



Julie Worrall, Project Director

Community University Engagement East (CUE East)

Reflect and build upon two questions from the Beacons session at last year's Conference

Is baseline information being gathered and if so, how?

How would public engagement be built into promotions criteria and awards for excellence?

Share the CUE East experience, thoughts on progress so far and on what lies ahead

2008 Conference: Measuring the culture change in universities

Is baseline information being gathered and if so, how?

'A qualitative baseline report on the perceptions of public engagement in University of East Anglia academic staff'

Lisa McDaid, Beacons Researcher, City College Norwich, December 2008

55 semi-structured interviews with academic staff

Sample 1 - targeted individuals (n=24)

- Heads of Schools
- Associate Deans for Enterprise & Engagement
- Associate Deans for Research
- Pro Vice Chancellor

Sample 2 - randomly selected academic staff by faculty & grade (n=31)

- Four faculties – Science, Social Science, Health, Arts & Humanities
- Four grade levels – Snr Academic, Academic, Snr Researcher, Researcher

2008 Conference: Measuring the culture change in universities Is baseline information being gathered and if so, how?

The importance of public engagement

“It’s difficult to say because it almost comes into a different category because it is not part of my job description or one of the measures against which I think I will ever be measured...it’s more like deciding do I want to go for a run today? It’s something I enjoy and it’s important but I don’t really see it as a part of my paid job” (Senior Researcher)

Recording public engagement

“Nobody knows whether it counts towards their work time, so it dissuades people from doing it or telling people they are doing it because they might be called upon to fill up those hours somewhere else” (Researcher)

CUE EAST QUALITATIVE SURVEY KEY FINDINGS	CUE EAST AND ALIGNED UEA STRATEGIES
<p>84% involved in ‘self defined’ PE, but lack of a shared understanding.</p>	<p>CUE East devised ‘working’ typology, shaping new promotions criteria at UEA.</p>
<p>PE not as important as research and teaching and for some, admin.</p>	<p>New promotions criteria links PE to teaching & research.</p>
<p>Barriers include time, career progression, peer approval, research-led culture, funding & challenges of engaging people.</p>	<p>CUE East developing infrastructure dedicated to building capacity at all.</p>
<p>Lack of strategic support: <i>“Support is personal rather than organisational”</i></p>	<p>New UEA Corporate Plan with ‘Enterprise & Engagement’ a corporate priority.</p>
<p>Very little recording happening & no institutional mechanism in place</p>	<p>CUE East devised ‘Engagement Tracker’</p>
<p>PE was not rewarded in any formal way.</p>	<p>New promotions criteria and individual awards.</p>
<p>Evaluation of PE was minimal. Most had not even considered evaluating their activities.</p>	<p>Beacon’s Researcher advising individuals & projects on evaluation techniques & methodologies.</p>

2008 Conference: Measuring the culture change in universities

CUE East evaluation approach

An independent 'Beacons Researcher' employed by City College Norwich, embedded in the programme and providing continuous feedback on aspects of the programme delivery.

Key evaluation research activities in Year 1 have included:

