CampusEngage

iua IRISH UNIVERSITIES ASSOCIATION

IRISH RESEARCH COUNCIL
An Chomhairle um Thaighde in Éirinn

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ENGAGED
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ENGAGED RESEARCH REPORT – ACRONYMS

AHSS	Arts, Humanities and Social Sciences
CBR	Community-Based Research
CSO	Civil and Civic Society Organisations
CVO	Community/Voluntary Organisation
CWELL	Community Wellness, Empowerment, Leadership and Life Skills Partnership
DCU	Dublin City University
DIT	Dublin Institute of Technology
EIGE	European Institute for Gender Equality
EnRRICH	Enhancing Responsible Research and Innovation through Curricula in Higher Education Project
H2020	Horizon 2020 Framework Research Programme
HEA	Higher Education Authority
HEI	Higher Education Institutions
HIQA	Health Information and Quality Authority
HRB	Health Research Board
ILP	Intergenerational Learning Programme
IRC	Irish Research Council
iTELL	Inclusive Technology to Enhance Lifelong Learning
KIC	Knowledge and Innovation Community
MHTNI	Mental Health Trialogue Network Ireland
NGOs	Non-governmental Organisations
MU	Maynooth University
NUIG	National University of Ireland, Galway
RAP	Research Active Programme
PAR	Participant Action Research
PPI	Public and Patient Involvement
PQASSO	Practical Quality Assurance System for Small Organisations
PRA	Participatory Rural Appraisal
PREPARES	Public Engagement with Research and Research Engagement with Society Project
RCNI	Rape Crisis Network Ireland
RRI	Responsible Research and Innovation
SFI	Science Foundation Ireland
STEM	Science, Technology, Engineering and Mathematics
TCD	Trinity College Dublin
TILDA	The Irish Longitudinal Study on Ageing
UCC	University College Cork
UCD	University College Dublin
UL	University of Limerick
YAP	Young Adults Panel

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ABOUT CAMPUS ENGAGE

The Campus Engage initiative, led by all Irish universities and Dublin Institute of Technology (DIT), supports a broad range of enhanced engagement practices between higher education institutions and society, including harnessing the research strengths of higher education institutions to address grand societal challenges, spanning a range of disciplinary fields.

ABOUT IRISH RESEARCH COUNCIL

The Irish Research Council (IRC) operates a range of research funding initiatives which support talented researchers at all stages of their careers, but with a particular focus on the early stage career formation at masters, doctoral, and postdoctoral levels, in all disciplines. Most recently, the Council has been allocated responsibility by the Department of Education and Skills for the establishment of a frontier basic research programme across all disciplines and career stages. The IRC also has a policy advisory role for postgraduate education and research.

ACKNOWLEDGEMENTS

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The Campus Engage Steering Committee and Irish Research Council is grateful to the drivers of this report: Kate Morris, Campus Engage, IUA; Prof Maura Adshead, University of Limerick; and Sarah Bowman, Trinity College Dublin. The report content is influenced and based on the expertise of our advisory Working Group (Prof Maura Adshead, University of Limerick; Sarah Bowman, Trinity College Dublin; Kate Morris, Campus Engage, IUA; Dr Padraig Murphy, Dublin City University; Prof Sinead McGilloway, Maynooth University; Lewis Purser, IUA; Ann Lyons, National University of Ireland, Galway; Dr Jennifer Brennan, European Advisor (NCP), Marie Skłodowska-Curie Actions, IUA; Prof Joe Carthy, University College Dublin; Dr Catherine Bates, Dublin Institute of Technology; Prof Fred Powell, University College Cork; Dr Katya McDonagh, Dublin City University; John Hogan, University of Limerick); and the feedback from a national consultation with higher education researchers and civic and civil society organisations. Our thanks also goes to Graham Love, Heath Research Board; Alison Campbell, Knowledge Transfer Ireland; Deirdre Garvey, Hugh O'Reilly and Deirdre Finlay, the Wheel; Henk Mulder, EU Living Knowledge Network; Paul Manners and Sophie Duncan, National Coordinating Centre for Public Engagement, UK; Hannah Hopkins Kilgore, Irish Humanities Alliance and Margie McCarthy, Science Foundation Ireland. A full list of contributors is available in the appendices.

To access a copy of the report, please contact: Kate Morris, Campus Engage at kate.morris@iua.ie

FOREWORD

A key strategic goal for the Irish Universities Association is to support and sustain a dynamic research environment in Irish universities through the pursuit of common strategic policies and activities designed to strengthen the Irish university sector and benefit society as a whole.

It is essential to understand that good quality research can improve the quality of all of our lives - through new ideas, products and processes, expert evaluation, evidence and invention. Good research is good for society.

To avoid misalignment of expectations regarding the kind of research outputs that society expects, and the nature of the research outputs that researchers deliver, better engagement between researchers and the community of stakeholders is essential.

In this environment, all stakeholders stand to gain from their research in a way where each can share their insights and expertise. I am therefore pleased to recommend this report as a concrete first step towards a new national framework for development and delivery of Engaged Research in Ireland.

The recommendations contained in the report provide a clear direction to all of us who are concerned with Irish research, and who want to contribute to the creation of a vibrant, responsive and engaged research sector with the capacity to realise its full potential to deliver impact and innovation for the benefit of all.

Professor Don Barry
Chair, Irish Universities Association

MESSAGE FROM REPORT FUNDERS

On behalf of the Irish Research Council, I am delighted to introduce this important report by Campus Engage on engaged research, a project we are very pleased to fund. In addition to funding frontier basic research, the Council recognises the importance of supporting research with societal impact. In relation to the latter, *Innovation2020* identifies the need to develop Ireland's approaches for societal-challenge orientated research and the Council has been given a lead responsibility in this regard. In further developing this area, we will build on a strong track record in funding opportunities for the research community to engage beyond the boundaries of academia – with civil society, the public sector and, of course, enterprise. The Council has had funding programmes in place for some time that address all of these partnerships. We launched our New Foundations Civic Society strand in 2014; in early 2017, we will announce the results of another round of projects under our Research for Policy and Society scheme; and the Enterprise Partnership Scheme has been in operation for over ten years.

As societal, economic and cultural themes change over time, the research system has a key role to play in the process of reflection, analysis and charting future paths. In addition to the content of research, the manner in which the research is conducted is arguably equally important to ensure good outcomes. This report will contribute greatly to this latter imperative, and will complement wider initiatives within the European Research Area, most notably the cross-cutting theme of Responsible Research and Innovation (RRI). It is no longer acceptable for research participants to be seen simply as research subjects – participants have much to contribute to shaping the right research questions and methodologies, and assisting in the analysis and interpretation of results. Researchers across all disciplines will derive value from this report and the Framework proposed. A good example is health research, and the Council is delighted to be partnering on a new Patient and Public Involvement research initiative (*PPI Ignite*) administered by the Health Research Board.

Engaged research, based on proven good practice, is truly a 'win-win' for all stakeholders. To the fore of the Council mission and our associated activities is the professional development of the next generation of established researchers across all disciplines. The challenge now is for the research system to respond to the Framework and integrate its elements as 'living practice', enhancing outcomes and impact for all.

Dr Eucharia Meehan
Director, Irish Research Council

MESSAGE FROM OUR CIVIC SOCIETY PARTNERS

The Wheel, Ireland's largest representative and support body for the community and voluntary sector, is honoured to have worked with Campus Engage in the development of this important report on engaged research.

All over Ireland community and voluntary organisations are trying to change things for the better, and make progress towards their vision of how things could be in the future. There is no shortage of vision in community and voluntary organisations – but there can be a shortage of evidence that describes the current reality for policy makers! And this is where research comes in.

Research is critically important to making compelling cases for change; the challenge for community and voluntary groups is to develop a way of presenting a compelling mix of qualitative and quantitative research that fully reflects the social and economic impact of the work that they do; research that captures the quality, responsiveness, accountability, equity and efficiency inherent in community-led services. But this isn't easy! We need to support work that aims at bringing together experienced research practitioners and community and voluntary groups to develop compelling ways of researching the significance of these groups' work, to help improve the quality of work, and identify public policy and practice change that would support their work.

The Wheel recognises and celebrates the unique added value that the community and voluntary sector brings to Irish society and we encourage the research community to do the same. We endorse the engaged research framework outlined in this report and believe it is a robust and replicable approach. We look forward to further collaboration as Campus Engage begins to implement this framework and its suggested methodologies within higher education in Ireland and internationally. Thanks to this Campus Engage initiative we anticipate many examples of best practice in community involvement and civil society engagement to emerge in the near future.

Deirdre Garvey
Chief Executive Officer, The Wheel

EXECUTIVE SUMMARY

Recent years have seen a marked increase in the emphasis placed on engagement between HEIs and wider society in research and innovation by institutions, funders and policy-makers. This development has gained further policy traction, as a range of European, national and institutional policies and funding criteria now promote engaged research to improve the societal impact of research. This Engaged Research report seeks to showcase the range and depth of engaged research practices in Ireland and sets out recommendations to collaboratively advance these practices for maximum societal impact. The core aims of the report are as follows:

- To develop an agreed national understanding of what engaged research is, the methods by which it might be implemented, and how it is designed, delivered and assessed to meet the needs and desires of all collaborating partners;
- To develop greater awareness of the strategic opportunities and enablers for engaged research, and enhance the profile and recognition of engaged research in Ireland, both nationally and internationally, to effectively position Ireland in terms of EU and international funding calls.

In order to develop this report, the Campus Engage *Engaged Research Working Group* conducted a comprehensive review of the relevant international academic and grey literature; carried out a series of consultations with national and international experts in the field of engaged research; collected and reviewed 85 case studies from Higher Education Institutions (HEIs) across Ireland; and organised and facilitated a series of national consultation and focused workshops with engaged researchers, and civic and civil society organisations.

WHAT IS ENGAGED RESEARCH?

Engaged research describes a wide range of rigorous research approaches and methodologies that share a common interest in collaborative engagement with the community and aim to improve, understand or investigate an issue of public interest or concern, including societal challenges. Engaged research is advanced *with* community partners rather than for them.

A great deal of engaged research literature refers to 'community' engagement. In the context of this report, 'community' refers to a range of public research stakeholders, including public or professional service and product users, policy makers, civil and civic society organisations (CSOs) and actors.

THE CHANGING LANDSCAPE OF ENGAGED RESEARCH

The European Commission's research and innovation programme Horizon 2020 strongly promotes engagement measures and outputs across its priority areas, in particular within the Societal Challenges and the cross-cutting themes of *Responsible Research and Innovation* (RRI) and *Science with and for Society*. Similarly, the Irish Research Council, with its funding actions in *Research for Policy and Society*, the *New Foundations* funding call, and *Collaborative Research Fellowships* for a *Responsive and Innovative Europe* (CAROLINE programme, MSCA COFUND), promotes engagement as part of the research process. In terms of national policy, the *National Strategy for Higher Education to 2030*, the *Higher Education System Performance Framework*, and *Innovation 2020*, Ireland's five year strategy for research and development, science and technology, all map continuing progress towards social innovation in partnership with civic, civil society and industry partners, with the aim of driving a strong sustainable economy and a more equitable society.

This report proposes that, in order to optimise the opportunities in these programmes and deliver societal impact, Ireland needs a strategic consideration of how engaged research operates and how it is supported in Irish higher education and civic and civil society organisations.

AN INITIAL MAPPING OF ENGAGED RESEARCH IN IRELAND

In 2015, as part of the work of the Campus Engage *Engaged Research Working Group*, researchers from Higher Education Institutions (HEIs) were invited to submit case studies and examples of engaged research projects which had been implemented during the previous three years. In total, 85 case studies were received (see Appendix 2), all of which demonstrated a wide range of engagement approaches and techniques. Engaged research in Ireland, based on this survey of practices, encompasses collaboration at some or all of the conventional stages of research including, for example, research planning and design, collecting and analysing data, building capacity and translating research findings, as well as dissemination activities. It is clear from these case studies that researchers are using a wealth of innovative approaches to collaborate and engage with diverse communities to further research.

ENGAGED RESEARCH PRINCIPLES AND PRACTICES

Whatever the method or approach, engaged research may be delineated by asking the following questions:

- Who is the community?
- How do they participate in the research?
- What are the outputs of the research?
- What are the short-term outcomes and the longer-term impacts of the research?

The consultations for this report revealed the following consensus on the principles of engaged research:

PRINCIPLES OF ENGAGED RESEARCH

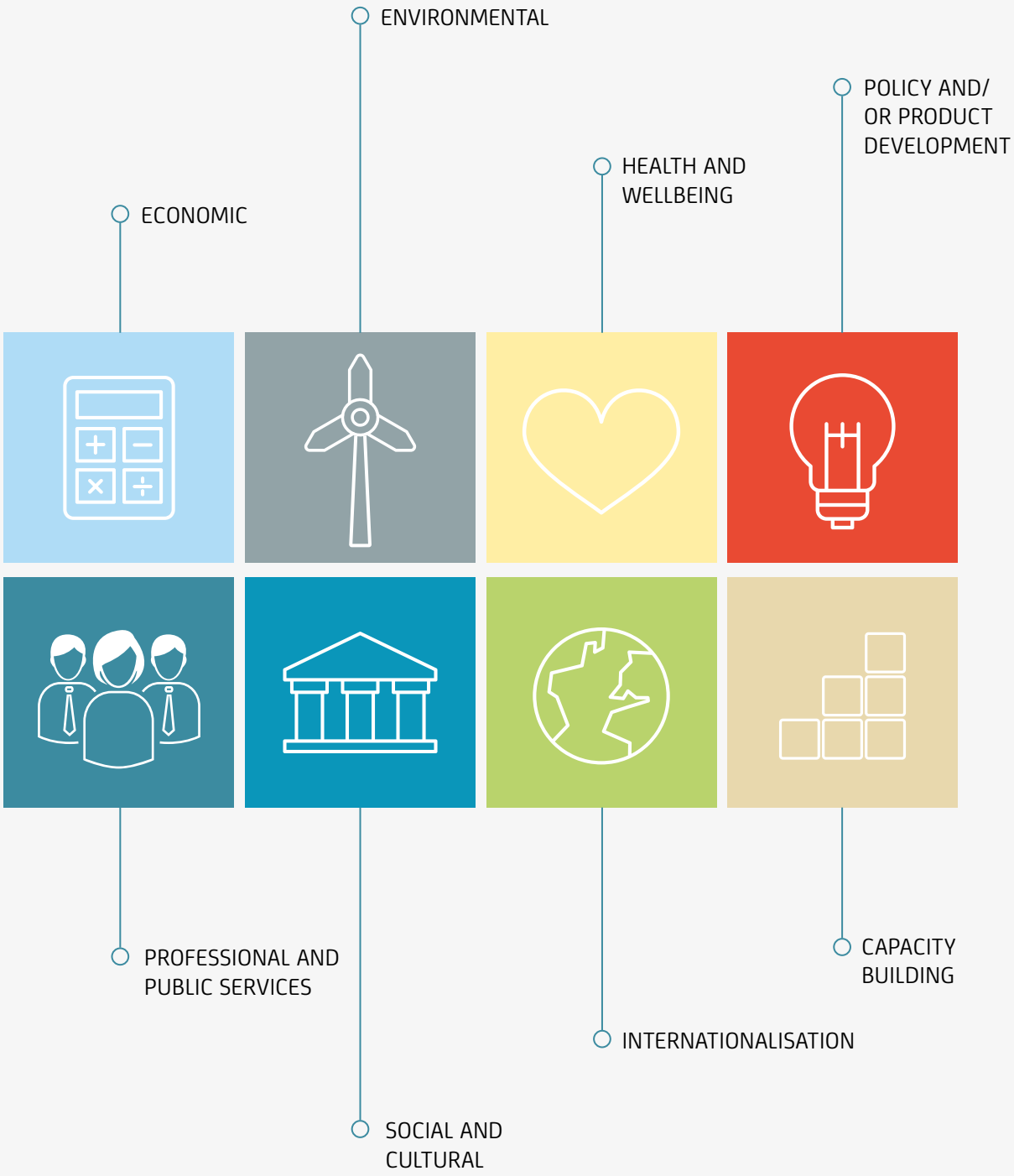
- The research question, which should be formulated in dialogue between the researcher and community partner(s), must be relevant to the community and address a societal challenge or issue of public concern.
- The research requires and acknowledges the expertise and resources of both researchers and community members.
- The design of the research ensures that community members and researchers are clear about the extent of their collaboration, their respective roles and responsibilities, what they can expect to gain from the research, and anticipated contributions. This includes clear roles and responsibilities in terms of programme governance and the allocation of resources.
- The research findings may be utilised by researchers and community members to address the societal challenge or issue of public concern.
- The planned outputs and outcomes of the research are agreed with stakeholders, alongside the longer-term impacts towards addressing the issue of public concern or societal challenge.

ENGAGED RESEARCH METHODS AND APPROACHES

This report evidences engaged research in Social Sciences, Humanities, Arts, Business, Health and Science, Technology, Engineering and Mathematics (STEM) subjects. The resulting diverse list of methodologies and approaches that researchers identified demonstrates three important issues which have strong policy implications: first, the multiplicity of approaches and practices has contributed to confusion as to what constitutes engaged research; second, this has led many to underestimate the true extent of engagement in contemporary research in Ireland; and third, this lack of clarity on both practice and prevalence has stymied the potential for a great deal of transdisciplinary and cross-sectoral collaboration. This report offers a transdisciplinary Framework for Engaged Research from start to finish: from initial ideation, design and planning, through data collection, analysis and access, and culminating in knowledge exchange and translation activities, including project review and impact assessment.

ASSESSING THE IMPACT OF ENGAGED RESEARCH

Based on reviews of impact criteria from several national and EU funding and policy sources, the report offers key impact categories and performance indicators to consider when assessing engaged research. Impact may be assessed using the following categories which can be used in project planning, monitoring and evaluation:


ENVIRONMENTAL
POLICY AND/
OR PRODUCT
DEVELOPMENT
HEALTH AND
WELLBEING
ECONOMIC
PROFESSIONAL AND
PUBLIC SERVICES
SOCIAL AND
CULTURAL
INTERNATIONALISATION
CAPACITY
BUILDING

ADDRESSING THE CHALLENGES OF ENGAGED RESEARCH

The consultation and case study review indicates that there is a great deal of engaged research activity amongst academics and the community, as well as interest from society, but little coordinated action or strategic thinking about how academic research might best be delivered to ensure societal impact. The report identifies five key challenges for engaged research and innovation in Ireland:

- Meeting Expectations
- Building Infrastructure
- Implementing Policies
- Streamlining Funding
- Leadership for Societal Innovation

The research undertaken for this report illustrates that research funding programmes in Ireland are well aligned with international objectives to deliver innovation and address societal challenges through transdisciplinary engaged research. Researchers in Ireland are active across a wide spectrum of engaged research approaches, deploying a range of methods in a variety of disciplines. However, there is little strategic vision on how to build on and maximise this potential of engaged research in the Irish context.

In the current Horizon 2020 programme, there is scope to develop new thematic projects and partnerships to solve 'grand societal challenges'. In this context, a coherent nationwide approach to support and promote engaged research could enhance the reputation and profile of Ireland, positioning Ireland as a go-to partner for EU and other international funding calls. National funding bodies and other agencies, such as the Irish Research Council (IRC), Health Research Board (HRB), Science Foundation Ireland (SFI), Enterprise Ireland and Intertrade Ireland, could also provide capacity-building and seed funding to help enhance success rates in EU funding programme calls.

REPORT RECOMMENDATIONS

HIGHER EDUCATION INSTITUTIONS, POLICY MAKERS, FUNDERS

RECOMMENDATIONS FOR HIGHER EDUCATION INSTITUTIONS

- Provide training, in partnership with civic and civil society partners, on good practice for engaged research;
- Assign dedicated staff within HEIs to support institution-community partnerships on all aspects of engaged research;
- Put in place simplified payment/reimbursement systems and processes that facilitate easier partnering and that accommodate non-university staff;
- Develop local communication and information systems which link all HEI departments, disciplines and colleges to capture past and ongoing engaged research projects to promote mutual learning and avoid duplication;
- Provide networking opportunities for CSOs and HEI staff interested in working together;
- Provide institutional reward and recognition for engaged research and reflect this in academic workloads and promotions procedures;
- Embed a commitment to engaged research in research and innovation, teaching and learning, strategic plans, undergraduate curricula and post-graduate and doctoral training;
- Accommodate flexible scheduling and timetabling of workloads to facilitate engaged research.

