

Evaluation Report

Interact 2017



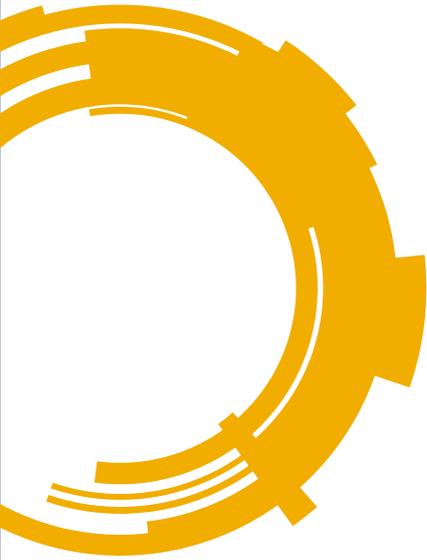
INTERACT

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Introduction



The engagement landscape in the UK has changed significantly over the last decade. There has been a significant shift in the attitude towards public engagement by researchers as part of a culture change wherein engagement is valued, rewarded and encouraged. In some cases, public engagement is demonstrably an integral part of a research career. To build on these changes in the UK STEM community, the 2017 *Interact* symposium was developed as a partnership between STFC, the Institute of Physics (IOP), the South-East Physics Network (SEPnet) and the University of Birmingham.

The aims of *Interact* were to encourage researchers to develop high-quality engagement, to evaluate their engagement better, to share their engagement experiences with others, and to support and foster a community of practice. It is the view of the organising committee that *Interact* was a success: feedback tells us that it met its objectives, has led to new engagement partnerships and projects, and brought together researchers, practitioners and engagement professionals to share their experiences and knowledge. Based on our experiences and delegate evaluation, this report highlights what worked well, draws out lessons learned, and makes recommendations to assist those planning for a similar event in future.

On behalf of the organising committee, we trust you will find this report a helpful insight and a useful resource.

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SECTION ONE: Symposium Objectives

In this section we examine the objectives for *Interact* 2017 and consider how successfully the symposium met those objectives. In cases where these objectives measure long-term behaviours, this report considers only the initial evaluation responses and statements of intent.

The aim of *Interact* was to **cultivate a community** of engagement practitioners within the physical sciences who develop **high quality creative STEM engagement** and **encourage a culture of strategic and reflective practice**.

These aims are linked to a set of measurable objectives. These objectives will be referred to as '*Interact* objectives' in this report. Three data sets were used: the record of attendees and registration data, the workshop selection process, and the post-symposium evaluation survey.

At the end of the *Interact* symposium each delegate was also asked to write down three personal objectives they intended to carry out as a result of attending the symposium and these will be investigated in a follow up survey.



Objective One: To cultivate a community

1. Run a symposium with over 130 people attending, where 65% of those attending will be researchers in the physical sciences who carry out engagement activities alongside and as part of their research.

148 people attended *Interact* 2017. This was above the target of 130.

However, if the organisers (5), and invited attendees (14) are removed from the total, 129 people attended *Interact*. This is only just below the target. The figure doesn't take into account those who didn't check in at the reception desk which was estimated between five to ten individuals, bringing the total above 130.

Figure 1 breaks down those who attended *Interact* into different types, against the proportions the organisers expected. It also breaks down those attendees who were not expected, but arrived on the day.

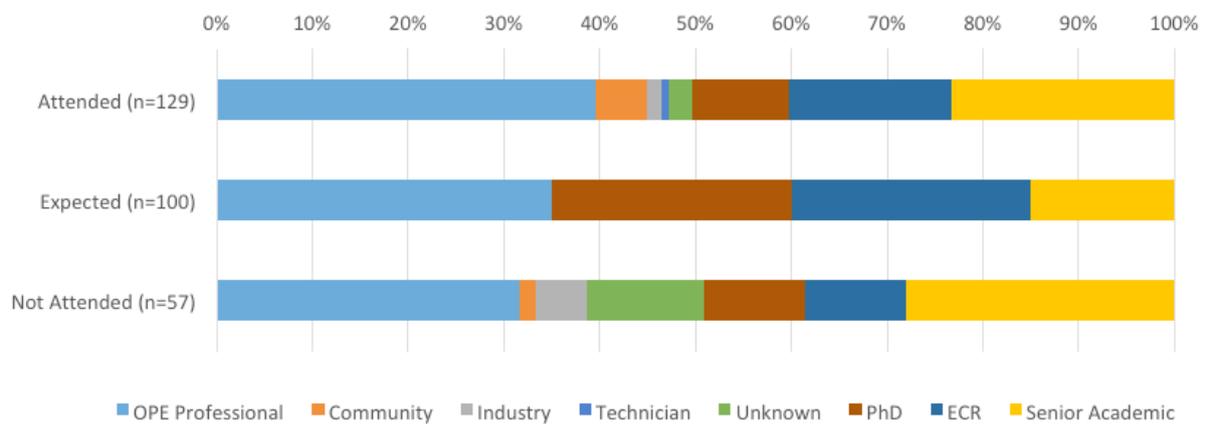


Figure 1. Breakdown of *Interact* attendees.

The predicted breakdown, however, didn't take into account attendance from industry (physical scientists outside universities and STFC facilities) and the wider community (partners in public engagement projects from non-STEM backgrounds or work places). There was a slightly larger proportion of outreach and public engagement (OPE) professionals (39.5%) than expected (35%).

The objective for *Interact* was for at least 65% of attendees to be active researchers and to be carrying out their public engagement activities alongside or as part of their research. In this context, PhD, early career researchers (ECRs) and senior academics are included as 'researchers'.

The actual figure turned out to be lower than expected, at just over 50%. In future, more emphasis on advertising appropriately to ensure it targets the primary audience will need to be more thoroughly planned.

Figure 1 demonstrates that the breakdown of attending researchers was different from what was expected; a greater proportion of senior academics attended *Interact* (23%), compared to PhD students (10%) and ECRs (17%).

When considering those who registered but did not attend (n=57), the proportion of senior academics (28%) was greater than the sum of PhD students (11%) and ECRs (11%). Therefore the low representation of PhD and ECRs comes before the registration process.

Barriers to doctoral student and ECR attendance could include:

- Negative attitudes of academic supervisors towards public engagement
- A lack of perceived value of the symposium
- A perception that the symposium is aimed at experienced engagement practitioners.

Those ECR and PhD students who did attend expressed a range of motivations for doing so, including;

- “To find out ideas and best practice for outreach work”
- “Connecting with and learning from enthusiastic science communicators and public engagement gurus”,
- “Learn more about how to design outreach with impact and build into future research career – e.g. how to obtain STFC grants, Researchers in Schools etc.”.

The large number of senior academics attending was impressive. Organisers were not expecting these researchers to have the time or motivation to attend. Looking into the reasons why senior academics attended, we find they wanted to “*share ideas and best practice*”, “*network [and] gain new ideas*”, “*seek new contacts with other people doing similar activities*”. The emphasis on sharing best practice and networking were definitely seen as drivers for this group.

Non-attendance

Based on feedback (n=22, 2 null responses), those who did not attend *Interact* predominantly did so for personal reasons (70%). Other reasons identified by respondents included being too busy to attend due to research (15%), teaching (5%) or other work commitments (10%). For some, the date was simply not convenient (15%). Lack of relevance of the final programme content (5%) and lack of approval to attend from a line manager (5%) were also mentioned.

