AVENUES OF DIALOGUE

USING PARTICIPATORY DESIGN TO OPEN UP DIALOGUE BETWEEN THE GLASGOW SCHOOL OF ART AND GARNETHILL

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ABSTRACT

AVENUES OF DIALOGUE – USING PARTICIPATORY DESIGN METHODS AS TOOLS TO OPEN UP DIALOGUE BETWEEN THE GLASGOW SCHOOL OF ART AND GARNETHILL.

In June 2018, the Glasgow School of Art's (GSA) Mackintosh Building caught fire for a second time, destroying the building and greatly impacting the surrounding neighbourhood of Garnethill. This incident increased tensions between residents and organisations of Garnethill and GSA. In response, GSA decided to evaluate how it impacts and connects with Garnethill by appointing a Community Engagement Officer to focus on developing a more constructive and positive relationship. I took on this role part-time in November 2018 and, running alongside, undertook this research to explore how Participatory Design (PD) methods can be utilised within this context to immerse, analyse and rebuild connections between a Higher Education Institute (HEI) and neighbourhood, both dynamic and complex contexts.

The relevance of HEIs in their cities has been under growing scrutiny in recent years, in response to changes such as rising tuition fees, a pressure to evidence research impact and an emphasis on international reach. In reaction there is a movement amongst some to explore and develop their civic role, integrating community engagement more deeply into their strategies and exploring alternative and democratic processes for knowledge creation.

Participatory Design (PD) has historically focused on creating a more democratic process by bringing participants and their context expertise into the design process. In recent years this practice has been criticised for becoming de-politicised when working in community settings, with practitioners focusing too much on the micro-level impact of their work. This research seeks to explore how the civic role of GSA can be developed by opening up effective avenues of dialogue with Garnethill stakeholders using PD methods. Following a Participatory Action Research methodology and using methods of conversational scoping, walking interviews and co-design workshops, context-specific PD tools are developed to facilitate participants in reflection and ideation about the future of Garnethill and the role of GSA within it. The output of this value-driven research is a community engagement strategy, co-developed by local stakeholders, and a series of identified engagement opportunities. Alongside this, the research examines the use of PD methods within a HEI/community context and considers how these methods can provide a space for social impact and transformation for both a HEI and the communities it works with.
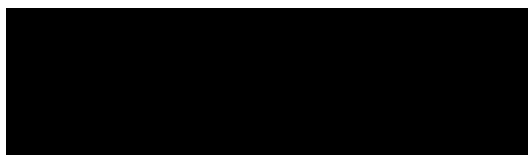
ACKNOWLEDGEMENTS

DECLARATION

I, Harriet Simms, declare that this submission of full thesis for the degree of Master of Research (MRes) meets the regulations as stated in the course handbook. I declare that this submission is my own work and has not been submitted for any other academic award.

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CHAPTER ONE

INTRODUCTION

1.1 RESEARCH INTRODUCTION

The relationship between The Glasgow School of Art (GSA) and Garnethill is a unique one. The impact of two major fires on the GSA campus increased tensions and mistrust between the higher education institution (HEI) and the neighbourhood surrounding it (BBC, 2018; Glasgow Live, 2018; Evening Times, 2018). In response, in November 2018 GSA decided to evaluate how it impacts and connects with Garnethill by appointing me as Community Engagement Officer, to develop a more constructive and positive relationship. This research runs alongside my new role with the aim of providing a series of outputs to direct the focus of the role including the co-creation of a community engagement strategy. Through the use of Participatory Design (PD) methods, this research aims to provide an insight into the dynamic context and stakeholders within Garnethill and GSA and identify shared values as the basis for future community engagement and development.

Looking at the wider context, the impact and role of a HEI within a city or area are under growing scrutiny, particularly due to the commercialisation of higher education (Watson et al., 2012). There is a movement amongst some HEI to be more active and responsive by examining their civic role through community outreach, research and partnerships. Having an understanding of the needs, ambitions and assets of their surrounding neighbourhood is vital for universities to ensure that positive and mutually beneficial relationships are created (The Civic University Commission, 2019). This research explores how the use of PD methods, which are participant and value-driven, can facilitate dialogue between a HEI and its surrounding neighbourhood to develop a positive relationship between them and shape the civic role of the institution.

This research utilises a Participatory Action Research (PAR) methodology, placing participants at the forefront of the process to enable them to direct and take ownership of the research and outputs (McTaggart,1991). Informed by McIntyre (2008) and Iverson, Halskov and Leong (2010), the fieldwork is structured into four stages based around identifying values - Immersion, Emerging, Developing and Grounding. The first stage is a six month period of immersion in the context through conversational scoping. The second stage is a series of walking interviews with stakeholders from both Garnethill and GSA. These in-depth interviews enable me to develop a stronger understanding of the context, learning about the existing dynamics and conflicts between stakeholders and identifying aspirations and values shared amongst them. The third stage brings the stakeholders together to discuss and develop these values through a co-design workshop based around discursive context-specific tools. The outputs of this workshop are a community engagement strategy and a series of engagement opportunities. For the final stage I bring a more focused group of participants together to co-design in response to one of the engagement opportunities. The intention is for the participants to ground the identified shared values by creating a series of actions that could be taken forward after the research.

This research is a part-time Master of Research which ran from January 2019 to December 2021. My place on the MRes programme is funded by the Glasgow School of Art and runs alongside my role as Community Engagement Officer.

1.2 MOTIVATION

In November 2018 I started the new role of Community Engagement Officer at GSA. With outputs of the role being open in direction and focus, I felt there was an opportunity for the role to be informed by research and a Master of Research could provide a space for exploration, experimentation and deeper insights.

My interests in Environmental Design and PD lie in exploring the identities and values that people place on their local areas and neighbourhoods. I have regularly moved around from a young age and have felt that my sense of home is limited to my possessions, and my sense of neighbourhood limited to my friends. I have always been intrigued by how people create communities within neighbourhoods and geographical areas, why a place can provide such a strong sense of identity and what causes people to be active citizens in their places. I explored an aspect of this during my Master of Design Innovation & Environmental Design thesis in 2018, but found it difficult as a new resident in Glasgow to embed within a neighbourhood for my research. With my role at GSA being based in a specific area with a real context of complex issues and stakeholders, I felt this was a unique opportunity to continue my research interests and develop as a PD practitioner and researcher.

The vision for this research is to develop a strong and sustained relationship with Garnethill using an immersive and participatory process. The outputs of this research will directly inform the focus of my role going forward, with the strategy and participatory methods providing a framework for immediate actions, but also how to continue developing engagement with Garnethill. The learnings from the process will also be of relevance to universities and institutions interested in starting a process of engagement with a geographical area through participatory methods.

1.3 RESEARCH CONTEXT
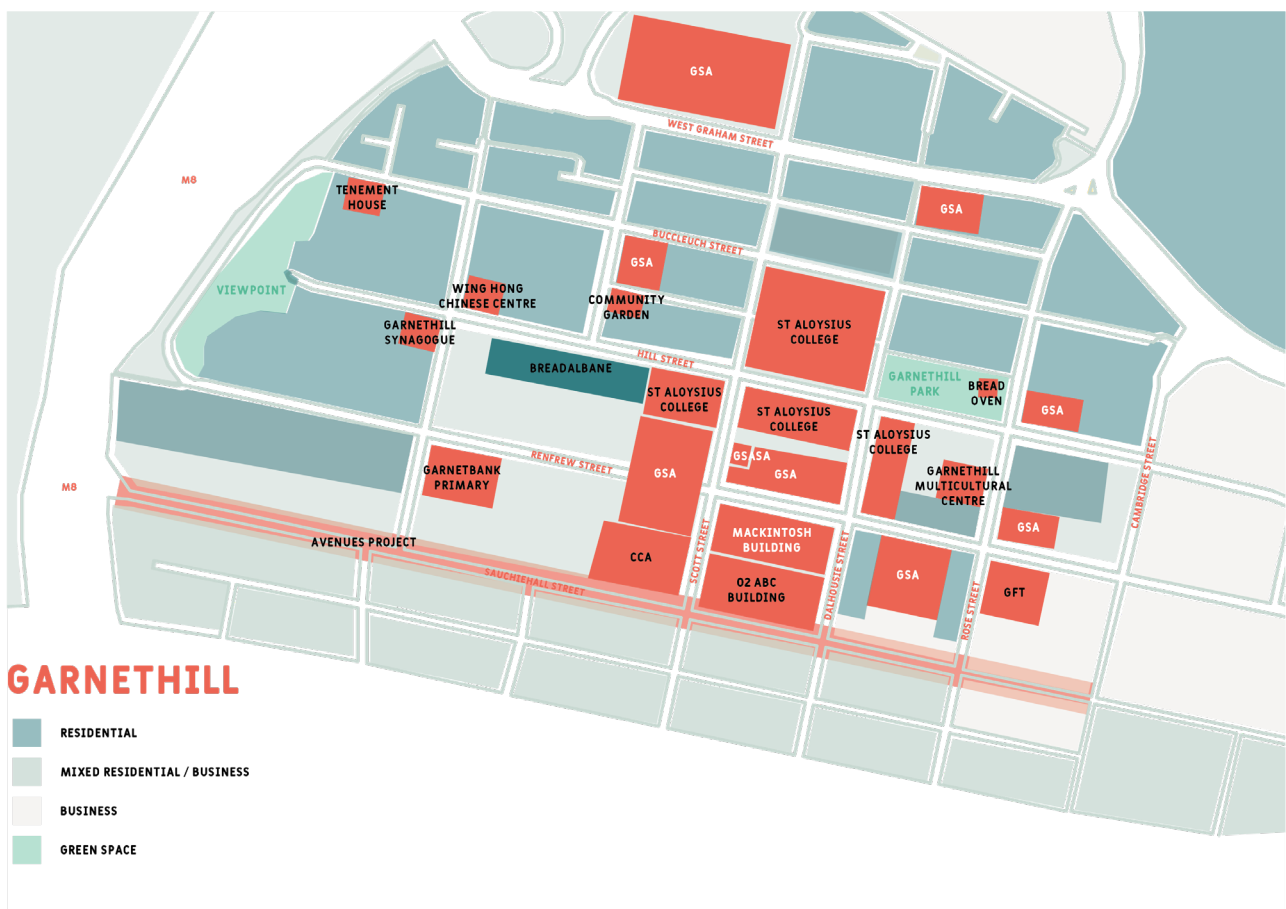
Figure 1. Simms, H. (2020) Map of Garnethill. Illustration. Source: authors own

Garnethill is a long established, mainly residential, inner city neighbourhood in Glasgow (Figure 1). It is clearly marked by a boundary created by the M8 in the north and Sauchiehall Street in the south. On one of the highest hills in the city, the area provides views over Glasgow and the green hills surrounding it. The neighbourhood is a conservation zone and is made up of many historical buildings such as the first purpose built Jewish Synagogue in Scotland and Breadalbane Terrace designed by Charles Wilson.

Historically Garnethill has had a high level of immigration. This has led to an established multicultural community living in Garnethill, with Garnetbank Primary School having 78 countries represented within the student body. In recent years the area has seen a lot of development through both institutional and grassroots projects. The area has cultural institutions such as The Contemporary Centre for Art (CCA), Glasgow Film Theatre (GFT) and National Trust site, The Tenement House. It is also host to established community-led initiatives such as the Garnethill Community Council, set up in the 1970s, and the Garnethill Multicultural Centre, set up in 1980s. In more recent times community groups like Friends of Garnethill Green Spaces have created a community garden in a stalled space and run a bread oven in Garnethill Park. The area is made up of a wealth of different cultures and has active groups and institutions contributing to Garnethill being a complex, diverse and vibrant neighbourhood with a strong community spirit.

The Glasgow School of Art was founded in 1845 and has been based in Garnethill for over 150 years (GSA, 2019). Through this long history, the relationship between the institution and the area has been constant and evolving. This is seen to have contributed to the neighbourhood having a highly creative population with many students remaining in the area after finishing their studies. But as the school has expanded and changed in both student population and campus size, so has the impact it has on Garnethill. An example of this is the Reid Building development, which saw four years of large-scale construction and disruption for the neighbours surrounding the campus.

In May 2014 the Mackintosh Building, a highly significant building in Glasgow both historically and culturally and a central part of GSA's campus, had a major fire that destroyed the Mackintosh Library and part of the west wing (BBC, 2014). To restore the damaged section and renovate the building, GSA started a large scale renovation project over four years. The building was four months away from completion when a second major fire broke out in June 2018. The second fire was far more destructive and gutted the entire building, as well as damaging neighbouring buildings (BBC, 2018). The cause of the fire is still under investigation by the Scottish Fire and Rescue Service and the report is due for release in 2021.

Due to this extreme damage caused by the fire, Glasgow City Council put up a safety cordon around the area until the buildings had been secured. This meant that residents and businesses within this cordon were not able to access their homes or premises for over ten weeks until the cordon was removed. The cordon was very strict due to concerns over safety and tensions grew when residents were continually unable to gain access to their homes leading to protests and an attempt to break the barrier (Glasgow Live, 2018; Evening Times, 2018).

Running alongside this, the area has continued to see major development. Glasgow City Council updated Sauchiehall Street through the Avenues project, which was delayed by the 2018 Mackintosh Fire and disrupted the street for over a year. St Aloysius College built a large sports complex in 2015 which caused tensions with residents due to a lack of information and removing people's views from their flats (Evening Times, 2015). This constant development has caused frustration and strain for residents and there is a feeling that the impact of these major changes, and how it may affect residents, has not been considered.

The purpose of this overview of Garnethill, with a focus on recent events, is to highlight the sensitive nature of the context of this research. Residents and businesses of the area and staff and students of GSA have all gone through a period of great stress, trauma and change. This research intends to approach the context with sensitivity and care and to improve and reconnect relationships in the area through a considered and immersive process.

1.4 RESEARCH AIM AND QUESTIONS

The context of this research has been clear from the beginning, but the focus of the research questions and aim has evolved in response to literature, discussions with my supervisors and through engagement with participants.

This research aims to gain an understanding of Garnethill and GSA through the experiences of local stakeholders and, through a participatory process, identify shared values and engagement opportunities that will shape a community engagement strategy for the institution. The use of PD methods will also be examined to understand their impact within this context.

The research is structured around three research questions:

1. How are The Glasgow School of Art and the neighbourhood of Garnethill perceived and experienced by people living, working and studying in the context?

2. What shared values and opportunities can be identified through a participatory process and how can these be used to support the design of a community engagement strategy?

3. What can we learn from using Participatory Design methods within a higher education institution/community context?

The objectives of the research are:

1. To understand the diverse perspectives and experiences of stakeholders within this context.

2. To build a network of stakeholders within the GSA and Garnethill communities.

3. To use this understanding to stimulate dialogue between stakeholders and identify shared values and aspirations.

4. To collaboratively produce a community engagement strategy with stakeholders.

5. To identify and scope opportunities for future community engagement and interaction between GSA and the Garnethill community.

6. To evaluate the stakeholders' experiences to understand the impact of PD methods in this context.

1.5 STRUCTURE OF RESEARCH

The format of submission for this research is a full thesis with documentation of my PD practice integrated throughout. This thesis is made up of six chapters that cover the process of the research in chronological order.

Chapter two reviews literature around the research context, firstly reviewing the landscape of Higher Education (HE), the movement of Civic Universities and the concept of democratising knowledge creation within universities. Secondly, the chapter examines relevant facets of PD like mutual learning, democracy, Institutioning and value-driven design. The chapter concludes that there is an opportunity to explore how PD can be used within a HE context to enable universities to become active and democratic sites of change.

Chapter three outlines that the theoretical position of the research is Social Constructivism and that it follows a Participatory Action Research methodology. The research methods, modes of analysis, recruitment and ethical considerations are identified.

Chapter four provides an overview of the fieldwork, articulating the four phases: Contextual Immersion, Emerging Values, Developing Values and Grounding Values.

Chapter five discusses the results of the thematic analysis of the context, providing a series of identified values, engagement opportunities and design outputs. It then goes on to discuss the findings of the situational analysis and participant evaluation concerning the impact of the PD methods.

Chapter six concludes the research through a discussion of the findings in relation to the fields of inquiry and a reflective critique of the future opportunities and limitations of the research.

1.6 IMPACT OF COVID-19

Covid-19 restrictions started in Scotland at the end of March 2020, just over halfway through this research. With the majority of fieldwork having been completed the restrictions impacted the final part of the fieldwork, a co-design workshop and evaluation of the research, affecting the momentum of the research. These engagements were adapted to be virtual to ensure the safety of participants.

LITERATURE REVIEW

2.1 INTRODUCTION

In order to understand the research context, this chapter firstly reviews the civic role of universities and the impact on UK Higher Education (HE) from both financial and political shifts. I discuss the Civic University movement through literature and examples of leading Civic Universities, outlining key drivers for civic engagement. The chapter goes on to discuss the practice of Participatory Design (PD) and how these methods seek to address democracy, values and co-realisation. It concludes by highlighting complementary concepts between HE and PD to argue the potential in bringing PD practitioners and HEI together to create effective and democratic processes for co-creation between an institution and its local area.

2.2 CIVIC ROLE OF UNIVERSITIES

2.2.1 THE CHANGING LANDSCAPE OF UK HIGHER EDUCATION

UK Universities and HE have gone through a major transformation over the last 30 years. Through Governmental policy there has been a shift from elite towards mass HE, increasing from one million to 2.5 million people studying in British HE between 1985 and 2010 (Temple, 2015). The Coalition Government's 2011 White Paper (Department for Business, Innovation, and Skills, 2011), intended to develop a more market-based system of HE. A key change was raising the tuition fee cap to £9,000 a year intending to create significant savings to public spending. Research into the effects of the White Paper has shown that little saving has been achieved, but it has led to growing tensions with students feeling pressure from higher levels of debt and universities being perceived as overly wealthy and commodifying education (Higher Education Commission, 2014). With a decrease in public funding, but an increase in pressure through policy and outcomes, HE and universities are being scrutinised for their value and social relevance (Watson et al., 2012).

Scottish HE has developed in a different direction, following the establishment of the Scottish Government in 1999. With a commitment to social justice and equality, the Scottish Government implemented free undergraduate tuition fees for all Scottish-living students based on "the ability to learn rather than the ability to pay" (Scottish Government, 2013. p.200). This was deemed as a way to guarantee fair access to HE for all Scottish citizens. Despite this, there are still major inequalities in access to HE with young people living in Scotland's 20% least deprived communities being four times more like to enter HE as those living in the 20% most deprived communities (Commission of Widening Access, 2016; Riddell, 2016). Although structured in a more liberal framework, Scottish HE is also being subjected to the same scrutiny as UK HE about their relevance and impact.

2.2.2 CIVIC UNIVERSITY MOVEMENT

In response to this changing landscape of HE and critique around relevance, some UK universities have focused on developing a civic role within the areas and cities that they are based in, looking to enrich their work and develop mutually beneficial partnerships through engagement and research. The idea of a civic or *Engaged University* is not new. David Watson notes that many university founding goals included service to the community and that the medieval models were based around being cultural icons and providing learning and well-being both within and externally to the institution (Watson et al., 2012). More recently, initiatives such as the National Co-ordinating Centre for Public Engagement (NCCPE) and the international Talloires Network have developed best practice for engagement and social development for HE, following the belief that "our institutions … do not exist in isolation from society, nor from the communities in which we are located. Instead,

we carry a unique obligation to listen, understand, and contribute to social transformation and development" (Talloires, 2005). Supporting this concept, The Civic University Commission (2019) argues that funding and policy have focused too much on national and international goals and overlooked the importance and richness of working and researching locally. Although not all universities should aim to be 'truly civic' as it is not always appropriate, the report states that to be successfully civic universities should understand the local population and their needs, clearly understand themselves, and work with other local institutions and groups to collaboratively develop a clear set of local priorities.

To gain a deeper understanding of Civic Universities in the UK and how their initiatives have developed, I examined the work of three leading Civic Universities - the University of Bristol, the University of Brighton and Cardiff University, and spoke to similar community engagement roles within these HEIs. I found the key drivers these Civic Universities share are supporting partnerships, providing points of contact, and developing long-term community driven research and projects. Using examples from each of them, I will illustrate these key drivers:

UNIVERSITY OF BRISTOL - PARTNERSHIPS

The University of Bristol was one of the first universities to set up a public engagement team in the UK and has been a leader in best practice around mutually beneficial partnerships with the public. Mainly focused on research-based partnerships, they believe that research is strengthened and becomes more relevant when it is engaged and in partnership with the public. They provide a framework that supports researchers at the university to engage, through training to build engagement capacity, sourcing funding and partners for projects as well as evaluating projects to show their impact (University of Bristol, 2019). Supporting public facing projects in this way ensures that both the researchers and the public or community group are supported and both get the maximum benefits from the partnership. An example of this is the European Commission-funded research project Perform which brought together early career researchers, science communicators, performers and schools in Paris, Barcelona and Bristol around innovative education methods based on performing arts. Bristol's public engagement team supported the project by designing a researcher training toolkit covering topics like reflexivity, research ethics and values in science (Perform, 2018).

To partner local organisations with students the university has created the Skills Bridge project, in collaboration with the University of the West of England. Using an online platform, organisations can see what skills are available from students and submit a proposal through a simple online form, that is then developed with the university into an opportunity following the academic year cycle (Skills Bridge, 2019).

UNIVERSITY OF BRIGHTON - POINTS OF CONTACT

Universities are large and complex systems and it can be difficult as an outsider to know how to access them. I spoke with David Wolff, Director of the Community University Partnership Programme (CUPP) at the University of Brighton, who explained that in response they have found that creating a point of contact for community groups and organisations allows an institution to signpost enquiries and ideas internally. His team created the Help Desk as part of their initial framework, describing it as "an open point for communities to contact the university in whatever way they wanted to and to articulate their requirements, not through a business plan or sophisticated proposition, but just what they wanted to do and what they wanted to achieve" by phone or email (Simms, 2019a). Alongside this, the team developed an open bidding framework for partnership projects, which makes the process of applying open, transparent and not based on "who knows who".

CARDIFF UNIVERSITY – LONG-TERM COMMUNITY DRIVEN PROJECTS

Universities are in general stable and established institutions, meaning that they have the capacity and resources to support long-term projects. Civic Universities, working in collaboration with community groups, have enabled access to larger pots of funding for projects which are driven by community needs. An example of this is Cardiff University's Community Gateway (CG) project. Differing from Bristol's and Brighton's open remit for public engagement, Cardiff University set up a project in 2012 that focused on the Grangetown ward of Cardiff. I spoke with Mhairi McVicar, Project Lead of CG, and she explained that they chose Grangetown "just on pure demographics, it's the largest electoral ward in Cardiff, it's Wales most ethnically diverse ward and its the most economically diverse." (Simms, 2019b). Starting with no objectives and basing the direction of the project on conversations with groups and residents in the area, they slowly developed nine key themes for investment and future partnerships (Cardiff University, 2019). One of these themes was community spaces and in 2014 a plan was formed to develop a bowls pavilion into a multi-functional community centre, which led to a successful Big Lottery Fund award of over £1 million to rebuild the pavilion. Without Cardiff University's resources and support or the community group's direction and collaboration, this rich and dynamic project would not have been possible for either partner.

A key challenge I have found from my research into Civic Universities is that HEIs are complex systems and for a civic initiative to succeed it needs to be embedded into the institutional framework and not be an additional part. Universities must also have a clear mission statement about their civic role and understand what they can offer, not being a leader, but a partner. As David Wolff explains, "Universities think well we are the big player here and we can do all of these things, it's desirable to help these communities and sort them out. But can you and are you equipped?" (Simms, 2019a). Finally, the three programmes above have had a substantial and consistent level of funding as they have been spearheaded by the Dean or Vice-Chancellor of the university. Having this support from management at the institution has enabled each programme to develop effectively, but being based on this type of support also makes the programme vulnerable to changes in leadership. In conclusion, the civic role of universities must be a consistent and long-term process with mutually beneficial partnerships as the driver. With the high resources and power of universities, there is potential to work with community groups on larger scale projects that are localised and collaborative.

2.2.3 CREATIVE HE – THE ROYAL CONSERVATOIRE OF SCOTLAND

The three Civic Universities above are on a much larger scale than GSA and offer a wider range of subjects. To provide a comparison to GSA through a similar sized, specialist creative HE institution, I looked at The Royal Conservatoire of Scotland (RCS) and its outreach and engagement initiatives. The main RCS campus is based in Glasgow city centre, close to Garnethill, and provides internationally renowned education and degrees in performing arts. Alongside their Widening Access programmes, a Scottish Government priority for HEIs, they have partnered with schools and music centres in North and East Ayrshire, Stirling and West Lothian to provide music and dance programmes for school children (Royal Conservatoire of Scotland, 2020). Over 2018 and 2019, they partnered with Aberdeenshire Council to create the North East Arts Hub to develop performing arts educational programmes and online resources for the area (Royal Conservatoire of Scotland, 2020). Outreach, engagement and inclusive practice are also developed through their curriculum and research. These initiatives are similar to GSA's existing initiatives through curriculum, research, the Highland and Islands campus and the Open Studio department, focusing on widening access to creative education and supporting students and researchers to collaborate and engage through their work. I believe a key difference between the institutions is the impact of the two Mackintosh Fires on Garnethill and how GSA's campus is

within the residential neighbourhood, with buildings distributed through it. These differences create a unique relationship between GSA and Garnethill, opening up an opportunity for GSA to focus on Garnethill as a specific area for engagement and develop a context-specific engagement programme.

2.2.4 DEMOCRATISING KNOWLEDGE CREATION

A key part of universities becoming more civically focused in their approach is due to the changing view of how and where knowledge is created, and by whom. As universities train researchers and have the authority to give them qualifications, this has positioned them as the leaders of knowledge creation in epistemological terms, leading to universities having a *knowledge monopoly* (Biesta, 2007). This monopoly has meant that universities or academic research have been seen as 'true' knowledge or scientific knowledge, with a dismissal of any knowledge existing outside of this. Research methodologies like Participatory Action Research (PAR) have challenged this viewpoint by looking to democratise knowledge creation by positioning participants as experts and active researchers within the process (McAteer & Wood, 2018). PAR is informed by concepts such as philosopher John Dewey's *transactional knowledge*: that the way we understand the world is based on our 'transactions' (Dewey & Bentley, 1949) and that knowledge is created and exchanged through everyday interactions.

