

WARWICK INSTITUTE OF ENGAGEMENT

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REPORT
March 2022 - July 2023

WARWICK
THE UNIVERSITY OF WARWICK



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INTRODUCTION

A MESSAGE FROM THE DIRECTORS

AN OVERVIEW OF CHANGES AND AIMS OF WIE

We are delighted to offer here Warwick Institute of Engagement's second Annual Report. The Institute's second full year has again been hugely exciting - building on the success of our first year but maintaining our commitment to new approaches, new activities and greater engagement with communities and partners.

The success of last year's Resonate programme, which was developed to support Coventry's year as UK City of Culture, has created a platform for continued high levels of participation. This year, a new programme of Resonate Lates has also been launched alongside our regular support to Pint of Science and Festival of Social Science events as well as major events such as the Christmas Lectures and our annual Resonate Festival. Warwick's public engagement activities have welcomed over 11,000 attendees to our events in person and online which was made possible by over 300 university students and staff members and over 50 external partners.

One of WIE's fundamental purposes is to encourage greater levels of student engagement as part of Warwick's Education activities. WIE worked with IATL on a new post-graduate module for public engagement to sit alongside its long-standing undergraduate Public Engagement module; launched a paid Public and Community Engagement internship programme with 4 students working in regional organisations and provided bursaries and study materials for 234 students on the Undergraduate Research Support Scheme (URSS). WIE was also part of the Institutional Teaching and Learning Review (ITLR): feeding into the University's future direction around Learning Beyond Boundaries.

WIE has also continued to work with academic and professional services staff across the University to ensure they have access to all the training and support they need to continue to grow and develop their public and community engagement skills and experience. In turn, our WIE Fellows have worked hard across WIE's 12 Learning Circles to ensure that their experience and expertise feeds into the development of the Institute and our initiatives - for example the development this year of an Inclusivity statement, which will underpin all our engagement work going forward, as well as the development of CO-LAB as a new initiative for growing novel approaches to collaboration. WIE has also continued to lead efforts across the University to recognise and reward staff and student public and community engagement activity, through support for the academic promotion process and through the awarding our Warwick Awards for Public and Community Engagement (WAPCE).

WIE's engagement with our local communities has continued through the establishment of a board of Regional Fellows - recognised leaders from key partner organisations such as the Belgrade Theatre, Thinktank Science Museum, BBC Radio Coventry & Warwickshire, Grapevine and Culture Coventry Trust. The Regional Fellows have become critical friends and advocates for WIE, supporting the reach and impact of our activities. WIE also funded the second phase of its Collaboration and co-production Fund to support partnerships around engagement. This follows the success of the first tranche of 14 projects which have opened up new opportunities in the University by enabling new partnerships with local organisations and artists, enlivened the campus, boosted the university's cultural impact in the region and led to new collaborative research projects.

WIE has also widened its engagement with key local partners, including the Brunswick Hub in Leamington and Cheylesmore Community Centre, connecting Warwick's researchers with local public audiences and building opportunities for co-creation of engagement with local communities.

The activities WIE supports have continued to develop and expand and it has been really exciting that our approach has now begun to be recognised at national level. WIE has also been identified as a best practice case study in the Knowledge Exchange Concordat coordinated by the National Centre for Universities and Business, and also very positive feedback from the National Coordinating Centre for Public Engagement (NCCPE) and the public engagement leads at UK Research and Innovation (UKRI). WIE itself was recognised as one of the Vice-Chancellor's 'Wonders and Wows' in December which was hugely appreciated by the team.

As we move into our third year since our formal inception, WIE has a clear set of priorities through which we will continue to build, support and facilitate Warwick's engagement activities. We will:

- ▶ Continue to improve connections and collaborations with Departments and Faculties.
- ▶ Strengthen support for individual staff and student development in relation to public engagement and Collaboration projects.
- ▶ Strengthen relationship between, and joined-up support for, Research, Engagement and Impact across the University.
- ▶ Empower external partners to work more closely with staff and students (and vice-versa) on collaborative and engagement projects.
- ▶ Enable the work of WIE to fit more sensibly with University systems.

Michael leaves his role as WIE Director at the end of August for new challenges as Pro-Vice-Chancellor International and we would like to thank him for all his work in establishing the Institute. We are delighted that Professor Helen Wheatley, who has been our Partnerships Lead, is taking on the baton from Michael as Academic Director of the Institute from January 2024. Our thanks also to the core WIE team and Fellows for their hard work, ideas and commitment. Together with the wider University and our regional partners, this has made possible the exceptional activities and outcomes we celebrate in this report. We look forward to working with you all next year.



Prof Michael Scott and Dr Andrew Todd
Warwick Institute of Engagement Directors



KEY NUMBERS FROM 2022-23



Training

2150

visits to our online training resources

833

attendees to

65

training sessions

Events



11,140

attendees to

63

events organised by

372

Warwick collaborators with

54 external organisations



Students

234

URSS students supported with public engagement

5

public engagement module development projects

36

Students enrolled on our IALT modules

4

paid internships with local organisations



WARWICK
INSTITUTE OF
ENGAGEMENT

Awards



72 nominations resulting in

21 awards for good Public Engagement practice

Funding



25

Collaborative Projects with

41

Partner Organisations and

959

Audience members

38

Artists engaging

Fellows & Partnerships



154

Fellows placed in

12

Learning circles

5

Key Community Partners

FURTHER DETAILS...

Partnerships



5

Grapevine
Coventry Biennial
Warwick Arts Centre

Key Partners Chelyesmore Community Centre
CV Life (The Coventry Museums)



Awards

Warwick Awards for Public and Communiy Engagement

22 nominations resulting in **9** awards in 2022

44 nominations resulting in **12** awards in 2023



Funding

WIE's Collaboration and Co-Production Fund 2021-22

14 projects, all of which are ongoing, and involved:

44 Warwick staff and **59** students working with external partner organisations & **11** artists engaging

18 audience members

483 audience members



1 new journal article published and
2 joint publishings planned with partners
10 new collaborative funding bids of which **6** are for external funds and **4** internal
2 new research centres have benefited from the partnerships (Centre for Access and Participation in the Arts; the Centre for Wildlife Protection)

Students



6 Public Engagement URSS projects

228 URSS projects with public engagement elements supported by WIE

22 students earned **32** Warwick Award points

Events



130 staff and **242** students involved in running events

96% of attendees felt very positive about Resonate events
83% of attendees felt more positive about their community
95% of attendees felt more positive about their community

THE WIE TEAM

Josh Oakes



WIE would not function without the dedication and hard work of the team behind it.

We have been delighted to welcome Dr Kerry Baker, who has taken on the role of Associate Director, managing the operations of the Institute and particularly converting the success of Resonate into an ongoing programme of events. Dr Laura Harford initially joined as Events Coordinator but took on the baton from James Brown as Public Engagement Project Officer when he moved on to become Head of Festivals at the British Science Association. Kate Laister-Smith joins us from September as Events Coordinator to build out our ambitions programme of events. Dr Rachel Edwards rejoins us as of August after welcoming her second daughter, Isobel (Izzy). Following her significant contribution to delivering the Resonate Festival in 2022, Professor Helen Wheatley joined us as Partnerships Lead, taking on the role of developing our partnerships with external organisations, not least our Regional Fellows. From January 2024 she will step into the post of Academic Director as Michael moves into his new role as Pro-Vice-Chancellor for International. We also welcomed Helen Luckhurst as our Engagement

Officer, who has greatly expanded and strengthened our training and development opportunities for students. Our administrative team has also grown, first welcoming Matt Evans as administrative assistant who hands over the baton to Aniyah Petrus from August 2023 to continue to support the smooth running of the Institute.

Scan to meet the Team.



1. Dr Andrew Todd, Co-Director
2. Aniyah Petrus, Administrative and Communications Support Officer (Aug 23 onwards)
3. Helen Luckhurst, Engagement Officer (Student Training Focussed)
4. Professor Helen Wheatley, Partnerships Lead and incoming Academic Director
5. Josh Oakes, Administrator
6. Dr Matthew Evans, Administrative Assistant (Jan-Aug 23)
7. Kate Laister-Smith, Events Coordinator
8. Dr Kerry Baker, Associate Director
9. Dr Laura Harford, Public Engagement Project Officer (Events Lead)
10. Professor Michael Scott, outgoing Academic Director
11. Naomi Kay, Engagement Officer (Staff Training Focussed)
12. Dr Rachel Edwards, Associate Academic Director



AIM 1 WIE ACTING AS A FULLY REPRESENTATIVE PAN UNIVERSITY HUB FOR JOINED UP DISCUSSION AND CO-ORDINATION OF PUBLIC ENGAGEMENT

INTRODUCING OUR THEORY OF CHANGE



Dr Kerry Baker

Following our first 2 years of activity, it felt the right time to move to establish a more formal **Theory of Change model** for the Institute. The outcome is below, making clear the different drivers for WIE's work, its subsequent strategic objectives, its range of activities, its outputs and its intended outcomes. The next step is for us to agree KPIs attached to each of the outcomes so that we can more formally measure WIE's progress against its own change-agenda in future years.

DRIVERS	STRATEGIC OBJECTIVES	ACTIVITIES	OUTPUTS	OUTCOMES
University 2030 Strategy ❶: <ul style="list-style-type: none"> Research ♦ Education ❖ Innovation ▣ Inclusion ◆ Regional Leadership ▶ International ✦ Sustainability ○ KEF ❷ REF ❸ TEF ❹ KEC ❺ Cultural Values ❻ Cultural Strategy ❼ Schools Strategy ❽ Sustainability Strategy ❾	HOST A PUBLIC ENGAGEMENT (PE) EVENTS PROGRAMME Create the right opportunities for engagement and collaboration by leading, funding and promoting a continual programme of public engagement and collaborative events on and off campus. BE A PAN-UNIVERSITY HUB FOR PUBLIC ENGAGEMENT (PE) Recognise and champion the importance of engagement and collaboration with national and regional publics and community partners. Develop, support, celebrate and reward excellent engagement and collaborative practice. Deliver the University's 2030 strategy through engagement with key communities. Challenge Warwick to be recognised regionally and nationally (internationally) for its engagement.	EVENTS PROGRAMME Annual Events - Festival of Social Science, British Science Week, The Big Read, Pint of Science, FABFest, Resonate Festival. Regular Events - Resonate Lates, Rolling Resonate. Online live and pre-made engagements. PAN-UNIVERSITY HUB PE Module Development fund Collaboration and Co-production fund WIE Fellows Programme WIE Regional Fellows Board Learning Circles Programme Academic Promotions Support Review and support research grant applications with PE aspects Evaluation (up to REF Impact case-study level) of PE Events Warwick Awards for Public and Community Engagement	EVENTS PROGRAMME Resonate Events programme: <ul style="list-style-type: none"> with opportunities for a range of abilities and types of engagement which respond to regional issues and challenges as identified by regional partners. which is geographically dispersed across the region. which is programmed with and for under-represented audiences. PAN-UNIVERSITY HUB Staff develop more collaborative and co-produced research projects as well as develop new taught modules with inbuilt PE. Staff and Students share, and develop, excellent, sector-leading, engagement and collaborative practice. New partnerships with regional community organisations and businesses are fostered. The University increases its research grant capture rate. Staff and students are rewarded and celebrated for their PE activity. Qualitative and quantitative evidence for the impact of PE is developed. The University is recognised for its civic and regional engagement.	AIMING HIGHER ❖ ◆ ❷ ❹ ❺ University of Warwick students become experts in engagement, enriching their Warwick student experience and developing new routes towards high quality employment. INNOVATIVE AND ENABLING ◆ ▣ ❸ ❹ ❺ ❷ Warwick staff lead the way in designing, sharing and delivering innovative public engagement, and engagement is recognised as a route to career progression for all staff. INCLUSIVE AND OPEN ◆ ▣ ❷ ❸ ❹ ❺ Barriers to engaging with the university are removed, leading to an inclusive events programme and new opportunities for all to collaborate with the university and participate in PE activities. RESEARCH FOR ALL ◆ ▣ ❷ ❸ ❹ ❺ Engagement is situated at the heart of Warwick's research culture, and evaluation illuminates the ways public engagement contributes to economic, social, and cultural growth and improved health and well-being for all. The excellence of engagement across the institution is represented in a positive assessment of Engagement and Impact in REF2028 TRUSTED AND VALUED ❶ ❷ ❸ ❹ ❺ Engagement creates a positive view of the university; the university is trusted and valued locally, regionally, nationally, and internationally.
RESOURCES University funding HEIF funding Other funding (e.g., ESRC IAA) WIE Team members WIE Fellows WIE Regional Fellows Community networks and partnerships Alumni networks Staff and students of the University	BUILD CAPACITY IN PUBLIC ENGAGEMENT (PE) Build capacity for Warwick staff and students to deliver compelling and effective public engagement activities.	BUILDING CAPACITY Taught PE modules and courses at UG and PG level. Support for PE elements of UG URSS and Warwick Award Curated collection of public engagement learning materials developed specifically for the differing needs of staff and students. PE masterclasses focused on skills development. Networking Cafes and the annual Networking Conference. WIE Mentoring Scheme.	BUILDING CAPACITY Range of opportunities for students to learn, understand and conduct public engagement as part of the curricular and extra-curricular offer. Range of opportunities for professional services and academic staff to develop, enhance and share public engagement knowledge and skills.	