In short, we were reassured that in most cases non-attendance was for reasons beyond our control. The programme content also did not appear to be an issue for most, which suggests that the content was largely pitched at the right level and was of interest to prospective attendees.

2. Over 95% of the content of the programme will be generated by those attending the sessions. Over 50% of these sessions will be delivered by researchers.

Most of *Interact's* programme was made up of parallel sessions where the workshop ideas had been submitted by those attending the conference. More details on this process can be found in Section Two "Building the programme". Out of the 31 workshops that made up all the parallel sessions, only two (6%) of them were arranged by the organisers (PE and the Councils, Social Media), and one of these (Social Media) was as a result of demand from those attending. All other 29 workshops (94%) were ideas submitted by those attending. This included workshops that were submitted by the organisers as it was agreed that all workshops should go through the same process. Only one workshop was cancelled on the day.

Breaking down the data related to who ran workshops (Table 1) allows us to see where the experience being shared was coming from. In some cases, multiple people were running the workshop, so only the lead facilitator was considered for this exercise.

	<i>Number</i>	<i>%</i>
OPE Professional	16	55
Community Partner	3	10
PhD	6	21
ECR	1	3
Senior Academic	3	10

Table 1. Breakdown of workshop leaders.

In total, researchers (PhD, ECR, senior academics) led on 34% of the workshops. This was under the target figure of 50%. However many of the workshops delivered by OPE professionals included presenters who were researchers, or details on activities being carried out by researchers.

There was also a higher than expected representation of PhD students in this category. Out of the 13 PhD students that attended *Interact*, five led workshops.

Workshop ideas were submitted into four different themes. After the voting process, these four themes were reduced to three, with all workshops assigned to one of the following: Evaluation & Impact, Hard to Reach/underserved, or Schools Outreach.

Figure 2 shows the differences in workshop leadership across themes.

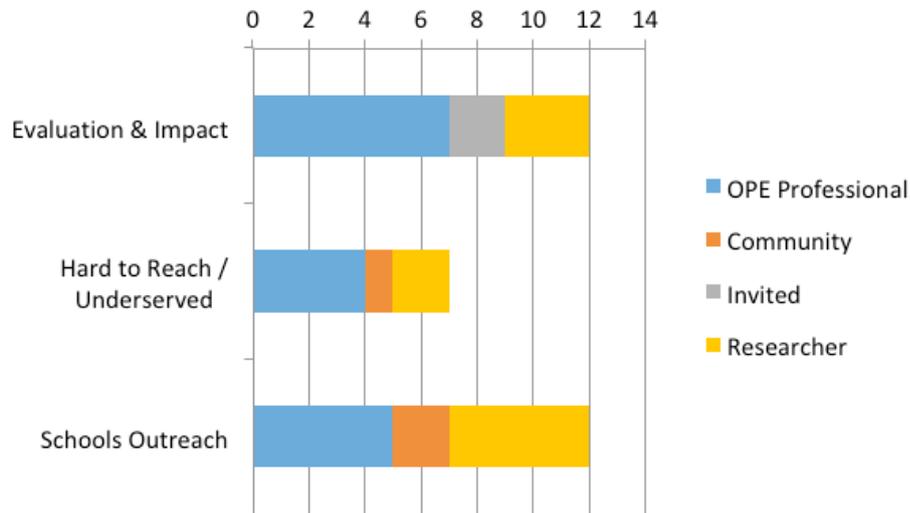


Figure 2. Breakdown of workshops by theme and type of lead.

Drawing on the data:

- Researchers delivered 50% of their workshops in Schools Outreach. This isn't surprising as it could be considered the more commonplace of the three themes within physics outreach and public engagement.
- OPE Professionals delivered 58% of all Evaluation & Impact workshops.
- There were fewer workshops dealing with Hard to Reach / under-served audiences. This is, perhaps, unsurprising as there are relatively fewer OPE projects in the physics community working with these audiences.

3. Over 50% of those attending will have networked and created links with others who have similar engagement interests to them.

Figure 3 shows that 56% of those that filled in the baseline survey had an intention to network as a personal objective and 88% intended to network in any case. The follow-up survey will measure if this intention has been fulfilled.

An attempt to measure the networking happening during *Interact* was made through the use of social media hashtags, however take-up was limited.

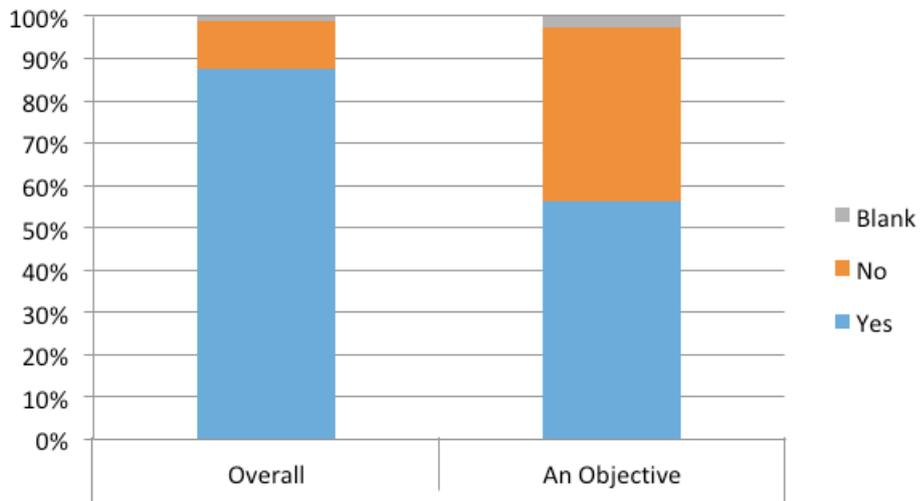


Figure 3. Intention to network.

4. Have another symposium within two years of the current symposium.

The intention from all partners is to hold another symposium in two years' time. Please see the "What's next for *Interact?*" section for more details.



Objective Two: Higher quality STEM engagement

1. Over a third of those attending will change how they are approaching a current project based on learning from *Interact*.

Figure 4 shows that 69% of those that filled in the baseline survey had an intention to change an existing project as a personal objective. This figure rose to 71% overall. This was much higher than the anticipated third (33%). This is 'intent' to change a project as a result of learning from *Interact*: the follow-up survey will measure if this happened within a year of the conference. For the objective to be fulfilled, just under half of those who intend to carry out this objective actually have to implement it.

