




# Defining and Supporting Public Engagement at University College Dublin

## Summary Report

campus people together faces progress sharing dialogue big public marketing positive access strategic human house bridge onward value social approach commitment  
party participation interest leaflets big public marketing positive access strategic human house bridge onward value social approach commitment  
benefits inspiring stocks events meetings friendly older identity exposure life system making education work 3rd learning rewarding  
widering charity ring accessible happy neighborhood exposure life system making education work 3rd learning rewarding  
engage good better communication reciprocal catalyst mistakes aspirational reunion  
club conversation friendly older identity exposure life system making education work 3rd learning rewarding  
empowerment information outcomes campus-intergenerational



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Special thanks goes to Melanie Sheridan for facilitating our workshop on the 29th of May and to UCD Research, Innovation & Impact and UCD College of Science for resourcing the events.

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## UCD Strategy Objective 6 Build our engagement locally, nationally and internationally.

### Executive Summary



Public Engagement describes the many ways that UCD's research, teaching and contributions to society are influenced by and shared with the public for mutual learning.

- Public engagement is recognised as a pathway to impact and currently there is an increased focus from policy and funding agencies on how universities engage with diverse audiences beyond the institution. There are already a wide range of creative and innovative public engagement activities underway across UCD. These include a spectrum of forms of engagement from informing and inspiring audiences through lectures or articles, to co-producing and co-designing research with members of the public (including patients and other stakeholders). A Public Engagement (PE) Working Group was recently established to further develop a culture of public engagement in UCD.
- The PE Working Group established that a definition of public engagement in UCD should be developed. This was done through a number of collaborative workshops with UCD staff (academic and administrative) and a workshop with members of the public held during the UCD Festival on the June 6th 2018.
- Without any information available on the public engagement activities that are underway across the university, the PE Working Group undertook a census of public engagement activity in UCD. A total of 322 submissions were received in the census.
- Based on the census and workshops, the PE Working Group outline key proposals to develop a more supported, cohesive and encultured approach to Public Engagement in our university.

#### Key proposals:

- 1 Establish a university-wide understanding of public engagement in UCD through education, training and recognition
- 2 Maintain a record of public engagement activities in UCD
- 3 Develop a web-portal and resources for public engagement activities across the university
- 4 Highlight a designated physical space on campus that can be a focus point of public engagement
- 5 Establish an expanded public engagement working group to ensure the provision and development of such proposals.

# 2

## Defining and Detailing Public Engagement in UCD

At UCD, we have a vibrant community of researchers, educators and science communicators who participate in activities and initiatives in public engagement. The people and success stories around diverse public engagement activities across the university are often unseen, unrecognised and, importantly, unrecorded.

This report outlines how the recently formed PE Working Group developed a process of enabling actions to define what public engagement is in UCD, capture public engagement activities, and identify supports needed to enhance, recognise and further embed a culture of public engagement in University College Dublin.

The PE Working Group was established by Prof Orla Feely in March 2018 as a response to a grass-roots initiative from the College of Science attempting to address and support the growing number of public engagement initiatives underway by staff. Since such activities were relevant across all colleges and units throughout the university (Figure 1), aligned with the increasing focus from policy and funding agencies on public engagement (Figure 2), and aligned with the UCD Strategy 2015-2020 to "develop UCD's engagement both within Ireland and further afield", the PE Working Group was established to attempt to identify structures that might be necessary to support and enhance public engagement in UCD.