ACTING AS A PAN-UNIVERSITY HUB FOR PUBLIC ENGAGEMENT



Dr Kerry Baker



The Warwick Institute of Engagement was created as a pan-University hub, designed to support and enable connections and collaborations for all staff and students, across all areas of the University, with individuals and organisations outside of the University and the last year has seen the way in which we do that strengthened and embedded.

SUPPORT FOR FACULTIES AND DEPARTMENTS

WIE has set in place funding, development and engagement opportunities open to all staff and students to take up. We offer funding opportunities to develop modules to include or be based on public engagement and seed funding to set up new external partnerships and collaborations. Working with volunteers from our WIE Fellows, we can review the public engagement elements of research grant applications, help devise engagement

evaluation for impact and support promotion applications. And then there's our programme of public events, Resonate, designed to make it easy for anyone at the University to take part, no matter their subject, experience or confidence.

We are working closely with Departments and Faculties to better share opportunities to their staff and students. We are regularly attending staff meetings and research conferences to spread the word of what WIE has on offer, and how we can support activities that relate to research grant applications, teaching development and setting up new collaborations with external organisations and individuals. We feed into various communication methods across the University, using emails, printed media and social media to attract and engage staff and students.

By connecting and engaging with people at all levels within Departments and Faculties we are able to set up and redevelop WIE activities and processes that fit the specific needs of the different subjects. For example, after discussion at Faculty meetings and with Heads of Department, the redevelopment of the Resonate Festival, an annual campus event, into three on campus festivals that represent our three faculties will be trialled in 2023/2024.

SUPPORT FOR UNIVERSITY STRATEGIES

Throughout the last year various members of the WIE team have supported individually and collectively University-wide strategic activities such as the University's 2030 Strategic goals and associated Strategy Refresh, the development of the Cultural Strategy and the University's Social Values work, sharing our experience and knowledge of working alongside staff, students and organisations and individuals outside of the University, ensuring that the decisions and changes we make are supportive of all those they may impact.

In particular the WIE Directors sit on the University's Knowledge Exchange Group (KEG), which is leading the University's work in relation to the Knowledge Exchange Framework (KEF) and Knowledge Exchange Concordat (KEC), as well as also overseeing the deployment of the HEIF (Higher Education Innovation Funding) the University received from government specifically for Knowledge Exchange and wider engagement and innovation activities. In 2023, the WIE Directors were responsible for developing the University's KEF 2023 narratives for 'Public and Community Engagement' and 'Local Growth and Regeneration' - and the University will receive the results of their submissions in September 2023.

SUPPORT FOR STEM GRAND CHALLENGE

The development of a central area on campus for science and engineering is an exciting prospect for the University, increasing the world-class teaching and research opportunities for staff and students as well as potentially housing a physical hub for public engagement at the University. WIE has been a strong supporter of the development of this initiative through membership of groups and committees making design decisions, providing content for the business case and supporting the brand narrative of the project. WIE has also coordinated, through our STEM Grand Challenge Learning Circle, a comprehensive set of requirements for technical equipment within the space that would support the delivery of science and engineering related practical

activities to our local and regional communities through schools outreach and public engagement activities, supporting the notion that the new science area on campus is a place for all.

RESEARCH GRANT SUPPORT

One of the areas of support for researchers from across the University WIE has on offer is the development of public engagement plans and how these can be written into research grant applications. Support is available to researchers at any level via WIE team members and volunteer WIE Fellows via our Learning Circle. To date we have supported the following applications:

FACULTY OF ARTS

British Academy Mid Career Fellowship Application, Dr Elena Giusti, Department of Classics and Ancient History

The British Academy / Wolfson Fellowships, Dr Naomi Pullin, Department of History

FACULTY OF SCIENCE, ENGINEERING AND MEDICINE

MIBTP Short-term Career Development Fellowship, Dr Alexander Baker, Department of Chemistry

UKRI Future Leaders Fellowship, Markus Brill, Department of Computer Science

FACULTY OF SOCIAL SCIENCES

British Academy Mid Career Fellowship Application, Professor Christopher Moran, Department of Politics and International Studies

The British Academy / Wolfson Fellowships Application, Dr Emma Williams, Education Studies

CROSS FACULTY

Office for Veteran Affairs, Professor Stephanie Panichelli-Batalla, School of Cross Faculty Studies

THE WIE FELLOWSHIP



Dr Rachel Edwards



WIE FELLOWS

WIE is built on the enthusiasm, commitment and expertise of WIE Fellows from across the University. Being a Fellow of WIE allows you to contribute to developing and growing WIE and public engagement across the University across a 2 year term. Our Fellows support the Institute in lots of different ways - including by taking part in our Learning Circles, supporting our funding schemes and prizes, and helping to advise people putting together funding bids involving public engagement. They support each other, and colleagues across the University, through the Mentoring scheme, and by being a vocal supporter of engagement within their department. They take part in Resonate events, and provide support for the training WIE offers. Our Fellows are people from across the University, and include students, professional services staff, technicians, and academics. In addition, we have our Regional Fellows, who are helping us to build and strengthen our links into the region and beyond.

We welcomed 32 Fellows and Associate Fellows in the 22-24 cohort, and in March this year we welcomed a further 22 Fellows in the 23-25 cohort. We also now have 45 Honorary Fellows, who help us to build long-term strategic relationships across the University. We are supporting all

our Fellows to be active engagers through helping with initiatives such as mentoring, or taking part in training or our Resonate programme of events. We also welcome hearing about their own engagement activities so that we know more about the great work everyone around the University is doing.

A review of the fellowships was held in the second half of 2022. Our WIE family was growing, and our first cohort was coming to the end of their two years with us. We wanted to ensure that we built on the enthusiasm and expertise we had by creating a way for them all to stay a part of WIE. The review developed a progression route for anyone wanting to stay active in WIE. All Associate Fellows were offered a promotion to become a Fellow, with the Associate Fellow category coming to a close, recognising that they contributed equally as much to WIE as the Fellows. We were extremely happy that the majority of our 21-23 Foundation Fellows and Associate Fellows chose to stay with us, with a small number keeping their link to us with Alumni Fellow status.

We introduced a new category of Senior Fellow, recognising the amazing support that seventeen of our Fellows had given us, for example by chairing learning circles and helping to grow and develop WIE. These Senior Fellows have committed to being advisors for WIE, guiding our Fellows e.g. through mentorship or chairing Learning Circles, along with being active engagers. Next academic year we will introduce Programme Fellows - a one-year affiliation followed by a year as alumnus for students enrolled on a course with a significant proportion of Public Engagement

Scan to view a full list of our Fellows.



154

WIE FELLOWS

FROM ACROSS THE UNIVERSITY AND BEYOND


 FACULTY OF SCIENCE, ENGINEERING & MEDICINE

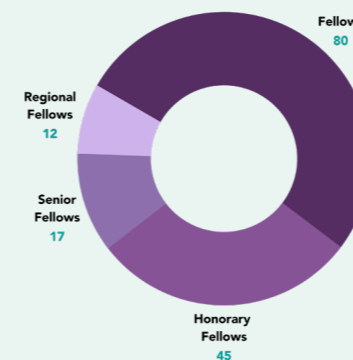

 FACULTY OF ARTS


 FACULTY OF SOCIAL SCIENCES

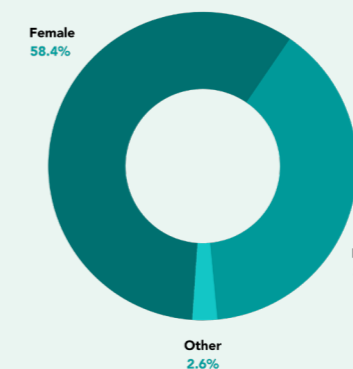

 CROSS FACULTY


 PROFESSIONAL SERVICES

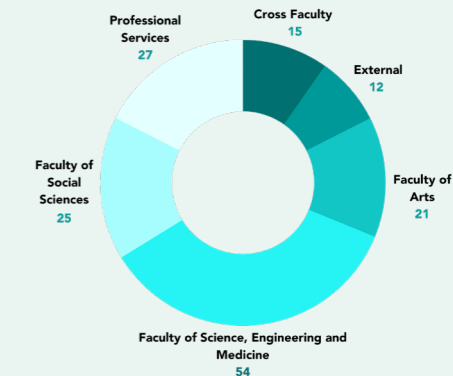
FELLOWS BREAKDOWN



FELLOWS GENDER



FELLOWS PER FACULTY



THE REGIONAL FELLOWS BOARD



Prof. Helen Wheatley

The Regional Fellows Board is made up of the WIE Regional Fellows and the WIE core team and meets regularly.

Our Regional Fellows have been selected from across Coventry and Warwickshire to help us build and strengthen links in the region and increase their connections to the University. Warwick staff and students also benefit from the expertise and knowledge they feed into the Institute.

From the outset of their time on the Board, our Regional Fellows have been keen to help us expand the reach of WIE and looked for ways for us to build mutually beneficial relationships with their organisations/contacts. They offer valuable feedback on our activities and have acted as 'critical friends' when we have introduced new initiatives and updated them on the progress of WIE activities (for example, our strategic partnerships work and our internship programme).

The Board met three times in 2022-23 and has worked well to establish the importance of the Regional Fellows as guiding voices in the Warwick Institute of Engagement. Thanks to the guidance of the Board, WIE has been able to set up Azorus, our Customer Relations Management System. Regional Fellows have also joined in with aspects of WIE's core business (for example, integrating into Learning Circles, acting as judges for the WAPCE awards, assessing Collaboration and Co-production bids, testing out the processes for appointing Honorary Associates etc.). The vital role that they play in our organisation ensures that we are always outward-looking in our approach to engagement.

Scan to meet our Regional Fellows.