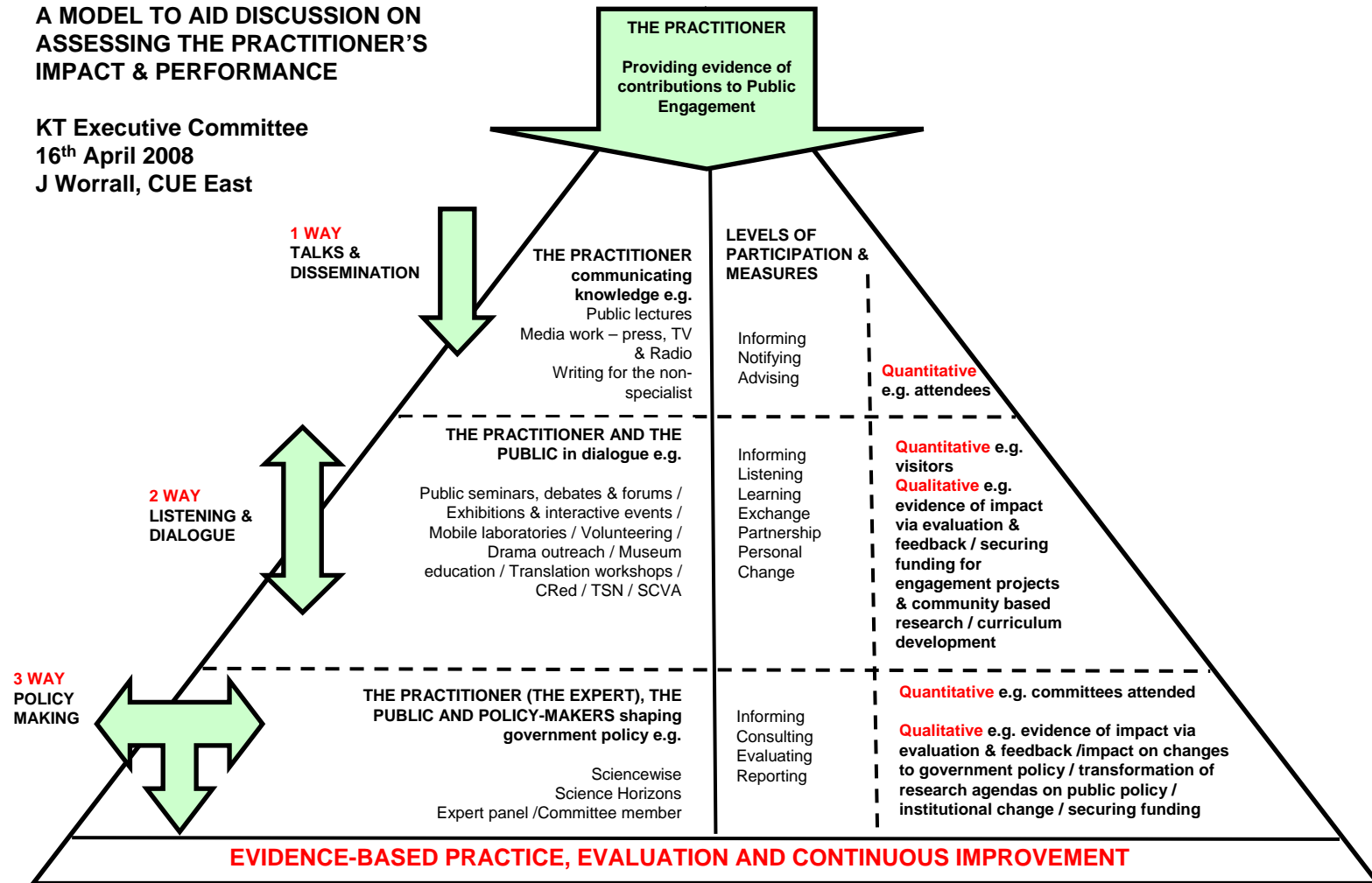
- **Qualitative baseline research on perceptions of public engagement**
- **CUE East team interviews including Steering Group Chair and NCCPE interview**
- **Individual event evaluations**
- **Steering Group feedback**
- **Partner Perceptions Survey**
- **Document analysis – e.g. Project Director reports to Steering Group, Funders, Beacons Coordination Group & UEA's Enterprise & Engagement Executive, Operations Manager Monthly Reports, consultation responses e.g. DIUS Science & Society and email correspondence**
- **Observation at meetings e.g. team, project & steering group meetings**
- **Observation at training & analysis of evaluation feedback**

Annual Evaluation Review published April 2009

2008 Conference: How would public engagement be built into promotions criteria and awards for excellence? Step one

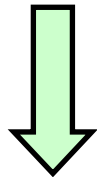
A MODEL TO AID DISCUSSION ON ASSESSING THE PRACTITIONER'S IMPACT & PERFORMANCE

KT Executive Committee
16th April 2008
J Worrall, CUE East



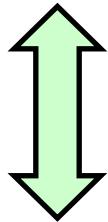
2008 Conference: How would public engagement be built into promotions criteria and awards for excellence? **Step two**

CUE East Foundation for UEA Promotions Criteria on Engagement THE ENGAGED PRACTITIONER



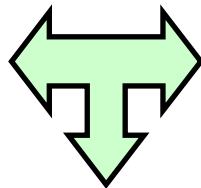
Communicating knowledge and enriching cultural life

One-way e.g. public lectures, media work, writing for the non-specialist, exhibitions, showcasing academic know-how



Providing a service and being in dialogue with the public and communities

Two-way e.g. volunteering, user involvement in research, forums, focus groups, pro-bono schemes, drama outreach, museum education



Being in dialogue with the public and policy-makers

Three-way engagement e.g. governmental committees involving the academic as the 'expert' e.g. expert panel, government led public consultation, task forces

2008 Conference: How would public engagement be built into promotions criteria and awards for excellence? Step three

**UEA Green Book 2009
Promotions Committee Rules and Procedures**

**ENTERPRISE AND ENGAGEMENT AND
RELATED ADMINISTRATION**

Examples of engagement activities and of evidence that will help to demonstrate and verify impact on the community, on the applicant and on the institution in relation to teaching and research

CUE East Individual Awards

The CUE East experience

Thoughts on progress so far and on what lies ahead