This change in how and where knowledge is created has seen a major increase in the number of community-based research projects supported by universities, as they are seen to provide intimacy, openness and innovation between researchers and community groups. However, it can sometimes increase a sense of inequality due to the exclusive nature of academic research and the high level of resource needed to support this type of project (Strier and Shecter, 2016). Universities have the opportunity to become key players in democratising knowledge creation by changing how they partner with different external groups and providing platforms for a broader spectrum of knowledge to be captured and celebrated.

2.3 PARTICIPATORY DESIGN

Participatory Design (PD) places people affected by a system or design within the design process through participation and co-production, with the aim of creating more effective and democratic outcomes. Originally focused on the workplace at its conception in Scandinavia, researchers responded to an influx of technology by collaborating with users to research and design their workplaces and systems. The emerging practice was centred on core values like quality of work life and democracy, with users seen as experts and their insights and experiences vital for creating successful and sustainable designs (Halskov and Hansen, 2015).

PD research is designed to be participant-driven and flexible, "allowing for emergence" (Emilson et al., 2014 p.40). In contrast to more traditional design practices, this flexibility and adaptability allows PD research to be open-ended and outside predefined project settings, with practitioners responding "on the go" (Björgvinsson et al. 2012 p.141). Over the past 25 years, PD has greatly developed as an area of research and practice with designers exploring new contexts such as health care and community development (French and Teal, 2016; Emilson et al., 2014; Elovaara et al. 2006). Many of the methods are specific and bespoke to the context and users in question, but there are overarching themes of play, experience and imagination and methods ranging from games and prototypes to crafts (Brandt, 2010; Lindström and Ståhl, 2014).

2.3.1 MUTUAL LEARNING AND CO-REALISATION

A major theme for PD research is collaboration and co-creation. Practitioners position participants as experts of their contexts and utilise their expertise in the construction of knowledge and insights. In PD literature, participants are described as *co-producers* (Robertson and Wagner, 2013) and *active co-creators* (Björgvinsson et al. 2012), demonstrating that participants are active and contribute equally to the design process. This positioning enables a key principle of PD, that of *Mutual Learning*, whereby both designers and participants mutually benefit from taking part in a process such as gaining knowledge or skills (Blomberg and Karasti, 2013). This approach seeks to diminish hierarchy and power dynamics between designers and participants, with designers developing tools and interventions that enable and facilitate opportunities for this mutual learning.

However, simply including participation or engagement within research does not guarantee equality, mutual learning or constructive experiences for participants. With high skill levels and access to resources, designers are privileged in their position and participants may not have the capacity or opportunity to be equally involved in the process and outcomes (Hartswood et al., 2002). Participatory designers must establish trust with participants and design a process that can enable equal responsibility for all involved (Robertson and Wagner, 2013). Blomberg and Karasti (2013) argue that mutual learning does not go far enough to enable effective collaboration and trust. They believe that designers must aim for *co-realisation*. Drawing from ethnographically informed design, they push for designers to have long-term and direct engagement through immersion and "a shared practice between users and designers that is grounded in the experiences of users, and where users drive the process" (Blomberg and Karasti, 2013 p.126). This approach requires that designers *be there*, immersing themselves in the context, to develop a strong and continuous dialogue with participants and allow for more informed spontaneous and responsive interactions. Designing within community contexts, Harrington et al. (2019) argue for *equity-driven PD*, a re-framing of design as belonging to the community of interest, rather than the researcher. This approach asks designers to consider their privileges and positions of power, developing a critical awareness of the privileged norms and values embedded into PD methods and structures. By decolonising PD practice and placing the community of interest as the authority, valuing their expertise and knowledge, designers can facilitate more equitable experiences and outputs for those involved.

2.3.2 DEMOCRACY, AGONISM AND INSTITUTIONING

Since its origin, PD has been a politically engaged field and has evolved around the importance of democracy within the design process. Now the field has spread from technology to more social contexts, designers are working with dynamic networks of people and services, making it necessary for them to be skilled in dealing with contestations, disputes and conflict in these complex "constellations" (Emilson et al., 2014 p.40). These constellations or *assemblies* have been conceptualised as Design Things, informed by philosopher Bruno Latour's development of the Heideggerian concept of *thinging* (Dixon, 2018), and provide spaces for people to come together to discuss and debate in a democratic and participatory way.

PD practitioners have also been informed by Chantal Mouffe's (2013) political theory of Agonism. Challenging the idea that democracy needs a full consensus of all involved, Mouffe argues that conflict and confrontation will always exist and are essential for a healthy and *vibrant democracy*. To enable this and combat current hegemonies, politics or in this case the design process, we must allow for agonism and space for plural voices and opinions to be continuously discussed. Bjorgvinsson, Ehn and Hillgren (2012) brought this concept into

their practice by developing the idea of *agonistic thinging events*, designing spaces for diverse stakeholders to meet and build up long term collaborations for "open-ended participatory social innovation" (p.140) to occur.

Although PD is rooted in politics and democracy, Huybrechts, Benesch and Geib (2017) argue that recent moves towards community and social contexts have led PD projects to become *de-politicised*, focusing too much on the micro-level impact. With PD and co-design projects normally closely linked or supported by institutions, they believe projects need to be explicit about the impact PD projects can, and should, have on the institutions they are linked with. When talking about PD projects, designers often choose to distance themselves from institutions and focus on the 'on the ground' participation, contributing to the belief that institutions are inert and apolitical and that change can only happen outside of them. In response to this they propose the concept of Institutioning, a reengagement and reframing of institutions within the PD process with the aim of positioning them as "active sites of change" (p.151). Designers should articulate and reflect on the various institutional frames (policy, financial, cultural) that a PD process depends on and explore what the direct and indirect effects the process has had on these frames. Being aware of the *ripple effects* of PD projects on meso- and macro-levels, designers can actively explore how PD processes can engage and revitalise institutions, challenging or enriching institutional frames.

> "Institutioning stresses the promise of PD and Co-Design processes being substantial political practices in which researchers, designers and other actors can play a role in shaping not only our shared public spaces but our shared public institutions."
>
> Huybrechts, Benesch and Geib (2017)

The critique that PD has lost its political prowess is an important one and forces designers to critically consider the impact and legacy of their projects, being explicit about how PD processes are *institutionally entangled* and/or how institutions can be further engaged and embedded in these processes. By consciously and creatively including institutions, or decision makers, as participants in the PD process there is a greater opportunity for mutual learning and the potential for institutional and policy change.

2.3.3 VALUE / ASSET BASED APPROACHES

PD is a value-driven and ethically focused practice, embedding the values and experience of people affected by the design within the process and enabling these people to have agency in directing the process. With the practice moving into more diverse contexts, Iverson, Halskov and Leong (2010) argue that there has been too much focus on developing methods and tools to enable participation and designers need to return to seeing values as the core driver and characteristic of PD.

They define values as things that are viewed by a group or individual as important to a good and healthy life. They are different to norms as they are aspirational, they are ideals of conduct and reflect what people feel are good and right. Instead of relying on the traditional values of human rights, democracy and participation as markers of PD, they believe that designers should seek to emerge, develop and ground values of the specific context through a "collaboration with stakeholders with the values interacting recursively with the design process and permeating the entire process" (p.92). Their design process is dialogical with phases overlapping and designers facilitating discourse and dialogue between themselves and the context, responding to emerging values with appropriate methods and tools.

For the process to be successful, they believe designers must develop an "appreciative judgement of values" (Iverson, Halskov and Leong, 2010 p.92). They frame judgement as a key skill for designers, honed by experience and immersion in the context. A designer's judgement is key to the process and the methods used can greatly impact the values that emerge. Therefore it is important for designers to be aware of their own values, what they bring to the dialogue and how this might affect or influence the output. A designer's values can enrich a project, but these values must be made explicit in order to understand how the designer is impacting the project. This can be achieved through reflexivity, by making visible the self (Blomberg and Karasti, 2013) designers can be open about their agency, particular skills and interests and their relationship to the context. This keeps the process transparent, but also celebrates the uniqueness of every PD collaboration between designer and participant.

Within community-based PD projects, where a diverse set of stakeholders and values will be at play, Grönvall, Malmborg and Messeter (2016) see the negotiation, or *thinging*, of values as a driving force for the design process and allows for a plurality of values to exist. Although a project may start with conflicting values and potentially antagonism between stakeholders, they argue that the process of negotiating values enables mutual trust-building and learning between participants and can lead to a re-shaping of the values within a *productive agonistic space*. Following Mouffe's concept of *vibrant democracy* (2013), full consensus or reconciliation of values between participants should not be sought, but the continuous negotiation of values can "reshape and achieve a productive co-existence between them, allowing for new practices among project participants to form" (p.49).

With a changing focus from problem solving to capacity building, some PD designers have referenced Asset-Based Approaches (ABA) in their work (Broadley, 2020; McHattie, Champion, Broadley, 2018; Teal & French, 2016). Developed within community development, health and policy contexts, this approach provides a flexible methodology that is "place-based, relationship-based and citizen-led" (Garven et al., 2016 p.31). ABA focus on supporting agency within communities through identifying and developing assets and can be defined as having three stages: Appreciation, Articulation and Activation (Broadley, 2020), similar to the value-based stages outlined above. There is an opportunity for PD designers to learn from ABA, seeking to be more explicit on the complexities of community contexts and better evaluate how their methods impact these contexts.

2.4 SUMMARY

UNIVERSITIES AS ACTIVE AND DEMOCRATIC SITES OF CHANGE – KNOWLEDGE DEMOCRACY THROUGH PARTICIPATION DESIGN

From this overview of literature, I have found that HEIs are under scrutiny, from new policy and economic pressures, to become more relevant and responsive to local needs. There is a movement among some to become Civic Universities, seeking to develop stronger links with communities, both place-based and interest related, and to enrich their research and work through these partnerships. The challenges to successful civic engagement are to address the complex system of a university and to establish a long-term and embedded engagement strategy in dialogue with communities.

The overview of PD shows that the practice seeks to bring together a wide range of stakeholders within complex and social systems through democratic and shared experiences. There is an argument that the practice needs to *re-politicise* by being explicit about the relationship between PD projects and institutions,

looking at how institutions are participating in these processes, and through this understand the impact these projects can have on the policies, frameworks and systems of these institutions. Finally, making PD processes value-driven within community contexts can enable *productive agonistic spaces* for diverse stakeholders to interact, negotiate and collaborate.

With democracy of knowledge creation and the need for activation and engagement highlighted in both HE and PD literature, there is the argument that the democratic and collaborative nature of PD has the potential to provide an effective and dialogical process for co-creation between a HEI and its local area. There is also the opportunity for PD to facilitate universities in developing their civic role in collaboration with communities. Sara and Jones (2018) argue that universities have a civic responsibility to the places they exist in and, through a *two-way collaboration*, new knowledge and understanding can be created and universities can be *Agents of Change* in their neighbourhoods. In this context, PD could be enabled to have a greater political impact by transforming an institution through the process. By involving the institution more deeply through participation, in both the traditional form (funding, research) and with direct participation in research, through this combination both HEIs and PD practitioners can seek to create active and political sites of change through a participatory process. Reflecting on the aim and questions of this research, this literature review highlights an opportunity to explore how PD can be used as a supportive and value-driven structure for the co-development of a community engagement strategy between a HEI and its neighbourhood.

METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the framework of this research, firstly by identifying the theoretical and methodological position and giving an overview of my practice. I then discuss the methods used to collect data during the fieldwork and the analytical approaches used to identify themes and opportunities. The chapter concludes with the ethical considerations of the research and the recruitment process.

3.2 THEORETICAL + METHODOLOGICAL POSITION

In order to establish the design and structure of the research, it is essential to articulate the philosophical perspective encompassing the epistemology and ontology that shapes this research. Informed by Crotty's (1998) structure I have visualised my position to show the relationship between the theory and methodology (Figure 2).

EPISTEMOLOGY	SOCIAL CONSTRUCTIVISM		
THEORETICAL APPROACH	SYMBOLIC INTERACTIONISM		
METHODOLOGY	PARTICIPATORY ACTION RESEARCH		
METHODS	CONVERSATIONAL SCOPING	WALKING INTERVIEWS	CO-DESIGN WORKSHOPS
ANALYSIS	THEMATIC ANALYSIS	SITUATIONAL ANALYSIS	
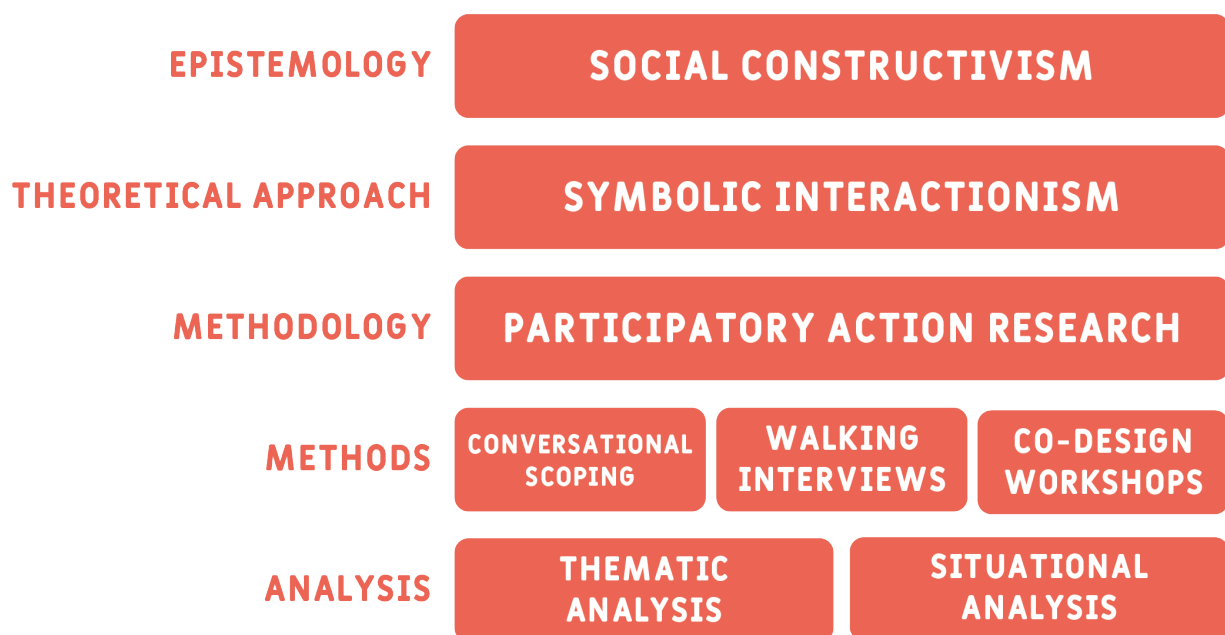
Figure 2. Simms, H. (2020) Theoretical and Methodological Position of Research. Illustration. Source: authors own

This research aims to understand and build on collective experience, dialogue and values. The epistemology of this research is Social Constructivism, which argues that reality, meaning and knowledge are constructed through social interaction between people, communities and collective social processes (Berger and Luckmann, 1966; Vygotsky, 1978). Using a Participatory Action Research methodology (PAR) employing conversation and collaboration to generate shared understanding, this research comes from a Symbolic Interactionism ontological approach. This approach follows the belief that to understand the world of lived experience you must experience it through the perspectives of people living it and that this must be done through "direct examination" and not by simulation, preconceptions or "scattered observations" of the context (Blumer, 1969: p.47-48, Mead, 1934). This is an integral facet of the rationale behind this PD-based research, focusing on the importance of immersion into a context and building a design process with participants as contextual experts (Sleeswijk Visser et al. 2005).

PAR places participants at the forefront of the process, enabling them to direct and develop the research and take joint ownership of it and the outputs (McTaggart, 1991). Informed by McIntyre (2008), this participatory

research uses qualitative methods to reveal emerging values, develop collective values and then ground them through action. Through a "living dialectical process" and "critical dialogue and collective reflection" (McIntyre, 2008. p.1), PAR opens up the research process and, through collaboration, enables participants to actively improve and change their places and communities. This research is based in the complex relationship between Garnethill and GSA. The inclusive, active and iterative nature of PAR enables the research to be responsive to this unique context with the input of local stakeholders, or contextual experts, directing the process throughout.

3.3 PRACTICE

As a Participatory Designer my role is to observe, respond to and design within a context in collaboration with participants. This iterative process allows for reflection, analysis and prototyping between participants and myself, with the aim of mutual learning such as knowledge and skill exchange (Blomberg & Karasti, 2013, Robertson & Wagner, 2013).

I have developed my practice around two key foci, sensory place-based methods and the design of context-specific engagement tools/interventions. Sensory place-based methods, such as walking interviews and sensory ethnography, provide an embodied experience of the context for researchers and enable them to gain a more intimate insight into the participant's experience (Hein et all, 2008, Kinney, 2017, Ingold, 2004). Design Anthropologist Sarah Pink argues that this "multisensory 'being there'" leads to "insights into how other people walk and create routes in urban contexts, and how they themselves reflect on these practices, providing something of a key to understanding their way of being in the world" (Pink, 2008. p. 180). She argues that being closer to participants' lived experience through entanglement (Pink, 2015), walking alongside participants and taking in the physical context as well as the spoken experience, can lead to researchers gaining a deeper knowledge of the place, with the interpretation of data more nuanced due to the close experience with participants.

In a PD practice, engagement tools are designed specifically for the research context. Engagement tools are designed to disrupt or reframe a context, providing a space for speculation, play and imagination through meaningful engagement (Teal and French, 2016, Telier et al. 2011). In my practice I choose to immerse in the context and develop tools once I have developed a deeper knowledge of the context. This immersion and scoping enable PD practitioners to develop relationships within the context, growing trust and connections, which can strengthen and support the collaborative PD process, especially important if it is based within a sensitive context (McAra, 2017).

Reflection is also a key facet in my practice. Schön (1983) frames the design process as a conversation with a context - designers bring interventions and tools to generate a response, then reflect on the talk back in order to reframe and design a response. Coming into this tense and sensitive context, it is important for me to use this active reflective process to understand the complex dynamics, interactions and communities at play. Through iterative interventions, I can keep coming back to the context with a new framing or question to progress the conversation forward to generate new outputs and actions. Informed by Schön's notion of reflection on action, I use reflective writing to capture the process. This provides a detailed journey of the decisions made, the dynamics of relationships and how the direction of the research was informed. It also provides a space for me to reflect on interactions, capturing critical moments in the process and understanding the impact of the tools I use. These different facets of my practice have been embedded into the design of this research, which can be seen in the following sections.

3.4 METHODS

Informed by the framework of Iverson, Halskov and Leong (2010) which places context-specific values as a key driver of the design process, I have structured the methods and fieldwork around four stages - immersion, emerging, developing and grounding. The tools will be designed to provide a space for discussion, negotiation and shared decisions and will be based around the themes and values identified by the participants through the methods. Using interviews and co-design workshops, I have positioned participants as "co-researchers" (Reason & Bradbury, 2008), as experts of their context and creators of knowledge throughout the process. I have visualised the different fieldwork stages in Figure 3.
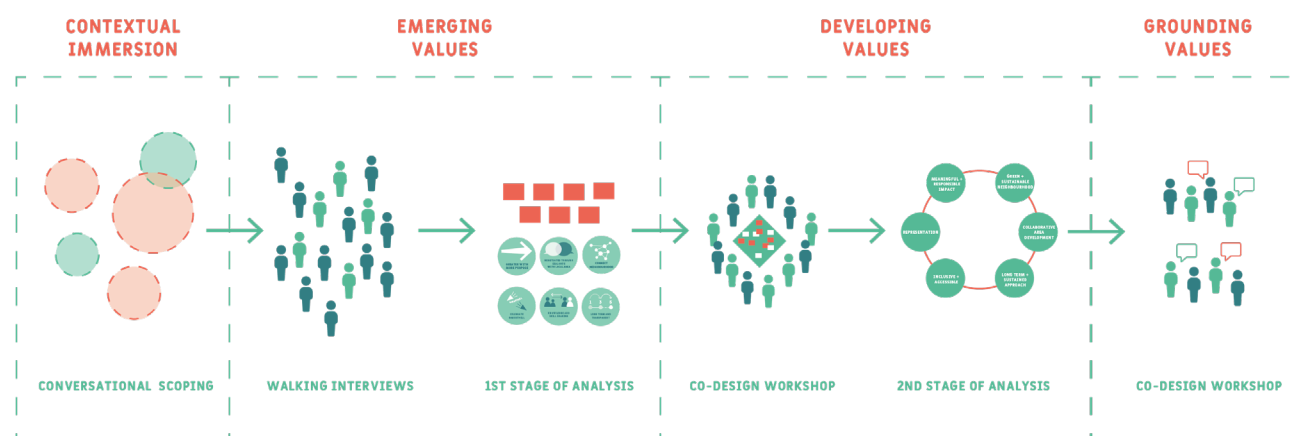
Figure 3. Simms, H. (2020) Fieldwork and Methods Overview. Illustration. Source: authors own

3.4.1 CONTEXTUAL IMMERSION - CONVERSATIONAL SCOPING

This research has an emphasis on collective action, but with the complex and sensitive nature of the context it is important to develop a deep knowledge of it before starting the main part of the fieldwork. Informed by Gillham's (2000) spectrum of structure for interviews (Figure 4), I will use conversational scoping as my first method. Through informal and unstructured conversations and meetings I will slowly build a knowledge of the neighbourhood, the people and organisations working within it and the interests and conflicts of these stakeholders. I will take detailed notes during the meetings and reflect through writing about significant moments and encounters. This method is influenced by ethnography tenets, a social research methodology where researchers participate in a context over an extended period, collecting data through observations, questions and reflection (Hammersley & Atkinson, 1995). I believe this will be necessary for the integrity of the research going forward as it will allow me to develop an enhanced understanding and knowledge of the networks and stakeholders in the context.

This method will be integrated with my work as Community Engagement Officer, as I also need to develop connections within Garnethill to establish and undertake the newly created role and programme of engagement. To keep transparency, at introductory meetings I will introduce the research so stakeholders are aware of this piece of work running alongside my role. I believe this extended period of immersion will allow me to develop stronger relationships in the area and make informed decisions when approaching recruitment and direction of enquiry.

UNSTRUCTURED   **STRUCTURED**

| Listening to other people's conversations, verbal observation | Using 'natural' conversation to ask research questions | 'Open-ended' interviews; just a few key open questions | Semi-structured interviews - open and closed questions | Recording schedules - in effect, verbally administered questionnaires | Semi-structured questionnaires - multiple choice and open questions | Structured questionnaires - simple, specific, closed questions |

CONVERSATIONAL SCOPING   **WALKING INTERVIEWS**

Figure 4. Simms, H. (2020) Gillham's Spectrum of Interview Structure. Illustration. Source: authors own

3.4.2 EMERGING - WALKING INTERVIEWS

It is important to ensure that the participants I work with are as representative as possible of the breadth of perspectives within Garnethill and GSA and that the process is based around building a relationship between myself and the participants (Robertson and Wagner, 2013). Continuing with Gillham's spectrum of structure (Gillham, 2000), I have chosen to conduct semi-structured walking interviews using a series of set, but open questions. This method will aim to capture how both Garnethill and GSA are perceived and experienced by local stakeholders, what connections already exist within the context and to identify emerging and shared values amongst the participants. In contrast to a questionnaire, Gillham (2000) argues that an interview can provide greater insights into the responses of the questions as the researcher can observe more details about the interviewee.

This research is closely linked to the context so it is vital the data can be interpreted with a deeper awareness of how the participants relate to the context. Informed by Chang's Docent Method (2017) for researching Place and Health, which is a development on the ethnographic Go-Along Method (Kusenback, 2003), the aim of including a walk in the interview is to gain a richer insight into how participants experience and relate to their neighbourhood, which may not be possible if we stay within an interview room.

> "The (Docent) method draws on the wealth of physical and social architectures that exist outside of the interview room. The researcher is in contact with the environment for herself—seeing, hearing, smelling, and getting a feel for the environmental dynamics while in dialogue with the participant. Place data are physically experienced and embodied by the researcher, enriching data interpretation and analysis."
>
> Chang, 2017.

Chang also argues that positioning the participant as a guide and expert, or 'Docent', of the context, affects the power dynamic of the interview as the participant is given more agency by leading the direction and focus of the walking interview. With the participatory nature of this research, it is important to build in this sense of agency and ownership into the research so I will ask participants to choose the direction of the walk around a prompt. The data will be captured through handwritten notes which are reviewed with the participant. These will be typed out and analysed to inform and direct the design and focus of the co-design workshops.

3.4.3 DEVELOPING AND GROUNDING - CO-DESIGN WORKSHOPS

Following the collection and analysis of a variety of experiences from within the context, I want to bring the participants together through co-design workshops to develop and ground the values that emerge from the walking interviews. Co-design, in this research, refers to collaborative design activity that happens between a range of actors, including designers and people not trained in design working together in the design process (Sanders and Stappers 2008). Within community contexts, design workshops provide a physical space and structure for researchers and community stakeholders to share, conceptualise and reimagine within a context (Rosner et al, 2016; Lucero and Mattelmäki, 2011).

Informed by the structure of Lucero, Vaajakallio and Dalsgarrd's Dialogue-Labs method (2012), I will design a Developing co-design workshop that utilises process, space and materials to encourage discussion and dialogue between the participants. The process of the workshop can provide a slow build up of momentum, starting with participants working in smaller groups responding to identified values, building to working in bigger groups discussing and generating their own ideas. This process seeks to connect participants, building positive working relationships and encouraging an understanding and negotiation of each other's experiences. I will design a series of context-specific engagement tools (or pre-designed materials (Agger Eriksen, 2009)) to facilitate participants to discuss and generate thoughts and ideas. I will capture data from the workshop through annotated engagement tools and audio recordings.

The Grounding co-design workshop will be based around participants co-designing engagement initiatives in response to an engagement opportunity brief. Although co-creation has been embedded throughout this research, this co-design workshop method explicitly positions participants as designers with the focus of designing tangible outputs to conclude the participatory design process (Fischer 2002).

