

Factors affecting public engagement by researchers

A study on behalf of a Consortium of UK public research funders

Technical report

December 2015



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1. Introduction

1.1 Background and objectives

Public engagement is increasingly recognised as a prominent part of the work of researchers in higher education. In 2015 a Consortium¹ of 16 funders of UK public research commissioned TNS BMRB in partnership with Dr. Kevin Burchell of the University of Westminster to conduct a research study to investigate the current landscape of public engagement by researchers in higher education, research institutes and clinical settings. The research will be used to help the Consortium understand the factors which affect public engagement in order to help develop the culture of public engagement by researchers in the UK and to inform future policy and practice in the sector.

The Consortium was led and managed by the Wellcome Trust working with a Steering Group drawn from the Consortium. The research programme was a multi-stage study comprising a literature review, a web survey of 2,450 researchers, a web survey of 269 staff working in role which facilitates public engagement and a qualitative study of 50 in depth telephone interviews with researchers and staff who support public engagement.

The survey was designed to build on the 2006 Royal Society *Survey of factors affecting science communication*² which was based on a sample of researchers in science, technology, engineering, and mathematics (the STEM disciplines). The 2015 survey had a broader set of aims and included researchers from all disciplines including those in the arts, humanities and social sciences (AHSS). However, a comparison of key measures between the two surveys has provided broad evidence of change in the sector over the previous decade in terms of participation in and attitudes towards public engagement.

The study had a number of objectives:

- To establish an up to date evidence base on the extent of public engagement by researchers and factors affecting participation
- To chart changes in participation and attitudes over the past decade (since 2006) among researchers in the STEM disciplines
- To investigate levels of public engagement among researchers in the arts, humanities and social sciences (AHSS) and to establish differences between STEM and AHSS disciplines.
- To explore the role of public engagement facilitation staff in enabling researchers to undertake public engagement
- To provide a rich evidence base for use by the Consortium to inform strategy and future direction and policy

Three reports have been published from this research:

- A report covering main findings;
- A technical report (this one);
- A literature review

All outputs can be found at: www.wellcome.ac.uk/PERSurvey

¹ Academy of Medical Sciences, British Academy, Department for Business, Innovation and Skills, Department for Employment and Learning - Northern Ireland, Department for Health (National Institute for Health Research), HEFCE, HEFCW, Research Councils UK, Royal Academy of Engineering, Royal Society, Royal Society of Chemistry, Scottish Funding Council, Scottish Government, The National Institute for Social Care and Health Research - a department of the devolved Government of Wales, the Scottish Government, Universities UK, Wellcome Trust. The research was further supported by Universities UK.

² <https://royalsociety.org/policy/publications/2006/science-communication/>

Research methodology

The research comprised several stages as outlined below.

1. A *literature review* conducted by Dr. Burchell at the University of Westminster: the aim of this stage was to set the context for the 2015 survey, including an independent review and synthesis of existing literature in this domain, and a mapping of developments over time since 1985
2. A *web survey of research staff* (n=2,454) working in HEIs and research institutes/clinical settings: the aim of this stage was to provide a robust evidence base on participation in and attitudes towards public engagement in 2015
3. A *web survey of "enablers"* (n=269) - that is staff who support and facilitate researchers in their public engagement activities: the aim here was to supplement and contextualise the researcher survey findings by providing evidence on institutional policy and views
4. *Qualitative research* with 50 researchers and enablers to explore emerging issues in greater depth

1.2 Structure of the report

This report provides technical information on stages 2-4 as outlined above. The structure of the report is as follows:

- Chapter 2 outlines the sampling approach for research and other staff based in both HEI and a non-HEI settings
- Chapter 3 provides information on questionnaire development and piloting
- Chapter 4 covers practicalities around data collection and response rates to the web survey
- Chapter 5 outlines data delivery processes and outputs
- Chapter 6 outlines the weighting process for the quantitative survey
- Chapter 7 provides an overview of the qualitative research design and method
- Appendices are included for the survey questionnaires and qualitative topic guides, letters and emails sent to institutions and researchers and further details on the sampling process.

1.3 Glossary of terms of acronyms used throughout this report

Throughout this technical report and other reports published for this study we use number of terms and acronyms to describe different concepts related to public engagement and the work of researchers within higher education. A guide is provided here.

Table 1.1 Terms and acronyms used within this report

Term	Definition
AHSS	Arts, Humanities and social sciences
STEM	Science, Technology, Engineering and Maths
REF Panels/Units of assessment	A grouping of disciplines for the purposes of the REF (Research Excellence Framework) http://www.ref.ac.uk/panels/unitsofassessment/ This categorises research activity into four groupings: Panel A includes clinical and biological sciences; Panel B includes engineering, mathematics and the physical sciences; Panel C includes social sciences, business, law, architecture; and Panel D includes arts, humanities, languages and media
Concordat for Engaging the public with research	A set of principles defined drawn up by the Funders of Research in the UK http://www.rcuk.ac.uk/RCUK-prod/assets/documents/scisoc/ConcordatforEngagingthePublicwithResearch.pdf
PER	A short-hand used within some tables and charts meaning "Public engagement by researchers"
HEI	Higher education institute (university)
Non-HEI	For the purposes of this project, this term encompasses researchers working in research institutes and clinical settings (funded by NIHR)
Clinicians	Researchers who are on Research and Clinical contracts
Early career researcher/Senior researcher	A broad two-way distinction based on the following: <i>Early career</i> = PhD student, Research assistant, Research Associate, Research Fellow, postdoctoral researcher, Lecturer, Assistant Professor. <i>Senior</i> =Senior Research Fellow, Principal Researcher, Associate Professor, Senior lecturer, Reader, Professor, (Executive) Dean, Department Head
High/Medium/Low public engagement activity	Measure based on number and frequency of activities participated in over the past 12 months
Contract type	<i>Research & teaching staff</i> are those whose contracts of employment state that they are employed to undertake both teaching and research. <i>Research only staff</i> are those whose contracts of employment state that the primary academic employment function is research only, even though the contract may include a limited number of hours teaching. <i>Research and clinical staff</i> – see above
Beacons/Catalysts	The Beacons for Public Engagement initiative consisted of a network of six Beacons which were university-based collaborative centres that helped support and build capacity for public engagement work. Following on from this, eight universities were further designated as Catalysts with funding to establish support for public engagement with research, drawing on the lessons learnt from the Beacons.

2. Sampling

2.1 Sampling requirements overview

The survey objectives required samples from three separate populations to be drawn:

- Research staff based at Higher Education Institutions (HEIs);
- Research staff based in a non-HEI setting; and
- Public engagement enablers – those working in a role supporting public engagement.

The sample of HEI research staff was drawn using random probability methods. However, for logistical reasons, non-probability methods were required for the samples of non-HEI research staff and of public engagement support staff. Following discussion with representatives of the Consortium, TNS BMRB proposed a total target achieved sample size of n=3,750, broken down as follows.

Researchers	HEI research staff	n=3,000
	Non-HEI research staff	n=600
Enablers	Public Engagement support staff	n=150

The 2006 Royal Society survey was based on 1,500 STEM researchers based within HEIs³. For the 2015 survey a decision was made to increase the target sample size for researchers to 3,000. The main reason for this increase was to allow separate analysis among additional academic disciplines given that the focus of the research had expanded beyond STEM disciplines to cover all academic disciplines including AHSS⁴. However, a further key objective of the 2015 survey was to compare estimates between 2006 and 2015 for the STEM subgroup and the design therefore needed to allow for the robust detection of differences over time for this subgroup. The recommended sampling design put forward by TNS BMRB and agreed with the Consortium was therefore very similar to the design used in 2006 to maximise comparability.

The sample of researchers was designed to be representative of all researchers working in UK higher education institutes (HEIs) and research institutes/clinical settings (non-HEIs). The research methodology broadly followed the design adopted in the 2006 Royal Society survey in order to strengthen our ability to measure change over time. The sampling of researchers at HEIs (see section 2.2 below) and non-HEIs (section 2.3) was conducted separately. The sampling of enabler is covered at section 2.4.

2.2 Sample of HEI researchers

Based on analysis of a bespoke data extract from the Higher Education Statistics Authority (HESA), a two-stage sampling method was adopted:

- Firstly, a sample of HEIs was drawn as the primary sampling units (PSUs).
- Secondly, from those HEIs which agreed to participate, a sample of 200 researchers⁵ was selected from within each institution

³ STEM subjects are those falling within the general disciplines of Science, Technology, Engineering and Mathematics

⁴ AHSS subjects are those falling within arts, humanities and social sciences

⁵ As noted below two of the selected universities provided smaller samples as they employed less than 200 research staff

Sample frame and selection of primary sampling units(PSUs)

HESA data for 2013-14 indicated that there was a total of 159 Higher Education institutions (HEIs) in England, Scotland, Wales and Northern Ireland, employing 140,062 staff members in research roles⁶. For practical considerations, HEIs with fewer than 80 staff in research roles were excluded from the sample frame. The first stage sample frame therefore comprised 140 HEIs that collectively employed 139,252 research staff members (i.e. 99.4% of all HEI staff members working in research across England, Scotland, Wales and Northern Ireland).

Excluding HEIs with smaller-sized research teams from the sample frame was in line with the approach followed in the 2006 Public Engagement survey and was designed to maximise cost efficiency in sampling by selecting a smaller number of PSUs that cover the majority of the HEI research staff population. The threshold for the minimum number of research-active staff was increased from 50 in 2006 to 80 in 2015, to reflect the broader scope of the 2015 survey.

TNS BMRB selected 70 PSUs using a Systematic Probability Proportionate to Size (PPS) design whereby the probability of an HEI being selected into the sample is proportional to the number of research staff it employs. For the selection of the sample, the frame was sorted (stratified) by:

- (a) the country and the region where institutions were based;
- (b) the proportion of research staff that were not involved in teaching;
- (c) the proportion of research staff that worked in a STEM discipline; and
- (d) the proportion of research staff in full-time employment.

The sorting of the frame in this way ensured that HEIs in the sample were proportionately represented according to these characteristics.

The selected sample of HEIs is compared to the population of HEIs on these variables in Table 2.1.

⁶ Staff in research roles include those on research-only or research-and-teaching contracts, whether full-time or part-time, but excluding staff on hourly contracts or equivalent.

Table 2.1: The structure of the sample frame, the PSU sample and the participating sample

Stratification variable	Label	Distribution in sample frame	Distribution in selected sample
a) Country	England	114 (81.4%)	58 (82.9%)
	Northern Ireland	2 (1.4%)	1 (1.4%)
	Scotland	16 (11.4%)	8 (11.4%)
	Wales	8 (5.7%)	3 (4.3%)
	Total	140 (100.0%)	70 (100.0%)
b) Number of research staff	<= 524	47 (33.6%)	10 (14.3%)
	525 - 975	47 (33.6%)	23 (32.9%)
	976+	46 (32.9%)	37 (52.9%)
	Total	140 (100.0%)	70 (100.0%)
c) Proportion of research-only staff	<= .0514	46 (32.9%)	14 (20.0%)
	.0515 - .2817	47 (33.6%)	21 (30.0%)
	.2818+	47 (33.6%)	35 (50.0%)
	Total	140 (100.0%)	70 (100.0%)
d) Proportion of STEM staff	<= .4576	47 (33.6%)	12 (17.1%)
	.4577 - .6473	46 (32.9%)	27 (38.6%)
	.6474+	47 (33.6%)	31 (44.3%)
	Total	140 (100.0%)	70 (100.0%)
e) Proportion of full-time staff	<= .7778	47 (33.6%)	16 (22.9%)
	.7779 - .8577	47 (33.6%)	23 (32.9%)
	.8578+	46 (32.9%)	31 (44.3%)
	Total	140 (100.0%)	70 (100.0%)

The bands based on numbers of research staff (b) employed in the selection were designed to split the HEI sample frame into three roughly equal bands. The bands were similar to those employed in the 2006 survey but reflect the larger population for the new survey (e.g. the 'top' band this time is 976+ compared with 700+ in 2006). A smaller number of HEIs in the smallest size band has been selected for the 2015 survey due to both the expanded population compared with the 2006 survey and the PPS design employed this time.

The bands of the stratification variables (c), (d), and (e) were determined based on the sample frame frequency distributions so that that the sample frame was segmented in sub-classes of approximately equal prevalence. This approach ensured that a representative cross-section of HEIs was drawn in proportion to the size of the institutions' research teams.

After the initial sample selection, it was found that two selected institutions were ineligible. As a result, a pragmatic decision was made to replace these two HEIs with randomly-selected HEIs from within the same regional/size band strata.

Of the seventy HEIs which were selected using the sampling methods outlined above, 50 agreed to take part and 20 declined to take part. The procedures for contacting HEIs and managing access to staff samples are described below.

Contacting HEIs

A letter was sent to Vice Chancellors (or equivalents) at the 70 sampled HEIs inviting them to take part (see Appendix A). The letter was sent by Universities UK (UUK) and was jointly branded with and co-signed by UUK, Wellcome Trust and Research Councils UK. Additionally, the letter included the names and logos of all research funding bodies in the Consortium as well as further information (an 'FAQ' document, Appendix B) explaining the purpose and requirements of the research.

The invitation letters were sent out on 23 March 2015 and followed up by telephone calls and emails over the subsequent weeks to secure agreement to take part at the HEI level. The timing proved difficult in that letters went out the week before many HEIs began their Easter break; it therefore proved difficult to get quick decisions on taking part as key staff were unavailable for anything from a week to a month or more.

Members of the TNS BMRB research team followed up the letters by calling Vice Chancellors' offices and trying to identify whether responsibility had been passed to a named member of staff at the HEI. A small number of HEIs got in touch by email to name contacts; for others several calls and emails were required to identify the HEI liaison contact, explain the purpose of the research, explain the sampling required and to discuss sampling options before getting a firm decision on whether the HEI would take part. Additional information was sent to a number of HEIs about the sampling options available (this is discussed in more detail below and in Appendix C).

Of the 70, 20 HEIs decided not to take part in the surveys of researchers and public engagement enablers. The main reasons given for refusal were:

- Concerns about data protection, confidentiality or other concerns – 8 HEIs
- Workload, resourcing, timing, impact on work – 5 HEIs
- No reason given / did not respond / stopped responding – 7 HEIs

HEI Researcher staff numbers sampled

Researchers were defined as being those on research-only or research-plus-teaching contracts, whether full-time or part-time (but excluding those on hourly-paid contracts or equivalent), and whether permanent or fixed-term appointments. These variables were easily identifiable by HEIs via their HR systems.

An equal number of researchers was selected from each HEI. The aim was to select 10,000 researchers, 200 per HEI, with the aim of achieving 3,000 completed online survey interviews. This would represent a 30% response rate. This assumption was based on an early prediction of response rate although in the event the response rate was lower than this (24%, see section 4.7).

Fifty HEIs eventually took part, most of which yielded samples of 200 researchers with a total of 9,757 researchers from HEIs invited to take part.⁷

⁷ Two HEIs provided smaller samples; hence the total issued sample is less than the 10,000 targeted. One provided a total sample file of 132 research staff, all of whom were included in the survey; the other carried out its own sampling and included 25 staff. These numbers do not reflect HESA statistics on researchers at these two HEIs and it seems likely that incomplete or partial sample frames were used.

Sampling researchers within HEIs

The default approach was to ask HEIs to share sample files of staff including all the details required for the survey (institution name, department, position or grade, name, email address) using secure transfer delivery systems. In practice, however, not all were prepared to do this, usually because of concerns about internal data confidentiality issues or other data protection concerns. TNS BMRB therefore drew up different approaches that HEIs and RIs could consider before deciding whether to take part and, if so, using what sampling approach.

The four approaches were set out in a note shared with HEIs who wanted to discuss alternative sampling approaches. The main details are set out in Appendix C.

Of the 50 universities participating in this research:

- 28 were able to supply TNS BMRB with their full staff lists using secure electronic transfer; TNS BMRB drew the sample and handled all mailings (Option 1)
- 4 further HEIs were able to do the above but they wanted to offer researchers an opportunity to opt out of having their details passed on to TNS BMRB before passing the sample on (Option 2)
- 13 HEIs were happy to provide us with anonymised sample (i.e. department and job title details only were provided, no identification details); TNS BMRB drew the sample, passed this back and the HEI mailed the survey in-house (Option 3)
- 5 HEIs wanted to handle everything in-house; TNS BMRB provided instructions for drawing the sample and then all sampling and mailing was handled in-house (Option 4)

Preparing sample files of researchers

HEIs that provided sample to TNS BMRB (sampling approaches 1, 2 and 3) were asked to provide the following information for each staff member included in the sample file:

- HEI name
- Department (or school, faculty, etc.)
- Position/job title (or grade)
- Name
- Email address
- Unique identifier (sampling option 3 only, to allow linking at the HEI/RI of the selected cases to the names and email addresses used internally for mailing).