OUR REGIONAL FELLOWS



1. Abbie Vlahaki, CEO of Millennium Point
2. Clare Wightman, CEO of Grapevine
3. Sarah Windrum, CWLEP Chair, Business Founder, and Tech Investor
4. Eilis O'Donnell, Assistant Director of Operations at IntoUniversity
5. Hardish Virk, Cultural Consultant and Director of Jaivant Patel Dance and Coventry Artspace
6. Johnathan Branson, Projects and Development Manager (Arts Section) Warwick District Council
7. Laura Elliot, CEO/Creative Director at Belgrade Theatre
8. Marguerite Nugent, Director of Culture, CV Life
9. Nor Aziz, Member of the Board of Directors for Culture Coventry and Founder of Uniting Communities
10. Paul Edmondson, Head of Research, The Shakespeare Birthplace Trust
11. Siobhan Harrison, BBC Radio CovWarks
12. Sue Frossell, Coventry City Council, Public Health consultant

OUR LEARNING CIRCLES



Dr Rachel Edwards

Our Learning Circles (LCs) are a very important part of WIE - They are essential to help us run WIE effectively, **grow** Public Engagement activity and **build** support for engagement across the University, as well as developing and sharing new ideas and initiatives. They allow us to benefit from the collective experience and expertise of our Fellows and the University, and ensure we are developing proposals and events that work for all Faculties, allowing us to be more than the sum of our parts. Each Learning Circle is formed of a group of academics, professional services staff, and students taken from across our Fellows, all with an interest in a particular topic. They have a chair and co- or deputy chair and meet throughout the year. Some run WIE initiatives, such as the mentoring scheme, or arrange sessions at the WIE network conference and the WIE cafes. All of them feed into the Public Engagement work we do at the University.

In the second half of 2022 we undertook a review of the LCs, looking at how they should evolve - with the review showing that we needed to improve how we support the LCs and ensure that connections are made between the LCs and the core work of WIE. In response to the review's findings, we set up regular attendance of the LC chairs at WIE team meetings, with the LCs taking turns to attend and discuss new initiatives and outcomes. We arranged regular chairs meetings, monthly WIE cafes where LCs could propose a topic for discussion and offered funding for LC events. We set up a process whereby the LCs could feed into the yearly priorities document, helping to shape where our efforts should be focused, and identify what new things were on the horizon. We encouraged each LC to appoint a co- or deputy-chair, to assist with running the group.

The original 14 LCs were reviewed and refocused. Two came to a natural conclusion, while others changed focus to work better with current WIE and University priorities.

We would love to hear ideas for new LCs!

Scan to find out more about our current Learning Circles.



OVERVIEW OF LEARNING CIRCLES ACTIVITY IN 2023

WIE has twelve active learning circles (LCs), following the review in 2022-23. There has been significant activity across the LCs this year, and it has also been an opportunity for some to change focus and leadership. They have fed into WIE and University policy, helped to specify requirements for the STEM Grand Challenge building, and ran collaboration events across the University.

The WIE Network conference offered an excellent opportunity to disseminate outputs and discuss the future of PE with a wide range of Fellows and other interested people across the University. The Inclusive Engagement LC officially launched the new Principles of Inclusive Engagement statement at the conference, following a consultation with the Fellows and the WIE team. The Future of Engagement LC ran an interactive workshop (complete with stickers!) looking at the next steps of PE at Warwick. The different backgrounds, contexts and perspectives of the participants were discussed in detail, leading to an increase in cross-faculty understanding of the motivation for PE and where the future lies.

The LCs have also been involved in leading policy and future motion for WIE and the University. The Evaluation LC has looked at what evaluation in PE means across the University and identified best practice. This has allowed them to support the new PE strategy defined by WIE, with the LC advising on the evaluation tools used. The STEM Grand Challenge LC has fed into the process for specifying what is required in the new STEM building, by designing the dream STEM outreach space. The Inclusive Engagement LC considers ways in which Warwick Engagement activities can be more inclusive, in line with the University's Inclusion Strategy. They developed a 'listening practice' activity which was launched within the Learning Circle before being rolled out as a 90 minute interactive session made available to all WIE Fellows to access in June 2022, and has led to the development of WIE's own Inclusivity statement, which is now being applied to all its Engagement activities.

The Promotion and Reward LC has continued to focus on ways of developing recognition and reward for staff involved with public Engagement, impact, and outreach. Members of the Learning Circle have delivered promotions workshops for academic staff in conjunction with the WIHEA recognition and reward Learning Circle. They are also involved in examining workload allocation for impact, outreach, and Engagement activities. The Staff Training LC mentorship scheme is running well, with the next round to open soon! The Students and Public Engagement LC has been looking at Public engagement activities across the university for students, aiming to see what is available and where the gaps are, and methods for promotion of opportunities to students.

Looking outwards from the University, the Co-Production and Communities LC has worked to empower external partners to work more closely with staff and students on collaborative and Engagement projects. In particular, the Learning Circle launched CO-LAB 1.0 as a new approach to developing collaborative practices. The first session was attended by 48 people and looked at connections between STEM and Arts subjects, research, and working practices.

They are working with Slate and Mortar Films to collate researcher-made video footage and conduct interviews, all of which will flow into a film advertising some of the best projects funded by the Collaboration and Co-Production Fund.

More details are available on the Learning Circle webpages.



AIM 2 BUILDING CAPACITY AMONGST WARWICK STAFF AND STUDENTS FOR PUBLIC AND COMMUNITY ENGAGEMENT

OVERVIEW OF OUR BUILDING CAPACITY INITIATIVES



Naomi Kay and Helen Luckhurst

The Warwick Institute of Engagement continuously invests in developing resources and delivering training opportunities that support staff and students from all departments and job roles to get involved with public engagement.

We have our ever-growing Skills Festival – our online home to a range of toolkits and resources that make planning, delivering, and evaluating public engagement easier. There are three versions of this festival map, with resources tailored to staff, postgraduates and undergraduates. We'll be adding even more resources and toolkits in the coming year.

The staff Skills Festival has seen 1,147 visits between March 2022 and July 2023, with the sections on Funding, Digital Skills for Engagement, Practical Skills for Engagement, Involving Public Partners in Research, and Embedding Public Engagement in Your Teaching being the most popular sections.

The postgraduate Skills Festival was visited 298 times between March 2022 and July 2023, while the undergraduate version had 705 visits in that time. In both Festivals, the sections What is Engagement?, Digital Skills for Engagement, and Practical Engagement Skills were the most popular.



We also have a range of live training activity for both staff and students. These include:

- ▶ Support sessions - for example information sessions about our funds or awards, as well as Learning Circle led sessions like our promotion support workshops.
- ▶ Guest lectures - we've delivered interactive teaching sessions for students on many different modules including those in Classics and Humanitarian Engineering.
- ▶ Bespoke sessions with departments - such as visits to departmental meetings to talk about WIE, or bespoke training sessions for groups of staff or students.
- ▶ Masterclasses - expert-led, skills-focussed sessions covering topics such as Evaluation, Podcasting, Blog Writing, Storytelling, Presentation Skills, Infographics for Engagement and Maths Busking.
- ▶ Special events - such as a workshop for the Ukrainian Catholic University summer school held at Warwick.

Across all the different streams of live training activity that we ran between March 2022 and July 2023 there were 65 events with a total of 833 attendances by staff and students.

STAFF TRAINING - WHO'S ATTENDING OUR SESSIONS

We have data collected on 210 different members of staff/ external guests who attended during that period. This is collected by asking people as part of their booking to share their data with us. It's optional, and we have only been collecting this data since October 2022 so it's not representative of the whole timeframe being discussed in this report. We will continue to collect and report on this data year on year so we can see how different groups are engaging with our training activity and make changes as needed.

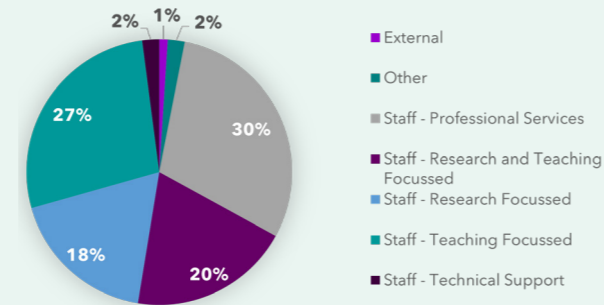
Where available, we have provided a comparison to whole University figures. These are taken from the Public Sector Equality Duty page of the website.

JOB ROLE

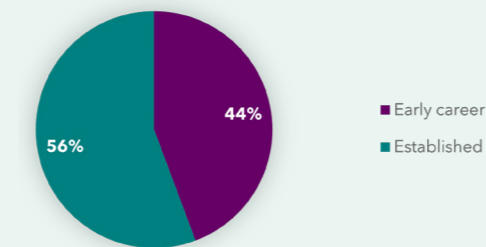
We break staff down into several categories which we ask people to choose from when they book for sessions. We also ask staff to identify if they define themselves as early career or established.

For comparison, the University employed Academic/ Research/Teaching staff = 2,638 people (37%), and Professional and Support staff = 4,554 people (63%).

STAFF TYPES ATTENDING TRAINING

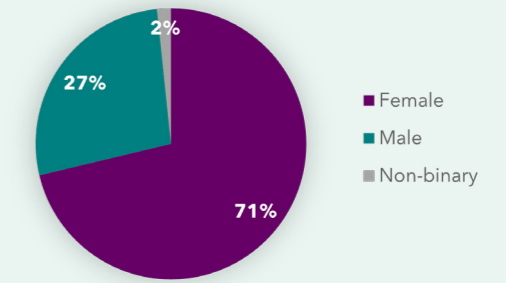


STAFF SELF-IDENTIFIED CAREER STAGE (DATA CAPTURED FROM 158 ATTENDEES)



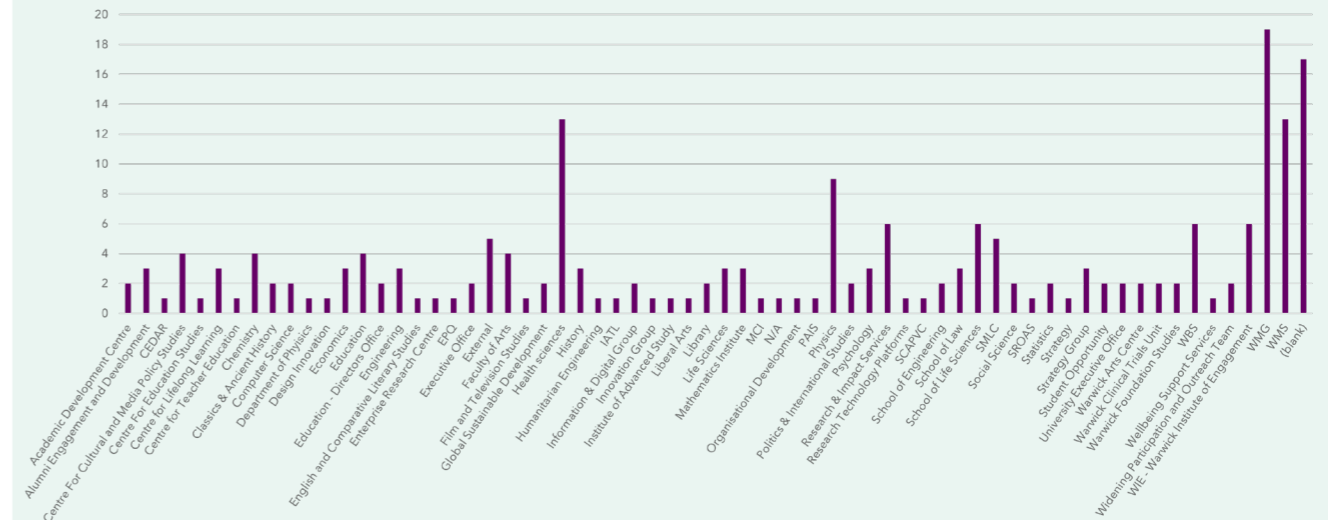
GENDER

The University does not collect Gender Identity information from staff, so the only comparison data we have to benchmark against is Sex identifier. For 22/23 slightly more than half of staff are have declared their sex identifier for HMRC purposes as female (50.6% female, 49.4% male). We ask staff to self-identify their gender upon booking for our activity, and this has showed a trend towards more females attending our training activity than males, with 71% of the 180 people we have data for identifying as female vs 27% identifying as male.