RECOMMENDATIONS FOR POLICY MAKING BODIES

- Publish a national strategy for engaged research in Ireland to position Ireland as a European and international leader in this area;
- Assign leadership to strategically implement engaged research policies and with responsibility for advancing the enabling infrastructure to promote engaged research at a national level;
- Adopt a nationally-agreed definition of engaged research;
- Promote nationally agreed guidelines for best practice in engaged research;
- Create nationally agreed metrics that characterise engaged research practice with high societal impact;
- Resource a national hub to inform, fund and offer capacity building to support societal innovation through engaged research;
- Develop a national 'clearing house of expertise' for engaged research that could contribute to the development of engaged research networks and expertise within Ireland and attract international researchers to Ireland;
- Create an inter-institutional/organisational national database of engaged researcher case studies, researchers and support staff;
- Create a national engaged research 'methods toolbox' as a resource centre for transdisciplinary and inter-institutional collaborations;
- Publish a data management protocol for engaged research;
- Publish an intellectual property protocol for societal innovation.

RECOMMENDATIONS FOR FUNDING ORGANISATIONS

- Align funding calls to societal needs articulated by public or professional service and product users, policy makers, civil and civic society organisations (CSOs) and researchers;
- Allow longer project timelines for engaged research projects;
- Include funding for pre-proposal design and consultation and post-project impact assessment;
- Earmark funding for existing programme or service evaluation research;
- Offer societal innovation vouchers for engaged research;
- Fund project management for larger-scale engaged research projects;
- Fund support staff to sustain engagement between HEIs and CSO partners between and during funded research projects;
- Fund national inter-institutional collaborations to provide leverage for smaller-scale projects to develop into impactful larger-scale projects that address issues of public concern across Ireland.

INTRODUCTION

The increasing interest in and value of engaged research is reflected in a number of institutional strategy statements in the Republic of Ireland, as well as a range of national and EU policies, and funding calls. This includes: the Irish Government's *Higher Education National Strategy 2030*; the *Higher Education System Performance Framework*; and *Innovation 2020*: *Excellence Impact*; as well as funding criteria from the Irish Research Council; Science Foundation Ireland; the Health Research Board; and the EU Framework Programme for Research and Innovation, Horizon 2020 (Societal Challenges / Marie Skłodowska-Curie, and Responsible Research and Innovation (RRI)). All of these place significant weight on the need for greater engagement with public research stakeholders, including public or professional service and product users, policy makers, civil and civic society organisations (CSOs) and other actors.

The Higher Education Authority (HEA) *System Performance Framework (2013)* and local *Compact Agreements* between the HEA and HEIs require HEIs to develop an evidence base for strategic performance management, with qualitative and quantitative indicators in the field of civic, community and industry engagement, both at institutional and sectoral levels. Section 4 of the national strategy for research and innovation, *Innovation 2020: Excellence, Talent, Impact (2015)*, focuses on innovation as key to social development across all disciplines, and emphasises the significant role of service and product users in addressing grand societal challenges and issues of public concern.

> We will fully recognise the importance of citizens in the innovation and research process. Citizen engagement in research is essential in some instances and increases the richness and applicability of the findings.

Innovation 2020: Excellence, Talent, Impact p.45

In recent years, the Irish Research Council (IRC) opened a number of annual funding calls that directly encourage higher education researcher engagement with civic and civil society organisations. After consulting with a range of government departments, civil and civic society organisations and citizens, the IRC launched the *Research for Policy and Society Initiative* to establish a *'Social Innovation Community'* of researchers, social innovators, end-users (citizens) and policy-makers.

In 2016, the IRC, with the support of the Marie Skłodowska-Curie COFUND Postdoctoral Fellowship Programme, launched the *'Collaborative Research Fellowships for a Responsive and Innovative Europe'* – or *CAROLINE* programme. This call is designed to support collaborative research that directly impacts civil and civic society development initiatives and priority areas of interest. Similarly, Strand 1 of the IRC New Foundations Scheme, *Enhancing Civic Society within a National or International Context*, is run in partnership with two civic society organisations: the Wheel, a representative body for the community and voluntary sector in Ireland, and Dóchas, the representative body for non-governmental international development organisations in Ireland. This strand supports discrete collaborative projects between researchers and a community/voluntary organisation (CVO) or non-govermental organisation (NGO).

In its Strategic Plan 2016-2020, the Health Research Board (HRB) also explicitly recognises the importance of Public and Patient Involvement (PPI) (research carried out *with* or by members of the public rather than to, about or *for* them) and has set out plans to incorporate this into many of its funding programmes. Most recently, in October 2016, the HRB and IRC launched a ground breaking new funding call, *PPI Ignite*, to build capacity and competency in Public and Patient Involvement in health research.

Science Foundation Ireland's *Strategic Agenda 2020* recognises that science and technology play an increasingly important role in addressing the economic, social and environmental problems faced by the world today. Their *Strategic Agenda* notes that: 'An engaged public is one that understands the role of science, can judge between competing priorities and arguments, encourages young people to take science, technology, engineering and maths (STEM) subjects, and feels that it has the appropriate level of engagement with, and influence upon, the researchers' (Science Foundation Ireland, 2012:23).

The SFI Research Centre call criteria insist that applicants consider how the Centre's work, while addressing areas of strategic opportunity for Ireland - including the 14 National Research Priority Areas outlined in *Innovation 2020* - can also engage the general public and equip them with the tools to confidently understand and debate science, technology and engineering research in Ireland.

At EU level, the Horizon 2020 Framework Programme for Research and Innovation includes the *Science with and for Society* programme, which is instrumental in addressing European societal challenges. *Science with and for Society* seeks to build capacity and develop innovative ways of connecting science to society across all disciplines. Its aim is to allow all societal actors including researchers, citizens, policy makers, business, civic and civil society organisations to work together during the whole research and innovation process in order to better align both the process and its outcomes with the values, needs and expectations of European society. This approach to research and innovation is called Responsible Research and Innovation (RRI).

REPORT AIMS AND APPROACHES

It is within this policy context that, in 2015, the Campus Engage Steering Committee launched a publication entitled: *Higher Education and Community-Based Research – Creating a Global Vision* (Munck et al, 2015). This initiated a process of consultation with HEI Presidents, Registrars, Vice Presidents for Research, and the Irish Research Council which focused on how to collaboratively advance engaged research practices, support all stakeholders, implement policies and meet national EU Horizon 2020 targets in order to maximise societal impact.

It became apparent during this process that there is a significant information gap with regard to guidelines, best practice methods, and other resources for engaged research stakeholders. As a result, a national, inclusive Working Group was established to undertake a project that would help to address this gap. This led directly to the establishment of the interdisciplinary Campus Engage *Engaged Research Working Group*, comprising representatives and engaged researchers from all the universities in Ireland and Dublin Institute of Technology (DIT). This group met monthly between November 2015 to November 2016.

The role of Campus Engage *Engaged Research Working Group* in this project has been to leverage national and international expertise in engaged research and to co-ordinate and promote ongoing consultations with key stakeholders, including researchers, policy makers, civil and civic society organisations, as well as public service product users, and national funding bodies. These consultations have focused on, amongst other things, how HEIs in Ireland and other engaged research stakeholders are positioned to respond to the challenges of undertaking and promoting engaged research.

The Engaged Research Working Group gained important insights into the nature and extent of engaged research in Ireland and the considerable untapped potential of the many engaged researchers who are working across disciplines, both alone and in teams, in single institutions or across several; and on all kinds of projects of varying sizes and complexities. Throughout this report, examples of such research are referenced and readers are directed to the glossary of case studies submitted for this report in Appendix 2. National consultations suggest that these 85 case studies represent only the tip of the iceberg, illustrating that Ireland offers considerable knowledge and expertise in engaged research, but this is often not shared effectively or sufficiently promoted within and beyond HEIs themselves.

Despite the extensive range of disciplinary terms and methods used by engaged researchers, the practice and ethos of engaged research is commonly understood and shared between many researchers and their 'communities'. However, greater collaboration is often hindered by an inability to recognise cognate approaches in different disciplines and across projects. The lack of a clearly articulated term of reference leads to confusion and often presents barriers to meaningful collaboration and partnerships. This report aims to develop an agreed national understanding of engaged research, the means by which engagement might be achieved, and the ways in which the impact of engaged research can be maximised in order to meet the needs and desires of all collaborating partners.

REPORT VALIDATION

A number of primary and secondary data sources were used in this report:

- A comprehensive review of the relevant international academic and grey literature was undertaken.
- During 2015, the Engaged Research Working Group invited researchers to submit case studies of engaged research projects. A total of 85 case studies were submitted, providing details of engaged research activities across Ireland (Appendix 2). These were reviewed by the working group and used to generate some of the insights in this report. We note, however, that these case studies are samples and do not present a complete list of all engaged research activities.
- Working Group members also consulted with the Irish Research Council, Higher Education Authority, as well as funding agencies, EU partners, researchers, HEI research support offices, relevant policy officials, community groups and representative stakeholders (see Appendix 3). From these national and international discussions, an initial mapping of engaged research in Ireland emerged, as well as insights into practices and processes across disciplinary contexts.
- During October 2016, Working Group members – in collaboration with research offices and respective institutions – organised and facilitated a series of consultation workshops within the seven universities and DIT. The primary aims of these workshops were to: 1) explore the working definition of engaged research within the Irish context; 2) obtain feedback on the framework for engaged research outlined in this report; 3) examine the impact categories identified in this report; 4) identify the challenges to and enablers for engaged research; and finally, 5) solicit and critically review the report recommendations for advancing engaged research in Ireland.
- In all, 323 persons registered for the consultation workshops, providing substantial written feedback in a series of rapporteur reports submitted as part of each consultation exercise. A total of 265 written comments were reviewed and informed the final draft of this report.

2. WHAT IS ENGAGED RESEARCH?

There are numerous discipline-specific terms used to describe engaged research, some of which may be used synonymously. For example, some researchers use the terms 'applied' or 'real world', whilst others prefer the term 'community-based' or 'participatory'. For the purpose of this report, the term 'engaged research' is the preferred umbrella term because it attempts to describe, in a generic (non discipline-specific) way, a wide range of rigorous research approaches and methodologies with a common interest in collaborative engagement, and a shared aim to improve, understand or investigate an issue of public interest or concern, including societal challenges. Engagement may involve, for example, research planning and design, collecting and analysing data, building capacity and translating research findings, as well dissemination activities.

A great deal of engaged research literature refers to 'community' engagement. In the context of this report, 'community' refers to a range of public research stakeholders, including public or professional service and product users, policy makers, civil and civic society organisations (CSOs) and actors.

The means by which different researchers enable engagement differs from project to project, contingent on the nature of the research, the scope of the inquiry, as well as the size and character of the relevant communities engaged in the research activity. Different kinds of research require different engagement techniques. For instance, the forms of engagement that are attainable in a small-scale sociological study may be quite different to those achieved in a large-scale, observational clinical study, or in the knowledge exchange activities typically associated with Science Shops or Science Cafés (see Appendix 1 for a list of engagement methods and techniques). In addition to the scale of the research, the resources available – both physical and financial – will impact on the extent of engagement that is achievable in any given project. What is achievable and affordable in one project may not be feasible in another.

3. THE CHANGING LANDSCAPE OF ENGAGED RESEARCH

Higher education institutions (HEIs) in Ireland and elsewhere face increasing demands in terms of their research activities and outputs due to factors such as global competition, internationalisation and research benchmarking (McIlrath et al, 2012). For example, Horizon 2020 (H2020) is the largest EU research and innovation programme to date, valued at almost €80 billion (European Commission, 2016), and presents researchers with unique opportunities to carry out cross-national, collaborative research, tackling topics on a much larger scale of inquiry than has traditionally been the case. This presents a challenge for academics, researchers, industry partners and communities alike in terms of working in highly collaborative and competitive environments with international colleagues. In recent years, following the transition of the EU Framework 7 research programme to H2020, there has been an implicit shift in the emphasis of current EU funding streams from research to research *and innovation*. As a result, HEI researchers are now required to make more explicit the connections between their research and its capacity to generate new products,

processes, services to address societal challenges, and issues of public concern. This development can also be observed at national level and applies as much to smaller funded and non-funded research conducted across Ireland as it does to larger-scale research undertaken within the context of EU funding and in collaboration with international colleagues.

The former director of the European Research Council, Professor Helga Nowtony, has characterised this shift in scientific knowledge production as 'Mode 2 science' (Nowtony et al, 2001). 'Mode 1 science' refers to a traditional idea of science where the lone scientist worked in relative isolation before their patent becomes 'translated' into society. Mode 2, by contrast, is a messy, socially contextualised, product-driven, multi-actor science where one cannot easily find a beginning or an end.

Engaged researchers, often in collaboration with community groups and/or non-governmental organisations, were among the first to challenge traditional, Mode 1 approaches. In STEM subjects and social sciences, communications have shifted from activities of education, popularisation and dissemination, to dialogue, co-production and public involvement. Science policies across Europe have been influenced by this change in ethos: from the sole focus of educating the public about research to inviting various publics to work together for research (Felt et al, 2013). From this shifting emphasis, a new approach to research has emerged. *Responsible Research and Innovation* (RRI) is now a major cross-cutting theme of Horizon 2020, specifically promoting collaboration with society throughout the research and innovation process. The key elements of RRI are gender equality, ethics, open access, science education, engagement, governance sustainability and social inclusion (as agreed to in the Rome Declaration during the Italian Presidency of the European Commission, 2014) and are embedded across H2020 funding calls. Thus, whilst 'Mode 2' science might be seen as a challenge due to multiple actors and accountabilities, the RRI keys and protocols are designed to offer a pathway for effective and successful implementation.

> Demonstrating and maximising the impact of scientific research is fundamental to Science Foundation Ireland. We have set a target for Ireland to have the most engaged and scientifically informed public. This is important not just to enable informed debate around societal challenges but to ensure that Ireland has a research system that allows the public to inform solutions to these challenges. Facilitating the public to become catalysts for change by including them in the research process in turn increases the probability for greater long term impact.

Dr Abigail Ruth Freeman, Director, Strategy & Communications, Science Foundation Ireland

It is within this changing and challenging context that collaboration between researchers and a range of public research stakeholders - including community and voluntary groups, civil society organisations, state and semi-state agencies, industry and professionals - has begun to move from the margins to the mainstream of research design and execution. This trend is also reflected in national strategic plans, and changes in the funding calls of a number of key funding bodies beyond the European Commission. Financial constraints across all sectors are also fuelling demands for the appropriate use of public monies and accountability in performance, whilst the withdrawal of major philanthropic funders in Ireland, such as Atlantic Philanthropies and the One Foundation, is placing increasing pressure on civil and civic society organisations to work in partnership with higher education to access funding for research, evaluations and services.

The *National Strategy of Higher Education to 2030* (Hunt, 2011: 75) endorses the civic mission of higher education and states that *'engaging with the wider society'* is *'one of the three interconnected core roles of higher education'*. In acknowledgement of this new emphasis, the 23 presidents of the Irish HEIs signed the ten-point *Campus Engage Charter for Civic and Community Engagement* in 2014, thereby committing their institutions to the enhancement and co-ordination of civic and community engagement and to support the development of community-based research and potential partnerships (Campus Engage, 2014).

In addition, higher education institutions across Ireland have seen a growth in interest in conducting engaged research, which is responsive to societal issues, and have initiated infrastructural development to support partnerships. This emphasis is also reflected by an increasing application of new pedagogies and research methods promoting more collaborative interactions between higher education institutions and the communities within which they are situated.

The consultations that underpin this report were concerned with how well Irish HEIs and other engaged research stakeholders are placed to respond to societal challenges. What we have discovered is that engaged research in Ireland is to date an untapped research strength. Together, academic researchers and civil and civic society actors and organisations hold and create immense knowledge and expertise, but often this is not shared effectively amongst stakeholders. The ambition of this report is to develop greater awareness of the strategic opportunities and enablers for engaged research and, in doing so, to develop the profile and recognition of engaged research in Ireland nationally and internationally – both to effectively position research teams in terms of EU and international funding calls, and to develop capacity for social innovation through engaged research.

4. AN INITIAL MAPPING OF ENGAGED RESEARCH IN IRELAND

There has been considerable debate about the nature and extent of collaboration required for a research project to be deemed engaged or participatory. Some advocates argue that the more collaborative the research process is between the campus and community partners, the more effective it can be, both as scholarship and as service to society (Benson et al, 2005; Benson et al 2006; Gibson, 2006). Others prefer a more inclusive definition and include a much broader range of research, provided that the research connects with a community partner in terms of outputs. In our case study review, we found scholars in Ireland are using a variety of innovative ways to connect with communities and develop their research.

In 2015, the Campus Engage *Engaged Research Working Group* invited researchers from HEIs to submit case studies from engaged research projects carried out during the previous three years. A total of 85 case studies were received during the course of our consultations, each of which illustrated elements of engaged research activity. A list of these case studies and details of their engagement activities may be found in Appendix 2 of this report.

These case studies were used to understand how engaged research is currently taking place in Ireland. As the case studies were examined, a typology of forms of engagement was constructed. Engaged research in Ireland, based on this survey of practices, encompasses collaboration at some or all of the following stages of the research process: planning and design; data collection and analysis; and dissemination and knowledge translation. The case studies illustrated that researchers are using innovative ways to connect, involve, and engage with communities to further develop their research. The survey showed that engaged research is as much about the processes and practices of engagement, as it is about the stages and development of research. Figure 1. *Linear model of the research process*, below illustrates the scope of existing engagement in research along a traditional linear model of the research process. Using this as our baseline, in our consultation workshops with engaged researchers, we endeavoured to capture the 'process and practice' elements that are typically missing from traditional representations of the research process.

This report reveals that we are in a period of transition whereby a great deal of research is moving towards a more engaged approach that incorporates and includes a variety of research stakeholders into the research process. In order to illustrate this development, we begin by demonstrating the existing scope of engagement in Irish research, as revealed by our case studies. The next section outlines the emerging consensus revealed by our case studies and report consultations about the practice and principles underpinning engaged research, which informs the Campus Engage *Engaged Research Framework* proposed in Section 7.

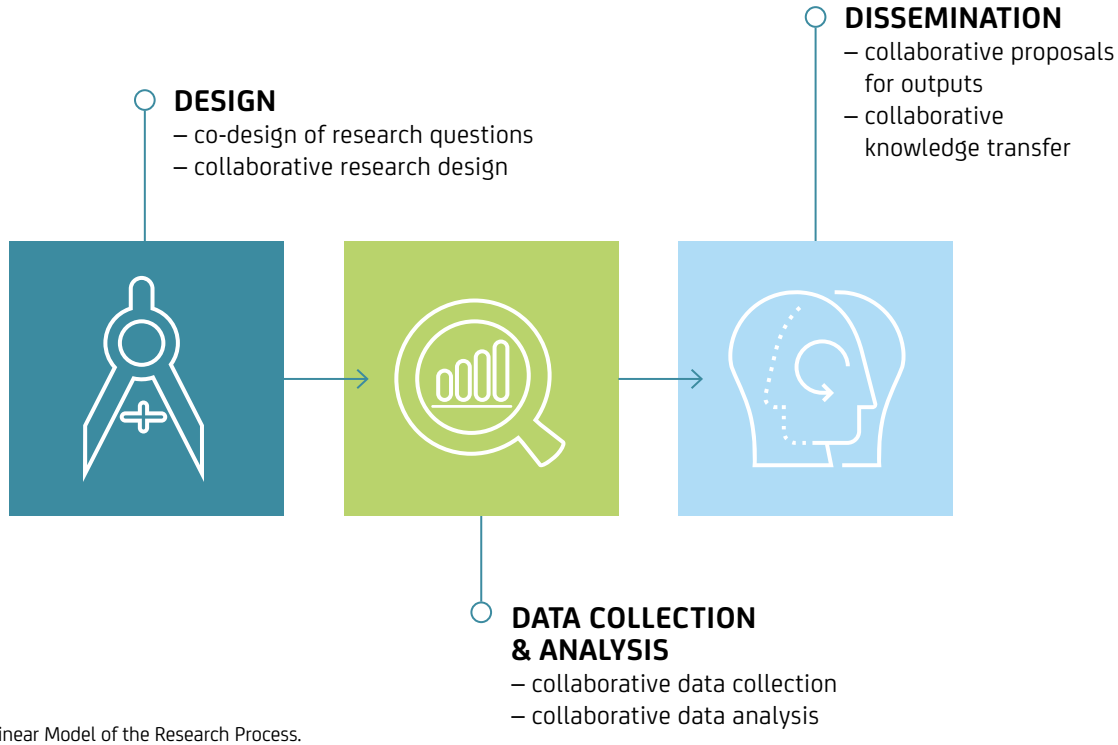


Figure 1. Linear Model of the Research Process.

