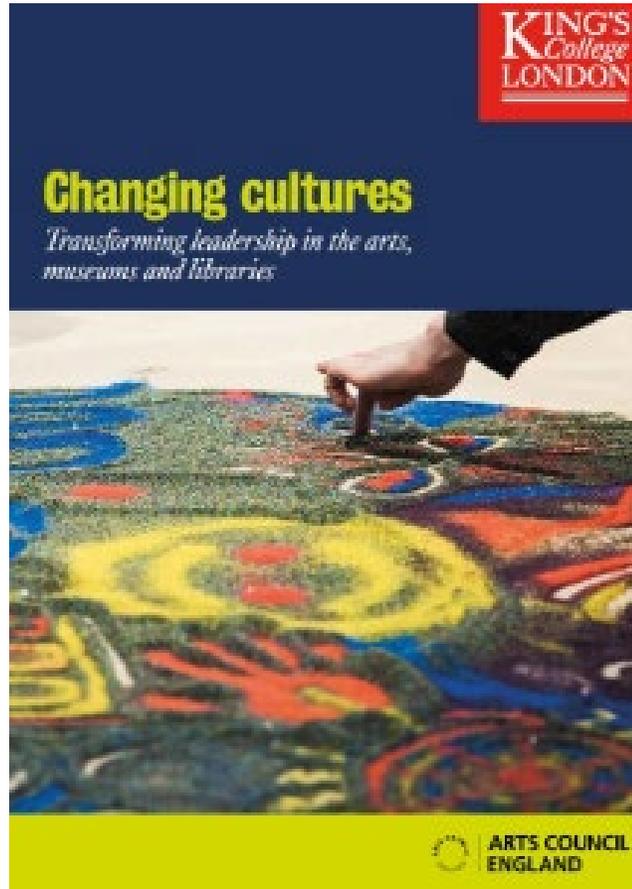
- *Achieving their goals and in delivering excellence*
- *Enhancing their impact and influence internally and externally*
- *Expanding their professional network whilst raising their profile and reputation*
- *Playing an active role in shaping the University's future*





## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE



### ***INSPIRATION: Arts Council England's Transforming Leadership programme***

*This fund aims to ensure arts and cultural leaders are appropriately skilled and from diverse backgrounds to support the continued growth and long-term sustainability of the sector.*

*Funded by the National Lottery, Transforming Leadership was launched to address specific issues around diversity across leadership, opportunities for emerging and early career leaders, and the development of executive skills at senior levels.*

*The leadership development programmes supported will carefully consider the diversity of their participants, with a number specifically addressing the underrepresentation of leaders from certain groups. Many programmes will deliver activity across the country, with 70% of all participants based outside the capital.*

<https://www.artscouncil.org.uk/funding-finder/transforming-leadership>



## DEVELOPING LEADERSHIP CAPABILITY

# 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### INSPIRATION: Civil Society Futures

The Civil Society Futures Inquiry developed a 'PACT' to foreground key enablers of change. They invite all leaders to use this to reflect on – and change – their leadership behaviours. The next two slides offer prompts to encourage that kind of reflection.

## Our PACT

>>By civil society, for civil society, shared by us all

### Power

>>A great power shift

Too many people feel unheard and ignored. There are too many imbalances of power.

Change in society begins by changing ourselves in civil society.

We don't want to deny anyone the chance to make the contribution that only they can.

We will practice shared and distributed models of decision-making and control.

We will do whatever's needed so that all those who want to – not least those who have been excluded – can play a full part in the things that matter to them, and can bring the wisdom and expertise that we need.

### Accountability

>>An accountability revolution

For too long we've focused only on accountability to funders and to government. It's time we focus on accountability to the communities and people we exist to serve.

Whether we're a long-established charity or a new social movement, we will hold ourselves accountable first and foremost to the people, communities and causes we exist to serve.

We will be collectively accountable across civil society and to future generations.

When we talk about our impact, we will always acknowledge what others have contributed.

### Connection

>>Building deeper, closer connections

At its heart, civil society is and always has been about the power of human connection.

But too often we have lost connections, because the world is changing fast or we have become too remote from the people and communities we are here for.

We will build real and meaningful relationships between people, meeting as equals – especially where this is hard to do.

We will create and invest in better ways to connect that are fit for the 21st century, to create a national people-power grid, energising and universalising social action across communities and across our country.

### Trust

>>Investing in our core currency

Trust is the most important asset we have – even more important than money, it is an essential foundation for everything we do.

Following abuse, damagingly competitive pursuit of funding and loss of faith in institutions, we cannot take trust for granted.

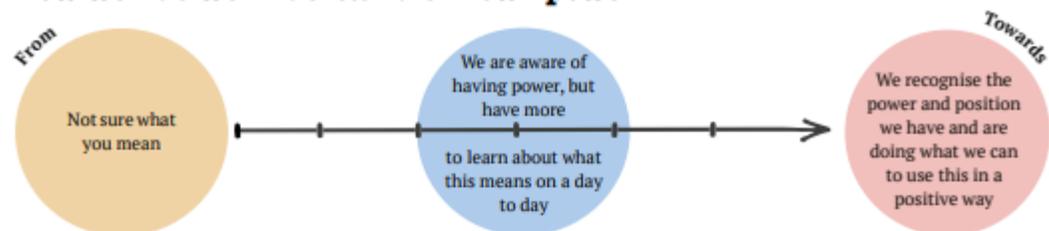
We will build trust by staying true to our values and doing what's right – being honest about our failures and successes, defending rights and calling out injustice.

We will take the time, commitment and care to build trust with the people and communities we work with. And we will trust them to provide insights, make decisions and run things.

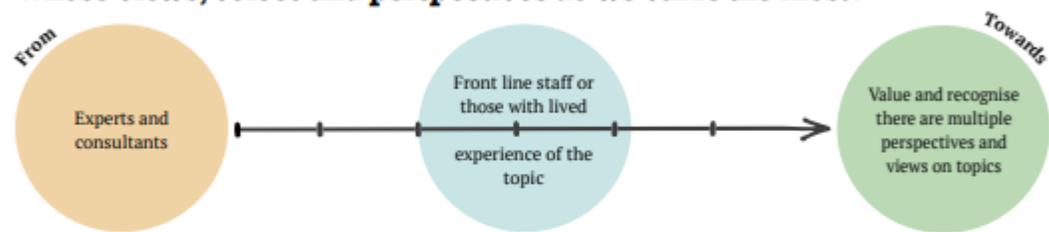


# Power

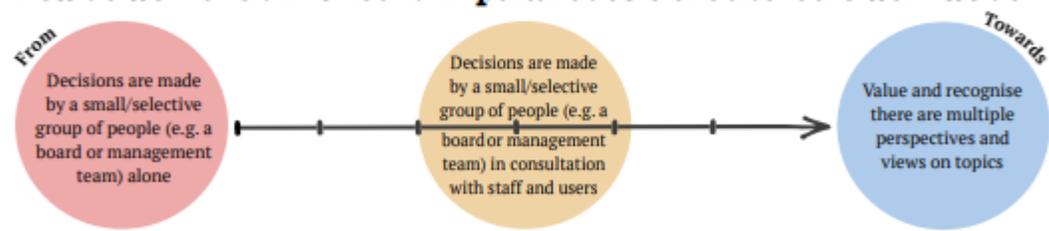
How well do we understand our own power?



Whose views, voices and perspectives do we value the most?



How do we make difficult and important decisions about the work we do?