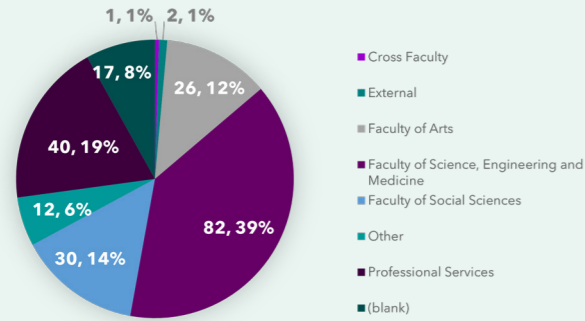


The chart represents the self-identified gender of staff who attended our training."

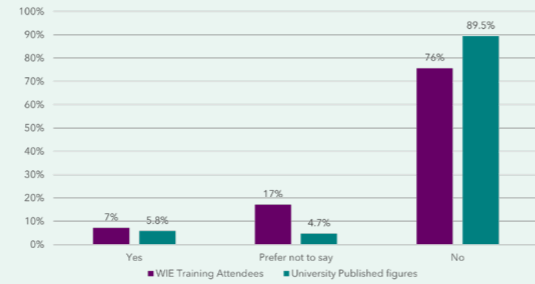
STAFF TRAINING ATTENDEES BY DEPARTMENT



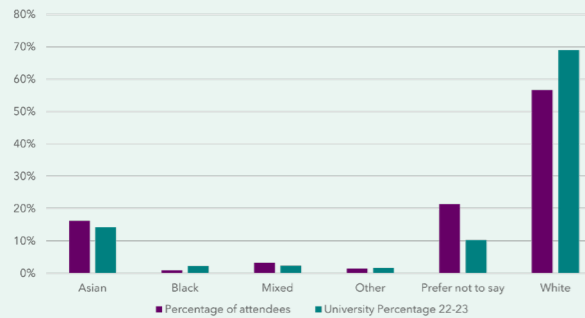
STAFF TRAINING ATTENDEES BY FACULTY



STAFF ATTENDING TRAINING ANSWERING THE QUESTION: DO YOU CONSIDER YOURSELF TO HAVE A DISABILITY?



STAFF TRAINING ATTENDEES BY ETHNICITY

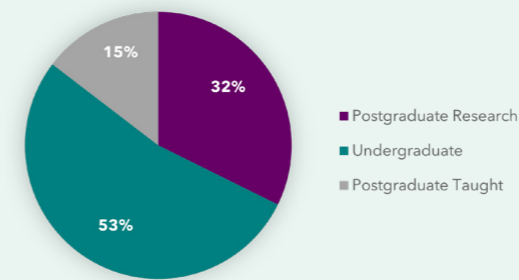


STUDENT TRAINING - WHO'S ATTENDING OUR SESSIONS

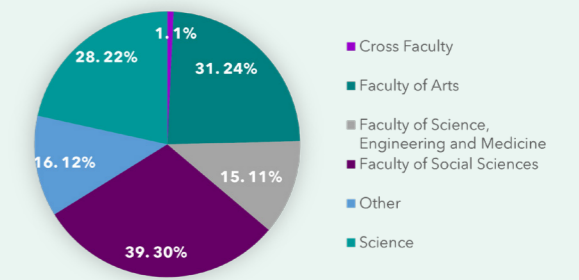
Since October 2022, students attending sessions organised by WIE have had the option to share information about themselves so we can monitor how well we are reaching people across the university. The following data, from 130 respondents, does not include students we have worked with

through events and lectures organised by other departments or institutions. Where possible, we have provided a comparison to whole university figures, taken from the Public Sector Equality Duty page of the Warwick website.

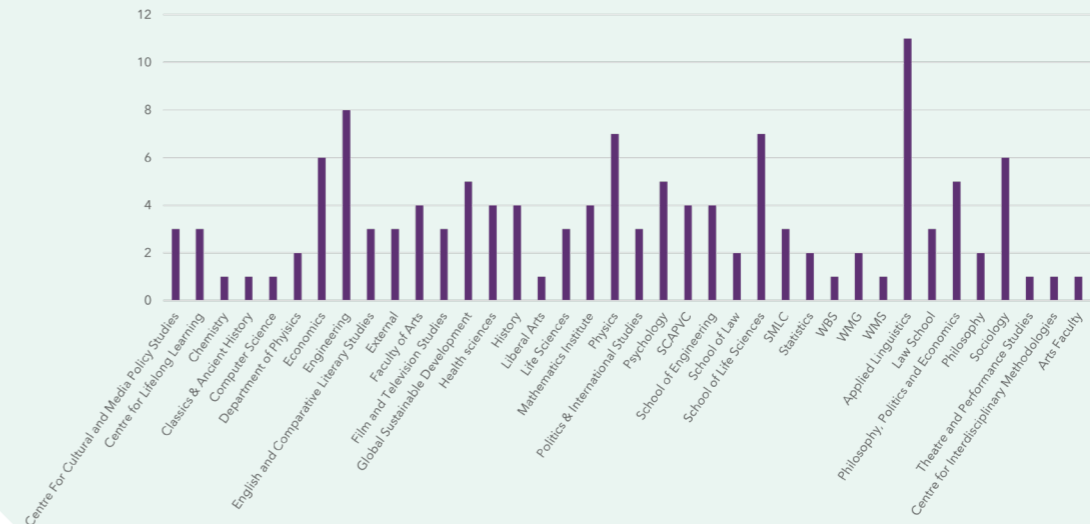
LEVEL OF STUDY



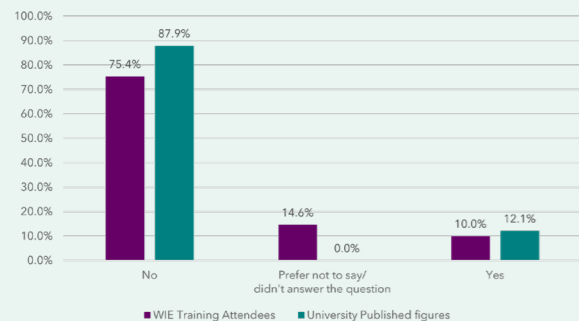
STUDENT TRAINING ATTENDEES BY FACULTY



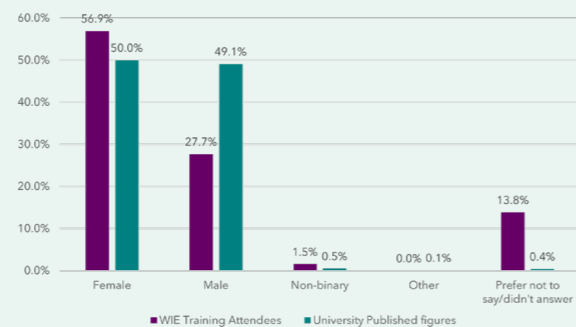
STUDENT TRAINING ATTENDEES BY DEPARTMENT



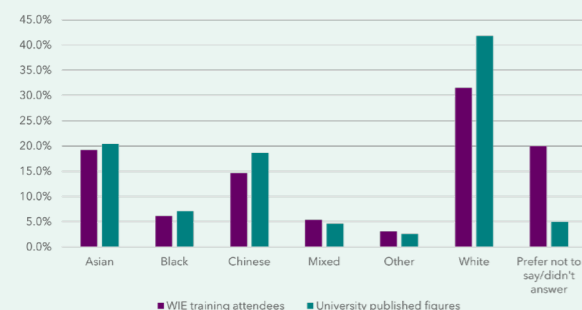
STUDENTS ATTENDING TRAINING ANSWERING THE QUESTION: DO YOU CONSIDER YOURSELF TO HAVE A DISABILITY?



SELF-IDENTIFIED GENDER OF STUDENTS ATTENDING TRAINING



STUDENTS ATTENDING BY ETHNICITY



IMPACT OF TRAINING

After each session we send out a survey to all our attendees to ask for feedback. We've recently changed how we're doing this evaluation to make it easier for us to analyse across a large number of events so we'll be publishing more statistics on this in future, but these are some of our favourite quotes that have been shared with us.



"Really enjoyed the event, wasn't sure what to expect but it made me think about giving talks/hosting events in a completely different way and gave me a new perspective. Anna was really engaging and interesting- would definitely attend another event hosted by her."

Presentation Skills with Anna Ploszakski

"This was honestly one of the most useful (if not the most useful) skills training sessions run by any of the universities I've worked at over the past 10 years. Usually academic skills sessions are so generic that they're of minimal use. This session was anything but. All of what was presented was super useful, and I can see how it will have a tangible impact on how I present. Anna was wonderful - I guess it's to be expected that her presentation skills are fantastic, but she also created a lovely, warm atmosphere in the room."

Presentation Skills with Anna Ploszajski

"This was absolutely brilliant. Really clear and well-organised, very informative, and full of extremely useful practical advice. It's given me a lot to think about, and I'm looking forward to incorporating it into my own public engagement and science communication talks and activities. The practical session in the afternoon was also very helpful, and it was great to spend time with such a friendly and enthusiastic group of people. Thanks!"

Presentation Skills with Anna Ploszajski

"Great day - really stimulating. I got a lot out of it."

Evaluation: Developing your approach with the NCCPE

"This workshop fantastic, very interactive and well facilitated by Anna, who guided us in a very compelling and well structured way into the art of storytelling. Her knowledge of story arcs and other elements coupled with her ability to relate these to scientific writing was exceptional, and I came away armed with several tactics for improving my own presentation and writing structure and style. Very highly recommend she comes back again and hopefully this time I'll be able to do the second half!"

Presentation Skills with Anna Ploszajski

"This was a brilliant session. It was really well organised and delivered, and got us to ask ourselves lots of important and useful questions. It gave me a lot to think about."

Podcasting for Research with Anna Ploszajski

"I liked how the presenter explained the topic very detail and she was really responsive with all the questions from the participants."

Understanding and evaluating audiences with Ellie King

"I really enjoyed the session and my take-away message was tips on putting timer for cues, and how to structure presentation into chunks of little sessions to engage with the audience better."

Sharing your work with the public with Jamie Gallagher

BUILDING STAFF CAPACITY

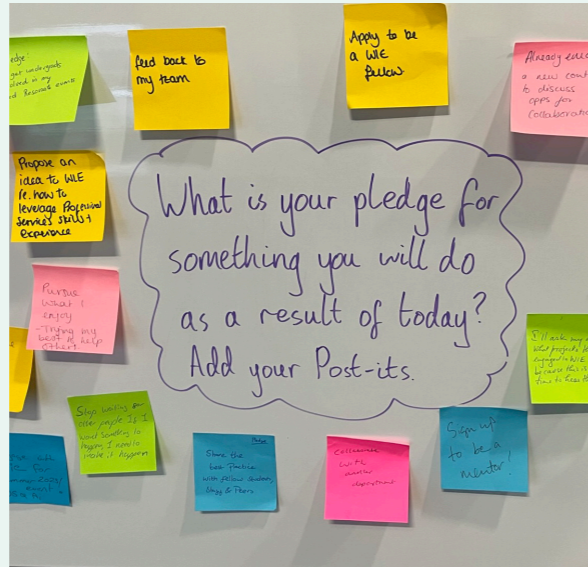


Naomi Kay

WIE ANNUAL CONFERENCE

In March 2023 we launched the WIE Annual Conference. A huge thank you to everyone who delivered sessions, and to those who came along and took part in the conference. The day was focussed on exploring the way ahead for Public Engagement at Warwick and we discussed a wide range of themes, with several of our Fellows and members of the team leading activity. We were delighted to welcome over 90 people, with representatives from all three faculties, a few external guests from the region, a huge number of our fellows, as well as new faces we've not met before.