For HEIs providing anonymised sample, name and email address were not be included. Additionally, where the HEI was concerned that a position/job title might be too easily identifiable, they could instead provide staff grade details which still allowed stratification by job level (see below).

Once received, sample files of HEI research staff were cleaned and prepared for selection using the following steps:

1. Researcher files were scanned for non-research staff which may have been included by mistake. Staff details that did not fit the criteria were removed.
2. Staff were allocated by the TNS BMRB research staff to STEM or AHSS on the basis of department/discipline.
3. Duplicate entries were deleted (identified by email addresses).

4. Records with no email address were removed.
5. The file was stratified (in this order, alphabetically) by: STEM/AHSS; department; position/job title; name.

Selecting samples of researchers

After data cleaning and stratification, the next stage was to draw the sample of 200 researchers from within each HEI. This process was followed for all 45 universities which provided researcher listings - sampling approaches 1, 2, and 3). The sample steps involved:

- The aim was to select 200 researchers from each HEI. Using the total number of valid cases, the sampling fraction was calculated (for example, if there were 1,500 valid cases in the sample file, the sampling fraction would be $1500/200 = 7.5$). This sampling fraction was then used to select 200 individuals on a *1 in n* basis from the sample file.
- For two HEIs that provided details for fewer than 200 researchers, all valid cases were included in the sample.
- Selected individuals were assigned a serial number and a unique password/link to access the survey.
- Where HEIs had provided anonymised sample, details of the selected individuals including the unique identifier supplied by the HEI together with the serial number and unique password/link were sent by TNS BMRB to the HEI. Staff at the HEI then matched up the details to the names and email addresses on their own systems using the unique identifier.

For the five HEIs that wished to conduct sampling in-house (option 4), TNS BMRB provided detailed step-by-step instructions for drawing the samples. These were very similar to the process outlined above where TNS BMRB staff carried out the sample selection, the main difference being that HEIs were not asked to identify staff by STEM/AHSS to reduce burden and simplify the task.

The instructions for drawing the sample are included in Appendix D.

HEIs taking part in the surveys of researchers and public engagement support staff

The final list of participating HEIs is provided below.

Cranfield University	Canterbury Christ Church University	Edge Hill University
The University of Northampton	The University of Worcester	Anglia Ruskin University
Birmingham City University	The University of Huddersfield	Kingston University
Middlesex University	De Montfort University	The University of Northumbria
The University of Plymouth	The University of Portsmouth	Sheffield Hallam University
Teesside University	Queen Margaret University, Edinburgh	The University of Bath
The University of Birmingham	The University of Bristol	The University of Cambridge
The City University	The University of Exeter	The University of Hull
The University of Lancaster	The University of Leeds	The University of Leicester
The University of Liverpool	Birkbeck College	Imperial College of Science, Technology and Medicine
London School of Hygiene and Tropical Medicine	Queen Mary University of London	Royal Holloway and Bedford New College
University College London	The University of Nottingham	The University of Oxford
The University of Salford	The University of Sheffield	The University of Surrey
The University of Warwick	The University of York	The University of Edinburgh
The University of Glasgow	The University of Aberdeen	Heriot-Watt University
The University of St Andrews	Bangor University	Cardiff University
Queen's University Belfast	Glasgow School of Art	

2.3 Non-HEI sample

The universe of this group was all researchers in a non-HEI setting including academy- and research council-funded researchers working in research institutes, and NIHR-funded clinicians based in hospitals. All of the non-HEI research staff were from STEM disciplines.

A total of 13 non-HEI institutes and funders were selected and invited to take part, though some of these incorporated smaller research institutes, such that a total of 24 were contacted about taking part. Of these 24, 13 agreed to take part and provided samples of research staff.

As in 2006, this group of researchers in non-HEIs was collated into a single listing. A further consideration was the need to de-duplicate the lists of researchers in RIs against those from sampled HEIs in order to isolate as far as possible those working entirely independently of universities. Of course, some researchers funded by one or other of these organisations may also have worked for an HEI which was not included within our selected sample and therefore would not technically have been in scope. Ideally we would have excluded this overlapping group. However, for pragmatic reasons, it was not possible to address this potential overlap as part of the sampling process.

Of the participating institutes and funders there was a total population of 10, 545 researchers after de-duplication.

After combining details from all non-HEIs into one single listing, the sample was stratified by institute/funder, department, position, and name. A sample of 1,800 research staff was then sampled with the aim of achieving at least 600 valid survey responses (a target of 30% although in the event the response was lower at 17%, see section 4.7). The sample was selected on a 1 in n basis after stratification. Population and selected sample figures and provided in table 2 below.

Table 2.2: Non-HEIs population and sample selected for the survey

Name of institution/funder	Total non-HEI researchers provided	Total selected for the survey
STFC	498	86
MRC (Medical Research Council)	655	113
Sanger and EBI	72	13
The Francis Crick Institute	755	131
NIHR	7,460	1266
Royal Botanical Garden Edinburgh	47	7
Scottish Rural University College	151	26
(NERC) National Centre for Atmospheric Sciences	219	38
(BBSRC) Babraham	86	15
(BBSRC) John Innes Centre	287	50
(BBSRC) Institute of Food Research	119	21
(BBSRC) Rothamstead Research	15	2
(BBSRC) The Pirbright Institute	181	32
	10,545	1800

Non-HEI organisations were initially contacted either by a member of staff at Research Councils UK or at the Wellcome Trust who sought agreement for participation. Following this approach, TNS BMRB research team then contacted those that agreed to discuss the sample requirements. As for HEIs discussion covered data protection and confidentiality queries, sampling options available and practicalities for delivering sample files securely.

2.4 Enabler sample

Alongside the main researcher survey a smaller survey of public engagement “enablers” was conducted in order to capture the institutional viewpoint. “Enablers” in this context refers to staff members working at HEIs who support and facilitate researchers in their public engagement activities. Samples of enabler staff were drawn from each of the 50 HEIs participating in the research (i.e. not from within non-HEI settings).

Thus, at the same time as requesting listings of all researchers, HEIs were also asked to supply listings of all professional/ administration staff who support public engagement in roles such as public engagement specifically, but also community engagement, communications, impact, outreach, knowledge exchange/transfer, events, PR, training and so on. As each HEI has a different institutional structure in place for such staff (for example some employ relevant staff in central research services departments, some in faculty-specific roles, and others in a mixture of both) it is difficult to define the total “population” of such staff. As discussed in section 6.5, it was not possible to apply weighting to the data as no wider population data for this specific this group was available.

For HEI public engagement support staff, a similar approach to selection of researchers was adopted:

1. Enabler files were scanned for research staff. Details of staff who appeared in the HEI’s researcher lists were removed.
2. Duplicate entries were deleted (identified by email addresses).
3. Records with no email address were removed.
4. The file was stratified by: department; position/job title; name.

Following this a sample of enablers was selected from each HEI and serial numbers and unique passwords/links were assigned. As for HEIs, where anonymised files had been provided, the selected enabler staff details were returned to the HEI with the unique identifier, serial number and unique password/link.

The target was a minimum of 150 responses. Given the variability of size of populations of this group (numbers ranged from 2 to well over a hundred) a pragmatic decision was made to select of 20 enablers from each HEI, or all enablers where the number provided was lower than this⁸.

The web survey was mailed to 840 staff and 269 staff responded, a response rate of 33%. It should be noted however that the response rate for the enablers survey is more difficult to calculate with accuracy, and this may represent an under-estimate. As it was difficult to specify the correct population for this group some staff who were emailed the survey may have excluded themselves as they didn’t feel the survey was relevant to them. As such it is likely that the “true” response rate was higher than this. See section 4.7. for more details o response rates.

⁸ 18 of the 50 HEIs selected had smaller samples as they employed less than 20 enablers

3. Questionnaire development and piloting

The questionnaires for the researcher and enabler surveys were developed by TNS BMRB in consultation with Dr Burchell and the Steering Group. In this chapter we provide information on the questionnaire development and testing process.

3.1 Comparability with the 2006 survey

One of the study objectives was to chart changes in participation and attitudes over the past decade, allowing for a comparison of results with key measures in the 2006 Royal Society Survey of *factors affecting science engagement* among STEM researchers. As such, the 2006 survey questionnaire was taken as the starting point when developing the 2015 survey and, where possible, questions were retained from the 2006 survey. Additional questions were added to reflect changes in the public engagement sector since 2006 and to capture further issues that were not covered by the previous survey.

A number of questions were replicated from the 2006 survey to allow time trend comparisons including participation in a wide range of activities such as communications, not just public engagement.

However, some caution should be applied when interpreting change over this period. This is because, despite the desire to keep the question wording as comparable as possible with 2006, it was necessary to make some wording changes to account for updated conceptual definitions and an expanded target population. In addition, some of the meanings of key concepts around public engagement had changed over time.

3.2 Comparability between the research and enabler questionnaires

The researcher questionnaire was developed and tested in advance of developing the enabler questionnaire. A number of questions included in the researcher questionnaire were also included in the enabler questionnaire (with minor adaptations where required) to allow for comparison between the two groups. The enabler questionnaire also included a number of further questions targeted to this audience, for example on institutions' public engagement strategy.

3.3 Defining public engagement

An important part of the questionnaire development process was to develop a definition of public engagement. This proved challenging, since different researchers have different understandings of the term; for example, some researchers regard media work as a core component of public engagement while others reject its association. In particular, many researchers disassociate *communication* about research (a one-way channel of information) from *engagement* with research (a two-way dialogue/interaction).

This ambiguity was recognised and addressed as part of the questionnaire development process. At the start of the questionnaire researchers were asked a number of questions which attempted to elicit generic views about public engagement. For example: *What does public engagement mean to you? Which audiences is it important to engage with? What public engagement or communication activities have you participated in?* Following this, researchers were provided with a definition of public engagement and were asked to consider this definition in all further questions. This definition was drawn from the *Concordat for Engaging the public with research* (Research Councils UK 2010)⁹ which broadly defines public engagement as the following activities:

⁹ <http://www.rcuk.ac.uk/RCUK-prod/assets/documents/scisoc/ConcordatforEngagingthePublicwithResearch.pdf>

- Participating in festivals
- Working with museums / galleries / science centres and other cultural venues
- Creating opportunities for the public to inform the research questions being tackled
- Researchers and public working together to inform policy
- Presenting to the public (e.g. public lectures or talks)
- Involving the public as researchers (e.g. web based experiments)
- Engaging with young people to inspire them about research (e.g. workshops in schools)
- Contributing to new media enabled discussion forums

It is worth noting that, although many researchers naturally associate these activities with public engagement, media work and engaging with policy-makers or politicians are not regarded as part of public engagement under this definition. It is also worth noting that this definition is different from the one used in 2006¹⁰. However, when making comparisons between the 2006 and 2015 results, the same set of public engagement activities were used for both surveys.

3.4 Cognitive testing

Cognitive interviewing is a versatile technique that allows the critical evaluation of the transfer of information. It is commonly used in survey research to explore how participants understand, mentally process and respond to the presented material and aims to identify where problems are experienced within this process. Ultimately, the aim of the question designer is that material is interpreted universally in the manner that it was intended. Cognitive testing may uncover that individuals presented with the same question, interpret it in a variety of different ways. Detection of such problems allows modification of the survey instruments to enhance clarity, hopefully leading to a reduction in cognitive processing demands to allow thoughtful consideration of questions and ultimately more accurate answers.

Both the researcher and enabler questionnaires were cognitively tested as part of the questionnaire development process. This involved researchers/enablers completing the questionnaire, with members of the TNS BMRB research team sitting alongside them and probing where appropriate. Probes were based on both a probe guide developed prior to the interviews and in response to issues flagged as researchers/enablers worked through the questionnaires. Interviews lasted around 45 minutes.

Cognitive interviews were conducted across three HEIs: London School of Hygiene and Tropical Medicine (LSHTM), University College London (UCL) and University of Oxford. A total of 15 researcher and 8 enabler interviews were conducted.

Researchers were recruited to represent a range of levels and disciplines. For researchers, a broad mix of respondents were included, including those working in a dedicated public engagement role and those whose role included organisation or administration of public engagement alongside other activities.

Following each stage of testing, TNS BMRB produced summary documents outlining issues with questions identified in the testing and recommendations for changes to the main stage questionnaire. Updated versions of the questionnaires were then produced by final review and sign-off by the Steering Group.

3.5 Overview of final questionnaire

The final questionnaires are included in Appendices E (researcher) and F (enabler). An overview of the content of the final questionnaires is included below. The researcher questionnaire took around 15 minutes to complete on average; the enabler questionnaire took around 10 minutes.

¹⁰ Where public engagement was defined as “*communication and engagement with the non-specialist public only; by this we mean adults with no specialist knowledge of, or training in, science*”.

Researcher questionnaire

- Background and role; sources of funding
- Defining public engagement
- Importance of engaging with range of groups
- Involvement in public engagement activities
- Importance of public engagement
- Benefits of public engagement
- Barriers to public engagement
- Attitudes in relation to public engagement
- Training
- Role of institution in supporting public engagement
- Awareness of public engagement initiatives
- Demographics and permission for recontact

Enabler questionnaire

- Background and role; sources of funding
- Defining public engagement
- Importance of engaging with range of groups
- Involvement in delivering and supporting public engagement activities
- Proportion of time spent on public engagement work
- Challenges for researchers in engaging the public
- Challenges for enabling public engagement
- Training
- Role of institution in supporting public engagement
- Awareness of public engagement initiatives
- Public engagement policies, funding and rewards
- How support for public engagement could be improved
- Permission for recontact

4. Web survey fieldwork

This chapter gives information on the fieldwork period and focuses on the period in which interviews took place; the invitation and reminder email strategy; the achieved response rate; and the definition of a usable interview.

4.1 Fieldwork dates

Fieldwork for both surveys (researchers and enablers) was conducted between 22nd May 2015 and 10th July 2015. Interviews were conducted online using Computer Assisted Web Interviewing (CAWI). A total of 2,454 researchers and 269 enablers responded to the surveys.

4.2 Contact processes

For the sample managed by TNS BMRB, details were collected and checked before being entered into a mail merge to produce the invitation or reminder mailing. A test reminder was sent to the research team to ensure that the email was appearing correctly. Once this was checked, the mailing took place.

For the sample managed by HEIs, the key contact at each HEI was asked to send out the relevant mailing as close as possible to the date of the mailing managed by TNS BMRB. They were further asked to send out mailings at the start of the week and at the beginning of the day to maximise response. This process was monitored by TNS BMRB to ensure that the individual universities were sending out the emails as requested.

4.3 Soft launch

Before the full launch of the surveys, a soft launch of 600 researchers was conducted between 22nd May 2015 and 31st May 2015. This allowed the research team to ensure that the sampling and contact processes were working correctly and to spot any potential errors that may have arisen. The soft launch did not reveal any issues and therefore the full launch was able to begin as planned.

4.4 Invitation emails

Sampled researchers/enablers were sent an email invitation which stated the aims of the research, the sponsoring organisations and gave assurances on anonymity and other ethical information. Respondents were also informed of the likely time required to complete the survey and directed to the survey itself via a unique link. The email invitation also named the individual's university or research institute in order to allay any fears that the respondent may have had and to boost response rates. Invitation emails are included in Appendices G (researcher) and H (enabler).

4.5 Reminder strategy

A total of five reminders were sent out over the course of the fieldwork period. This was more than the number originally planned (three) in an attempt to maximise response. In light of the time of year (Summer), the reminders were deliberately spread out throughout the period in order to maximise the achieved response rate.

Reminder 1	08 June
Reminder 2	16 June
Reminder 3	22 June
Reminder 4	30 June
Reminder 5	07 July

As discussed in Chapter 2, a number of universities were unable to provide us with the contact details of their staff. As a result these universities were responsible for dispatching reminder emails when prompted to do so by TNS BMRB. As we did not have direct control over communication with researchers and enablers in these universities, the date and number of reminder emails varied to some degree. A majority of the self-managed universities sent out 2-3 reminders with some sending out either more or less.

4.6 Dealing with spam and ineligible email addresses

The survey mail box was monitored on a daily basis in order to gauge the level of emails blocked by spam software. When this occurred, the format of the email was changed to text-based rather than HTML. The emails were then re-sent to the addresses and the response rate monitored to ensure that the email had successfully been delivered to all respondents.