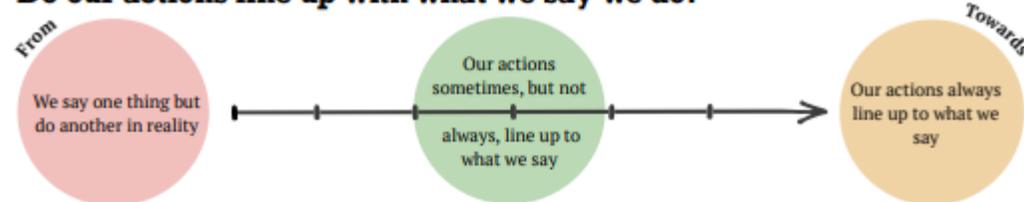


How do we work with other groups on issues of equality or justice?

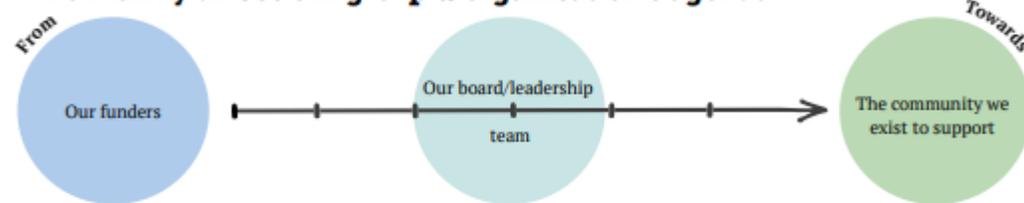


# Accountability

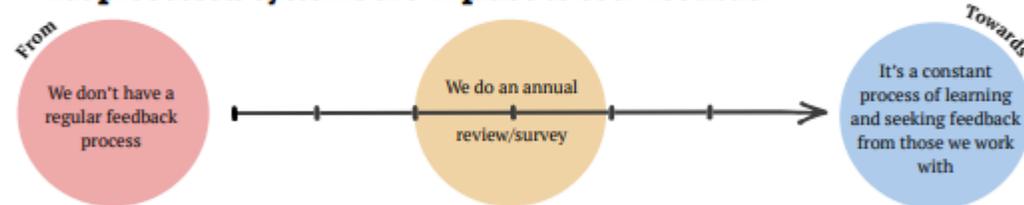
Do our actions line up with what we say we do?



Who mainly drives our group's/organisation's agenda?



What processes/systems are in place to seek feedback?



When something goes well who gets the credit?

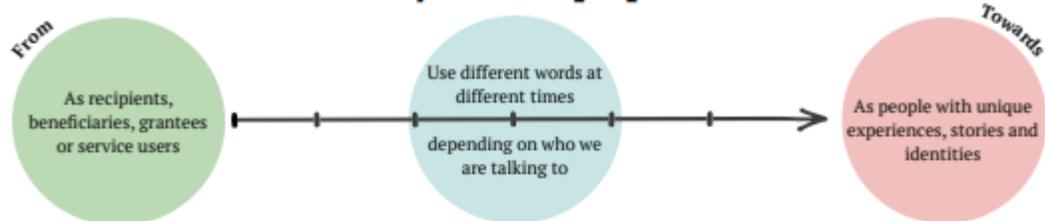


How do we view our strategy and approach to change?



# Connection

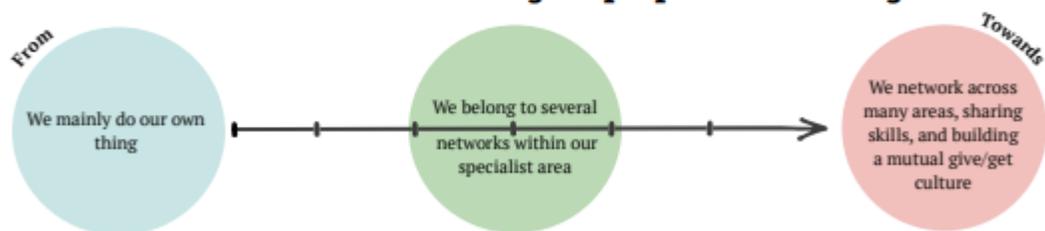
**How do we view and actively describe people we work with?**



**What would people we work with say about us?**



**Are we well-networked with other aligned people/networks/organisations?**

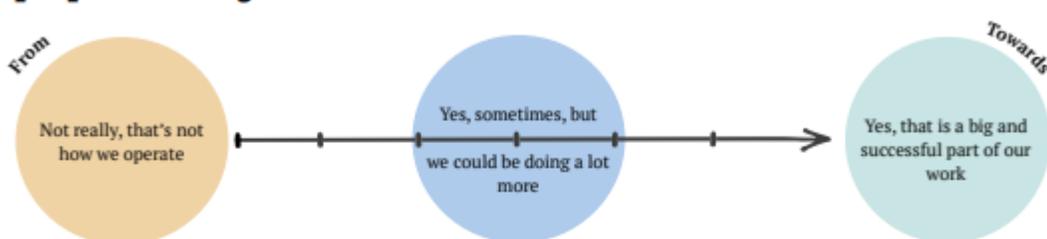


**Do our efforts focus on causes or symptoms?**

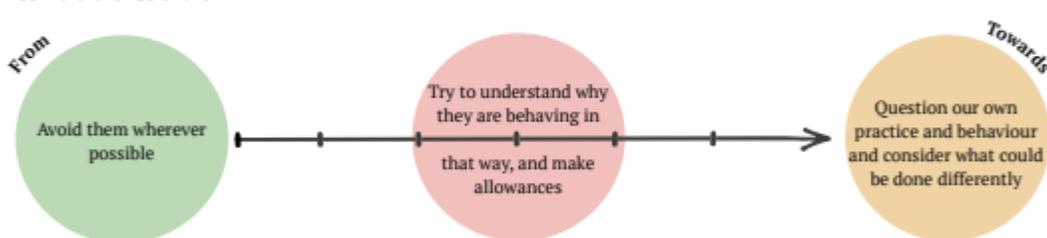


# Trust

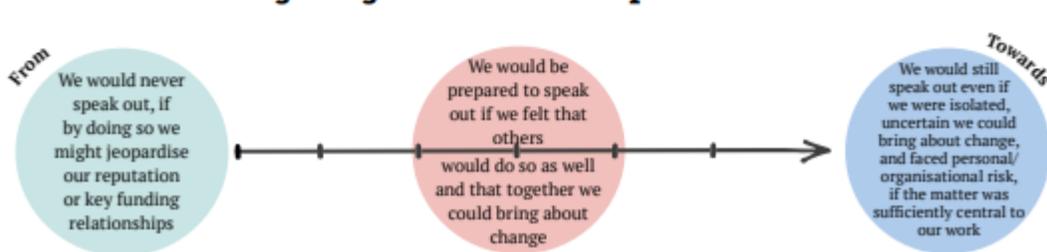
**Do we create opportunities, places or spaces in which people come together and build trust?**



**When people disagree with us and behave in challenging ways, what do we do?**



**Are we prepared to speak out on something fundamentally wrong, even when that might anger those who hold power over us?**





## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### Experimenting with...