All the session notes, recording of the plenary and the full evaluation from the day are available on our website. Here are some of the highlights - with thanks to Nifty Fox for their live scribing of the conference.



Scan here to see the graphics.



WHAT WAS YOUR FAVOURITE PART OF THE CONFERENCE?

"As a new joiner [within] professional services [my favourite part of the day] was learning about WIE, the activities taking place and opportunities to get involved."

"Thank you for organising. this was a very valuable and very well organised event."

"Really enjoyed it all, particularly loved seeing Nifty Fox creations - really clever! filming workshop was really helpful and well delivered, taking part in the Future of engagement session was fab too! Really nice event!"

"Great day, thanks for all your hard work!"

"The fact people from all over the uni and outside of the uni were present - good for networking and sharing ideas"

"It was an inspiring and informative day. Well organised."



SUPPORTING AND CELEBRATING ACADEMIC PROMOTIONS

Our Promotion and Reward Learning Circle run annual training sessions for staff considering applying for academic promotion to support them with the Impact, Outreach and Engagement part of their application. These are normally run in conjunction with the sessions delivered by WIHEA, supporting staff with other sections of the application.

This year we ran one session for those looking to achieve Reader/ Professor status and one for those looking to achieve Senior Teaching Fellow/Senior Research Fellow/Associate Professor status. Each was well attended and received highly positive feedback. We'll be running these again in 2023 so do come along if you think it might be helpful!

PROFILING THOSE WHO'VE BEEN SUCCESSFUL IN THEIR PROMOTION APPLICATION

Each year we write to those who've been successfully promoted to ask them to share case studies with us of how their Impact, Outreach and Engagement work formed part of their application. This is partly to inspire those we're supporting to go for the following year's round, and partly because we're proud of their achievements and want to share.



Scan to view all the Academic Promotions Stories.

If you've got a promotions story to tell us please get in touch - we'd love to celebrate you too!



PROFESSOR JENNIFER ALEXANDER

New Status: Professor

As one of the four categories that provide evidence of achievement, this was an essential part of my application for promotion. My Impact work formed part of the History of Art's REF submission as one of two case studies and these were awarded either 4* or 3*, gaining us a score of 100% for Impact. The project that was probably the most significant, from a portfolio submission of several case studies, was that based on my research at the cathedral of Santiago de Compostela, which was disseminated through a subsidised book that reached a wide audience. A follow-up interview with a national newspaper led to its inclusion in the BBC TV programme 'Have I Got News for You', which reached a very large audience and evoked comments from the public that further demonstrated its impact.



PROFESSOR ZHIYAN GUO

New Status: Professor

As subject leader of Chinese, I created all the Chinese modules from scratch, offering them to both optional and language degree students in Warwick, and proactively diversifying Chinese culture syllabus. I initiated collaborations with five universities in China and adapted them into international virtual exchange to enrich students' language and cultural experience and improve their employability skills. I regularly present my pedagogical and empirical research findings at national and international conferences, having been selected to publish some of them in academic journals and books. The recent project I am proud of was the Event titled Chinese Culture in Words, Voices and Music at Resonate Festival, involving both students on campus and an internationally renowned musician.



DR SIMON JENKINS

New Status: Associate Professor

I described several WIE activities as part of my promotion case. There are two that I'm particularly pleased with. The first was "An Evening with Peter Singer" in 2019, which was a joint event with the Philosophy Society at the University of Birmingham - so it involved staff-student collaboration across two institutions. Peter Singer is one of the most influential living philosophers, so it was amazing to have a live audience with him over Zoom, discussing his work with the Effective Altruism movement and in the field of animal ethics. It was also a really great development opportunity for the students too, who got involved by helping to organise and publicise the event. Some of them also gave talks alongside Prof Singer and the other academics, which must have been scary, but they all did great!

Next, I did some teaching on the Widening Participation summer school, co-hosted by the University of Warwick and Queen Mary University of London. This is an opportunity for school pupils from disadvantaged backgrounds in Coventry and London to learn about what it might be like to study medicine. My job, alongside one of my colleagues, was to introduce students to medical ethics, which we did using a series of games, discussions, and me drawing stick people on the white board. I went to London to help judge the students' final presentations, and it was brilliant to see how much they threw themselves into it.



DR ROBERT O'TOOLE

New Status: Associate Professor

My main focus has been the use of virtual reality. This has included working with Classics to create a set of VR headsets that are used with schools. I work closely with leading immersive experience consultancy Limina Immersive (led by a Warwick alumnus), providing academic and business development advice. I helped to develop their distinctive approach to engaging the

general public with beautifully designed social VR events. I have collaborated with Monash University and WMG to investigate the potential of VR in research, teaching, and public engagement. I lead the Warwick VR Club, running open sessions for the University and the wider public. I maintain a large collection of VR equipment that is used across the University and for public engagement events. In 2020 I ran the Warwick VR Festival, bringing together academic and industry partners. We restarted on-campus activities in 2022 with a programme of VR activities as part of the opening of the new Faculty of Arts Building. Over 200 people experienced VR in a carefully managed environment, many of them using it for the first time. In July 2022 we hosted our first on-campus research event post-pandemic, to showcase and explore a collaboration between Warwickshire Police, Limina, and production company RiVR, screening an experience designed to teach young men about the impact of misogyny. This has led to new partnerships between the University, industry and community groups.



DR SARAH-JANE RICHARDS

New Status: Associate Professor

Impact work was a significant part of my case for promotion. Of particular note, was our discovery that the SARS-CoV-2 spike protein could bind sialic acids (glycans found on cell surfaces and in the respiratory tract). With our collaborators at Icen Glycoscience and University Hospital Coventry and Warwickshire we integrated this into a rapid diagnostic, similar to a lateral flow device. This was the first demonstration of how these sugars can be used in place of antibodies in rapid diagnostics. The publication of this work in ACS Central Science published in 2020 has already garnered over 150 citations and been viewed >14,000 times. This work was patented (filed in UK and US), and the patent was licensed. This research features in a university video on impactful research and was covered by BBC News and featured as a lead story on Midlands Today.



DR FARAH VILLA LOPEZ

**New Status: Assistant Professor
(Teaching focused)**

I thoroughly enjoy taking part in outreach activities, inspiring the next generation of scientists and engineers.

From designing and running fun and engaging interactive activities for school children to supporting undergraduate student recruitment, I cherish the opportunities to share my experience and knowledge within our community.

During my time at Warwick I have participated in several public engagement activities, whether short-term and recurrent such as promoting the university education provision at Career's fairs and open days or running CPD training sessions for school teachers to other longer-term outreach projects such as the WMGs' STEM connections project, developing a demonstrator used as part of a series of schools presentations/roadshow. As part of this project, I also participated in an interview video promoting STEM subjects and sharing my experience and career journey to inspire young children.



HONORARY ENGAGEMENT ASSOCIATES

HONORARY ASSOCIATION WITH THE UNIVERSITY OF WARWICK

We're pleased to announce that there is a new category of 'Honorary Associate' now open for external partners to apply for. We've been working with HR to add this additional category to the current Honorary Association system to make it easier to give Honorary Status to external collaborative partners in order both to facilitate collaboration and recognise the importance of their contribution. The Honorary Associate status (valid for up to 3 years) gives collaborators a Warwick email address and staff card, allowing them easier access to our facilities - including the library and online resources.



Applications can be made through the HR website. We're currently working on trialling the process with several of WIE's Regional Fellows and will be producing support pages and a simplified application form to make the process smoother for you and your external partners.



BUILDING STUDENT CAPACITY

Naomi Kay and Helen Luckhurst



IATL MODULES

UNDERGRADUATE MODULE

We have been running our Interdisciplinary Undergraduate Public Engagement module since 2020. Students from a variety of degree programmes opt to take this module and in doing so get to explore the theory of public engagement and why it matters. This is a highly practical course, with students having to run and evaluate their own public engagement events, produce videos and write blogs to engage the public. 2022 was our first year running the module to include a live, in-person event! We had a total of 26 students in our 22/23 cohort and they ran a series of stalls to engage the public with topics around sustainability as part of Live Labs, the pre-event activity for the Warwick Christmas Lectures.

"I liked the group nature of learning. Especially being put into random groups helped as i didn't know anyone there, however i really thought group work was a good idea as you'd be working in groups in real life if performing public engagement."

"The practical elements really helped my understanding while being fun and interesting to participate in"

"An original mix of teaching: Practical as well as theoretical learning. It kept the module engaging in terms of the energy delivered."



"I really enjoyed learning skills from other students and combining our knowledge at the live event."

IATL UNDERGRADUATE MODULE ATTENDEE FEEDBACK

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
Delivering in engaging way	27%	64%	9%	0%	0%
Feedback enhances learning	36%	36%	30%	0%	0%
Module is well organised	27%	73%	0%	0%	0%
Appropriate level of intellectual challenge	36%	73%	0%	0%	0%
Appropriate support is available	36%	55%	9%	0%	0%



POSTGRADUATE MODULE

In April 2023 we launched our first Postgraduate Taught Public Engagement Module. It's taught as an intensive two week block and students are assessed through the design, delivery and evaluation of their own public engagement event, as well as through the production of several digital engagement pieces such as blogs or videos.

We had a total of ten students representing Life Sciences, Global Sustainable Development and English. They delivered some fantastic events including a visit to a local school, a talk on sustainability at a community-run engagement venue, and several talks/ interactive stands as part of the Resonate Festival.

We're looking forward to growing this module even more next year as we welcome students from the Liberal Arts Community, Engagement and Belonging MASC, WMG and Humanitarian Engineering.

We'll also be running term-long version of the module between January-March.

"I think this was a great module, that all postgraduate students should take!! It was incredibly useful and really encouraged depth and breadth of thinking within research. The more students who take the module, the more public engagement can be opened up for everyone, and the better the chances for collaborative work."

IATL POSTGRADUATE MODULE ATTENDEE FEEDBACK

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
Delivering in engaging way	29%	71%	0%	0%	0%
Feedback enhances learning	29%	57%	14%	0%	0%
Module is well organised	29%	57%	14%	0%	0%
Appropriate level of intellectual challenge	14%	71%	0%	14%	0%
Appropriate support is available	43%	57%	0%	0%	0%

PUBLIC ENGAGEMENT IN THE UNDERGRADUATE RESEARCH SUPPORT SCHEME

The Warwick Institute of Engagement works closely with Student Opportunity to support the Undergraduate Research Support Scheme (URSS). Public engagement features in URSS in two ways. Students can either do a standalone public engagement project for 6-10 weeks over the summer, which in 2023 is funded by WIE, or they can incorporate an element of public engagement into their research project, with advice and resources from WIE.



PUBLIC ENGAGEMENT PROJECTS JUNE-SEPTEMBER 2022

- ▶ **Costuming the Consulate**
Eve Register, supervised by Professor Katherine Astbury
Creating online and in-person exhibition pieces about French theatre in the period 1799-1804.



"The incorporation of a banner exhibition at Portchester Castle into my URSS project gave me my first real experience as an academic of conducting research that would be presented to a public audience. Not only was this an exciting opportunity but it also reshaped the way I thought about presenting research."