3.5 ANALYSIS

Through the methods stated above I will collect data through hand-written notes, annotations on designed engagement tools, audio recordings and reflective writing. To answer my research questions, I will subject this data to two distinct modes of analysis. My first and second research questions seek to develop an understanding of the context and to identify experiences, shared values and opportunities. I have chosen to use Thematic Analysis (TA) for this and will use an iterative process of analysing the captured data during the fieldwork. My third research question seeks to understand the impact of PD methods in the research process and I will use Situational Analysis (SA) to analyse the data through relational and situational maps. The third question will also be supported by data collected through my reflective journal of the design process and participants' evaluation of the methods. Figure 5 is a diagram of the analysis process and below I give an outline of the two types of analysis.
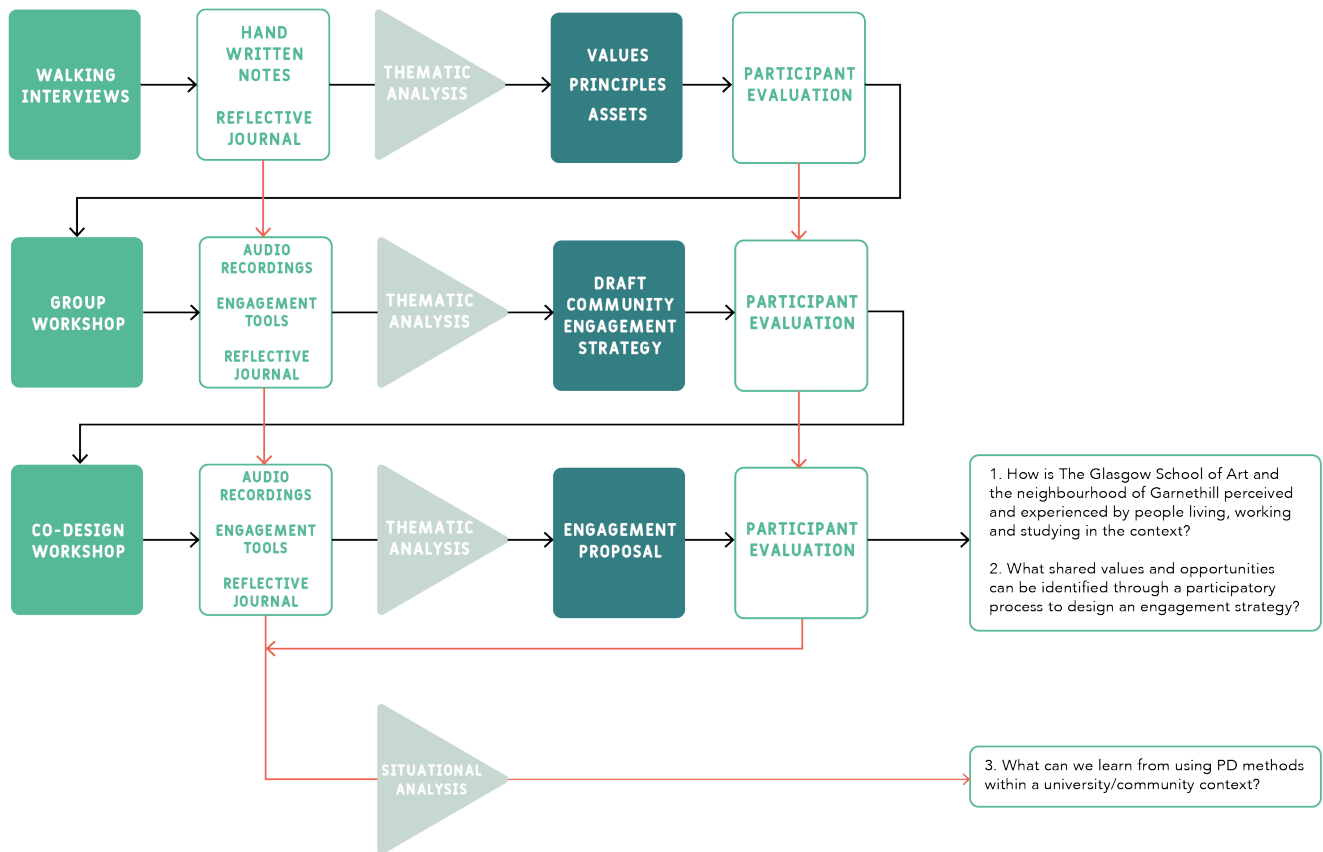
Figure 5. Simms, H. (2020) Overview of Analysis Process. Illustration. Source: authors own

3.5.1 CONTEXT — THEMATIC ANALYSIS

TA is used to identify, organise and report patterns or themes within data and will enable me to identify key themes and shared values emerging from the participants' data. Braun and Clarke (2006) state that due to the flexible nature of TA, it is important for researchers to be transparent about their theoretical position for the analysis and explicit about the process and assumptions that shape it. In line with Symbolic Interactionism, the analysis process I will use is inductive, or ground up, with the insights being driven by participants' experiences and not theory-driven. The data collected from the interviews and co-design workshops will be hand-written notes, annotated engagement tools and audio recordings. I will follow Braun and Clarke (2006)'s structure of six steps to generate themes from the raw data, analysing data on an interpretive level and examining the underlying ideas and assumptions that might shape the semantic context of the data (Figure 6). The fieldwork will be an iterative process with each stage ending with TA of the data collected and the identified themes informing the next stage of engagement.
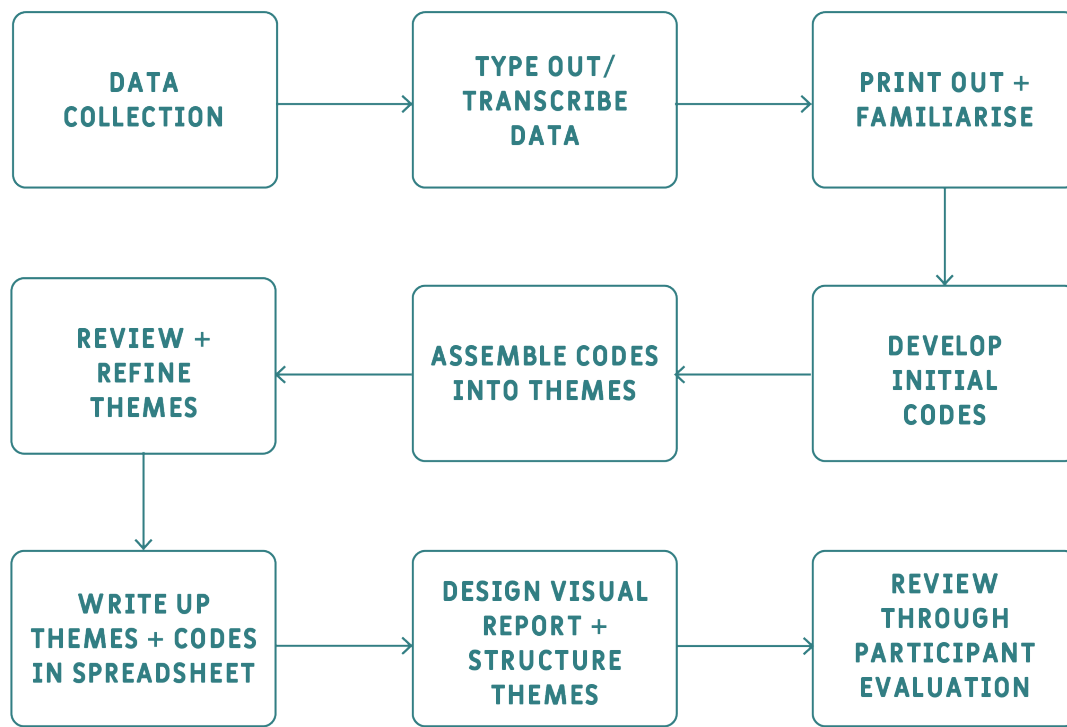
Figure 6. Simms, H. (2020) Overview of Thematic Analysis Process. Illustration. Source: authors own

3.5.2 PROCESS - SITUATIONAL ANALYSIS

Following the findings from my literature review, for PD to 're-politicise' designers must seek to understand and be explicit of the impact of their research on a meso- and macro-level. I will use SA to examine the impact of PD methods during the research on a meso-level. Adele Clarke (2005; Clarke and Star 2008; Johnson, 2016) introduces SA as a reflective framework to examine a context on symbolic, discursive and relational levels. This form of mapping visually captures human elements, materials and symbolic/discursive elements, visualising how they each relate or do not relate to each other and the key commitments and discourses in the situation. This process will highlight how the context (or situation) has been impacted by the PD methods through highlighting the elements, commitments and discourses revealed at each stage of fieldwork.

This analysis will take place after the fieldwork is completed, using data captured through the methods and my reflections. I will structure the analysis chronologically, mapping the context after each stage of fieldwork so I can compare each stage to see how the research process had impacted the context.

Following Clarke's process, I will create a situational map by randomly laying out all the elements (human, non-human) onto a large sheet of paper informed by the questions 'Who and what are in this situation? Who and what matters in this situation? What elements "make a difference" in this situation?' (Clarke, 2005; p.87). The next stage will be to systematically create relational maps by focusing on one element at a time and drawing relational lines to other elements. This process analyses connections, discourse and silences between the laid out elements, revealing which elements are central to the context and key types of relationships and patterns.

Clarke outlines a further option for analysis: Social Worlds/Arenas Maps. I have chosen to use this option for further analysis as it is rooted in Symbolic Interactionism, the theoretical approach of this research, and focuses on "meaning-making social groups … and collective action" (Clarke, 2005; 109). Social worlds are described

as "universes of discourse" (Strauss, 1978) and by examining these social worlds through specific questions, in this case the impact of PD methods, these maps will visually set out collective and complex social action and discourse, providing a meso-level of analysis rather than just individual discourse (Martin et al., 2016).

3.6 EVALUATION

Evaluation is used within research to evidence the impact of the process and to provide learning for future research. This research positions participants as co-creators within the design process. Informed by Agid & Chin (2019) the value and impact of this research will be defined and driven by participants. I will ask participants to evaluate the research, asking them to review the outputs of the fieldwork and their experience of the PD methods to confirm if the findings are accurate and valid. Capturing all aspects of a PD process is challenging due to some outputs being ephemeral and intangible, such as relationships and quality of participation. To try to capture this, I will structure the evaluation on Drain et al.'s (2018) Insights, Solutions and Empowerment (ISE) framework. This framework sets out three types of possible PD research outcomes - insights, solutions and empowerment, which are underpinned by values of PD practice such as Mutual Learning, Democratic Practices and Equalising Power Relations. The evaluation criteria of the outcomes are shaped around the objectives of the research. I will create structured questionnaires (Gillham, 2000) for participants to complete after each method and output, and then a final evaluation after the fieldwork about the overall process and outputs.

This research will inform my role as Community Engagement Officer, so it is necessary to evidence if the research outputs are viable and can be taken on after the research and into official GSA policy. To do this, my second level of evaluation with be to discuss the findings with GSA management and understand if and how these findings could be embedded into GSA strategy.

3.7 ETHICS

This research is centred around the participants involved in the process and their personal experiences within the context of Garnethill and GSA. It is my responsibility to ensure participants and their data are kept safe throughout, and the process is positive and empowering for all involved. In line with GSA's ethics policy, I have planned the following conditions to safeguard the participants and myself.

Due to the potentially sensitive nature of the walking interviews, I will handwrite notes and not audio record the conversations. This is an attempt to make participants feel safer in talking about their experiences. I will review my notes with each participant at the end of the interview to check they are happy with the data. All data collected will be anonymised and I will use pseudonyms throughout reporting of the data. All images taken of the fieldwork will not include faces or identity of participants.

Before consenting to participate, participants will be sent an information sheet providing details of the research focus, the process and how data is being collected, stored and reported. A consent form will be sent prior to the first meeting for review and then a paper copy will be checked and signed in person. At any following meeting or workshop, participants will be asked to reconfirm their consent to participate by rereading the consent form and signing it again. I will build time into the fieldwork structure for participants to read and respond to any information or questions, so they have time to reflect on the process before participating.

With the final stage of fieldwork being hosted online, I needed to update my ethics accordingly. As part of consenting to take part, participants will need to confirm they have access to IT equipment and feel comfortable using the technology before starting the workshop. I will schedule in time for participants to be able to try out the technology before the workshop through creating a pre-workshop exercise they can access a week before.

All ethical considerations for fieldwork engagements were approved by the GSA Research Ethics Sub-Committee before recruitment started.

3.8 RECRUITMENT

Garnethill and GSA are made up of a wide range of residents, businesses, educational and cultural institutions. With this breadth of stakeholders in the context, I felt it was important to try to work with participants that represent as broad a range of perspectives as possible.

Following six months of conversational scoping, and as a benefit of working as Community Engagement Officer, I developed relationships with several potential participants. Therefore, for recruitment I directly contacted participants by email or in person. In total I worked with twenty participants, eleven from Garnethill and nine from GSA. Within Garnethill I worked with three residents, one community group, one charity, one large business, one small business, three cultural institutions and one educational institution. Within GSA I planned for a cross-school breadth of participation, so aimed for a representative from each academic school to be involved as well as representatives from the Students' Association. Recruitment was more difficult within GSA staff and as a result I decided to recruit directly. I worked with five GSA staff members and four GSA Students. Further details on the process of recruitment and participants involved at each stage of fieldwork are provided in the Fieldwork chapter.

3.9 SUMMARY

This chapter has articulated the theoretical and methodological position of the research. This qualitative research is directed by a Social Constructivist epistemology and has a Symbolic Interactionist theoretical approach. Following a PAR methodology, the research will use an immersive, iterative and reflective process. Driven by values, I will use conversational scoping, walking interviews, and co-design workshops to gather data. The data will be analysed using thematic analysis, to identify themes within the context, and situational analysis, to understand the impact of PD methods. The findings from the analysis will be supported by data collected through reflective writing and evaluation by participants and GSA management. The following chapter provides a detailed account of the fieldwork, how the methods were shaped by the context and the context-specific tools designed to support the methods.

CHAPTER FOUR

FIELDWORK

4.1 INTRODUCTION

This chapter provides an account of the four phases of fieldwork that were undertaken between January 2019 and July 2020, describing how I applied my methods in the field and reflecting on the challenges and opportunities that emerged and shaped the research. As mentioned in the Methodology Chapter, I have based the structure of the fieldwork on Iverson, Halskov and Leong's (2010) process which uses PD methods to emerge, develop and ground context-specific values through a design process in collaboration with participants. This chapter has been structured into sections to illustrate the four phases of fieldwork: Contextual Immersion, Emerging Values, Developing Values and Grounding Values.

4.2 PHASE ONE – CONTEXTUAL IMMERSION

4.2.1 CONVERSATIONAL SCOPING

I started the fieldwork with six months of contextual immersion to develop a knowledge of the area and build relationships with residents, businesses and organisations in Garnethill. The scoping consisted of introductory meetings with people that I highlighted as key stakeholders from initial desk research. These ran simultaneously with and contributed to the development of my role. The meetings were unstructured and open with the intention of introducing my role and research, finding out about their work and relationship to Garnethill and exploring initial ways we could work together. I took notes during meetings and in a reflective journal after, to capture the topics and insights that we discussed. This created a rich overview of the area and I slowly developed a deeper awareness of the networks and responsibilities of stakeholders. I also regularly attended community meetings and events such as Community Council monthly meetings and local organisations' AGMs, which provided good opportunities to experience local dynamics, interests and issues for residents.

As I was also new to working at GSA, it was necessary to learn about the institution and how it functioned. Similar to Garnethill, I set up meetings with staff working in external-facing departments, like Archives, Exhibitions and Open Studio, to understand how GSA was already engaging with the public and Garnethill. I met with the Student Association to find out about their public facing initiatives and learn about the relationship students had with local groups and organisations. From these meetings, I found that many staff and students have initiated projects within Garnethill over the years, leading to projects and outputs around the area. These projects had been self-initiated, so instigating community engagement on a strategic and institutional level was a new step for GSA.

The opportunity to have a slow and organic initial fieldwork phase was valuable as it enabled me to have time to reflect and steadily grow relationships with stakeholders, without the need to rush decisions. After each month I read through my notes and reflections to inform my next actions. I also created diagrams to visualise the themes and values that were emerging from the conversational scoping (Figure 7), structured to represent the prominent themes in the larger circles. This process of reflecting and visualising data is something I continued to use to drive the research.

This process of scoping and immersion revealed to me the complex and diverse nature of both GSA and Garnethill. From speaking with stakeholders I found that perceptions of GSA and Garnethill were wide-ranging and conflicting, so I wanted to continue to explore the idea of perceptions.
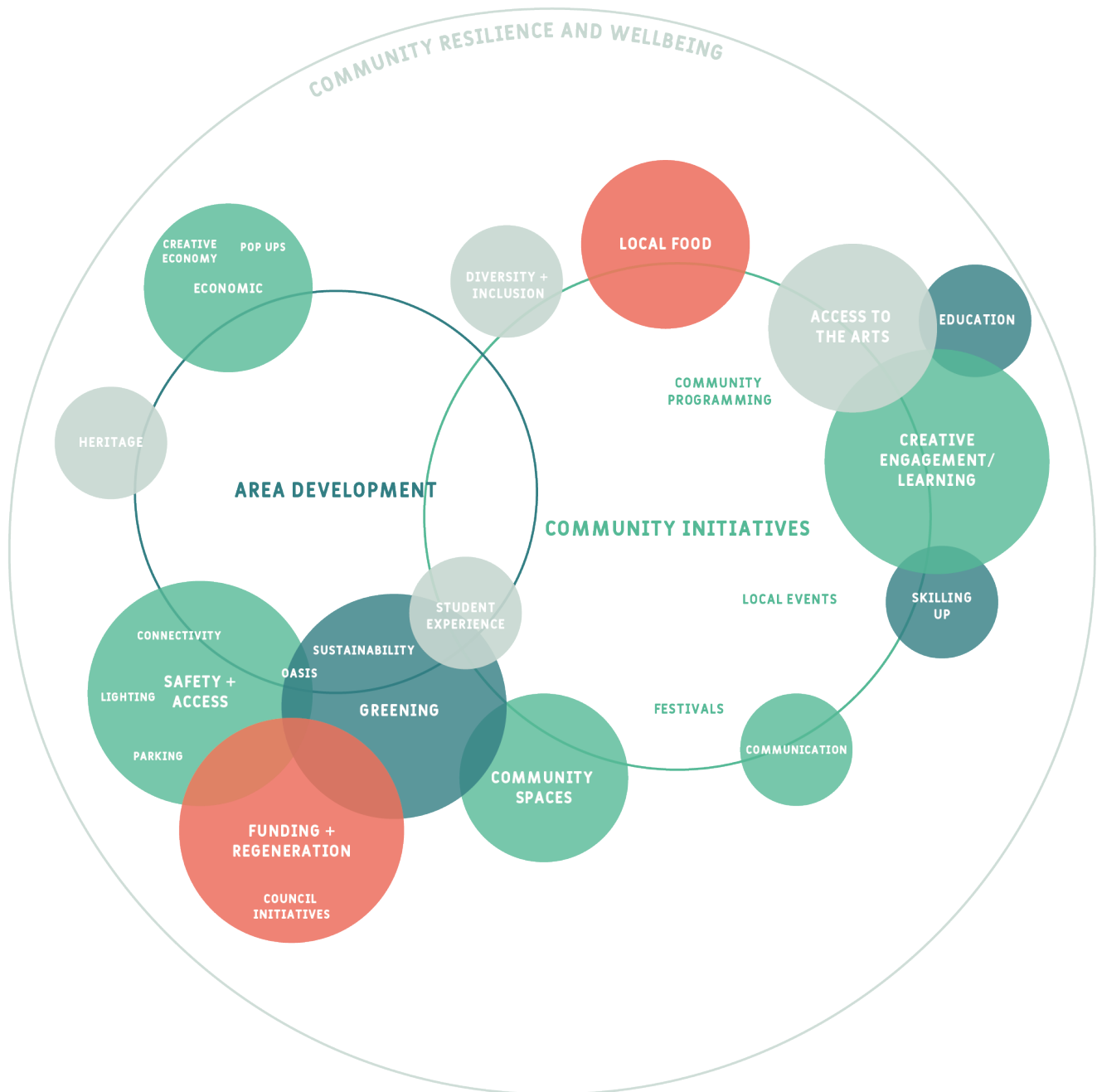
Figure 7. Simms, H. (2019) Conversational Scoping - Visual Diagram. Illustration. Source: authors own

4.3 PHASE TWO - EMERGING VALUES

4.3.1 RECRUITMENT

For the recruitment of participants, I created a list of stakeholders which I felt represented a wide scope of the people living, working and studying in Garnethill and GSA, informed by the six months of scoping. In total I recruited sixteen participants for the first stage of fieldwork. Figure 8 lists the participants and their occupations.

An example of the information sheet can be found in Appendix A and the consent form in Appendix B.

Participant Number	Occupation	Pseudonym
Participant 1	Resident + Local Group	Resident 1 (R1)
Participant 2	Resident	Resident 2 (R2)
Participant 3	GSA Staff	GSA Staff 1 (GSA1)
Participant 4	Religious Organisation	Organisation 1 (ORG1)
Participant 5	Cultural Organisation	Organisation 2 (ORG2)
Participant 6	GSA Student	GSA Student (GSASA1)
Participant 7	Educational Organisation	Education 1 (EDU1)
Participant 8	Cultural Organisation	Organisation 3 (ORG3)
Participant 9	Large Scale Business	Business 1 (BUS1)
Participant 10	Charity Organisation	Organisation 4 (ORG4)
Participant 11	Resident + Local Group	Resident 3 (R3)
Participant 12	Small Scale Business	Business 2 (BUS2)
Participant 13	GSA Student	GSA Student 2 (GSASA2)
Participant 14	Resident + Local Group	Resident 4 (R4)
Participant 15	GSA Staff	GSA Staff 2 (GSA2)
Participant 16	GSA Staff	GSA Staff 3 (GSA3)

Figure 8. Simms, H. (2020) Table of Participants - Walking Interviews. Table. Source: authors own

4.3.2 WALKING INTERVIEWS

With the initial insights I had gathered from conversational scoping, the next stage of fieldwork focused on refining emerging values through more direct and intimate interaction. I conducted walking interviews with sixteen participants with the aim of collecting data about their experiences, perceptions and values of Garnethill and GSA, the relationships they had in the area and initial ideas of how they would want to see Garnethill and GSA engaging with each other. I drew up a set of adaptable questions to ask participants, the questions can be found in Appendix C.

A week before each interview, I sent the participants two questions to consider and allow for reflection before we met. The first question, 'Where do you go in Garnethill/GSA to feel happy?', was used as a place-based prompt and I invited participants to walk me to this place at the start of the interview (Figures 9 and 10). The second question was to consider 'What do you feel makes a healthy and vibrant community?'. It was a rich experience as a researcher to walk with each participant and experience how they saw and moved around the physical context, which supported their responses to the questions.

Following the ethical requirements of this research to keep participants anonymous, as described in the Methodology chapter, I did not audio or video record these interviews and instead took handwritten notes. At the end of each interview I reviewed the notes with the participant to check the data I had written was accurate and enable them to reflect on or add to their answers.

After each interview I wrote field notes to reflect on the topics brought up in the interview, but also to reflect on how the process of the interview ran and if there were ways to develop and improve the structure for the next interview. The flexible and iterative nature of this research enabled me to continually refine my methods in response to participant feedback and my reflections.

Figure 9. Simms, H. (2019) 'Where do you go to feel happy?' Location - Walking Interviews. Image. Source: authors own

Figure 10. Simms, H. (2019) 'Where do you go to feel happy?' Location - Walking Interviews. Image. Source: authors own

4.3.3 ANALYSIS OF WALKING INTERVIEWS

Following the six stages of Thematic Analysis (TA), as detailed in my Methodology chapter, I analysed the written data collected from the walking interviews. I grouped the identified themes into visual maps, based around the questions that I had asked during the interviews. They provided an overview of the themes about how both Garnethill and GSA were perceived, their perceived impacts on each other, the future role of GSA and the potential assets to develop.

I continued the analytical process by reviewing the themes and developing them further by grouping them into larger themes. Following a write up of the analysis, I created a visual report of the findings. This acted as a final layer of refinement as I needed to lay out and communicate the themes in a clear and visual manner.

For the visual report I structured the themes into Values, Principles and Assets. The seven Values were themes that participants identified as important issues or aspirations for the context, ranging from perceived power imbalances to the high level of creative and community action in the neighbourhood. The six Principles were identified through questions about what the role of GSA could be within Garnethill, with an overarching theme of participants wanting GSA to be a 'considerate institution'. The six Assets were themes based around assets and opportunities that participants had raised when discussing what they felt were important in the area to create a vibrant and healthy neighbourhood. Figure 11 provides an overview of the identified themes. The full report can be found in Appendix D. The visual report informed the structure and design of the first co-design workshop and I created discussion-based tools from the Values, Principles and Assets.

I designed a concise version of the visual report to send out to participants. Following a discussion with my supervisors around the sensitive and critical nature of the themes, we decided to convert the themes into questions to make them more open and constructive in tone (Figure 12). This was due to concerns that the themes may be taken out of context if they were shared outside of the research and we felt it was important to protect the participants involved and the research at this early stage. I asked participants to send feedback about the findings so far, intending to continue dialogue and for the participants to reflect on the values that were emerging.

4.4 PHASE THREE – DEVELOPING VALUES

4.4.1 CO-DESIGN WORKSHOP

The next stage of fieldwork brought the participants together for a co-design workshop. The objective of this workshop was to develop the Values, Principles and Assets that emerged from the interviews and to start collectively designing an engagement strategy between GSA and Garnethill. It also sought to develop connections between the participants and to provide a space to envision a future Garnethill. The workshop was three hours long and involved twelve participants.

Due to availability of some participants from the walking interviews were not able to attend the workshop and new participants were recruited. To balance the dynamics of the workshop, I focused on recruiting GSA staff and students to take part to have an even split of Garnethill and GSA participants. Figure 13 is a table of the participants, highlighting which participants were unable to attend the workshop (grey) and which were new to the group (orange). The workshop was structured into five activities, as illustrated in the programme below (Figure 14), which I distributed to participants before the workshop along with an information pack that included an Information Sheet, Profile Card, Question Cards and a consent form for new participants.

VALUES

POWER

VISIBILITY

TRAUMA AND CHANGE

IMPACT OF CREATIVITY

COMMUNITY SPIRIT

DIVERSE AND TRANSIENT

COMMUNICATION AND RELATIONS

PRINCIPLES

CONSIDERATE INSTITUTION

GREATER WITH MORE PURPOSE

CELEBRATE GARNETHILL

NEGOTIATED THROUGH DIALOGUE WITH LOCAL AREA

KNOWLEDGE AND SKILL SHARING

CONNECT NEIGHBOURHOOD

LONG TERM AND TRANSPARENT

ASSETS

NON TERRITORIAL / OUTDOOR SPACES

PARTNERSHIPS AND COLLABORATION

AREA DEVELOPMENT

LOCAL EVENTS

GSA STUDENTS

COMMUNICATION

Figure 11. Simms, H. (2020) Themes from Walking Interview Analysis. Illustration. Source: authors own

POWER

How can we design a strategy that enables everyone involved to have an equal level of voice and agency?