- Social mobility partnerships
- Regional cross organisational working groups
- Working inter-professionally
- Place-based strategies and plans
- Network building and social connectedness

### Where to look for inspiration... inside HE

- South Yorkshire Futures, Sheffield Hallam University
- Newcastle City Futures, Newcastle University
- The Bristol Forum
- Newark 2020, Rutgers University – Newark (New Jersey, USA)

### Where to look for inspiration... Outside HE

- Reforming Public Services (The Greater Manchester Model)
- Building Collaborative places

### From the interviews...

*“We’re moving from broad engagement activities to place-based relationships and initiatives. Convening Forums with different actors in specific locations to understand ambitions and priorities for those places. This is a very different way of working for us now. For example we are working with Indigenous organisations and communities through a process of collaboration and co-creation– listening and acting on priorities identified by the community”.*



# 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

## INSPIRATION: South Yorkshire Futures

*Sheffield Hallam University developed a social mobility partnership committed to improving education and raising aspiration for young people in South Yorkshire – particularly those from disadvantaged backgrounds.*

*It draws together key stakeholders and partners from education, business and government, under an over-arching framework for consistent and sustained improvement in school attainment and the aspirations of young people in the region.*

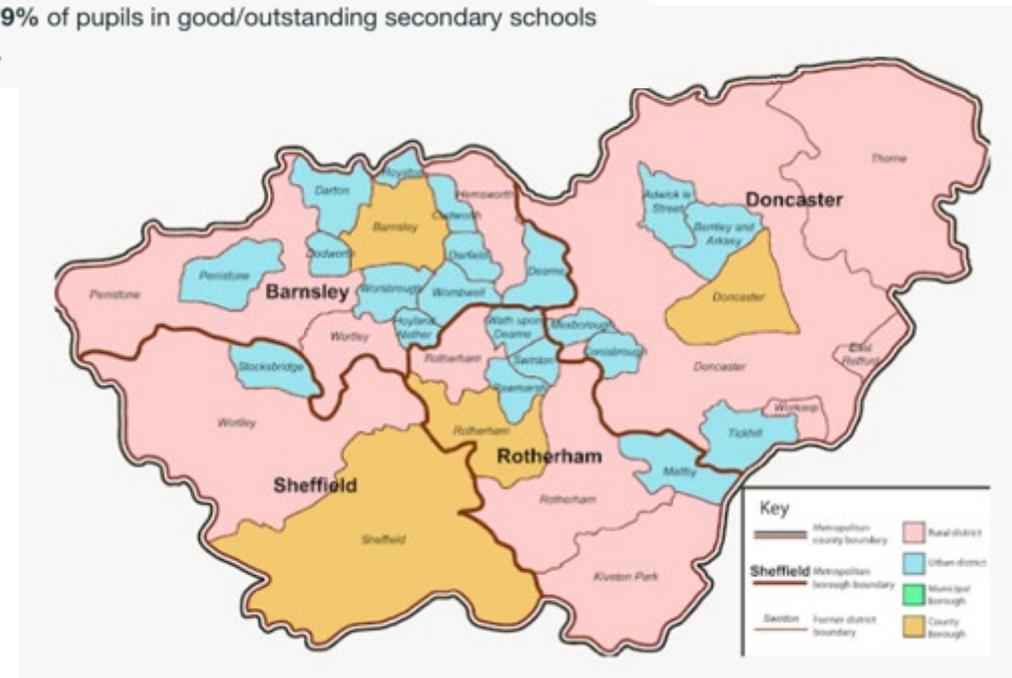
<https://southyorkshirefutures.co.uk/syf/>

### Why do we need South Yorkshire Futures?

There are examples of outstanding schools and successful practices in South Yorkshire, but the overall picture is much more patchy, with young people simply not having the same opportunities as their peers across the country.

**Rotherham (74%), Doncaster (75%) and Sheffield (79%)** are amongst the local authorities with the lowest proportion in good/outstanding primary schools. **Barnsley (86%)** does better, but is still below the **average for England of 88%**.

**Barnsley (43%), Doncaster (58%) and Sheffield (65%)** are way below the average for **England of 79%** of pupils in good/outstanding secondary schools with **Rotherham at 86%**.





### 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

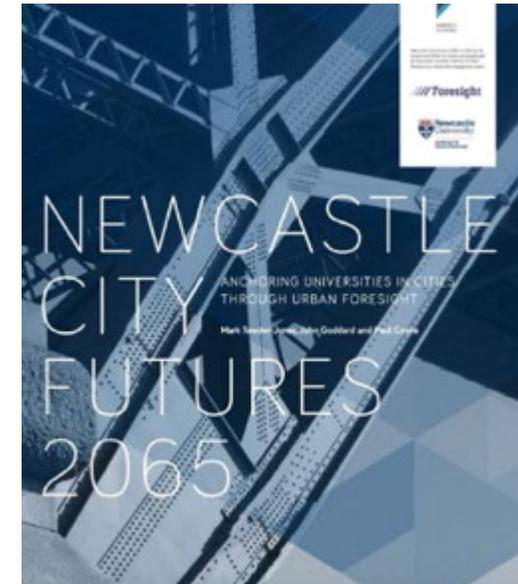
#### **INSPIRATION: Newcastle City Futures**

*Established by Newcastle University, as a collaborative platform to bring together Research and Development potential with long term policy trends and business needs in the city.*

*It has enabled a more strategic and synoptic approach across 22 partners covering public, private and third sectors in the city.*

*Using futures methods and city-wide participatory processes to explore city futures across themes aligned with research expertise including societal challenges of “Ageing”, “Sustainability” and “Social Renewal”.*

<http://www.newcastlecityfutures.org>



Social Renewal:





## COLLABORATIVE PLATFORMS

# 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### **INSPIRATION: The Bristol Forum**

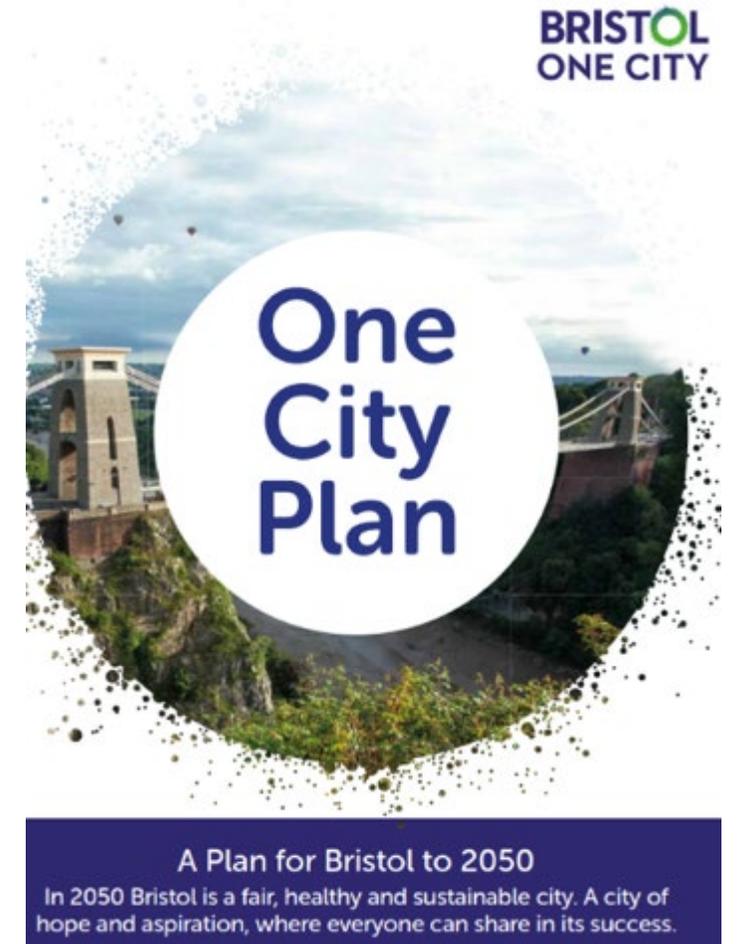
*The Bristol Forum is an initiative inspired by the [One City Approach](#). Initiated by UWE Bristol and the University of Bristol, the aim of the Bristol Forum is to bring together researchers with organisations across the city to address the challenges we face.*