Figure 1 Public Engagement in Higher Education

**The members of the Working Group are:**

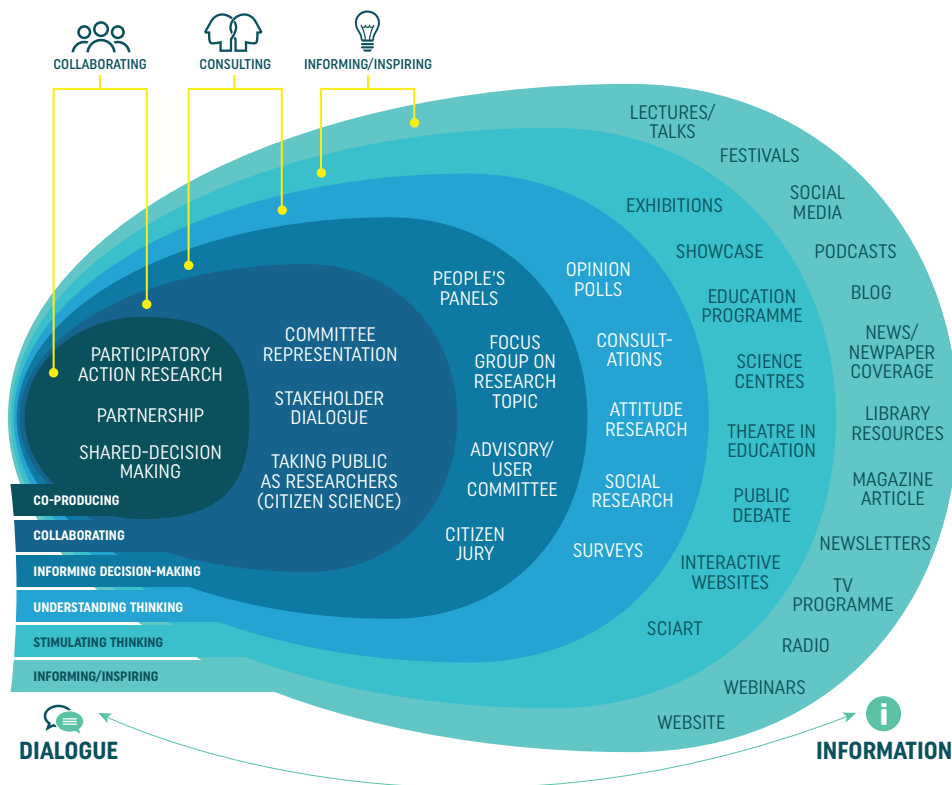
- Alexandra Boyd, Public Engagement Project Manager, UCD Research;
- Prof. Liam Gallagher, Director of UCD Conway Institute of Biomolecular and BioMedical Research;
- Prof. Thilo Kroll, PI on the HRB funded UCD Public and Patient (PPI) Ignite program, School of Nursing, Midwifery and Health Systems;
- Dr Fergus McAulliffe, Public Engagement and Communications Manager, Irish Centre for Research in Applied Geosciences;
- Dr Éidín Ní Shé, Research Fellow UCD PPI Ignite, School of Nursing, Midwifery and Health Systems
- Dr Aoibhinn Ní Shúilleabháin, Assistant Professor, School of Mathematics & Statistics
- Dr Rhonda Wynne, UCD in the Community and UCD Access and Lifelong Learning

**From March 2018 the working group met on a regular basis and undertook the following actions:**

- Reviewed public engagement definitions of universities national and globally (Appendix 1);
- Discussed public engagement at university level with Dr Georgia Pitts, Public Engagement Manager at University College London;

- Developed an Engagement Framework by modifying the Wellcome Trust Public Engagement Onion to include a wide spectrum of activities relevant to those within UCD (Figure 2);
- Liaised with Prof. Tom Bolger on incorporating public engagement in the Development Framework for Faculty Promotions
- Liaised with Liam Cleere, Senior Manager, Research Analytics & Impact on the use of the new RMS web platform to record public engagement activities.

As part of its remit, the PE Working Group wanted to establish the types of public engagement activities that members of the UCD community were engaged with. While some information was available in the policy discussion paper published by the Geary Institute (Nivakoski, O'Connell & Hargaden, 2015), there was no delineation between public engagement activities. For example, talks or lectures were categorised as public service (e.g. service on boards or committees), which does not align with definitions of public engagement in the literature (Burchell, Sheppard & Chambers, 2017).



Based on Wellcome Trust Public Engagement 'Onion'

Figure 2 Framework of Public Engagement



Figure 3 UCD Public Engagement Census Day, College of Science

Therefore, the working group decided to carry out a University-wide survey which would act as a census of public engagement activity for members of the UCD community. This survey was available on-line from the 2nd of May to the 1st of June 2018 (Appendix 2) and was widely publicised as UCD Public Engagement Census Day, May 29th, using #UCDPECensus and through various email communication. .

In order to further strengthen awareness of the census, also on May 29th booth spaces were set up at a number of locations across the university to act as census polling stations: Engineering Building; Health Sciences; Newman Building O'Brien Centre for Science; and Quinn School of Business.