During fieldwork, if it became known that we had an incorrect email for a valid respondent, a new survey invitation was sent to the correct/new email address. A small number of respondents also notified us directly to inform us that they were ineligible for the survey; usually because they had ceased to work at that university. Finally, any respondent with an out of office reply that stated that they would not be able to access their emails until after the fieldwork period (for example maternity leave, sabbatical) was similarly deemed as ineligible. The ineligibility rate for researchers was 4%.

4.7 Response rates and strategies for maximising response

Table 4.1 shows the response rates achieved within HEIs¹¹ for each group and Chart 4.2 shows the progression of responses rates for the researcher and enabler surveys over the course of the fieldwork period. As discussed in section 2.4, it is possible that the enabler response rate is an under-estimate as we do not know what proportion of the sample may have been out of scope.

Table 4.1: Response rates

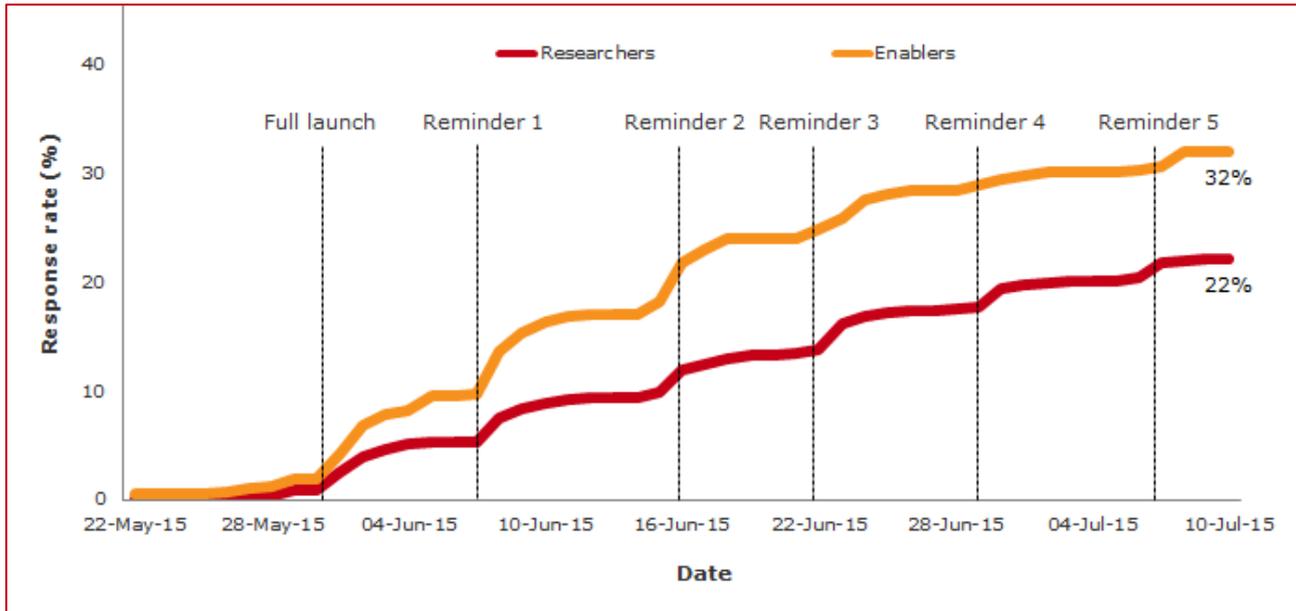
Sample type	Sample (n)	Usable interviews (n)	Response rate ¹²
All researchers	11,557	2,454	22%
HEI researchers	9,757	2,153	24%
RI researchers	1,800	301	17%
Enablers	840	269	33%

¹¹ To be precise, these are second stage response rates: the true aggregate response rate is the product of the response rate of HEIs ($50/70=.71$) and the second stage (0.22) = 16%. However, with regard to potential bias the second stage response rate is likely to be more formative.

¹² Response rates are calculated after the exclusion of ineligible contacts (see section 4.6 for more information).

A large part of the strategy to maximise the response rates for the surveys is dealt with in section 4.5 which concerns the use of reminder emails. The text contained in the invitation and email reminders was included on the basis of best practice in previous CAWI surveys and with the aim of boosting response rates. Anecdotal information suggested that the time of year during the Summer (holiday, conference and exam marking season) and the existence of other surveys conducted within an over-lapping timeframe was having a detrimental impact on the response rate. Although we could do nothing about other surveys, the decision was taken to extend fieldwork from 26th June to 10th July in order to reach as many respondents as possible. It was hoped that this would allow those on holiday in mid-June to complete the survey on their return.

Chart 4.2: Progression in response over the fieldwork period



4.8 Definition of a usable interview

In order to be as inclusive as possible and to collect as much relevant data as possible, it was decided to define a usable interview as one in which the respondent had answered up to a specific question and regardless if they continued answering questions after this point. The following definitions have been used in the surveys:

Researchers	A usable interview is one in which the respondent has answered up to and including Q12 in the survey
Enablers	A usable interview is one in which the respondent has answered up to and including Q10 in the survey

Section 5.3 includes information on how respondents who did not complete the full questionnaire were treated at the data processing and analysis stage.

5. Data processing

This chapter covers the data processing and delivery aspects of the survey. This includes the data coding and editing processes, production of derived variables, the data checking process and details of the outputs provided.

5.1 Coding

The questionnaire included a small number of open questions and a larger number of questions which included a 'specify-other' answer code. All fully open question and 'Other-specify' responses were inspected by coders and TNS BMRB research staff. Inspection of the 'Other-specify' responses resulted in the addition of a number of new codes to the code frame. In any situation where an additional code was added, this was reported to the research team and assessed as to whether it constituted a valid code. For all questions the aim was to reduce the non-specific 'Other' category to below 10%. In some questions this was not possible due to the diffuse range of responses which did not fit into additional codes and was therefore more suited to an 'other' category.

As well as analysing the code frame and additional codes on their merit, a separate aim of the research team was to have a code frame as similar as possible to the one used in the 2006 Royal Society report. This was not always possible due to the changes in public engagement over the public decade. As such caution should be taken when comparing responses to the open question (asking researchers/enablers to define public engagement) and questions including 'Other-specify' answer codes between the two surveys.

5.2 Data editing and checking

As detailed in section 4.8 , the definition of usable interview is not based on the full completion of the survey but instead on completion up to a certain point in the questionnaire. As a result it was necessary to adopt a rule on how to report respondents who met the criteria of a usable interview but had not completed certain questions. The following rule has been followed in the data: at any question which a respondent has not given a response but is considered a usable interview, the respondent was set as 'system missing' and excluded from the base and any calculations.

As part of standard quality procedures, TNS BMRB conducted an extensive range of checks on the data outputs. This included topline checks (to ensure the correct respondents were being asked each question), checks between the raw and processed data, coding checks and extensive checking on the content of cross tabulations which were used to analyse the data.

5.3 Derived variables

The ambiguity over the definition of 'public engagement' has meant that the production of a derived variable that captures participation in public engagement is not a simple matter. In order to be as transparent and relevant as possible, two derived variables were adopted in order to investigate participation in the past 12 months.

The first definition (activities included shown in Table 5.1) includes a broad range of activities and takes in a wider range of events including communication activities and interaction with the media. The Concordat definition of public engagement is narrower and excludes activities which could be considered inherently one-way such as interaction with media, communication via social media and certain types of events. Both of these definitions are calculated on the basis of a respondent undertaking one or more of the activities on at least one occasion in the past 12 months.

Finally, in order to allow for trend comparisons, a separate definition based on the activities used in the 2006 Royal Society report was utilised in the report.

Table 5.1 Definitions of public engagement

All communication and public engagement activities	Concordat definition of public engagement
Communicated via social media	Given a public lecture
Given a public lecture	Worked with teachers/schools
Written for the public (articles, books)	Public dialogue event/debate
Engaged with policy-makers	Engaged at festival/fair (science, literary, arts)
Worked with teachers/schools	Projects involving public/patients as participants (e.g. citizen science)
Public dialogue event/debate	Worked with public/patients' groups
Engaged at festival/fair (science, literary, arts)	Worked with museums, galleries, science centres etc.
Engaged with NGOs	Other informal events (e.g. "sci bar")
Projects involving public/patients as participants (e.g. citizen science)	Engaged via theatre, film, etc.
Worked with public/patients' groups	Collaborated with entertainment industry (eg games/broadcast cos.)
Interviewed by newspaper journalist	
Worked with museums, galleries, science centres etc.	
Other informal events (e.g. "sci bar")	
Interviewed on the radio	
Judged competitions	
Engaged via theatre, film, etc.	
Collaborated with entertainment industry (eg games/broadcast cos.)	

Separately, it was decided to create a variable that would allow the data to be analysed by the *relative* level of activity by researchers. This variable was based on the Concordat definition of public engagement and awarded a score based on the volume of participation across the relevant activities (see table 5.2).

Table 5.2 Score system for level of public engagement activity

No. of times in the last 12 months	Score
None	0
Once	1
2-3 times	2
4-5 times	3
6-10 times	4
More than 10 times	5
Total possible score (range)	0-50
Total actual score (range)	0-38

5.4 Outputs

From the research a total 3 reports have been published:

- An integrated quantitative and qualitative main report;
- A literature review; and
- A technical report (this one)

All outputs can be found here: www.wellcome.ac.uk/PERSurvey. SPSS data sets have also been provided to the consortium by TNS BMRB.

6. Weighting

The researcher survey data were weighted to align the demographic profile of the sample with available population statistics. Two stages of weighting were implemented: 1) to compensate for unequal selection probabilities and 2) to compensate for differential non-response.

The researcher survey data combines researchers from Higher Education Institutes (HEIs) and from non-HEI institutes and funders. Before describing the weighting approach it should be noted that some pragmatic decisions needed to be taken in relation to weighting for the following reasons:

- a) A number of HEIs did not wish to share their frames of researchers, and so conducted their own sampling;
- b) Non-HEI researchers were sampled from an incomplete frame; and
- c) It was not possible to confirm which researchers worked for both HEIs and RIs.

6.1 Design weights

For HEI researchers, sampling probabilities were estimated as the product of (i) the sampling probability of their HEI based on the PPS plan employed during the design stage; and (ii) the sampling probability of an individual researcher within the HEI. For HEIs that provided lists of their researchers at the sampling phase, (ii) was calculated based on their reported total count of researchers (which in most cases was different to the HESA count). For HEIs that sampled researchers themselves, (ii) was calculated based on HESA counts.

For non-HEI researchers, the sampling probability was estimated against the available frame of non-HEI researchers.

Some researchers could theoretically be sampled both from the HEI and the non-HEI frames and ideally this should be reflected on the calculation of their sampling probabilities. However, given points (b) and (c) above, this was not possible. Therefore, all cases that responded as HEI researchers were assigned the HEI researchers' sampling probability and all cases that responded as non-HEI researchers were assigned the non-HEI researchers' sampling probability.

6.2 Nonresponse weights

We explored the possibility of using a logistic regression model to predict response probabilities for cases in the responding sample. However, this could only be done for HEI researchers that were sampled by TNS BMRB, as these were the only cases for which some sample-frame information was available.

Additionally, the predictive power of the model was poor (with all available candidate predictors at the HEI level). It was therefore decided not to use a nonresponse weight based on the model.

6.3 Post-stratification

Given the degree of overlap between the sample of individual HEI researchers held by TNS BMRB (which excluded HEIs that wished to sample researchers on their own) and the frame of non-HEI researchers, we estimated the relative volume of HEI researchers and non-HEI researchers. There is a degree of approximation here, as the available list of non-HEI researchers had to be treated as the 'universe' of RI researchers.

The responding sample of HEI researchers was post-stratified by gender, age, ethnicity, STEM vs. AHSS subject, full-time vs. part-time contract, research only vs. research and teaching role, and country based on HESA data. The responding sample of non-HEI researchers was not post-stratified (as there was no

information available in the frame other than contact details), but its proportion was controlled in relation to size of the HEI researchers' sample subset.

Following the post-stratification, 2% of the weighting factors were trimmed to a maximum 5-times the median weighting factor. The design effect from the weights is estimated at 1.44 and is mainly driven by down-weighting the proportion of non-HEI researchers in the responding sample.

6.4 Sample profile

Table 6.1 displays the demographic profile both before and after weighting. The population data are based on HESA 2013-14 data although the non-HEI sub-sample has been treated as a separate sub-group.

Non-HEI researchers were over-sampled in relation to the overall distribution of non-HEI researchers in the population and therefore this was corrected for in the weighted sample. Based on the sample of HEI researchers only, the unweighted distribution closely matched the weighted distribution on most demographic characteristics, although the proportion of female researchers and full-time staff were slightly over-represented in the unweighted sample.

Table 6.1 Sample profile vs population Table A.1 Sample profile vs population

	Population	Survey	Survey
	HESA 2013-14	Unweighted %	Weighted %
	%	%	%
Sex			
Male	54.5%	44.7%	53.8%
Female	39.0%	43.1%	39.6%
Non-HEI researchers	6.5%	12.3%	6.7%
Age			
25 or under	1.5%	0.9%	1.4%
26-30	9.9%	8.0%	10.2%
31-35	15.7%	14.2%	15.5%
36-40	13.5%	13.4%	13.6%
41-45	13.2%	12.6%	12.9%
46-50	13.1%	12.4%	13.1%
51-55	11.2%	11.4%	11.1%
56-60	8.6%	8.3%	8.6%
61-65	5.0%	5.0%	4.9%
66 and over	2.0%	1.5%	1.9%
Non-HEI researchers	6.5%	12.3%	6.7%
Ethnicity			
White	74.1%	69.9%	73.6%
Other (inc. unknown)	19.4%	17.8%	19.7%
Non-HEI researchers	6.5%	12.3%	6.7%
Discipline			
STEM	55.3%	51.4%	56.6%
Non-STEM (AHSS)	38.2%	36.3%	36.7%
Non-HEI researchers	6.5%	12.3%	6.7%
Mode of employment			
Full-time	76.5%	76.5%	77.1%
Part-time	17.0%	11.2%	16.2%
Non-HEI researchers	6.5%	12.3%	6.7%

Academic employment function			
Research only	30.4%	25.6%	30.9%
Teaching and research	63.1%	62.2%	62.4%
Non-HEI researchers	6.5%	12.3%	6.7%
Country			
England	77.7%	75.0%	77.0%
Scotland	10.2%	8.4%	10.6%
Wales	4.1%	2.6%	4.2%
NI	1.5%	1.6%	1.5%
Non-HEI researchers	6.5%	12.3%	6.7%
<i>Base</i>	<i>149,765</i>	<i>2,454</i>	<i>2,454</i>

6.5 Enablers survey

As each HEI has a different institutional structure in place for enablers (for example some employ relevant staff in central research services departments, some in faculty-specific roles, and others in a mixture of both) it is difficult to define the total “population” of such staff. As such it was not possible to apply weighting to the enabler survey data as no wider population data for this specific this group was available. Therefore caution should be applied when interpreting the results; the results should be regarded as indicative and not necessarily generalizable to this staff group as a whole.

7. Qualitative research

In this section we outline our approach to undertaking the qualitative research. This covers the approach taken, the sampling process and achieved sample, development of topic guides and our approach to analysis.

7.1 Approach

Interviews were conducted by TNS BMRB qualitative researchers. All interviews were completed based on one of two discussion guides and were recorded for note taking purposes. Interviews lasted for 30-45 minutes and were conducted over the telephone between 10th June and 17th July 2015.

7.2. Sample

All qualitative interviews were sourced from respondents to the quantitative online survey who had given permission to be re-contacted for subsequent research. The qualitative research consisted of a total of 49 in-depth interviews:

- 39 interviews with academic research staff
- 10 interviews with public engagement enablers

TNS BMRB adopted purposive sampling criteria for the academic research staff sample to ensure that the sample achieved would provide a good spread of staff across various criteria seen to be of relevance based on the 2006 survey and the preceding literature review. The final sample achieved is detailed below.