*The broad aims of the forum are to:*

- Share intelligence, knowledge and insights relating to the challenges facing the city/city region*
- Create new opportunities for students, researchers, community organisations, businesses, trade unions and others to share their work, build collaborations and develop new action/research projects*
- Feed research findings and suggestions into the ongoing development of the Bristol One City Plan which is designed to put forward a vision and strategy for the future of Bristol going through to 2050*

<https://www.bristolforum.org.uk/>





## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### **INSPIRATION: Newark 2020**

*Rutgers University – Newark (New Jersey, USA) is among a set of anchor institutions partnering with the public sector in Newark to improve economic vitality in the city by increasing local hiring, local procurement of goods and services, and local residency by those employed in the city.*

### **LINKS**

[A 2020 Vision of Newark: Rutgers-Newark Joins Other Anchors Making Hire.Buy.Live.Newark Commitments](#)

[Cantor, Schreiber Talk Anchor Institutions with NJBiz](#)



### City-Wide Collective Goals

- ↑ Increase local spend by anchors from 3% (\$30M) to 20% (\$200M) and use procurement to grow jobs
- ↑ Hire an additional 2,020 Newark residents by the year 2020
- ↑ Increase the number of employees from Newark anchors who live in Newark



## COLLABORATIVE PLATFORMS

# 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### ***INSPIRATION: Reforming Public Services (The Greater Manchester Model)***

*The City of Manchester has set out a new model for public service, that emphasises systems leadership and collaboration. The next slide represents the shift that they want to realise from a traditional 'silo' model to one that emphasises interdependence, collaboration and citizen involvement.*



## Public Services Together As One

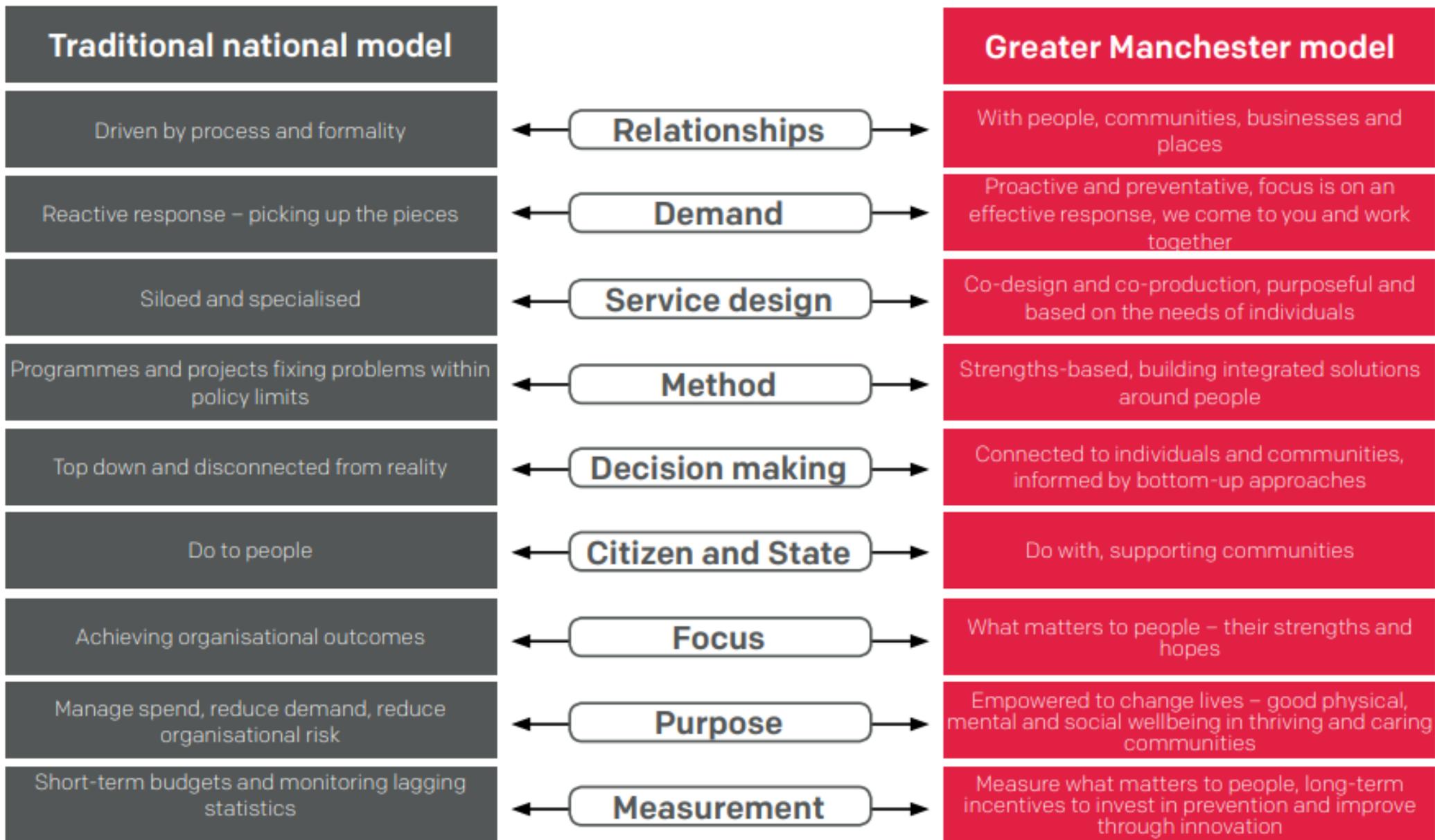
-  10 local authorities
-  15,890 voluntary organisations, community groups and social enterprises
-  15 NHS trusts
-  10 GP federations
-  A Greater Manchester police service
-  A Greater Manchester fire and rescue service
-  10 clinical commissioning groups
-  Our Job Centre Plus partners
-  Greater Manchester probation partners
-  28 Greater Manchester housing providers

<https://www.greatermanchester-ca.gov.uk/media/1676/greater-manchester-model.pdf>

# The Greater Manchester Model – What's different?

## 21<sup>ST</sup> CENTURY PUBLIC SERVICE DELIVERY

Collaborative platforms





## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### **INSPIRATION: Building Collaborative Places**

*Lankelly Chase are one of a number of organisations developing new models of place based collaborative working.*

*The next slide lists nine building blocks of collaborative local systems.*

### **LINKS**

[Building Collaborative Systems](#)

*The NCCPE's report ['Achieving Equity in Place Based Research, Innovation and Public Engagement'](#) provides a number of other examples of systems leadership.*

## Building Collaborative Places: Infrastructure for System Change

Lankelly  
Chase

collaborate  
for social change

Anna Randle  
Hannah Anderson

# The nine building blocks of system infrastructure

We have identified nine building blocks of collaborative local systems. They connect people and organisations and help align the incentives driving individual organisations, creating a gravitational pull that is towards collaboration for shared outcomes. Drawing on our research in Oldham, Coventry and Essex, we set them out below.

The question for system leaders is: to what extent are they all present in your place?



## 1. Place-Based Strategies & Plans

A vision for place, based on a shared understanding of local challenges and co-produced with the 'unusual suspects'. Too often, these turn out to be works of fiction. But system leaders can make them stick and make them real.



## 2. Governance

A collaborative leadership governance structure that is cross-sector, cross-cutting and which holds the whole system to account. Turning up to meetings is not enough – governance needs to support collaborative purpose and system leaders need to invest time in building the capacity of the system.



## 3. Outcomes & Accountability

Local accountability through shared outcomes and metrics that have a direct line to the experience of citizens and communities. What is needed is shared responsibility and accountability among partners for what really matters in a place.



## 4. Funding & Commissioning

Collaborative commissioning platforms and local budgeting driven by social value and asset-based principles. This means a new code of conduct for commissioners, and an increasingly key role for independent funding.