In conjunction with the census, a workshop was held on May 29th for all members of the UCD community who were interested in further developing public engagement in UCD. 55 members of the UCD community, including both academic and non-academic staff, attended the workshop. The content of the four-hour workshop included: Exploring reward and recognition, defining public engagement, outlining structural supports to support public engagement, investigating metrics around public engagement and the development of a community of practice in public engagement in UCD. (Feedback from participants in the workshop on these themes can be read in Appendix 3.) Building on definitions from other universities and suggestions from the working group, participants in the workshop collaborated on constructing a working definition of public engagement in UCD.

During the UCD Festival, June 6th, members of the working group held a Dilemma Café on Public Engagement at UCD and further refined the definition of public engagement from the workshop. On June 27th, UCD Public and Patient Involvement Ignite Executive steering group (inclusive of UCD Staff and NGO partners) also gave feedback on the public engagement working definition.

## 2.1 Defining Public Engagement in UCD

From the various collaborative workshops, involving participants both within and external to the UCD community, the following definition of Public Engagement in UCD was constructed:

**Public Engagement describes the many ways that UCD's research, teaching and contributions to society are influenced by and shared with the public for mutual learning.**

## 2.2 Detailing Public Engagement in UCD

Analysis of the submissions to the public engagement census was conducted from July – September 2018.

Prior to discussing the main findings, it is important to note that there were limitations associated with this work. The timeframe to complete this work was limited and therefore we were restricted in our promotion. Feedback provided by some participants on the framework of engagement (Figure 2) stated that they could not see their relevant public engagement activities visualised. Further refinement of the framework is therefore needed in the next iteration to ensure university wide inclusion.

## 2.3 Findings from the Public Engagement Census

### 2.3.1 Classifying Public Engagement Activities

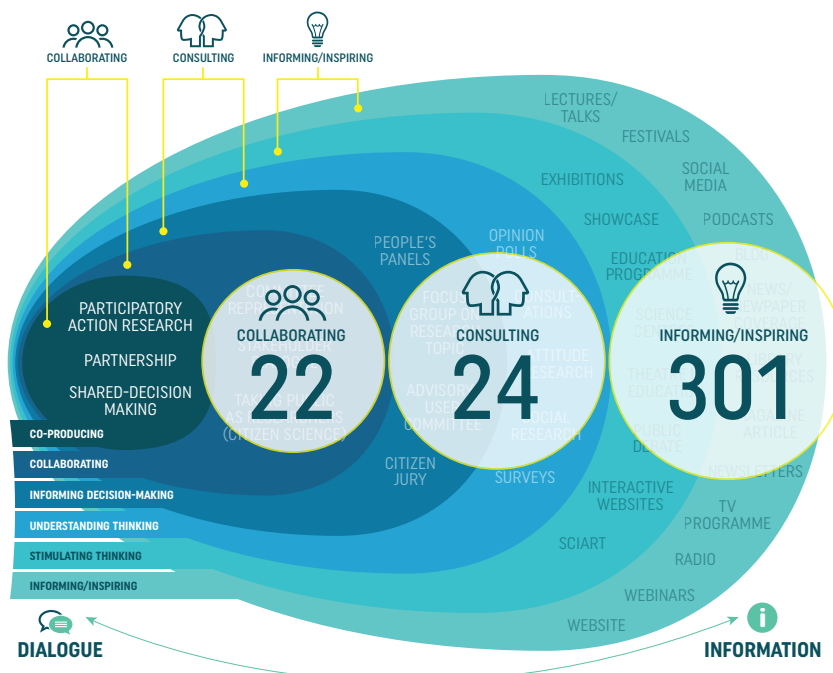
A total of 322 submissions were received in the census and were subsequently analysed using NVivo 12 Pro analysis software. 57 of the submissions were omitted, since the respective projects could not be categorised as forms of public engagement. A further 2 responses were also omitted as the questions were unanswered and consequently, no conclusions could be drawn. Therefore 263 responses were included for analysis according to the engagement framework in order to classify the different forms of public engagement underway in UCD.



Figure 4 Public Engagement Workshop held on May 29th 2018

There were 301 references to methods of informing/inspiring, with many respondents detailing several ways in which they informed or inspired members of the public (hence the number of references exceeds the number of responses). Lectures/talks and education programmes were the most prevalent forms of informing and inspiring the public with 65 and 44 mentions respectively. In contrast, there were only 24 accounts of projects that consulted with members of the public, whilst 22 projects included forms of public collaboration (Figure 5). Given that the number of references does not correspond to the number of projects, a second analysis was conducted to identify the number of projects involved in each case. Interestingly, 237 individual projects contained at least one form of informing/inspiring the public, 20 projects mentioned at least one form of consulting with members of the public and 22 featured at least one form of collaboration.