	Science and engineering researchers: n 19	Humanities and social science researchers: n=20
Career stage	<ul style="list-style-type: none"> • Professor or above: n=6 • Reader: n=1 • Senior lecturer: n=4 • Lecturer/research fellow: n=7 • Clinician: n=1 	<ul style="list-style-type: none"> • Professor or above: n=10 • Reader: n=3 • Senior lecturer: n=5 • Lecturer/research fellow: n=2
Role	<ul style="list-style-type: none"> • Research only: n=6 • Research and teaching: n=13 	<ul style="list-style-type: none"> • Research only: n=5 • Research and teaching: n=15
Frequency of public engagement	<ul style="list-style-type: none"> • High: n=6 • Medium: n=9 • Low: n=1 • None: n=3 	<ul style="list-style-type: none"> • High: n=12 • Medium: n=6 • Low : n=2 • None: n=0
Importance of public engagement	<ul style="list-style-type: none"> • Important: (n=10) 16 • Low importance: (n=5) 3 • Unimportant: (n=5) 0 	<ul style="list-style-type: none"> • Important: n=19 • Low importance: n=1 • Unimportant: n=0
Nation	<ul style="list-style-type: none"> • England: n=18 • Scotland: n=1 • Wales: n=0 • Northern Ireland: n=0 	<ul style="list-style-type: none"> • England: n=19 • Scotland: n=1 • Wales: n=0 • Northern=Ireland: n=0
Organisation type	Spread of the following according to proportions in overall sample:	
	<ul style="list-style-type: none"> • University: n=38 • Research institutes: n=1 • Clinical sample 0 	

Across the sample we also aimed to achieve a mixture of researchers based on:

- specialism
- REF scores (which fall out naturally, by institution and subject area mix)
- challenges to PE (which also fall out naturally by support and importance)
- interest in spending more time on PE
- institutional/departmental support for PE

No hard quotas were put in place for enablers; however we aimed in our recruitment to achieve a spread of enablers from different types of institution (Oxbridge, Russell Group, 1994 group, etc) and from different UK regions. The spread achieved is outlined below.

Institution type	Region
Oxbridge (Universities of Oxford and Cambridge only): n=3	England: n=8
Russell Group: n=5	Scotland: n=0
1994 group: n=1	Wales: n=0
Other: n=1	Northern Ireland: n=2

7.3. Topic guides

The topic guides for the researcher and enabler interviews were developed by TNS BMRB in consultation with Dr Burchell and the Steering Group. Topic guides were not intended to be used as an exhaustive list of potential questions; rather, as an aide memoir of key themes and objectives, allowing researchers to explore interesting developments or views flexibly as interviews progressed. The topic guides used in the research are provided in Appendices H (researcher) and I (enabler). Each aimed to explore the key themes of involvement and understanding of engagement activity, barriers and drivers, costs and benefits, views on funding and perceived change over time.

7.4. Analysis

Analysis comprised structured framework analysis – via mapping of individual interview data against a set analytical template with pre-identified and emergent themes - and a more intuitive, creative element through less structured analysis sessions involving colleagues involved in both the qualitative and quantitative research.

Across the analysis process, we aimed to identify key thematic findings against the research objectives – exploring views on and perceived impact of public engagement across the sample, and identifying key barriers and facilitators. Throughout, we looked to understand findings across multiple levels of experience: for example, interrogating the perceived role and impact of PE for individual scholars or researchers; institutions; disciplines; and wider society. We also aimed to identify areas of similarity or difference from the 2006 findings – identifying examples of perceived impact of support and investment over the 2006-2015 period, and new challenges or opportunities emerging.

Appendices

- Appendix A: Letter sent to Vice Chancellors
- Appendix B: FAQ sent to Vice Chancellors
- Appendix C: Sampling options for HEIs
- Appendix D: Sampling instructions provided to HEIs
- Appendix E: Researcher questionnaire
- Appendix F: Enabler questionnaire
- Appendix G: Invitation email for researchers
- Appendix H: Invitation email for enablers
- Appendix I: Researcher topic guide
- Appendix J: Enabler topic guide

Appendix A: Letter sent to Vice-Chancellors



Name Here
 Address line 1
 Address line 2
 Address line 3
 Postcode

Dear Name Here

Research into factors affecting public engagement by researchers

As you will be aware, public engagement is an important and sometimes challenging aspect of researchers' professional lives. Co-ordinated by the Wellcome Trust, the top 15 funders of publicly-funded research in the UK are working in a Consortium, in collaboration with Universities UK, to examine UK researchers' understanding of, participation in and attitudes to public engagement. The purpose of the research is to inform future policy and practice in this domain, as well as to provide evidence to support the sector in the forthcoming comprehensive spending review.

On behalf of the Consortium, we are pleased to invite your institution to take part in this research. The research will involve a large-scale survey of UK research staff and public engagement support staff. To participate in the research, institutions are asked to provide the email addresses of researchers and additional staff members who support or assist researchers in doing public engagement work. With this in mind please be assured that the research will conform to the highest standards of data security for social research.

The Consortium has commissioned TNS BMRB, a leading social survey organisation, to carry out this work. As a selected institution, the Consortium would be very grateful if you could contact Laura Matkov at TNS BMRB (see below) to nominate an appropriate university representative with whom the project team can liaise to implement the research.

The participation of your institution is extremely important in ensuring a robust evidence base which accurately reflects the views of researchers across the sector. We value your cooperation and very much hope that you will agree to help us with this important study.

Further details are enclosed in the attached document. If you have any questions about this research, please contact:

- Rebecca Hamlyn, Project Director, TNS BMRB
rebecca.hamlyn@tns-bmrb.co.uk
020 7656 5722
- Laura Matkov, Research Co-ordinator, TNS BMRB
laura.matkov@tns-bmrb.co.uk
20 56 5580
- Juliet Upton, Consortium Project Manager, Wellcome Trust
j.upton@wellcome.ac.uk
07811 440918

Yours sincerely,



Professor Sir Christopher Snowden
President, Universities UK



Dr Jeremy Farrar
Director, The Wellcome Trust



Professor John Womersley
Research Councils UK Public Engagement with Research Champion and Chief Executive
Science and Technology Facilities Research Council

Appendix B: FAQ Document (booklet format)

FAQ 8 AW no crops.pdf - Adobe Reader

File Edit View Window Help

THIS SECTION FOR THE ATTENTION OF REPRESENTATIVES ASSISTING WITH SAMPLE COLLECTION INFORMATION ABOUT DATA REQUIRED

Data format – an overview of the sample data that we need
If your institution is willing to participate we would require the following information from you by April 24th 2015.

1. Researcher sample
We will need a list of all your academic staff (Full time and Part time, but not Hourly Paid Lecturers) across all disciplines. We would be grateful if the data could be provided in the following format. Please contact TNS BMRB if you would like to discuss these parameters.

NAME OF DEPARTMENT	NAME OF RESEARCHER OR TEACHER/RESEARCHER	Job title	EMAIL
Biology	Ann Andrews	Professor	xx.xx@bbs.ac.uk
Engineering	Belinda Brown	Research Fellow	xx.xx@bbs.ac.uk
Engineering	Chris Carter	Reader	xx.xx@bbs.ac.uk
Economics	David Dixon	Lecturer	xx.xx@bbs.ac.uk
Economics	E. Edwards	Researcher	xx.xx@bbs.ac.uk
Economics	Frank Farmer	Senior Lecturer	xx.xx@bbs.ac.uk
History	G. Gee	Senior Research Fellow	xx.xx@bbs.ac.uk
Geography	Hannah Horton	Professor	xx.xx@bbs.ac.uk
Geography	I. Ingrams	Lecturer	xx.xx@bbs.ac.uk
Law	John Johnson	Research Fellow	xx.xx@bbs.ac.uk

Please exclude from your list staff who only have a teaching role

2. Public engagement support staff sample
We are aware that support for public engagement activities is provided by professional/ administration staff in a wide range of departments and with a wide range of job titles and remits. For instance, while there are increasing numbers of staff with public engagement in their job title, there are others who support public engagement but whose job titles refer to research, science communication, 'impact', outreach, communications, PR, training and most likely other roles. We require a listing of all staff in such roles. We do recognise that this is possibly a challenging request and TNS BMRB is very keen to provide support for this.

NAME OF DEPARTMENT	NAME OF RESEARCHER OR TEACHER/ RESEARCHER	Job title	EMAIL
Example dept	Kevin Kettler	Events Co-ordinator	xx.xx@bbs.ac.uk
Example dept	Linda Larson	Public Engagement Manager	xx.xx@bbs.ac.uk
Example dept	Mary Mason	Community Engagement Officer	xx.xx@bbs.ac.uk

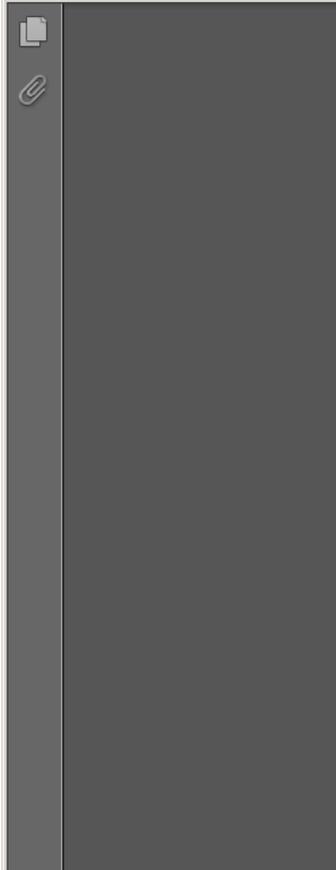
Contact and help
Please contact Laura Matkov at TNS BMRB, tel: +44 (0)20 7656 5580, email: laura.matkov@tns-bmrb.co.uk

Factors affecting public engagement: a survey of researchers

Further information

wellcome trust

Who is funding this research?
The research is being funded by a consortium of 15 funders of publicly-funded research in the UK, with the Wellcome Trust acting as administrative lead. The research is further supported by Universities UK.



Why is this research being conducted?

As you will be aware, public engagement has become an increasingly prominent part of the work of researchers. The Consortium wishes to establish fresh evidence on the current culture of public engagement from the perspective of researchers themselves and the professional / administrative staff who support them.

The Consortium's primary purpose in commissioning new evidence is to inform their policy and practice in this area, as well as to provide evidence to support the sector in the forthcoming comprehensive spending review. It is also intended to stimulate a wider debate among audiences across the higher education and research sectors.

Why is the participation of my institution important?

We have selected a sample of 70 universities drawn from across the population of universities in all four nations of the United Kingdom.

Universities have been randomly selected to represent the sector in terms of region, size, and profile. If we do not cover the views of staff at all selected institutions the results will not provide an accurate reflection of the views of the sector.

How will taking part in this research benefit my institution?

We envisage key learning from the research being shared across the sector to help universities develop, shape and inform their future engagement strategies. We can also provide institution-specific survey data on request.

Who is carrying out the research?

The research is being carried out on behalf of the Consortium of Funders by TNS BMRB, a leading social policy research organisation, in partnership with Dr Kevin Burchell at Policy Studies Institute, University of Westminster.

www.tns-bmr.com/uk/home
www.psi.org.uk/site/people_detail/kevin_burchell

Who will take part in the research and when?

There are two components to this research:

- The core survey universe covers all researchers across all departments and the views of a sample of around n=3,600 researchers will be captured in total.
- We also want to conduct a small supplementary survey of around 150 staff members who support or assist researchers in doing public engagement work. Further information on the definition of this group is provided on the back page.

The survey should take about 10-15 minutes to complete and will take place during May and June 2015. Although we will ask you for a full listing of staff in each institution, we will only need to contact c. 100-150 researchers per institution.

What do I need to do?

We would be grateful if you could nominate a contact, who can liaise with TNS BMRB and can provide them with the names and email addresses of relevant staff (further details of the format for this can be found on page 4).

TNS BMRB will be happy to assist in the creation of these lists. Please contact Laura.Matkov@tns-bmr.com to confirm contact details of this liaison point and to seek further assistance if required.

Will staff data be held securely?

Yes. Drawing on Social Research Association guidelines TNS BMRB will follow the highest standards for data security and we have a number of systems and processes in place. TNS BMRB is fully compliant with and certified to ISO 27001, the international information security standard. Please do not hesitate to contact TNS BMRB if you have further questions about this important issue.

Will the research reports be anonymous?

Yes. The information that you provide will be used for sampling purposes only and will not be associated or linked with the survey data that will be analysed. The published report will provide aggregate responses across the sector and no individual researcher or university will be identifiable.

Contacts

	TNS BMRB	At TNS BMRB			At the Wellcome Trust	
		Laura Matkov TNS BMRB 6 More London Place, London, SE1 2QY	020 7656 5580 Laura.Matkov@tns-bmr.com		Juliet Upton Wellcome Trust 215 Euston Road, London NW1 2BE	020 7611 8502 07811 440918 J.Upton@wellcome.ac.uk

Appendix C: Sampling options for HEIs

Sampling options for research into factors affecting public engagement by researchers

Essentially, the sampling options for Higher Education Institutions (HEIs) taking part in the research are:

- 1. The HEI provides full details including department, job title (or grade), name of staff member and email address.**
- 2. The HEI will release details to TNS BMRB but only after running an opt-out.**
- 3. The HEI cannot provide personal details but will provide anonymised sample files and carry out emailing itself.**
- 4. The HEI cannot provide any staff details to TNS BMRB but is willing to do the sampling itself using TNS BMRB instructions and carry out emailing.**

More details on each of these follows.

1 The HEI provides full details including department, job title (or grade), name of staff member and email address. This is our preferred option and incurs least work overall for institutions. Whether the HEI can use this approach will depend on such data sharing being permitted by the HEI's data protection registration with the ICO and not contravening any internal policies or agreements with staff side. The HEI provides TNS BMRB with files of all staff in the researcher/teacher-researcher and Public Engagement support role groups, alongside their department and job title (or grade). TNS BMRB takes a random sample of each and emails the selected individuals once the survey opens, inviting them to take part and providing a link to the survey, a username and password. TNS BMRB also emails up to three reminder emails. The reminders would only be sent to those who had not completed the survey up to that point.

2 The HEI will release details to TNS BMRB but only after running an opt-out. The HEI identifies staff in the researcher/teacher-researcher and public engagement support groups and collates details including department, job title/grade, name and email address. The HEI emails all of these staff members to let them know that their details will be shared with TNS BMRB unless they contact the HEI to opt out. At the end of the opt-out period, the HEI passes a file of all relevant staff (with department and job title/grade) who have not opted out to TNS BMRB. TNS BMRB carries out the sampling and, once the survey opens, emails the selected researchers to invite them to take part including a link to the survey website, a username and password. TNS BMRB also emails up to three reminder emails. The reminders would only be sent to those who had not completed the survey up to that point.

3 The HEI cannot provide personal details but will provide anonymised sample files and carry out emailing itself. The institution sends a sample file with department, job title (or grade) and a unique identifier but no names or email addresses. TNS BMRB draw the sample and return the selected sample to the HEI, including the unique identifiers plus passwords and usernames. The HEI links this using the unique identifier to names and email addresses and creates the full sample contact file. The HEI then carries out the mail-outs of the initial invitation email plus three reminder emails, sent to all sampled researchers (since TNS BMRB cannot share details on who has completed). TNS BMRB will provide the text for all emails and the link to the survey website.

4. The HEI cannot provide any staff details to TNS BMRB but is willing to do the sampling itself using TNS BMRB instructions and carry out emailing. For this option, the HEI draws together the sample files of Researchers/Teacher-Researchers and Public Engagement support staff and confirms the numbers in each to TNS BMRB. TNS BMRB send instructions on sorting the data in the sample files and how to select the sample. TNS BMRB also send the HEI the required number of unique passwords and

usernames. The HEI emails staff the invitation email containing the survey link, username and password. The HEI also emails the three reminders to all sampled staff. TNS BMRB will provide text for all emails.

Appendix D: Sampling instructions provided to HEIs

A. Instructions for drawing the sample of research staff members

1. Put together an Excel spreadsheet (Picture 1) that includes the following columns:
 - Surname (or full name if that is what is available)
 - The researcher's department
 - The researcher's job title (or grade if job title is not available)
 - Email address (please note that to keep the pictures simple, email address is not shown in the screenshots below but obviously you will need it).

This list should not include multiple entries for the same person. It should include all the individuals eligible to take part to the survey in your university.