DESIGN

There are a variety of practices, supported by several academic traditions, where communities may engage collaboratively with researchers in the design of a project (Tremblay, 2015: 31). These may occur on a continuum from a high to lower level of engagement and this is clearly reflected in the examples from the survey of Ireland's research practices. It is also important to note that many research projects and programmes straddle two or more stages of the research process in terms of the nature and extent of engagement with the community.

Community-researcher co-design:

In some of the cases studies submitted, academics worked collaboratively with members of the public and CSOs to identify areas for research and/or to develop collaborative approaches to research methods and applications. Sometimes, this joint research is conceived of as organising and mobilising affected partners (e.g. K. Walsh, NUIG; McMenamin and MacFarlane, UL). For example, Dineen worked with the community partners Jigsaw, a CSO supporting young people's mental health in Ireland, and members of a Young Adults Panel (YAP) with Type 1 diabetes. By forming this service-user panel, important tacit knowledge was exchanged on potential interventions to improve outcomes for the target population (Dineen, NUIG). Similarly, McGarry followed a consultative approach to identify the need for research into the media's role in promoting issues of Traveller diversity and inclusiveness (McGarry, NUIM). In Galway, Fitzgerald pursued a similar approach, working with a community research partner to co-create the central research questions for the examination of the impact of Meals on Wheels community in Ireland (Fitzgerald, NUIG).

These case studies and others illustrate that numerous engagement techniques can be used to solicit feedback from a community regarding the direction of a particular research question and project, including consulting with representative organisations (MacFarlane, UL; Flynn, NUIG). Other common modes of cooperation include holding collaborative workshops (Gowran, UL) or focus groups (Higgins, UL), opening up public spaces where people can engage in public 'crit' sessions (Ryan, Hassett, Kinsella and NicGhabhann, UL), or instructing students to utilise their fieldwork placements to inform the direction of their Masters theses (Bradley and Tierney, NUIM). At Trinity College Dublin (TCD), students from the Masters in Development Practice programme solicit the advice of local non-governmental development organisations when deciding upon the topics of their research projects (Murphy, TCD). Engagement can also feed into teaching, for example, at Dublin Institute of Technology (DIT), staff across numerous schools, including Mechanical Design, and Transport Engineering, Environment and Planning, have formed innovative teaching programmes in partnership with CSOs. Here, undergraduate and post graduate early stage researchers work closely with assistive technology users and the general public to inform new medical product design, and to provide new co-produced knowledge to inform transport and environmental policy.

SUCCESSFUL IRISH EU FRAMEWORK 7 AND HORIZON 2020 ENGAGED RESEARCH INITIATIVES

Irish HEIs have been successful in obtaining EU Framework 7 and Horizon 2020 funding for a number of large-scale collaboratively designed projects involving HEI and CSO partners across Europe. The Public Engagement with Research and Research Engagement with Society (PERARES) project ran from 2010-2014 with 25 European partners including Dublin City University (DCU), University College Cork (UCC) and DIT, and was designed to build capacity across Europe to support society in formulating research agendas and increasing engagement with research. The NUCLEUS project, which was started in 2015, explores how to embed RRI in HEIs and research organisations, and has 24 partners including DCU. The Enhancing Responsible Research and Innovation through Curricula in Higher Education (EnRRICH) project began in 2015 and involves 13 partners across Europe, including DIT and UCC, working to find ways to embed RRI in the Higher Education curriculum.

Supporting communities in addressing a societal challenge:

Researchers work on community-related challenges to improve outcomes for members of the community and general public. This often leads to a symbiosis of close and collaborative relations between researchers and community partners. For example, at TCD, The Irish Longitudinal Study on Ageing (TILDA) engages 1 in every 156 persons aged 50+ in Ireland at all stages of research from study design through dissemination activities. Research has been translated into 57 external policy and strategy documents to improve ageing in Ireland. At UCC, the Child Law Clinic has been involved in a number of pro bono legal cases to support children's rights and minority communities (Kilkelly, UCC). Researchers from the University of Limerick (UL) have undertaken a number of projects, aimed at monitoring and addressing hate crimes (Haynes and Schweppe, UL). In Maynooth University, the Innovation Value Institute has conducted evaluations of progress and value realisation from IT investments for NetHope Europe, a consortium of NGOs (Hanley, NUIM).

Collaborative project evaluation:

With increasing political demands for evidence-based practice and policymaking, robust evaluative research has increased. The case study review revealed a range of evaluative research projects and programmes of varying sizes, carried out with the cooperation of a community to evaluate community-oriented services. Examples include programmes created to facilitate learning in older members of the community (Murphy and Corrigan, DCU; Donoghue, TCD), initiatives that aim to promote physical and psychological wellbeing in people with chronic diseases (Walsh, NUIG) and at the end of their life (McLoughlin, McGilloway et al, NUIM), or programmes that aim to provide leadership and life skills to people through university-community collaborations (MacPhail, UL). A number of studies have taken place in UL which fall under this category, including assessments of urban regeneration music workshops (Turner, UL), changes to visitation regulations for Irish prisoners and their families to improve overall rehabilitation outcomes (Muldoon, UL), community-based set dancing programmes to improve mobility for people with Parkinson's disease (Shanahan, UL), speech and language therapy support programmes for post-primary schools (James, UL) and Quality Led Initiatives in the disability sector (Keane, UL). Similarly, researchers from University College Dublin (UCD) and Maynooth University have undertaken/are undertaking several engaged research evaluations of innovative community-based prevention and early intervention services for parents, children and families across a number of communities (Doyle, UCD; McGilloway, NUIM). The collective research findings generated to date have helped and will continue to inform and change practice and policy across the island of Ireland and beyond, whilst also ultimately contributing to improve family health and well-being in predominantly disadvantaged communities.

DATA COLLECTION AND ANALYSIS

This next section illustrates case studies of engaged research techniques for data collection and data analysis.

Community-researcher data collection:

Community involvement in a research programme may also occur during the data collection phase. Communities can be actively involved in the data collection phase to greater or lesser degrees, depending on the project. This form of participation is sometimes referred to as 'citizen science' or 'crowd-sourcing'. Several of the case studies employed collaborative approaches to field research, such as the 'Count Flowers for Bees' project, which invited 'citizen scientists' to collect floral abundance data to discover which habitats provide the best food for pollinators (Power, TCD). Another example can be found in the 'Community Voices for a Renewed Ireland' study, which collaborated with a number of different community-based organisations to create safe spaces where people could openly discuss issues of ethics and the type of society they want to create (McInerney, UL). In Galway, the Home Project encouraged participants to explore their relationship to their home through the medium of film, by equipping participants with filmmaking skills that allowed them to engage in data collection (Holohan, NUIG). The Homelabs project also worked with people in their homes, by gathering information on household consumption with a view to identifying strategies for greater sustainability in the future (Davies, TCD).

Community-researcher data analysis:

Collaborative approaches may also be employed in the interpretation of data. In Carlow, citizens' juries were used to enable citizens to contribute their views to Genetically Modified (GM) potato trials being run by agri-food scientists at DCU (Cunningham, Hughes and Murphy, DCU). Chemical and environmental scientists worked with Ballanagran Zero Carbon community in Wicklow to assess a number of sustainable development strategies, as part of the creation of an EU-wide standard and accreditation system for communities engaged in greenhouse gas emission reduction (O'Regan, UL). In Dublin, researchers from the Dublin Urban Laboratory project have engaged with housing activists and organisations in an effort to better understand Ireland's housing crisis (Kelly and O'Callaghan, NUIM). In a further project run by NUIM, residents in Tallaght gave their own perspectives on research into material and cultural reproductions of 'home' (Corcoran, NUIM).

DISSEMINATION

Where once academic researchers referred to research dissemination (implying a one-directional transfer of expertise from the researcher outwards), the idea of 'knowledge exchange' or knowledge translation (implying a more interactive, engaged and iterative relationship between researcher and identified research stakeholders) is now more widespread (Lockett et al, 2008: 664, RCUK, 2006; Felt et al, 2013). Nonetheless, practical issues can arise in developing engaged research strategies where researchers have difficulty in communicating their findings in a way that is clear and accessible for all stakeholders. The academic researcher who offers a copy of her latest conference paper to a collaborating community is not really sharing the research in a way that supports community engagement. Many of the case studies, however, reveal creative ways to overcome the multiple challenges in this respect, as outlined below.

Public engagement and knowledge exchange:

In Ireland, perhaps the most consequential example of this kind of exchange is the Irish Constitutional Convention, which was created following the successful trial of citizens' assemblies in the 'We the Citizens' project (Farrell, UCD). Sometimes, the output that emerges from consultation with a community can be a user product, such as the assistive technology device concept that students from DIT's Bsc in Product Design programme are required produce as part of their module on Medical Design, which includes consultation with Enable Ireland (Timmins and Long, DIT).

In other instances, community partners may share the responsibility for the dissemination of findings. Examples include the Haven Project's focus on public exchange in relation to the ongoing Mediterranean humanitarian crisis (Morrisey, NUIG); the Raw Materials Knowledge and Innovation Community (KIC) organisation of community workshops, seminars and engagement activities with the public (O'Donoghue, UL) or the joint presentation by wheelchair users and researchers to the Oireachtas (Gowran, UL). Adopting a similar approach in different circumstances, Inclusive Research Network produced an easy-read report that was in part produced by people with intellectual disabilities, who were recognised as researchers and not just participants in the work of academics (Salmon, UL).

Bespoke outputs for the community in addition to academic outputs for research:

Collaborative projects between communities and researchers can have benefits for the community that go beyond the academic outputs of the research. The non-academic benefits of this kind of research can vary significantly, with examples from case studies including the construction of a pop-up park (Kearns et al, NUIM); the provision of free pre-access programmes to people who may not otherwise have access to university education (Barter, NUIM); a free mathematics drop-in service for secondary school pupils (Mac an Bhaird, NUIM); and the Amazing Lace cultural heritage exhibition in Limerick (Avaram, UL). Other examples included the Cell EXPLORERS Programme, which engaged young children in science while also facilitating the training of tomorrow's science educators (Grenon, NUIG). In UL, *'The Community Impact of Pieta House Suicide Prevention Centres'* project provided crucial information to the organisation on how to grow its suicide intervention and prevention services in towns around Ireland (Muldoon, UL). Botanists in the School of Natural Sciences at Trinity College Dublin helped to create *The All-Ireland Pollinator Plan* - an action plan for pollinator conservation on the island of Ireland which includes a variety of activities for children, schools and citizen scientists, media packs, classroom activities, and *BEES!*, a musical for children by Will Fredd Theatre Production (Stout, TCD).

Despite the variety of disciplines and approaches cited in the examples above, the evidence from case studies suggests that regardless of method, engaged research can still be identified by a set of common principles and practices, which are articulated in the next section of this report.

5. ENGAGED RESEARCH PRINCIPLES AND PRACTICES

Engaged research brings together partners who operate in different organisational and institutional cultures with unique demands and commitments. Building partnerships to produce sustainable outcomes is a complex process requiring an understanding of the social, psychological and contextual variables impacting partnerships (Bieluch et al, 2016). Collaborative research has often failed in translation from university-based to 'real-world' settings and programme implementation, with community stakeholders reporting a lack of investment in the research and needs different from those being addressed by the researchers (Drahota et al., 2016). These challenges highlight the need for improved collaboration between academics and community stakeholders.

The Engaged Research Framework presented in Section 7 of this report lists key considerations and guidelines for engaged action at every stage of the research process. Here we draw attention to the over-arching principles of engaged research for this report, which emerged as consensus from our consultation workshops.

Whatever the method or approach, engaged research can be delineated by answering to the following questions:

- Who is the community?
- How do they participate in the research?
- What are the outputs of the research?
- What are the short-term outcomes and the longer-term impacts of the research?

How do communities participate in the research?

Engaged researchers typically proceed upon the assumption that a full understanding of the research problem cannot be achieved independent of the context in which the problem is found. Engaged research thus represents a more collaborative form of research association than is the norm in more traditional forms of research. In other words, it is based upon the assumption that knowledge, insight and expertise comes from a variety of sources, both from professional researchers and those without professional research experience. This has led to an increased focus on the importance of creating and sustaining effective engaged research partnerships for the co-creation of knowledge – an issue that was raised in many of the consultations.

WHO IS THE COMMUNITY?

A great deal of engaged research literature refers to 'community' engagement. In the context of this report, 'community' refers to a range of public research stakeholders, including public or professional service and product users, policy makers, civil and civic society organisations (CSOs) and actors. Ultimately, the research team must identify relevant stakeholders and recognise which community partners will be engaged.

What are the outputs of the research?

Engaged research is often associated with a shift in academic researchers' expectations: from desire to work with the community to working with a community partner in order to effect identified change *through collaborative inquiry*. In this collaboration, many researchers have highlighted a need to focus on power relations and dynamics between the researcher and the researched, and to investigate issues of trust between research collaborators (Ahmed et al, 2004; Baker, 2004). It is within this context that the outputs of engaged research may be as much concerned with the process of defining the research question, building the partnership, conducting the research, assessing outputs and measuring the societal impact, as they are concerned with innovative products and services, and more traditional academic outputs. Thus, engaged research is typically characterised by a broader range of outputs from the research process than would be the case with other 'less-engaged' research (see Section 8. *An Engaged Research Impact Framework for Ireland*). It is important to note, however, that these outputs often represent an addition to traditional academic research outputs, rather than a substitution of such outputs and, as such, require more focused efforts and, often, additional resources from a researcher's perspective.

What is the impact of engaged research collaboration?

For some, engaged research is synonymous with social transformation and social justice. For example, Strand et al (2003: 5) argue that it is a means to 'democratize knowledge creation by validating multiple sources of knowledge and promoting the use of multiple methods of discovery and dissemination'. In other words, the goal of engaged research for some is social action (broadly defined) for the purpose of achieving social change and social justice either directly or indirectly. Social Justice and Sustainability have recently been added to the existing 6 RRI keys by the EU expert group on Policy Indicators for RRI. For others, engaged research is the logical response to socio-technical, political and other drivers to support equitable, sustainable, design-led social innovation and social entrepreneurship – a means to incorporate 'public user' insights into production, design and technology for maximum impact.

Whatever the motivation, the extra inputs in terms of process, as well as the extra outputs demanded by meaningful collaboration, point to a clear requirement to identify shorter-term outcomes and longer-term impacts of engaged research, in order to accommodate the extra effort required when compared to more traditional forms of research.

6. ENGAGED RESEARCH METHODS AND APPROACHES

Figure 2. The range of terminologies used to describe engaged research methods.

The range of terminologies used to describe engaged research methods is illustrated in Figure 2 *The range of terminologies used to describe engaged research methods*, and explained in more detail in the Glossary of Engaged Research Methods in Appendix 1. The extensive list of methods and approaches that identify themselves as a form of engaged research reflects three important issues which have strong policy implications: first, the multiplicity of approaches and practices has contributed to confusion about what constitutes engaged research; second, this has led many to underestimate its prevalence in contemporary research; and third, this lack of clarity has stymied the potential for a great deal of transdisciplinary collaboration.

Notwithstanding this diversity, a careful review of the literature associated with these methodologies points to a set of common concerns regarding the implementation of engaged research. The consultation workshops for this report suggest that a set of common principles for the practice of engaged research already exists across a wide range of disciplines and that there is steadily evolving consensus about what engaged research is, and what it is not (see Section 4 above). It is in this context that we have developed a common framework within which to think about engaged research practices and approaches from a variety of disciplinary perspectives (see Figure 3). This outlines the broad consensus that has emerged across the consultation exercise and case study submissions.

The Engaged Research Framework is designed to illustrate a shift in how we understand the engaged research process. Instead of thinking of it as a linear process with compartmentalised engagement at the start or at the finish of a research project or programme (as illustrated in Figure 1), it aims to help engaged researchers think more clearly about the ways that communities can meaningfully engage in the research process throughout its entire life-span, from conceptualisation to completion and beyond.

7. AN ENGAGED RESEARCH FRAMEWORK

The Engaged Research Framework emerged from the deliberations of the Working Group, coupled with the findings from the consultation workshops with academic researchers and civil society organisations. In total, 35 written submissions were received from the consultation workshops with suggested amendments and/or additions to the model to, amongst other things, make it more inclusive of different disciplines and fields. The vast majority of submissions suggested the addition of more loops, going back and forth between the different stages, with some suggestions for a re-ordering of the stages. It was also pointed out that, although the stages are relatively equidistant in the graphic, the timescales between stages in actual implementation may vary considerably. More suggestions proposed a variety of additional and over-lapping circles around the central graphic, linking the research project more clearly to its environment. The message was clear. In real world application, engaged research is messier and less straightforward than depicted by the mapping exercise. Thus, the Engaged Research Framework, like Beck's Tube map of London, is not a perfect representation; instead it is a parsimonious and simplified model designed to be clear and comprehensible – a generic template which should hopefully apply to, and be useful for, engaged research conducted in any discipline.

Engaged Research Framework

Engaged research describes a wide range of rigorous research approaches and methodologies that share a common interest in collaborative engagement with the community and aim to improve, understand or investigate an issue of public interest or concern. While every research project is unique, the Engaged Research Framework encourages researchers to consider opportunities for engagement that exist at each state of the research project.

Figure 3. The Engaged Research Framework presents opportunities for engagement across the research lifecycle.

This Engaged Research Framework is based on the original design by Sarah Bowman, Trinity College Dublin.

Engaged Research Framework

GENERATING IDEAS

Who has the team engaged with and why?

Has the research question/hypothesis been advanced in dialogue with key stakeholders and community partners?

RESEARCH ACTIVITIES

- Identify the issues of public concern and/or the societal challenge that is most relevant to the research team and community partners.
- Undertake literature, data and policy reviews.
- Identify key stakeholders and collaborators for whom the research is relevant.
- Draft the research question/hypothesis.
- Confirm the relevancy of the draft research question/hypothesis with key stakeholders and community partners.

ENGAGEMENT ACTIVITIES

Public involvement in research is based on the idea that people who are affected by research have a right to inform that research. Engaged research is advanced *with* community partners rather than for them. When ideas are generated and a research plan is taking shape, there are opportunities for engagement. Meeting with key stakeholders including technical experts, researchers, community partners, policymakers, industry liaisons and funders (as applicable) allows for maximum input as the research question takes shape. This engagement not only builds capacity for the project, but ensures its relevancy.

RESEARCH PLANNING & DESIGN

With whom will the project team engage with, when, and how often?

Have key stakeholders, for whom the research is relevant, informed the research plan?

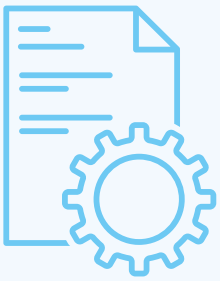
RESEARCH ACTIVITIES

- Identify relevant funding sources.
- Refine the research question/hypothesis based on feedback from key stakeholders and to align with the funding call.
- Confirm the project team and collaborators, identifying roles and responsibilities.
- Develop the budget and confirm resource allocations with the project team.
- Advance the Impact Framework (See Section 8) to include inputs, outputs, outcomes and desired impacts, along with the project timeline and milestones.

ENGAGEMENT ACTIVITIES

There are dozens of participatory methods for engaged research which span dialogue, consultation, collaboration, involvement, empowerment and direct decision-making. Whether the research project is large or small, the techniques chosen should ultimately advance the goals set forth by the research team. The engagement methods chosen should focus efforts, encourage dialogue and debate, build new knowledge, address key issues, and result in research that is relevant, timely and beneficial to the community.

Engaged Research Framework



PROPOSAL DEVELOPMENT

Is the team appropriate for a successful project from design to completion, including dissemination and knowledge translation activities?

Is engagement adequately resourced across the project timeline?

Do community partners have clear roles and responsibilities, including advisory or governance duties?