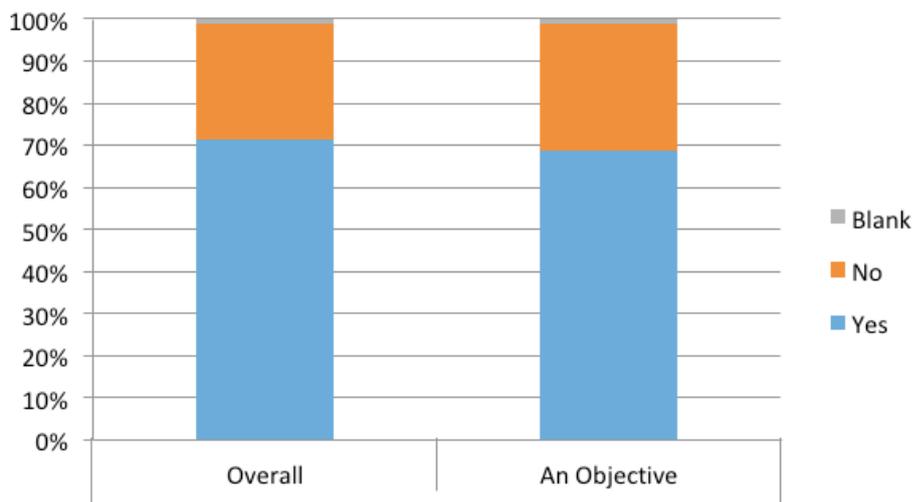


Figure 4. Intention to change personal engagement project.

2. 15 new public engagement projects will be initiated as a result of symposium. Over half of these will have gone through a competitive process such as the IOP or STFC public engagement grant schemes throughout 2017 and 2018^{1*}.
3. One of these projects will be awarded some form of recognition for the quality of the engagement undertaken*.

Figure 5 shows that 49% of those that filled in the baseline survey had an intention to start a new project as personal objective. This could imply that one person has changed their mind between *Interact* and filling in the survey. In total, 38 people indicated that their intent was to begin a new engagement project as a result of attending *Interact*, which bodes well in meeting our ambition for the symposium to have initiated at least 15 new projects.

^{1*}SEPnet will conduct a follow up survey in late 2018 to measure these objectives

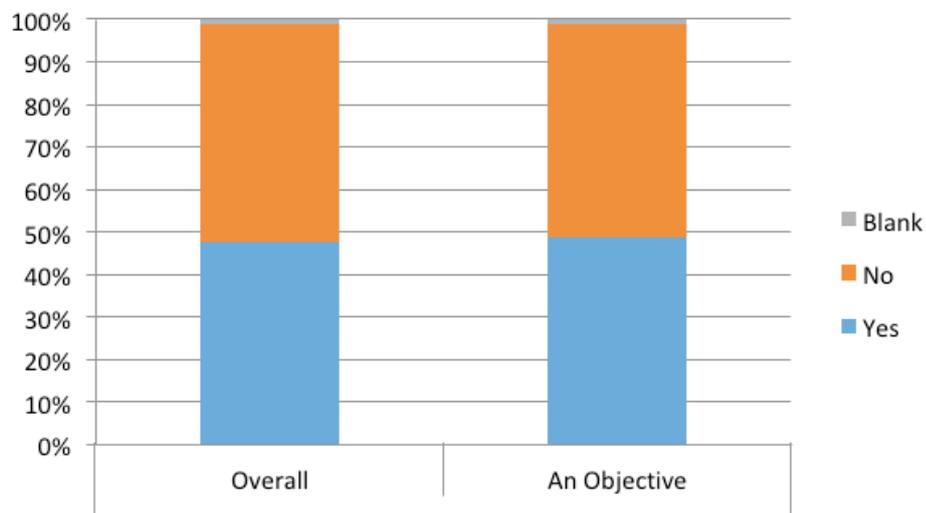


Figure 5. Intention to begin new engagement projects.



Objective Three: Encourage a culture of strategic and reflective practice

Over half of those attending will:

- a. Change how they view their public engagement activities, thinking of them as part of a wider strategy rather than one-off activities.
- b. Take more of their public engagement time to reflect on their engagement activities, including evaluation, dissemination and reflection.
- c. Take more of their public engagement time to look for evaluation reports from previous activities similar to those they are planning.

For measuring Objectives (3a - 3c), which are based on personal behaviour rather than an intended specific personal action, the survey asked a single question based on each of these behaviours, and then two questions which asked if these behaviours would change as a result of attending *Interact*. The responses to this question are found in **Figure 6**.

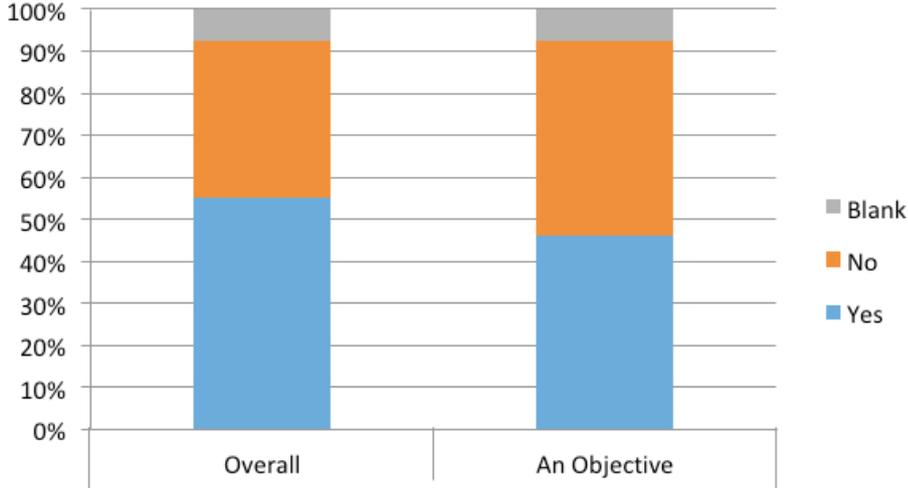


Figure 6. Intention to change behaviours outlined in Objectives (3a-3c).

Figure 6 shows that 55% of those who responded intend to change one or more of the behaviours outlined in the *Interact* objectives (3a-3c), with 46% writing this specifically as a personal objective. It's impossible to assign intent to change to a specific behaviour as the survey only asked about all three as a collective. The following figures (7-9) show how each of the questions based on objectives (3a-3c) cross with the overall intention to change.

Note: The survey didn't specify if these changes would be positive. In this context, we have assumed a positive change.

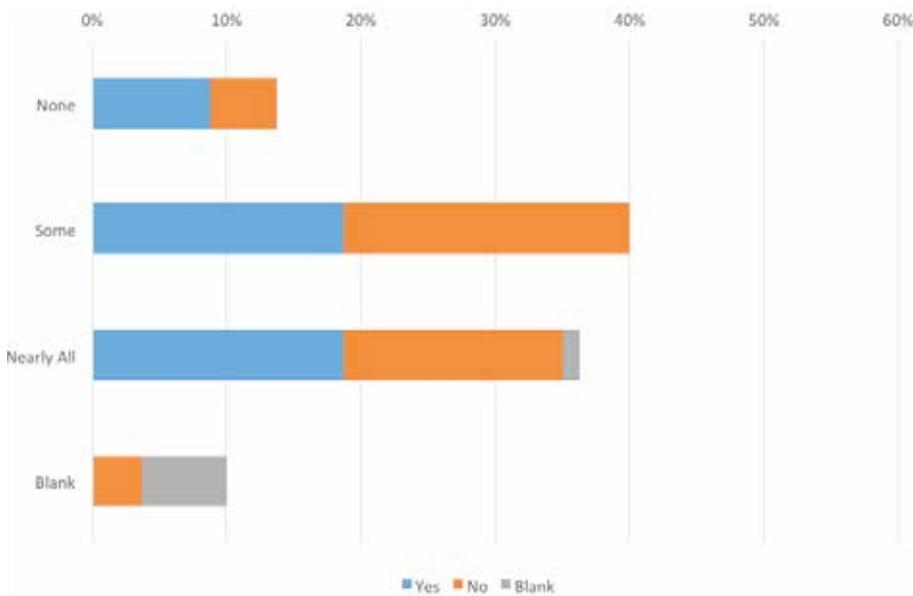


Figure 7. Answers to “How embedded is your individual public engagement activity with the rest of your department’s activities?” crossed with intention to change behaviours.