- ▶ **Introducing 'Cornish Kings' to Cornish Ancient History**
Samuel Pollard, Classics & Ancient History, supervised by Dr Paul Grigsby
Bringing classics to schools in a region where the subject is traditionally underrepresented and collaborating with a local museum.
- ▶ **A Day in the Life - Ancient History Workshops**
Aine Nikookam, supervised by Dr Paul Grigsby
Developing workshops for primary schools on Roman professions and interactions between the Celts and Romans.
- ▶ **Optime Owls**
Katie Tipple, supervised by Dr Paul Grigsby
Helping museums to support the teaching of Classics in schools, predominantly in the North East, with a focus on celebrating local history.
- ▶ **A day in the Life**
Georgia-May Brown, supervised by Dr Paul Grigsby
Depicting an average "day in the life" for different figures throughout Greek and Roman history through videos and blogs.
- ▶ **A report analysing the impact of misogynoir, under-representation, and the university system on the absence of black women within the Natural Sciences in UK universities**
Naomi Ogunkola, supervised by Dr Rachel Edwards
A project that looking at both quantitative and qualitative data to understand the causes of under-representation.

"As a black woman in Physics myself, this project inspired me to be more involved in my department's and other STEM departments' public engagement work (which has inspired my current role as a Research Associate under the Enhancing Research Culture Fund on an ED&I project)."

Read more about the 2022 public engagement projects on our website.



PUBLIC ENGAGEMENT ELEMENTS IN RESEARCH PROJECTS JUNE-SEPTEMBER 2022

URSS research students in 2022 included public engagement elements in their projects in a variety of ways, including blogs, videos, school visits, writing for a local history newsletter, joining public events and using social media. Biochemistry student Arianwen Herbert achieved an amazing level of engagement on TikTok in summer 2022 and has continued onto Instagram beyond the end of her URSS project.

Read Arianwen's story on our website to find out more about how she has built a following of more than 38,000 on Instagram.



The Warwick Institute of Engagement held an evening event during Welcome Week for undergraduates to showcase their research and discuss it with visitors, new students and staff. This event dovetailed with the International Conference of Undergraduate Research (ICUR), which is organised by the Institute for Advanced Teaching and Learning.



Students prepared for the event by participating in workshops with WIE's Student Directors to develop the skills they would need for communicating with the public about their research. In the workshops, students considered how to present their research in a visually engaging and interactive way and they practised talking about it in language suitable for people who weren't subject experts through elevator pitch exercises. As a result, the event was full of exciting stands and a great buzz of chatter about the students' research.

"Everyone at the event was friendly and eager to learn which created a positive environment making us feel at ease and excited to have these conversations."

"The experience was useful in giving us the opportunity to develop our science communication skills. A significant problem encountered in all aspects of modern science is being able to explain concepts and findings to non-scientists, including investors, policymakers and the general public. Our stall and the conversations that it brought gave us an insight into this and was valuable in providing us with the necessary skill set to bridge this gap between the science and the public."

"Overall, this was a great opportunity which we learnt a lot from, and we would recommend anyone to do it if given the chance."

"I found participating in this event really useful because I've never really had to explain my research to anyone before. Having to put it into words has been very challenging but as I go person to person, it becomes easier and easier."

"It has been really useful to talk to different people and get different perspectives on my research. I've been able to think more deeply about other aspects that I didn't think about before. My research is about social capital and I've been able to build connections with people who might be able to help in the future."



Scan to read more about the students' experiences of the event, visit our webpage.



The 2023 URSS public event will take place in Leamington Spa in November.

PUBLIC ENGAGEMENT PROJECTS JUNE-SEPTEMBER 2023

WIE funded 11 students to do public engagement projects in summer 2023.

▶ Stellar Strategy, Constellation Chaos and Solar System Showdown - a cosmic card game set

Gabbie Bassett, supervised by Dr Anne-Marie Broomhall

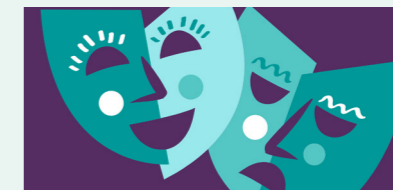
Creating a set of card games for children aged 9-11, about the planets within our solar system, further stars and identifiable constellations.



▶ EcoCreate: Promoting Environmental Responses and Engagement through Devised Theatre Workshops

Tanya C. and Gentle L., supervised by Dr Camilla Audia

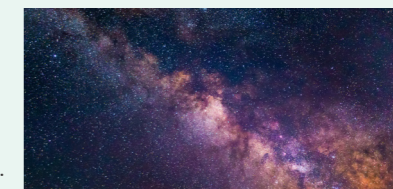
Eco-create is a participant-led drama-based workshop that aims to explore young people's relationship with the climate crisis based on their local environment.



▶ Adventure Through The Milky Way

Gillian Fernandes, supervised by Dr Anne-Marie Broomhall

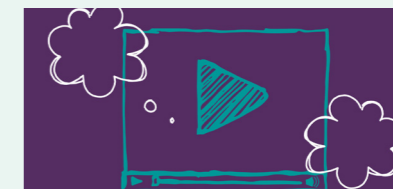
Designing an educational board game about astrophysics for children aged 10-12, to introduce fundamental ideas such as gravitational attraction, orbits in the Solar System, and the different layers of the Sun, explaining fusion and convection zones.



▶ Changing Minds: Philosophy in the Public Realm

Jay Howard, supervised by Dr Kirk Surgener

Creating a series of YouTube videos for teens and young adults on various topics within feminist philosophy and the philosophy of race.



Athena Explore: Museum Learning for All
McKenzie King, supervised by Dr Paul Grigsby
Creating museum trails for different age ranges and abilities, to increase public engagement with Classical history in local museums.



Understanding the Varied Immigrant Experiences in the UK
Diya Malhotra and Diya Mehta, supervised by Dr Gitit Kadar-Satat
Collaborating with adult immigrants to understand the childhood games they played and create new games together.



Replicating the Classics
Isabella Vaughan, supervised by Dr Paul Grigsby
Exploring the debate surrounding the possible return of the Parthenon Marbles to Greece, and presenting the results of that enquiry to a target audience of aspiring Classicists between the ages of 15 and 25.



The Life of an Archaeologist at Pompeii
William Vernon, supervised by Dr Paul Grigsby
Sharing the realities and opportunities of archaeology through a dig diary and social media presence while working on an excavation at Pompeii.



'Walking to School' Podcast
Ruyi Wang, supervised by Dr Gioia Panzarella
A series of podcast episodes discussing the safety barriers that prevent pupils from walking to school, using Coventry as a case study.



PUBLIC AND COMMUNITY ENGAGEMENT MODULE DEVELOPMENT FUND

In January 2023, we launched the Public and Community Engagement Module Development Fund. The funding supports projects which develop new opportunities for students to learn about and practise public or community engagement within taught modules. Students are employed as co-creators to design these opportunities with staff, and some projects involve partners in the design phase too.

Members of the Public Engagement Pedagogies Learning Circle, the Chair of the Students and Public Engagement learning circle, and IATL Co-Creation Officers support the application review process and provide feedback to all applicants.

The majority of the projects awarded in spring and summer 2023 will continue into the new academic year. Here are some statistics about the work done so far. These represent five out of the six projects, as one of them is due to start in autumn 2023.

"We're really grateful for the opportunity provided by the WIE to renovate the module and include public engagement. This includes financial support as well as the opportunity that we're working together with colleagues from our team and WIE and its panels to redesign the module from a new different perspective. This will eventually benefit our students, the module, and the University, in addition to the general public we're engaging with."

"I found this fund to be excellent, offering flexibility for how the funds are spent."

"The fund has enabled Design Studies as a new division within the School for Cross-Faculty Studies to form valuable relationships across our university as well as external bodies and communities. The WIE team has been exceptional in supporting the development of Social Design and have on numerous occasions gone the extra mile to provide assistance with processes, networking and shaping of the overall trajectory."

6*
new projects

with

430
student spaces on modules each year

WHO WAS INVOLVED?

21
Warwick employees

20
External individuals

8
External organisations

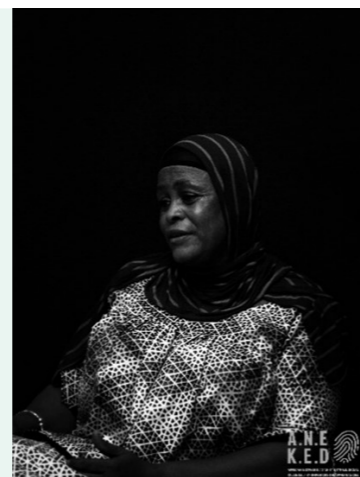
14
Warwick student co-creators

*Data based on 5 projects

DEVELOPING A TEACHING TOOL ON TRANSITIONAL JUSTICE AND INTERNATIONAL DEVELOPMENT

- ▶ Dr Briony Jones - Politics and International Studies (PAIS)
- ▶ Lesley Stahlecker - the African Network against Extrajudicial Killings and Enforced Disappearances (ANEKED)
- ▶ PAIS students

Briony has been working with ANEKED on developing a teaching tool based on their pioneering work with their Digest of the proceedings of the Truth, Reconciliation and Reparations Commission in Gambia. This module development project brings PAIS students together with ANEKED to work on how the teaching tool can best be used to enhance learning in transitional justice within and beyond the university classroom.



INVOLVING PATIENTS IN THE TEACHING AND LEARNING OF CLINICAL SKILLS

- ▶ Dr Lindsay Muscroft - Warwick Medical School (WMS)
- ▶ Patients from the community
- ▶ WMS students

This project aims to increase patient involvement in the Clinical Skills theme in year 1 of the MBChB course at Warwick Medical School. Students currently have classroom-based Clinical Skills teaching for one day a week where they are taught how to take a history, examine and communicate with patients by a tutor who is a fully qualified practising doctor. This project involves the public in the teaching and feedback, to provide a different perspective to the doctors.



CREATING A NEW MODULE ON SOCIAL DESIGN

- ▶ Adela Glyn-Davies - School for Cross-Faculty Studies
- ▶ Warwick students
- ▶ Community partners

Social Design is design with and for people. During this new module, students will have a relationship with a specific community context and over a period will develop collaborative research into factors and influences which are shaping that community and propose a co-designed solution to address the needs arising from that research.



CREATING EXPERIMENTS FOR SCHOOL PUPILS THROUGH PROGRAMMING

- ▶ Dr Jianhua Yang, Dr Mir Seyedebrahami and Professor Margaret Low - WMG
- ▶ Degree apprentices - WMG and Jaguar Land Rover
- ▶ Schools in the West Midlands

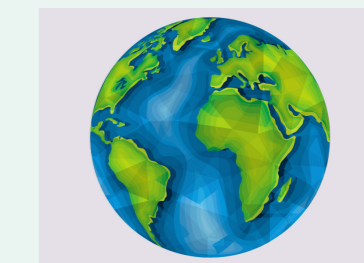
This project aims to introduce more interactive elements to the module Smart Solutions Development I (Programming) to foster public engagement and enhance teaching quality. WMG students will design experiments for school pupils to gather data using Arduino-based air quality monitoring kits. Students will analyse and present the data as part of their module assessment, after which they will revisit the schools to demonstrate and discuss their coursework.



TEACHING PUBLIC ENGAGEMENT IN GLOBAL SUSTAINABLE DEVELOPMENT

- ▶ Dr Gioia Panzarella
- ▶ Global Sustainable Development students

In this project, students and staff will co-create new teaching and learning resources to strengthen students' understanding of public engagement, with a focus on how to disseminate their research to wider audiences. Students will have opportunities to engage the public with their dissertation topics, including at an annual event in the summer term.



TEACHING PUBLIC ENGAGEMENT IN BIOMEDICAL SCIENCES

- ▶ Dr Andrew Bowman, Dr Claire Bastie, Dr Craig Thompson, Dr Leda Mirbahai, Dr Meera Unnikrishnan, Richard Clay and Dr Timothy Saunders - Biomedical Sciences Division, Warwick Medical School
- ▶ Eleanor Hoverd, HEE/NIHR Clinical Doctoral Fellow, Health Sciences, Warwick Medical School
- ▶ Biomedical Sciences students
- ▶ Local communities

This project will develop a series of interactive workshops on effective communication of scientific research with the public across the undergraduate and postgraduate programmes delivered within the Biomedical Sciences Division, culminating in an annual public engagement event where students will engage with the local community about their research.