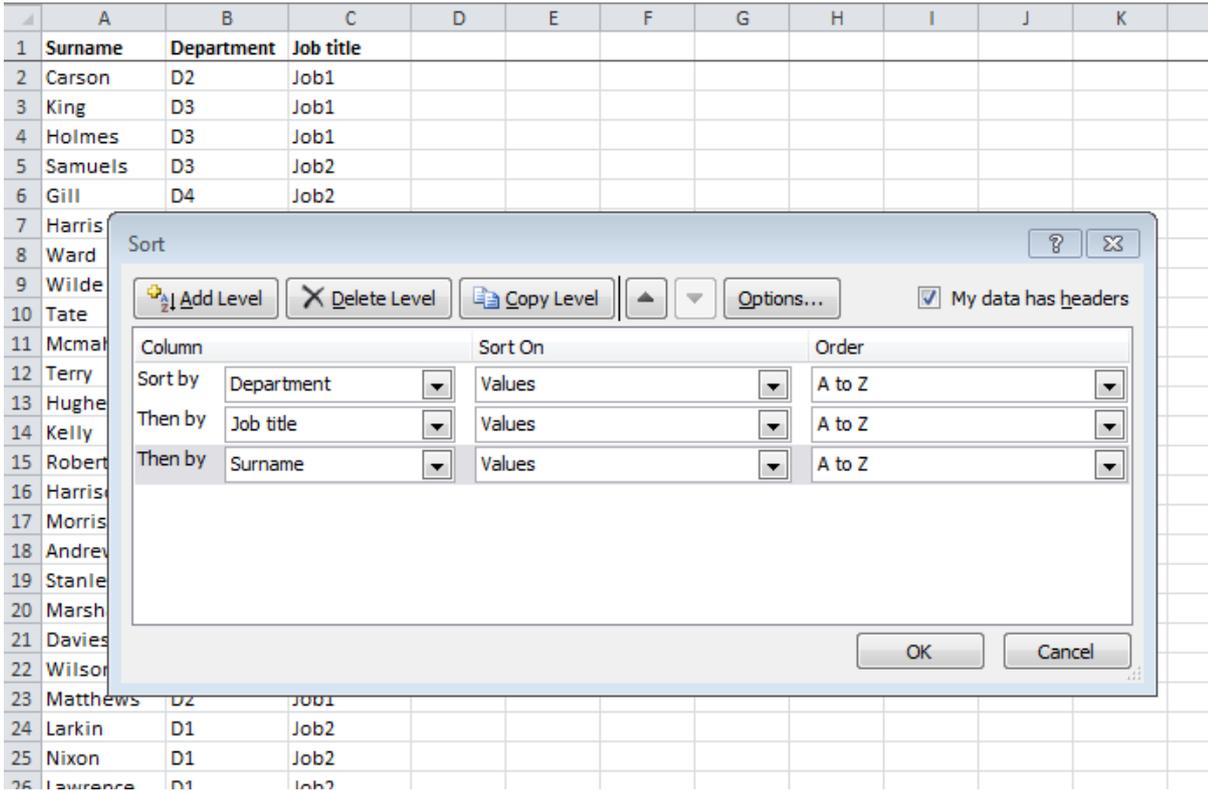
Picture 1

	A	B	C	D	E	F	G
1	Surname	Department	Job title				
2	Carson	D2	Job1				
3	King	D3	Job1				
4	Holmes	D3	Job1				
5	Samuels	D3	Job2				
6	Gill	D4	Job2				
7	Harris	D2	Job2				
8	Ward	D1	Job2				
9	Wilde	D1	Job2				
10	Tate	D3	Job3				
11	Mcmahon	D1	Job3				
12	Terry	D4	Job3				
13	Hughes	D3	Job3				
14	Kelly	D1	Job3				
15	Robertson	D3	Job3				
16	Harrison	D3	Job4				
17	Morris	D3	Job4				
18	Andrews	D1	Job4				
19	Stanley	D4	Job4				
20	Marshall	D4	Job4				
21	Davies	D3	Job1				
22	Wilson	D3	Job1				
23	Matthews	D2	Job1				
24	Larkin	D1	Job2				
25	Nixon	D1	Job2				
26	Lawrence	D1	Job2				
27	Pearson	D2	Job2				
28	Betts	D1	Job2				
29	Matthews	D1	Job3				

2. Sort the records in your list
 - (a) First, by the researcher's department (alphabetical order A to Z);
 - (b) Then, by the researcher's job title (alphabetical order A to Z); and
 - (d) Finally by their surname (alphabetical order A to Z).

To sort the records first hit Ctrl + A. Then click on "Sort and filter" on the Home tool bar of your Excel spreadsheet. Select "Custom sort" and make sure there is a tick in the box next to "My data has headers" on the top right hand-side of the dialogues box. Then sort by department, job title and surname adding them one by one by clicking on "Add level" (Picture 2).

Picture 2



3. After you have sorted your list as explained above, add a new "Researcher Number" column to your spreadsheet. This column simply numbers each entry in your list from 1 to the total number of entries (in our example, the Researcher number runs from 1 to 413) (Pictures 3 & 4).

An easy way to number your entries is to manually input the numbers 1, 2, 3 in the first three cells of the "Researcher number" column. Then highlight all three cells and double-click the bottom right hand corner of the cell containing number 3. Please scroll to the end of your list to make sure that every entry has a number.

Picture 3

	A	B	C	D	E	F	G
1	Surname	Department	Job title	Research number			
2	Chapman	D1	Job1	1			
3	Clarke	D1	Job1	2			
4	Cooper	D1	Job1	3			
5	Currie	D1	Job1	4			
6	Foley	D1	Job1	5			
7	Fulton	D1	Job1	6			
8	Gibson	D1	Job1	7			
9	Hubbard	D1	Job1	8			
10	Kaur	D1	Job1	9			
11	Lewis	D1	Job1	10			
12	Ryder	D1	Job1	11			
13	Saunders	D1	Job1	12			
14	Thomson	D1	Job1	13			
15	Ware	D1	Job1	14			
16	Young	D1	Job1	15			
17	Beale	D1	Job2	16			
18	Bennett	D1	Job2	17			
19	Betts	D1	Job2	18			
20	Brooks	D1	Job2	19			
21	Brown	D1	Job2	20			
22	Bryan	D1	Job2	21			

Picture 4

	A	B	C	D	E	F	G
1	Surname	Department	Job title	Research number			
394	Adams	D4	Job4	393			
395	Allen	D4	Job4	394			
396	Booth	D4	Job4	395			
397	Cooper	D4	Job4	396			
398	Dixon	D4	Job4	397			
399	Drummond	D4	Job4	398			
400	Farmer	D4	Job4	399			
401	Gordon	D4	Job4	400			
402	Gray	D4	Job4	401			
403	Hudson	D4	Job4	402			
404	Hunt	D4	Job4	403			
405	Johnson	D4	Job4	404			
406	Lacey	D4	Job4	405			
407	Marshall	D4	Job4	406			
408	Richmond	D4	Job4	407			
409	Salter	D4	Job4	408			
410	Stanley	D4	Job4	409			
411	Thomas	D4	Job4	410			
412	Walsh	D4	Job4	411			
413	White	D4	Job4	412			
414	Wormald	D4	Job4	413			
415							
416							

4. In order to select **200 researchers** from your list you first need to divide the total number of researchers in your list by 200. In our example, this will be $413/200=2.065$.

We will need to know this number when we are analysing data from the survey.

5. In your spreadsheet, create a new column called "Select" and type in the following formula:

`=INT(MOD(Reference the cell in Researcher Number column on the same row, Type the number you just calculated))`

, as shown in Picture 5.

Picture 5

	A	B	C	D	E	F	G
1	Surname	Department	Job title	Research number	Select		
2	Chapman	D1	Job1		=INT(MOD(D2,2.065))		
3	Clarke	D1	Job1		2		
4	Cooper	D1	Job1		3		
5	Currie	D1	Job1		4		
6	Foley	D1	Job1		5		
7	Fulton	D1	Job1		6		
8	Gibson	D1	Job1		7		
9	Hubbard	D1	Job1		8		
10	Kaur	D1	Job1		9		
11	Lewis	D1	Job1		10		
12	Ryder	D1	Job1		11		
13	Saunders	D1	Job1		12		
14	Thomson	D1	Job1		13		
15	Ware	D1	Job1		14		
16	Young	D1	Job1		15		
17	Beale	D1	Job2		16		
18	Bennett	D1	Job2		17		

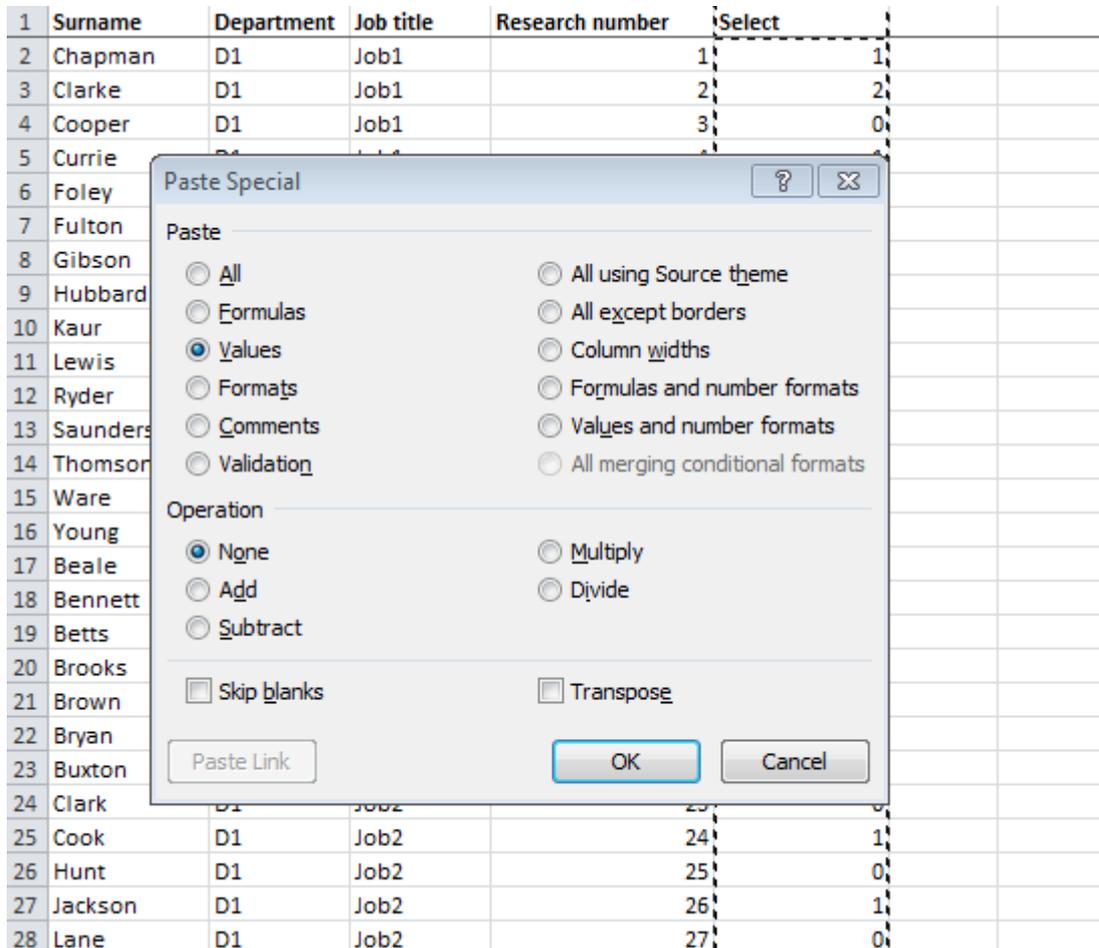
6. Then copy the formula down to the rest of the cells in the “Select” column (Picture 6). This can be done using the copy and paste functions or by double clicking the bottom right hand corner of the cell containing the first formula. Please scroll to the end of your list to make sure that every entry has a number in the column “Select”.

Picture 6

		E9		fx		=INT(MOD(D9,2.065))	
	A	B	C	D	E	F	G
1	Surname	Department	Job title	Research number	Select		
2	Chapman	D1	Job1	1	1		
3	Clarke	D1	Job1	2	2		
4	Cooper	D1	Job1	3	0		
5	Currie	D1	Job1	4	1		
6	Foley	D1	Job1	5	0		
7	Fulton	D1	Job1	6	1		
8	Gibson	D1	Job1	7	0		
9	Hubbard	D1	Job1	8	1		
10	Kaur	D1	Job1	9	0		
11	Lewis	D1	Job1	10	1		
12	Ryder	D1	Job1	11	0		
13	Saunders	D1	Job1	12	1		
14	Thomson	D1	Job1	13	0		
15	Ware	D1	Job1	14	1		
16	Young	D1	Job1	15	0		
17	Beale	D1	Job2	16	1		
18	Bennett	D1	Job2	17	0		

7. Highlight the "Select" column by clicking on the letter just above it and then hit Ctrl + C. This will copy the column.
 Then hit the following keys: Alt - E - S - V - Enter (one after the other). This will paste the column as numeric values removing the functions from the cells (Picture 7).

Picture 7



8. The entries where the value in the "Select" column is 0 are the sample of researchers we need.

An easy way to put together all the selected entries (i.e. the entries where the value of the "Select" column is 0) in a new list is to right-click on a cell in the "Select" column where the value is 0 (it doesn't matter which), then click on "Filter" in the dialogue box that comes up, and then click on "Filter by selected cell's value" in the new dialogue box that comes up.

Excel will filter the entries that are selected for the sample, which you can then copy on a new spreadsheet.

B. Instructions for drawing the sample of public engagement enablers

1. The Public Engagement enablers sample is created in the same way, though the sample files and the number selected will be much smaller. First, create a list of public engagement enablers which includes their Surname.
2. Sort the list of names in alphabetical order (you do not need to sort by department).

To do this first hit Ctrl + A. Then click on "Sort and filter" on the Home tool bar of your Excel spreadsheet. Select "Custom sort" and sort by surname making sure that there is a tick in the box next to "My data has headers" on the top right hand-side of the dialogues box.

3. After you have sorted your list as explained above, add a new "PE Support Number" column to your spreadsheet. This column simply numbers each entry in your list from 1 to the total number of entries.

An easy way to number your entries is to manually input the numbers 1, 2, 3 in the first three cells of the "Researcher number" column. Then highlight all three cells and double-click the bottom right hand corner of the cell containing number 3. Please scroll to the end of your list to make sure that every entry has a number.

4. In order to select **15 PE Support staff** from your list you first need to divide the total number of PE Support staff in your list by 15. For example, if you have 34 staff in your list, this will be $34/15=2.267$.

We will need to know this number when we are analysing data from the survey.

IF YOU HAVE 15 PE Support staff or fewer in your sample file you will select all the PE Support staff in your spreadsheet and you will not need to perform the remaining steps.

5. In your spreadsheet, create a new column called "Select" and type in the following formula (see Picture 5 above for an example):

=INT(MOD(Reference the cell in PE Support Number column on the same row, Type the number you just calculated))

6. Then copy the formula down to the rest of the cells in the "Select" column (Picture 6 above). This can be done using the copy and paste functions or by double clicking the bottom right hand corner of the cell containing the first formula.

Please scroll to the end of your list to make sure that every entry has a number in the column "Select".

7. Highlight the "Select" column by clicking on the letter just above it and then hit Ctrl + C. This will copy the column.

Then hit the following keys: Alt – E – S – V – Enter (one after the other). This will paste the column as numeric values removing the functions from the cells (Picture 7 above).

8. The entries where the value in the "Select" column is 0 are the sample of Public Engagement Support staff we need.

An easy way to put together all the selected entries (i.e. the entries where the value of the "Select" column is 0) in a new list is to right-click on a cell in the "Select" column where the value is 0 (it doesn't

matter which), then click on “Filter” in the dialogue box that comes up, and then click on “Filter by selected cell’s value” in the new dialogue box that comes up. Excel will filter the entries that are selected for the sample, which you can then copy on a new spreadsheet.

Appendix E: Researcher questionnaire

To start with a few questions about your current position.

Q1 :

Single coded

Which of these most closely matches your current job title?

Choose one of the following answers.

- 1 Research Associate/Staff
- 2 Research Fellow
- 3 Senior Research Fellow
- 4 Principal Researcher
- 5 Lecturer/Assistant Professor
- 6 Associate Professor/Senior Lecturer/Reader
- 7 Professor
- 8 Honorary position
- 9 Other (Please specify)

Q2 :

Single coded

What is your working status?

- 1 Working full-time (35 hours or more per week)
- 2 Working part-time (less than 35 hours per week)
- 3 Not applicable: I am self-employed/freelance

Q3 :

Single coded

Is your current academic contract of employment...

- 1 Research only
- 2 Research and teaching
- 3 Teaching only
- 4 Research and Clinical
- 5 Don't know

Which of these categories most closely describes your current area of research?

If more than one applies, please pick the one you consider to be closest to your main subject specialism.