Figure 7 shows that 14% of public engagement activity being carried out by those who answered the survey is not embedded within the rest of the department’s activities. This was lower than expected. It was a surprise to see 36% of respondents say nearly all of their public engagement activity was embedded within their department’s activities. A few respondents left these questions blank but either said they wouldn’t change their behaviour or left that question blank too.

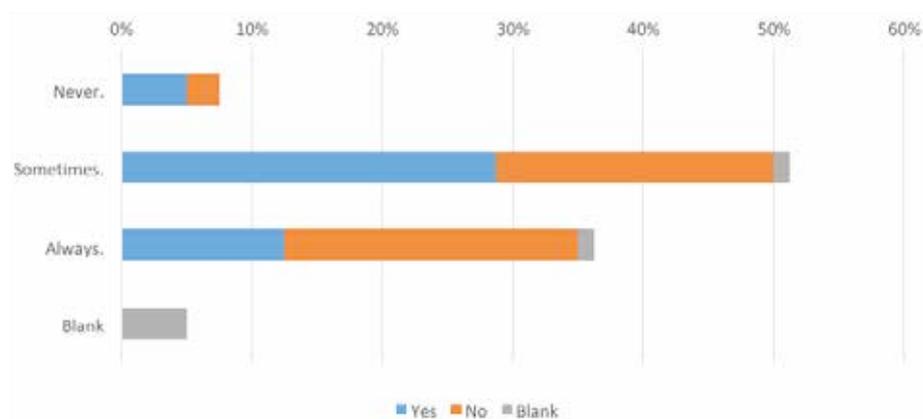


Figure 8. Answers to “Do you take time to reflect on your own public engagement activities?” crossed with intention to change behaviours.

Figure 8 shows that 51.25% of those who completed the survey sometimes reflect on their own public engagement activity, while 36.25% of those always do. Again, this was higher than expected, but no quantifiable time for reflection was specified. However, these results show that self-reflective behaviour is commonplace in our community.

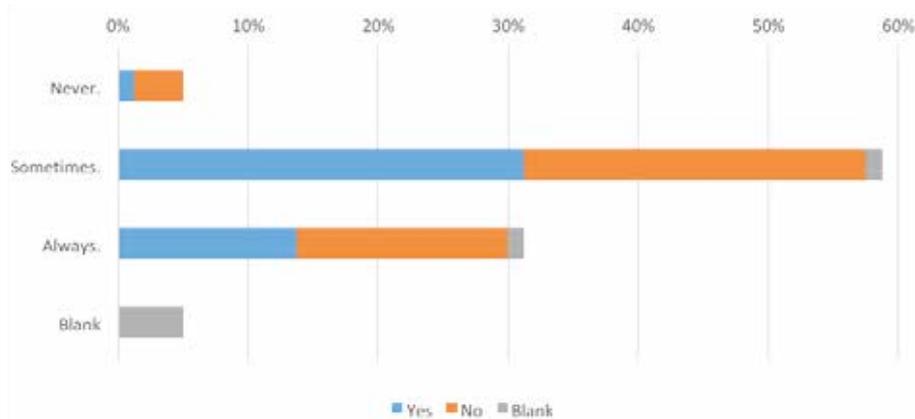


Figure 9. Answers of “Do you take time to look at wider practice in the public engagement community?” crossed with intention to change behaviours.

Figure 9 shows the practice of looking at the wider public engagement community is slightly less commonplace than self-reflection. This isn't surprising as this behaviour takes more of a personal effort, along with knowledge of how to access the practice of the wider PE community. Here, the proportions of those intending to change their behaviour were similar between those that answered “sometimes” and those who answered “always”.

Intentions to change – by type of attendee

The measures of success for *Interact* are currently based on the intentions from the wider public engagement community in the physical sciences. The *Interact* follow-up survey will see if these intentions end up being acted upon. Are the intentions resulting from *Interact* different for researchers and OPE professionals? Figure 10 indicates this not to be the case. The number of researchers and OPE professionals who answered “Yes” to each of the intentions was similar in both categories.

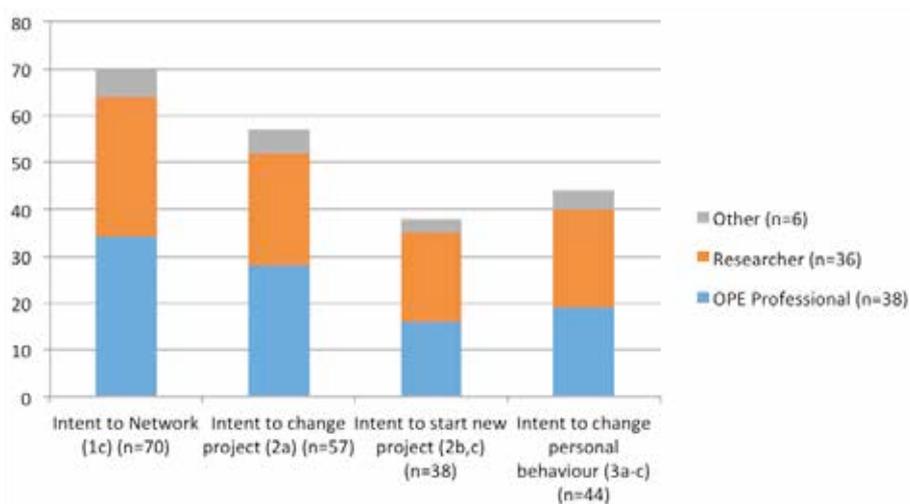


Figure 10. Answered “Overall Yes” to a specific *Interact* Objective crossed with type of attendee.

Approximately equal numbers of researchers (36) and OPE professionals (38) took part in this stage of the survey.

It will be interesting to see if this breakdown is similar in the follow-up survey, or if differences in both those groups (accessibility to resources, free time) results in the groups fulfilling these intentions differently.

Overall comments on objectives

Interact fulfilled a number of the symposium objectives that can be measured at this point in time. Where those objectives were not met, the evaluation gave insights into community mind-set and practice.

Additional personal objectives

Some attendees shared other actions that they would take as a result of attending *Interact* such as:

- Looking into or applying for public engagement funding
- Investigating, developing, promoting or making use of (often online) resources
- Further researching activities and possible future collaborators/contributors
- Redesigning evaluation practice



SECTION TWO: Logistics

Planning and Marketing

We believe a major point of success was the collaboration of the STFC, IOP, SEPnet and the University of Birmingham. The event planning team first met approximately five months prior to the event. This lead-time was absolutely critical in enabling the content to be community-generated and also enabled us to secure the diary time of our desired speakers. There was no dedicated coordinator working on *Interact* 2017 and instead we each worked around our existing roles to share tasks collaboratively and meeting every two to three weeks to debrief on progress approximately and then more frequently in the final few weeks.