In what ways can this strategy seek to balance power and impact in the neighbourhood?

VISIBILITY

How do we make Garnethill and GSA more open and accessible?

How can we effectively promote activities and projects to increase the visibility of the area?

COMMUNICATION

How can we make GSA more relevant to people living and working in Garnethill?

In what ways can we strengthen and grow the relationships amongst stakeholders in the area?

IMPACT OF CREATIVITY

How can we encourage a culture of creative citizenship within GSA and Garnethill?

How can we further develop the impact of creativity in the area through collaboration?

TRAUMA AND CHANGE

How can the engagement strategy provide opportunities for healing and growth?

How can we design a strategy that is sustainable and embeds resilience in the area?

COMMUNITY SPIRIT

How do we build on the strong community spirit of Garnethill through this strategy?

How can we better support community led initiatives through this strategy?

DIVERSE AND TRANSIENT

How do we ensure the strategy is open and flexible to suit the diverse communities of Garnethill?

How do we address the changing demographics of the area and bring together different audiences?

Figure 12. Simms, H. (2020) Walking Interview Themes - Open Questions. Illustration. Source: authors own

Participant Number	Occupation	Pseudonym
Participant 1	Resident + Local Group	Resident 1 (R1)
Participant 2	Resident	Resident 2 (R2)
Participant 3	GSA Staff	GSA Staff 1 (GSA1)
Participant 4	Religious Organisation	Organisation 1 (ORG1)
Participant 5	Cultural Organisation	Organisation 2 (ORG2)
Participant 6	GSA Student	GSA Student (GSASA1)
Participant 7	Educational Organisation	Education 1 (EDU1)
Participant 8	Cultural Organisation	Organisation 3 (ORG3)
Participant 9	Large Scale Business	Business 1 (BUS1)
Participant 10	Charity Organisation	Organisation 4 (ORG4)
Participant 11	Resident + Local Group	Resident 3 (R3)
Participant 12	Small Scale Business	Business 2 (BUS2)
Participant 13	GSA Student	GSA Student 2 (GSASA2)
Participant 14	Resident + Local Group	Resident 4 (R4)
Participant 15	GSA Staff	GSA Staff 2 (GSA2)
Participant 16	GSA Staff	GSA Staff 3 (GSA3)
Participant 17	GSA Student	GSA Student 3 (GSASA3)
Participant 18	GSA Student	GSA Student 4 (GSASA4)
Participant 19	GSA Staff	GSA Staff 4 (GSA4)
Participant 20	GSA Staff	GSA Staff 5 (GSA5)

Figure 13. Simms, H. (2020) Table of Participants - Co-Design Workshop. Table. Source: authors own

AVENUES OF DIALOGUE

Workshop Programme

Date - Tuesday 4th February 2020
Timings - 1.30 - 4.30pm
Location - Window on the Mack Room,
            Reid Building, 167 Renfrew St, G3 6RQ

Time	Activity	Description
1.30 - 1.50pm	**WARM UP**	Introduction Mapping Garnethill
1.50 - 2.15pm	**UNDERSTANDING VALUES**	Sharing and exploring values
2.15 - 2.45pm	**FUTURE GARNETHILL**	Imagining Garnethill in 10 years time
2.45 - 3pm	**BREAK**	
3 - 3.55pm	**CO-DESIGNING PRINCIPLES**	Designing GSA's engagement role
3.55 - 4.15pm	**TURNING IT INTO ACTION**	Collectively creating tangible opportunities
4.15 - 4.30pm	**ROUND UP**	Evaluation and reflection

Figure 14. Simms, H. (2020) Co-Design Workshop Programme. Illustration. Source: authors own

4.4.2 ACTIVITY ONE - WARM UP

This activity introduced the participants to each other using a large scale map of Garnethill which I placed in the centre of a table and asked the participants to sit around on arrival. The Profile card (Figure 15) included the question 'What's great about Garnethill?', to prompt participants to think about assets in Garnethill and to hear and share different positive opinions about the area. I started the discussion by reading aloud my card and placing it where my office is based in the neighbourhood. Going around the table, each participant read out their profile card and placed it on the map, sharing their name, which group or organisation they are part of and sharing what they felt is great about Garnethill (Final Map in Figure 16).

4.4.3 ACTIVITY TWO - UNDERSTANDING VALUES

This activity was based around the seven Values, with the intention of enabling participants to discuss these values and share what they meant to them. It was also an opportunity for these values to be validated by the participants and I asked them to critique any values they felt were inaccurate or missing.

For each value I developed two questions responding to the findings of the analysis. This informed the Question Cards (Figure 17), which I asked participants to read through in preparation for the workshop.

Figure 15. Simms, H. (2020) Co-Design Workshop - Profile Card. Illustration. Source: authors own

Figure 16. Simms, H. (2020) Co-Design Workshop - Warm Up Exercise. Image. Source: authors own

TRAUMA + CHANGE

Garnethill has gone through a lot of change and trauma both historically and recently with area development and the Mackintosh fires. With recent events, both GSA and Garnethill are perceived to be in a defensive and sensitive position.

COMMUNITY SPIRIT

Both residents and local organisations are proud of the generosity and neighbourliness they've experienced in Garnethill. There is a willingness and openness to take part and a strong history of community action.

DIVERSE + TRANSIENT

Garnethill is dynamic, complex and diverse. It was felt the area has a genuine and tolerant community with many different cultures living together. GSA has a wide variety of students, staff and creative disciplines that makes up the institution.

COMMUNICATION + RELATIONS

GSA is seen to be distant to residents and businesses and they do not feel it has any relevance to them. There is a desire for GSA to be more connected and develop relationships, as well as Garnethill becoming more connected amongst it's communities.

WHY SHOULD WE BUILD ON THE STRONG COMMUNITY SPIRIT OF GARNETHILL?

WHY SHOULD WE PROVIDE OPPORTUNITIES FOR HEALING AND GROWTH IN GARNETHILL?

WHY SHOULD WE MAKE GSA MORE MEANINGFUL TO PEOPLE LIVING AND WORKING IN GARNETHILL?

WHY SHOULD WE ADDRESS THE CHANGING DEMOGRAPHICS OF THE AREA AND BRING TOGETHER DIFFERENT AUDIENCES?

Figure 17. Simms, H. (2020) Co-Design Workshop - Question Cards. Illustration. Source: authors own

After introducing the research and the aims of the workshop, I asked the participants to split themselves up into pairs or groups of three. I designed a series of A1 sheets, with each Value and the two responding questions, and placed these in a row along the window of the space (Figures 18 and 19). I asked the participants to stand up and I talked through the seven Values on the wall, asking the pairs to look through them and discuss which ones were more pertinent and to respond to the questions on the sheets. I included a blank sheet for participants to add any Values they felt were missing.

POWER

GSA is seen as one of the most powerful art institutions in Scotland, it was an aspiration for some to study there and it has a reputation for innovative creative work being produced. However, with this power GSA is seen as dominating the area.

VOTE

WHY SHOULD EVERYONE HAVE AN EQUAL LEVEL OF VOICE AND AGENCY IN THE NEIGHBOURHOOD

IN WHAT WAYS CAN GSA SEEK TO BALANCE POWER AND IMPACT IN THE NEIGHBOURHOOD?

Figure 18. Simms, H. (2020) Co-Design Workshop - Example of Value Worksheet. Illustration. Source: authors own

Figure 19. Simms, H. (2020) Co-Design Workshop - Participant filling Value sheets. Image. Source: Silvia Cantalupi

4.4.4 ACTIVITY THREE - FUTURE GARNETHILL

The participants had now met each other and had an opportunity to reflect and discuss in small groups what was valuable and important to them about community engagement between Garnethill and GSA. This tool asked participants to speculate what Garnethill could be like in 10 years, using a designed sheet (Figure 20) to structure discussions. The purpose of the tool was to get participants to think about how they would like to see Garnethill develop, what they felt are strengths of the area and what aspirations they have for the area.

I split the group randomly into three smaller groups of four people for this activity, enabling them to hear a mixture of opinions and collectively develop a Future Garnethill (Figure 21). The sheet started by asking participants to speculate why someone would want to live, work or study in Garnethill in 10 years, asking them to put themselves in different future scenarios and start shaping how this future Garnethill would be experienced. It then asked what the strengths and challenges of the area would be, followed by unexpected changes. The final section asked the participants to come up with a slogan to represent this future vision of Garnethill, as a way for the participants to summarise their discussions.

The activity finished with each group sharing their slogan with the room and the reasons why they came up with it. One of the groups struggled with the concept of a slogan and created a visual word map.

IMAGINE A FUTURE GARNETHILL

How would you like Garnethill to be in 10 years time? Discuss the questions below and write down your thoughts. Finish the exercise by creating a slogan to celebrate your vision of a future Garnethill.

WHY WOULD SOMEONE...

WORK HERE?

LIVE HERE?

STUDY HERE?

STRENGTHS?
What could the neighbourhood be renowned for?

CHALLENGES?
What issues could the neighbourhood be facing?

UNEXPECTED CHANGES?
Imagine what potential and unforeseen changes could affect the area...

SLOGAN
Create a slogan to advertise your Future Garnethill. What would you want to celebrate?

Figure 20. Simms, H. (2020) Co-Design Workshop - Future Garnethill Worksheet. Illustration. Source: authors own

Figure 21. Simms, H. (2020) Co-Design Workshop - Participants working on Future Garnethill exercise. Image. Source: Silvia Cantalupi

4.4.5 ACTIVITY FOUR - CO-DESIGNING PRINCIPLES

PART ONE - ROLE OF GSA

Again the group was split randomly into three smaller groups to maximise opportunities for participants to work with different people. This tool was a structured sheet (Figure 22) asking participants to discuss what they felt the role of GSA should be in within Garnethill, using the Values from the beginning of the workshop as prompts. At the end of the discussions, each group shared a summary of their discussion with the rest of the room.

PART TWO - PRINCIPLES

Informed by the analysis of the walking interviews, I drafted six Principles highlighting key factors that participants felt this engagement between GSA and Garnethill should achieve. Following the discussions about the role of GSA, I asked participants to explore these Principles in groups of two and three by responding to a series of sheets (Figure 23). Each Principle sheet had two sections, the first asking participants to explain why they felt the Principle was important and the second asking participants to think of ways that these Principles could be achieved (Figures 24 and 25). The second question was split into three sections, Now, Tomorrow and Future, so the group considered what actions or opportunities could happen immediately, needed a longer time frame or could be aspirational. I included an extra sheet for participants to add any Principles they felt were missing.

IMPACT OF CREATIVITY

ROLE OF GSA?

What kind of role or relationship do you feel GSA
should have within the Garnethill neighbourhood?
How could this role support your vision of
Future Garnethill?

DIFFERENT AUDIENCES

COMMUNITY SPIRIT
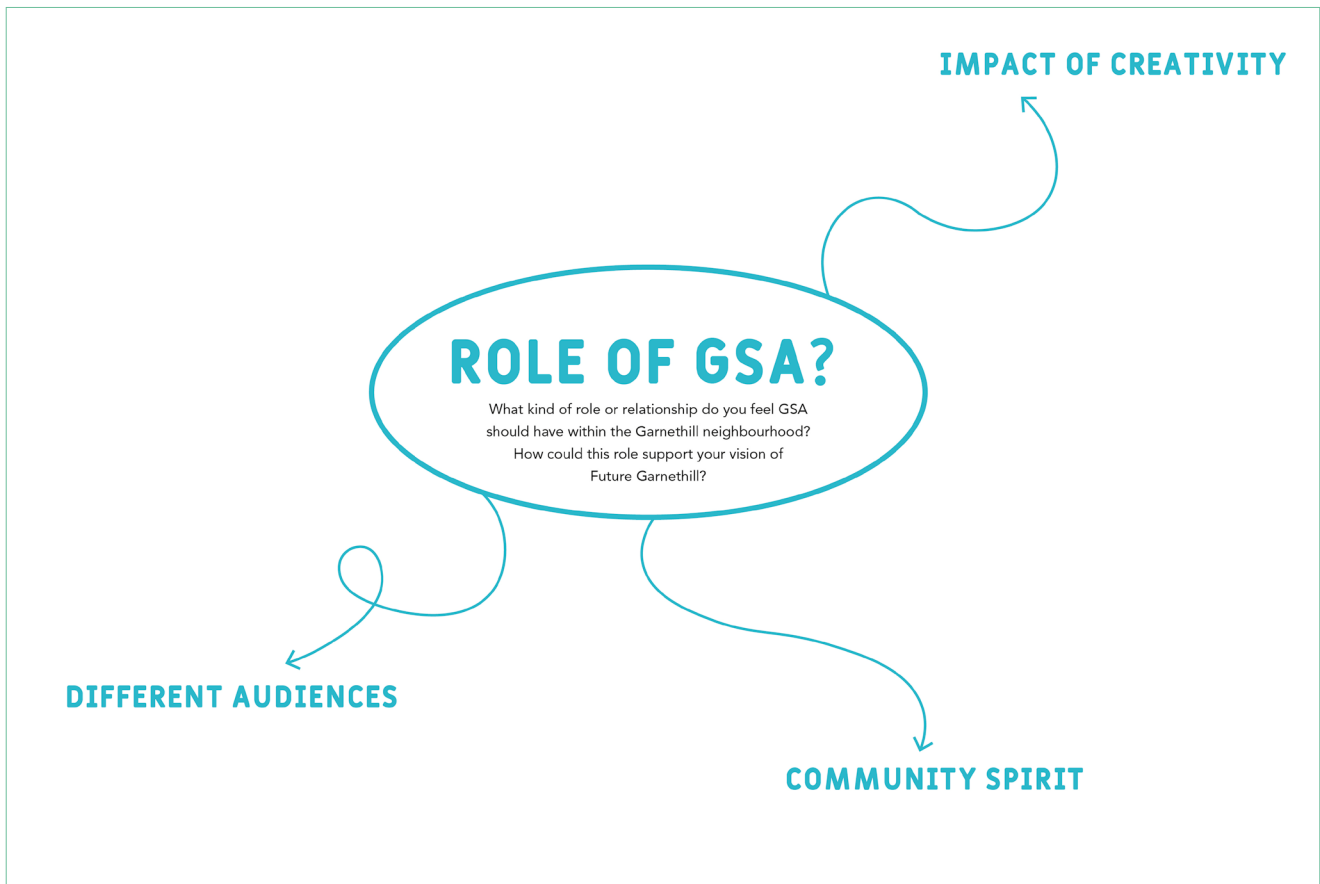
Figure 22. Simms, H. (2020) Co-Design Workshop - Role of GSA Worksheet. Illustration. Source: authors own

Figure 23. Simms, H. (2020) Co-Design Workshop - Introducing Principle Worksheets to group. Image. Source: Silvia Cantalupi

It is felt that GSA benefits from its location within Garnethill and that GSA should give back to the area because of this.

There is an opportunity for GSA to celebrate the neighbourhood and see it as a source of richness.

GARNETHILL

CELEBRATE GARNETHILL

VOTE

WHY IS THIS PRINCIPLE IMPORTANT?

WHAT DO WE NEED TO DO TO ACHIEVE THIS?

NOW

TOMORROW

FUTURE

Figure 24. Simms, H. (2020) Co-Design Workshop - Co-Designing Principles Worksheet. Illustration. Source: authors own

Figure 25. Simms, H. (2020) Co-Design Workshop - Participants discussing Principle Worksheets. Image. Source: Silvia Cantalupi

4.4.6 ACTIVITY FIVE - TURNING IT INTO ACTION

The final tool asked participants to choose one opportunity they had written on the Principles sheet and as a group co-design it into a proposal through a series of actions or steps. The participants were randomly split into three smaller groups again and asked to use the skills and resources within their group to make the actions realistic. The structured sheet (Figure 26) gave participants a timeline to work on, split into Now, Tomorrow and Future, and prompted them to consider who could be involved and what the benefits and outputs could be. This tool aimed to provide a tangible ending to the workshop, with the participants co-designing an opportunity informed by themes of the workshop and based on the skills and resources within the group (Figure 27). At the end of the exercise the groups shared their proposals with the rest of the room, which concluded the workshop.

4.4.7 WORKSHOP SUMMARY

The data collected at the workshop was through annotated engagement tools, audio recordings of the group discussions and field notes. I also gave an evaluation sheet to participants to capture how they had experienced the workshop, an example can be found in Appendix E. On some of the engagement tools I included a voting box, shown on the original designs (Figure 24), but I decided not to use this. This was due to attending a workshop the day before where voting and prioritising was used. I felt this made the discussions oversimplified and it was a way to quicken up analysis by the facilitators, neither of which I wanted to be aspects of this workshop.

TURNING IT INTO ACTION

Choose an opportunity and discuss as a group what next steps or actions could be taken to achieve this. Try to use the skills and resources within your group to inspire possible ideas and initiatives.

NOW   TOMORROW   FUTURE

OPPORTUNITY

CONSIDER...

WHO'S INVOLVED

BENEFITS

OUTPUTS
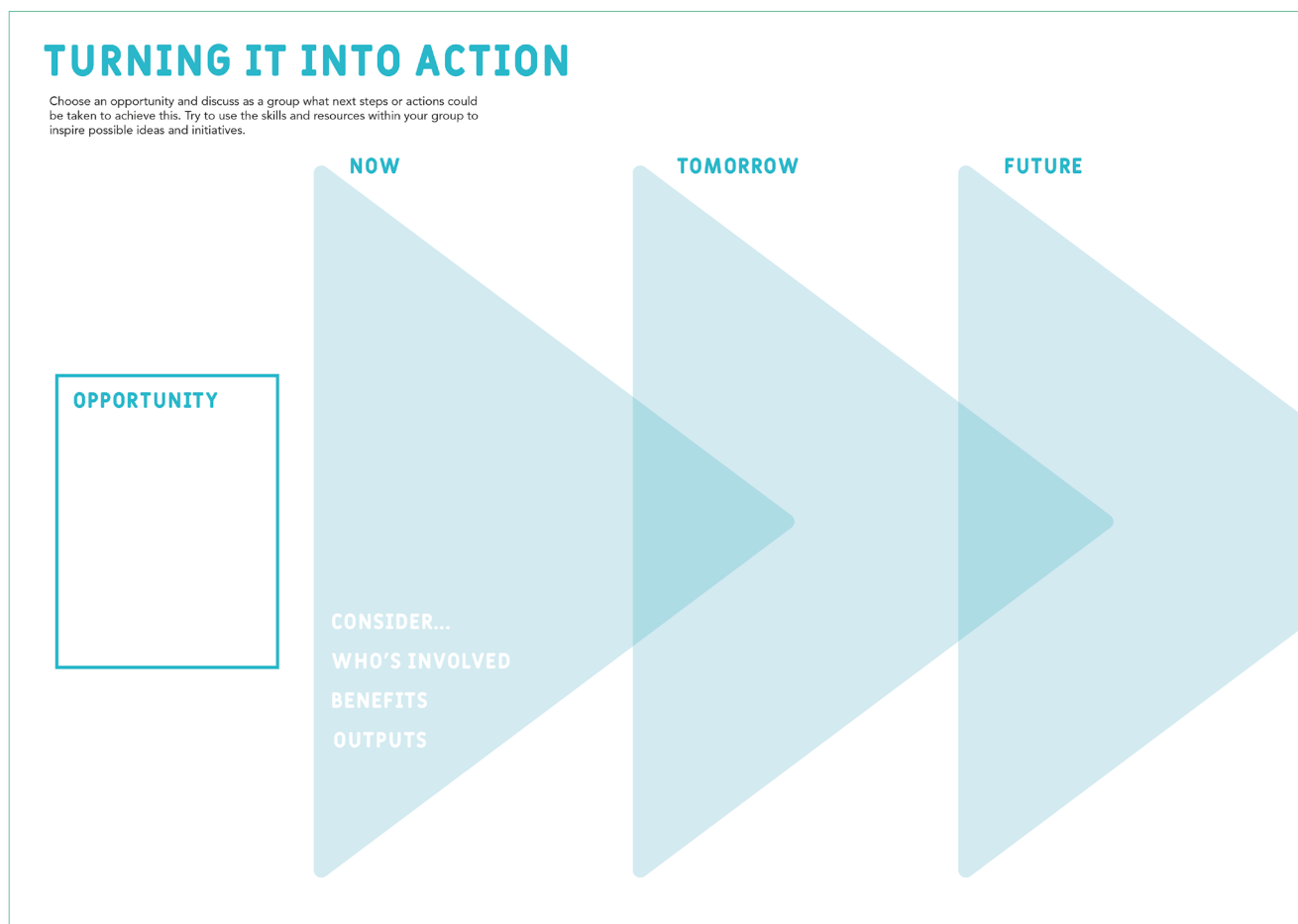
Figure 26. Simms, H. (2020) Co-Design Workshop - Turning It Into Action Worksheet. Illustration. Source: authors own

Figure 27. Simms, H. (2020) Co-Design Workshop - Turning It Into Action Discussions. Image. Source: Silvia Cantalupi

4.4.8 ANALYSIS OF WORKSHOP

I used the same six stage process of TA to analyse the data captured from the workshop. Following the same format as the walking interviews, I concluded the analysis by structuring the identified themes into a visual report. I structured the report as a draft Community Engagement Strategy to present the developed themes and values as a more tangible output. The themes were structured into Key Learnings, Shared Values and Engagement Opportunities. The Key Learnings were themes that covered how the context of Garnethill and GSA are perceived, their evolving relationship and the key reasons why a community engagement strategy is needed in this context. The six Shared Values were ideals and aspirations the participants wanted to shape the strategy around. The four Engagement Opportunities described the avenues in which participants felt community engagement should be explored within the context. Figure 28 provides an overview of these themes.

I sent the draft strategy to participants to evaluate through an online survey, asking them if the identified themes accurately represented their views and for feedback on how the actual document could be strengthened. The survey and answers can be found in Appendix F. Following seven responses, I updated the strategy in line with participants' comments. The updated strategy is shared in the following chapter.

4.5 PHASE FOUR – GROUNDING VALUES

TA identified a series of engagement opportunities between Garnethill and GSA based around the values that had been developed by participants through the first workshop. Continuing to follow the framework of Iverson, Halskov and Leong (2010), the final stage of the process seeks to ground these values by turning the opportunities into tangible or realisable actions. Reflecting on the first workshop, I found that it had not provided as much space for grounding or designing as I had wanted, and was more explorative and discursive in nature. I decided to design a co-design workshop that facilitated participants to design actions and proposals around an engagement opportunity.

4.5.1 VIRTUAL CO-DESIGN WORKSHOP

I initially planned to design a fast paced co-design workshop, kept purposefully open and unstructured, with the group given a brief with questions and challenges to respond to and create design solutions and/or new forms of engagement. The purpose of the workshop was to provide a grounding of the values revealed from the first workshop, but also provide another opportunity for stakeholders to connect and develop positive working relationships. I restructured the opportunities into design briefs, and the design brief for this workshop was Engaging Students (Figure 29).

Following Covid-19 restrictions, the workshop was adapted so it could be hosted virtually and the format altered to suit a remote environment. I used Zoom and a Miro whiteboard because of their interactive and social capabilities. To support positive remote collaboration and discussion I designed the workshop to be more structured and invited a smaller group to participate (Tippin et al, 2018; Kayan, 2019). I invited participants, all having previously taken part in this research, who had an interest or relevant knowledge around the brief. The intention was that they would design viable proposals with the potential of being implementable after the research. I worked with three participants and the workshop was structured into five stages of engagement tools, starting with a warm up and individual tasks leading to group discussions and the development of an outcome (Figure 30).

KEY LEARNINGS

WHAT HAVE WE LEARNT ABOUT THE CONTEXT?

"HEART OF THE CITY"
GARNETHILL
INTERNATIONAL AND DIVERSE
INCLUSIVITY AND CREATIVITY

GARNETHILL
CONSTANT AND EVOLVING RELATIONSHIP
GSA

SHARED AIMS
GARNETHILL   GSA
CLEAR BOUNDARIES

WHY DO WE NEED AN ENGAGEMENT STRATEGY?

| HEALING | RESPONSIBLE CULTURAL INPUT |
| INNOVATION AND RESEARCH | HUMANISING THE INSTITUTION |

SHARED VALUES

MEANINGFUL + RESPONSIBLE IMPACT

GREEN + SUSTAINABLE NEIGHBOURHOOD

INCLUSIVE + ACCESSIBLE

COLLABORATIVE AREA DEVELOPMENT

REPRESENTATION

LONG TERM + SUSTAINED APPROACH

ENGAGEMENT OPPORTUNITIES

COMMUNICATION

COLLABORATION + PARTNERSHIPS

STRATEGY + DEVELOPMENT

ENGAGING STUDENTS

Figure 28. Simms, H. (2020) Themes from Co-Design Workshop Analysis. Illustration. Source: authors own

DESIGN BRIEF: ENGAGING STUDENTS

OPPORTUNITY:

GSA has over 2,000 creative students studying each year with many looking for opportunities to develop skills and experience during their studies. Garnethill has a broad range of groups and organisations who could support or be supported by students. There is an opportunity to develop avenues for participation, community outreach and live projects to enable rich experiences and collaboration for both students and local stakeholders. What kind of opportunities can be developed for students to engage with local stakeholders?

AUDIENCE:

GSA Students - 4 years of Undergraduates, 1-2 years of Postgraduates, Researchers. Studying Art, Architecture, Design, Innovation and Simulation + Visualisation.
GSA Student Association
Garnethill Local Stakeholders - Community groups, Business, Education, Culture

QUESTIONS TO CONSIDER:

How can students be connected with local stakeholders and find out about local initiatives?

How can students be supported to work or engage with community groups?

How can community groups be supported to work or engage with students?

What skills and experiences will community groups and students gain from this idea?