To read more about the projects, visit our website.



PUBLIC AND COMMUNITY ENGAGEMENT INTERNSHIPS

This year we launched our public and community engagement internship programme, through which four Warwick students have gained paid work experience in organisations in the West Midlands working in public and community engagement, or community organising. Nearly 200 students (and alumni up to one year post-graduation) applied to the organisations in competitive selection processes run by the internship hosts. The internship posts were funded by the Warwick Institute of Engagement.

- ▶ **Community Organising: Digital Campaign Building at Grapevine**
Bel Govier
Connecting for Good Organisers, Grapevine

An internship with Grapevine, a charity strengthening people, sparking action and shifting power across services in Coventry and Warwickshire. The intern supported Connecting For Good, a movement to combat isolation and marginalisation in Coventry.

"I had never even heard about community organising before applying for this internship, and I could not have predicted the extent to which I would be impacted by my time with the Connecting for Good team and Coventry residents."

"Throughout my internship at Grapevine, I saw power and action from a completely different perspective, and it has made me feel optimistic about the future of sustainability. This experience has changed my understanding of what it means to have an impactful career and work in a team. I feel excited to share what I have learnt and explore community organising more throughout the third year of my degree."



- ▶ **Audience Development Assistant at Warwick Arts Centre**
Michelle Tsang
Creative Learning Team, Warwick Arts Centre

An internship with Warwick Arts Centre, supporting their Creative Learning team in the work they do to open up the arts to all. The intern worked on a variety of tasks including engagement support, research, project administration and creative marketing.

- ▶ **Creative Partnerships Assistant at Coventry Artspace**
Iliina Joshi
Coventry Artspace team

An internship with Coventry Artspace, a charity supporting the development of artists and the visual arts in Coventry. The intern supported projects aiming to build community and wellbeing in the city and extend engagement with the visual arts.

- ▶ **Learning and Engagement Assistant at Culture Coventry Trust (part of CV Life)**
Maria Sheriff
Learning and Engagement team, Culture Coventry

An internship with the Learning and Engagement team across the Herbert Art Gallery and Museum, Coventry Transport Museum and Lunt Roman Fort. The intern supported the preparation, delivery and development of the activity programme for family, school and community audiences.



Read more about the internships on our webpage.

WARWICK AWARD



**WARWICK
AWARD**
STUDENT OPPORTUNITY

The Warwick Award, launched by Student Opportunity in Autumn 2022, recognises and showcases the skills students have built through academic modules, involvement in societies, sports teams, volunteering, internships, placements, part-time work and much more. Since October 2022, students have been able to earn points for the Warwick Award through their involvement with the Warwick Institute of Engagement.

The Award is based around twelve core employability skills

that Student Opportunity worked with a range of employers to identify as being crucial for the next step in your journey. These skills are: Critical Thinking, Problem Solving, Self-Awareness, Communication, Teamwork, Information Literacy, Sustainability, Ethical Values, Digital Literacy, Intercultural Awareness, Organisational Awareness, and Professionalism. This year, our undergraduate students earned twelve points each for completing the Public Engagement module. 22 students earned a total of 32 points between them for participating in Resonate events this year, with another 15 students able to claim points later if they choose to register for the Warwick Award.

In 2022-23, we will expand the range of events recognised by the Warwick Award, as well as recognising the work of student Fellows, and we hope to see more students claiming points for their involvement with WIE, as awareness of the Award grows.



Find out more about WIE's involvement with the Warwick Award on our website.

WARWICK AWARDS FOR PUBLIC AND COMMUNITY ENGAGEMENT



Josh Oakes

The Warwick Awards for Public and Community Engagement (WAPCE), seek to recognise the vital contributions Warwick staff and students make in engaging the public in our learning and discovery. On a national and International level as well as crucially within our region and local communities, with the goals of sharing and co-producing knowledge, strengthening the role we play in the region and showcasing the role Warwick plays nationally and internationally in making the world a better place.

Prof. Caroline Meyer, Pro-Vice-Chancellor (Research) said that “the launch of the WAPCEs marks an important moment in the development of our research culture and environment at Warwick, recognising the importance of collaboration and co-production in the production of our research, as well as the importance of engaging communities both near and far outside of the University in our research outcomes.”

We are delighted to share with you the amazing work of our WAPCE winners for both 21-22 and 22-23. In the summer of 2022, we awarded WAPCEs in 4 categories: Undergraduate student (2 awards), Postgraduate student (2 awards), Staff (4 awards) and a Team award. It was a great privilege to present our Undergraduate winners with their certificates at their formal graduation ceremony, allowing us also to underline how much public and community engagement is an important part of the Warwick student experience to parents and families at graduation. Other winners received their certificates at a special ceremony held in the new Faculty of Arts Building. All winners also received a financial prize as funds for further Continuous Professional Development/ Public and Community engagement activities.

The winners of WAPCE 2022 were:

STUDENT UNDERGRADUATE AWARDS

- ▶ Fatemah Jafar, Physics, Faculty of SEM
- ▶ Tallulah George, Classics and Ancient History, Faculty of Arts

STUDENT POSTGRADUATE AWARDS

- ▶ Tishtrya Mehta, Physics, Faculty of SEM
- ▶ Abigail Coppins, School of Modern Languages and Cultures, Faculty of Arts

STAFF AWARDS

- ▶ Dr James Hodgkinson, School of Modern Languages and Cultures, Faculty of Arts
- ▶ Mark Hinton, Centre for Lifelong Learning, Professional Services
- ▶ Dr Paul Grigsby, Classics and Ancient History, Faculty of Arts
- ▶ Professor Vicki Squire, Politics and International Studies, Faculty of Social Sciences

TEAM AWARD

- ▶ Submarine Team, WMG, Faculty of SEM



Scan to read all about our 2022 awardees.

In autumn 2022, we undertook a review of WAPCE and broadened the categories to represent the activity and community the awards represent... As such we have been delighted to see nominations come in for our new ‘Developing Others’ category, our ‘Making a Difference’ category, our ‘Outstanding Public Engager’ category and

our ‘Rising Star’ award. We have also introduced a Student Team award alongside our Staff Team award. In 2023, due to the quality of the applications, we decided, in a number of categories, to announce both a winner and a highly commended. It is a joy to see Public and Community Engagement flourishing at Warwick – but just as importantly – also to see it being recognised and rightly rewarded. All our winners received their awards either at their graduation or at our WAPCE summer party in mid July 2023.

The winners of WAPCE 2023 were:

STAFF AWARDS

- ▶ Rising Star – Dr Benjamin Richardson, WMS, Faculty of SEM
- ▶ Developing Others – Professor Katherine Astbury, School of Modern Languages and Cultures, Faculty of Arts
- ▶ Making a Difference – Dr Rachel Turner-King, Education Studies, Professional Services
- ▶ Making a Difference (Highly Commended) – Dr Bo Kelestyn, WBS, Faculty of SEM
- ▶ Outstanding Public Engagement – Dr Ali Struthers, School of Law, Faculty of Social Sciences

STUDENT UNDERGRADUATE AWARDS

- ▶ Beth Stinchcombe, WMS, Faculty of SEM
- ▶ Chiamaka Ihuoma, School of Law, Faculty of Social Sciences

STUDENT POSTGRADUATE AWARDS

- ▶ Iyabosola Oronti, School of Engineering, Faculty of SEM
- ▶ Saadia Gardezi, Politics and International Studies, Faculty of Social Sciences

STUDENT TEAM AWARD

- ▶ WMS Star Team, WMS, Faculty of SEM

TEAM AWARD

- ▶ Creative Learning Team, Warwick Arts Centre
- ▶ Highly Commended – Rewind, School of Modern Languages and Cultures, Faculty of Arts



Scan to read all about our 2023 awardees.



AIM 3

CREATING THE RIGHT OPPORTUNITIES FOR UNIVERSITY STAFF AND STUDENTS TO COLLABORATE AND ENGAGE WITH THE PUBLIC AND WITH COMMUNITIES

PROMOTING COLLABORATION



Prof Helen Wheatley

Collaboration, co-production and partnership working is at the heart of all that we do in the Warwick Institute of Engagement. We appointed our Partnerships Lead, Professor Helen Wheatley, at the beginning of 2022 to ensure that planning for partnership working was built into all of our activities: our events programme, our support for staff and students developing their engagement practice, and our role within our wider communities.

BUILDING COMMUNITY PARTNERSHIPS

WIE has enabled work with a wide range of partners outside of Higher education and we spent some time this year reviewing and mapping our existing partnerships and thinking about how best to strategically expand them for 2023-24 and beyond. Our partnerships take a variety of forms: working directly with an external partner on an engagement event (e.g., as part of the Resonate Festival), supporting Warwick academics to build on or strengthen relationships with external collaborations (e.g. through the Collaboration and Co-Production Fund), or setting up an engagement internship with us.

We are working most consistently and successfully with 5 key partners:

- ▶ Coventry Biennial
- ▶ Cheylesmore Community Centre
- ▶ CV Life (the Coventry museums)
- ▶ Grapevine
- ▶ Warwick Arts Centre

We also have notable/growing partnerships with the following: Canley Community Centre; Coventry Cathedral; Foleshill Community Centre; Foleshill Creates; Inini Initiative; Kenilworth Books; Screening Rights Film Festival; Warwick District Council; Warwickshire Museum.

We have emerging partnerships with the following: Belgrade Theatre; Brunswick Hub; Coventry City Council; Muslim Resource Centre; Sustrans.

By mapping our partnerships, we have been able to identify the gaps, both geographic and thematic, in our existing relationships with external organisations. In conversation with our fellows and particularly our Regional Fellows Board, we have developed three focusing themes for our approach to new partnerships in 2023-24:

- ▶ Equality for all
- ▶ Health and wellbeing
- ▶ Sustainability, biodiversity, and the climate change agenda

We also developed the WIE Partnership Toolkit for our training resource page to enable the University of Warwick community to set up better, more resilient and successful engagement partnerships for the future.

SUCCESS STORIES OF THE COLLABORATION AND CO-PRODUCTION AWARDS 2021-22

We launched the WIE Collaboration and Co-Production Fund in the autumn of 2021 to support staff and students to develop ongoing strategic relationships with local, regional, and national partners. We hoped that in time these relationships would lead to co-production of, and collaboration in, new research projects, innovative programmes and strategy, and the co-organisation of public engagement activities. We granted 14 awards of up to £3,000 in 2021-22 (and relaunched the fund in 2022-23, funding a further 10 projects).

In 2021-22 we funded a lot of partnerships that were based in Coventry and Warwickshire, continuing the university's commitment to support economic, social and cultural growth in our region, making it a more sustainable place to live for future generations. Local partners for the Collaboration and Co-Production Fund projects included: Agency Photography Group, The Belgrade Theatre, Coventry Boys and Girls Club, Coventry Foodbank,

Coventry Integrated Sexual Health Services, Coventry Refugee and Migrant Centre, COVert Arts, Crisis Skylight Coventry and Warwickshire, CVllective, Highly Sprung, Underground Lights, Warwick Arts Centre, Warwickshire Museums, Warwickshire Wildlife Trust, and Warwickshire Young Carers. Further afield, awardees worked with the Royal Geographic Society, The Music Works, and Feed the Hungry UK.

These projects developed new and innovative ways of working with local communities. Many locally-based participants in Collaboration and Co-Production Fund projects felt increasingly empowered in their everyday lives, whether that was empowerment to access essential services (as with the women of Coventry Refugee and Migrant Centre who gained easier access to sexual health care services in the city thanks to Abimbola Ayorinde and Majel McGranahan's project) or the young carers of the Warwickshire Young Carers group who became an advisory body for Michael Wyness and Fiona McCallum's research into schooling for young carers. Partnerships through this scheme amplified seldom heard voices and feedback on the projects frequently suggested that this led to increases in participant wellbeing and pride.