Advertising for *Interact* happened in two stages: pre- and post-programme design. As the concept was to facilitate the delegates themselves in putting together the programme, the first announcement (late April / early May) was intended to capture as large a number of people in all four of the target audience categories with the intention of:

- Explaining the programme concept – submit ideas and voting
- Registering in order to submit ideas (end of June deadline) and vote (end of July)

In order to reach the intended audience the first announcement was sent to those indicated in the table below. Emails sent to different mailing lists were staggered to allow for the fact that some of the recipients may be in more than one circulation list.

Who?	Audience category	How many?
All postgraduate members of the Institute of Physics	Early career researchers	1112
All branch committee members of the Institute of Physics	Mix	159
All members of the Physics Communicators group (Institute of Physics)	Mix	443 (38 international)
OPEN (outreach and public engagement network supported by the Institute of Physics)	Outreach officers, public engagement professionals and others	42
BIG-chat	Outreach officers, public engagement professionals and others	500
PSci-comm	Outreach officers, public engagement professionals and others	4,800

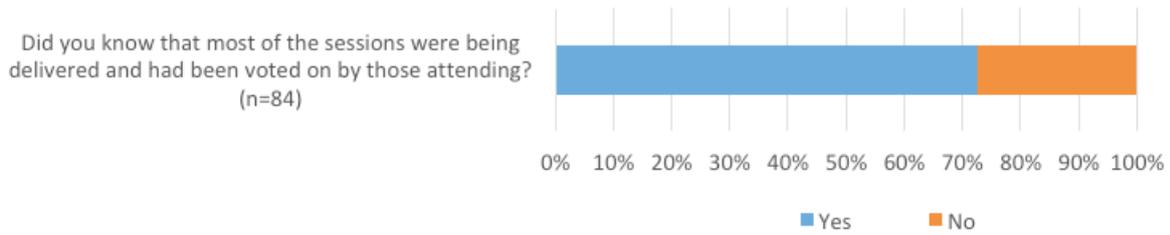


Figure 14. By the conference, the majority of attendees (73%) were aware that the sessions being delivered and had been voted on by those attending.

Running the Symposium – On the Day

The responses from post-symposium survey allowed us to take a look at different aspects of the day’s logistics. Figure 15 shows feedback from the day’s structure from all the participants. Figure 16 and 17 shows feedback from those who were leading workshops and managing market stalls.

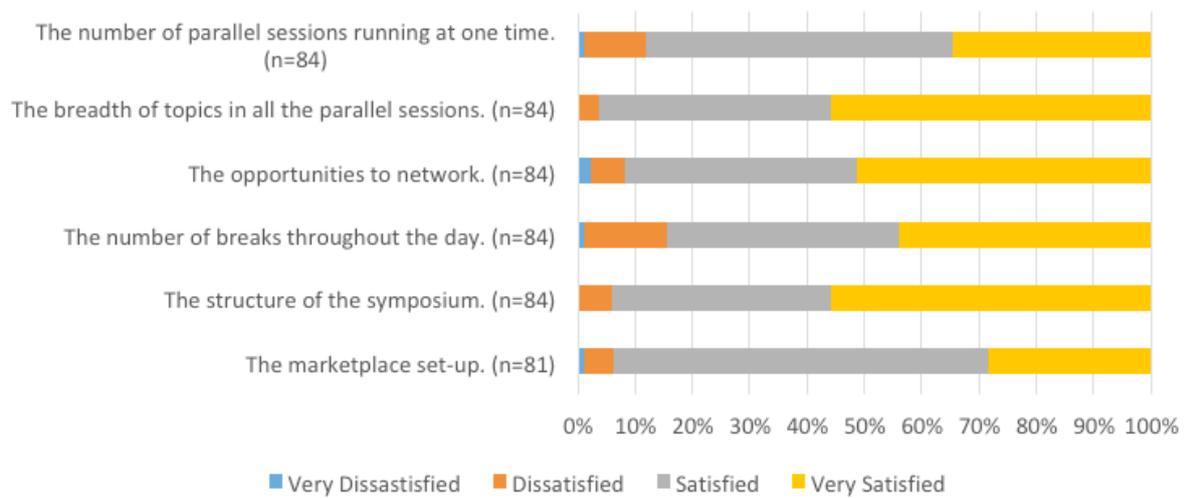


Figure 15. Delegate satisfaction.