Table 5 Number of references to different forms of public engagement as related to the UCD Framework of Public Engagement (N=263)





### 2.3.2 Who are UCD engaging with for Public Engagement?

From the census data, it is evident that the UCD community engage with a wide variety of audiences across all spectrums of society in their public engagement activities.

There were 213 references to members of the public, with many projects being aimed at several groups such as children, young adults, donors etc. Extracts from the census data are utilised throughout the report to illustrate the data generated as part of the census.

"This project is designed to enable children, young people and their families living with rare diseases to express their experience of living with disease and help to identify the factors that enhance, inhibit and impact on their lives through a range of creative arts (Sand Therapy, Arts, Music Photo Voice) and qualitative and quantitative inquiry."

Students were alluded to 53 times within the data, with 37 projects being specifically aimed at school students.

"To improve DEIS school pupils' awareness of college and to increase their belief in their own ability to study at third level by giving them the opportunity to experience college life stay on campus, college workshops, social activities"

There were 56 references to professionals, with healthcare professionals (22 mentions), teachers (6 mentions) and policy makers (7 mentions) comprising more than half of this category (Table 2).

"To actively engage patients, researchers and other interested parties (patient advocates, families, carers and health care professionals, policy makers and those with an interest in disease orientated research) in discussions and decision-making processes which positively impact on treatment and outcomes for patients. This initiative started with a focus on cancer (Patient Voice in Cancer Research) but has now expanded to include arthritis & rheumatic disease (Patient Voice in Arthritis Research) and diabetes complications (Patient Voice in Diabetes)."

Table 1 Number of references to various categories of audiences/demographics as obtained through qualitative analysis of the responses to the question "who was the project for?" (N = 260)

Audience or demographic	Number of references
Members of the public	213
Professionals	56
Students	53
UCD community	32
Researchers	31
Academics	23
Patients	17
Individuals with medical conditions or disabilities	11
Organisations	11
Clubs or society members	7
National Government	3
Non-specified	2

### 2.3.3 Locations for Public Engagement

From the census data, it is evident that the UCD community engage with a wide variety of audiences across all spectrums

The working group were interested in finding out where public engagement activities take place. From the data, there were 177 references to off-campus settings including hospitals, museums, and other higher education institutions etc.

"The activities [of A Playful City] occur at festivals, stand-alone creative events and conferences, with communities in inner city Dublin, and on campus through engagement with our MSc Urban Environment programme."

Schools were the most cited off-campus location. There were also 137 references to on-campus locations with the UCD Library and O'Brien Centre for Science being the most popular.

**"[Cell EXPLORERS takes place] in schools and on campus Science outreach lab and at festivals"**

Furthermore, there were 42 references to online activities, which were primarily in the form of online collections on the UCD Digital Library website (Table 2).

**Table 2 Number of references to various categories of locations as obtained through qualitative analysis of the responses to the question "where do the projects occur?" (N = 260)**

Location	Number of references
Off-campus	177
On campus	137
Online	42
Media	14
In print	7
Over the phone	2
Non-specified	2

### 2.3.4 Funding Sources

Funding for recorded public engagement activities came from a wide range of sources, ranging from EU to personal sources.

**"Participatory action research (PAR) to support the self-management of rheumatoid arthritis – funded by Wellcome Trust and UCD."**

**"Preparing for Life is a prevention and early intervention project based on north Dublin – funded by Atlantic Philanthropies and the Department of Children and Youth Affairs."**

**"Virtual Learning for people with Autism Spectrum Disorder – funded by RESPECT & European Commission (Marie Curie co-fund)"**

While the figures for funding were not recorded, it is interesting to note that funding agencies ranged from government-based organisations and local authorities to charities and research institutes (Table 3). There were 58 references to government-based funding including state agencies, state bodies and government departments. Five projects were self-funded either through personal funds or self-fundraising efforts.

UCD supported a large number of public engagement activities, with 110 references to various schools and units within the university. The UCD Library and the O'Brien Centre for Science provided the most frequent funding for public engagement projects with 26 and 16 mentions respectively.