Figure 29. Simms, H. (2020) Engaging Students Design Brief. Illustration. Source: authors own
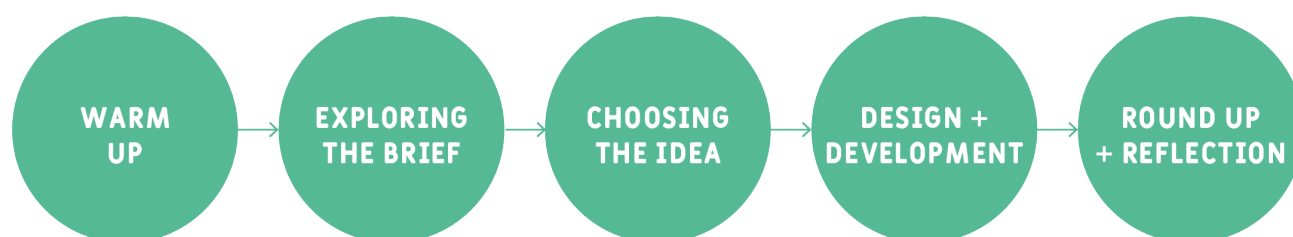
Figure 30. Simms, H. (2020) . Co-Design Workshop Structure. Illustration. Source: authors own

To ensure the participants were comfortable with using the digital platforms before the workshops, I sent an information pack and access to the platforms a week before. I gave them access to the Miro board so they could see the structure of the workshop and asked them to complete a part of the warm up exercise before the workshop. Informed by taking part in other MRes student's workshop trials, I also included a section at the beginning to discuss navigation options and try out the functionality of the platform with participants to ensure everyone felt able to use them (Figure 31).

Following a warm up exercise, I read aloud the design brief and asked participants to respond individually with ideas, thoughts and challenges. I put together an inspiration board for reference which included examples of local stakeholders, community engagement projects from other universities and ideas that had been raised from the previous workshop. I asked each participant to expand on their ideas and share with the group. I then asked them to look over all the ideas and start arranging them into similar groups or themes (Figure 32). We discussed each of these larger groups, talking about the benefits and challenges of each.

From these discussions, participants chose which idea/s they would like to take forward to develop. I had originally planned an exercise to validate the ideas by seeing if they aligned with one or more of the Shared Values, but we ran out of time. We jumped to the final exercise with the chosen idea - 'Embed local partnerships within curriculum'. This exercise asked a series of questions around practicalities and timings to flesh out the idea and develop it into a final proposal (Figure 33).

4.5.2 WORKSHOP SUMMARY AND ANALYSIS

The data collected at the workshop was through annotated engagement tools, audio recordings of the discussions and field notes. I analysed the data through TA and refined the themes (Figure 34) and final proposal into a visual document that I could send the participants to review.

I asked the participants to reflect on the workshop immediately after in response to a question on Miro. Following the workshop I sent an evaluation to participants which included the final proposal. The outcomes of this workshop were included in the final Community Engagement Strategy and sent out to all participants to evaluate.

1. WORKSHOP INTRODUCTION

AVENUES OF DIALOGUE RESEARCH PROJECT

This research aims to gain an understanding of Garnethill and The Glasgow School of Art through the experiences of local stakeholders and, through a participatory process, identify shared values and engagement opportunities that will shape a community engagement strategy between the neighbourhood and institution.

TODAY'S WORKSHOP

This workshop is the final part of the fieldwork, bringing participants together to discuss and develop ideas and initiatives around the opportunity - Engaging Students. The aim of the workshop is to collectively develop a tangible and viable concept that I can take forward through my role as Community Engagement Officer after this research project.

TODAY'S PROGRAMME:

10 minutes	**INTRODUCTION**
15 minutes	**WARM UP**
30 minutes	**EXPLORING THE BRIEF**
20 minutes	**DESIGN + DEVELOPMENT**
15 minutes	**ROUND UP + REFLECTIONS**

miro

1. WORKSHOP INTRODUCTION

NAVIGATION

We need to make sure everyone has the correct settings:

1. Click on the 'Settings' Icon at the top right of your screen.
2. Click on 'Navigation Mode'
3. Choose either Trackpad or Mouse depending on what you are using.

Let's check everyone is happy with moving around the board.

USING MIRO

Today we will using the Sticky Notes function on Miro. To make sure everyone can use this, let's follow the steps below:

1. You can only move and edit sticky notes when you are on the 'Select' mode. This can be found on the left hand side, at the top of the bar. Click on this icon:

2. Click on the sticky note you want to use, it will become highlighted. To move it you can click and drag it to the area you want.
3. To type, double click on the sticky note. The size of the text will adjust depending on how much you type.
4. You can change the size of the note by clicking on of the corners and dragging.

ASSIGNED COLOURS

Hi A.

Hello! Happy!

Hi all!

Hello ideas thoughts workshop

miro

Figure 31. Simms, H. (2020) . Workshop Introduction + Navigation Boards. Image of Miro Boards. Source: authors own

3. EXPLORING THE BRIEF

DESIGN BRIEF:
ENGAGING STUDENTS

OPPORTUNITY:

GSA has over 2,000 creative students studying each year with many looking for opportunities to develop skills and experience during their studies. Garnethill has a broad range of groups and organisations who could support or be supported by students. There is an opportunity to develop avenues for participation, community outreach and live projects to enable rich experiences and collaboration for both students and local stakeholders.

What kind of opportunities can be developed for students to engage with local stakeholders?

POTENTIAL AUDIENCES:

- GSA Students: 4 years of Undergraduates, 1-2 years of Postgraduates, Researchers.
Studying Design, Art, Architecture, Innovation and Simulation and Visualisation.
- GSA Student Association
- Garnethill Local Stakeholders: Community groups and Organisations, Businesses, Educational and Cultural Institutions.

QUESTIONS TO CONSIDER:

- How can students be connected with local stakeholders and find out about local initiatives?
- How can students be supported to work or engage with community groups?
- How can community groups be supported to work or engage with students?
- What skills and experiences will community groups and students gain from this idea?

PLEASE PUT YOUR THOUGHTS, CHALLENGES + OPPORTUNITIES HERE:

- GMC - opp to engage with wider groups
- Monthly newsletter for Garnethill events + opps
- FB group to connect community news
- Making GSASA more of a community space?
- Community space within GSA?
- Student Newsletter - monthly
- Community Engagement Officer link
- Question 3: CEO awareness of the need of the community, identifying the right Students to meet those needs and supporting the process all through.
- ...port from the Community Engagement Officer, make links between the Students and other Stakeholders in the community. Using informal gatherings, events and email and social media
- I think community spaces are important for the initiative to be sustained, somewhere in GSA or GSASA?
- Sourcing + Sharing volunteering opportunities
- Question 2: The Community Engagement Officer linking them up initially with the stakeholders and supporting them all the way through
- 3. Online platforms such as fb can play a part. Engaging community groups in early project stages where possible, so the their thoughts and ideas can inform design and fine art outcomes.
- Online & physical platforms (noticeboard, GSASA or Garnethill newsletter) to tell everyone in the community of new opportunities and events
- Bringing community groups & students together will develop new ideas and relationships. When students graduate they could continue to work with the community groups in a professional relationship
- Participant 3
- How do we make sure the interactions are sustained?
- Elected members of each group (incl. staff and students) to attend regular community meetings
- Student Champions/Leads on community engagement - Within GSASA?
- student representatives at events like Glasgow Film Festival Open days at each community space and GSA
- Connections between local cultural institutions
- Regular, sustained interactions
- One annual live project each year, partnering a GSA school and local partner
- 4. Projects could be more exciting through evolving from a broader base of reference. Bigger issues, like design and artistic responses to global warming could find local responses.
- 2. Design briefs and art projects that are either carried out within the community or with community interaction that complement students' studies.
- Projects held as part of the curriculum such as the Cross School Course or programme electives
- Growing and gardening skills - locavore, FROGGS and students
- Shared well-being, community and student
- Enriching student experience
- 1. Online platforms set up specifically for the interaction of students with local community, where we can see each other as neighbours rather than us and them. Freshers' week engagements.
- Annual outdoor event between GSA and local partners - Students taking part in planning and delivering
- Regular community celebratory events focusing on different celebrations in each community group (religious holidays, solstices, graduation party) so everyone builds familiar relationships
- Students have a range of skills they can offer community groups like digital design, space design, murals & photographing live events
- Question 4: Community groups will gain arts and culture skills. Students will gain the knowledge and experiences of the community
- Architectural design + build, branding exercise
- Locavore and Communication Design students have done projects together before - could this be continued in a more formal way?
- Creative placement within Garnetbank for current students
- Community more informed about design processes by working with students
- During the Freshers' Week held every September, local organisations could hold stalls ... show students what they do, similar to the Freshers' Fair hel... already but a separate event ju... for Garnethill community groups & organisations
- relationships beyond students and business
- Participant 3
- How can upskill members of the community?
- Community engagement as part of the curriculum - formal, decorative
- students setting up their own briefs in response to engagement with community
- More formal structures in curriculum? Or streams through GSASA
- Reflection for students on how they consult/work with communities in their practices

miro

Figure 32. Simms, H. (2020) . Exploring the Brief Activity. Image of Miro Board. Source: authors own

5. DESIGN + DEVELOPMENT

OPPORTUNITY

LET'S DEVELOP THIS!

Projects held as part of the curriculum such as the Cross School Course or programme electives

TO CONSIDER..

WHO'S INVOLVED?

AUDIENCE / PARTICIPANTS?

HOW IS IT FUNDED?

TIMINGS?

CHALLENGES / BARRIERS?

IMPACT + LEGACY?

Knowing each other as neighbours - more connected

Local response to COP26 2021 - overarching theme

Brief developed by discussions of local stakeholders

Skills in communication

1st year students - several groups

Skills Exchange?

Programme designed by local stakeholders

Supported by a series of events

Bringing in a mixture of stakeholders

Cross-departmental part of curriculum - bringing different students together

NOW

TOMORROW

FUTURE

Each group is assigned a different stakeholders

First version - Garnethill

Regular interaction for 1st year students to GH

Benefits of gained skills - Other neighbourhoods in glasgow / types of groups / issues

Linking with First Year Experience structure

Challenges

Ensure outputs are tangible and real life

making sure relationships are fruitful and mutual

Community has the same amount of agency and voice

Community groups understand how to interact with students

Variety of outputs

sure e is a supportive role in place

Understand interest from local stakeholders

Benefits

Better connected community

opportunity to evolve an artwork from a broader base

Skill development

professional development and developing positive working relationships

Integrating new students to the area

Potential to transfer to other contexts (Forres)

Improve perception of GSA in GH

Figure 33. Simms, H. (2020). Design + Development Activity. Image of Miro Board. Source: authors own

4.7 FIELDWORK SUMMARY

The fieldwork ran from January 2019 to July 2020 and was structured into four phases. The first phase allowed me to develop a knowledge of the context, stakeholders and dynamics at play through six months of immersion. The second phase focused on emerging values with local stakeholders through sixteen walking interviews, gaining insight into the perceptions and experiences of GSA and Garnethill. The third phase brought twelve stakeholders together to develop these values, discussing and sharing their aspirations for Garnethill and the role of GSA within it. The final phase of fieldwork focused on grounding values with three stakeholders co-designing engagement initiatives based on the findings from the first workshop, turning the developed values into viable future actions. From these phases I collected data through handwritten notes, audio recordings, annotated engagement tools and field notes. I analysed the data using Thematic Analysis (Braun and Clarke, 2006) and Situational Analysis (Clarke, 2005), the findings and outputs of the fieldwork are discussed in the next chapter.

I concluded the fieldwork by sending an updated version of the Community Engagement Strategy, informed by participants' feedback, and the project proposal to all participants alongside a final evaluation survey. The survey questions and answers can be found in Appendix G.

ENRICHING THE STUDENT EXPERIENCE

COMMUNICATION AND SHARING

Area-wide monthly newsletter - Regular digital and/or physical update for and by Garnethill Stakeholders.

Develop effective modes of communication between students and community stakeholders.

ENCOURAGING INTERACTION

Utilise Freshers Week and Degree Show - use these moments of celebration to encourage interactions between students and local stakeholders through events.

Community/Garnethill Student Reps - To attend regular community meetings and local stakeholder events, develop initiatives with local stakeholders

Connected programme - Aim to strengthen shared wellbeing of community and students through informal social interactions. E.g. outdoor events, skill exchange

COMMUNITY ENGAGEMENT WITHIN CURRICULUM

Embed local partnerships within curriculum - Within Cross School Course, Programme Electives, First Year Experience or Live Projects. Could explore broader issues through a local lens.

Understand how interactions with community contexts can benefit student's creative professional development.

Skill Exchange - Students will develop skills in communication, team work and collaboration, reflecting on their own practises and how they work with communities. Communities can upskill in creative methods and gain a deeper understanding of the creative process.
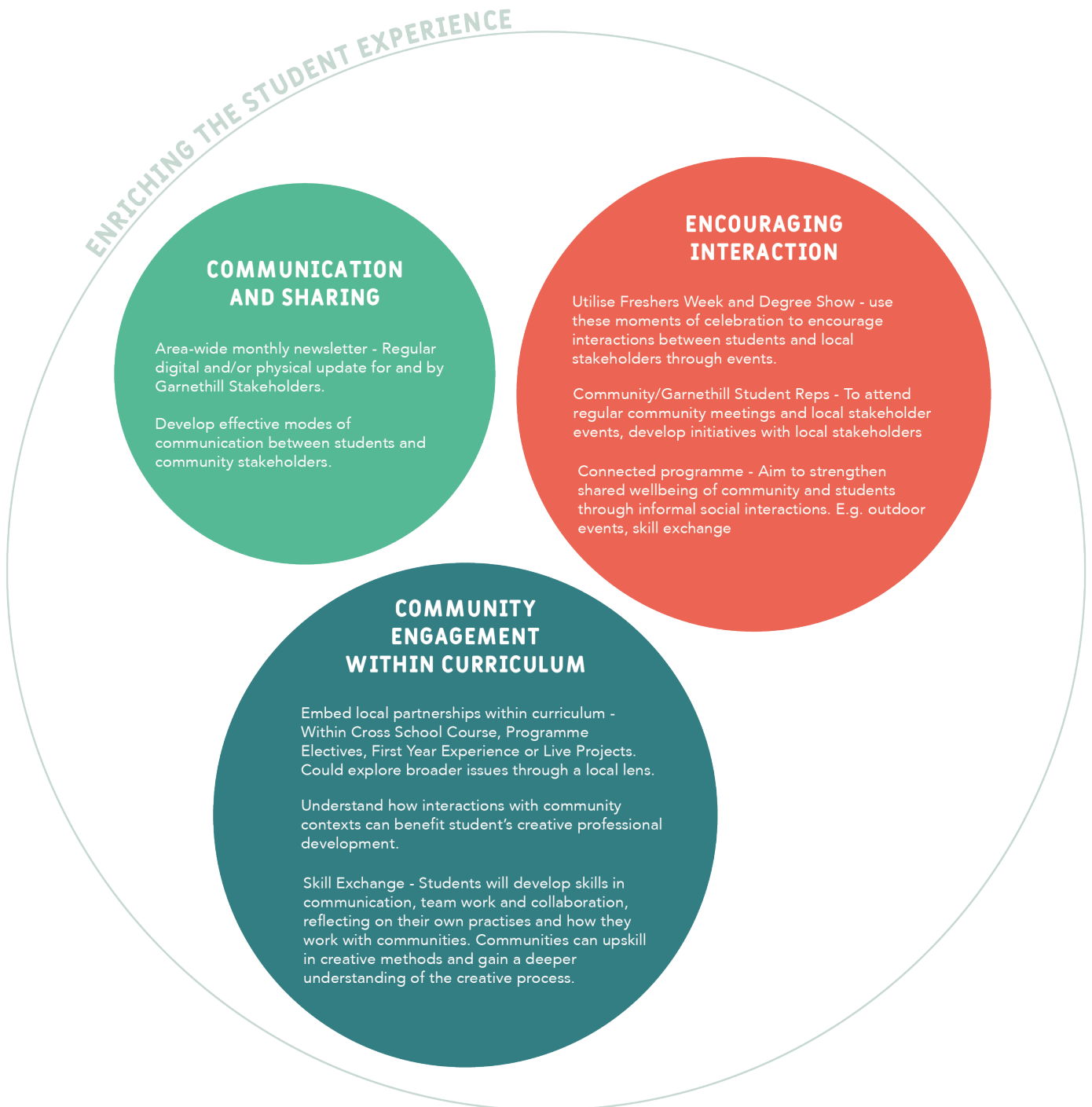
Figure 34. Simms, H. (2020) . Virtual Co-Design Workshop Refined Themes. Illustration. Source: authors own

ANALYSIS AND FINDINGS

5.1 INTRODUCTION

The aim of this research is to gain an understanding of how Garnethill and GSA are perceived and experienced by people living, working and studying there. Through a participatory process with local stakeholders, the research seeks to identify shared values and engagement opportunities to shape the design of a community engagement strategy between the neighbourhood and institution. Finally, the research reflects on the use of PD methods to understand their impact in this context. Following the collection of data through fieldwork, this data has been analysed and a set of findings and opportunities have been identified. In this chapter I present these findings and opportunities, structured around the three research questions. I then conclude with the outputs of the research which are a community engagement strategy, a set of engagement opportunity design briefs and an engagement project proposal.

5.2 THEMATIC ANALYSIS FINDINGS

The following themes have been identified from TA of the data gathered from the walking interviews and first co-design workshop.

5.2.1 PERCEPTIONS AND EXPERIENCES

Research Question 1 - How are The Glasgow School of Art and the neighbourhood of Garnethill perceived and experienced by people living, working and studying in the context?

THEME 1: GARNETHILL: COMMUNITY, DIVERSITY AND CREATIVITY

Figure 35. Simms, H. (2020) Garnethill - Heart of the City. Illustration. Source: authors own

Garnethill has a strong sense of self, identity and community, with participants seeing it as the 'heart of the city' (Figure 35). The future-focused exercise in the first workshop highlighted several ambitions and desires of stakeholders for Garnethill over the next 10 years (see page 44). The exercise ended in the development of slogans with two of the groups coming up with 'One Hill, One Community, All Welcome' and 'Garnethill ingredients - Creativity, community action together', highlighting the importance of diversity, inclusivity and creativity. Themes of history and heritage also came up and the desire for Garnethill to be known for 'best practice' in community action and collaboration.

International communities continue to shape Garnethill and it is important to recognise this as a characteristic and asset of Garnethill. Diversity of Place was seen as a key principle for the area and it is a desirable factor for stakeholders to live and work within an international community. Stakeholders felt it is vital to support this rich and diverse neighbourhood by celebrating and enabling inclusivity, representation and diversities of culture.

> "Your Garnethill, Our Garnethill and that was thinking about the importance of international communities and how that has really shaped Garnethill and will continue to shape Garnethill."
>
> GSA Staff Participant

THEME 2: THE GLASGOW SCHOOL OF ART: POWER, VISIBILITY AND OPPORTUNITY
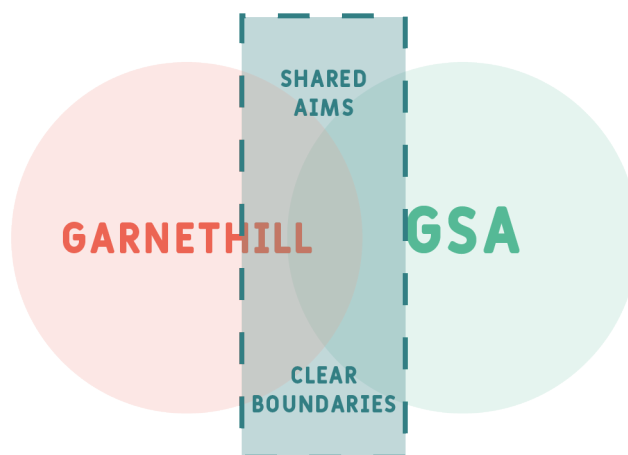
Figure 36. Simms, H. (2020) Clear Boundaries and Shared Aims. Illustration. Source: authors own

GSA is seen as one of the most powerful art institutions in Scotland, it was an aspiration for some participants to study there and it has a reputation for innovative creative work being produced. However, with this power GSA is seen, by participants from all groups, as dominating the area through impact and physical presence. With its reputation and recent events, GSA has become very visible. However, there is a conflict of perceptions on the size of the institution on both a physical and capacity level. This conflict of visibility is also apparent with some participants feeling that GSA is a hidden asset in Glasgow, only accessible during Degree Shows or for those who already have a relationship to it.

With GSA being an independent art school, participants felt that the institution had the freedom to develop its mission and open up its knowledge, spaces and activities towards the local communities. The group felt it was important for GSA to be clear on its values and mission as an institution and within its community engagement strategy, so GSA and Garnethill can find common aims to work together on. Participants wanted GSA to be known as a place of community, compassion and intent, and for openness, accessibility and progressiveness to be part of GSA's mission.

In order to develop GSA's community engagement effectively, participants felt it was vital for GSA to decide what its responsibilities and boundaries are within the community. GSA needs to have clear boundaries, to create sustainable partnerships and work out where best it can focus its skills and resources (Figure 36).

> "I'm not sure GSA was aware of how much they were impacting the community by being there."
>
> Garnethill Participant

> "It's a perception thing, it seems a major problem for the Art School to understand how they are actually perceived."
>
> Garnethill Participant

THEME 3: RELATIONSHIP BETWEEN GSA AND GARNETHILL – WHY IS A COMMUNITY ENGAGEMENT STRATEGY NEEDED?
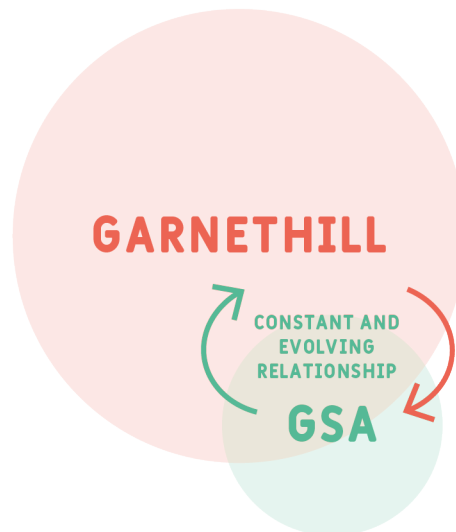
Figure 37. Simms, H. (2020) Relationship between Garnethill and GSA. Illustration. Source: authors own

The relationship between GSA and Garnethill is constant and constantly developing, participants felt it is important that as an institution GSA is keenly aware of this (Figure 37). As one participant put it, GSA cannot separate from the community and is a great part of the area, but only one of the many ingredients that make up the neighbourhood. For example, participants felt GSA brings new people into the area and Garnethill encourages them to stay. It is important for GSA to understand who and what is in the area and acknowledge that residents live and use the neighbourhood alongside the institution.

> "If you have a community that sees you as part of them, the moment that something goes bad, your community will understand and will defend you or help you."
>
> Garnethill Participant

Following on from this, four key reasons were identified for why GSA and Garnethill should have a community engagement strategy:

HEALING

> "Experiences of trauma can be positively utilised to learn and change our existing social order. Why did the fire have such a devastating impact on Garnethill past the initial event? Why didn't GSA focus more on communication and support for the Garnethill community? Rather than focus on past events, we can recognise their impacts and how these can be changed for a more equal and less damaging future for all members of Garnethill community."
>
> Sticky Note - Trauma and Change Worksheet

From both the impact of the Mackintosh Fires and the continued impact of GSA in Garnethill, participants felt it is necessary to allow for healing by enabling open dialogue and expression of individual experiences. One participant felt that experiences of trauma can be positively utilised to learn and change existing social structures.

RESPONSIBLE CULTURAL INPUT

> "I think you (GSA) are part of the cultural conversation of Glasgow."
>
> Garnethill Participant

With GSA being a key part of the cultural conversation of Glasgow, stakeholders discussed the need for the institution to have a 'responsible cultural input'. In the context of Garnethill, this should aim to develop a focused creative impact in the area, looking specifically at creativity for wellbeing and creative activism.

INNOVATION AND RESEARCH

Participants felt that GSA should focus on distributing institutional knowledge locally through co-developing community/neighbourhood interest with creative and educational partnerships. There is the opportunity for Innovation and Research to be enriched by community partnerships and local understanding, and that outcomes and learning can be shared to inform professional practice and policy.

HUMANISING THE INSTITUTION

> "One of the interesting things about today is that people are putting faces to names, it's more… looks like networking, but it is really important because then it stops just being GSA and becomes Harriet at GSA or.. or it becomes people rather than an institution."
>
> GSA Staff Participant

The creation of the community engagement role and the group workshop enabled Garnethill stakeholders to get to know people working and studying at GSA. This has started to humanise the institution and make it feel more open, which participants feel is important and needs to continue, possibly with more roles provided with a remit for community and engagement.

5.2.2 SHARED VALUES AND ENGAGEMENT OPPORTUNITIES

Research Question Two: What shared values and opportunities can be identified through a participatory process and how can these be used to support the design of a community engagement strategy?

THEME 1: SHARED VALUES

A key focus of the research was to identify values shared between Garnethill and GSA stakeholders, to enable the stakeholders to find common ground to work together and for them to form the foundation of the relationship between the two going forward. This research defines values as things that are viewed by a group or individual as important to a good and healthy life, they are aspirational and reflect what people feel are good and right (Iverson, Halskov and Leong, 2010). Below are the six shared values identified by participants and a summary in Figure 38.

MEANINGFUL AND RESPONSIBLE IMPACT

"So it's like a shared responsibility, rather than just being very inward, like Glasgow School of Art and your role within the wider community. So lets say the community do clean ups, we go out and actually pick up litter from the street, but very very few students come along and yet there are so many students in the whole area."

Garnethill Participant

When talking about the impact of GSA in Garnethill, it was stated that the impact of the institution goes way beyond the two Mackintosh fires and it is important that GSA acknowledges the responsibility of this impact. Although the institution has become more open and accessible to the community since the 2018 fire, some stakeholders feel that GSA was not aware of how much it impacted the community before the fires and that before the fires some had no idea what was going on within GSA. They feel that GSA should provide more meaning to the space it inhabits in the neighbourhood for residents and businesses and provide opportunities to celebrate Garnethill.

REPRESENTATION

"Important to recognise the diversity amongst the Garnethill community and GSA student/staff community so that efforts are made to support and celebrate representation, to foster a healthy community"

Sticky Note - Transient and Diverse Worksheet

"More voices will represent an accurate Garnethill and ensure vibrancy"

Sticky Note - Power Worksheet

With the internationality and diversity of Garnethill, it is important that a breadth of voices are involved and actively engaged by GSA to accurately represent Garnethill and ensure vibrancy. It is necessary to support visibility and representation, not just voice and agency.