- 1 Aeronautical, Mechanical, Chemical and Manufacturing Engineering
- 2 Agriculture, Veterinary and Food Science
- 3 Allied Health Professions, Dentistry, Nursing and Pharmacy
- 4 Anthropology and Development Studies
- 5 Architecture, Built Environment and Planning
- 6 Area Studies
- 7 Art and Design: History, Practice and Theory
- 8 Biological Sciences
- 9 Business and Management Studies
- 10 Chemistry
- 11 Civil and Construction Engineering
- 12 Classics
- 13 Clinical Medicine
- 14 Communication, Cultural and Media Studies, Library and Information Management
- 15 Computer Science and Informatics
- 16 Earth Systems and Environmental Sciences
- 17 Economics and Econometrics
- 18 Education
- 19 Electrical and Electronic Engineering, Metallurgy and Materials
- 20 English Language and Literature
- 21 General Engineering
- 22 Geography, Environmental Studies and Archaeology
- 23 History
- 24 Law
- 25 Mathematical Sciences
- 26 Modern Languages and Linguistics
- 27 Music, Drama, Dance and Performing Arts
- 28 Philosophy
- 29 Physics
- 30 Politics and International Studies
- 31 Psychology, Psychiatry and Neuroscience
- 32 Public Health, Health Services and Primary Care
- 33 Social Work and Social Policy
- 34 Sociology
- 35 Sport and Exercise Sciences, Leisure and Tourism
- 36 Theology and Religious Studies
- 37 Other (Please specify)

ASK ONLY IF Q4=37

Q40 :

Open

Please type in your subject area.

Q5 :

Single coded

Do you currently have any external funding to support your research (i.e. funding from outside your institution)?

- 1 Yes
- 2 No

ASK ONLY IF Q5=1

Q6 :

Single coded

What is the principal source of external funding to support your research?

Please select one only

- 1 A Research Council
- 2 Academy of Medical Sciences
- 3 British Academy
- 4 Department for Employment and Learning NI (DELNI)
- 5 European Union (EU)
- 6 Higher Education Funding Council for England (HEFCE)
- 7 Higher Education Funding Council for Wales (HEFCW)
- 8 National Institute for Health Research (NIHR)
- 9 National Institute for Social Care and Health Research (NISCHR)
- 10 Royal Academy of Engineering (RAEng)
- 11 Royal Society
- 12 Scottish Funding Council
- 13 Scottish Government
- 14 Wellcome Trust
- 15 Welsh Government
- 16 A Government Department (excluding Welsh/Scottish Government)
- 17 Industry
- 18 Another charity (Please specify)
- 19 Other principal source of funding (Please specify)

ASK ONLY IF Q6=1

Q7 :

Single coded

Which research council is the principal funder of your research?

- 1 Arts & Humanities Research Council (AHRC)
- 2 Biotechnology & Biological Sciences Research Council (BBSRC)
- 3 Economic & Social Research Council (ESRC)
- 4 Engineering & Physical Sciences Research Council (EPSRC)
- 5 Medical Research Council (MRC)
- 6 Natural Environment Research Council (NERC)
- 7 Science & Technology Facilities Council (STFC)

Q8 :

Single coded

How long have you been working as a researcher, whether in academia or elsewhere?

NOTE: Please include any periods of doctoral (PhD) study.

- 1 Less than a year
- 2 One year, less than two years
- 3 Two years, less than three years
- 4 Three years, less than four years
- 5 Four years, less than six years
- 6 Six years, less than ten years
- 7 Ten years, less than fifteen years
- 8 15+ years

T2 :

Text

The next few questions are about public engagement by researchers. There are no right or wrong answers and it doesn't matter how much knowledge or experience you have in this area.

Q9 :

Open

Summing up in a sentence or two, what, if anything, does public engagement mean to you?

Please type in your response.

Q10 :

Multi coded

Now choosing from this list, which groups or sectors outside academia, if any, do you think it is important for researchers in your subject area to engage with?

Please choose all that apply.

- 1 General journalists (i.e. in press, TV, radio) including local and national
- 2 Popular magazine journalists e.g. New Scientist
- 3 Others in the media such as writers, documentary and other programme makers
- 4 School teachers
- 5 Young people in schools
- 6 Young people outside schools
- 7 General public (i.e. non-specialist public)
- 8 Policy-makers and politicians
- 9 Industry/business
- 10 Charities/NGOs/ Other non-profit organisations
- 11 Patients/Patient groups
- 12 Prospective students
- 13 Other (Please specify)
- 14 I don't think it is important for researchers to engage with any groups or sectors

*Q11 :

Matrix

Thinking about public engagement with, and communication about, your research or subject area, roughly how many times in the past 12 months have you done any of the following?

	None in the last 12 months	Once	2-3 times	4-5 times	6-10 times	More than 10 times
Worked with teachers/schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in an institutional public open day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given a public lecture, including being part of a panel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taken part in a public dialogue event/debate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been interviewed on radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been interviewed by a newspaper journalist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written for the public (media, articles, books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaged with policy-makers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaged with NGOs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with museums, galleries, science centres, arts centres and other cultural centres	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judged competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 :

Matrix

Still thinking about public engagement with, and communication about, your research or subject area, roughly how many times in the past 12 months have you done any of the following?

	None in the last 12 months	Once	2-3 times	4-5 times	6-10 times	More than 10 times
Communicated via social or digital media (Facebook, Twitter, blogs, podcasts, YouTube, etc.) excluding marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a science, literary or arts festival or fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projects involving the public or patients as researchers (e.g. citizen science, participatory research)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaged via theatre, performance, film etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with the public/patients' groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborated with the entertainment industry (e.g. games or broadcast companies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other informal public engagement events/talks (including e.g. sci bar, Pint of science, café scientifique)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ASK ONLY IF ALL ITEMS CODES AT Q11 AND Q12 =NONE

Q13 :

Single coded

You said that you have not participated in any communication or public engagement activities in the last 12 months. Have you had any opportunities to do this that you didn't take up in the past twelve months?

- 1 Yes
- 2 No, I have had no opportunities/I have not been asked

T3 :

Text

We recognise that researchers have different ideas about what public engagement means.

For the purposes of the remainder of this questionnaire public engagement with research is defined as:

- Participating in festivals
- Working with museums / galleries / science centres and other cultural venues
- Creating opportunities for the public to inform the research questions being tackled
- Researchers and public working together to inform policy
- Presenting to the public (e.g. public lectures or talks)
- Involving the public as researchers (e.g. web based experiments)
- Engaging with young people to inspire them about research (e.g. workshops in schools)
- Contributing to new media enabled discussion forums

Please note: Media work and working with policy makers or industry is not included

Please also note: It doesn't matter whether or not you personally have had any experience of this. It is your opinions we are interested in.

***Q14 :**

Single coded

In relation to the other things you have to do in your working life, how important is it to you that you find time to engage with the public?

- 1 Not at all important
- 2 Not very important
- 3 Equally important
- 4 Fairly important
- 5 Very important

*Q15 :

Matrix

In your current post, how important do you think it is for you personally to engage with the public on each of the following?

Please rate importance on a scale of 1 to 5, where 1 is not important and 5 is very important

	1 - Not important	2	3	4	5 - Very important
The findings of your research	<input type="radio"/>				
Areas for further research	<input type="radio"/>				
Policy and regulatory issues relating to your research	<input type="radio"/>				
The wider social and ethical implications of your research for society	<input type="radio"/>				
The potential benefits of your work to individuals or society	<input type="radio"/>				
The research process	<input type="radio"/>				
Scientific uncertainty (If applicable)	<input type="radio"/>				
The enjoyment and excitement of your subject	<input type="radio"/>				
The relevance of your subject to everyday life	<input type="radio"/>				
To raise awareness of career options in your subject	<input type="radio"/>				

Q16 :

Multi coded

Max 3

Choosing up to three options, what do you think are the main benefits, if any, of researchers engaging with the public?

- 1 To be accountable for the use of public funds
- 2 To contribute to public debates
- 3 To contribute to discussions about the social or ethical implications of research
- 4 To maintain public support for research
- 5 To learn from public groups
- 6 To generate/stimulate additional funds for universities and colleges
- 7 To recruit students to your subject
- 8 To inform the public/raise awareness about research
- 9 To improve the quality of research
- 10 To ensure that research is relevant to society
- 11 To raise awareness/the profile of your institution
- 12 To enhance their career/to develop skills
- 13 To provide researchers with personal reward and enjoyment
- 14 There are no benefits
- 15 Other (Please specify)

ASK ONLY IF TWO OR THREE ITEMS (EXCLUDING "NO BENEFITS") PICKED AT Q16

Q17 :

Single coded

And of these [two/three] benefits that you picked, which one would you say is the main benefit of researchers engaging with the public?

- 1 Choice 1
- 2 Choice 2
- 3 Choice 3
- 4 [All/Both] are of equal benefit

Q18 :

Multi coded

Max 3

Choosing up to three options, what, if anything, is stopping you personally from getting (more) involved in activities that engage the public in your research or subject area?

Random

- 1 Not appropriate for my level/role
- 2 Insufficient support from my head of department/line manager
- 3 Insufficient support from other senior staff at my institution
- 4 Insufficient specialist staff at my institution to support public engagement
- 5 Negative perception of public engagement from my peers
- 6 Lack of recognition of the value of public engagement work
- 7 Not enough funding/difficulties getting funding
- 8 If I was relieved of other work/ too many competing pressures on my time
- 9 Does not help career progression
- 10 Lack of opportunities/difficult to find relevant audiences
- 11 I am happy with the amount I am doing now
- 12 I just don't want to
- 13 I don't have the right skills/training
- 14 There are no barriers
- 15 Other (Please specify)

ASK ONLY IF TWO OR THREE ITEMS (EXCLUDING "NO BARRIERS") PICKED AT Q18

Q19 :

Single coded

And of these [two/three] that you picked, which one would you say is the main reason that is stopping you from getting (more) involved in activities that engage the public in your research or subject area

- 1 Choice 1
- 2 Choice 2
- 3 Choice 3
- 4 [All/Both] are equal

T4 :

Text

For the next few questions one statement will be shown on each screen. Please indicate how much you agree or disagree with each one.

Q20 :

Matrix

Please indicate how much you agree with each of the following statements.

	Strongly disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Strongly agree	Don't know
a) Researchers who do a lot of public engagement are not well regarded by other researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*b) Researchers have a moral duty to engage with the public about the social and ethical implications of their research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*c) I don't think my research is interesting to the general public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I would be happy to take a public stance on the issues raised by my research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*e) Engagement with the non-specialist public is best done by trained professionals and journalists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*f) My research is too specialised to make much sense to the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I feel confident in my public engagement skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) I would be happy to take part in a public engagement activity that was organised by	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

someone else						
*i) There are no personal benefits for me in public engagement	<input type="radio"/>					
j) Public engagement improves the quality of my research	<input type="radio"/>					
k) There is enthusiasm from the public to learn more about research	<input type="radio"/>					
l) I don't believe the public can add value to my research	<input type="radio"/>					
m) My work has implications for society	<input type="radio"/>					

*Q21 :

Single coded

How well equipped do you personally feel you are to engage with the public about your research or subject area?

- 1 Very well equipped
- 2 Fairly well equipped
- 3 Not very well equipped
- 4 Not at all equipped
- 5 Don't know

ASK ONLY IF Q21=1,2,3,4

Q22 :

Open

Why do you feel that you are [very well/fairly well/not very well/not at all] equipped for this?

Please type in your response

Q23 :

Multi coded

In the last five years, which of the following types of formal training if any have you received on media/communications or public engagement?

Do not include training as part of teacher training.

Please select all that apply

- 1 In-house training provided by your HR or professional development department
- 2 In-house training provided by PE specialists within your institution
- 3 Training courses provided by a funder
- 4 Training courses provided by an external organisation
- 5 Other (Please specify)
- 6 No training on communication or public engagement in the past 5 years-but have been offered it
- 7 No training on communication or public engagement in the past 5 years - and not offered it

ASK ONLY IF Q23=1,2,3,4,5

Q24 :

Multi coded

Thinking about all the media/communications or public engagement training you have received in the last five years what has this training covered?

Please select all that apply

Random

- 1 Media training on being interviewed by journalists
- 2 Writing for the public
- 3 Speaking to the public
- 4 Public engagement among schools/children/young people
- 5 Using social media/digital media
- 6 Writing Pathways to Impact statements
- 7 Creating resources for public engagement activities
- 8 How to organise/run a public engagement activity
- 9 Public engagement in general/Introduction to public engagement
- 10 Engagement with policy
- 11 REF impact case studies
- 12 Other (Please specify)

Q25 :

Multi coded

Aside from any formal training, in the past 5 years have you developed public engagement skills through any of the following informal channels?

Please select all that apply.

- 1 Learning through experience
- 2 I have received mentoring/peer support
- 3 Other informal skills development (please specify)
- 4 No informal skills development

Q26 :

Multi coded

Max 3

Choosing up to three responses, which of the following if any would most encourage you to get more involved in activities to engage the public in your research or subject area?

Random

- 1 If my head of department/line manager provided more support
- 2 If I received more support from public engagement specialists at my institution
- 3 If it was part of getting professional status (e.g. chartered engineer/membership of my professional body)
- 4 If it helped raise my profile in my field
- 5 If it helped with my own career
- 6 If I was relieved of other work to do it/it took up less of my time
- 7 If my department or institution was recognised by an award or prize for public engagement
- 8 If my public engagement work was recognised and valued more
- 9 If I had help from local external centres (e.g. engagement specialists at museums/science/arts centres etc.)
- 10 If it brought money into my department
- 11 If it was easier for me to get funds for engagement activities
- 12 If grants for public engagement covered staff time as well as other costs
- 13 If I had some (more) training
- 14 If someone invited me to take part
- 15 There are no factors that would encourage me to get more involved
- 16 Other (Please specify)

ASK ONLY IF TWO OR THREE ITEMS (EXCLUDING "NO FACTORS") PICKED AT Q26

Q27 :

Single coded

And of these [two/three] encouraging factors that you picked, which one would you say is the main factor that would encourage you to get more involved in engagement with the public?

- 1 Choice 1
- 2 Choice 2
- 3 Choice 3
- 4 [All/Both] are equal

***Q28 :**

Single coded

Would you like to spend more time, less time or about the same amount of time engaging with the public?

- 1 I would like to spend more time
- 2 I am content with the amount of time I spend on this now
- 3 I would like to spend less time
- 4 Don't know

***Q29 :**

Single coded

Are the researchers in your department generally supportive towards those who engage with the public?

- 1 Yes, very supportive
- 2 Yes, fairly supportive
- 3 Not particularly supportive
- 4 Not a all supportive
- 5 Don't know

*Q30 :

Single coded

Is your institution generally supportive towards researchers who take part in activities to engage the public?

- 1 Yes, very supportive
- 2 Yes, fairly supportive
- 3 Not particularly supportive
- 4 Not at all supportive
- 5 It varies between departments
- 6 Don't know

How would you rate your knowledge and understanding of the following UK Public Engagement initiatives for research staff?

	I have a good understanding	I have some understanding	I knew this existed but I don't know the detail	Before today, I had never heard of this
a) National Co-ordinating Centre for Public Engagement (NCCPE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Beacons for Public Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Catalysts for Public Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) RCUK Pathways to Impact (the inclusion of public engagement activities as a Pathway to Impact within research applications)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) The eligibility of impact case studies which feature public engagement within REF submissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Concordat for Engaging the Public with Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) 'The Engaged University': A Manifesto for Public Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ASK ONLY IF Q8=7,8

Q32 :

Matrix

Thinking about public engagement in the UK, to what extent, if at all, do you feel that each of the following has changed in the last 10 years?

	Increased in the last 10 years	Decreased in the last 10 years	Stayed about the same	Don't know
a) The amount of public engagement activity undertaken by researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) The quality of public engagement activities undertaken by researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Encouragement from universities/research institutes for public engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Practical support from universities/other research organisations for public engagement (e.g. training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Support from research funders for public engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

T5 :

Text

Now just a few final questions to collect some additional details about you to help us classify the responses we receive. All replies will be treated in the strictest confidence

Q33 :

Single coded

What is your age?

- 1 25 years and under
- 2 26 to 30 years
- 3 31 to 35 years
- 4 36 to 40 years
- 5 41 to 45 years
- 6 46 to 50 years
- 7 51 to 55 years
- 8 56 to 60 years
- 9 61 to 65 years
- 10 66 years and over
- 11 Prefer not to say

Q34 : Gender

Single coded

Are you...?

- 1 Male
- 2 Female
- 3 Prefer not to say

Q35 :

Single coded

What is your ethnic group?