**"Suite Science takes primary school children from low socio-economic areas and transports them to UCD to explore science through inquiry based learning – funded by UCD, SFI and Intel."**

**Table 3 Number of references to various categories of project funders as obtained through qualitative analysis of the responses to the question "who was the project funded by (if applicable)?" (N = 186)**

Funder	Number of references
UCD	110
Government	58
Research institutes and organisations	20
Charities	12
Industry organisations	13
EU	8
Local authorities	7
Societies	7
Other	7
Self	5
No funding	6
Other higher education institutions	6
Non-specified	5
Museums and galleries	3
Embassies	2
Banks	1
Festivals	1
Libraries	1
Theatres	1

### 2.3.5 Project Partners

The public engagement activities taking place across UCD included a range of partners across public and private sector. The data suggests evidence of inter-disciplinary cooperation since 38 different schools and units were mentioned across UCD as partners in public engagement projects. A number of public engagement projects also engaged in a partnership with other higher education institutions (31 references). In fact, 20 different universities were mentioned in the responses; 12 of which lie outside the Republic of Ireland, aligning with the UCD strategy to expand UCD's engagement both in Ireland and further afield.

A range of private Industry Organisations and Trade Unions were referenced as project partners (22), while museums, theatres, festivals and galleries also featured as project partners in UCD public engagement activities (Table 4).

It may be worthy of note that 41 unique charities were referenced in the data as project partners, evidence of the civic contribution public engagement in UCD makes.

**"Charity Website article: Using zebrafish models to understand inherited sight loss in childhood – associated with Fighting Blindness."**

**Table 4 Number of references to various categories of project partners as obtained through qualitative analysis of the responses to the question "who did you run the project with?" (N = 219)**

Partner	Number of references
UCD & UCD colleagues	157
Charities	59
Other Higher Education Institutions	31
Government	31
Local authorities	7
Industry Organisations & Trade Unions	22
Hospitals	20
Research Institutes and Organisations	19
Museums and Galleries	13
Clubs and Societies	12
Voluntary Organisations	9
Schools	8

Associations, Social Enterprises, Projects & Initiatives	13
Embassies	2
Libraries	2
Theatres	2
Non-specified or Other	2
Banks	1
Festivals	1

### 2.3.6 Misinterpretations of Public Engagement

It is worthy of note that 57 entries to the census could not be included within the analysis, since these projects could not be defined as public engagement. Such projects included activities of consultation with government boards etc., which have previously been counted as public service activities within UCD (Nivakoski et al., 2015) but are not public engagement activities. Reviewing data entries that self-categorised the types of public engagement participants were involved in, it appears that those who considered their public engagement project to feature elements of collaboration and/or consultation were referring to their interactions with colleagues. Interactions where the audience is fellow academics is not considered as public engagement. It is therefore important that education and resources be made available to staff on public engagement in UCD.

### 2.3.7 Resources Required to Support Public Engagement in UCD

In both the workshop and census, participants were asked what was needed to sustain public engagement in UCD. Funding was the most prevalent response requirement cited for sustaining and developing public engagement projects in the workshop and survey (91 mentions) (Table 5). Time was considered an essential factor in extending and developing public engagement activities (19 survey mentions) and staffing support was also stressed, both referring staffing support in developing and maintaining public engagement activities and in promoting public engagement work.

**"Dedicated resources either at Institute level or centrally in UCD; training/awareness raising".**

**"A university wide expert approach to promotion of events and initiative and engaging with the media"**

"I just need time - always so busy. A dedicated dept to help. I think I also would benefit from an event that discusses / guides how to negotiate populist disregard for evidence."

"A website with information packs, case studies etc. on Public Engagement in UCD."

"Funding and administrative support - we have the ideas but badly need support in accessing funds and in administration!"

"A public engagement liason officer and access to space for events"

A number of respondents in the census noted a need for increased public and institutional recognition for academic members of staff involved in public engagement activities (22 mentions) and this was echoed in the public engagement workshop. Several responses expressed a need to incorporate public engagement as part of their workload and to have fewer teaching hours in order to be able to increase activities. These sentiments suggest that public engagement is still predominately seen as an extracurricular endeavour rather than an embedded activity.

"Recognition in promotion process."