## 5. Culture Change & People Development

Capacity to build collaboration readiness and hold the weight of profound change across agencies. Workforce development needs to emerge from the shadows as part of a more collaborative approach to performance management.



## 6. Delivery

Collaborative and integrated service models that blend a hard implementation focus with the need for trust-based working at the front line. Network building and social connection are just as important as service delivery.



## 7. Data, Evidence & Evaluation

Collaborative learning and evaluation, supported by shared data that supports insight-based working between statutory and non-statutory partners. This goes beyond data sharing to generating collaborative insight into the root causes of need and demand.



## 8. Collaborative Platforms: Digital & Physical

Shared spaces – online or in person – which function as the 'junction box' of the system. Public services should invest, enable and create space for others to come together and improve outcomes.



## 9. Communications & Engagement

Feedback loops within and between parts of the system which enable real-time collaboration and adaptive delivery. Today the risk of not collaborating outweighs single organisation delivery risk in many areas.

## Building Collaborative Places: Infrastructure for System Change

Lankelly  
Chase

collaborate  
for social change

Anna Randle  
Hannah Anderson



## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### Experimenting with...

- Place-based approaches
- Investing in seed funds / experimentation
- Combining research and social enterprise
- Drawing on diverse funding sources
- Developing business cases

### From the interviews...

*“Rather than focus on areas of strength, e.g. citizen science, co-production, we want to support a diverse set of practices. Building an ecosystem and impact pipeline”.*

*“Our most successful programmes have designated support staff working with academics at a local level. Where it doesn’t come to fruition is where there is a great idea – but there is not the resource to deliver”.*

### Where to look for inspiration... inside HE

- Community Gateway, University of Cardiff
- Young Researchers Programme, University of Bath
- Boingboing and Ignite, University of Brighton
- Community Engaged Learning Service (CELS) at UCL
- Community Learning in Reading
- Citizen Science, University of Dundee

### Where to look for inspiration... outside HE

- Arts Council England’s People and Places programme



## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### **INSPIRATION: Community Gateway**

*University of Cardiff's Community Gateway has launched and supported more than 48 community-university projects making connections between University staff, students and Grangetown residents to help bring community-led ideas to life.*

*Projects have included the award-winning Grangetown Youth Forum, a regular Grangetown Business Forum which led to the launch of Grangetown's first World Street Market, arts therapy programmes, a Citizen Scientists programme and Grangetown Safety Week.*

*Community Gateway has been funded for a further five years (2017-2022) and hopes to secure a total of £1.5m capital funds to fully renovate and develop vital community asset the Grange Pavilion.*

### Community Gateway

We're committed to building a long-term partnership with Grangetown residents to make the area an even better place to live.

[About us](#) [Our projects](#) [Get involved](#) [Widening access](#) [News](#) [Events](#) [Our location](#)



#### [About us](#)

We enable members of Cardiff University and local communities to work together towards shared goals.



#### [Get involved](#)

Learn how to get involved with our projects and suggest new ones.



#### [Make a donation to the Grange Pavilion fund](#)

Help us build an improved Grange Pavilion for all.

[Donate now](#) >

*“To get to these hard-hitting landmark outputs, people often forget the early phases of projects, years of building trust and relationships, there is so much work that goes in beforehand to get here. We need to recognise this and be proud of it”.*

<https://www.cardiff.ac.uk/community-gateway>



INCUBATING NEW  
WAYS OF WORKING

## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### **INSPIRATION: Young Researchers**

*Now in its fifth year, the Young Researchers' Programme is run by the Bath Royal Literary & Scientific Institution (BRLSI) with support from the **University of Bath's Public Engagement Unit.***

*The programme matches researchers, working in pairs, with 2 – 3 young people (aged 14+). The researchers act as mentors, supporting the young people to complete a meaningful research project of their choosing and design.*

*The programme was initially supported by a University seed fund, and has since grown with ongoing support to scale up activities.*



## Supporting young researchers



## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### **INSPIRATION: Boingboing**

*University of Brighton has a track record for developing university-community partnerships into flourishing research-led social enterprises. They do this through an ethos of reciprocity, and relationship building over a sustained period of time.*

*Boingboing work with and for people who have lived experience of adversity and challenges which make life more difficult. They are currently involved in an extensive programme of work in Blackpool following a successful bid for £10.4M to Big Lottery.*



<https://www.boingboing.org.uk>

### **INSPIRATION: Ignite - fostering community-university partnerships**

*University of Brighton have a longstanding research programme to create new knowledge on how to undertake co-produced projects of reciprocal benefit to communities and universities. Using this knowledge they have developed Ignite – an innovative project for developing new community-university partnerships – in just 12 months. Funded by UK Research and Innovation, Ignite consists of an incubator model for finding and fostering new partnerships including £4000 seed funding. It has developed a framework for supporting research and community partners in their first year of working together, including those new to co-production.*

**IGNITE:**  
ONE PROGRAMME,  
A WEALTH OF  
INSPIRING STORIES

*A forthcoming online Ignite Guide will be published later in 2020 detailing the different stages of the programme and the evolution of the partnerships.*

<https://www.brighton.ac.uk/business-services/community-partnerships/index.aspx>



INCUBATING NEW  
WAYS OF WORKING

## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### **INSPIRATION: Community Learning in Reading**

*Study Higher is a national collaborative network of higher education providers who work together to deliver outreach activities to young people, informing them about their future educational opportunities.*

*The booklet was commissioned by Study Higher who asked the Whitley Researchers together with their partners – the University of Reading, to report on the lessons learnt from a range of community based action research projects carried out in South Reading.*



<https://whitley-cda.org/wp-content/uploads/2019/05/Whitley-Researchers-community-learning-booklet-FINAL.pdf>



INCUBATING NEW  
WAYS OF WORKING

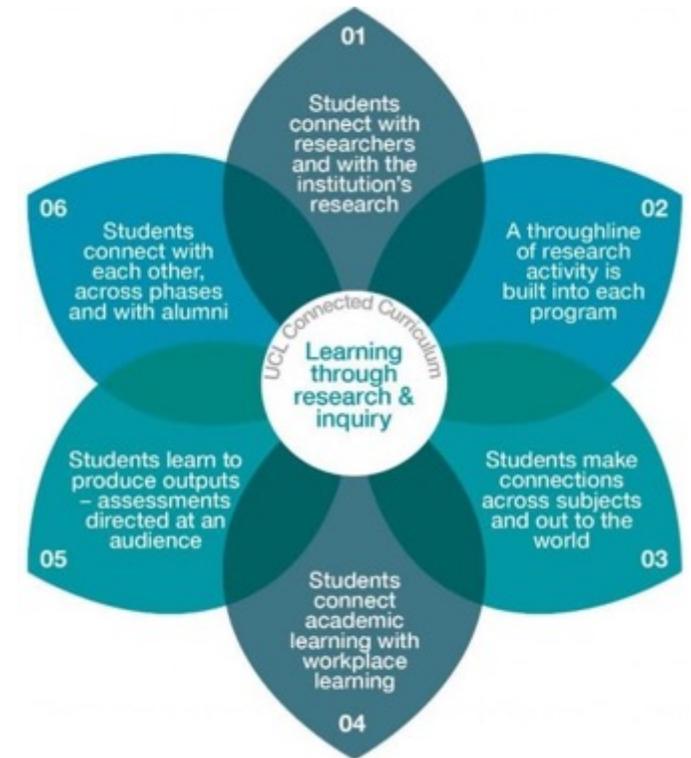
### 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

#### **INSPIRATION: Engaged Learning at UCL**

*UCL's Community Engaged Learning Service helps enable mutually beneficial collaborations into teaching which enhance student experience, enrich academic practice and create a positive social impact.*

*Many UCL academic staff are offering innovative learning opportunities for students through collaboration with community partners, traveling to authentic settings in London or linking digitally with global communities.*



**UCL's 'Connected Curriculum'**

<https://www.ucl.ac.uk/teaching-learning/research-based-education/3-students-make-connections-across-subjects-and-out-world/community-engaged#Whatiscl>



## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### **INSPIRATION: Citizen Science at University of Dundee**

University of Dundee have invested significantly in Citizen Science. Their [Leverhulme Research Centre for Forensic Science](#) have used this approach across a number of projects based around the justice system and understanding of the forensic science. This includes:

- **Their Citizens' Jury** which plays a major role in influencing and supporting the way in which forensic science research is planned, conducted and communicated.
- **Sole Searching**, a project which encourages secondary school children to help collect data on what marks are made by different shoes.