INCLUSIVE AND ACCESSIBLE

"Any member of a community should be inclusive with others, otherwise you won't be relevant."

Sticky Note - Transient and Diverse Worksheet

"Perhaps by having events that can celebrate similarities and differences, an opportunity to bring together different experiences and create new ones, whilst ensuring that everyone is equally represented, appreciated and safe."

Sticky Note - Transient and Diverse Worksheet

It is important that GSA shifts or demystifies the elitist perception people have of the institution. Participants suggested this could be achieved through shifting power or organisational structures within GSA to include a broader range of voices, or by opening up and promoting GSA's spaces and activities to a wider base of people. GSA should improve its accessibility, from physically accessing buildings and spaces in the campus to programming and promoting more open activities and events at the school. The community engagement programme should focus on encouraging more people to contribute and engage with GSA.

GREEN AND SUSTAINABLE NEIGHBOURHOOD

"Being greener as part of visionary future of Garnethill"

Group 2 - Future Garnethill Exercise

"Essentially and hopefully that will create in the future a dialogue to regreen Garnethill and have students from GSA working with the local schools and communities to create a very vibrant and green Garnethill"

Group 1 - Next Steps Exercise

Climate change was a key topic in the last two exercises of the first workshop with the upcoming COP26 on many participants' minds. There was a desire to make Garnethill green (or re-green) and more sustainable for the wider community with GSA having the potential to support this, through opportunities such as the outdoor spaces around the Stow Building.

LONG TERM AND SUSTAINED APPROACH

GSA needs to have a clear, visible community engagement plan that is committed to being long term and sustained for continuity. This is important to build a long term legacy and a greater sense of trust and involvement with Garnethill stakeholders.

COLLABORATIVE AREA DEVELOPMENT

"GSA can avoid becoming a place of isolated gentrification if it is a site for
community and creative development outside of those currently studying"
Sticky Note - Communication and Relations Worksheet

With Garnethill being consistently impacted by large development, such as the Avenues Project, there is potential for this to lead to gentrification with a negative impact on residents and businesses being pushed out of the area. Participants felt GSA needs to be visionary with the development of its campus and property, ensuring there are inclusive and positive outcomes. There should be a focus on community development as well as creative and institutional development.
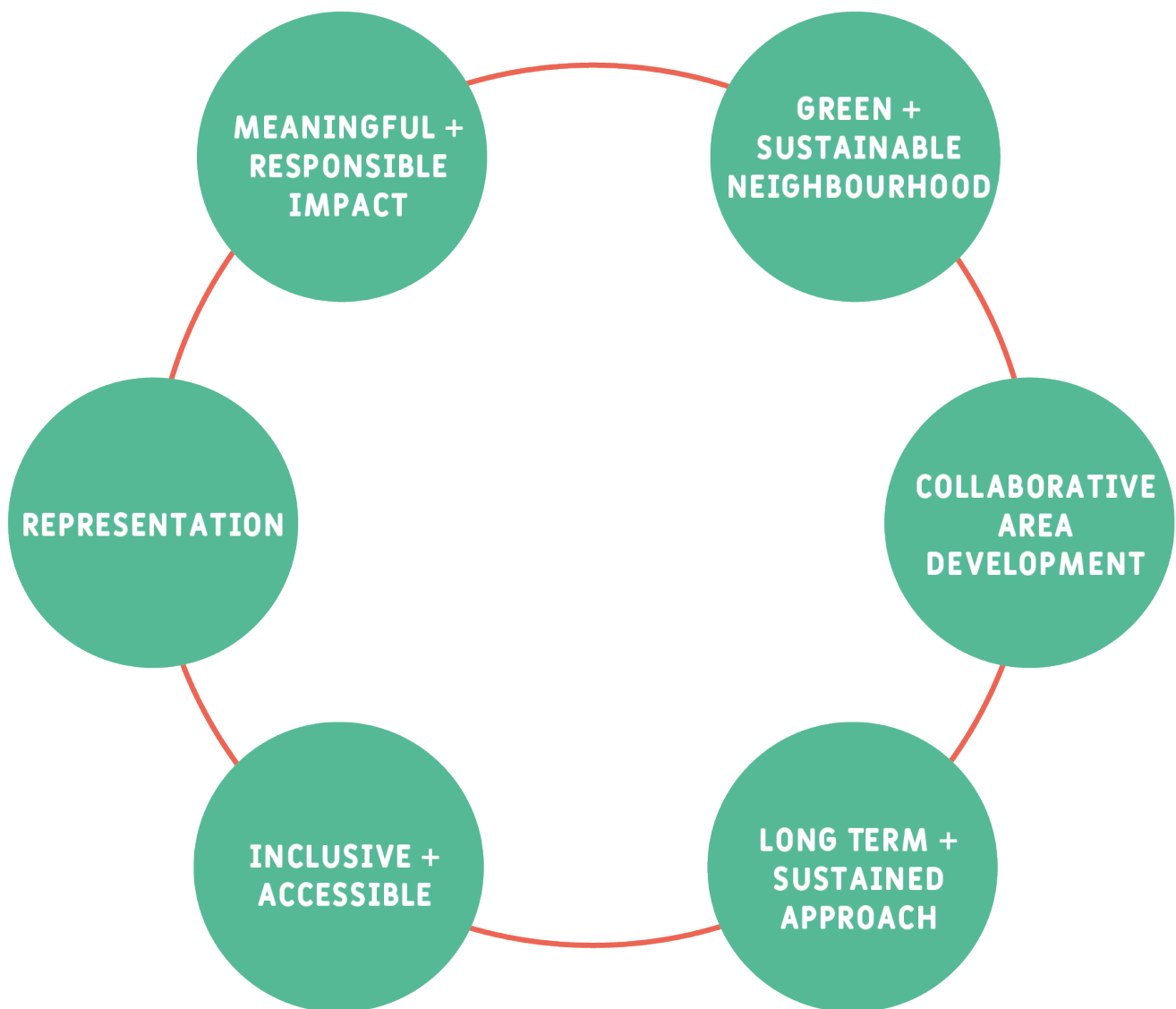

Figure 38. Simms, H. (2020) Summary of Shared Values. Illustration. Source: authors own

THEME 2 – ENGAGEMENT OPPORTUNITIES

Engagement opportunities were identified in the first workshop through participants' discussions on the role of GSA and how shared values could be turned into action. Below are the four engagement opportunities that came from the analysis:

COMMUNICATION

"Understanding each other, or at least being aware of others opinions is a key component of community interaction and working together for the area and each other"

Sticky Note - Diverse and Transient Worksheet

Communication was the most mentioned theme of the first workshop, with participants wanting 'better', 'proactive, 'frequent' and 'improved' communication. This was aimed at GSA, but was also seen as a challenge for all community stakeholders.

Participants want GSA to establish a personal dialogue with the community, without emails. It is important to do this to develop a better understanding of each other and improve community interaction. By building relationships, they feel GSA would improve community spirit and local support, especially for projects like the Mackintosh Building. Participants feel that there is no real sense of identity of GSA in Garnethill and that this needs to improve. GSA could have better signage and a more visible presence in the area. They feel this is also applicable to Sauchiehall Street and Glasgow as a whole, GSA should have more advertising, focusing on activating a physical presence within the city. In terms of improving communication around community-focused activities, participants wanted a platform or community-focused hub within GSA to share and activate community initiatives and projects.

STRATEGY AND DEVELOPMENT

"Lack of access and visibility to decision making process - if this doesn't shift, structures of inequality continue"

Sticky Note - Power Worksheet

"How can we embed resilience in the area? For leaders / decision makers of GSA to make more contact with the local community."

Sticky Note - Trauma and Change Worksheet

Participants felt GSA needs to be more open and transparent about its decision making and strategy, to build trust and create positive change. There is an opportunity to bring the local area further into GSA development plans and value input from Garnethill communities by meaningfully involving local stakeholders and GSA students in decision making. They also felt that decision makers at GSA should have more contact with the local community to gain a better understanding of the area and develop relationships with local stakeholders to better inform decisions.

COLLABORATION AND PARTNERSHIPS

"…Looking at collaborative programming, what's being built on now is now being embedded and starting to bring in sharing, that true sharing of projects. Shared events, talking about advertising things super early so it's built into students enrolment. It's also built into community groups so there's much more knowledgeable understanding of what's going on in terms of activities within the community and the school."

GSA Staff Participant - Next Steps Exercise

Garnethill is seen as a 'Cauldron of Creativity' and participants felt that there is real potential for GSA and Garnethill to create richness through collaboration. Business, community and education need to work together and be visionary. There is a desire to facilitate more opportunities for local stakeholders to meet and collaborate through networking and partnerships. Participants want more external facing programming and activities from GSA, with ideas around facilitating more open public events and Open Studio initiatives focusing on community groups. They also want more external programming to happen throughout the year, in addition to the degree shows. There were ideas around collaborative programming between local stakeholders. Local stakeholders could pool ideas and resources, utilising the range of skills and assets in the area. Also GSA could explore how to share its facilities and resources more locally, especially if there are periods they are underused.

ENGAGING STUDENTS

"Important to student experience of Glasgow and their education for there to be encouragement to engage with local communities, and participate in activities with different audience in order to provide wellbeing and sustainability to an area that is highly effected by GSA's presence. *This needs to be done responsibly*"

Sticky Note - Diverse and Transient Worksheet

"Embedding community engagement into GSA courses - link to global connection, climate change. This can be applied to each institution in Garnethill. Students are a resource and potential for future change."

Group 3 - Role of GSA Exercise

In 10 years time participants want to see a lot more community outreach, participation and live projects for GSA students in Garnethill with students 'getting out of the studio'. Participants generated ideas for engaging students, including a student induction to Garnethill at the start of courses, embedding community engagement more into GSA courses and connecting students to local groups through events, spaces and shared interests. Students are seen as a welcoming, diverse and open-minded body and it is important to develop effective ways of informing and connecting them with the local area to enable rich experiences and opportunities for all involved.

5.3 DESIGN OUTPUTS

5.3.1 COMMUNITY ENGAGEMENT STRATEGY AND FRAMEWORK

The findings from TA of the walking interviews and first workshop provide an account of the context based on the experiences of the stakeholders that participated. They also provide a clear set of shared values and engagement opportunities specific to the context. Informed by these findings and refined through participants' feedback, a community engagement strategy between GSA and Garnethill has been developed and a framework in which the strategy could be based (Figure 39). A full version of the strategy can be found in Appendix H.

Informed by participants' desire for GSA's community engagement strategy to be long-term and sustainable, the framework is designed to be cyclical and evolving. By building in evaluation and continued participation into the evolution of the strategy, it can continue developing to meet emerging needs and interests.

A draft version of the strategy was evaluated by participants through an online survey to confirm if it accurately represented their views and if there were ways they felt it could be strengthened or refined. I also presented the strategy to GSA senior management and this provided constructive critique on the viability of the strategy and actions. More information on evaluation is discussed in the next chapter.

Figure 39. Simms, H. (2020) Front Page of Community Engagement Strategy. Illustration. Source: authors own

5.3.2 DESIGN BRIEFS AND ENGAGEMENT PROPOSAL

To ground the shared values and engagement opportunities into tangible actions, I turned the engagement opportunities into design briefs (See Figure 40).

As described in Chapter Four, I asked a group of participants to co-design a series of project ideas and concepts to support GSA students to engage with Garnethill. The final proposal is outlined in Figure 41.
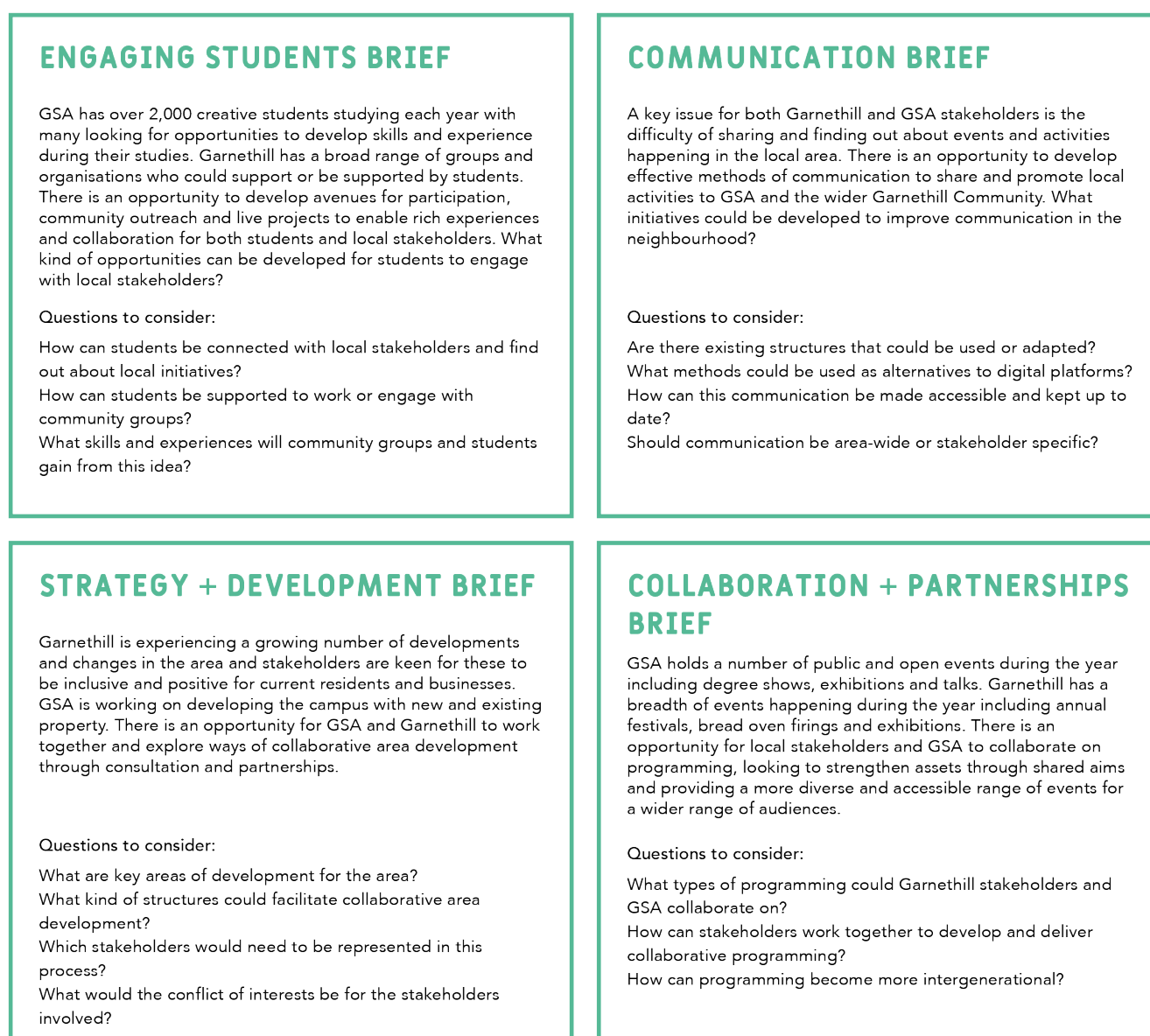
ENGAGING STUDENTS BRIEF

GSA has over 2,000 creative students studying each year with many looking for opportunities to develop skills and experience during their studies. Garnethill has a broad range of groups and organisations who could support or be supported by students. There is an opportunity to develop avenues for participation, community outreach and live projects to enable rich experiences and collaboration for both students and local stakeholders. What kind of opportunities can be developed for students to engage with local stakeholders?

Questions to consider:

How can students be connected with local stakeholders and find out about local initiatives?
How can students be supported to work or engage with community groups?
What skills and experiences will community groups and students gain from this idea?

COMMUNICATION BRIEF

A key issue for both Garnethill and GSA stakeholders is the difficulty of sharing and finding out about events and activities happening in the local area. There is an opportunity to develop effective methods of communication to share and promote local activities to GSA and the wider Garnethill Community. What initiatives could be developed to improve communication in the neighbourhood?

Questions to consider:

Are there existing structures that could be used or adapted?
What methods could be used as alternatives to digital platforms?
How can this communication be made accessible and kept up to date?
Should communication be area-wide or stakeholder specific?

STRATEGY + DEVELOPMENT BRIEF

Garnethill is experiencing a growing number of developments and changes in the area and stakeholders are keen for these to be inclusive and positive for current residents and businesses. GSA is working on developing the campus with new and existing property. There is an opportunity for GSA and Garnethill to work together and explore ways of collaborative area development through consultation and partnerships.

Questions to consider:

What are key areas of development for the area?
What kind of structures could facilitate collaborative area development?
Which stakeholders would need to be represented in this process?
What would the conflict of interests be for the stakeholders involved?

COLLABORATION + PARTNERSHIPS BRIEF

GSA holds a number of public and open events during the year including degree shows, exhibitions and talks. Garnethill has a breadth of events happening during the year including annual festivals, bread oven firings and exhibitions. There is an opportunity for local stakeholders and GSA to collaborate on programming, looking to strengthen assets through shared aims and providing a more diverse and accessible range of events for a wider range of audiences.

Questions to consider:

What types of programming could Garnethill stakeholders and GSA collaborate on?
How can stakeholders work together to develop and deliver collaborative programming?
How can programming become more intergenerational?

Figure 40. Simms, H. (2020) Engagement Opportunity Design Briefs. Illustration. Source: authors own

AIM   Embed local partnerships within curriculum

TITLE   Garnethill Cross School Course / Co-Lab Project

WHAT   A cross-departmental project, bringing first year students together in groups to collaborate with local stakeholders. Building into the existing curriculum first year experience structure, this project aims to build relationships between GSA students and Garnethill stakeholders by setting them a brief to collaboratively respond to. The brief will have an overarching theme that will be developed with the local stakeholders. e.g. local response to COP26. The project will be supported by a series of events hosted by local stakeholders and teaching about skills in collaboration and team work.

WHEN   First undergraduate year - October or March

OUTPUTS   Outputs should be tangible.
Project concludes with exhibition of each groups response.
Potential for 1 or 2 responses to get funding to be developed.

BENEFITS   Regular and sustained interaction between Garnethill and GSA, leading to a greater understanding between residents and students.
Skill exchange and development between students and stakeholders. Professional development for students and insight into creative processes for local stakeholders.
Integrating students into Garnethill and Glasgow.
Improved perception of GSA.

CHALLENGES   Ensuring working relationships are fruitful and mutual.
Local stakeholders have the same amount of agency and voice as students and understand how to interact with students.
Ensure there is a support role to support local stakeholders to have capacity to take part.

FUTURE   Transfer to different context like Forres campus.
Use model in different neighbourhoods or types of groups.

Figure 41. Simms, H. (2020) Final concept from Virtual Co-Design Workshop. Illustration. Source: authors own

5.4 SITUATIONAL ANALYSIS FINDINGS

The third research question seeks to understand the impact of PD methods within the context of GSA and Garnethill. The following findings have emerged through data collected through my field notes and reflective journal, as well as using SA to visually map out the research process through collected data to capture the changes in relations and discourse after each method. The findings are supported by participants' evaluation during and after fieldwork.

Research Question Three: What can we learn from using Participatory Design methods within a higher education institution/community context?

5.4.1 NURTURING A NETWORK BETWEEN STAKEHOLDERS TO ENABLE UNDERSTANDING AND LEGACY

An objective of this research was to facilitate dialogue between participants and identify shared values and aspirations. The structure of the first co-design workshop intended to enable collaboration between the participants and the activities facilitated conversation and discussion around shared interests. This encouraged participants to connect, both within GSA and Garnethill, and to develop an understanding of each other's perspectives. The second co-design workshop sought to establish working relationships between participants, by asking them to collaborate and develop design outputs.

To understand how PD methods impacted connections in the context, I used SA to create a series of Relational Maps (Clarke, 2005) to visualise the connections and relationships between the different stakeholders and elements in this context. The maps followed the fieldwork process chronologically, starting with data collected from conversational scoping and then adding in emerging or new connections from each phase of fieldwork (Examples in Appendix I). This analysis shows that through the fieldwork process all participants gained new connections with other local stakeholders from taking part in the first workshop. Figure 42 maps out the existing connections (green) and new connections (orange) created from the first workshop. Businesses gained the most connections, followed by GSA staff and students and cultural organisations.

The findings from the relational maps are supported by participants' evaluation, from the final evaluation survey, with 60% of participants who responded (9 out of 20) stating they made new connections from taking part in the research. The evaluation also confirmed that participants felt that the workshops provided a space to understand each other's perspectives and work collectively on positive and shared outcomes.

For HEIs to become more relevant and connected in their local neighbourhood, it is essential is to develop a strong network with local stakeholders. PD methods used in this process focused on bringing stakeholders together and for GSA to develop better connections in Garnethill through discursive tools and identifying shared values. Through these developed connections, PD methods have facilitated the development of an emerging and engaged network of local stakeholders which is based around a community engagement strategy that can develop and nurture the network.

> "I found the group workshop very useful, as a way to make connections with others in the group and through the structure and focus of the workshop, to talk around some of the issues and subjects for positive outcomes."
>
> GSA Staff Participant- Evaluation Survey

"Yes, I feel that I did. In particular in the group workshop and co-design workshop where I gained a better understanding of different stakeholder and student perspectives on institution and place."

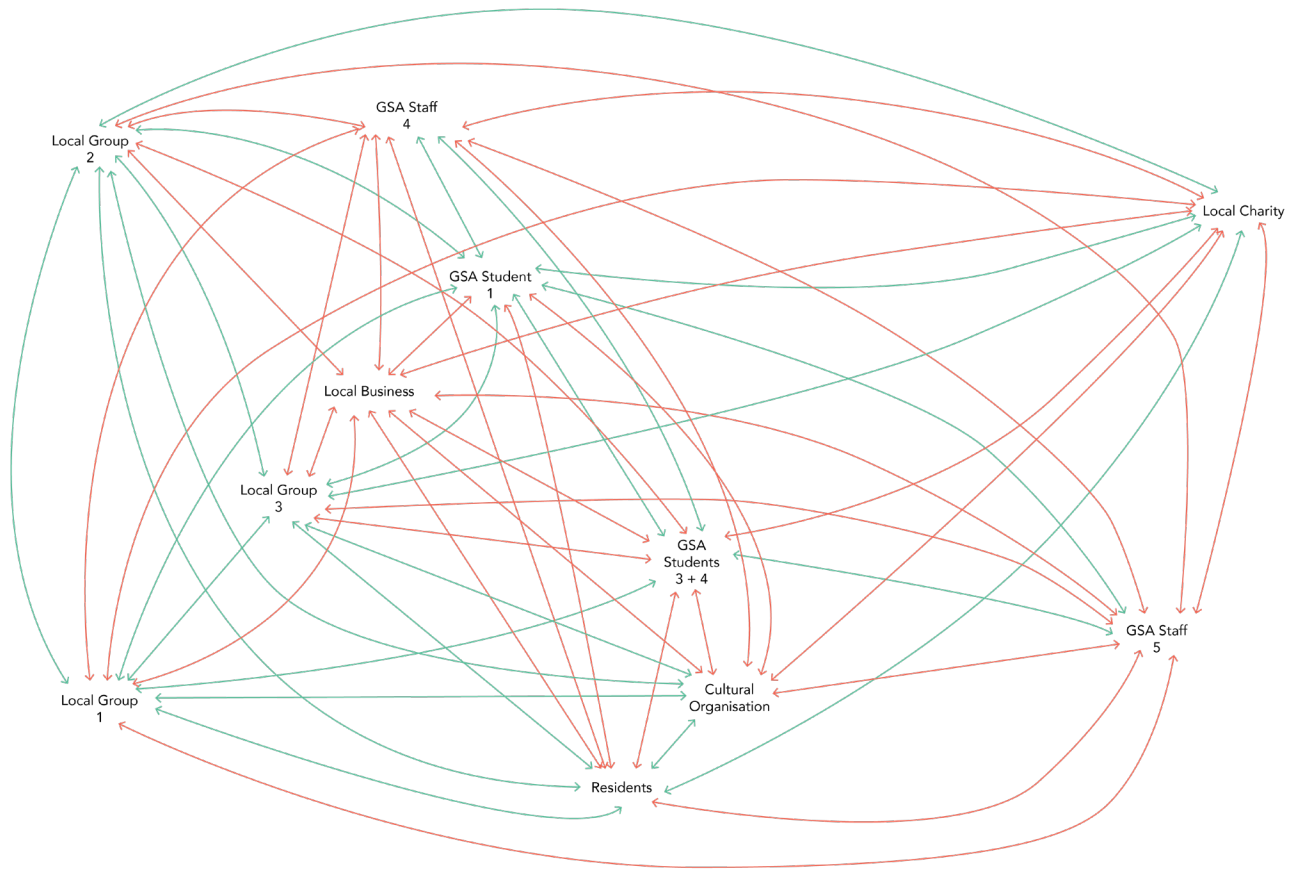Garnethill Participant - Evaluation Survey

Figure 42. Simms, H. (2020) First Co-Design Workshop Relational Map. Illustration. Source: authors own

5.4.2 VALUE-BASED METHODS WITHIN CONFLICT HEAVY CONTEXTS

At the beginning of this research, the relationship between GSA and Garnethill was seen as tense and contentious by participants. In response I used a framework and PD methods that focused on identifying and developing shared values, intending to find common ground and create a positive dialogue between local stakeholders. To understand if and how PD methods impacted participants' perceptions of the context, I used SA to create 'Social Worlds' maps (Clarke, 2005) to visualise the data collected into social worlds, commitments and discourses, and to analyse the data on a meso-level. A meso-level of analysis of the context is important as it allows researchers to understand the political impact and transformative nature of PD methods within a context (Huybrechts, Benesch and Geib, 2017).

I created Social Worlds maps based on the data collected from the first three phases of fieldwork. To highlight the commitments, discourses and opportunities on each map, they are displayed with each layer building on top of each other. The first map (Figure 43) shows the context captured through conversational scoping. The map demonstrates how this method revealed the complexities of the context and how the interests/ commitments and discourses/conflicts that make up the context are interconnected. The discourses are an

area-wide lack of communication, the 2018 Mackintosh fire, exclusive regeneration and negative impact of students.

The second map (Figures 44 and 45) shows the context captured through the walking interviews, based on participants' perceptions and experiences of GSA and Garnethill. The relationship between GSA and Garnethill was the focus of the data collected and the walking interviews revealed the key discourses, interests and assets that made up this relationship.