"The time required for other activities - teaching, researching, but most especially administration - would have to be reduced. It needs to be properly recorded and made part of work load models."

"Institutional recognition and value. Increased capacity for community exercise on campus, partnership with community gyms. Human resources."

A number of respondents referred to the need for a network or community for public engagement in UCD.

"Better help in promoting the work. Sense of what people's research is about in UCD. Networking is quite poor at UCD relative to other universities I've worked in."

Further comments highlighted the need for a physical space from which to highlight the activities of UCD.

"We need a dedicated exhibition space like the science gallery where we can recruit participants and exhibit activities"

"Greater funding and access to facilities (e.g. the Student Cinema)."

"Access to a dedicated space on campus, in which to host community groups/classes."

Table 5 Number of references to various public engagement requirements as obtained through the qualitative analysis of the responses to the question "what do you need to sustain and grow your Public Engagement activity in UCD?" (N = 217)

What is required to support public engagement?	References
Funding	91
Staffing support	40
Support in promoting activities	37
Advice and support on Public Engagement	38
Recognition	23
Resources	20
Time	19
Facilities	18
Networking and collaboration	17
Admin support	11
Evaluation support	9
Awareness raising	6
Interest of participants	4
Opportunities to develop	4
Flexibility in approaches to Public Engagement	1



# 3 Public Engagement Stories

## 3.1

### Traveller History Project

Críostóir Mac Cárthaigh,  
National Folklore Collection, UCD



The team of collectors gather in the NFC: (l-r) Annemarie McDonnell, Micahel McDonagh, John Connors, Sindy Joyce, Geraldine McDonnell and Michael Collins.

While the Travelling community in Ireland is widely considered a distinct group in Irish society, there is a dearth of concrete historical information about their origins. Important information about Traveller culture and tradition has been gathered in the past century or so by a handful of anthropologists and sociologists, as well as by field collectors of the Irish Folklore Commission and its successor, the National Folklore Collection (NFC), UCD, to which the Commission's large collection of folklore and cultural history was transferred when the Commission was disbanded in 1970.

In 1952, for example, the Commission circulated a detailed questionnaire about Traveller social and religious practices, customs and beliefs, language etc., to its network of correspondents and part-time collectors. The questionnaire elicited more than 800 pages of information, originals of which are stored in the NFC, with digital copies available on UCD's Digital Library (<http://digital.ucd.ie/view/ivrla:31691#IVRLA10-1>).

A great many interviews with Irish Travellers have been made in the intervening years but, like the 1950s questionnaire, these recordings were exclusively the work of 'settled' folk. And while they constitute a valuable record of Traveller culture, no matter how close the collector-informant relationship, much more could certainly have been documented had the collector come from inside of the community.

In early 2016 the NFC teamed up with film director Liam McGrath and a group of collectors drawn from the Travelling community, led by actor John Connors, to interview Travellers in different parts of Ireland about life before and after 'settlement'. Some of the poignant family stories and life histories they recorded were broadcast in a series of three IFTA award-winning (2018) documentaries on RTÉ in autumn 2016. The original footage from the series was deposited in the NFC where it can be viewed by members of the public. The insights into the particular challenges faced by the Travelling community which the series provided undoubtedly added to the growing political campaign for ethnic recognition, which was achieved in March 2017.

## 3.2

### 'HackAbility' Project

I-Form, UCD, Microsoft



Pictured are two of the I-Form research team – Darragh Egan and Frederico Rossi, both PhD researchers based at UCD

In 2018, I-Form, the SFI Research Centre for Advanced Manufacturing (headquartered at UCD), worked with a Microsoft Ireland initiative called 'HackAbility' on the development of a prototype mount for holding phones and tablets.

The concept for the mount was developed after meetings with the National Rehabilitation Hospital and with Enable Ireland accessibility users.

A group of Microsoft interns that included students from UCD worked on the project concept, engaging researchers from I-Form and UCD with specialist knowledge of 3D printing to assist with its development.

The researchers, under the leadership of I-Form director Prof. Denis Dowling, 3D printed a prototype based on the group's design that is now going through assessment for further development and is hoped to positively impact the lives of accessibility users..