There are other award winning examples, including the The Grow Observatory which developed a ['Citizen Sensing, a Toolkit'](#) for communities and organisations to help enthuse citizens to monitor their environment.

<https://www.dundee.ac.uk/leverhulme/citizenscience/>





INCUBATING NEW  
WAYS OF WORKING

## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### ***INSPIRATION: Creative People and Places***

*Creative People and Places is about more people choosing, creating and taking part in brilliant art experiences in the places where they live.*

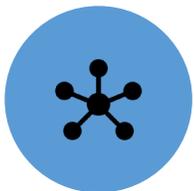
*Funded by Arts Council England, there are 21 independent projects based in areas where there are fewer opportunities to get involved with the arts.*

*89% of the audience come from neighbourhoods with low and medium levels of arts engagement. As an action research programme, they share their learning widely.*

<https://www.creativepeopleplaces.org.uk/>



[https://www.youtube.com/watch?time\\_continue=6&v=ISLH0Cu3HhM&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=6&v=ISLH0Cu3HhM&feature=emb_logo)



## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### Experimenting with...

- Understanding need, feasibility and making the business case
- Building in evaluation and monitoring to projects
- Influencing global measures
- Improving data capability (e.g. financial value of PE, measuring research culture)
- Activity mapping

### From the interviews...

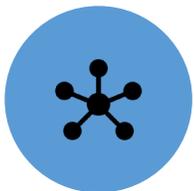
*“We are developing new metrics and making a serious effort to define the outcomes we are working towards. There are questions whether we will have the resource to do deliver against our ambitions though”.*

### Where to look for inspiration... inside HE

- University Public Value Index Project, (King’s College London, University of Chicago, University of Melbourne)
- Universities for Nottingham
- University of Southampton Activity Mapper

### Where to look for inspiration... outside HE

- Community Foundation, Vital Signs



## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

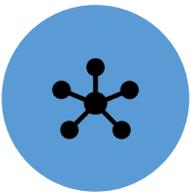
### **INSPIRATION: Influencing Global Rankings**

*King's College London, the University of Chicago and the University of Melbourne are working together to define how university engagement can be better recognised, incentivised, and celebrated.*

*As part of this project, they are undertaking a series of pilot studies designed to test possible measures of engagement and compare the engagement activities of universities around the world.*

*They are working collectively with interested institutions to develop options on how engagement metrics can be incorporated into existing league tables in order to capture the broader impact universities can have through university engagement activities.*





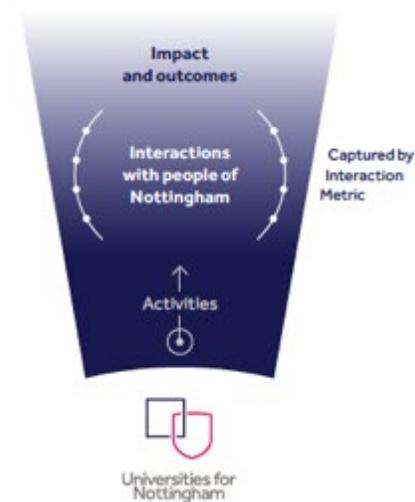
## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### **INSPIRATION: Universities for Nottingham**

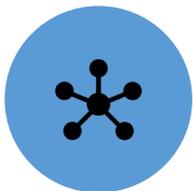
*Universities for Nottingham was commissioned following the recommendations of the UPP Foundation Civic University Commission. The report provides both universities with a foundation from which to better understand each other, their local impact, shared civic responsibilities and where they might better work together.*

*The combined economic impact of the universities was calculated by assessing the Gross Value Added (GVA) created by the universities' operations, the spending of their staff, students and attributed visitors; as well as the impact of their research and teaching. The work also draws on a bespoke Universities for Nottingham Interaction Metric, calculating the number of interactions between the two universities and eight different audience groups (policy maker, patient, community, creatives, businesses, innovators, ambitious, next generation).*



This is ambitious.  
It will be complicated.  
Not everything we try will work.  
It will take time and effort to get going.





## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### *Vital Signs, Community Foundation*

*Vital Signs draws on statistics, local expertise and the knowledge gathered through community foundation funding across the region.*

*Vital Signs 'takes the pulse' of the North East region. It identifies issues faced, actions taken by good people, great organisations and special places to improve communities.*

*Latest Vital Signs report examines the problem of food poverty, and how philanthropy is helping to tackle it.*

**Weblink:**

<https://www.communityfoundation.org.uk/vitalsigns/>



# Community Foundation

Why are people going hungry in North East England?

Our latest Vital Signs report examines the problem of food poverty, and how philanthropy is helping to tackle it.

Food poverty 2019: how philanthropy can make a difference (Highlights) (pdf) 2 MB

Food poverty 2019: full research paper (pdf) 1 MB

Vital statistics

People living in North East England

2.6m

Have your say  
Take part in our survey on priorities for philanthropy in the North East

Vital issues

Fairness and inequality

High levels of poverty and disadvantage exist throughout the North East

Arts, culture, and heritage

The region's arts, culture and heritage should benefit everyone



## OPEN AND REFLECTIVE ENVIRONMENTS

# 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### Experimenting with...

- Opportunities to practice engagement
- Reflective team-based learning
- Spaces in which researchers can try engagement and learn from it
- Involving partners in feedback and development

### Where to look for inspiration...

- Great Exhibition Road Festival, Imperial College London
- The Turtle Project, QMUL
- Engagement Hubs, University of Southampton
- PharmaBees, University of Cardiff

### From the interviews...

*“It’s all about learning, support and reflection with staff and community partners. Making sure we build process for learning and doing together”.*

*“All members of the research team are involved in PE in some way, but every project builds on the knowledge of the team. It’s evolutionary and a really nice example, where a really high performing lab has developed a culture of engagement within their research”.*



## OPEN AND REFLECTIVE ENVIRONMENTS

# 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### ***INSPIRATION: The great exhibition road festival***

*The Great Exhibition Road Festival is Imperial College London's flagship societal engagement event.*

*It's a three-day, free celebration of the arts and sciences in South Kensington that attracts around 60,000 participants. Many local institutions, including the V&A, Science Museum and Royal Albert Hall collaborate to create a programme of unique workshops, talks, performances and exhibitions on and around Exhibition Road, which is closed to traffic for the weekend. Imperial leads on this large-scale event in order to engage new audiences with our research, and to help ensure local Londoners feel that the academic and cultural institutions in South Kensington are accessible to them.*

THE GREAT 2019  
EXHIBITION  
ROAD FESTIVAL

Download map



ABOUT US

2019 PROGRAMME

VISIT US

2019 HIGHLIGHTS

SEARCH..