- 1 White
- 2 Black or Black British - Caribbean
- 3 Black or Black British - African
- 4 Other Black background
- 5 Asian or Asian British - Indian
- 6 Asian or Asian British - Pakistani
- 7 Asian - Asian British - Bangladeshi
- 8 Chinese
- 9 Other Asian background
- 10 Mixed - White and Black Caribbean
- 11 Mixed - White and Black African
- 12 Mixed - White and Asian
- 13 Other mixed background
- 14 Arab
- 15 Other ethnic background
- 16 Prefer not to say

Q36 :

Single coded

Is English your first language?

- 1 Yes
- 2 No

Q37 : Contact for Future Research

Single coded

Are you happy for TNS BMRB, the research company undertaking this study, to contact you in the future to take part in further research about public engagement if required?

- 1 Yes
- 2 No

T6 :

Text

Thank and Close

Appendix F: Enablers questionnaire

Q1 :

Open

Please describe the main functions of your job role, including the ways in which your role supports researchers in delivery of public engagement activities.

Please type in response

Q2 :

Multi coded

Where is your role based?

Please choose all that apply

- 1 Within a particular faculty/department/college
- 2 Within central research services/other central or cross-departmental unit (not including marketing/communications)
- 3 Within marketing/ and communications/external relations
- 4 Other (please specify)

Q3 :**Multi coded**

Which, if any, or the following functions are covered by your role? Please include activities formally associated with your role and activities that you undertake outside of your formal role

- 1 Supporting researchers in developing public engagement activities
- 2 Delivery of public engagement
- 3 Work to support engagement with young people/schools
- 4 Finding/creating opportunities for researchers to participate in public engagement
- 5 Work to support Patient/Public involvement
- 6 Work to support Patient/Public participation (e.g. citizen science, participatory research)
- 7 Community engagement
- 8 Student volunteering
- 9 Organising public engagement activities e.g. events, outreach
- 10 "Impact" e.g. supporting researchers to write REF case studies/Pathways to Impact statements
- 11 Advising researchers on funding applications
- 12 Culture change to embed public engagement
- 13 Building external networks/Liaising with key stakeholders
- 14 Widening participation or student recruitment
- 15 Administration
- 16 Human Resources
- 17 Training/development for researchers
- 18 Communications/Media/Public Relations
- 19 Research
- 20 Teaching
- 21 Other (please specify)

Q4 :**Single coded**

What is the principal source of funding for your public engagement work?

- 1 Core funded by my institution
- 2 As part of a Research Councils UK Research Grant
- 3 Institutional Strategic Support Fund (ISSF)
- 4 Higher Education Innovation Fund (HEIF)
- 5 Impact Accelerator Accounts
- 6 Specific public engagement grants
- 7 Other source (specify)
- 8 Don't know

Q5 :

Single coded

In total how long have you been working in a role which supports public engagement among researchers in higher education? Please include your current post and any previous relevant roles.

- 1 Less than a year
- 2 One year, less than two years
- 3 Two years, less than three years
- 4 Three years, less than four years
- 5 Four years, less than six years
- 6 Six years, less than ten years
- 7 Ten years, less than fifteen years
- 8 15+ years

Q6 :

Multi coded

Before beginning your current role, have you had any of the following experience in a previous role?

Please include any experience outside the UK.

Please include voluntary work.

Please choose all that apply.

- 1 Working as a researcher/academic
- 2 Research administration/support/management
- 3 Public engagement experience (including work with different audiences/sectors)
- 4 Events/conferences
- 5 Working with young people/schools
- 6 Working with local communities
- 7 Other relevant experience (Please specify)

T2 :

Text

The next few questions are about public engagement by researchers. Throughout this questionnaire we would like you to think about researchers across all the disciplines that your work helps support

We want to understand your views in relation to researchers and how they relate public engagement to their research.

Q7 :

Open

Summing up in a sentence or two, what, if anything, does public engagement mean to you?

Please type in your response.

Now choosing from this list, which groups or sectors outside academia, if any, do you think it is important for researchers that you work with to engage with?

Please choose all that apply.

- 1 General journalists (i.e. in press, TV, radio) including local and national
- 2 Popular magazine journalists e.g. New Scientist
- 3 Others in the media such as writers, documentary and other programme makers
- 4 Schools teachers
- 5 Young people in schools
- 6 Young people outside schools
- 7 General public (i.e. non-specialist public)
- 8 Policy-makers and politicians
- 9 Industry/business
- 10 Charities/NGOs/ Other non-profit organisations
- 11 Patients/Patient groups
- 12 Prospective students
- 13 Other (Please specify)
- 14 I don't think it is important for researchers to engage with any groups or sectors **Exclusive*

Thinking now about activities which support researchers to communicate or do public engagement. Please indicate which of the following activities you either:

- a) deliver yourself
- b) support researchers to deliver (e.g. through training or mentoring)
- c) both deliver and support
- d) neither deliver nor support

Please include activities formally associated with your role and activities that you undertake outside of your formal role. If you have not been in your post long please include activities which you would expect to undertake.

Please select one response in each row.

	a) I do this as part of my role	b) I support researchers to do this	c) I both deliver <u>and</u> support this in my role	d) I neither deliver nor support this in my role
Working with teachers/schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in institutional public open days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving public lectures, including being part of a panel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking part in a public dialogue event/debate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being interviewed on the TV/radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being interviewed by a newspaper journalist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing for the public (media, articles, books, website content)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging with policy-makers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Engaging with NGOs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with museums, galleries, science centres, arts centres and other cultural centres	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judging competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Still thinking about activities which support researchers to communicate or do public engagement. Please indicate which of the following activities you either:

- a) deliver yourself
- b) support researchers to deliver (e.g. through training or mentoring)
- c) both deliver and support
- d) neither deliver nor support

Please include activities formally associated with your role and activities that you undertake outside of your formal role. If you have not been in your post long please include activities which you would expect to undertake.

Please select one response in each row.

	a) I do this as part of my role	b) I support researchers to do this	c) I both deliver <u>and</u> support this in my role	d) I neither deliver nor support this in my role
Communication via social or digital media (Facebook, Twitter, blogs, podcasts, YouTube, etc.) excluding marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in a science, literary or arts festivals or fairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Running projects involving the public or patients as researchers (e.g. citizen science, participatory research)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging via theatre, performance, film etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with the public/patients' groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration with the entertainment industry (e.g. games or	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

broadcast companies)				
Other informal public engagement events/talks (including e.g. sci bar, Pint of science, café scientifique)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 : **Open**

Does your role cover any other public engagement activities not covered in the last two questions? Please include other activities that you deliver and/or support.

Please record any activities in the box provided.

1 Nothing else **Exclusive *Position fixed*

We recognise that researchers and other staff have different ideas about what public engagement means.

For the purposes of the remainder of this questionnaire public engagement with research is defined as:

- Participating in festivals
- Working with museums / galleries / science centres and other cultural venues
- Creating opportunities for the public to inform the research questions being tackled
- Researchers and public working together to inform policy
- Presenting to the public (e.g. public lectures or talks)
- Involving the public as researchers (e.g. web based experiments)
- Engaging with young people to inspire them about research (e.g. workshops in schools)
- Contributing to new media enabled discussion forums

Please note: Media work and working with policy makers or industry is not included

Please also note: It doesn't matter whether or not you personally have had any experience of this. It is your opinions we are interested in.

Q12 :

Single coded

Using this definition, approximately what proportion of your time would you say you spend on public engagement work in your role? Please include all work related to this including management, training and administration.

Please choose the answer which fits most closely.

- 1 Less than 25%
- 2 About 25%
- 3 About 50%
- 4 About 75%
- 5 100% or almost 100% of my time

Q13 :

Multi coded

Max 3

Choosing up to three options, what do you think are the main challenges for researchers at this institution engaging with the public?

- 1 Insufficient support from their head of department/line manager
- 2 Insufficient support from other senior staff at their institution
- 3 Insufficient specialist staff at their institution to support public engagement
- 4 Negative perception of public engagement from peers
- 5 Lack of recognition of the value of public engagement work
- 6 Not enough funding/difficulties getting funding
- 7 If they were relieved of other work to do it/too many competing pressures on their time
- 8 Does not help with career progression
- 9 Lack of opportunities/difficult to find relevant audiences
- 10 There are no challenges
- 11 Other (Please specify)

**Exclusive*

ASK ONLY IF TWO OR THREE ITEMS (EXCLUDING "NO CHALLENGES") PICKED AT Q13

Q14 :

Single coded

And of these [two/three] challenges that you picked, which one would you say is the main challenge associated with researchers engaging with the public?

- 1 Choice 1
- 2 Choice 2
- 3 Choice 3
- 4 [All/Both] are equally challenging

Q15 :

Multi coded

Thinking now about your own role which, if any, of the following do you feel are the key challenges which affect your impact and effectiveness as a facilitator for public engagement?

Please select all that apply

- 1 Lack of high level commitment from senior managers in my institution
- 2 Public engagement is not included in strategic plans for research
- 3 Public engagement is not rewarded or recognised internally
- 4 Lack of clear expectations from research funders that public engagement is important
- 5 Lack of resources to meet the level of demand from colleagues
- 6 Lack of effective internal coordination of support activities across the institution
- 7 My own lack of training / development opportunities
- 8 My own isolation and/or lack of personal support
- 9 Difficulty in encouraging (more) researchers to get involved
- 10 Other (please specify)
- 11 There are no challenges that affect my role

*Open
*Exclusive

Q16 :

Single coded

How much do you agree or disagree that:

Researchers who do a lot of public engagement are not well regarded by other researchers

1 Strongly agree

2 Slightly agree

3 Neither agree nor disagree

4 Slightly disagree

5 Strongly disagree

6 Don't know

**Position fixed*

Q17 :

Multi coded

As far as you know, which of the following types of public engagement or media/communications training does your institution provide for researchers?

Please include training provided both internally and by external organisations

Please include both formal and informal training (e.g. mentoring, advice, drop-in sessions)

Do not include training as part of teacher training.

Please select all that apply

1 In-house training provided by your HR or professional development department

2 In-house training provided by PE specialists within your institution

3 Training courses provided by a funder

4 Training courses provided by an external organisation

5 Other (Please specify)

6 No communications or public engagement training provided

7 Don't know

**Exclusive *Position fixed*

ASK ONLY IF Q17=1,2,3,4,5

Q18 :

Multi coded

Thinking about all the communication or public engagement training that, your institution is involved in delivering or organising what does this training cover?

Please include training provided both internally and by external organisations

Please include both formal and informal training (e.g. mentoring, advice, drop-in sessions)

Do not include training as part of teacher training

Please select all that apply

Random

- 1 Media training on being interviewed by journalists
- 2 Writing for the public
- 3 Speaking to the public
- 4 Public engagement among schools/children/young people
- 5 Using social media/digital media
- 6 Writing Pathways to Impact statements
- 7 Creating resources for public engagement activities
- 8 How to organise/run a public engagement activity
- 9 Public engagement in general/Introduction to public engagement
- 10 Engagement with policy
- 11 REF impact case studies
- 12 Other (Please specify)

Q19 :

Single coded

Is your institution generally supportive towards researchers who take part in activities to engage the public?

- 1 Yes, very supportive
- 2 Yes, fairly supportive
- 3 Not particularly supportive
- 4 Not at all supportive
- 5 It varies between departments
- 6 Don't know

How would you rate your knowledge and understanding of the following UK Public Engagement initiatives for research staff?

	I have a good understanding	I have some understanding	I knew this existed but I don't know the detail	Before today, I had never heard of this
a) National Co-ordinating Centre for Public Engagement (NCCPE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Beacons for Public Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Catalysts for Public Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) RCUK Pathways to Impact (the inclusion of public engagement activities as a Pathway to Impact within research applications)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) The eligibility of impact case studies which feature public engagement within REF submissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Concordat for Engaging the Public with Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) 'The Engaged University': A Manifesto for Public Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 :**Matrix**

Thinking about public engagement in the UK, to what extent, if at all, do you feel that each of the following has changed in the last 10 years? If you have not worked in research or public engagement for this period please just give your general impression of change over this period if you can.

	Increased in the last 10 years	Decreased in the last 10 years	Stayed about the same	Don't know
a) The amount of public engagement activity undertaken by researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) The quality of public engagement activities undertaken by researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Encouragement from universities/research institutes for public engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Practical support from universities/other research organisations for public engagement (e.g. training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Support from research funders for public engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

T5 :**Text**

Now just a few final questions about your institution

Q22 :

Single coded

Does your institution have a formal written public engagement strategy or policy?

- 1 Yes
- 2 No
- 3 Don't know

ASK ONLY IF Q22=2 or Q22=3

Q23 :

Single coded

As far as you know, is your institution currently developing a public engagement strategy?

- 1 Yes
- 2 No
- 3 Don't know

Q24 :

Single coded

Does your institution have professional services/support staff with dedicated responsibility for public engagement?

- 1 Yes
- 2 No
- 3 Don't know

Q25 :

Single coded

Does your institution carry out monitoring or evaluation of public engagement activities it undertakes, either internally or externally?

- 1 Yes
- 2 No
- 3 Don't know

Q26 :

Single coded

Is there a dedicated budget for public engagement at your institution?

- 1 Yes
- 2 No
- 3 Don't know

Q27 : Rewarded or recognised

Multi coded

How, if at all, are researchers recognised or rewarded for their involvement in public engagement?
Please include rewards and recognition even if not applicable across all departments that you work with.

Please choose all that apply

- 1 Awards or prizes for engagement activity
- 2 Public engagement included in performance reviews/appraisals/promotion criteria
- 3 Informal praise/recognition (but not linked to promotion or pay)
- 4 Other (please specify) **Open *Position fixed*
- 5 No reward or recognition for public engagement **Exclusive*

Q28 : Support improved**Open**

In your opinion, how do you feel the support for public engagement or the delivery of public engagement by researchers could be improved at your institution?

Please type in answer

Q29 : Contact for Future Research**Single coded**

Are you happy for TNS BMRB, the research company undertaking this study, to contact you in the future to take part in further research about public engagement if required?

- 1 Yes
- 2 No

T6 :**Text**

Thank and Close

Appendix G: Invitation email for researchers



wellcome^{trust}



Research into Factors Affecting Public Engagement by Researchers

Dear [NAME OF RESEARCHER],

We'd like to invite you to take part in an important study.

A Consortium of the top 15 funders of publicly-funded research in the UK* has commissioned a survey of UK researchers to examine attitudes towards public engagement. This will be the first UK wide survey on this sector for a decade.

[NAME] University is supporting this study and has helped to draw a sample of researchers from across all academic disciplines. The survey should take around 15 minutes to complete.

Your participation is extremely important in ensuring a robust evidence base which reflects the views of researchers across the sector, including those who do a lot of public engagement work and those who do very little.

As your name has been selected randomly from all researchers at your institution, it is important that you personally complete the survey. Your replies will be treated in the strictest confidence. No individual researcher will be identifiable in the final results: individual responses will not be passed on to the funders, your university or anyone else.

The survey is being conducted by TNS BMRB, an independent research organisation.

If you have any questions about this research please contact the TNS BMRB research team at public-engagement-research@tnsglobal.com.

Please submit your survey responses by **15 June 2015**.

Thank you. [Click here once to start the survey.](#)

*Wellcome Trust, Royal Society, British Academy, Royal Academy of Engineering, Academy of Medical Sciences, Royal Society of Chemistry, Research Councils UK, UK Funding Bodies (HEFCE, HEFCW, Scottish Funding Council and Department for Employment and Learning - Northern Ireland), Department for Business, Innovation and Skills, Department for Health (National Institute for Health Research), the National Institute for Social Care and Health Research, a department of the devolved Government of Wales and the Scottish Government. The work is further supported by Universities UK.

Appendix H: Invitation email for enablers



wellcome trust



Research into Factors Affecting Public Engagement by Researchers

Dear [NAME],

We'd like to invite you to take part in an important study.

A Consortium of the top 15 funders of publicly-funded research in the UK* has commissioned a survey of staff who support public engagement activity in the higher education and research sectors. The survey is being conducted alongside a large-scale survey of UK researchers. Together, these surveys will be used to examine attitudes towards public engagement in the UK to help inform policy and practice in this area.

[RESONDENT'S UNIVERSITY] is supporting this study and has helped to draw a sample of staff working in relevant roles including for example public engagement, communications, events, outreach, PR, training, impact, and knowledge exchange.. The survey should take around 10-15 minutes to complete.

Your participation is extremely important in ensuring a robust evidence base which reflects the views of staff who support public engagement activities. We very much hope that you will help us with this important study.

As your name has been selected randomly from all relevant staff at your institution, it is important that you personally complete the survey. Your replies will be treated in the strictest confidence. No individual staff member will be identifiable in the final results: individual responses will not be passed on to the funders, your university or anyone else.

