

How to build an impact, outreach and engagement case for future promotion

WIE Learning Circle on Promotion and Reward





WELCOME TO MAPPING WOMEN'S SUFFRAGE

The Votes for Women campaign was a long and difficult struggle fought by women and men in cities, towns, and villages right across the country. Mapping Women's Suffrage identifies, plots and records, the everyday locations and lives of as many Votes for Women campaigners as possible across England at the height of the suffrage movement in 1911. You can search or click on our suffrage map to find campaigners who lived in your street, town or city, accessing a cache of biographical information, photographs and archive documents about them.

The project brings together the latest research and materials from academics, local history enthusiasts, family researchers, archivists and the public, to reveal and share on the map the often-hidden lives and locations of ordinary Votes for Women campaigners - at

107,328 visitors to the exhibition over 3 months

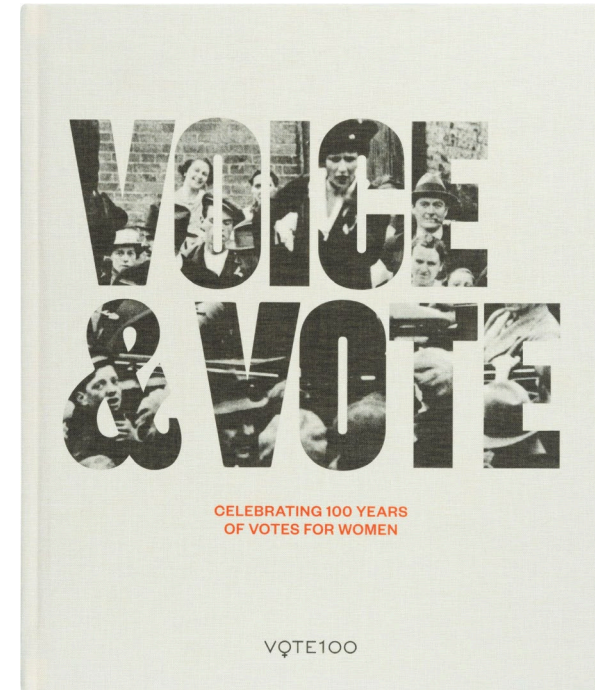
64.5% of visits were made by visitors who wanted to improve their existing knowledge or learn something new
97% of visitors questioned came away with a better understanding of what it might have been like to have been a women political campaigner in Britain pre-1918. This also shows visitors made a special trip to the Palace of Westminster to view the exhibition.

Only 23% of questioned visitors identified as male
Many comments suggested that men, or just male parliamentarians should be invited or made to visit the exhibition.

“Really creative and informative presentation of a major, relevant issue. Great to see this historical space used to bring history to life.”
Both the timely subject matter and methods of presentation were praised for the success of the exhibition.


84% were helped to experience life as a female political campaigner pre-1918
Immersive experiences in the exhibits contributed to many visitors experiencing ‘what it would have been like’

45% inspired to get involved with parliament
Many visitors were inspired to make their own effort on behalf of their predecessors, or get involved with parliament, local or national.



Lessons Learnt:

(or *“What I wish I’d known when I started”*)

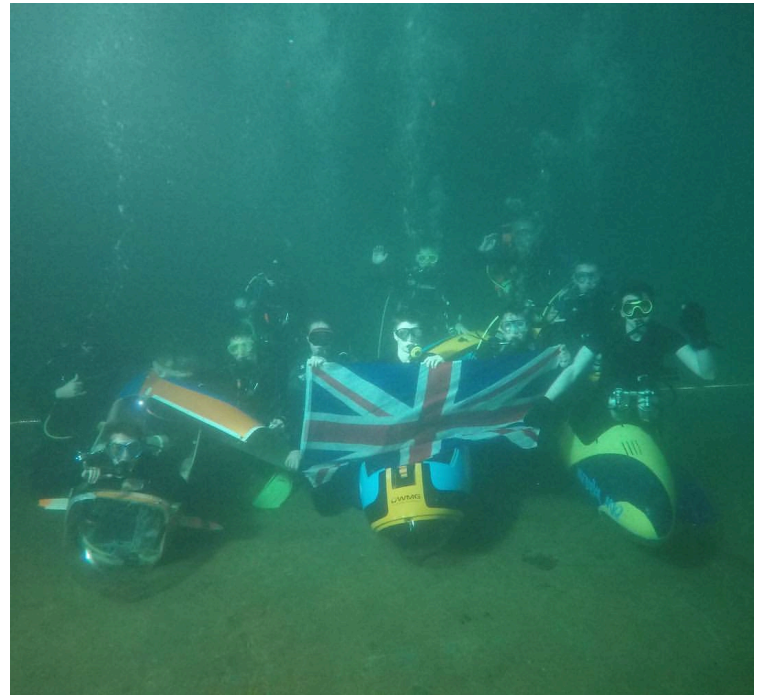
- To understand how my research is relevant to different audiences
 - Take opportunities to engage with different groups
 - Speak to the research impact team and ‘design’ in impact!
 - Sometimes the least promising openings provide the greatest ‘impact’!
- 



WAPCE (Team Award) 2022 citation:

The Warwick Team Award for Public and Community Engagement is given to one team in the University who have made the most significant contribution to engaging the public in our learning and discovery, with the goals of sharing and co-producing knowledge, strengthening the role we as a university play in the region and showcasing the role Warwick plays nationally and internationally in making the world a better place. This year's winners have not only achieved this in spades but have done so as a collaborative staff-student team. They thus also exemplify one of the most important elements of what makes Warwick special: staff and students working together to solve problems and create and communicate solutions.

The principle aim of the Warwick-Human-powered Submarine Team has been to engage with the widest range of target audiences about the joys and wonders of engineering, and for the last ten years, that's exactly what it's been doing. ... Being part of this project has empowered the students to develop personally and professionally through delivering engagements with schools and the public. Throughout the project's 10 year life, the team have also been supported by, and partnered with, businesses, strengthening connections between several well-known organisations and the university. The project has even become a best practice public engagement case study within the field, with the team being invited to present at numerous engineering professional bodies, showing the benefits a well-thought out and longitudinal project can have on those it engages with, but also on the staff and students delivering it.



Lessons Learnt:

(or “*What I wish I’d known when I started*”)

Those outside our University ‘bubble’ are generally more interested in what we do than we might sometimes think.

- Student projects (or similar) are a great source of material for the public etc. to engage with.
- It is important to ‘pitch’ your work appropriately to the intended audience.

Helping out with generic engagement activities is one thing – but it will be more helpful to you *personally* if you can find something interesting of yours for people to engage *with*. This will help the engagement opportunities to come to you, rather than you having to constantly seek them out.

Try not to turn an engagement opportunity down.

- One opportunity may often lead to others; the offers may quickly ‘snowball’!
- If working with a team (of students for instance), bear in mind that you don’t have to do all the ‘engagement’ activity *yourself*!