Does the allocation of resources align with the responsibilities outlined for all project partners?

Will community partners be joint grant holders or co-applicants with higher education institutions?

RESEARCH ACTIVITIES

- Finalise the research question/hypothesis and develop the conceptual and methodological frameworks.
- State the aims and objectives of the research.
- Refine the Impact Framework (See Section 8) to include inputs, outputs, outcomes and desired impacts, including the project timeline, budget, milestones and key performance indicators.
- Ensure support for this project across sectors. This might include public or professional service and product users, policy makers, civil and civic society organisations, other researchers, industry partners, students, and the general public.

ENGAGEMENT ACTIVITIES

Proposal development offers opportunities for engagement across sectors. This may include workshops with the project team to develop ideas; site visits with organisations and service providers to secure support and to identify roles on project tasks; and documentation of the challenges, opportunities and constraints in support of the research effort. This stage focuses on how the research will be undertaken, by whom, and results in a proposal which clearly outlines roles and responsibilities.

Engaged Research Framework

PROJECT KICK-OFF

Are the research methods chosen compatible with a collaborative, participatory, inclusive approach?

Does the project team tap the expertise and tacit knowledge of researchers and community members?

Do all members of the project team have access to the resources needed for sustained involvement?

Is training required to encourage authentic public involvement?

RESEARCH ACTIVITIES

- Evaluate the methodology: research design, participant settings, recruitment, instruments, methods, measures, assessments, procedures and quality assurances.
- Negotiate and finalise the research agreement with the funding agency and host institution/organisation.
- Set up the project's administrative mechanisms and agree on the operational plan, timeline and reporting schedule with the project team, funders and host institution/organisation.
- Secure ethical approvals, as appropriate.
- Advance the data collection, management and analysis plans with the project team, funders and host institution/organisations.
- Advance the public engagement and communications plans with the project team, funders and host institution/ organisations.
- Agree on the ownership of Intellectual Property, access to data, and address other proprietary issues.

ENGAGEMENT ACTIVITIES

At this stage, the project team includes representation from various sectors, including community partners, who have informed the research methods and operational plans. It is important for the project team to identify complementary research or other relevant activities which may engage new or disadvantaged populations, challenge the hypothesis, or otherwise advance the research while minimising duplication. The project team will need to address how others provide input, voice concerns or otherwise provide feedback during the project. This includes identifying the opportunities for dialogue that the project provides and whether the project information is accessible to all stakeholders.

Engaged Research Framework

DATA COLLECTION & MANAGEMENT

Do the data collection and management plans align with the project's goals for engagement?

Have community partners been approached to gather and manage data or provide the public perspective during this stage?

What supports and safeguards are needed to encourage greater participation in data collection and management? This might require training, protocols, insurance, indemnity and confidentiality agreements are in place.

RESEARCH ACTIVITIES

- Collect, clean and screen the data in agreement with the project's data collection, management and analysis plans.
- Implement quality control procedures in agreement with ethical approvals, as required, including safeguarding data and anonymity.
- Complete transcription, where applicable, and implement data management protocols.
- Test the reliability and validity of the data.
- Store data in agreement with the project's data management plan.

ENGAGEMENT ACTIVITIES

Researchers occasionally underestimate how government agencies, community service organisations, the general public, students and researchers from other disciplines might contribute at the data collection and management stage. The systematic collection and management of data can be achieved with diverse stakeholders when training and management protocols are in place. Rather than consider data collection as a discrete stage unrelated to public engagement, consider how collaboration may be initiated and sustained during this stage. The project team should have a clearly-stated rationale for who will participate in this stage and why.

Engaged Research Framework

DATA ANALYSIS

Which stakeholders can access, analyse and communicate findings about this project?

How might the project team encourage participation and broaden inclusion, especially for disadvantaged populations?

What barriers exist to engagement at this stage of research?

RESEARCH ACTIVITIES

- Analyse the data.
- Manage and impute missing data.
- Develop analytical categories and, if appropriate, undertake modelling.
- Interpret, critique and share the findings.

ENGAGEMENT ACTIVITIES

Recognising that non-researchers can make useful and meaningful contributions to research is at the heart of engagement, especially when it comes to data analysis. An open and distributed approach to data analysis reduces researcher privilege by empowering lay audiences through tools and resources that develop relevant skills. Genuine engagement at this stage of research has been conceptualised, strategically planned and then recognised as central to the success of the project. This is where engagement becomes progressive, resulting in co-produced knowledge across stakeholders and sectors which is communicated through diverse voices and outlets.

Engaged Research Framework

DATA ACCESS

Are systems in place to encourage ongoing data access and analysis?

Are systems in place to capture data access requests? Is it possible for the project team to engage with other researchers who are accessing the data?

How will the impact of data access be measured over time?

If open access is not desired by the project team, have efforts been made to promote the data in user-friendly and accessible formats to diverse audiences and through varied outlets?

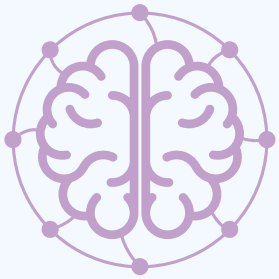
RESEARCH ACTIVITIES

- Anonymise the data, as applicable.
- Create a clear structure for how data can be accessed in alignment with the project's data collection, management and analysis plans.
- Publicly archive the data, if so desired.
- Promote the data to a range of audiences.
- Capture data access requests and consider whether these requests may spin out new projects or collaborations.

ENGAGEMENT ACTIVITIES

Offering others the body of evidence through data access allows for the critical evaluation of previous findings, plus provides opportunities for comparative analysis of distinct datasets and systematic reviews of data. Providing access to data ensures transparency and reproducibility, while also allowing unexpected results as interpretations are challenged. Within the confines of confidentiality, open data proponents note that public monies used to support research should advance public knowledge and accelerate discoveries.

Engaged Research Framework



KNOWLEDGE PRODUCTION & EXCHANGE

Are findings shared to encourage dialogue, debate or consultation?

Is it possible to bring together diverse stakeholders to challenge, discuss or question findings?

Are there local, regional, national or international events which might encourage engagement with diverse or underserved populations?

Can the project team tap partners' networks and communications channels to ensure maximum reach?

What mechanisms are in place to solicit and receive feedback?

RESEARCH ACTIVITIES

- Release project reports, briefs and other deliverables.
- Issue publications to both academic and non-academic audiences, as applicable.
- Host dissemination and knowledge translation events.
- Meet with stakeholders to share findings to promote evidence-informed policies, services and processes.
- Map research findings to policy documents at local, regional, national and international levels, as applicable.
- Present findings at conferences and other events.
- Engage with the media through press releases, interviews and opinion pieces.
- Issue newsletters or an annual review for multi-year projects.
- Provide online resources and website updates, including social media posts, as appropriate.
- Identify technology outputs, intellectual property and the potential for commercialisation activities.
- Develop proposals for spinout projects, utilising the Engaged Research Framework.

ENGAGEMENT ACTIVITIES

The goal is to ensure that the knowledge produced is communicated in a timely manner through clear, accessible and usable formats appropriate to each audience. Activities should take place at various times throughout the project with practitioners, policymakers, the general public and others. For activities to be engaging, they must enable dialogue and full participation. When planning knowledge exchange activities across the project timeline, think about the language used and the media chosen. Is it possible to bring the findings to the attention of policy makers, practitioners, and service providers to support evidence-informed decision-making and improve long term outcomes? Are there other disciplines to liaise with in order to develop fun, unconventional or unusual events? When reviewing the dissemination activities planned for the project, which methods are used and which audiences are reached? Who is missing?

Engaged Research Framework

PROJECT REVIEW & IMPACT ASSESSMENT

Using the *Impact Framework* (See Section 8), how can the project team measure success across the impact categories and through both quantitative and qualitative measures?

Can project partners evaluate the project against their own strategic documents or institutional/organisational performance metrics?

Are partners' contributions recognised and disseminated through other partners' communications channels?

Recognise that outcomes and longer-term impacts may not be captured by final project reporting. Consider how impact will be measured over time.

RESEARCH ACTIVITIES

See the Impact Framework to assess impact based on the following classification categories:

- Economic Impacts
- Environmental Impacts
- Health and Wellbeing Impacts
- Policy and Product Development Impacts
- Professional and Public Services Impacts
- Social and Cultural Impacts
- Internationalisation Impacts
- Capacity Building Impacts

ENGAGEMENT ACTIVITIES

Reviewing progress and evaluating impact requires the monitoring of outcomes against the intended targets. This stage offers opportunities for engagement as the project team decides on which information needs to be collected, when, how and by whom. Once collected, the information is reviewed and decisions are made on how to act on that information. Strategically evaluating impact can deepen ongoing engagement by assuring partners and funders of the project's merit and by using lessons learned for stronger future engagement and involvement.

Engaged Research Framework

PROJECT CLOSE OUT

What steps have been taken to ensure post-project sustainability of outcomes?

How will engagement be sustained once the project ceases?

RESEARCH ACTIVITIES

- Complete final reporting.
- Update and share the team contact database, as applicable.
- Identify potential spin out projects and/or new collaborations.
- Develop proposals for spinout projects, utilising this Engaged Research Framework.

ENGAGEMENT ACTIVITIES

As the project closes, engagement can continue through the networks developed by the team and through potential spin out projects. Over the course of the project, new research needs may have been identified with partners. Reflecting on the engagement methods chosen and why these were selected will help the research team to increase their comfort level and possibly encourage the use of new methods moving forward. Appendix 1 provides a list of methods for engaged research. Engagement relies on relationship-building over time. A key consideration at individual and organisational/institutional levels is how engagement can be sustained in the periods between funded projects and in the absence of third party funding.

ENGAGED RESEARCH CHECKLIST

- The research question should be formulated in dialogue between the research team and all stakeholders and must be relevant to the community with an emphasis on addressing a societal challenge or issue of public concern.
- The research process requires the expertise and resources of both researchers and community members.
- The design of the research ensures that all stakeholder members and researchers are clear about the extent of their collaboration, their respective roles and responsibilities, what they can expect to gain from the research, and what they will be expected to contribute.
- The research findings may be utilised by researchers and all stakeholders to address the societal challenge or issue of public concern.
- The research results in positive steps towards addressing the issue of public concern or societal challenge.

8. AN ENGAGED RESEARCH IMPACT FRAMEWORK FOR IRELAND

Given that impact metrics vary widely across fields and depend on the needs of a range of partners, this section of the report provides a synthesis of some of the most commonly applied impact categories used in engaged research. The following information has been compiled after a comprehensive review of the relevant policy documents, as well as grey and academic literature on research and innovation impact. The information is not intended to be prescriptive but rather attempts to inspire and guide researchers when drafting impact statements for their engaged research projects or funding applications.

How to decide on intended engaged research impact?

Researchers and community stakeholders are often required to submit an Impact Statement as part of a research proposal or new research project plan. Even where a project is unfunded, and there is no formal requirement for an impact statement, it can be very helpful for all partners to think about and agree what they want to find out, to do, or to change, as a result of the research project.

IMPACT STATEMENT

An impact statement is the articulation of the intended effect of your initiative. This will include a value judgement about the intended goals, as articulated by relevant stakeholders and partners to the project.

The use of logic models can be an effective way to systematically work through and agree on the pathway to reaching an agreed end goal or impact between multiple stakeholders, including researchers, public service and product users, and policy makers, for example. The consensus which emerged from the initial consultations for this report indicated that impact is much more readily achieved when it is factored into the project plan from the very start.

> It is important for research project stakeholders, including academics, policy makers, funders, and public participants to consider how to 'engineer in' impact key performance indictors into long-term project planning. To truly assess impact, you must talk to end-users of a new product, service, or process. In this situation, you must also prepare stakeholders for this process, asking them to set aside time and resources to take part".
>
> **Alison Campbell**, Knowledge Transfer Ireland

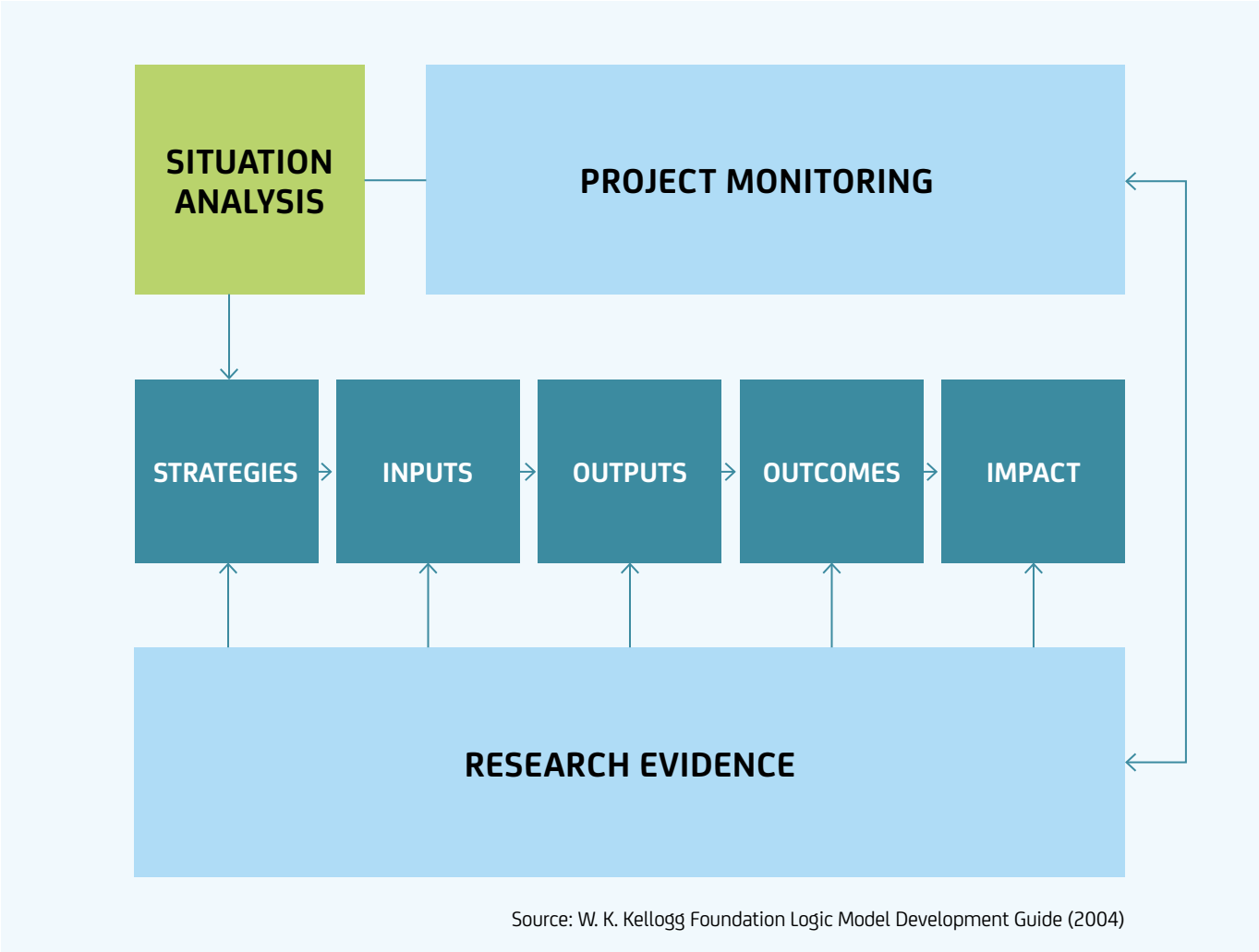


Figure 4. An example of a logic model.

While the terms *outcome* and *impact* are sometimes used interchangeably, there is an important distinction between the two. Outcomes are more immediate than most forms of impact. Outcomes can be considered as intermediate steps towards longer-term impacts. The importance of individual indicators varies by discipline and sector, and there can be a significant time lag between inputs and outputs and between outputs and impact.

Impact classification and key performance indicators

A logic model approach develops consensus on which variables to measure, and supports researchers in using evaluation resources carefully. In this report, the Engaged Research Working Group systematically reviewed examples of logic modelling in order to develop an Irish framework for engaged research projects applicable across all disciplines.

CRUCIAL STEPS TO BUILDING A LOGIC MODEL:

Perform a Situation and Needs Analysis

Collaborate with stakeholders to identify the societal challenge or issue of concern

Refine the Research Question or Hypothesis

Through consultation, identify the most relevant investigation to undertake

Identify the Inputs

Allocate the available resources to deliver the research project

State the Outputs

Identify the planned activities based on the allocation of resources

Recognise the Outcomes

Identify the anticipated short-term results of the research project and its outputs

Plan for Impact

State the longer-term effect on the societal challenge or issue of concern

Measure Key Performance Indicators

Using the impact categories below, assess the project's impact

IMPACT CATEGORIES

The proposed Impact Framework is based on a synthesis of current impact categories used in the Irish research context and makes particular reference to the following documents:

- Science Foundation Ireland (2015) "Broadening the Scope of Impact. Defining, assessing and measuring impact of major public research programmes, with lessons from 6 small advanced economies" by the Small Advanced Economies Initiative;
- Health Research Board (2016) Impact categories for evaluating HRB funded research;
- Irish Humanities Alliance (2016) "Impact & the Humanities. Workshop Report & Policy Recommendations";
- European Commission (2015) "Horizon 2020 Indicators, Assessing the Results and Impact of H2020".

A comparison of existing impact categories in current research calls illustrated a good deal of overlap between types of impact in different classification systems, and some notable absences. Impacts in terms of creative arts, performance, culture and heritage might be imputed in the existing categories, but are less readily acknowledged. These shortcomings are addressed in the proposed re-organisation of current categories in order to present a single all-inclusive and transdisciplinary framework for engaged research.

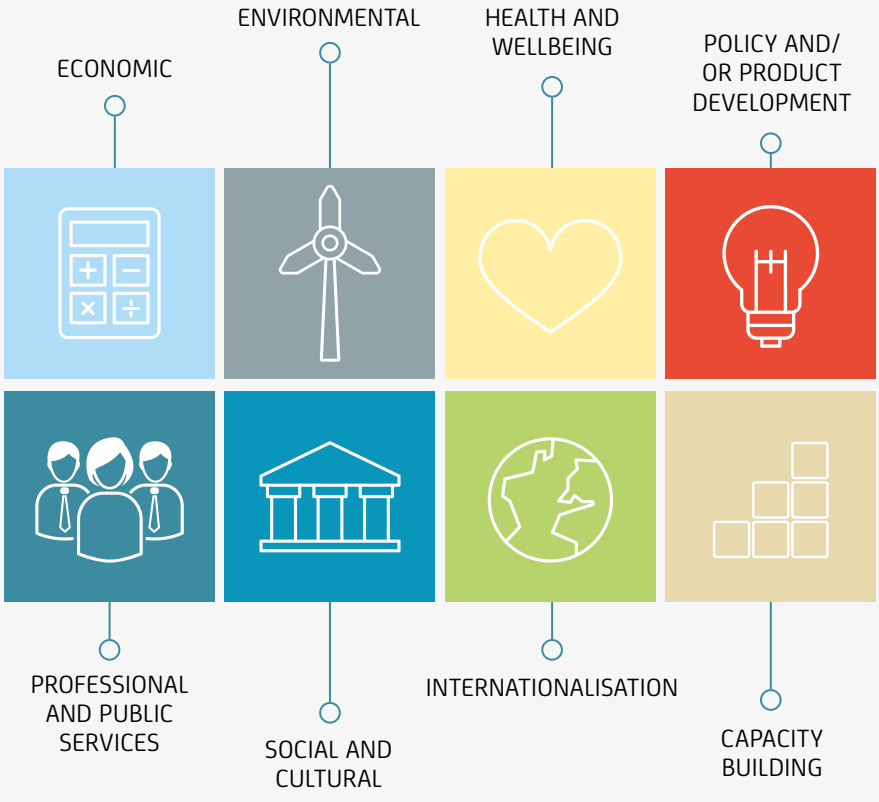


Figure 5. Impact categories for consideration by research teams.

NEW KNOWLEDGE PRODUCTION

Whilst some current impact categories list 'knowledge production' as a type of impact, the consensus in our workshop consultations was that this is an aim of all research activities. Knowledge production has, therefore, been retained as a cross-cutting impact that should be present in all impact categories, and includes:

- New peer reviewed publications and citations
- Presentations to national and international conferences
- New 'grey literature' including research reports, interviews, policy briefings, editorials, newsletters, web articles, social media, presentations with/to stakeholders
- New systematic reviews or findings
- Increased availability of evidence including open access data
- Establishment of new datasets, databases or research data
- Conceptual impact.