The third map (Figure 46) shows the context from data collected from the first co-design workshop. There are no discourses collected from this data and the maps show a more positive version of the context. With the workshop being future focused, the context has been reframed to be an aspirational version of the relationship between GSA and Garnethill.

The maps have revealed that the value-driven framework and PD methods enabled a process of examining and reframing of the context. Conversational scoping captured the current state of the context, revealing the complexities, conflicts and dynamics. The walking interviews captured personal perspectives, identifying the values of stakeholders and providing them with a space to share their conflicts and frustrations. The first workshop intentionally did not focus on these conflicts, but on shared values and future-focused aspirations to make discussions between the stakeholders positive and constructive. This process allowed conflicts to be identified and heard, but being value-driven, focused on finding similarities and shared aspirations that would bring participants together to develop a positive narrative going forward.

This finding is supported by participants' evaluation that confirms that participants' perceptions of GSA and/or Garnethill changed and improved from taking part in the research.

> "I have always been aware that, for the most part, we are all trying to do our best in our local context, be that GSA, Garnethill or both, but I do think that GSA now plays a more proactive part in the whole area development than was previously apparent."
>
> Garnethill Participant - Final Evaluation Survey

> "Yes - common interest and motivation for a neighbourhood atmosphere in Garnethill and working together to develop and learn collectively. It was great to see what we could achieve in a short period of time when working together."
>
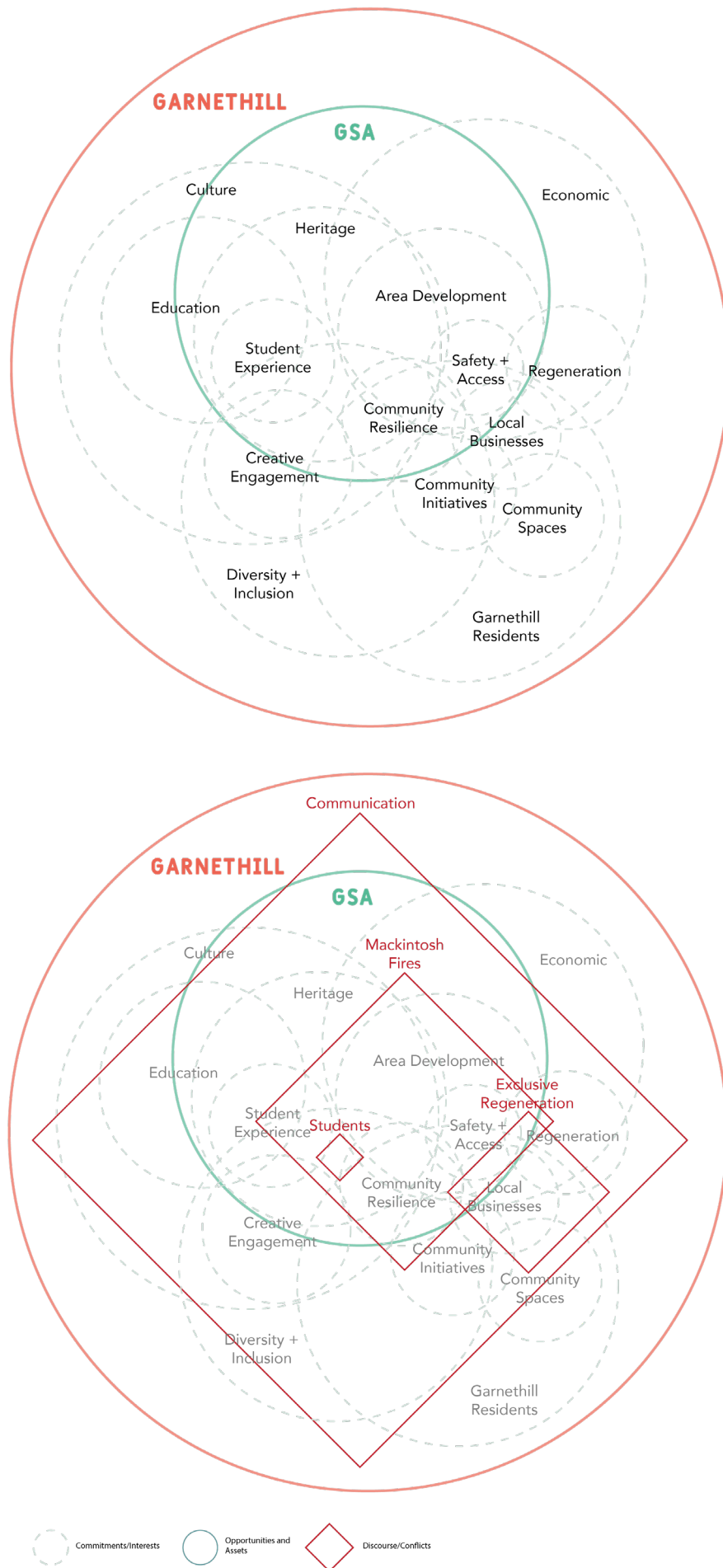> GSA Student Participant - Co-Design Workshop Evaluation

Figure 43. Simms, H. (2020) Conversational Scoping Social Worlds Map. Illustration. Source: authors own
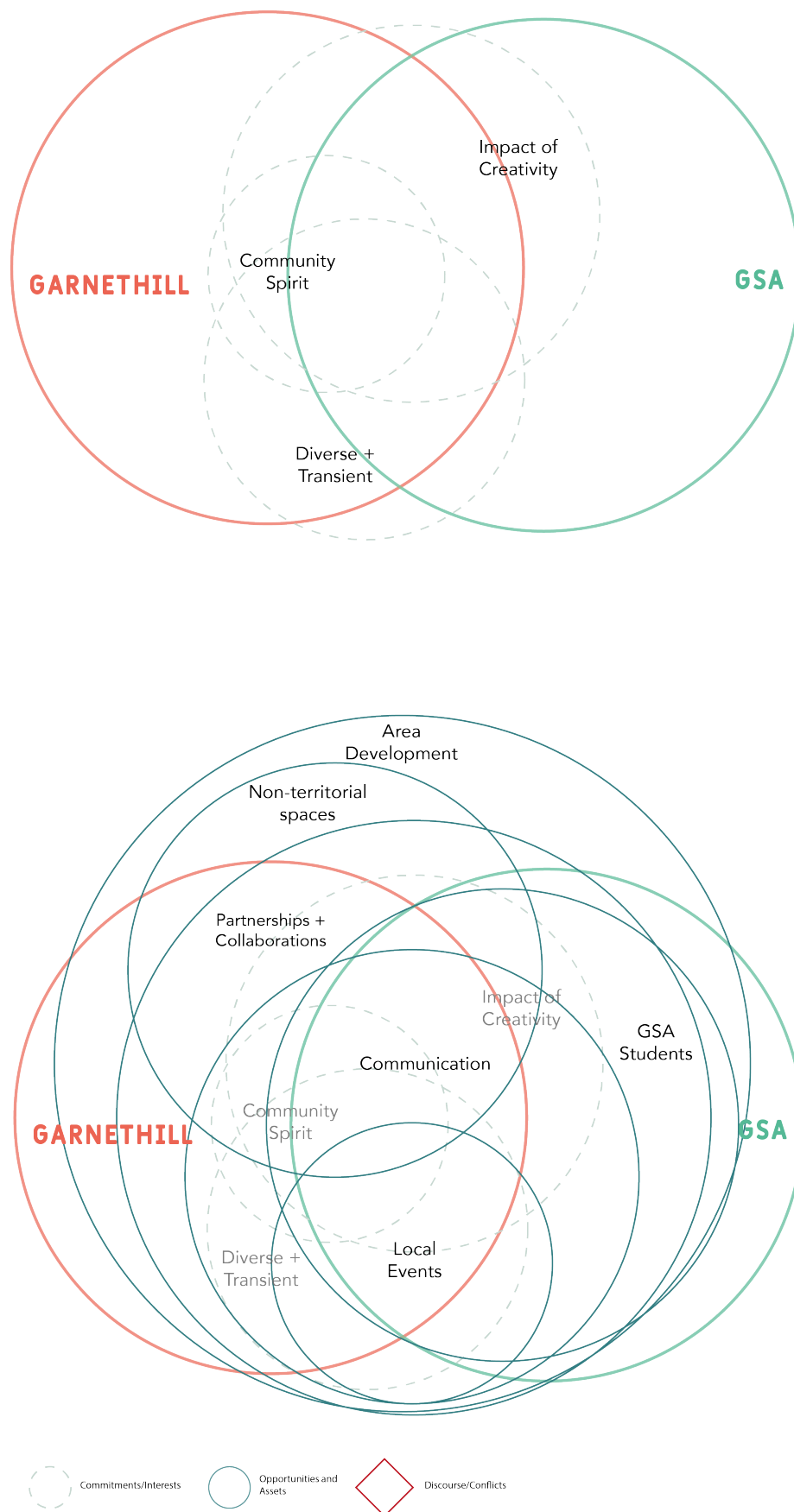
GARNETHILL

Impact of
Creativity

Community
Spirit

GSA

Diverse +
Transient

Area
Development

Non-territorial
spaces

Partnerships +
Collaborations

Impact of
Creativity

Communication

GSA
Students

GARNETHILL

Community
Spirit

GSA

Diverse +
Transient

Local
Events

Commitments/Interests

Opportunities and
Assets

Discourse/Conflicts

Figure 44. Simms, H. (2020) Walking Interviews Social Worlds Map v1 + 2. Illustration. Source: authors own

Area
Development

Non-territorial
spaces

Power

Partnerships +
Collaborations

Impact of
Creativity

Trauma +
Change

GARNETHILL

Community
Spirit

Communication

GSA

Visibility

GSA
Students

Local
Events

Diverse +
Transient

Communication
+ Relations

Commitments/Interests   Opportunities and   Discourse/Conflicts
                               Assets
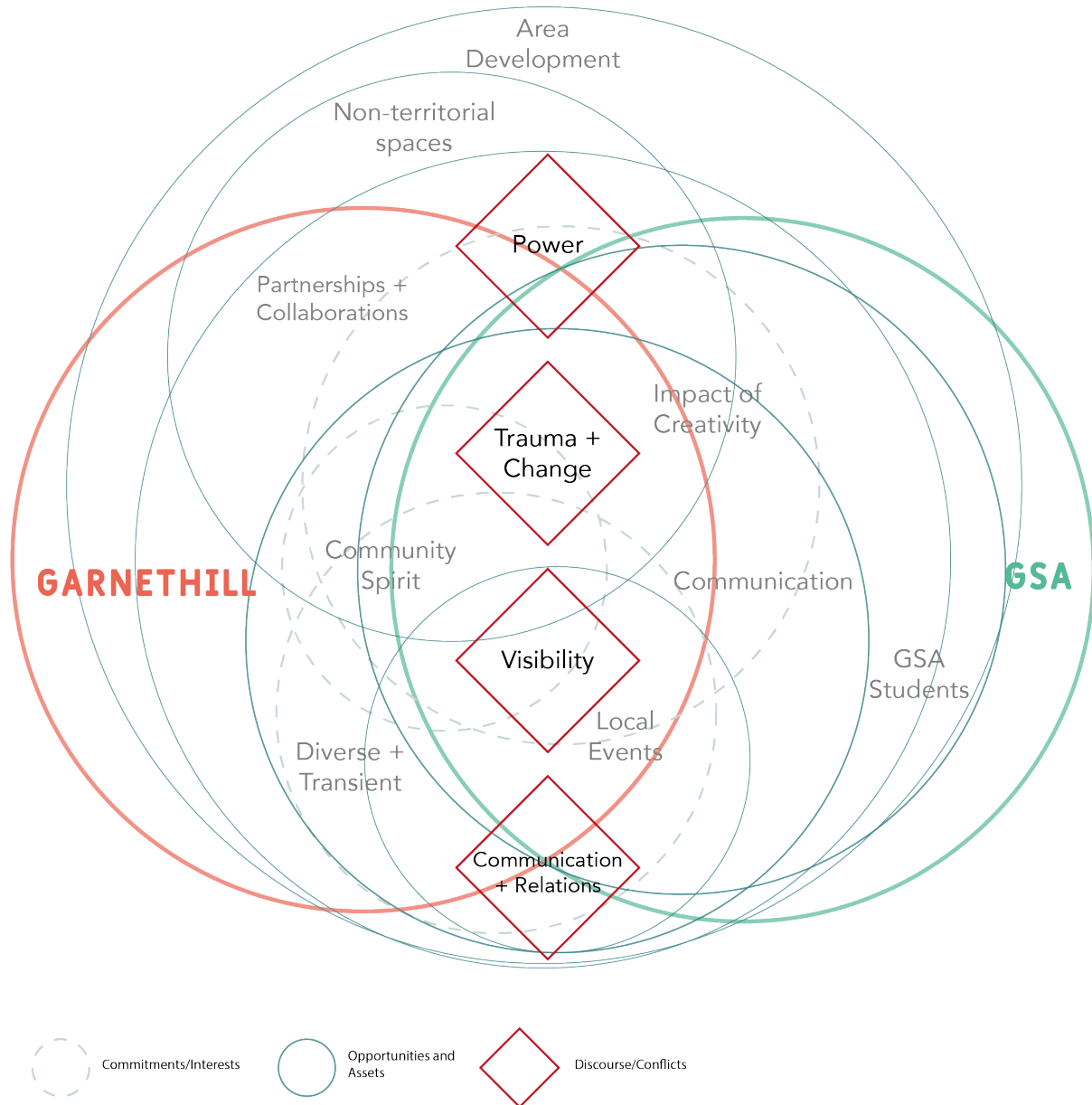
Figure 45. Simms, H. (2020) Walking Interviews Social Worlds Map Final Version. Illustration. Source: authors own
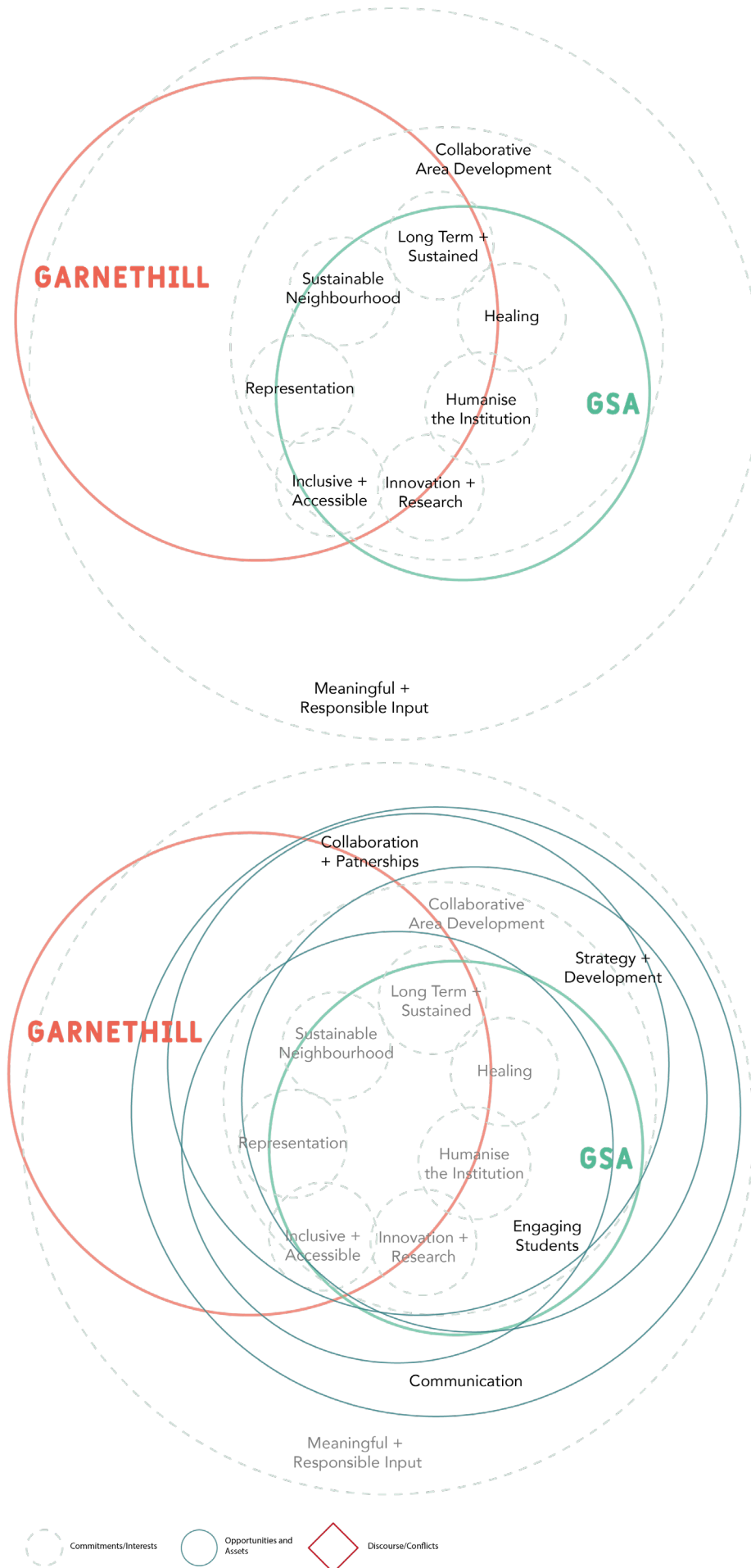
Figure 46. Simms, H. (2020) First Co-Design Workshop Social Worlds Map. Illustration. Source: authors own

5.5 SUMMARY

This chapter outlined the findings and design outputs identified from analysis. Thematic Analysis identified themes about Garnethill, GSA and their relationship both current and potential, and a set of shared values and engagement opportunities. Through Situational Analysis, field notes and reflective journal, two findings were identified about the use of PD methods within a HEI/community context. Informed by these findings and research process, three design outputs were co-designed with local stakeholders. The research questions, findings and outputs are summarised in Figure 47.
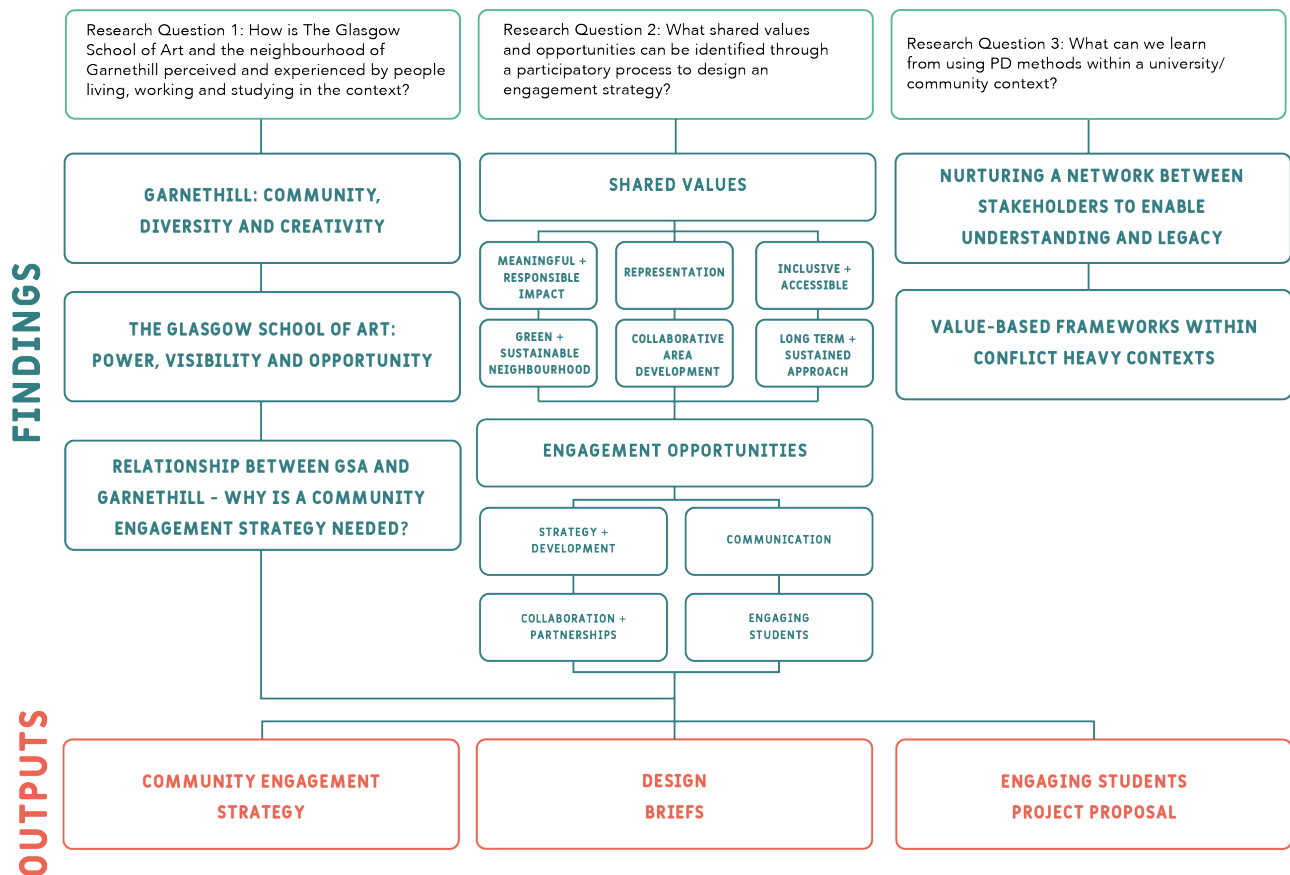
Figure 47. Simms, H. (2020) Summary of Research Questions, Findings and Outputs. Illustration. Source: authors own

DISCUSSION AND CONCLUSION

6.1 DISCUSSION

Following the identification of findings and co-creation of outputs, the following section discusses the findings in relation to the fields of inquiry.

The first research question sought to capture how GSA and Garnethill are perceived and experienced by local stakeholders. The findings found that both GSA and Garnethill are highly complex and dynamic, made up of diverse stakeholders, assets and conflicts. The relationship between them was seen as unequal, with GSA being a dominant stakeholder in the area. The findings support the argument, as framed in my Literature Review, that universities need to focus on improving their relevance to the cities and contexts they are based in (Watson et al., 2012). Participants from Garnethill felt that GSA was distant and 'not for them', which perpetuates the elitist perception that people have of HEIs. By increasing their understanding of and communication with the city and neighbourhood they are based in, HEIs can develop an awareness of the needs and aspirations of local stakeholders to shape and improve their civic impact.

The findings also set out key motives for why GSA should have a community engagement strategy, which included healing, responsible cultural input, innovation and research and humanising the institution. These motives, and the participatory process they were identified through, are in line with previous research that argues that universities need to challenge their knowledge monopoly (Biesta, 2007) and use community engagement and participatory processes to enrich and democratise knowledge creation. Similar to the point above, this change in how HEIs develop engagement will allow them to build context-specific strategies. Creative HEIs like GSA can develop positive local relationships and improve how they are perceived by using participatory approaches to inform and direct their cultural input.

The second research question aimed to identify shared values and opportunities between Garnethill and GSA in order to design a community engagement strategy. The intention of identifying shared values was to establish common ground between the stakeholders from which to build positive engagement. The findings showed that local stakeholders desired a long-term and community-led engagement strategy that is driven by meaningful and responsible impact, collaborative area development and inclusion. The core engagement opportunities, although specific to this context, have strong overlaps with the key drivers I identified at UK based Civic Universities in my Literature Review. The University of Bristol has recognised the importance of mutually beneficial partnerships and collaborations between staff, students and community groups, and have developed a framework to support this (University of Bristol, 2019). The University of Brighton combated barriers to communication by developing clear points of contact for community groups to communicate with the university (Simms, 2019a). Cardiff University has enabled access to larger pots of funding for development-focused community projects (Simms, 2019b). These overlaps substantiate the findings from this research and emphasise the need for HEIs to have flexible, proactive approaches to develop community relationships and engagement.

The final research question was based around understanding the impact of using PD methods within a HEI/community context. The first finding was that PD methods developed an emerging and engaged network of stakeholders for GSA to engage with following the research. The findings confirmed that universities and neighbourhoods are highly complex contexts or "constellations" (Emilson et al., 2014 p.40), with both historical and current dynamics impacting relationships and perceptions between stakeholders, ranging from residents and community groups to schools and cultural institutions. A strength of PD methods is the ability to work within these complex contexts and create spaces for diverse stakeholders to come together and

negotiate (Bjorgvinsson, Ehn and Hillgren, 2012). The use of immersion at the beginning of fieldwork was necessary so I could develop a greater knowledge of these complexities and dynamics. This reflective and immersive period allowed me to make informed judgements on recruiting participants that I felt accurately represented the neighbourhood and on which methods and tools would be most appropriate (Iverson, Halskov and Leong, 2010). Within community and neighbourhood contexts, it is argued that designers should seek to have long-term and direct engagement to ensure there is real collaboration, trust and opportunity for mutual learning (Blomberg and Karasti, 2013). In the same way, HEIs developing a network with their surrounding neighbourhood is essential, ensuring continued dialogue with stakeholders, shared understanding and mutually beneficial partnerships. The PD methods in this research facilitated structured and evolving dialogue between GSA and Garnethill. There is an opportunity to embed PD methods and tools into a HEI's community engagement process to facilitate regular dialogue and co-creation, enabling the community engagement strategy to evolve and develop.

The second finding was the impact of using a value-based framework (Iverson, Halskov and Long, 2010) within a conflict heavy context. Analysis found that this framework allowed for conflicts to be raised during individual walking interviews, but the co-design workshops focused on finding shared values and collaboration. This resulted in outputs that were collectively developed, aspirational and participants had a sense of ownership over. Reflecting on my literature review, PD practitioners have sought to design agonistic spaces that allow plural voices to continuously discuss and deliberate to enable vibrant democracy (Bjorgvinsson, Ehn and Hillgren, 2012; Mouffe, 2013). Within community contexts, PD practitioners have found that the process of negotiating values amongst conflicting stakeholders can lead to a reshaping or understanding of values and experiences between them, creating a productive agonistic space (Grönvall, Malmborg and Messeter, 2016). Value-based methods provide a space for disparate stakeholders to collectively negotiate and identify shared values and aspirations through the design process to establish common ground, strengthening the process of mutual trust and reconciliation between stakeholders. I argue that within contentious contexts there is a need for PD practitioners to make a judgement if to use agonistic, value-based methods or a combination within a PD process. In the context of GSA and Garnethill, there was already a high level of conflict and tension between stakeholders. The research provided space within the process for participants to constructively express issues and conflict, but the use of value-based methods helped nurture and identify shared understanding and values between the stakeholders, transforming this conflict and tension into productive co-existence (Figure 48 - Informed by Gronvall et al. 2016 Diagram). It is important to state that this process does not stabilise this dynamic context and only captures the discussions between the stakeholders involved at this exact time. Within community contexts, the dynamic nature means that relationships, priorities and values will change and evolve constantly, such as the sudden impact of Covid-19. To try to continue the process of facilitating productive agonistic spaces between Garnethill and GSA, as mentioned above, I plan to embed co-design and value-based methods within the community engagement role going forward.