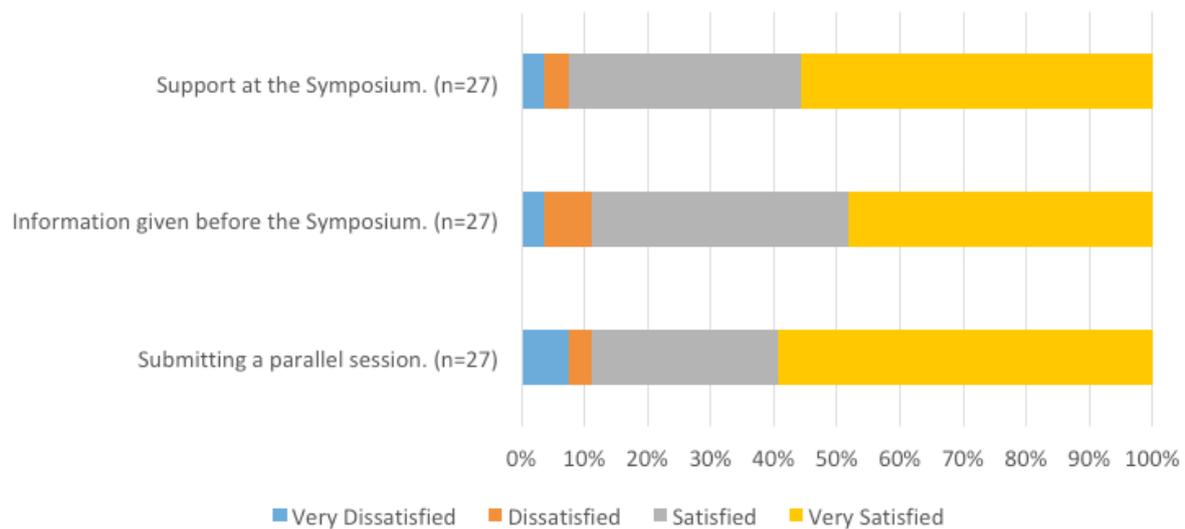


Figure 16. Parallel Session managers’ feedback

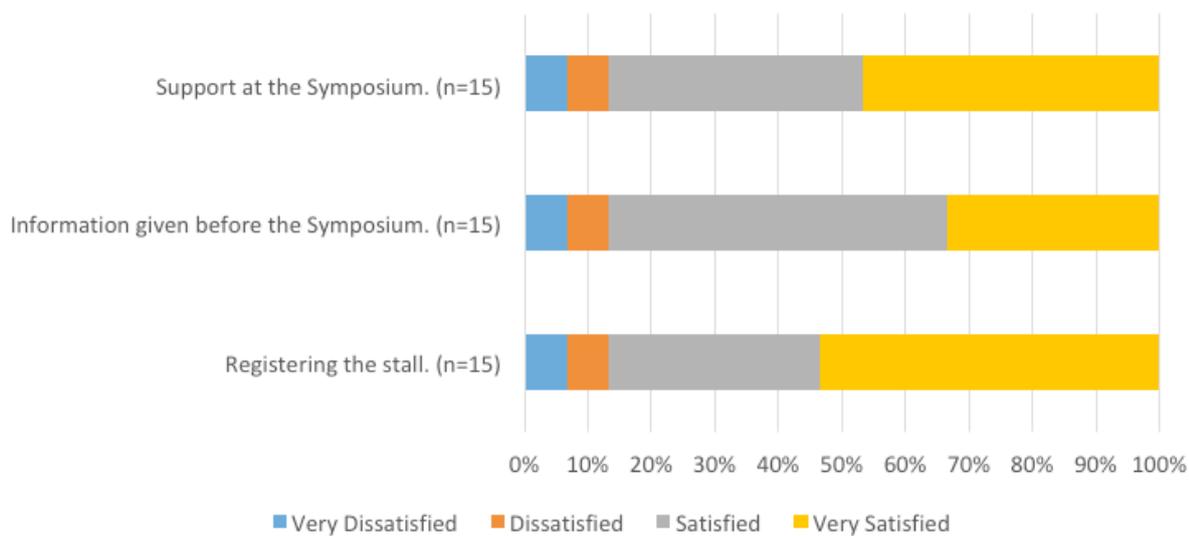


Figure 17. Market place managers' feedback

Based on evaluation feedback, as indicated in **Figures 14-17**, the key issues related to programme design were:

- Lack of time to move between sessions
- Insufficient time for discussion within sessions
- Too many sessions in parallel, limiting attendees from attending all the sessions they were interested in
- Greater advance information about rooms/marketplace
- More set-up support on the day including, for example, hands-on chairing of workshops

There are, of course, many different options to choose from when attempting to design an optimal structure for such a symposium. Delegate feedback will help us reflect upon options for the future.

Whilst we had briefed workshop leads on the need to conclude sessions in a timely fashion (10 minutes ahead of the next session), sessions often slightly overran due to lively discussion. This meant that workshop participants often moved directly from one workshop session to another. In future, stronger instruction on session timing to session leads and facilitators will help to prevent sessions over-running. We recognise that it is difficult to balance the desire for more discussion time with the desire for breaks within such a densely packed programme and for future *Interact* symposia we will insert short breaks between workshop sessions and this is included the summary and recommendations section.

Venue and catering

Delegates were asked to rate their satisfaction and responses are indicated in **Figure 18**.

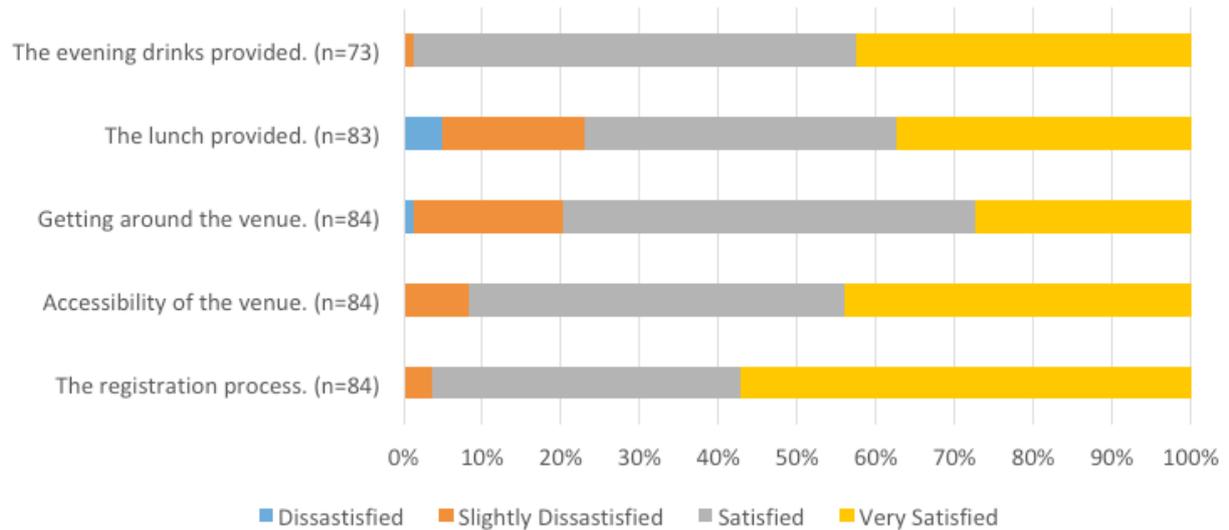


Figure 18. Venue and catering feedback from delegates

The key issues identified in the comments were:

- Lack of sufficient signage to/from venue and the nearby train station
- Navigation within the venue itself was challenging for many people. The rooms were split across three floors to accommodate six parallel sessions of appropriate size and shape.
- The location of the lunch and the marketplace session were separate, which cut down on overall networking and foot-fall within the marketplace.
- Dietary requirements: A number of delegates indicated that vegetarian and vegan options were limited or absent.

SECTION THREE: Wider context

What next for *Interact*?

We are keen for *Interact* to become a staple event in the calendar for the physical sciences research community. We are also keen to expand this community to include a wider range of participants – users of STFC facilities, representatives of industry, charities and community groups, and other STEM disciplines. Within the university community, we need to ensure *Interact* is suitable and appealing to researchers of all levels of experience. This would allow networking and cross-pollination of ideas, perspectives and approaches to public engagement and outreach.

Attendance on the day comprised of 37 Universities, 8 government labs/facilities/councils, 3 membership organisations and 19 outreach/public engagement organisations. Feedback indicates the selecting of a host institution with good transport connections was important to increase attendance, which will remain at the forefront of our mind when selecting future host organisations.

Ideally, we hope to host *Interact* every other year. This feels realistic in terms of the time commitment required from the planning team, and in terms of keeping the content of the programme new and ‘cutting-edge’. Qualitative feedback indicates an impression amongst delegates that the sector had moved on considerably from where it was only two years ago.

Thus, by allowing sufficient time between *Interact* events, we hope that the ongoing culture change within the sector will give rise to novel plenaries, workshops and keynotes which will reflect on progress to date and set out the challenges to address in the future. Public engagement with science and technology is an evolving and dynamic field, the direction of travel of which can be influenced by external drivers (e.g. the state of public debate, national assessment frameworks, and changing funder requirements). We would like *Interact* to be responsive to, and have a role in shaping, these drivers in the future.

We consider that we took a bold move to employ a largely bottom-up approach to programming *Interact* 2017. Most of the content of our programme was derived through a call for workshop content within the registration process, aimed at encouraging sharing of best practice. This asked those registering to consider submitting a proposal for a workshop they themselves could deliver to share their own learning and expertise



in public engagement. We believe this approach, whilst risky, ensured that attendees felt greater ownership of the programme and made clear their experience had value to others.

We want to continue to promote sharing of good practice within the community and we would look to follow a similar approach to coordination of the event content in the future. We are indebted to the generous contribution of our attendees for making *Interact* 2017 a success and we wish to promote the idea that *Interact* is a community-owned event.

What next for the sector?

There were some key themes which emerged from *Interact* 2017, which echo the next steps needing consideration in the sector as a whole:

In our survey we asked those attending how embedded public engagement was in their home institutions using the EDGE tool², most (48%) indicated that their department was in a ‘Developing’ phase (Figure 19).