ECONOMIC IMPACTS

Beneficiaries of economic impacts may include individuals or groups. Impacts may provide direct benefit to businesses or other organisations whose activity helps create jobs and revenue. Additionally, the benefits may be more widely spread in terms of developing the conditions and environment to sustain productive economic activity or to advance long-term cost savings due to improved practices and processes. Possible impacts may include, but are not limited to:

- New or expanded products, licenses, or services created
- Spinout or start-up businesses registered
- Improved performance or processes adopted
- Employment created or increased
- Improved international reputation for investment in Ireland
- More efficient use of public resources
- Leveraging of national and international funding
- Increased income generated
- Reduced redundancies and costs
- Conceptual impact.

ENVIRONMENTAL IMPACTS

Environmental impacts are those in which the key beneficiaries are the natural and built environment with its ecosystem services, together with societies, individuals or groups who benefit as a result. Possible impacts may include, but are not limited to:

- Improving awareness and understanding of climate change and its consequences
- Stimulation of public debate and awareness on the environment
- Provision of information to civil and civic societies
- Environmental policy or planning decisions are evidence-informed
- Improved management or conservation of natural resources to advance climate justice
- Improved management of environmental risks or hazards
- Improved private or public services to meet relevant environmental policies or goals
- New/improved technologies or processes to reduce pollution and/or the impact of pollutants
- Improvement in sustainable use of resources for resilient societies
- Improved understanding of health risks to livestock and disease risks to crops for better health and food security
- Improved built environment infrastructure including transportation systems and land use.

HEALTH AND WELLBEING IMPACTS

Beneficiaries may include individuals, groups or targeted populations whose health and wellbeing outcomes have been improved or enhanced, or where potential harm has been mitigated. Possible impacts may include, but are not limited to:

- Better national or international health and wellbeing outcomes due to new or improved interventions, services, drug/treatments/therapies, diagnostic or medical technologies, care practices or processes
- Improved health and wellbeing at an individual level
- Reduced inequalities in health status and health and social care utilisation through information and policies targeting vulnerable/disadvantaged groups
- Increased efficiency in the delivery of public health and social services, as well as health-related interventions and services delivered by NGOs and others in the community
- Decisions by public, private and voluntary stakeholders informed by research evidence
- Improved quality of life due to improved health and wellbeing services/interventions, products or processes
- Enhanced animal health and welfare
- Reduction in costs and delays for treatments, interventions, practices, and processes due to newly developed or improved alternatives (e.g. new treatments, interventions, drugs, devices or diagnostics)
- Mitigation of risks to health or well-being through preventative or early intervention services and measures
- Increase in number of participants enrolled in clinical and community-based trials
- Increase in number of individuals engaging in healthy lifestyles

POLICY AND/OR PRODUCT DEVELOPMENT IMPACTS

Beneficiaries may include individuals or groups from professional, governmental and non-governmental organisations and charities and groups. The impact may be top-down through policy changes and bottom-up through behavioural practice. Possible impacts may include, but are not limited to:

- Implementation, revision or evaluation of policies to improve efficiency, efficacy of public services, products and processes, and government regulation
- Policy and related budget decisions, changes to legislation, regulations, guidelines, or funding are evidence-informed
- Revised educational curricula, across all levels, informed by new knowledge
- Commissioned reports or projects from government departments or agencies
- Policy briefing papers, practical handbooks and other grey material produced for / disseminated to relevant professionals, policy makers, and civic and civil society organisations
- Patents and other IP applications and award of commercialization support grants to develop products or services
- License agreements and revenues generated as a result of spin-out companies or formal collaborative partnerships between researchers and relevant research stakeholders.

PROFESSIONAL AND PUBLIC SERVICES IMPACTS

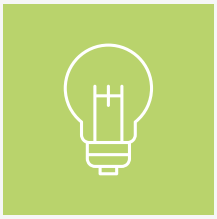
Beneficiaries may include public and private organisations or individuals involved in the development and delivery of professional services. The impact may be top-down through policy changes and bottom-up through behavioural practice. Possible impacts may include, but are not limited to:

- New or improved professional standards, working practices, guidelines or training
- Quality, efficiency or productivity of a service
- Professional body practices are evidence-informed
- Practice or process changes in companies or other organisations through capacity building
- Increased inter-agency collaboration
- Improved services evaluation methods and technologies
- Improvements in risk management across public and private sectors
- Advancements against strategic plans.

SOCIAL AND CULTURAL IMPACTS

Beneficiaries may include individuals, organisations or communities whose quality of life, knowledge and/or capacity is positively affected through creative practice, performance and increased cultural understanding. These may include but are not limited to:

- Enhanced opportunities for creativity, self-expression and human development
- Increased appreciation and/or design of cultural services such as museums, galleries, libraries
- Attitudinal changes, education and understanding
- Stimulation or informing of public debate or interest
- Greater awareness of the public's role and responsibility in contributing to solving social challenges
- Increased confidence of the general public to address issues affecting them
- Exchange of public tacit knowledge to inform new or improved products, services and processes
- Improved quality of life through improved access to services
- Local, regional or national development and regeneration plans
- New processes for responding to public research needs and partnerships
- Improved human performance due to new or changed technologies or processes.



INTERNATIONALISATION IMPACTS

Direct beneficiaries include Irish-based researchers striving to improve their international reputation, international researchers who wish to locate part or all of their research to Ireland and CSOs who want to increase their international engagement and reputation. Indirect beneficiaries may include research stakeholders from relevant local, national or international public and private organizations. Possible impacts may include, but are not limited to:

- Success of researchers and relevant entities in attaining international research funding, for example, through EU Framework programmes
- Improved international reputation of Ireland in the research arena
- Attraction and retention of international talent
- New connections to international expertise providing access to state-of-the-art knowledge, ideas and publics
- Leveraging of international funding through industrial and collaborative research
- New national/international collaborations or strategic partnerships formed with other research teams, community and industry partners or relevant agencies.
- Increased global social responsibility, cultural awareness, and languages
- Contribution to international relations and the international profile and reputation of Ireland.

CAPACITY BUILDING IMPACTS

- Education, training and improved skills of current and future populations and workers for public and industry services, and academia
- Improved relevancy of educational curricula at all levels
- Higher degrees and research experience obtained by research personnel
- Retention rates of research personnel in national research system
- Increased leveraged funding due to number and level of highly skilled researchers
- Increased national, EU, international social capital
- Increased research capacity in CSOs
- Increased levels of engagement of members of the public with research, and corresponding levels of confidence in public-science dialogue
- Spin-off projects developed and further research funding leveraged
- Development and use of novel research techniques
- Establishment of new datasets, databases or research data lodged in national database.

The above framework does not differentiate between impact categories in terms of their intrinsic value or importance. Each funding call will, of course, have its own criteria and some categories will be more relevant than others depending on the subject matter. Not all of the areas listed will be applicable to all engaged research initiatives. Therefore, the first suggested step for researchers when applying this framework is to create a logic model and decide on key areas of impact, specify the key performance indicators that are relevant to the research, and then build a matrix within which each impact area can be weighted in terms of its importance within the project. Importantly, this approach may be applied to a research project of any size from an individual undergraduate or doctoral piece of work, to a large national or international research programme.

A GUIDE TO PLANNING FOR IMPACT

Consideration of how impact can be assessed early in the engaged research project planning process is important in terms of maximising the use of research findings for societal benefit. Early in the process, effective communication and engagement between research stakeholders is key to defining appropriate, responsive metrics, or key performance indicators. The early engagement of potential stakeholders enables a better understanding of the likely relevance of the research and, in return, increased interest, potential for knowledge translation, positive outcomes and longer-term impacts. Measurement of performance indicators can be applied both during the project (formative indicators) and upon completion (summative indicators). However, during a project, new findings and discoveries may result in unexpected outcomes which highlight the importance of flexibility and time-sensitive monitoring to assess impact during the lifetime of the project and beyond.

FOCUS OF IMPACT

The focus of impact can be at an individual, group, institutional, system or community level. For example, at an individual level, a farmer may implement a new rotation practice to maintain the nutrient quality of crops. At a group level, a cooperative might do so. At an institutional level, a Farmer's Association could institute policy to change rotation practice, while at a systems or community level, a training programme may scale up this new method across geographical areas, and government might fund this training.

When deciding on impact and/or when writing an impact statement, it is important to articulate who or what is expected to change, how the change will take place, and estimate the expected timeframe during which this change is likely to materialise.

TIPS FOR DRAFTING AN IMPACT STATEMENT

- Choose jargon free, non-technical language
- Use a logic model to identify stakeholder needs, outcomes, outputs, milestones and deliverables aligned with the proposed impact
- Aim to assess research impact as you proceed (formative) and upon completion (summative)
- Indicate when impact assessment will be carried out and the type of impact envisaged
- Consider the background and range of expertise of those assessing the impact statement, along with the requirements identified in the call
- Articulate who or what is expected to change, how the change will take place, and the estimated timeframe for when this change will happen

- Set targets against the chosen key performance indicators to monitor progress;
- Consider the quantitative and qualitative evidence across a range of impact categories;
- Consider dissemination, knowledge exchange and translational activities to scale up the project in the future and maximise impact;
- Articulate how the team will engage or involve beneficiaries, and how the translation of knowledge will affect the societal challenge.

9. ADDRESSING THE CHALLENGES OF ENGAGED RESEARCH

The case studies and consultations that underpin this report indicate the extent and diversity of engaged research in Ireland and illustrate a strong desire to co-create and share knowledge for positive societal change. In order to support this, we need enabling policies and structures to build capacity for engaged research, so that prospective project partners can form productive and sustainable partnerships. While there is a great deal of engaged research activity amongst academics in Ireland, and a growing interest from the public, civil and civic society organisations, to date there has been little coordinated infrastructure put in place or strategic thinking about how the aims of national and EU policy relating to engaged research might best be delivered. In this section, five key challenges for engaged research and innovation in Ireland are presented, alongside the enablers necessary to address these challenges.

1. Meet the diverse expectations and needs of all beneficiaries

Meeting the diverse expectations and needs of community partners, researchers and higher education institutions was a recurrent theme in all of our consultation workshops. For example, civic and civil society organisation representatives highlighted the difference between being 'research active' and 'research effective' and perceived impact to be very important but often absent from many research projects. It was also suggested that the 'costs' of engaging with a researcher are often high for CSOs - in terms of time and human resources invested, and that academics do not always acknowledge this investment. Whilst academic researchers are normally required to focus on academically oriented outputs, such as peer-reviewed publications, books, book chapters, conference papers and other publications, CSOs are typically more interested in commissioned research findings, evaluation reports, policy briefings and advocacy materials based on research findings. Producing an evidence-base to inform good practice, policy, and/or advocacy may require research that focuses on processes, policy review or protocols assessment. Grey literature, such as

'Policy Briefings', are often sought by CSOs and policy makers, and these require a different kind of academic input and effort than that involved in more traditional research outputs. Furthermore, it is important to recognise that this kind of research, while useful, is less interesting for academic journals and therefore perceived to be less useful by HEI senior management teams.

In the consultation workshops undertaken for this report, academics suggested that CSOs need to understand academic processes, timeframes and needs, while CSOs suggested that academics need to better understand that things may happen differently outside their institution, and that they typically seek collaborative relationships that last over time with trusted partners. Unfortunately, most research-active academics do not have the time or human resources to nurture and sustain these kinds of relationships, as funding streams typically prioritise shorter-term academic outputs over longer-term societal impact.

These insights illustrate that there is often an inherent tension between academic institutional and civil and civic society organisational goals, outputs and desired impact. This highlights the need for all stakeholders to have a very clear understanding of each other's expectations from the outset.

> "The challenge of working with academics is that their currency is publications, and the difficulty for us is that academics do not want to stay and consider longer impact after project and publications, looking at the demonstration of impact. This is not about publications alone but how you develop relations with the NGO. This is one of the issues we have. I hope that funders will pay attention to this. Part of this tension is also that publication threshold is very high. Academics want to do more research, but a lot of our needs do not require that high threshold. It needs addressing. We have to get that balance right."
>
> **Magnus Conteh**, World Vision

The longer term goals of CSOs point to the obvious advantage of working *with* academic researchers, sharing the work and the responsibility for successful partnerships. Successful partnerships are more likely where collaborators have the necessary skills and training, and where the responsibility for maintaining effective partnership is placed at both the institutional and the individual level. This will help ensure that partnerships are less vulnerable to staff turnover and/or burnout; that due diligence can be given to partnership building; and that the additional work of engaged research outputs can be managed more effectively. All this requires institutional organisation and support for engaged research activities.

Thirty-five separate submissions from the consultation workshop reported a need for further higher education institution and civic and civil society organisation staff training on a variety of subjects including:

- Reciprocal understanding of partner's needs and strengths;
- Drafting co-developed funding proposals, knowledge exchange plans, monitoring and evaluation;
- Data protection and data management, legal obligations associated with inter-organisational projects;
- Drafting impact statements and assessing the impact of engaged research;
- Effective communication skills to present project outcomes in non-academic formats for knowledge translation;
- Application of engaged research design and techniques;
- Drafting protocols on community and local knowledge ownership, intellectual property and project governance for success.

2. Build national and institutional infrastructure and resources to facilitate engaged research

Higher education-based researchers consulted for this report frequently noted that they were unaware of other campus staff members' research projects and external CSOs collaborations. As a result, some CSOs are repeatedly approached by HEI staff, and can suffer 'research fatigue', as work is duplicated unnecessarily due to information gaps about existing research data and findings. This difficulty was evidenced in the case studies submitted for this report, which revealed a number of similar studies, carried out in isolation from each other in different institutions.

A better knowledge of Ireland's engaged research landscape would enable researchers, funders and community partners to investigate opportunities and potential for scaling up single case studies into larger thematic, comparative research projects, and/or systematic reviews, and avoid unnecessary duplication of effort and cost.

The provision of a national database of engaged research projects, engaged researchers, and support staff would be a useful resource, identifying where existing research has already provided possible remedies to issues of concern. The positive disposition for partnership suggests that, if this information were locally and nationally collated and curated, researchers and community partners could pursue opportunities to avail of research synergies based on a streamlined approach to engaged research funding.

The inclusion of engaged researchers and support staff in a national Engaged Research Directory and submission of case studies to a nationally curated Engaged Research Database would also provide evidence of good quality engaged research on a case-by-case basis, as well as contribute to the strategic positioning of Ireland's researchers, CSO's and HEIs internationally.

In order to address this information deficit at national level, it was widely agreed that Irish HEIs need to address their own local information infrastructural gaps.

> Ideally, before a CSO reaches for an academic, they need to be aware of any information that already exists. Some groups might find that their 'problem' has been addressed already. Many organizations struggling with their local issues are without the time, resources or expertise to know that the issue that they are grappling with has already been researched, or that data or solution is out there. A centralised national database for existing research and available researchers could be of huge benefit for community groups."
>
> **Hugh O'Reilly**, Director of Business Development, The Wheel

Forty-two separate submissions from the consultation workshops by academics, CSOs, policy officials and funders noted information and human resource deficit as a significant barrier to effective engaged research, and identified the following recommendations:

- Assign dedicated staff in HEIs to support institution-community partnerships on all aspects of engaged research and funding, especially focussed on developing relationships during and between funded projects;
- Put in place simplified payment/reimbursement systems and processes that facilitate easier partnering and accommodate non-university staff;
- Develop local communication and information systems which link all HEI departments, disciplines and colleges to capture past and ongoing engaged research projects to avoid duplication;
- Provide networking opportunities for CSOs and HEI staff interested in working together;
- Develop a national 'clearing house of expertise' for engaged research that could contribute to the development of engaged research networks of expertise within Ireland, as well as attracting international researchers to Ireland;
- Create an inter-institutional/organisational national database of engaged researcher case studies, researchers and support staff;
- Create a national engaged research 'methods toolbox' as a resource centre for transdisciplinary and inter-institutional collaborations.

Development of such a resource would:

- Aid transdisciplinary and inter-institutional research;
- Provide a means for national profiling and to showcase opportunities;
- Develop national collaborations and/or enable international researchers to identify collaborators in Ireland;
- Facilitate knowledge exchange and research synergies;
- Provide opportunities to scale up small, engaged research projects into larger scale comparative and/or national studies.

3. Implement policy to facilitate engaged research

At national policy level, engaged research needs to be supported by a nationally agreed understanding of what constitutes engaged research. Best practice would be further supported by the adoption of nationally agreed guidelines for good practice in engaged research, and incentivised by nationally agreed indicators.

At local level, engaged research often exits in the absence of clear institutional policy and organisational supports. HEI structures can even be obstructive to engaged research, especially for those not formally part of the university system. Engaged researchers often encounter the same problems and overcome the same issues in isolation, without a network of supportive peers. HEIs could capitalise on existing collective expertise at institutional and national levels.

There is also an opportunity to prepare early-career researchers for engaged research by incorporating community-based research methods more widely into the curriculum. From undergraduate to PhD programmes, students can benefit from engaging with community partners on addressing real-life societal issues. This builds their capacity to participate in engaged research, both as members of society and future researchers.

Engaged researchers need to work in an institutional policy environment in which their work is understood, supported and exploited, if it is to deliver optimal impact. Therefore, HEIs and CSOs wishing to promote engaged research impact and innovation need to articulate, beyond the narrative in their strategic plans/ strategies, that they understand what best practice in engaged research looks like, how it is achieved and how they are supporting their engaged researchers in this respect.

Thirty-five separate submissions from the consultation workshop recommended the following policy developments to embed engaged research on and off campus:

At national level:

- Adopt a nationally agreed understanding of engaged research;
- Promote nationally agreed guidelines for best practice in engaged research;
- Create nationally agreed indicators for engaged research practice.

At local level:

- Institutional recognition and reward for engaged research, and reflect this in academic workloads and promotions procedures;
- Embed commitment to engaged research in research and innovation, teaching and learning strategic plans, undergraduate HEI curricula, and post-graduate and doctoral training;
- Institutional accommodation of flexible scheduling and timetabling of workloads to facilitate engaged research.

4. Streamline funding to facilitate impactful engaged research

In consultation for this report, there was general agreement that existing research funding calls could do more to facilitate engaged research. In the absence of agreed criteria and standards, the criteria used to judge engaged research are often unclear. Sometimes, even where collaboration and engagement are specifically called for in the funding stream, the process of engagement and uses of engaged research methodologies do not form part of the criteria for evaluation. This acts as a significant barrier to researchers, who, as a result, may be less inclined to bear the costs of best practice engaged research design and delivery.

Current funding calls typically underestimate the time required for collaboration and makes no provision for additional engaged research costs, such as partnership development, engagement methods, or capacity building which are central to effective collaboration. Heavily reliant on volunteers and operating on limited funding and timelines, civic and civil society organisations noted that their organisations generally lack funding that covers the full economic cost of engaging in third-level research. They pointed to a need for more small funding envelopes to support innovation, as well as allowances for staffing support to facilitate effective partnerships. This type of funding, they argued, would enable them to be more agile in terms of responding to emerging opportunities.

> In this era of evidence-based practice and planning, most civic society organisations value the potential of research to give them greater insight into what they are trying to do. A lot of smaller organisations, however, don't have in-house technical research skills or someone with a research background (and they certainly don't have research commissioning budgets). A lack of technical research support makes it so much harder for smaller organisations to engage as an equal partner or to set realistic, mutually beneficial expectations with researchers. It can be a real wasted opportunity for all concerned."

Michael Foley, Manager of Policy, Research & Development, Age and Opportunity

In order to incentivise strategic collaborations, co-funding should be considered. Current protocols around competition for research funding often constrain the potential of engaged research. Funding criteria for larger projects which specify the need for a single Principal Investigator from one institutional as lead, who gains all or most of the overhead from the project, do not encourage the kind of inter-institutional and partnership collaboration that is necessary to make impact across identified areas of public concern. Therefore, it is crucial that research funding criteria reward *collaboration, evaluation and impact assessment*.

> The Health Research Board is deeply aware of the importance and potential for public and patient involvement in finding solutions to health sector problems. We are also keen that investment in publically funded research is directed towards the entire ecosystem that societal challenges are experienced in, including all human services."