The use of SA to understand the impact of PD methods within a HEI/community context allowed the data to be analysed on a meso-level. This decision was based on the criticism that PD has become 'de-politicised' with designers focusing too much on the micro-level impact of their work within social contexts (Huybrechts et al., 2017). SA was used in this research to capture how the context (or situation) was perceived after each phase of fieldwork. I found the maps revealed new insights from the data, especially the change from focusing on conflicts at the walking interviews towards a more positive outlook after the first workshop. I feel there is a need to continue to explore how SA can be used to understand the impact of PD within contexts above the micro-level. On reflection, I would want to conduct SA after each phase of fieldwork rather than retrospectively at the end of the fieldwork as I feel the maps could further inform the design process.
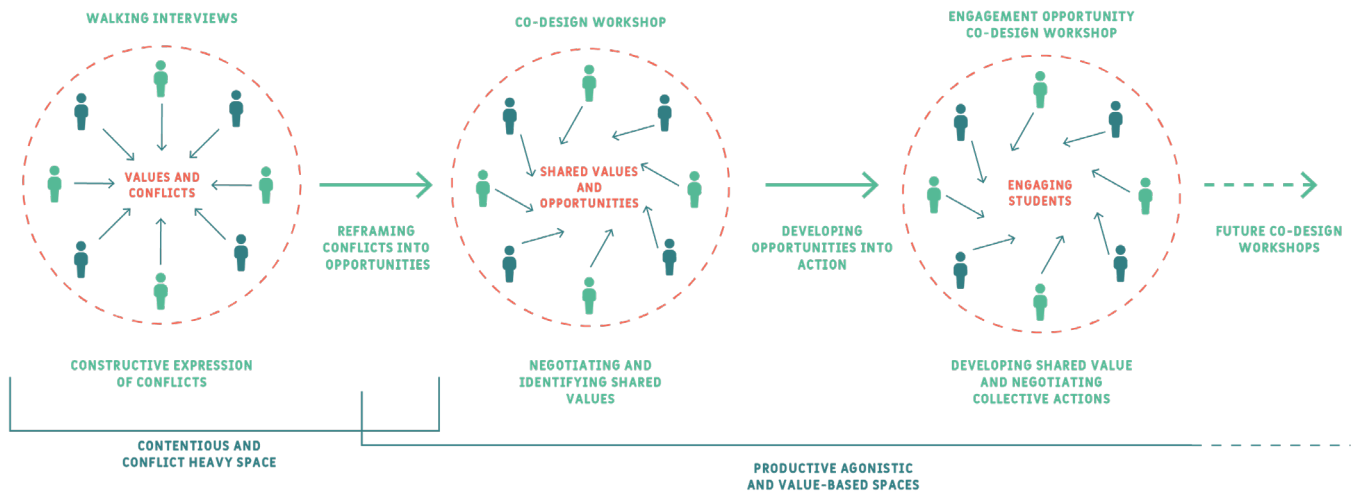
Figure 48. Simms, H. (2020) Research Process using Value-Based Methods + Productive Agonistic Spaces. Illustration. Source: authors own

In response to PD becoming de-politicised, Huybrechts, Benesch and Geib (2017) argue that by seeking to reengage and reframe institutions within PD projects, institutions can be seen as active sites of change rather than inert and apolitical. To do this, designers need to be explicit about their institutional dependencies and the direct and indirect impact their work has on institutions. In this research, I have reviewed how GSA has supported and been involved in the process and the impact (and potential impact) of this research, on a micro, meso and macro level. I have visualised this in the diagram below (Figure 49).
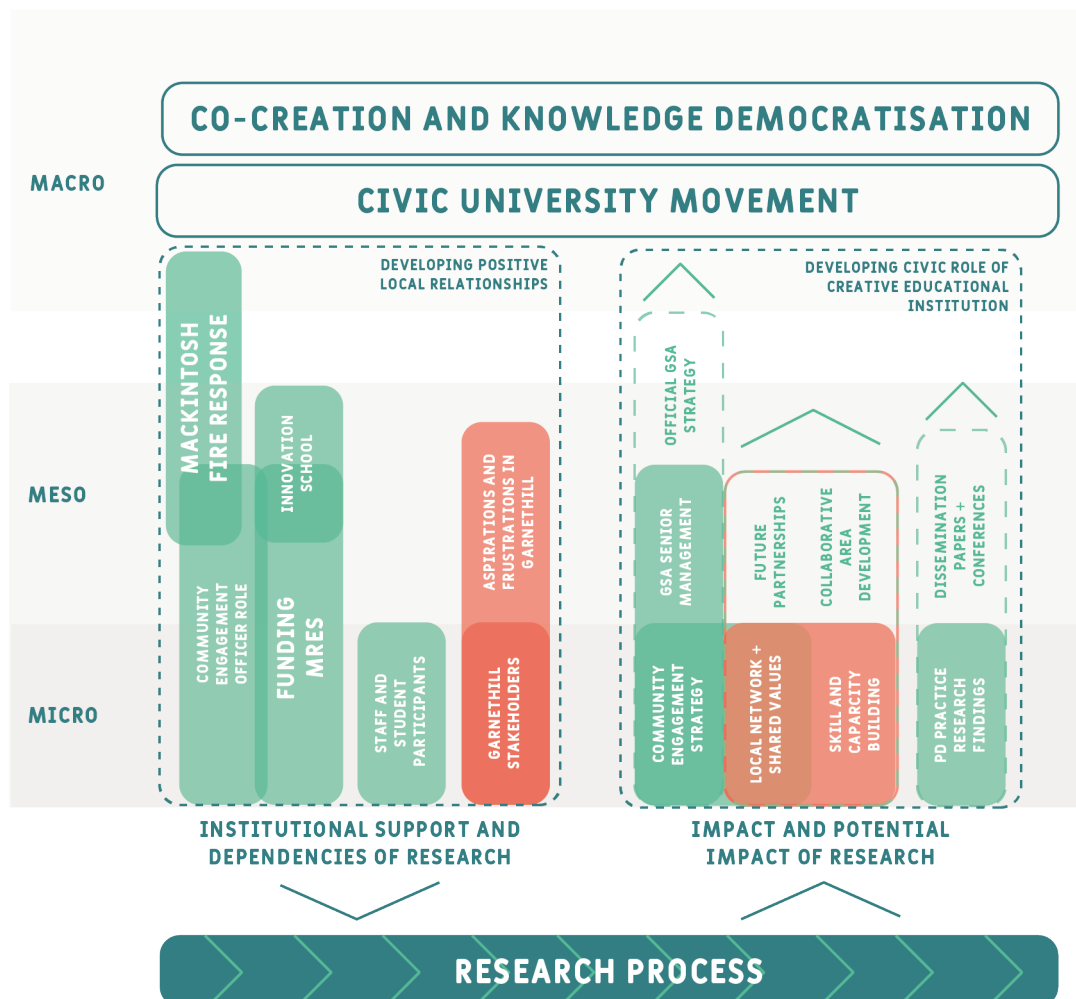

Figure 49. Simms, H. (2020) Institutional Dependencies and Impact of Research. Illustration. Source: authors own

GSA has been involved in this research on several levels. Initially it was through the creation of the Community Engagement Officer role, part of a new community engagement drive by GSA as a response to the impact of the 2018 Mackintosh Fire. This then led to an agreement to fund this MRes which gained the involvement and support of the Innovation School and senior management in the development of the research. Unlike some PD projects, the research has also directly involved the institution through staff and student participants and with GSA's civic role being the focus of co-design briefs. I felt it was important to include Garnethill stakeholders in this diagram as their involvement and impact were key to the research. On the other side, looking at the impact and potential impact of the research, it is not yet possible to know what kind of transformative impact the outputs will have on GSA on an institutional level. However, this research has provided a strong framework, set of values and developed relationships with local stakeholders to progress with and it will inform the direction of my role within Open Studio at GSA. I feel the findings and process have also constructively challenged GSA's community engagement drive as it has provided a space for stakeholders to negotiate and discuss what the civic role of GSA can be.

From this process, I have found that when working with a HEI it is necessary to continue bringing different staff into the design process, to ensure learning and understanding of the local neighbourhood is shared throughout the institution. Literature about Civic Universities also supports this, with the argument that for community engagement initiatives to be successful at universities they need to be embedded into the institutional framework and not be an additional part (Simms, 2019a). This research aimed to address this by inviting GSA staff from different levels of seniority and departments to participate. It was a challenge to recruit GSA staff to participate and I was not able to recruit senior staff from the academic schools due to a lack of capacity. On reflection, my approach to recruitment within GSA and how to engage staff would be different as my understanding of the institution has grown. The staff that participated brought a wealth of knowledge about the institution through their expertise and practical experience. This also allowed the Garnethill participants and I to gain a deeper understanding of GSA and, in line with one of the findings, start to humanise GSA. Their input supported the design of appropriate and viable final outputs, as GSA staff participants could provide clear and tangible ways for the institution to be involved through their roles.

A final point to raise was the decision on when and how to engage GSA senior decision makers within the research process. Informed by Emilson and Hillgren's (2014) notion of powerful strangers, that powerful actors need to be involved throughout the design process to ensure it is successful, I initially tried to recruit senior academic staff as participants, but found they did not have enough capacity to take part. Through conversational scoping, I also identified that Garnethill stakeholders had tensions with GSA senior decision makers so I made the decision not to continue recruiting senior management as participants. As an alternative I kept GSA management updated through the research process and held an in-depth discussion and evaluation of the outputs with two senior staff at the end of the research. A benefit of this research is that the role and research have been funded and supported by senior management at GSA, so there is definite interest and engagement of decision makers. However, for greater institutional level transformative impact I would endeavour to involve these senior actors in the co-creative aspects of future research to enable greater mutual learning and understanding.

6.2 CONSTRAINTS

6.2.1 VALIDITY

Lincoln and Guba (2013) outline "authenticity/ethical criteria" (p.104) to test the trustworthiness and quality of an inquiry. From these I have used triangulation of sources and methods, members checks and a reflective journal to test my research. The triangulation of sources refers to capturing data around a topic, in this case Garnethill and GSA, by asking the same questions to multiple sources. During the walking interviews I asked each participant the same questions to gain an understanding of how multiple stakeholders perceived and experienced the same context, examining the similarities and differences between the data to create a rich picture of Garnethill and GSA. I used multiple forms of data collection during fieldwork, handwritten notes, audio recordings, annotated engagement tools and field notes, which enabled me to triangulate methods to ensure the accuracy of the data (Lincoln & Guba, 1985).

With this research seeking to be participant-led, participant evaluation, or member checks, was my key technique to test the validity of the data, findings and outputs. I sent out evaluation questionnaires to participants after each co-design workshop and at the end of the fieldwork. I also used my reflective journal and discussions with GSA management as supportive forms of evaluation. I have structured the evaluation around Drain et al.'s (2018) Insights, Solutions and Empowerment (ISE) framework, which aims to capture and evaluate the varied outcomes of PD research using the research objectives to direct the evaluation criteria. Figure 50 visualises the framework, evaluation criteria and evaluation findings.
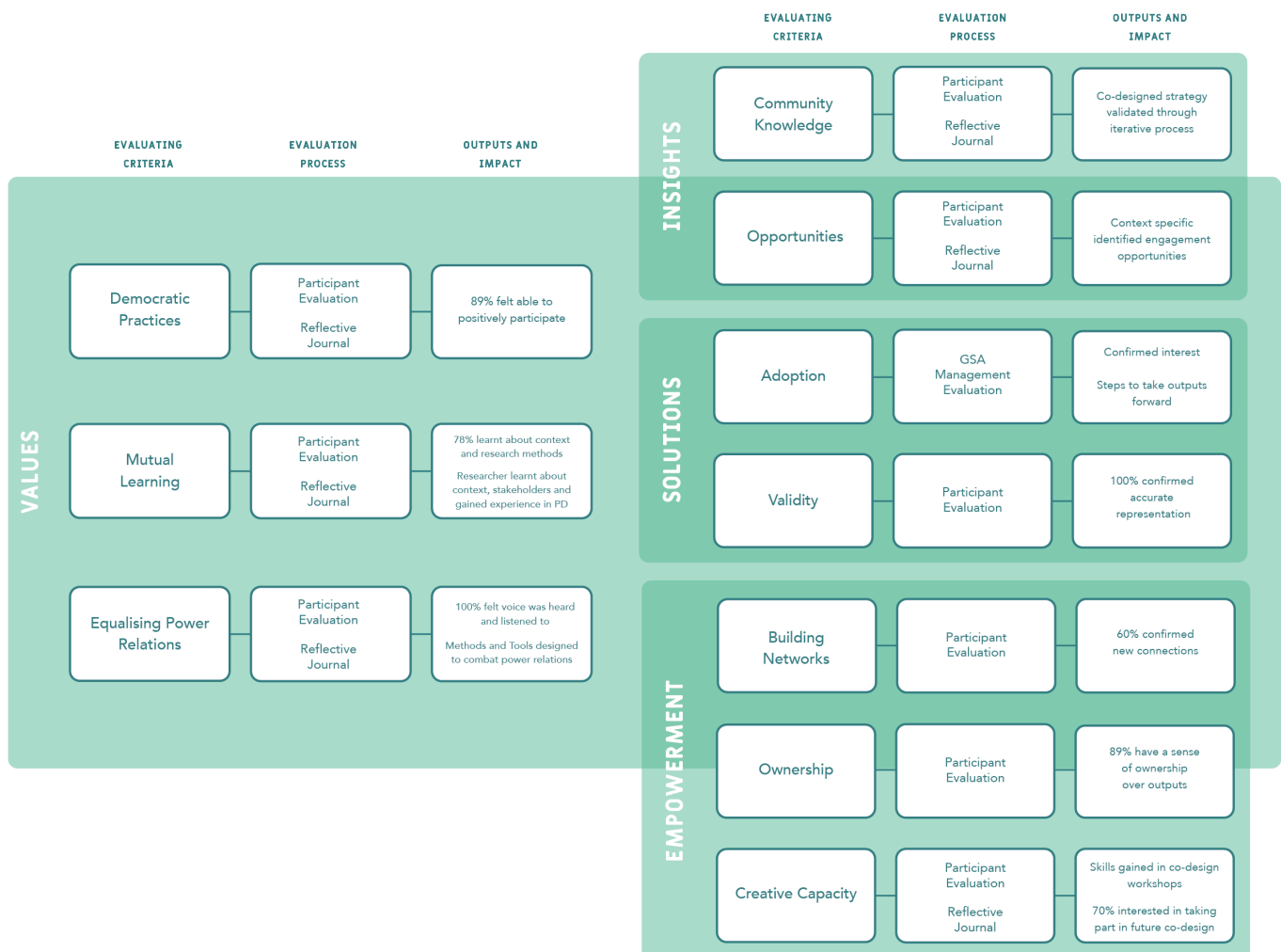

Figure 50. Simms, H. (2020) Overview of Evaluation Framework. Illustration. Source: authors own

The Insights criteria of this research are Community Knowledge, new knowledge about the context generated through dialogue with local stakeholders, and Opportunities, new insights into opportunities for engagement identified with local stakeholders. Both of these criteria were achieved as the outputs of this research were developed through an iterative participatory process with local stakeholders structured to generate and develop knowledge and opportunities about the context. The process was embedded with evaluation at each stage to validate if the data and outputs were accurate and representative. Following the first co-design workshop, seven out of seven (out of 12) participants that responded confirmed they felt all opportunities identified were correct and important.

The first Solution (or material output) criteria of this research is Adoption, whether these solutions will be adopted by GSA after the research. Following a presentation of the strategy and engagement opportunities to GSA management, steps to take it forward were discussed and agreed (more information can be found in the Implications section below). The second criteria is Validity, whether participants feel the outputs are representative and accurate. After the first workshop I sent out a draft version of the community engagement strategy for participants to review. Of the seven participants who responded (out of 12), all answered that they felt the strategy accurately represented their views. This validation of the outputs continued through participants' evaluation and feedback on them throughout the fieldwork.

The first Empowerment criteria is Connectivity, whether the process facilitated participants to increase connections within the context. 60% of participants said they made new connections through the process, confirming that this process has enabled some local stakeholders to connect, but there is space to improve. The second is Ownership, whether participants feel a sense of ownership over the design outputs. From the final evaluation, seven of nine participants (out of 20) answered that yes they did have a sense of ownership over the final strategy. The final criteria is Creative Capacity, whether the process built participants' capacity in design skills and collaboration. This was most apparent at the second co-design workshop where participants were positioned as designers, learning and taking part in a design process to develop initiatives. This workshop also taught participants to use a new online platform, which was an unseen positive outcome. I feel there could have been more emphasis on this output and will endeavour to build in creative capacity training within future engagements.

The final part of the ISE framework is Values, in this case meaning the underpinning values of PD practice rather than the shared values identified through this research. These values cut across all of the research and have informed the process and outcomes of the research, as shown in the diagram. The first is Democratic Practices, whether the process was democratic and enabled participants to have a fair and equal opportunity to participate. From the final evaluation eight of nine participants felt they were able to positively participate in the research and were happy with their contribution. There is always opportunity to democratise the process further and explore alternative forms of engagement and interactions to bring more people into the discussion. The second Value is Mutual Learning, whether the process enabled knowledge exchange between participants, and between participants and researcher. From the final evaluation seven out of nine participants felt they had learnt something new about Garnethill and/or GSA, whilst seven out of nine participants felt they had learnt something new from taking part in the research. Reflecting on what I have learnt, I have gained deep insights into the context as well as growing experience in designing PD methods through working with the participants. All of which are valuable for my role going forward after this research. The third Value is Equalising Power Relations, whether the process and methods address power relations in the context and enable participants to feel they can input equally. With GSA being a dominant force in the context, it was important to find ways of equalising this power through the PD process. Also with the context being

contentious, participants, especially GSA staff, could have felt unable to share their thoughts honestly during the process. To try and combat this I designed the walking interviews to be individual and not audio recorded, to build trust with participants and enable them to share their thoughts in a comfortable space. I designed the co-design workshops to have equal numbers of GSA and Garnethill participants, for the structure to make participants keep working in new groups and for participants to be able to input through both discussion and individually. Also by building in evaluation through the fieldwork, the intention was that participants could continue to feedback on the process. From the final evaluation, all participants that responded said they felt their voice was heard and listened to which is positive. On reflection, I would explore ways to engage more senior management from GSA and Garnethill institutions as participants to enable further equalising of power relations and mutual learning.

6.2.2 LIMITATIONS

There was careful consideration when recruiting participants, but with both GSA and Garnethill being diverse contexts it is important to acknowledge that not all voices are represented in these findings and outputs. The use of workshops also meant that the group size needed to be small enough to enable meaningful participation. It was not possible to involve GSA staff from every department/area and an example of groups that were not engaged in the research were the GSA Mackintosh Restoration team and the Learning and Teaching Team. The outputs should not be seen as final completed versions, but rather the starting point for continued dialogue with the intention to involve more voices and evolve in response to future needs.

This research has run alongside my role as Community Engagement Officer and there have been great benefits of this combination of role and research, especially the ability to take forward these findings after the research ends. However, it is important to recognise that being employed by GSA meant that as a researcher I came into the context with an agenda and motivation to improve GSA's relationship with Garnethill.

The Covid-19 pandemic and restrictions impacted the final stages of fieldwork, it's momentum and the dissemination of findings. I adapted the research accordingly and feel that the research outcomes have not been significantly affected.

6.2.3 GENERALISABILITY

The findings and outputs of this research are highly contextual and consciously so. The approach, methods, participants and objectives of this research are focused on the relationship between Garnethill and The Glasgow School of Art, therefore these findings are not generalisable. However, following Geertz (1973) concept of thick description, I have sought to provide a detailed account of the research process and methods used to enable researchers and practitioners working in similar contexts to determine if these findings are transferable (Lincoln & Guba, 1985).

6.3 IMPLICATIONS

The findings of the research will be informative for both GSA and Garnethill stakeholders interested in engagement and partnerships in the area. The research may also be of interest to community engagement and outreach roles within other universities or institutions, as an example of an approach and methods for engaging and developing dialogue with a geographical area.

The outputs of this research will directly inform the focus and structure of my role as Community Engagement Officer going forward. This process has shown me the benefits of using PD methods in community/HEI contexts and I will embed these methods within my role and practice. An example of this is that I intend to keep using co-design workshops as a structure to bring local stakeholders together to co-design outputs and initiatives in response to area-wide challenges and opportunities, starting with the four engagement opportunities identified.

Literature states that for universities to be civic they must "listen, understand, and contribute to social transformation and development" (Talloires, 2005 - Talloires Declaration). It is important that this research can be put into action and have a tangible impact. To understand the practicalities of this, I met with two GSA senior management staff to evaluate the findings and outputs of this research and discuss how it can be taken forward as official strategy. They responded positively to the research and provided advice on how the strategy and actions could be developed to be presented to the GSA Board of Governors. It was helpful to discuss the practical aspects of the actions and found that a number of them could be simply implemented in the near future, proving the viability of the research. I also found that it was a reflective conversation for the two staff, discussing the unique relationship between GSA and Garnethill and how it has progressed since the beginning of the research.

"I think for us to go back in a more sophisticated way to answer some of the criticism that we've had, this is really useful. To say well actually yes before we were talking to bits of the community, maybe weren't talking to all of the community, but that's the skill of what we are doing now. We are able to understand it in it's entirety and understand it's interrelationships and interdependencies and actually where we sit, and our approach and range of projects is about trying to reach and impact in a positive way, and as wide a section of that community."

Scott Parsons - Director of Strategy and Marketing - GSA Evaluation Meeting

"With any kind of partnership work, that evolving of the partnership and those relationships need to be nurtured and cared for all the time. We can't get to a point where we've done lots and expect it to continue. I think complacency can set in and I think there's maybe a bit of that where there's been an expectation of well, it's happening so it will continue to happen. It needs that continued work, and sometimes it will be heavier because there are major issues like a fire. But if there is that maintaining and consistency through some kind of relationship then the peaks are not as high and the troughs are not as low."

Shona Paul - Head of Professional & Continuing Education - GSA Evaluation Meeting

6.4 REFLECTION

It has been difficult to find the balance between role and research and this process has challenged me with the strengths and difficulties of the combination. The role of Community Engagement Officer allowed me to be immersed into the context immediately and be quick to respond to local needs alongside the research, from developing creative workshops to partnering on local events. The six month immersion at the beginning of the fieldwork provided a deep level of scoping for the research and I felt that through my actions in the role I was able to develop real relationships and build trust with local stakeholders. I also felt it enabled me to develop a greater sense of judgement on what methods would be appropriate to the context. On the other hand, it was difficult to know when to formalise the research process or judge when it was appropriate to be researcher or role in situations. Discerning if I was 'collecting data' compared to simply having an informative conversation with a local resident was challenging, I have learnt to navigate this and see the benefits of both. The role allows for action, response and organic development, the research for consideration, reflection and formality, slowing the process and allowing space for ideas to develop.

Another aspect is the definite agenda the role has forced the research to have. I will always be representing an institution and the institution will have a specific agenda. I hope that by placing the development of the role and its outputs through a PD process, this has enabled the role to be more explorative and driven by local needs and aspirations. I believe that my position within the institution has allowed for a greater opportunity to involve the institution within the process in both a directed and holistic way. Without the role it may have been more challenging to involve staff and students as stakeholders in the design process.

Working in a context where there has been great tension and negativity between some local stakeholders and GSA, it has been interesting to see the initial highly stressed and intense situations develop into more constructive narratives. The neighbourhood of Garnethill is full of vibrant and active communities and I have learnt a great deal from working with residents and organisations, for which I am very grateful. My practice has been immensely challenged and shaped by this research, I look forward to continuing this work within the role and co-realising the outputs through collaborations and partnerships.

6.5 FURTHER RESEARCH

This research has highlighted links between PD and the Civic University movement with the deconstruction of traditional knowledge creation structures through participatory and democratic practices. Within the context of Garnethill and GSA, through my role I will continue researching the development of a creative HEI's civic role within its neighbourhood and city through a PD process to see what the long-term impact this process has on GSA and Garnethill. I feel there is opportunity to further research the concept of collaborative area development between local stakeholders and develop methods and frameworks to facilitate this. There is also an opportunity for further examination of the context of Garnethill and GSA through the lens of *Institutioning* to provide a deeper understanding and highlight the current and potential impact of embedding PD methods within institutional structures and engagement programmes.

In terms of my own Participatory Design practice, following the success of the walking interviews in this research I am keen to continue exploring the use of embodied and sensory-based methods especially within contexts around place, identity and community development. I feel there is an opportunity to further explore the use and relationship between value-based and agonistic methods within PD, to understand how they can

effectively encourage discourse, negotiation, trust building and collaboration. I am also very interested in continuing to explore the democratisation of knowledge creation and how PD methods can be developed to facilitate this effectively and equitably.

6.6 CONCLUSION

This research aimed to develop an understanding of Garnethill and GSA through the experiences of local stakeholders and, using a participatory process, identify shared values and engagement opportunities that would shape a community engagement strategy between the neighbourhood and HEI. It reflected on the use of PD methods in this context to understand their impact on the participants and the wider context. Data was gathered from a series of walking interviews and two co-design workshops. From analysis, findings were identified that shaped the design of a context-specific Community Engagement Strategy and a co-designed engagement opportunity proposal. In addition, key insights were identified about the use of PD methods within a community/HEI context.

This research started as a response to the impact, and continuing impact, of the second Mackintosh fire. This research captures a specific time and set of conversations. The context has changed dramatically since the beginning of this research and so has my experience and knowledge of it. Even before the impact of Covid, GSA and Garnethill had both gone through collective and individual highs and challenges and it is clear that the relationship between GSA and Garnethill will always be dynamic. A key aim of this research was to develop avenues of positive and constructive dialogue between GSA and Garnethill stakeholders, through which a starting point and foundation to move forward together has been created.

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