The survey is being conducted by TNS BMRB, an independent research organisation.

If you have any questions about this research please contact the TNS BMRB research team at public-engagement-research@tnsglobal.com .

Please submit your survey responses by **15 June 2015**.

Thank you. [Click here once](#) to start the survey.

*Wellcome Trust, Royal Society, British Academy, Royal Academy of Engineering, Academy of Medical Sciences, Royal Society of Chemistry, Research Councils UK, UK Funding Bodies (HEFCE, HEFCW, Scottish Funding Council and Department for Employment and Learning - Northern Ireland), Department for Business, Innovation and Skills, Department for Health (National Institute for Health Research), the National Institute for Social Care and Health Research, a department of the devolved Government of Wales and the Scottish Government. The work is further supported by Universities UK.

Appendix I: Researcher topic guide

Wellcome Trust: Public engagement by researchers

Topic Guide (Research staff)

Research objectives

TNS BMRB is conducting qualitative research among academic research staff and public engagement enablers within HEIs to understand the following:

- Understanding of what is meant by public engagement;
- The perceived relative importance of public engagement;
- The nature and extent of public engagement activities undertaken;
- Barriers and facilitators to public engagement;
- Appetite for greater involvement
- Effective public engagement promotion strategies; and
- For researchers working in science and engineering, the extent to which views and practices in relation to public engagement have changed over the last decade.

The qualitative interviews will follow an online quantitative survey, therefore the aims of the research are **to add depth, understanding and insight** to the quantitative data.

Sample notes

- All respondents have completed the research staff online survey and to have different research backgrounds (see quotas).

Introduction (2 mins)

- Introduce yourself, TNS BMRB, and purpose of the session
- Aims of the research – to gain further details (after online survey) around research staff's views around public engagement
- MRS guidelines
- Explain recording
- No right or wrong answers - interested in people's honest opinions and experiences
- **Length 30-45 minutes**

Intro to public engagement (5 mins)

- What does the term 'public engagement' mean to them within the higher education context?
- How would they define it to someone who knew nothing about it?
- What kinds of words / phrases come to mind when they think about public engagement? (Probe: audience, activities, processes, outcomes, feelings, impressions) Why?
- What kind of activities do they associate with public engagement?
- What do they consider the purpose of public engagement to be?
Probe: accountability to use of public funds, contribution to social, ethical and scientific debates, generate additional research funding, recruit students, ensure

public is better informed, raise awareness of subject area, personal/career development

- For all, probe on reasons why; what makes them say this?

Their role in public engagement (10-15 mins)

General discussion around their role in public engagement:

- How would they describe their role in relation to public engagement?

IF NO / VERY LIMITED ROLE IN PUBLIC ENGAGEMENT

- Why do they think they haven't become involved in public engagement? What are the factors?

Probe: personal choice, lack of opportunity, lack of awareness, lack of institutional support

- If personal choice, what have they chosen not to get involved?
- What are the perceptions around public engagement that have driven them to make the choice not to do public engagement? Where have they gathered this from?
- Has their level of involvement changed over time? i.e. have they always not been involved, or have they reduced their public engagement?
- To what extent do they think public engagement is a valuable activity?
- What, if anything, could encourage them to become more involved in public engagement?
- To what extent do they feel the public is interested in their research?
- Do you think the public has anything to contribute to research and researchers?
- To what extent do they think the public or community can be engaged in participating in and producing research – e.g. through co-production / co-inquiry? Do they have any experience of this?

IF INVOLVED IN PUBLIC ENGAGEMENT:

- What public engagement activities have they been involved in in their work?
Probe: formally and informally
Probe: media, social media, podcasts, public lectures / debates, writing for lay audiences, festivals/events, work with museums, work with schools, open day events contributing to consultations, user group work.
- Why is it that they have become involved in these particular activities / forms of engagement (rather than others)? Why?
- Which audiences do they tend to engage with through PE? Which do they not?
- Why do they engage with these over others? What are the barriers to engaging with each audience?
Probe: young people, families and children, adults, local communities, business and industry, government and policy makers, others?
- To what extent do they feel the public is interested in their research?
Do you think the public has anything to contribute to research and researchers?
- How have they come to be involved in public engagement?
Probe: have they been encouraged to do this by a third party, such as their institution, or do they feel themselves that they have a moral/social responsibility to do so

- Has taking part changed the way that they view the public's understanding of their research topic?
- How has their involvement in PE changed compared to 2 / 5 / 10 years ago? Why? What has triggered this?
- To what extent have they been supported in conducting public engagement? How?
- Which support mechanisms are they aware of? Which have they accessed? What impact has this had?
- Where does public engagement figure relative to other areas of their role more generally? How would they prioritise it? Why is this?
- How has this changed compared to 2 / 5 / 10 years ago?
- Do they see this changing in the future? How? Why?

Benefits and drawbacks of public engagement (15-20 mins)

NOTE TO RESEARCHER: If respondent has no or little involvement with PE, ask the following questions in a generic rather than personal sense

- **What do they consider to be the benefits of involvement in PE:**
 - **to research and researchers?**
 - **to society more broadly?**
- *If negative towards public engagement:* What do others consider to be the benefits? And in what ways are these misconceptions?
Probe: professional development, networking opportunities, research visibility, clarifying thinking, emotional connection, maximising impact, REF performance, public adding value/providing focus for research etc. enjoyment, profile raising,
- Which of these apply to them specifically?
 - What impact has this had on them? Probe: on their career / their institution?
- Which of these are **motivational** for getting involved in PE? Why is this?
- Who / what else has **facilitated / motivated** them to get involved with PE?
Probe: personal development, institutional policy, peers across the academic community / their discipline, funding opportunities (*probe funding if arises spontaneously*), REF performance, public adding value/providing focus for research, practical support, training, opportunities,
- What support / advice / information did they use? What would they have benefitted from that wasn't available?
- Which of these factors were particularly effective / influential? Why? What impact did it have on them / their involvement in PE?
- How can they be replicated /enhanced in the future?
Probe: for others / to further their involvement in PE?
- **What are the drawbacks / risks of being involved in public engagement?**
(*i.e. potential dangers of being involved in PE?*)
Probe: personal time/effort, funding priorities, reputational risks – among peers and public profile, lack of personal recognition for efforts, detrimental effect on promotion opportunities, concerns about poor experiences, negative publicity, risks of misinterpretation
- Which if any of these have they experienced personally?
- What impact has it had on them?
- What have been the **challenges or barriers** they face in relation to PE?
(*i.e. structural or operational obstacles that have prevented them from being (more) involved in PE?*)

Probe: time/resource pressures, confidence, experience, support, institutional backing, lack of funding opportunities, (*probe funding if arises spontaneously*)

- What impact have these barriers had on the way they feel about public engagement? And the ways / extent to which they are involved in it?
- Have they overcome these barriers?
 - IF SO: How? What did they need to do this? What support did they receive? What impact did this have?
 - IF NOT: What would have helped them to do so? What do they need?
- Have they had to make sacrifices / trade-offs to accommodate PE? What are these? How did they come to this decision?
 - What has the impact of this been?
- Overall are the costs for being involved in PE greater than the rewards, or vice versa? Why?
 - IF APPROPRIATE: How can this balance be redressed?

IF FUNDING NOT ARISEN IN DISCUSSION:

- What is their understanding of what public engagement funding is in place? How do they know this? What experience have they had of it?
- What do they think of this?
- What impact has funding had on the extent to which they have become involved in public engagement?
- What (else) can research funders do to encourage and support researchers to engage? (or do they do enough)?

IF REWARD AND RECOGNITION NOT ARISEN IN DISCUSSION

- To what extent are researchers in their institution rewarded and recognised for public engagement? Should they be?
- Probe: What is their understanding of their institutional policies to reward and recognise PE (e.g. inclusion in promotions criteria etc)

IF INSITUTIONAL BUY IN SUPPORT NOT ARISEN IN DISCUSSION

- Do they feel the senior management in their institution value PE? Why do they say that?
- Is it important that the senior management are supportive?
- What would that support look like?

IF THE REF OR PATHWAYS TO IMPACT NOT ARISEN IN DISCUSSION:

- What impact has the impact agenda (REF - Research Excellence Framework – and Pathways to Impact) had on their views and involvement in PE?
- What effect has this had on their institution's policy on PE / support for PE?
- Why is this?

Future of public engagement (10-15 mins)

Ask respondents to think back over how PE has developed in the time they have been involved with it

- What direction do they see PE taking in the future?
 - Are there any emerging trends/practices that they think will be increasingly important?

- What are these? Why do they think this is?
 - What impact will this have on PE?
- Are there practices which are in decline/changing?
 - What are these? Why do they think this is?
 - What impact will this have on PE?
- What does this mean for the future of public engagement in general?
 - And for them? Their organisation? Their discipline/area of research
- How can this be supported/improved going forward? How would this work?
- How do you see the future of funding for PE? How could this be better administered / communicated / accessed?

IF NO / LITTLE ENGAGEMENT IN PE TO DATE:

- What if anything could be different in the future to make them more likely to get involved in public engagement?
- How could public engagement be made more worthwhile for them / for society?
- What are the factors which are needed to put this into place?

Probe: which resources / types of information / outcomes

Thank and close

Appendix J: Enabler topic guide

Wellcome Trust: Public engagement by researchers

Topic Guide (Public engagement enablers)

Research objectives

TNS BMRB is conducting qualitative research among academic research staff and public engagement enablers within HEIs to understand the following:

- Understanding of what is meant by public engagement;
- The perceived relative importance of public engagement;
- The nature and extent of public engagement activities undertaken;
- Barriers and facilitators to public engagement;
- Appetite for greater involvement
- Effective public engagement promotion strategies; and
- For researchers working in science and engineering, the extent to which views and practices in relation to public engagement have changed over the last decade.

The qualitative interviews will follow an online quantitative survey, therefore the aims of the research are **to add depth, understanding and insight** to the quantitative data.

Sample notes

- All respondents have completed the research staff online survey and to have different research backgrounds (see quotas).

Introduction (2 mins)

- Introduce yourself, TNS BMRB, and purpose of the session
- Aims of the research – to gain further details (after online survey) around the role of public engagement enablers and their perceptions of public engagement
- MRS guidelines
- Explain recording
- No right or wrong answers - interested in people's honest opinions and experiences
- **Length 30-45 minutes**

Intro to public engagement (5 mins)

- What does the term 'public engagement' mean to them within the higher education context?
- What kinds of words / phrases come to mind when they think about public engagement? (Probe: audience, activities, processes, outcomes, feelings, impressions) Why?
- How would they define it to someone who knew nothing about it?
- How does their institution define public engagement? Does their own definition of public engagement differ to that of their institution?
- What kind of activities do they associate with public engagement?
- What do they consider the purpose of public engagement to be?

Probe: accountability to use of public funds, contribution to social, ethical and scientific debates, generate additional research funding, recruit students, ensure public is better informed, raise awareness of subject area, personal/career development

- For all, probe on reasons why; what makes them say this?

Their role in public engagement (10-15 mins)

General discussion around their role in public engagement:

- How would they describe their role in relation to public engagement?
- How have they come to be involved in public engagement? What is their background?

- What public engagement activities have they been involved in supporting in their work?
Probe: formally and informally

Probe: media, social media, podcasts, public lectures / debates, writing for lay audiences, festivals/events, work with museums, work with schools, open day events contributing to consultations, user group work.
- Why is it that they have become involved in these particular activities / forms of engagement (rather than others)?

- Which audiences do the activities they support tend to engage with through PE? Which do they not?
- Why do they engage with these over others? What are the barriers to engaging with each audience?
Probe: young people, families and children, adults, local communities, business and industry, government and policy makers, others
- To what extent do they feel the public is interested in research? What if anything do they think the public has to contribute to research and researchers?
- To what extent do they think the public or community can be engaged in participating in and producing research – e.g. through co-production / co-inquiry? Do they have any experience of this?

- How has their role in relation to PE changed compared to 2 / 5 / 10 years ago? Why? What has triggered this?
- What resources / support (if any) do they draw upon to help enable public engagement?
Probe: toolkits for talking to school kids, resources/support for the 'supporting or embedding of PE' such as organisational change literature and the NCCPE
- How? What impact does this have? Which are most and least valuable?

- What do they consider to be best practice within public engagement?
- Can they think of any particular examples of 'best practice' public engagement?
- What made this particularly successful?
- How can this be replicated more widely? What can they / others learn from this?

Perceptions of public engagement (15-20 mins)

- How do they think researchers in their institution/that they have worked with perceive public engagement?
 - Is it broadly positively or broadly negatively, and why?
 - What informs researchers' perceptions of PE? What are the factors that underpin this?
 - How if at all does a researcher's own view of public engagement affect the work that they are able to do / the success of the public engagement?
 - To what extent (if at all) do perceptions of public engagement need to shift?
 - What role is there for them / others in securing researcher buy in to public engagement? What are the most successful ways of doing this, and why?

- **What do they consider to be the benefits of involvement in PE:**

- **to research and researchers?**
- **to society more broadly?**
- **to their institution?**

Probe: professional development, networking opportunities, research visibility, clarifying thinking, emotional connection, maximising impact, REF performance, public adding value/providing focus for research etc. enjoyment, profile raising,

- **What are the drawbacks / risks of being involved in public engagement for researchers?**

(i.e. potential dangers of being involved in PE?)

Probe: personal time/effort, funding priorities, reputational risks – among peers and public profile, lack of personal recognition for efforts, detrimental effect on promotion opportunities, concerns about poor experiences, negative publicity, risks of misinterpretation

- What have been the **challenges or barriers** researchers face in relation to PE?

(i.e. structural or operational obstacles that have prevented them from being (more) involved in PE?)

Probe: time/resource pressures, confidence, experience, support, institutional backing, lack of funding opportunities, *(probe funding if arises spontaneously)*

- What impact have these barriers had on the public engagement they have been involved in?
- Have they overcome these barriers?
 - IF SO: How? What did they need to do this? What support did they receive? What impact did this have?
 - IF NOT: What would have helped them to do so? What do they need?

- What have been the **challenges or barriers** that they themselves face when enabling public engagement?

(i.e. structural or operational obstacles that have prevented them from being (more) involved in PE?)

- Probe: time/resource pressures, confidence, experience, support, institutional backing, lack of funding opportunities, *(probe funding if arises spontaneously)*
- What impact have these barriers had on the public engagement they have been involved in?
- Have they overcome these barriers?
 - IF SO: How? What did they need to do this? What support did they receive? What impact did this have?
 - IF NOT: What would have helped them to do so? What do they need?

IF FUNDING NOT ARISEN IN DISCUSSION:

- What is their understanding of what public engagement funding is in place? How do they know this? What experience have they had of it?
- What do they think of this?
- What impact has funding had on the extent to which they have become involved in public engagement?
- What (else) can research funders do to encourage and support researchers to engage? (Or do they do enough)?

IF REWARD AND RECOGNITION NOT ARISEN IN DISCUSSION

- To what extent are researchers in their institution rewarded and recognised for public engagement? Should they be?
- Probe: What is their understanding of their institutional policies to reward and recognise PE (e.g. inclusion in promotions criteria etc)

IF INSITUTIONAL BUY IN SUPPORT NOT ARISEN IN DISCUSSION

- Do they feel the senior management in their institution value PE? Why do they say that?
- Is it important that the senior management are supportive?
- What would that support look like?

IF THE REF OR PATHWAYS TO IMPACT NOT ARISEN IN DISCUSSION:

- What impact has the impact agenda (REF - Research Excellence Framework – and Pathways to Impact) had on their views and involvement in PE?
- What effect has this had on their institution's policy on PE / support for PE?
- Why is this?

Future of public engagement (10-15 mins)

Ask respondents to think about how PE within their institution has PE has developed in the time they have been involved with it

- What direction do they see PE taking in the future?
 - Are there any emerging trends/practices that they think will be increasingly important?
 - What are these? Why do they think this is?
 - What impact will this have on PE?
Probe: from an operational perspective / in terms of researcher engagement in PE
 - Are there practices which are in decline/changing?
 - What are these? Why do they think this is?
 - What impact will this have on PE?
Probe: from an operational perspective / in terms of researcher engagement in PE
- What does this mean for the future of public engagement in general?
 - And for them? Their organisation? Their discipline/area of research
- How can this be supported/improved going forward? How would this work?
- How do they see the future of funding for PE? How could this be better administered / communicated / accessed?
- What would be the one thing they would like to see happen in the sector to enable more public engagement? Why, and what impact would this have?

- Is there anything which institutions should be doing differently in regard to public engagement in the future? Why, and what impact would this have?

Thank and close