Dr Graham Love, CEO, Health Research Board

Many of the case studies received for this report highlighted the central role which engaged research can offer to public service evaluation - gaining access to tacit knowledge from public service and product users, promoting a culture of reflexive and reciprocal learning, generating research outputs, identifying impacts and assessing 'what works'. Despite this, the funding for public service user evaluation is limited. The consultations for this report provided a number of recommended changes in current funding criteria for engaged research including the following:

- Align funding calls to societal needs articulated by public or professional service and product users, policy makers, civil and civic society organisations (CSOs) and researchers;
- Allow longer project timelines for engaged research projects;
- Include funding for pre-proposal design and consultation, and post-project impact assessment;
- Earmark funding for existing programme or service evaluation research;
- Offer societal innovation vouchers for engaged research;
- Fund project management for larger-scale engaged research projects;
- Fund support staff who sustain engagement between HEIs and CSO partners between and during funded research projects;
- Fund national inter-institutional collaborations to provide leverage for smaller-scale projects to develop into impactful larger-scale projects that address issues of public concern across Ireland.

5. Provide leadership for societal innovation

Consultation feedback for this report articulated a widespread desire for greater collaboration between researchers and CSOs in order to deliver Section 4 of the national science strategy, Innovation 2020 (2015) covering 'societal innovation', including evidence-informed processes, services, policy, and new products.

The research undertaken for this report illustrates that funders in Ireland are motivated and keen to deliver on national and EU objectives and fund social innovation to address societal challenges through transdisciplinary engaged research. CSOs in Ireland are also keen to optimise these opportunities with researchers through mutually beneficial, sustainable and impactful research partnerships. Case studies supplied for this report indicate that Irish researchers are already active across a wide spectrum of engaged research approaches in a variety of disciplines and areas.

There is, however, little leadership or direction to maximise the potential of engaged research to deliver societal innovation. At present, the lack of national coordinating structures is constraining effective collaboration and exploitation of synergies within and across higher education institutions, and wider societal interests. These structures and associated leadership already exist for industry engagement and are addressed by Enterprise Ireland and Knowledge Transfer Ireland: a similar service for societal innovation needs to be provided.

> The Rape Crisis Network Ireland (RCNI) has been building and supporting the RCNI data, knowledge and information system with partners in the sector, IT companies and academia for over ten years. Our sexual violence data system is unrivalled anywhere else in the world and has been short-listed by the EIGE (European Institute for Gender Equality) as a potential EU model. Our stats are held in such high regard that they were used by Garda to ascertain client satisfaction with Garda services for rape victims. It is an informational treasure trove of international research potential that remains largely under-utilized because we do not have the resources to mine it."

Cliona Saidléar, Director, RCNI

In consultation workshops, it was argued that engagement itself is often not adequately captured in research assessment and that a predominant focus on 'commercial value' often masked the impact value of particular engaged approaches, and the long-term cost-benefit that engaged research findings can provide.

It was further noted that positive examples of strategic engagement approaches already exist in other sectors and these can provide useful templates. Examples included the engagement policies of the Arts Council, as well as Science Foundation Ireland's Spokes programme, used to enable the addition of new industry and academic partners to existing projects. A national level advisory forum to share policy ideas and lessons would provide a platform to exchange knowledge and experience to build a national architecture for societal innovation.

In order to develop the potential of engaged research to position Ireland as international experts in social innovation, consultations workshops noted the following requirements:

- Assign strategic leadership to implement policy and with responsibility for enabling infrastructure to promote engaged research for societal innovation;
- Publish a national strategy for engaged research in Ireland to position Ireland as a European and international leader;
- Resource a national hub to inform, fund and offer capacity building to support societal innovation through engaged research;
- Publish a data management protocol for engaged research;
- Publish intellectual property protocol for societal innovation.

CONCLUSION

The overarching aims of this report are: (1) to promote a better understanding and awareness of engaged research and its intrinsic value, including some of the challenges and enablers therein; and (2) to fully recognise, develop and enhance the profile of engaged research in order to build capacity and capitalise on the well-developed strengths of engaged researchers in Ireland, thereby positioning Ireland as a leader in the field, both nationally and internationally.

As indicated throughout this report, engaged research is an important means for connecting and collaborating with partners at local, regional, national and international levels. Furthermore, the changing policy landscape in Ireland and elsewhere provides an important context and incentive for engaged researchers across all disciplines, not only to create new knowledge, but to do so in ways that meaningfully impact upon our lives. Hence, the 'societal challenges' are now widely regarded as priority research areas and, perhaps unsurprisingly, the need to appropriately demonstrate societal impact is becoming a key requirement of funded research in an increasingly competitive research climate.

HEIs in Ireland will benefit from strengthening and enhancing the institutional and national infrastructure for engaged research by, for example, implementing effective systems for supporting the delivery of social innovation and responsible research and innovation, including monitoring and assessing impact. This involves building on very successful local, regional and national research initiatives to harness and strategically support the considerable talent that currently exists in Ireland, in order to adopt a more focused and internationally competitive approach to engaged research than has been the case thus far.

The success of the IRC in piloting the integration of gender equality into research processes (e.g. via the IRC Gender Strategy and Action Plan 2013 – 2020) provides an excellent example of how research expertise in Ireland can be leveraged for international impact. This work demonstrates leadership, not only in a national context, but also internationally, and many research funding agencies in Europe and beyond are looking to the IRC's gender policies as a model of good practice. Importantly, the IRC is also a Council member of the FP7-funded GENDER-NET consortium, which aims to improve policy and practice on a transnational basis in relation to gender equality and the integration of sex/gender in research (IRC 2016: 4). GENDER-NET is funded by the European Commission under the Science in Society work programme of the 7th Framework Programme (FP7).

Indeed, there are other instances in which engaged researchers are working in Ireland to develop models of good practice, some of which have been mentioned in this report. Thus, there is considerable scope, not only for engaged researchers and stakeholders in Ireland to lead on developing national protocols around engaged research and social innovation (which may have international relevance), but also to investigate new initiatives at the forefront of specific disciplines and sub-disciplines. In the current H2020 programme, there is scope to develop new thematic areas using the existing research supports within this programme. In this context, a coherent nationwide approach to support and promote engaged research at all levels is needed to uniquely position Ireland as a natural leader in this respect and as a 'go-to' collaborator in the context of EU and other international funding calls, such as the Wellcome Trust. The challenges outlined in Section 9 are currently preventing effective collaboration and the full exploitation of existing strengths in engaged research in Ireland. Enabling policies and structures are needed to build capacity and foster productive and sustainable partnerships in order to fully exploit and further consolidate the extent and diversity of engaged research in Ireland.

APPENDICES

APPENDIX 1

GLOSSARY OF ENGAGED METHODS AND APPROACHES

Action Learning Research

Action Learning is a strategy utilised by members of a community or an organisation to tackle real-life problems by reflecting on their experience as members of that grouping and collaboratively arriving at solutions. It represents a commitment to learning in an active way that emphasises openness and synergy, while taking into account the specific contextual circumstances of the community that is using the approach. Action learning becomes action learning research when the lessons learned by that community are added to the existing store of knowledge for use by others.

Action-Oriented Research

The purpose of Action-Oriented Research is to generate knowledge that can be used to address practical concerns of local communities, organizations, and groups and incorporate local understandings of specific practices and issues into projects that usually have some type of change (individual, social, organizational) as an ultimate goal.

Arts-Based Research

Research methodologies that fall under the umbrella of 'Arts-Based' are, to varying degrees, artistic in nature and guided by art forms that are traditionally not associated with academic inquiry. Some examples of such art forms include short stories, essays, theatre, poetry or the performing arts. Arts-based research does not aspire towards certainty in the form of robust findings but rather aims to achieve an enhancing of perspectives. It is often conducted on activities at the intersection of the artistic and educational spheres, with a view to questioning accepted common sense and taken-for-granted notions.

Collaborative Inquiry

As the title would suggest, Collaborative Inquiry is a participatory, action-based form of research that aims to improve practice and add to knowledge. Adopting this approach requires that the traditional distinction between researchers and subjects be broken down, with the latter becoming co-investigators in the inquiry and the former a full participant in the activity that

they are analysing, rather than an external observer. The team engages in a process of collaborative reflection with the goal of answering their project's overall research question.

Community Action Research

Community Action Research refers to collaborative knowledge creation, which is generally initiated with the intent of implementing significant organisational change. It is regularly applied to corporations' attempts to develop organisational learning, meaning the 'learning community' is often composed of corporate representatives, senior consultants, researchers and academic faculty. Despite utilising a different connotation of 'community', the 'learning community' concept put forward by Community Action Researchers is similar to the 'learning partnership' concept favoured by emancipatory researchers, who are more concerned with oppressed minorities.

Community-Based Research

Any research partnership of researchers and community members that is formed with the aim of solving a social problem or creating social change can be described as Community-Based Research (CBR). CBR projects can adopt multiple approaches and methods but share the common characteristic that the impetus for influence over the research comes from the community and not the external researcher. CBR has its origins in service learning projects in the United States in the 1980s, where academics who had grown up with the activism of the 1960s attempt to develop teaching programmes that would reinvigorate a sense of civic engagement in their students.

Community Empowerment Research

This is a kind of research that has, as one of its objectives, the empowerment of the community upon which it is wholly or partially focused. Community Empowerment can come in many forms, such as boosting employment in an area or improving access to education in a district.

Community Readiness Model

The Community Readiness Model is strategic in nature and sets out to assess a community's ability to respond to certain challenges. This model can also be extended to the creation and provision of strategies to help improve a community's readiness to deal with those challenges. Examples of issues for which a community's readiness can be tested include changes in a community's health requirements or behaviour.

Community Service Learning

This is an educational approach that encompasses many different kinds of projects, assigned to students and set by a teacher, lecturer, tutor or agenda-setter in a school, college or university. These activities are informed by a combination of learning goals and community service-orientated objectives, and are a way for an educational institution to provide value to a community. Some examples of Community Service Learning projects include the channelling of student resources towards efforts to achieve social justice or to perform assessments of the needs of certain members of a community.

Community-University Partnerships

Community-University Partnerships emerge from engagement between a university and community representatives, such as residents organisations, social service workers or healthcare providers. The aim of these programmes is to contribute towards the development of the community in some way. The partnership consists of research programmes, which are conceived, designed and implemented by both the university and the community. Examples of such projects could include the development of strategies to tackle elder abuse or assessments of the healthcare needs of certain disadvantaged groups.

Delphi Method

The Delphi Method is an iterative survey method that enables anonymous, systematic refinement of professional opinion to arrive at a consensual agreement. This generates discussion and enables a judgement on a specified topic so that policy decisions can be taken to represent a given group's wants and views.

Citizen Science

Citizen Science is the inclusion of public research beneficiaries in the scientific research process by asking questions, collecting and/or analysing data as part of a scientific project. Citizens are actively engaged in scientific work, and research is being done with citizens and not just for them. Citizen Science projects are regularly started and supervised by professional scientists and are carried out for research that lends to geographically dispersed contributions, including environmental observation work, or work that does not necessarily involve professional knowledge.

Citizen Summit

A Citizen Summit is an engagement method used to find out the citizens' attitudes about political priorities and possible action to address societal issues. The objective of the method is to provide advice, tacit knowledge and inspiration for the political decision-making process. A summit can provide indication about citizens' outlooks, and necessitates some degree of commitment to action by the policymakers. The format includes a public assembly, and combines discussions in groups with collective decision making through voting. More often than not communication technologies, such as electronic voting, or online surveys facilitate debates. It is important to get the best representative spread of gender, age, and employment status.

Emancipatory Disability Research

Emancipatory Disability Research emerged from efforts by disabled scholars to redefine traditional understandings of disability. In particular, they sought to challenge the conventional wisdom that an individual's impairment, whether it be physical, sensory or intellectual, is the primary cause of their 'disability' and therefore the root cause of any difficulties they might have in an economic, political or cultural sense. This field of research often employs the 'Social Model of Disability', which shifts the emphasis away from individual impairments and towards the way the environment can exclude or disadvantage people who are labelled 'disabled'.

Emancipatory Research

Taking inspiration from Emancipatory Research, a small number of researchers have sought to mainstream some of its concepts, by developing a more generalized emancipatory research orientation. Emancipatory Research is concerned with the power relations involved in research; and is consciously aware of how these might affect the value placed upon some forms of knowledge over others. It focuses on: the lives and experiences of people historically marginalized; how and why inequities are reflected in asymmetrical power relations; and how results of social enquiry into inequities are linked to political and social action. The emancipatory research paradigm is based on three key fundamentals: reciprocity, gain and empowerment.

Engaged Scholarship

Engaged Scholarship promotes the interrelationship of learning, research and service by connecting educational institutions with communities through research projects that are mutually beneficial for both parties. The experience of collaborating on a community project is educational and transformative for researchers, while the community gains the advantage of having the resources of a university or college directed towards an identified community objective.

Feminist Action Research

Similar to action research, as described earlier in the glossary, Feminist Action Research aims to generate knowledge that can address practical concerns of a community. Unlike action research, however, this approach specifically addresses women's multiple perspectives and attempts to change the conditions of their lives through the pursuit of social justice. Feminist action research scholars in sociology, psychology and family studies have used an array of methods to integrate knowledge and action to promote the political, social, and economic status of women and thus empower women.

Indigenous Research Methodology

Indigenous Research Methodology involves analysing the epistemology of a defined indigenous community and then using that analysis to inform a project's research design. This means that instead of merely including the perspective of the subject community in a piece of research, their way of looking at the world actually guides how the research progresses.

Knowledge Democracy

Knowledge Democracy can refer to any process of creating, sharing and accessing knowledge outside of the traditional academic routes. Striving for knowledge democracy means embracing multiple ways of knowing, acknowledging diverse, marginalised communities and the provision of accessible knowledge in a broad spectrum of formats. The term can also imply that knowledge should be used to further democratic values and work towards a fairer and more just world.

Knowledge Mobilisation

Knowledge Mobilisation refers to the movement of available knowledge into active use, often for the benefit of certain communities or organisations. It involves knowledge sharing between research producers, such as academics or students, and research users, such as a member of a certain community or members of an organisation that represents a community. It has become more prevalent and sought after with the growing popularity of public policies that are based on empirical evidence.

Knowledge Translation

Knowledge Translation is the exchange, synthesis and application of new knowledge between researchers and beneficiaries to implement improved and/or more effective services, products, or processes.

Organisational Action Research

This is a form of research that places emphasis on understanding how an organisation operates in general, how planned organisational change occurs and what changes can be made to change how an organisation operates for the better. It can often require the researcher to work closely with, or actually participate in the work of, the organisation concerned. Organisational Action Research can become community-orientated when the work of the organisation impacts upon a community, as would be the case, for example, with community development associations, healthcare providers or schools.

Participant Action Research (PAR)

Participant Action Research is a type of applied social research where, typically, people concerned with the organization under study team up with professional researchers to design projects, gather and analyse data, and utilise the findings in action projects. In essence, Participant Action Research requires community members to be active participants in the project design, data collection and analysis, and in the dissemination of findings.

Participatory Backcasting

Participatory Backcasting is a process of working backwards from a desirable future goal. Rather than trying to predict what outcomes are likely to occur, this approach is orientated towards defining the actions or policy measures that need to be enacted, and the obstacles that need to be overcome, before a defined objective can be achieved. The use of the Participatory Backcasting approach implies that the process of defining and achieving that objective will involve engaging with the community that will be most affected by its successful attainment. The desired outcome is not necessarily identified in advance of the analysis but can emerge from engagement with organisations and communities. One example of an objective that could be established and aspired towards using Participatory Backcasting is the reduction of household consumption to sustainable levels in a particular area or community.

Participatory Development

Development strategies, which incorporate the participation and organisation of the community at which the strategy is aimed, can be termed 'participatory'. The focus of Participatory Development is on local empowerment, with members of the target community being allowed a greater say on the allocation and use of resources than would generally be allowed in traditional top-down development programmes in which the government is the benefactor and the community the recipient.

Participatory Evaluation

The Participatory Evaluation approach places those who are most affected by a policy or programme - such as stakeholders, beneficiaries or funders - in the role of assessors. In practice, this can mean that members of a community are centrally involved in designing a project evaluation, gathering and analysing data, drawing conclusions, disseminating results and making recommendations on how to achieve improvements.

Participatory Research

Participatory Research is a process which combines three activities: research, education and action. It aims to facilitate those who would not normally look upon themselves as researchers to adopt that role and tackle the issues that matter to them in their everyday lives by gathering and assessing data. In assuming this role, minority or underrepresented communities can collaborate with more traditional researchers to bring about social change.

Participatory Rural Appraisal (PRA)

Participatory Rural Appraisal is a collective term for a number of different approaches and methods that are utilised to empower communities to gather, share and use data about their everyday lives to help achieve development goals. Rather than exclusively relying upon analysis from outsiders, Participatory Rural Appraisal emphasises the co-creation of knowledge. It utilises methods such as mapping and modelling, seasonal calendars, trend and change analysis, well-being and wealth ranking, and analytical diagramming. Applications include natural resource management, agriculture, poverty and social programmes, and health and food security assessments.

Scholarship of Engagement

The notion of practicality, reality and serviceability being at the heart of the mission of higher education is central to the principle of Scholarship of Engagement. It challenges the idea that universities should exist separately from the world around them and holds instead that they should be utilised to promote economic and social progress. Examples of actions that are reflective of the Scholarship of Engagement were the passing of the GI Bill and the implementation of affirmative action programmes in the United States.

Science Shops

Science Shops are small organisations created as mediators between citizens groups, such as trade unions, community organisations, NGOs, or environmentalists, and research institutions, such as universities or think-tanks. They perform community-based research and aim to facilitate greater accessibility to science, knowledge and technology for social groups that would not normally have such access.

World Café

World Café is a method for engaging groups, both within organisations and in the public sphere. This method is conducted in a workshop where anybody is able to talk about societal issues that matter to them. The process includes three or more twenty minute rounds of conversation within small groups seated around a table. After the first round each member moves to another table. One person will stay at the table to host for the next round and briefly fills them in on what happened in the previous round. Each round of a World Café is prefaced with a question designed for the specific context and desired purpose of the session. The participants are invited to share results from their conversations with the rest of the whole group. These results are reflected visually in a variety of ways, most often using graphic recorders in the front of the room.

Note: Please refer to Engage 2020: Report on Current Praxis of Policies and Activities Supporting Societal Engagement in Research and Innovation (2014) for a detailed list of methods and approaches.

APPENDIX 2

SUBMITTED CASE STUDIES OF ENGAGED RESEARCH AND OTHER INITIATIVES IN IRELAND

PROJECT LEAD	Avram, Gabriela
TITLE	Amazing Lace
INSTITUTION	University of Limerick, Interaction Design Centre
DESCRIPTOR	This project was part of Limerick City of Culture 2014 and was dedicated to the organisation of a lace exhibition in the Limerick Museum. It involved cultural heritage professionals, lace makers and interaction designers.

PROJECT LEAD	Avram, Gabriela
TITLE	The Limerick Dance Halls Project
INSTITUTION	University of Limerick, Interaction Design Centre
DESCRIPTOR	This project involved the collection of stories, memories, photos and memorabilia from Ireland's dance halls. It culminated in an exhibition and an intergenerational 'big dance' in June, 2014.

PROJECT LEAD	Avram, Gabriela
TITLE	Collective Practices in Urban Gardening
INSTITUTION	University of Limerick, Interaction Design Centre
DESCRIPTOR	This project involved Digital Media Design and Interactive Media students working on technological support interventions in two sites: The UL Community Roof Garden and a 'secret orchard' planted by Limerick Riverpath Volunteers.

PROJECT LEAD	Barter, Derek
TITLE	The Communiversity
INSTITUTION	Maynooth University, Department of Adult and Community Education
DESCRIPTOR	The Communiversity is a partnership initiative between Maynooth University, Local Leader Partnership Companies and local libraries. It is a pre-access programme whereby people who the University would find hard to reach can attend courses in their local library free of charge.

PROJECT LEAD	Bradley, Ciara and Tierney, Hillary
TITLE	Researching Practice in Practice: Community Work and Youth Work Collaborative Research Project
INSTITUTION	Maynooth University, Department of Applied Social Studies
DESCRIPTOR	This project allows MA in Community and Youth Work students to deliver final year projects that are based upon collaborations with the community-based organisations where the students undergo their fieldwork placement.