## 3.3

### Patient Voice Initiatives in Cancer, Diabetes and Arthritis Research

The Patient Voice in:

**Arthritis Research**

**UCD Centre for Arthritis Research.**

**Patient Voice Lead: Dr. Emma Dorris**

**Cancer Research**

**UCD Centre of Translational Oncology**

**Patient Voice Lead:**

**Prof. Amanda McCann**

**Diabetes Research**

**UCD Centre for Diabetes**

**Complications Research**

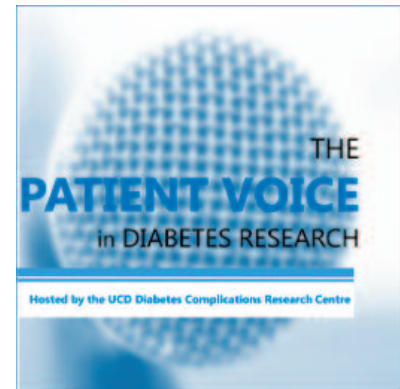
**Patient Voice Lead:**

**Assoc. Prof. Fiona McGillicuddy**

**UCD HRB Ignite**

**SMNCH**

**Lead: Prof Thilo Kroll/Dr. Éidín NíShé**



Patient Voice in Cancer, Diabetes and Arthritis Research are three initiatives that aim to change research from being disease-focused to being patient-focused by actively engaging patients, researchers and other interested parties (patient advocates, families, carers and health care professionals, policy makers and those with an interest in disease oriented research) in discussions and decision making processes. By working together, we believe our research will be better, more relevant and have a bigger impact on a patient's quality of life, and on society as a whole. This initiative started with a focus on cancer (Patient Voice in Cancer) but has now expanded to include arthritis and rheumatic disease (Patient Voice in Arthritis Research) and diabetes complications (Patient Voice in Diabetes). By working together, the programs believe their research is better, more relevant and having a bigger impact on a patient's quality of life, and on society as a whole.

## 3.4

### "The Trial" - Prisoner Medical Entitlement to Health 1850-2000

**Associate Professor Catherine Cox**

**UCD School of History**



The Trial by visual artist Sinead McCann, UCD historians Catherine Cox and Fiachra Byrne and participants from the Bridge Project Dublin. Photograph by Conor Mulhern. Courtesy of the artist (2018).

The Trial, a compelling multi-screen visual art installation, ran from 12th to 26th April 2018 at the Old Courtroom, Kilmainham Goal Museum, Dublin. It offered multiple perspectives on the long history of mental and physical healthcare in prison, inviting viewers to reflect on individual experiences and on the history of the human right to health. Funded by the Arts Council, it was a major public engagement output from 'Prisoners, Medical Care and Entitlement to Health in England and Ireland, 1850-2000', a Wellcome Trust funded project based at UCD School of History.

Among the 20,980 visitors who viewed The Trial were senior representatives from the Irish Prison Service, Irish Probation Service, Irish Penal Reform Trust, as well as academics, artists and the general public. It received extensive coverage from the Irish Times and RTE radio.

The installation was a collaboration between visual artist Dr Sinead McCann, researchers Professor Catherine Cox and Postdoctoral Fellow Dr Fiachra Byrne, and men from the Bridge Project, Dublin, who have lived prison experiences. The creative process enabled the men to engage with academic research on healthcare in prison in the past, which resonated strongly with their own experiences and informed a 'powerful portrayal' of the subject.

# 4 Conclusion and Recommended Next Steps

There is a diverse range of innovative Public Engagement projects underway across UCD, as outlined in the report. Whilst these projects primarily serve to inform and inspire audiences, there is increasing recognition of other forms of engagement and their importance in improving research and university-based activities. However, in order to sustain and develop a culture of public engagement in UCD, it is important to recognise the work of those committed to public engagement and to develop a more embedded approach to public engagement. Below is a summary from the workshops and survey of suggested next steps.

As noted in the Executive Summary, the working group make the following recommendations:

1. Establish a university-wide understanding of Public Engagement in UCD through education, training and recognition
2. Maintain a record of public engagement activities in UCD
3. Develop a web-portal and resources for public engagement activities across the university
4. Highlight a designated physical space on campus that can be a focus point of public engagement in UCD
5. Develop the role of the working group to ensure the provision and development of such proposals

## 4.1 Establish a University-wide Understanding of Public Engagement

Increasing university-wide understanding of public engagement is central to the development of engagement activities within the university. This includes a clear understanding of what the "public" is i.e. non-academic audiences. To best facilitate this understanding the working group recommends both the establishment of a public engagement community of practice and a review of partnership logistics.