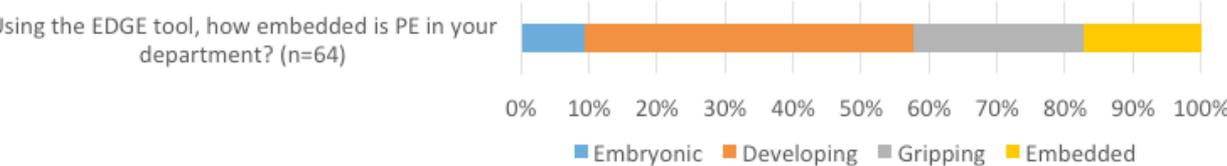


Figure 19. EDGE Tool engagement feedback

In general, attendees felt that their department gave them some (51%) or plenty (42%) of support for their public engagement activities, though there were still a small number (7%) who indicated that support was absent (Figure 20).

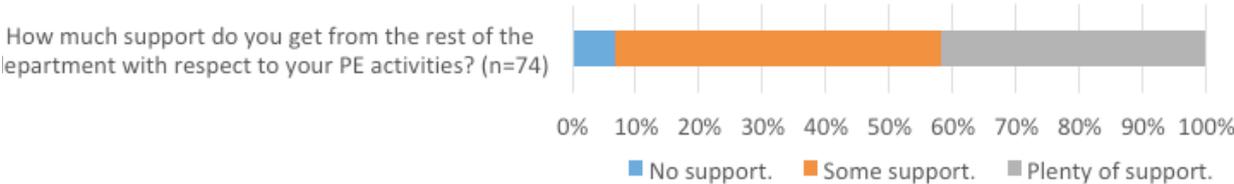


Figure 20. Departmental support for public engagement.

2. The EDGE tool allows you to assess your institutions support for public engagement. You can access a guide outlining to how to use this tool at www.publicengagement.ac.uk

Over the coming years, the *Interact* sponsors will seek to continue to support institutions embed public engagement within their own departments.

Similarly, whilst we were very pleased to include a dedicated stream of our programme activity to workshops focused on engagement with ‘hard to reach’ and ‘under-served’ audiences, we recognize this is an area which we need more consciously to champion and include. One way to do this is through an open and proactive invitation to these ‘publics’ to join us in the co-planning, co-delivery and co-design of future *Interact* programmes. We will explore how best to do this and welcome suggestions from the community, as well as the input of experts within the equality and diversity landscape.

We also note with interest the point which emerged through discussion and evaluation that the sector should be encouraged to broaden the rationales for public engagement with science and technology to focus on not only inspiring or informing our audiences, but also engagement as a route to consulting, collaborating, and responding to societal needs. We see examples already of citizen science projects (where publics are helping with the collection, processing and interpretation of data), sci-art collaborations (where artists and cultural organizations are working with scientists to translate complex concepts in compelling and creative ways for new audiences) and involvement (where the end users and beneficiaries of science and technology innovation are providing steer on what is most meaningful and useful for them, including if nothing else, how best to disseminate research to others). We anticipate that future *Interact* events will showcase further examples of collaboration and involvement with researchers and science/technology facilities.

Collectively, how are we championing the reward and recognition of researchers and staff who carry out outreach and public engagement? This is particularly relevant to researchers, who are primarily promoted on the basis of their outputs (research publications, grant funding etc.). Career progression, and the role that outreach and public engagement play in that, is therefore something we should be mindful of and explore further. We consider it appropriate for our community to petition funders, universities and other organizations more strongly to ensure that outreach and public engagement are considered core skills for researchers during their careers, and that such skills are recognised and rewarded during a researcher’s career. Whilst readers of this report would doubtless agree that outreach and public engagement have many benefits to job satisfaction and communication skills, we need more overt examples of how this has translated into high-achieving careers and different routes of career progression. The organisers note that this theme emerges in the recent work of several prominent engagement organisations, including the National Coordinating Centre for Public Engagement, Vitae, Research Councils UK, and the IOP and STFC³ themselves.

3. The STFC Public Engagement Attitudes, Culture and Ethos (PEACE) report, 2016



We will be sure to focus on inclusion and diversity at future *Interact* symposia. This will extend to paying close attention to the diversity of our plenary speakers, workshop leads, and symposia attendees. Based on delegate attendance at the 2017 *Interact* symposium, approximately 48% of the delegates who attended were female, and 52% were male.

Lessons learned

Summary and Recommendations

In summary, we feel *Interact* 2017 was a timely and successful day for the science and technology community as well as others who have interest or experience in outreach and public engagement. There was a buzz throughout the day: many commented on the positive and supportive atmosphere, and that the workshops and plenaries had been thought-provoking, informative and inspiring.

Feedback on the event was largely positive, with many indicating that the programme was exciting, interesting and varied, though some felt that there might have been too much going on in parallel and that more time was needed in between sessions to allow for networking and follow-up questions. We particularly note the feedback received on timing: there was considerable navigation required within the building to locate different sessions spread across different floors, which is something we will look to avoid at future events. Others indicated that the packed and wide-ranging programme was a positive feature, which added to the atmosphere and strength of the event. It was the planning team's view that we wanted to support as many people to share learning as possible, and that having more workshops was preferable to excluding content. We feel that the comments we received regarding the difficulty in choosing between sessions speaks to the strength of the content on offer. We are pleased to note that no session suffered from poor attendance, with even comparatively less popular sessions still having a healthy audience number.

Some evaluation comments raised possibility of spreading the content over two days, or repeating sessions at future *Interact* events. While this would facilitate networking and allow delegates to attend more sessions, we are mindful that this would also limit the ability for many others to attend. It is already a big ask for many to take an entire day out of their working life and so we feel that a one day event is currently more suitable. Repeating sessions would also need to be at the discretion of those delivering the session. As the content of the programme was bottom-up driven, those delivering sessions would presumably also wish to attend other people's sessions, and so repeating sessions would have detracted from their ability to participate in the other activities on offer.

Networking was a key objective for many delegates, and feedback suggested we could have done more to facilitate this by ensuring that lunch and marketplace were co-located. We will certainly be doing our best to ensure that we build in more time and space for networking within the body of the programme at future events, as opposed to just at the end of the event: many attendees were unable to remain for the drinks reception, and so missed out on one of the longest networking sessions of the symposium.

Finally, the 'crowd-sourced' nature of the programme ensured that the content was both created for and by the people attending. This was central to our planning philosophy: *Interact* is owned by our community. The *Interact* planning team also took the time to debrief post-event and review the evaluation data to date.

Overall the planning team were in unanimous agreement as to how rewarding and enjoyable the day had been for them, personally and professionally. We thank our lovely attendees and the support of our respective institutions/ organisations in collectively making *Interact* 2017 a success. Thank you!

We have a number of recommendations for those considering planning their own event.

PRE-EVENT PLANNING

- Work as part of a task-and-finish team who each take ownership and responsibility of different aspects of the project planning.
- Meet regularly, including face-to-face meetings where possible, to update each other on progress and to make key decisions jointly.
- Collect all information needed from attendees as part of the registration process where possible, to limit excessive back-and-forth communications.
- Provide as much advance information as possible regarding the event, venue and logistics on the day.
- Recruit a large group of volunteers/helpers to assist on the day itself.
- If content is to be crowdsourced and/or voted on, ensure there is plenty of time to do this so that planning team can circulate the running order of the day to contributors for checking ahead of making this public.
- Build in breaks in your programme for networking and getting from session to session.
- Carefully consider where best to market the event, particularly if you are hoping to attract specific/new audiences.