PROJECT LEAD	Cleary, Anne
TITLE	Why men complete suicide
INSTITUTION	University College Dublin, School of Sociology
DESCRIPTOR	This research is advancing insights about male suicidal behaviour at national and international level and increasing the sensitivity of clinicians and policy makers to the cultural complexity of this behaviour.

PROJECT LEAD	Corcoran, Mary P.
TITLE	House Portraits
INSTITUTION	Maynooth University, Department of Sociology
DESCRIPTOR	This project provides insight into the material and cultural production of home in West Tallaght, Dublin. It involved the production of portraits of ten family homes in the area and the collection of testimonies from families about their understanding of homes.

PROJECT LEAD	Cullen, Pauline
TITLE	Local Government and Women in Decision-Making
INSTITUTION	Maynooth University, Department of Sociology
DESCRIPTOR	For this project, the researcher wrote a report, based upon observation of outreach meetings of the National Women's Council of Ireland. The report was used to inform training and build supports for women from local and regional civil society organisations involved in local development planning.

PROJECT LEAD	Davies, Anna
TITLE	Homelabs: Experiments in Sustainable Living
INSTITUTION	Trinity College Dublin, Geography, School of Natural Sciences
DESCRIPTOR	This project focused on home heating, eating and washing within households, working with a variety of community groups and stakeholders, with a view to identifying strategies for making home consumption more sustainable in the future.

PROJECT LEAD	Davies, Anna
TITLE	Wiser Life
INSTITUTION	Trinity College Dublin, Geography, School of Natural Sciences
DESCRIPTOR	This project involves the reuse of Ballymun's old Boiler House to create a national centre of excellence for reuse and recycling and the development of a "3D Textbook" which will promote positive behavioural change with regard to resource management and efficiency.

PROJECT LEAD	Dermody, Brenda and Bell, Clare
TITLE	Community Organisation Design Project
INSTITUTION	Dublin Institute of Technology, School of Creative Arts
DESCRIPTOR	Students from the 'Design for Print Media' module worked with community groups for this project, which involved the conception, development and design of awareness raising materials.

PROJECT LEAD	Devine, Dympna
TITLE	Migrant Children in Education
INSTITUTION	University College Dublin, School of Education
DESCRIPTOR	This research examines the changing ethnic and demographic profile in Irish schools over the past 15 years. A core focus has been identifying policies and practices in schools in newly multi-ethnic contexts, and the challenges and opportunities that arise from rapid social and cultural change.

PROJECT LEAD	Devlin, Maurice
TITLE	Youth Advocate Programmes Ireland (2012 – 2014)
INSTITUTION	Maynooth University, Department of Applied Social Studies
DESCRIPTOR	This longitudinal study documented the experiences and outcomes for 'at-risk' young people that were referred by social workers to Youth Advocate Programmes Ireland. It consisted of interviews with young people and staff and observation exercises.

PROJECT LEAD	Devlin, Maurice
TITLE	Football Association of Ireland / Welsh Football Trust / Project FUTSAL (2012-2014)
INSTITUTION	Maynooth University, Department of Applied Social Studies
DESCRIPTOR	This longitudinal study documented the experiences and outcomes for young adults from disadvantaged areas who participated in local 'hubs', in multiple locations throughout Ireland and Wales, which combined education with sporting activities, specifically football coaching.

PROJECT LEAD	Dineen, Seán F.
TITLE	Development of Interventions for Young Adults Living With Type 1 Diabetes
INSTITUTION	NUI Galway, School of Medicine and Galway University Hospitals
DESCRIPTOR	This study aims to engage young adults living with Type 1 Diabetes through the formation of a service-user panel that actively contributes to the development of an intervention to improve outcomes for this target population.

PROJECT LEAD	Donoghue, Orna
TITLE	The Irish Longitudinal Study on Ageing (TILDA)
INSTITUTION	Trinity College Dublin, Cross-departmental
DESCRIPTOR	This project assessed the suitability of pedestrian light signals for Irish adults, by recording the walking speed of pedestrians from a variety of age brackets and determining whether they had enough time to cross the road using the current time settings. This resulted in updated signal timing settings in Dublin as well as a national education and outreach project with the Road Safety Authority.

PROJECT LEAD	Doyle, Geraldine
TITLE	Health Literacy: What does it mean? Why is it important?
INSTITUTION	University College Dublin, School of Business
DESCRIPTOR	The European Health Literacy Survey aimed to produce data on how well people can access, understand and apply health information to make judgments and take decisions in relation to healthcare, disease prevention and health promotion.

PROJECT LEAD	Doyle, Orla
TITLE	Improving Children's Lives: Can intervening early make a difference?
INSTITUTION	University College Dublin, School of Economics
DESCRIPTOR	This ongoing study measures the impact of Preparing for Life, an early intervention programme which aims to improve children's health and development by intervening during pregnancy and working with families until children start school.

PROJECT LEAD	Farrell, David
TITLE	Including Citizens in Discussions Over Constitutional Reform
INSTITUTION	University College Dublin, School of Politics and International Relations
DESCRIPTOR	This project involved lobbying efforts to persuade the Irish government to establish a citizen's forum, the hosting of Ireland's first national citizens' assembly and, ultimately, the establishment of the Irish Constitutional Convention.

PROJECT LEAD	Fitzgerald, Christine
TITLE	The Meals on Wheels Community in Ireland
INSTITUTION	NUI Galway, Institute for Lifecourse and Society
DESCRIPTOR	This study examined the Meals on Wheels community in Ireland by assessing the behaviours of its stakeholders from the perspective of a community, rather than the traditional focus on the individual.

PROJECT LEAD	Fitzgerald, Christine and Walsh, Kieran
TITLE	Capturing Marginalised Voices in Multi-Stakeholder Development Processes
INSTITUTION	NUI Galway, Institute for Lifecourse and Society
DESCRIPTOR	This project utilises insights from the 3-Cities Project in Limerick, Galway and Dublin to help inform integration models for the participation of children and youth, older people, and people with disabilities in their local neighbourhoods.

PROJECT LEAD	Flynn, Eilionoir
TITLE	The Good Lives Research Project
INSTITUTION	NUI Galway, Centre for Disability Law and Policy
DESCRIPTOR	This project was conducted in collaboration with a coalition of civil society groups and was focussed on finding ways to progress self-directed living for persons with disabilities and their families in Ireland. *(Funded under the IRC New Foundations Programme 2014).

PROJECT LEAD	Gorman, Catherine
TITLE	Tourism Marketing Plan Project
INSTITUTION	Dublin Institute of Technology, School of Hospitality Management and Tourism
DESCRIPTOR	For this project, students from the School of Hospitality Management and Tourism, DIT, worked with Slane Community Forum to to research and develop a tourism marketing plan for the area.

PROJECT LEAD	Gorman, Catherine
TITLE	Tourism Potential of the Local Lived Experience
INSTITUTION	Dublin Institute of Technology, School of Hospitality Management and Tourism
DESCRIPTOR	For this project, students from Heritage, Culture and Tourism module in DIT worked with St. Michael's Youth Project, Inchicore, to explore the tourism potential of the local lived experience in the area, taking into account the importance of the community, heritage and the culture.

PROJECT LEAD	Gowran, Joan Rosemary
TITLE	Developing a Proposed Support Service Strategy for People Living with Epidermolysis Bullosa in Ireland
INSTITUTION	University of Limerick, Department of Clinical Therapies
DESCRIPTOR	The research project team worked with key stakeholder groups including individuals with EB and their representatives, hospital based support services, community based services; policy makers, and administrators, to explore and review the health and social care support services for people living with the condition in Ireland.

PROJECT LEAD	Grenon, Muriel
TITLE	The Cell EXPLORERS Programme
INSTITUTION	NUI Galway, Department of Biochemistry
DESCRIPTOR	This programme engages higher education students in science communication and educational outreach activities as part of their curriculum. It has the dual benefit of engaging children in local schools and communities while facilitating the training of tomorrow's science communicators.

PROJECT LEAD	Hanley, Michael
TITLE	A Capability Maturity Evaluation of NetHope Europe
INSTITUTION	Maynooth University, The Innovation Value Institute
DESCRIPTOR	For this study, NUIM's Innovation Value Institute carried out a capability maturity evaluation of NetHope Europe, a consortium of NGOs. Such an evaluation allows organisations to measure the progress and value of their IT investments.

PROJECT LEAD	Haynes, Amanda; Schweppe, Jennifer; Carr, James; Carmody, Niamh and Enright, Shannen
TITLE	Out of the Shadows: Legislating for Hate Crime in Ireland
INSTITUTION	University of Limerick, Hate and Hostility Research Group
DESCRIPTOR	This report presents a 360 degree evaluation of the capacity of the Irish criminal justice system to address hate crime and concludes that there is an urgent need to introduce hate crime legislation in Ireland.

PROJECT LEAD	Haynes, Amanda and Schweppe, Jennifer
TITLE	The Lifecycle of a Hate Crime
INSTITUTION	University of Limerick, Hate and Hostility Research Group
DESCRIPTOR	This project examines the application of criminal laws and sentencing provisions for hate crime across five EU Member States. It aims to show how each State manages the prosecution of hate crime at key stages of the criminal process. *(Funded under the IRC New Foundations Programme 2014).

PROJECT LEAD	Haynes, Amanda and Schweppe, Jennifer
TITLE	Monitoring Hate Crime
INSTITUTION	University of Limerick, Hate and Hostility Research Group
DESCRIPTOR	This project involved the development of a uniform monitoring and recording instrument for hate crime which is adaptable to all community groups and which reflects European standards.

PROJECT LEAD	Higgins, Ross
TITLE	The Limerick Smarter Travel Project
INSTITUTION	University of Limerick, Department of Civil Engineering & Material Science
DESCRIPTOR	This is a research project with the aim of supporting sustainable travel among the Limerick community. Using travel surveys, community engagement events and focus groups, an Action Plan was drafted to encourage smarter travel among UL staff and students.

PROJECT LEAD	Holohan, Conn
TITLE	The Home Project
INSTITUTION	NUI Galway, Huston School of Film and Digital Media
DESCRIPTOR	This project brings experienced filmmakers together with community groups and enables participants to explore their relationship to home through the medium of film, while also equipping participants with filmmaking skills. *(Funded under the IRC New Foundations Programme 2014).

PROJECT LEAD	Hynes, Briga
TITLE	Growing the Social Enterprise – Opportunities and Challenges
INSTITUTION	University of Limerick, Kemmy Business School
DESCRIPTOR	This research investigates the nature and diversity of social enterprises, with the aim of addressing the challenge social entrepreneurs face in trying to run a social enterprise like a business without diminishing its social value and ethos.

PROJECT LEAD	James, Emily
TITLE	Assessing the Vocabulary Enrichment Programme
INSTITUTION	University of Limerick, Department of Clinical Therapies
DESCRIPTOR	This research project measured the efficacy of the Vocabulary Enrichment Programme, a whole-class intervention initiative for first year students in four Limerick schools, run by the Department of Clinical Therapies in UL and the National Behaviour Support Service.

PROJECT LEAD	Keane, Linda
TITLE	DFI Quality Led Initiatives in the Disability Sector: What Are Their Effects?
INSTITUTION	University of Limerick, Quality Support Unit
DESCRIPTOR	The aim of this research was to determine if Disability Federation of Ireland initiatives were having an impact within member organisations and with service users. It also aimed to identify ways to improve the effect of such initiatives.

PROJECT LEAD	Keane, Linda
TITLE	Using the PQASSO System to Simplify Compliance to the HIQA National Standards
INSTITUTION	University of Limerick, Quality Support Unit
DESCRIPTOR	This project examined if an organisation would be better able to meet Health Information and Quality Authority (HIQA) National Standards by implementing the Practical Quality Assurance System for Small Organisations.

PROJECT LEAD	Keane, Linda
TITLE	Addressing Inadequacies in the Garda Vetting System
INSTITUTION	University of Limerick, Quality Support Unit
DESCRIPTOR	This research examined the Garda vetting system, how it is implemented and how it might be improved. It identified a number of inadequacies and made recommendations to improve effectiveness.

PROJECT LEAD	Kearns, Gerry; Till, Karen; and McArdle, Rachel
TITLE	Grandby Park
INSTITUTION	Maynooth University, Department of Geography
DESCRIPTOR	For this project, Geographers worked with local community groups to document and evaluate the impact of Grandby Park, Ireland's first pop-up park, which featured an open-air cinema, music amphitheatre, café, trade school and playground.

PROJECT LEAD	Kelly, Sinead and O'Callaghan, Cian
TITLE	Dublin Urban Laboratory: The Housing Crisis
INSTITUTION	Maynooth University, Department of Geography
DESCRIPTOR	Since 2015, researchers from Maynooth University have collaborated with a range of housing activists and organisations on this project, which explores the nature and root causes of the housing crisis and alternatives to existing housing solutions.

PROJECT LEAD	Kilkelly, Ursula
TITLE	The UCC Child Law Clinic
INSTITUTION	University College Cork, School of Law
DESCRIPTOR	The Child Law Clinic is a pro bono service based in the School of Law at UCC. It provides student-led research services to those seeking to litigate children's issues and also supports progressive law reform by making submissions and interventions to decision-makers.

PROJECT LEAD	Mac An Bhaird, Ciarán
TITLE	MU Second Level Mathematics Drop-In Service
INSTITUTION	Maynooth University, Department of Mathematics and Statistics
DESCRIPTOR	Maynooth University provides a free mathematics drop-in service for second level students. From 2007 to 2015, the service has had over 100,000 student visits and research has shown that student engagement with the service has a positive impact on student retention and progression.

PROJECT LEAD	MacFarlane, Anne
TITLE	Implementation of Community Participation in Primary Health Care
INSTITUTION	University of Limerick, Health Research Institute
DESCRIPTOR	This study examined service user involvement in primary health care in areas of social disadvantage. It identified key factors that would help sustain community projects over time by encouraging greater participation from stakeholders and members of the community.

PROJECT LEAD	MacFarlane, Anne
TITLE	Implementation Strategies to Support Patients of Different Origins and Language Backgrounds in a Variety of European Primary Care Settings
INSTITUTION	University of Limerick, Health Research Institute
DESCRIPTOR	This research had the aim of improving communication in cross-cultural consultations between migrants and primary care providers. It was conducted across a number of European states with local migrants.

PROJECT LEAD	MacGabhann, Liam
TITLE	Mental Health Leadership Programme
INSTITUTION	Dublin City University, School of Nursing and Human Sciences (in partnership with HSE Mental Health Services)
DESCRIPTOR	This research project aims to bring service users, carers/family members and service providers together in a joint learning environment to learn about cooperative approaches to implementing change in healthcare organisations and lead a service improvement in their local mental health service.

PROJECT LEAD	MacGabhann, Liam; Griffin, Martha and Farrelly, Mary
TITLE	Dublin North, North East Recovery College
INSTITUTION	Dublin City University, School of Nursing and Human Sciences (in partnership with HSE Mental Health Services & Dundalk Institute of Technology)
DESCRIPTOR	The Recovery College provides educational courses, resources and creative spaces to anyone that wishes to learn about mental health recovery. The College takes an empowering and inclusive educational approach, aiming to create a culture of mental health recovery in the community.

PROJECT LEAD	MacGabhann, Liam and McGowan, Paddy
TITLE	Mental Health Trialogue Network, Ireland
INSTITUTION	Dublin City University, School of Nursing and Human Sciences
DESCRIPTOR	The Mental Health Trialogue Network Ireland (MHTNI) is a community development, mental health initiative. The aim of this Network is to empower Irish communities to become proactive in communicating about mental health through a powerful open dialogue and participatory process called ‘Trialogue’.

PROJECT LEAD	Macphail, Ann
TITLE	The Community Wellness, Empowerment, Leadership and Life Skills (CWELL) Partnership
INSTITUTION	University of Limerick, Department of Physical Education and Sport Sciences
DESCRIPTOR	This research focuses upon the CWELL partnership, a two-year Diploma programme between St. Mary’s Parish and UL. It traces the partnership’s development, identifies areas for improvement and determines how it might be best sustained into the future.

PROJECT LEAD	McGarry, Kathryn
TITLE	Ethnic/Community Media as a Tool for Social Change
INSTITUTION	Maynooth University, Department of Applied Social Studies
DESCRIPTOR	This project explored the potential of ethnic/community media as a tool for social change by engaging with Travellers' Voice magazine. It examined the magazine's impact in terms of its ability to promote issues of diversity and inclusiveness and to mobilise in terms of awareness raising and positive action.

PROJECT LEAD	McGilloway, Sinead
TITLE	The Incredible Years Ireland Study
INSTITUTION	Maynooth University, Department of Psychology
DESCRIPTOR	This study involved a comprehensive community-based evaluation of the effectiveness, implementation and cost-effectiveness of the Incredible Years suite of programmes, which seek to improve social and emotional functioning in children aged 0-12 years.

PROJECT LEAD	McGilloway, Sinead
TITLE	A Process Evaluation of Young Ballymun
INSTITUTION	Maynooth University, Department of Psychology
DESCRIPTOR	This project consisted of an appraisal of the development, implementation and sustainability of the Young Ballymun initiative, which is designed to tackle child poverty and developmental inequalities in Ballymun, Dublin.

PROJECT LEAD	McGilloway, Sinead
TITLE	The ENRICH Research Programme – Evaluation of Wraparound in Ireland for Children and Families
INSTITUTION	Maynooth University, Department of Psychology
DESCRIPTOR	The ENRICH research programme is designed to help promote child health and family wellbeing early in life through the development, implementation and evaluation of new wraparound models of care.

PROJECT LEAD	McInerney, Chris
TITLE	Community Voices for a Renewed Ireland
INSTITUTION	University of Limerick, Department of Politics and Public Administration
DESCRIPTOR	The purpose of this project was to support a series of community-based conversations on how a more ethical Ireland might be fostered. It involved the creation of a number of safe spaces in several communities, where people could discuss issues of ethics and the type of society we desire.

PROJECT LEAD	McInerney, Chris
TITLE	Researching the Development of Local Public Participation Mechanisms
INSTITUTION	University of Limerick, Department of Politics and Public Administration
DESCRIPTOR	This research aims to profile the experiences of community-based organisations that form a part of Public Participation Networks at local government level in Ireland. It also focuses upon the experience of those undertaking representative roles on behalf of civil society organisations within local governance processes.

PROJECT LEAD	McInerney, Chris
TITLE	Caring at What Cost: Rebuilding and Refinancing in the Community and Voluntary Sector
INSTITUTION	University of Limerick, Department of Politics and Public Administration
DESCRIPTOR	The purpose of this research was to examine the role of the community/voluntary sector organisations, and those who work within them, in public service provision during the period of the recent economic and social crisis.

PROJECT LEAD	McLoughlin, Kathleen and McGilloway, Sinead
TITLE	The INSPIRE Study
INSTITUTION	Maynooth University, Department of Psychology
DESCRIPTOR	This study investigates social and practical support for people, and their caregivers, who are living at home during their last year of life – with a particular focus on Milford Care Centre's Compassionate Communities Good Neighbour Partnership.

PROJECT LEAD	McMenamin, Ruth and MacFarlane, Anne
TITLE	Incorporating People With Aphasia in Primary Care Research
INSTITUTION	NUI Galway, Department of Speech and Language Therapy
DESCRIPTOR	This project incorporates people with aphasia and other key stakeholders in the multi-perspective evaluation of a service learning conversation intervention for people who are diagnosed with stroke. People with aphasia are often excluded from such studies because of their difficulties with communication.

PROJECT LEAD	Morrissey, John
TITLE	Haven: Intervening for Human Security in the Mediterranean Crisis
INSTITUTION	NUI Galway, Department of Geography
DESCRIPTOR	The Haven Project aims to develop a collaborative body of research that addresses the root causes of the Mediterranean refugee crisis and offers an alternate envisioning of Western interventionism through the concept of 'human security'. It also involves a series of public events to allow critical perspectives to be developed and disseminated. *(Funded under the IRC New Foundations Programme 2015).

PROJECT LEAD	Muldoon, Orla
TITLE	Impact of Domestic Violence on those Growing up in Affected Families
INSTITUTION	University of Limerick, Department of Psychology
DESCRIPTOR	This research investigates the impact of domestic violence on young adults who have grown up in homes where it has occurred. It also assesses how systems tasked with protecting young people manage the issue. *(Funded under the IRC New Foundations Programme 2014).