<https://www.greatexhibitionroadfestival.co.uk>



## OPEN AND REFLECTIVE ENVIRONMENTS

# 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### ***INSPIRATION: The turtle project***

*A conservation project led by Senior Lecturer Dr Christophe Eizaguirre at **QMUL** in collaboration with NGOs. Collaborating with national and international NGOs and the Cape Verde University, Dr Christophe Eizaguirre's team has created programmes to train local students in modern conservation biology. Students work with NGOs across the Cape Verde archipelago, living and working with local communities to conduct research and spread their knowledge.*

*"All members of the team are involved in public engagement in some way. Every project builds on the knowledge within of the team. Its high performing lab has developed a culture of engagement within their research".*

### **Turtle project triumphs in engaging the public**



<https://www.qmul.ac.uk/research/research-impact/impact-stories/se-research/biology-chemistry-and-psychology/protecting-endangered-turtles/>



## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### ***INSPIRATION: Engagement Hubs***

*Public Engagement Hubs are one way University of Southampton bring together members of the University and wider Southampton community across a shared interest.*

*There are currently three hubs organised around themes:*

- *Health and wellbeing*
- *Nature and biodiversity*
- *Future Cities*

*They engage with upwards of 1500 people every year, and lead to a variety of spin-out activities alongside enhanced research and teaching partnerships.*

UNIVERSITY OF  
**Southampton**

**HEALTH AND WELLBEING COMMUNITY HUB**

**Health and Wellbeing Hub**

This hub's common goal is to improve University-Community connection so University research and expertise contributes to improving health and wellbeing in Southampton.

**Biodiversity Blockbuster**

**Nature and Biodiversity Hub**

This hub's common goal is to inspire a greater appreciation and value of nature and biodiversity in the public, especially young people and local community groups.

**Future Cities Hub**

This hub's common goal is to contribute to making Southampton a more vibrant, people-oriented city that promotes healthy, sustainable living.

<https://www.southampton.ac.uk/per/university/pe-hubs.page>



## OPEN AND REFLECTIVE ENVIRONMENTS

# 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### ***INSPIRATION: PharmaBees, University of Cardiff***

*The project began with hives on Redwood and has spread across the campus. Starting out with research into the development of new drugs using pollination, Pharmabees has captured the imagination of people in Cardiff from all walks of life. A small grant from the Wellcome Trust has enabled them to initiate a pilot project with nine Cardiff schools, and they are currently expanding the project into communities working with the Anuerin Bevan Health Board to create a well being pollinator garden at Ystrad Mynach Hospital.*

*“In this project we see teaching, research and engagement coming together into one programme. From developing products and selling, pollination development, community well-being, it’s all there...”*

### Creating a bee friendly city



<https://www.cardiff.ac.uk/pharmabees>



## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### Experimenting with...

- Putting people and values at the heart of the work
- Addressing intersectionality and power
- Proactively reaching new partners and audiences

### Where to look for inspiration...

- Common Cause Research
- AHRC Connected Communities
- The Truth and Reconciliation Campaign

### From the interviews...

*“Our civic engagement strategy is based on values. It is not about metrics. The whole point of this work is not only are you allowed to feel, but you need to feel in order to do it well”.*

*“All of our best practice in public engagement is person based. Science especially, is done in teams. It’s about people at the end of the end of the day”.*



## 3. Staying ahead of the curve

Examples of interesting practice from inside and outside HE

### ***INSPIRATION: Common Cause***

*Common Cause Research spent two years looking in depth at the landscape of Black and Minority Ethnic community-university partnerships.*

*In September 2018 they released a report detailing their findings and recommendations alongside a list of 10 principles for conducting fair and mutual research partnerships.*

<https://www.commoncauseresearch.com/report/>

### **The ten principles of fair and mutual research partnerships comprise:**

1. A commitment to strengthening the partnering community organisation.
2. A commitment to mutual benefit.
3. A commitment to transparency and accountability.
4. Fair practices in payments.
5. Fair payments for participants.
6. A commitment to fair knowledge exchange.
7. A commitment to sustainability and legacy.
8. A commitment to equality and diversity.
9. A commitment to sectoral as well as organisational development.
10. A commitment to reciprocal learning.



COMMON  
CAUSE

Common  
Cause  
Research

Building Research Collaborations  
between Universities and Black  
and Minority Ethnic communities



## PEOPLE-CENTRED & VALUE-BASED APPROACHES

# 3. Staying ahead of the curve

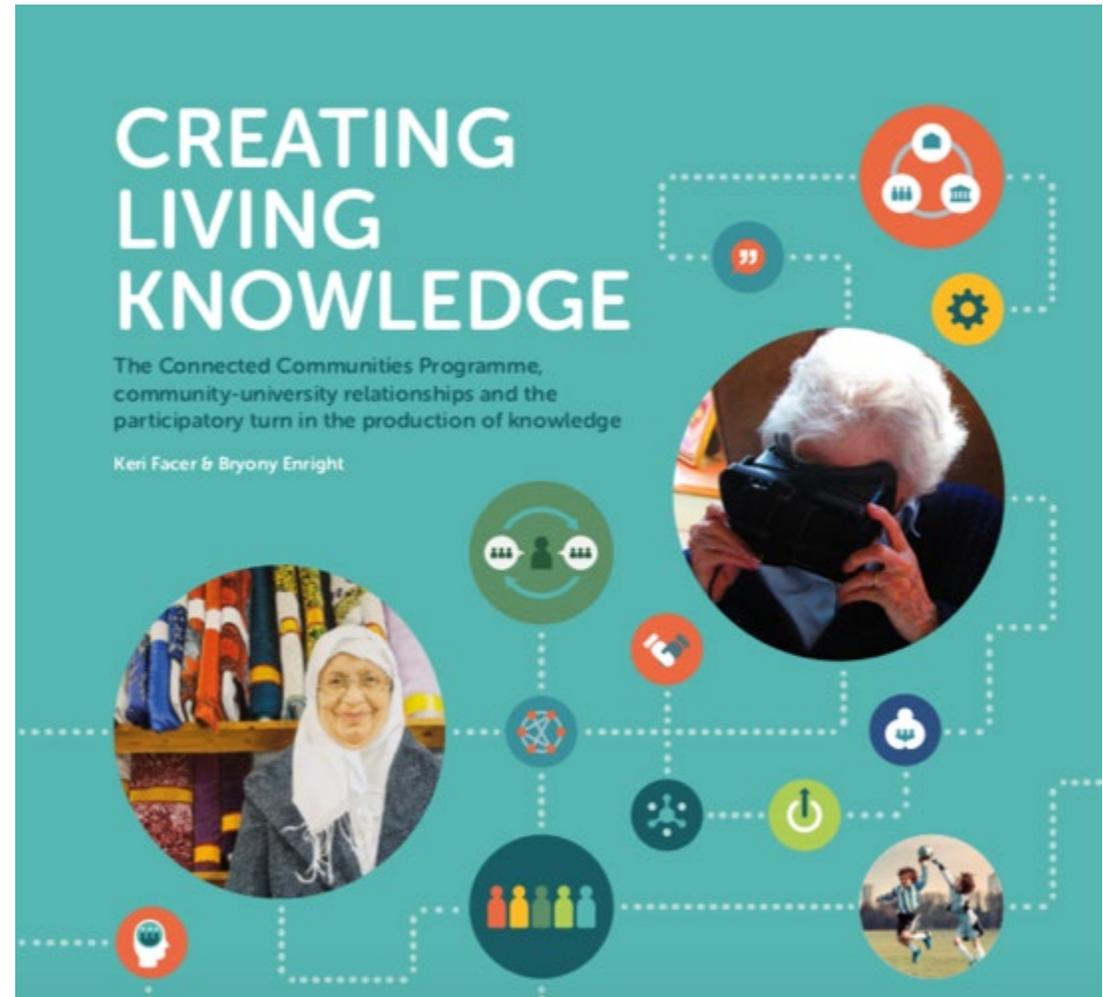
Examples of interesting practice from inside and outside HE