ON THE DAY

- Ensure signage to/from the venue is abundant, obvious and eye-catching.
- Meet with your volunteers/helpers at the start of the day to ensure they know where things are and make sure they are clear on how hands on they will need to be in terms of chairing and keeping time.
- Include a housekeeping speech at the start of the day which covers all relevant information.
- Have specific plans and helpers in place to assist those with dietary requirements, luggage, access needs etc. so they can find what they need as conveniently as possible.
- Facilitate networking and interaction with the marketplace by encouraging attendees to mingle rather than taking lunch/refreshments in to workshop/seminar rooms.
- Capture evaluation on the day and consider a post-event questionnaire.

POST-EVENT

- Debrief with your team to look over evaluation data and discuss what went well and what didn't (including from the team's perspective).
- Thank attendees, volunteers and helpers and anyone else who played their part in making the day a success.
- Keep people informed about what they can engage with next by providing 'action points' such as information about funding opportunities or other events.
- Share learning and best practice with others from the sector through case studies or post-event reports.
- Follow up on evaluation to track the longer term impact of your event.



Biographies

Professor Cristina Lazzeroni

Cristina is a Professor in Particle Physics at University of Birmingham. She was previously a Royal Society University Fellow in Physics and she has in excess of 100 published papers. Cristina regularly conducts research at the CERN facility and she is a co-PI in the Particle Physics Rolling Grant, alongside work on another major grant from the European Union. Cristina is an enthusiastic communicator and engaged researcher, evidenced through her previous STFC Public Engagement Fellowship and now with her role as a key Public Engagement Champion for Birmingham's College of Engineering & Physical Sciences, where she supports the impact agenda. She has a strong track record of engagement with local schools and she regularly contributes to the Royal Society Summer Science Exhibition and other festivals. She was a member of the NCCPE Engage Academy (2017-18).



Dr Caroline Gillett

Caroline is the Research Engagement Officer at University of Birmingham. Her work focuses on developing innovative public engagement with research through bringing together academics from across disciplines and creative external partners. Most recently she has delivered on Birmingham's two-year RCUK Catalyst Seed Fund project, aimed at creating culture change within the institution to better embed public engagement with research in the University's policies, procedures and practice. This has culminated in Birmingham being one of the first universities to apply for the NCCPE Engage Watermark. Caroline is a STEM Ambassador and her own research background covers brain imaging and cognitive neuroscience. She has also spent time working in the arts as programme coordinator for experimental, cross-disciplinary festivals.



Dr Dominic Galliano

Dominic is the Director of Outreach at SEPnet and is a project manager specialising in public engagement with science. Dominic has delivered a number of projects to many different audiences including secondary schools, young families, art enthusiasts and independent adults (25-40). Dominic is a passionate and enthusiastic communicator who understands the needs of different audiences and is an ardent champion of strong evaluation across projects.



Dr Neville Hollingworth

Neville works as a senior public engagement manager at STFC. He has over 25 years' experience at the Research Councils and has been working for STFC since 2007. He has a variety of roles managing a number of strategic public engagement programmes and their implementation at national level. Neville also manages the linkage of STFC's science and technology with the formal and informal education sectors, and works with strategic partners and organisations to help deliver STFC's public engagement objectives.



Hannah Renshall

Hannah supports Institute of Physics members in businesses, industries, research departments and educational institutions across the north-west of England. She delivers outreach and public engagement projects with those groups to make science accessible to all: from under-served audiences through partnerships with community organisations, to high-profile cultural event management. Hannah also runs science communication training to provide individuals with the confidence and tools to connect all audiences with their work.





PROGRAMME

14 SEPTEMBER 2017, MUIRHEAD TOWER, UNIVERSITY OF BIRMINGHAM

- Hard to reach and underserved audiences
- Schools outreach
- Evaluation and impact

09:30 Registration: workshop selection

10:30 **Welcoming addresses**
 Professor Tim Softley – *Pro Vice Chancellor of Research, University of Birmingham*
 Dr Derek Gillespie – *Head of Skills and Public Engagement, STFC*

10:50 **Plan for the day**
 Dr Dominic Galliano – *Director of Outreach and Engagement, SEPnet*

MORNING WORKSHOPS (see following pages for details)

In this 2 hour session, delegates can attend their choice of workshops.

Room	G015	112	121	122	427	429
11:00	Shattering Stereotypes: tackling gender stereotypes at schools through SEPnet Outreach team	Generic Learning Outcomes – helping you design high quality engagement and evaluate success	Lab_13 – a cultural entitlement	Organising large-scale engagement activities: A Light Express story	Connecting pupils with Space Research – raising awareness and enthusiasm in under-served Y5/6 classes	TS-Squared: Teaching students to teach students
11:30	Supporting schools outreach and outreach officers		Cathedral Outreach: Student-led Workshops for Widening Participation in Non-Traditional Environments	A newbie's experience of big event planning		
12:00	Tales of what a £2000 grant can achieve	Effectively engaging with Primary Schools	Confessions	Nano Lab	One-to-one surgery	Reflecting Photonics: Reaching new audiences through new partnerships – IYL 2015 and the Royal Horticultural Society Flower Show
12:30				Particle Accelerators for Teenagers		Modular Lesson on Fiber Optics for Young Students
13:00	LUNCH and opportunity to explore outreach activities and exhibitions in the marketplace					
14:00	PLENARY – ENGAGEMENT AND YOUR ACADEMIC CAREER Professor Alice Roberts – <i>University of Birmingham</i> Professor Jim Al Khalili – <i>University of Surrey</i> This will be followed by a Q&A session					

- Hard to reach and underserved audiences
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AFTERNOON WORKSHOPS (see following pages for details)

In this 2 hour session, delegates can attend their choice of workshops.

Room	G015	112	121	122	427	429
15:00	Physicists' perceptions of engagement – what they think and why it matters	Partnership in School Science	Public Engagement & The Councils	Photonics for primary schools	"How can I get my community to talk to me?" #sciroom	SSFX (Space Sound Effects) Short-Film Competition
15:30						Social media use – effectiveness and risks for scientists
16:00	Research in Schools: Long-term Public Engagement: Raising Science Capital & Aspirations	Evaluating from the other side of the lecturn – making engagement work for physicists	Engaging the blind and vision impaired community with your research	EU Funded Public Engagement	STEM clubs for families	Tales from the Explorer Dome planetarium
16:30						Involvement: The final frontier of physics engagement
17:00	<p>LEARNING OUTCOMES AND FEEDBACK Chaired by Dr Cristina Lazzeroni and Dr Caroline Gillett – <i>University of Birmingham</i></p> <p>CLOSING REMARKS: Louise Swan – <i>Head of Public Engagement, IOP</i></p> <p>Professor Andy Schofield – <i>Pro-Vice Chancellor and Head of the College of Engineering and Physical Sciences, University of Birmingham</i></p>					
17:30	RECEPTION: Drinks and networking					





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