PROJECT LEAD	Muldoon, Orla
TITLE	Imprisoned Fatherhood: An Evaluation of a Family Links Initiative to Support Families Affected by Imprisonment
INSTITUTION	University of Limerick, Department of Psychology
DESCRIPTOR	This project explores the father-child relationship during paternal imprisonment, while also examining whether interventions aimed at maintaining imprisoned fathers' contact with their partners and children can positively affect that relationship.

PROJECT LEAD	Muldoon, Orla
TITLE	Community Reintegration of Those Affected by Acquired Brain Injury
INSTITUTION	University of Limerick, Department of Psychology
DESCRIPTOR	This work aims to examine the social scaffolds that can be put in place to facilitate recovery of function and, ultimately, social and community integration in those recovering from brain injury.

PROJECT LEAD	Murphy, Emma and Corrigan, Trudy
TITLE	Project iTELL (Inclusive Technology to Enhance Lifelong Learning) in Partnership with ILP (Intergenerational Learning Programme) in DCU
INSTITUTION	Dublin City University, Higher Education Research Centre and School of Education
DESCRIPTOR	For this project, researchers interviewed tutors and older students in the Intergenerational Learning Programme (ILP) in DCU to identify potential barriers to learning later in life. In addition, they arrived at strategies to overcome barriers, through the use of inclusive technology.

PROJECT LEAD	Murphy, Padraig
TITLE	Irish GM Potato Community of Inquiry Project
INSTITUTION	Dublin City University, School of Communications
DESCRIPTOR	This project involved a trial of a variety of potato called Desiree, which was genetically modified to be blight resistant. It welcomed locals in the Carlow area to have a say on GM potato trials in the area and the introduction of GM food to Ireland more generally.

PROJECT LEAD	Murphy, Susan
TITLE	Results-Based Frameworks: Help or Hindrance?
INSTITUTION	Trinity College Dublin, Department of Geography
DESCRIPTOR	This research focuses upon the experience of Irish NGOs that are employing results-based management and assesses whether following this approach has helped or hindered development practice.

PROJECT LEAD	Murphy, Susan
TITLE	Universal Healthcare in Ireland: What Can Ireland Learn From Malawi and Rwanda?
INSTITUTION	Trinity College Dublin, Department of Geography
DESCRIPTOR	As Ireland attempts to move towards a single tier, mandatory private health insurance system, this research explores the benefits of learning from low and middle income countries that developed their healthcare system in a resource-limited setting.

PROJECT LEAD	Murphy, Susan
TITLE	Inter-Agency Partnerships: Potential Implications of a Partnerships Based Approach in Ireland in the Context of the 2016 Strategic Funding Cycle
INSTITUTION	Trinity College Dublin, Department of Geography
DESCRIPTOR	Based on a rigorous literature review, interviews and a small-scale questionnaire, this project solicits civil society organisations' perspectives on inter-agency partnerships in Ireland, with a focus on developmental efficiency and effectiveness.

PROJECT LEAD	NicGhabhann, Niamh
TITLE	World Within Walls – From asylum to contemporary mental health services
INSTITUTION	University of Limerick, Irish World Academy of Music and Dance
DESCRIPTOR	This project focused on the histories, memories and archives of St. Davnet's Hospital in Monaghan, through investigation and presentation of records and oral history and community outreach projects.

PROJECT LEAD	O'Connor, David
TITLE	The Healthy Communities Project
INSTITUTION	Dublin Institute of Technology, School of Transport Engineering & Environmental Planning
DESCRIPTOR	This initiative sees students from DIT working on an annual research assignment with the Northside Partnership from the north side of Dublin City on the Healthy Communities Project, which aims to provide more environmentally sustainable places to live, along with greater access to services and employment.

PROJECT LEAD	O'Donoghue, Lisa
TITLE	LCD – VAL Project
INSTITUTION	University of Limerick, Faculty of Science and Engineering
DESCRIPTOR	This project focuses on the recovery of Indium and other valuable metals from waste Liquid Crystal Displays (LCD) in Ireland. Electronics manufacturers require a steady supply of Indium, which is primarily sourced from outside the EU.

PROJECT LEAD	O'Regan, Bernadette
TITLE	ZECOS: Sustainable Communities and Regions with the Communal Zero CO2e Emission Certificate System
INSTITUTION	University of Limerick
DESCRIPTOR	This project quantified financial savings and greenhouse gas emission reductions resulting from communities' active participation in sustainable development. It is part of the EU ZECOS project, which aims to develop a zero carbon certification scheme for communities across Europe.

PROJECT LEAD	O'Regan, Bernadette
TITLE	Developing Frameworks for Evaluation and Mitigation of Environmental Impacts of Infant Feeding Decisions on Healthcare and Society
INSTITUTION	University of Limerick, Department of Chemical & Environmental Sciences
DESCRIPTOR	This research assesses the environmental impact of infant feeding actions at hospital level in terms of resource efficiency and solid, electronic and liquid wastes generated. It further aims to develop strategies to mitigate those impacts where possible.

PROJECT LEAD	O'Regan, Bernadette
TITLE	Developing the Potential of Third Level Campuses as Change Agents in Transition Towards Sustainable Communities
INSTITUTION	University of Limerick, Department of Chemical & Environmental Sciences
DESCRIPTOR	This research evaluates the role of third level campuses as change agents in transition towards more sustainable communities, developing evidence-based solutions for campuses, policymakers, the Environmental Protection Agency and other support agencies.

PROJECT LEAD	O'Regan, Bernadette
TITLE	Motivating Community-Based Sustainable Development
INSTITUTION	University of Limerick, Department of Chemical & Environmental Sciences
DESCRIPTOR	This project aims to identify EU best practice in motivating and achieving community-based sustainable development. It uses this information to develop a model for encouraging such development in Irish communities.

PROJECT LEAD	Power, Eileen
TITLE	Count Flowers for Bees
INSTITUTION	Trinity College Dublin, Department of Botany
DESCRIPTOR	This project involves the creation of a flower map of Ireland for pollinators so as to predict the effects of environmental change on pollination levels. Data on floral abundance across different Irish habitats is collected with the help of 'citizen scientists'.

PROJECT LEAD	Ryan, Annmarie
TITLE	The Intelligence Unit Culture Lab
INSTITUTION	University of Limerick, Kemmy Business School
DESCRIPTOR	In June and July 2015, UL faculty members designed and led an interdisciplinary research lab in Limerick City, as part of the Limerick 2020 bid process. The lab explored how culture works in the City, where it lives and how it connects with people's lives.

PROJECT LEAD	Salmon, Nancy
TITLE	The Research Active Programme (RAP)
INSTITUTION	University of Limerick, Department of Clinical Therapies
DESCRIPTOR	The Research Active Programme was a module developed in UL that allowed people with disabilities, service providers and health professionals to learn to research together.

PROJECT LEAD	Salmon, Nancy
TITLE	The Inclusive Research Network
INSTITUTION	University of Limerick, Department of Clinical Therapies
DESCRIPTOR	The Inclusive Research Network (IRN) consists of people with intellectual disabilities and their supporters, who come together to plan and conduct research. The IRN offers training in how to conduct inclusive research and create spaces where people can discuss research ideas and issues.

PROJECT LEAD	Shanahan, Joanne
TITLE	Community-based Set Dancing Programmes for Those With Parkinson's Disease
INSTITUTION	University of Limerick, Department of Clinical Therapies
DESCRIPTOR	This project was set up to examine the feasibility and benefit of a community-based set dancing programme for those with Parkinson's disease in Ireland.

PROJECT LEAD	Shanahan, Joanne
TITLE	Trialling Procedures for Parkinson's Disease Project
INSTITUTION	University of Limerick, Department of Clinical Therapies
DESCRIPTOR	The primary aim of this pilot project, which provided community-based set dancing programmes for people with Parkinson's disease, was to determine the feasibility of randomisation procedures, recruitment rates and study design for a larger community-based trial.

PROJECT LEAD	Stout, Jane
TITLE	BEES! Musical for Children
INSTITUTION	Trinity College Dublin, Department of Botany
DESCRIPTOR	This project was one of several conducted in Trinity College, which aim to increase awareness of pollinators, their decline and importance. Its main output was a musical, titled 'BEES!', which was targeted at young learners.

PROJECT LEAD	Stout, Jane
TITLE	The All Ireland Pollinator Plan
INSTITUTION	Trinity College Dublin, Department of Botany
DESCRIPTOR	The All Ireland Pollinator Plan is an action plan for pollinator conservation in Ireland, formulated in conjunction with a wide number of governmental and non-governmental organisations in the Republic of Ireland and Northern Ireland.

PROJECT LEAD	Turner, Kathleen
TITLE	Sing Out With Strings
INSTITUTION	University of Limerick, Irish World Academy of Music and Dance
DESCRIPTOR	This project provides weekly workshops in singing, songwriting, cello, violin, after-school orchestra and choir. It aims to add to the understanding of social regeneration and the role community music might play.

PROJECT LEAD	Walsh, Jane
TITLE	Exercise4Health
INSTITUTION	NUI Galway, School of Psychology
DESCRIPTOR	This research evaluates the impact of the Exercise4Health initiative, founded in NUI Galway, which promotes physical and psychological wellbeing in people with (or at risk of) chronic disease.

PROJECT LEAD	Walsh, Jane
TITLE	On the Road Again
INSTITUTION	NUI Galway, School of Psychology
DESCRIPTOR	This project evaluates the psychological and social impact of interventions provided by On The Road Again. The charity provides personal development programmes designed to improve physical well-being and mental health and, in turn, restore and instil positive self-esteem in members.

PROJECT LEAD	Walsh, Kieran
TITLE	The 3-Cities Project
INSTITUTION	NUI Galway, Institute for Lifecourse and Society
DESCRIPTOR	This project, undertaken by Project Lifecourse, has the aim of re-imagining services and communities to maximise participation for children and youth, older people, and people with disabilities in their localities and cities.

PROJECT LEAD	Timmons, Bernard and Long, Siobhan
TITLE	Medical Design Module in Level 8 Bsc in Product Design
INSTITUTION	Dublin Institute of Technology , School of Mechanical and Design Engineering
DESCRIPTOR	In conjunction with Enable Ireland, the School of Mechanical and Design Engineering in DIT runs a module on Medical Design in its Bsc in Product Design programme. Through engaging with the real world of practice, students on the module develop an assistive technology device concept.

APPENDIX 3

PARTICIPANTS IN THE NATIONAL CONSULTATION ON ENGAGED RESEARCH

First Name	Surname	Institution
Helen	Burke	Dublin City University
Houssem	Chatbri	Dublin City University
Michael	Cronin	Dublin City University
Louise	Hopper	Dublin City University
Eithne	Kennedy	Dublin City University
Katya	McDonagh	Dublin City University
Kieran	O'Dwyer	Dublin City University
Christine	O'Kelly	Dublin City University
Michael	O'Leary	Dublin City University
Anthony	Staines	Dublin City University
Mark	Wallace	Dublin City University
Siobhán	Coffey	Dublin Institute of Technology
Dave	Culliton	Dublin Institute of Technology
Marisa	Denker	Dublin Institute of Technology
Catherine	Gorman	Dublin Institute of Technology
Pat	Hannon	Dublin Institute of Technology
Mary	Hunt	Dublin Institute of Technology
Emmet	Jordan-Kelly	Dublin Institute of Technology
Glenn	Loughran	Dublin Institute of Technology
Claire	Mc Donnell	Dublin Institute of Technology
Izabela	Naydenova	Dublin Institute of Technology
Paul	O'Reilly	Dublin Institute of Technology

Barry	Ryan	Dublin Institute of Technology
Robert	Simpson	Dublin Institute of Technology
Bernard	Timmins	Dublin Institute of Technology
Nicola	Timoney	Dublin Institute of Technology
Kathryn	Young	Dublin Institute of Technology
Katherine	Younger	Dublin Institute of Technology
Shauna	Garry	IT Blanchardstown
Derek	Barter	Maynooth University
Gordon	Campbell	Maynooth University
Catherine	Crowley	Maynooth University
Pauline	Cullen	Maynooth University
Deirdre	Desmond	Maynooth University
Maurice	Devlin	Maynooth University
Marcos	Dias	Maynooth University
Kieran	Doyle	Maynooth University
Mairead	Furlong	Maynooth University
Jane	Gray	Maynooth University
Valerie	Heffernan	Maynooth University
Alison	Hood	Maynooth University
Joe	Larragy	Maynooth University
Bob	Lawlor	Maynooth University
David	Malone	Maynooth University
Laura	Mc Quillan	Maynooth University
Mary	Murphy	Maynooth University
Paula	Murrau	Maynooth University
Thomas	Naughton	Maynooth University
Aislinn	O'Donnell	Maynooth University
Catriona	O'Toole	Maynooth University

Francesca	Placanica	Maynooth University
Paula Alexandra	Silva	Maynooth University
Clare	Thornley	Maynooth University
Peter	Van der Burgt	Maynooth University
Fiona	Walsh	Maynooth University
Bernadette	Wrynn	Maynooth University
Brigina	O'Riordan	National College of Ireland
Caitríona	Carlin	NUI Galway
Sharon	Conway	NUI Galway
Nessa	Cronin	NUI Galway
Clíona	de Bhailís	NUI Galway
Aisling	Dolan	NUI Galway
Muriel	Grenon	NUI Galway
Cathal	Kilcline	NUI Galway
Kevin	Leyden	NUI Galway
Pádraig	Mac Neela	NUI Galway
Ruth	McMenamin	NUI Galway
Heinz	Nasheuer	NUI Galway
Áine	Ní Dhomhnaill	NUI Galway
Tom	Pierse	NUI Galway
Claire	Riordan	NUI Galway
Thom	Stewart	NUI Galway
Edel	Tierney	NUI Galway
Kieran	Walsh	NUI Galway
Simon	Warren	NUI Galway
Avril	Hutch	Royal College of Surgeons
Eavan	Brady	Trinity College Dublin
Eilish	Burke	Trinity College Dublin

Andrew	Butterfield	Trinity College Dublin
Simone	Cameron-Coen	Trinity College Dublin
Pedro	Días Payno	Trinity College Dublin
Jessica	Eustace- Cook	Trinity College Dublin
Shelli	Garland	Trinity College Dublin
Andres	Gutierrez	Trinity College Dublin
Mairead	Hurley	Trinity College Dublin
Caroline	Jargoe	Trinity College Dublin
Chris	Keeley	Trinity College Dublin
Lisa Ann	Kennedy	Trinity College Dublin
Rosie	Lavan	Trinity College Dublin
Nicola	Marples	Trinity College Dublin
Collette	Murphy	Trinity College Dublin
Paula	Murphy	Trinity College Dublin
Deirdre	Ní Fhlionn	Trinity College Dublin
Sioban	O'Brien Green	Trinity College Dublin
Mary- Ann	O'Donovan	Trinity College Dublin
Lorraine	O'Driscoll	Trinity College Dublin
Mary	Rafferty	Trinity College Dublin
Joesph	Roche	Trinity College Dublin
Gillian	Smith	Trinity College Dublin
Norah	Sweetman	Trinity College Dublin
Fiona	Van Der Puil	Trinity College Dublin
Louise	Burgoyne	University College Cork
Chris	Clarke	University College Cork
Abi	Cronin	University College Cork
Mary	Cronin	University College Cork
Tadhg	Crowley	University College Cork

Malco	Cruz-Romero	University College Cork
Aoife	Deane	University College Cork
Aoife	Fleming	University College Cork
Shaun	Gavigan	University College Cork
Ruth	Hally	University College Cork
Jill	Haynes	University College Cork
Ciara	Heavin	University College Cork
Fiona	Kearney	University College Cork
Anna	Kingston	University College Cork
Ciara	Leonard	University College Cork
JB	McCarthy	University College Cork
Karen	Neville	University College Cork
Catherine	O'Mahony	University College Cork
Mary	O'Regan	University College Cork
Long	Pham	University College Cork
Briony	Supple	University College Cork
Andriy	Temko	University College Cork
Allen	White	University College Cork
Tara	Byrne	University College Dublin
Mary	Casey	University College Dublin
Maire	Coyle	University College Dublin
Jennifer	Craig	University College Dublin
Peter	Doran	University College Dublin
Mary	Gallagher	University College Dublin
Stephen	Gordon	University College Dublin
Jaythoon	Hassan	University College Dublin
Susan	Hedigan	University College Dublin
Eilis	Hennessy	University College Dublin

Tahar	Kechadi	University College Dublin
Jason	Last	University College Dublin
Mar	Mc Gee	University College Dublin
John	McCafferty	University College Dublin
Triona	McCormack	University College Dublin
Jennifer	Mitchell	University College Dublin
Valerie	Norton	University College Dublin
Tadhg	O'Cronin	University College Dublin
Hugh	O'Neill	University College Dublin
Gerard	O'Sullivan	University College Dublin
Dipti	Pandya	University College Dublin
Rebecca	Patterson	University College Dublin
Elaine	Quinn	University College Dublin
Hermann	Render	University College Dublin
Slawa	Rokicki	University College Dublin
Ricki	Schoen	University College Dublin
Elizabeth	Shotton	University College Dublin
Niamh	Walsh	University College Dublin
Rita	Boland	University of Limerick
Ciara	Breathnach	University of Limerick
Susan	Byrne	University of Limerick
Mary	Clarke-Moloney	University of Limerick
Jerry	Cronin	University of Limerick
Imelda	Doolan	University of Limerick
Sue	Franklin	University of Limerick
Rosie	Gowran	University of Limerick
Ailish	Hannigan	University of Limerick
John	Hogan	University of Limerick

Phil	Jakeman	University of Limerick
Karen	Kemmy	University of Limerick
Norelee	Kennedy	University of Limerick
Anne	MacFarlane	University of Limerick
Tiziana	Margaria	University of Limerick
Muireann	McMahon	University of Limerick
Niamh	NicGhabhann	University of Limerick
Sharone	O'Loughlin	University of Limerick
Bernadette	O'Regan	University of Limerick
Nancy	Salmon	University of Limerick
Austin	Stack	University of Limerick
Michael	Walsh	University of Limerick
Giles	Warrington	University of Limerick
Maura	Butler	The Association for Criminal Justice Research and Development
Alison	Campbell	Knowledge Transfer Ireland
Siobhán	Cafferty	Bridge Project
Michelle	Carew	National Association for Youth Drama
John	Clarke	Altruism Ireland
Eimear	Clowry Delaney	University of Notre Dame
Magnus	Conlteh	World Vision
Ned	Costello	Irish Universities Association
Kevin	Delaney	Don Bosco Care
Deirdre	Finlay	The Wheel
Michael	Foley	Age & Opportunity
Karen	Galligan	Mental Health Ireland
Geraldine	Graydon	National Parents & Siblings Alliance
Fionna	Hallinan	Department of Jobs, Enterprise and Innovation

Danelle	Hannan	The Association for Criminal Justice Research and Development
Brian	Hogan	Don Bosco Care
Hassina	Kiboua	Irish Refugee Council
Hannah	Hopkins Kilgore	Irish Humanities Alliance
Sara	Lord	Health Research Board
Graham	Love	Health Research Board
Aniko	Magyar	2into3
Margie	McCarthy	Science Foundation Ireland
Paul	McDonald	YMCA Dublin
Naomi	Murphy	Connect the Dots
Rose	Murphy	Waterford Childcare Committee Ltd
Fíona	Ní Chinnéide	Irish Penal Reform Trust
Aileen	OReilly	Jigsaw
Niamh	O'Reilly	AONTAS
Hugh	O'Reilly	The Wheel
Louise	O'Sullivan	FirstLight
Nicola	O'Sullivan	The Bessborough Centre
Vivienne	Patterson	Higher Education Authority
Karol	Quinn	Scouting Ireland
Pablo	Rojas Coppari	Migrant Rights Centre Ireland
Nigel	Swanwick	Melu
Cliona	Saidléar	Rape Crisis Network Ireland
Yusef	Syed	Dublin City Interfaith Forum

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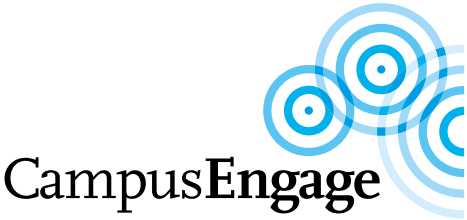

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