The Collaboration and Co-Production Fund has particularly benefited academics working in partnership with local artists. These included the poets John Bernard, Joelle Taylor and Phil Wilcox (who all worked with Karen Simecek on the Empowering Young Voices project); the photographer Anthony Luvera who collaborated with Nadine Holdsworth on the Constellations of HOME arts and homelessness project; textile artist Julia O'Connell who led workshops for Rachel Turner-King's collaboration with Warwick Arts Centre and The Belgrade Theatre for the International Drama in Education Research Institute conference; and emerging visual artists from Coventry (Tala Lulu, Taiyewo Ajose, Betty Molyneux and Chelle Hanson) who were twinned with Warwick student writers through Gonzalo Ceron Garcia's work with COVert Arts on the Pen to Canvas project. WIE-supported partnerships between artists and researchers show there are no hard and fast lines between research and creativity: we saw that artists incorporate research into their practice all the time, and researchers enrich their work through engagement with the arts.



As well as benefits for a series of local communities, and for organisations further afield, these partnerships opened up new opportunities within the university. Almost half of the 2021-22 Collaboration and Co-Production Fund Projects have had direct impacts on the development of new teaching and learning plans which include new project work, field visits and placements for undergraduate and postgraduate students. For example, Friederike Schlaghecken and Lukasz Walasek's collaboration with Warwickshire Wildlife Trust has led to the establishment of new URSS projects, the co-funding of two MSc students who will continue work with the Trust, and future plans that will support new PhD studentships. Paul Grigsby's work with Warwickshire Museums will continue with new work placement opportunities for undergraduates in the Classics and Ancient History department, working on the South Warwickshire Silver Denarii Hoard.

The Collaboration and Co-Production Fund has also led to the production of new, collaborative research. This has included two co-authored journal articles written with project partners, two joint workshop/conference presentations planned, two further public engagement events in the pipeline, and more ambitious plans that feed into the development of two future research centres in the university (the Centre for Access and Participation in the Arts and the Centre for Wildlife Protection). These projects show how research can be co-designed and co-produced according to the needs and agendas of the communities that the research will benefit. Half of our projects have led to the development of future, collaborative funding bids.



As the university is developing its Cultural Strategy, which aims to enliven campus through the arts and culture and ensure that the university plays a positive role in the wider cultural scene of our region, it was also pleasing to note that the WIE Collaboration and Co-Production Fund projects in 2021-22 did both of these things. For example, participants (and visitors) who had never visited campus felt welcome and included on campus through these projects. Nadine Holdsworth's work built a 'bridge of inclusion' by supporting people involved in Constellations of HOME. Eight of the ten participants had never been onto campus prior to this project and there was significant pride in accessing the new Faculty of Arts Building for their workshops and the exhibition. The exhibition also brought many additional people onto campus who had experienced homelessness in the city (supported by Crisis and the community group Underground Lights). Additionally, projects by Vishalakshi Roy and Rachel Turner-King worked in partnership with local arts organisations to plan for their future.

KEY OUTCOMES OF THE PROJECTS

 <p>Ongoing Partnerships</p> <p>All partnerships are ongoing – we're delighted to hear that this funding has kickstarted or maintained healthy collaborations.</p>	 <p>Further Funding</p> <p>Half of these partnerships have already applied for further funding to support their ongoing work.</p>	 <p>New Research Outputs</p> <p>Many of these projects have led to the production of new research outputs, including jointly authored publications and papers, and the planning for two new research centres.</p>	 <p>Amplifying & Empowering</p> <p>These projects have successfully amplified seldom heard voices and empowered local communities.</p>	 <p>Working with local artists</p> <p>Partnerships with local artists and arts organisations has delivered on the university's new Cultural Strategy and showcased the arts on and off campus</p>
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COLLABORATION AND CO-PRODUCTION FUND 2022-23

In 2022-23 we funded ten more Collaboration and Co-Production Fund projects. These were:

- ▶ Claire Anderson (Education) & Think Higher: Habitus
- ▶ Professor Kate Asbury, Abigail Coppins (SMC) & Jacqueline Roberts (CEO St Vincent and Grenadine Second Generation Heritage group): Creative Cultural Connections to the History of St Vincent
- ▶ Professor Chris Bilton (SCAPVC) & Anthony Ruck Culture Centre): Reel Lives: Uncovering the Unseen Realities of Creative Work in the West Midlands
- ▶ Gonzalo Ceron Garcia (SCAPVC) & Eduardo Jara (COVert Arts): Pen to Canvas
- ▶ Dr Phil Jemmett (WMG) & Rachel Coldicott (Rugby Art Gallery and Museum): Inventing Rugby
- ▶ Dr Darius Koester (WMS) & Keisha Grant (Keneish Dance): Regeneration
- ▶ Professor Margaret Low (WMG) & Katherine Watson (Stretton Primary School): Stitch in Time

- ▶ Professor Kevin Moffat (School of Life Sciences) & Sujatha Menon (Poet & Musician): The Ins And Outs Of Arts Creativity In Biology Engagement
- ▶ Mark Scott (WBS) & Vera Ding (Belgrade Theatre): Embedding Evaluation Practice Within The Local Arts Sector
- ▶ Professor Fabienne Viala (School of Modern Languages and Cultures) & Pawlet Brookes (Serendipity): A Film Screening of SOS

We have worked with the video production company Slate and Mortar to capture the stories of these collaborations and will be launching three short films about WIE's Collaboration and Co-Production Fund in Autumn 2023. Scan to find out more on our webpages.



THE RESONATE PROGRAMME - GROWING AND LEARNING



Dr Laura Harford

In response to Coventry being awarded City of Culture in 2021, the Resonate Festival was created as an opportunity to explore ideas together in the region. Twelve months of activity culminated in an on-campus festival in April 2022, with over 4500 attendees.

huge range of events to excite, engage and inspire. We have welcomed over 11,000 attendees to our events in person and online which was made possible by over 300 university students and staff members and over 50 external partners.

The structure of the programme for 2022/2023 has included:

THE RESONATE LATES

A monthly series of events, mostly off campus, which are an opportunity to work closely with community partners to spend an evening sharing knowledge. These have included a Games Night discussing elements of mental health, a Festive Feast including Warwick's very own Capulet and Godiva Beans, a series of evenings unpicking Artificial Intelligence, a community Iftar and more.



Scan to find out more.

Following on from the success of the Festival WIE have taken ownership of Resonate as a year-round programme of activities both on and off campus, and we have had the privilege of working with University of Warwick staff, students, and community partners to develop a



THE BIG READ

A celebration of all things reading and literature with events for all ages. Working closely with local independent bookstore the Kenilworth Bookshop, this mini-festival included local authors, hands-on activities and a showcase of research from studying Fairytales to reading development.



NATIONAL AND INTERNATIONAL FESTIVALS

Resonate was proud to host and support events as part of the ESRC Festival of Social Science (October 22nd to November 13th 2022), British Science Week (March 10th - 17th) and Pint of Science (22nd - 24th May). From all-night live streams of the American Midterm elections, to an all-ages day for Slice of Science and six separate Pint of Science events in venues across Coventry and Warwickshire, Resonate has joined the conversation around important subjects and offered a new way for staff and students to share their work.



LIVE LABS

This format brings the opportunity to get hands-on with any subject! Taking place for the first time at the 2022 University of Warwick Christmas Lectures, we filled the Warwick Arts Centre foyer with exciting demonstrations, activities and chances to get creative with science. The Live Labs will continue to be a part of the Christmas Lectures, but also provide a new way to interact with a range of events including the 2023 Planting Roots Festival.



SCIENCE ON THE HILL

A longstanding event run by the School of Life Sciences and Warwick Medical School, inviting people to join them on campus to hear about the cutting-edge research taking place. This year included talks on Metals in Biology and the world of Microscopy.



ADDITIONAL EVENTS

Alongside the main programme, Resonate has also been able to host and support a range of additional events. These have included exhibitions such as Molecular Fireworks and Our Fragile Space, performances on and off campus and an event in collaboration with Sustrans and parkride/ Midland Mencap to explore the disability cycle movement.



THE RESONATE FESTIVAL 2023

The Resonate Festival took place on campus in July and was a joyous opportunity to both celebrate and showcase all the fantastic people who have been involved in Resonate this year. Three days of talks, shows, activities and demonstrations for all ages meant there was something for everyone. We were joined by Warwick alumna Ruth Jones alongside guest speakers Dr Nighat Arif and author Mike Gayle, as well as almost 100 students, staff and external facilitators who ran and supported fascinating activities. From circus skills to slime molds, hundreds of attendees joined us on campus to share knowledge, creativity and curiosity.



We have been able to document and share our amazing experiences this year on our **Resonate Stories** which include photos, blog posts from our team and facilitators and even a poem inspired by an exhibition. Scan to find out more.



The development of our very own Resonate Animation has also provided a new way to share the programme online. Scan to see the animation.

RESONATE FESTIVAL 2023-24

Our programme will continue to evolve and thanks to the feedback we've received this year we'll be making some exciting changes for Resonate 23-24. Instead of just one Resonate Festival in July, we'll be bringing you the ESRC Festival of Social Science (October 21st - November 17th), The Resonate Festival of Science and Technology (March 2024) and the Resonate Festival of Arts and Culture (Summer 2024). While these events have themes, all will remain open and interdisciplinary to encourage students and staff from all subjects to share their work.

We will be continuing with the Resonate Lates programme, travelling across the region to find new spaces for knowledge exchange, as well as supporting additional projects including Taskmaster Education, the Coventry Biennial, the Flame of Friendship and more.





BUILDING PARTNERSHIPS

The Resonate programme has provided a fantastic opportunity to build new partnerships and strengthen ongoing relationships. Amongst this, we have worked with the Warwick Arts Centre and Foleshill Community Centre to develop the Planting Roots Programme - a series of workshops, events and a festival themed around sustainability and the community centre's Medicinal Garden. We have been able to host events within community spaces, but also invite our partners to join us on campus and showcase their work. Many of our external collaborators were a key part of our Engagement conference and the Resonate Festival, and we will continue to work alongside them to further meaningful engagement within the region.



INCLUSIVITY

From our online post-event feedback, 95% of attendees rated the inclusivity of our events as Very Good or Good, and we are listening to feedback on how to improve this further.

We have included British Sign Language interpretation at various events, are working with Warwick Arts Centre on relaxed performances, and have published an inclusive engagement statement that we will ask all of our facilitators to agree to before working with us. We will continue to keep Resonate events free for attendees and work with community partners to support with travel and communication, while striving to keep improving the accessibility of our programme.

STATS FROM OUR ONLINE FEEDBACK

96%

of attendees agreed or strongly agreed that they had enjoyed the event

95%

of attendees agreed or strongly agreed that the event had given them a positive feeling about the University of Warwick



"I really appreciate the effort that goes into these events, and that the researchers take time to explain their work to us."

"This was a fantastic event, well, put together, thought out and engaging for all ages. I cannot extend my thanks [to the] University for putting this on and for giving my daughter a wonderful afternoon."

"It was a fab event, our kids really enjoyed it and feel (I think) energised by science - great work!"

"A useful endeavour. We often conduct activity without a pause for [reflection] in order to celebrate success or to apply learning experiences."

"A very stimulating environment for all ages! Lots to learn and get involved [in]!"

83%

of attendees agreed or strongly agreed that the event had given them a positive feeling about their community

82%

of attendees agreed or strongly agreed that they would use or share something they had learned at the event





wie@warwick.ac.uk



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