### ***INSPIRATION: Bringing together community engaged research***

*Connected Communities is a multi-million pound research programme designed to help us understand the changing nature of communities in their historical and cultural contexts and the role of communities in sustaining and enhancing our quality of life.*

*This project report contains a wealth of insights into the opportunities and challenges afforded by this community-centred practice.*

*“Public value from research is not about creating short term, instrumental partnerships it is about creating substantive conversations between the different sets of expertise and experience that university and community partners offer, and in so doing, enabling the core questions that both are asking to be reframed and challenged”.*



[https://connected-communities.org/wp-content/uploads/2016/04/Creating-Living-Knowledge.Final .pdf](https://connected-communities.org/wp-content/uploads/2016/04/Creating-Living-Knowledge.Final.pdf)



## 3. Staying ahead of the curve

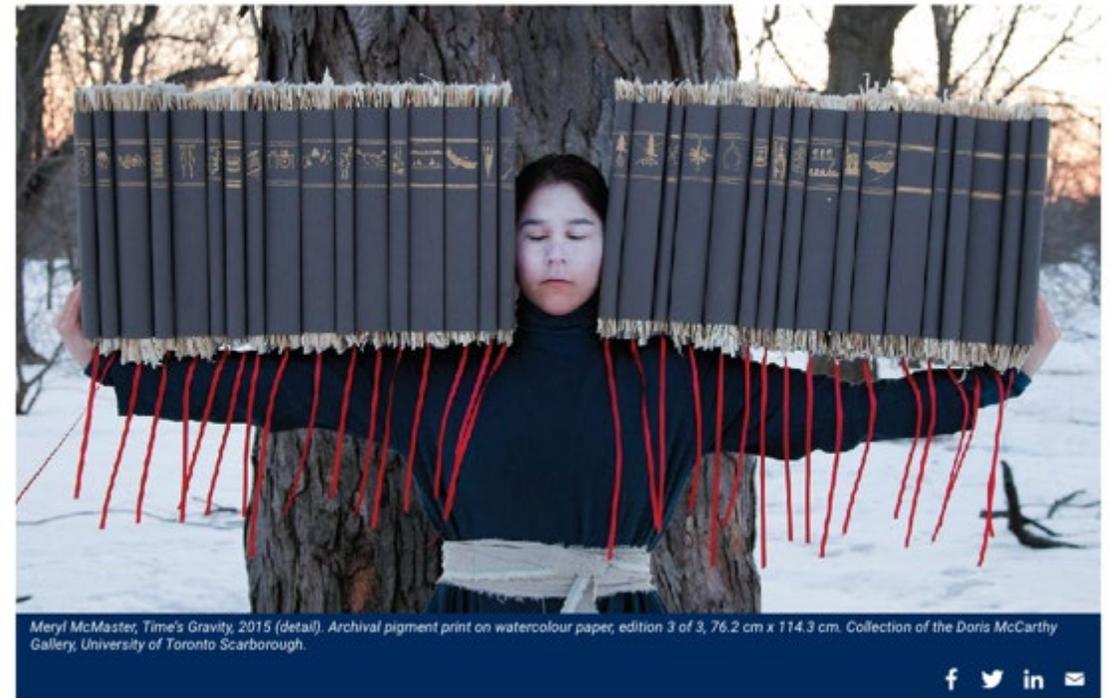
Examples of interesting practice from inside and outside HE

### ***INSPIRATION: The Truth and Reconciliation Campaign***

*We spoke with several universities in Australia and Canada who were responding to truth and reconciliation issues in relation to their indigenous communities. **University of Toronto** is putting in place action plans for reconciliation that address issues of access, education, employment, use of buildings, the conduct and impact of research for Indigenous peoples.*

***University of Melbourne's Reconciliation Action Plan** sets out the organisation's commitment to reconciliation between Aboriginal and Torres Strait Islander people and the broader Australian community.*

### Truth, then reconciliation



Meryl McMaster, *Time's Gravity*, 2015 (detail). Archival pigment print on watercolour paper, edition 3 of 3, 76.2 cm x 114.3 cm. Collection of the Doris McCarthy Gallery, University of Toronto Scarborough.



<https://murrupbarak.unimelb.edu.au/engage/the-reconciliation-action-plan>

# 4. Annex

List of HEIs participating in this project



Key contacts	Role	Institution
Vicky Brightman	Head of Public Engagement	Imperial College London
Jonathan Grant	Vice-President and Vice-Principal (Service)	King's College London
Heather Doran	Public Engagement Manager	Leverhulme Research Centre for Forensic Science, University of Dundee
Sam Gray	Head of Research Environment and Impact	Manchester Metropolitan University
Andrea Henderson	Engagement Manager	Newcastle University
Jane Robinson	Dean of Engagement	Newcastle University
Kimberly Freeman	Executive Officer for Public Engagement and Director of the Centre for Public Engagement	Queen Mary University of London
Emma McKenna	Science Shop Coordinator	Queens University Belfast
Kevin Fearon	Research and Enterprise	Queens University Belfast
Diane Hill	Assistant Chancellor, University-Community Partnerships	Rutgers University-Newark
Richard Calvert	Deputy Vice-Chancellor	Sheffield Hallam University
Matthew Grant	Director, Community Engagement and Outreach   External Relations	Simon Fraser University
Nav Chima	Director, Community Programs & Partnerships	Simon Fraser University
Catherine Bates	Project Coordinator, Programme for Students Learning With Communities	Technological University Dublin
Laura Cream	Director of Engagement, UCL Culture	University College London
Helen Featherstone	Head of Public Engagement	University of Bath
Elizabeth Westlake	Deputy Director – Research planning	University of Birmingham
Leah Fitzsimmons	Public Engagement with Research	University of Birmingham
Dave Wolff	Director of CUPP	University of Brighton
Tara Dean	Pro Vice Chancellor (Research and Enterprise)	University of Brighton

Key contacts	Role	Institution
Nicolette Fox	Development Manager, CUPP	University of Brighton
Andrew Church	Associate Pro Vice Chancellor Research and Enterprise	University of Brighton
Kate Miller	Head of Public Engagement	University of Bristol
Dee Smart	Deputy Head of Public Engagement	University of Bristol
Adriaan de Jager	Associated Vice-President, Government Relations and Community Engagement	University of British Columbia
Heather Holroyd	Community-Based Research Coordinator	University of British Columbia
Kathleen Leahy	Director UBC Learning Exchange	University of British Columbia
Kevin Leonard	Communications and Marketing	University of Cardiff
Amar Parikh	Associate Vice President, Chief of Staff	University of Chicago
Jon Urch	Senior Public Engagement Officer	University of Dundee
Dee-Ann Johnson	Public Engagement Manager	University of Manchester
Julian Skyrme	Director of Social Responsibility	University of Manchester
Sheena Cruickshank	Professor in Biomedical Sciences and Public Engagement	University of Manchester
Suzanne Spicer	Social Responsibility Manager	University of Manchester
James Green	Director Engagement Strategy	University of Melbourne
Padmini Sebastian	Director, Civic and Community Engagement	University of Melbourne
Lesley Paterson	Head of Public Engagement with Research	University of Oxford
Anthony Atkin	Head of Impact	University of Reading
Greg Oldfield	Head of Public Engagement	University of Sheffield
Steve Dorney	Director of Public Engagement	University of Southampton
Rhonda McMichael	Executive Lead, Strategic Engagement	University of Toronto