### 4.1.1 Community of Practice

- Host follow up event in December 2018 to present the definition of public engagement and to increase the understanding of engagement;
- Organise programme of peer-to-peer public engagement events for 2018-2019. This will include talks and seminars on examples of public engagement activities already underway within the University.
- Develop a network of people with interest, skill, and insight in public engagement. This network will be essential in driving the visibility of public engagement activities within the university.

- Seek to host showcase events for UCD staff interested in best practice in public engagement.
- Provide clarity via ongoing education and training in order to develop a shared understanding on the difference between engagement, involvement, participation and outreach.

### 4.1.2 Partnership Logistics

- Review logistics issues for community/external partnerships. This include clarity on payments to external partners, ethics, accessible meeting spaces and parking for non-UCD staff attending public engagement and patient involvement activities in the University.
- Determine best way to amend/enhance existing systems to facilitate long term partnership collaborations.

## 4.2 Recording Public Engagement

In order to measure the civic and civil contributions made by the university, structural supports are required to enhance and record the many forms of engagement the university community take part in. This includes:

- The establishment of a mechanism to track who is working with whom. UCD is working with many external partners and an over-reliance on one external partner by many within UCD can lead to problems on the part of the external partner.
- An examination of the ROWAN model. This is the model of recording used by UCD International and is a system that could be possibly used to record partnerships, activities and events in public engagement.
- A census type activity on Public Engagement in teaching should be undertaken. Many modules offer opportunity for public engagement as key components. However, these activities have not been mapped at a university level to date. A census would be the initial step in this mapping process.
- The Promotions Framework for Faculty should be updated to reflect the important role of public engagement in the university, as separate to recruitment of students.
- In order to maximise the visibility of public engagement, an awards system, similar to the teaching awards, should be established. Many other Irish universities already have university level awards for public engagement and UCD should embrace this.

### 4.3 Public Engagement Portal

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- An externally-facing public engagement portal should be developed. This will act as the first port of call for external partners who are looking to contact those involved with public engagement at UCD.
- Consideration should be made as to how to collate all UCD public engagement activities and list in one central place to show the scale, range of activities, partner organisations.
- The public engagement portal will provide examples and resources for those considering how to do public engagement, advertise upcoming public engagement activities within UCD and within the UCD community of practice, and include the option for interested parties to register to attend these events.

### 4.4 Physical Public Engagement Space

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Having a dedicated physical space is an important step in making public engagement visible in UCD. All aspects of university life need a physical home and this is especially important for public engagement activities, given that many of these activities need to take place on a campus in a setting that is fit for purpose for external members of the public and collaborators. An obvious example is the Science Gallery in Trinity College Dublin, which has had huge levels of success in the 11 years that it has been operating. A similar-styled space that is accessible, welcoming and equipped for the diverse range of people that UCD engages with would be of huge benefit in both creating and facilitating a culture of engagement within UCD.

### 4.5 Develop the role of Public Engagement Working Group

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The Public Engagement Working Group has advanced the case for public engagement within the university throughout 2018. Following the initial phase of work, we recommend that the following steps occur:

- Expansion of the membership of PE Working Group should be undertaken to ensure wider representation from all colleges within UCD;
- An umbrella structure for UCD PPI Ignite, UCD in the Community, Engaged Research and science communication should be developed and connected;

- A follow up on the Public Engagement Census Data in 2020 should be undertaken. This should explore creating a physical map of engagement activities, linking engagement activities with teaching, and determining how Public Engagement is understood across campus;
- The working group should seek to participate in dissemination activities such as the development of conference presentations, and creation of workshops to feed into the community of practice in public engagement in UCD.
- UCD staff should be encouraged to and facilitated in publishing on their public engagement activities (especially in the cases where robust evaluation has taken place).





# 5 References

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- Nivakoski, S., O'Connell, P., & Hargadan, M. (2015). *Public service activities among University staff*. UCD: UCD Geary Institute for Public Policy: Discussion Paper Series.
- University College Dublin. (2014). *Ireland's Global University: Strategy 2015-2020*.



# Appendix 1: Public Engagement Definitions Examples

Below are some examples from universities and institutions and their definition/description of what public engagement or engaged research is.

- **University of Melbourne:** Engagement at the University of Melbourne encompasses the mutually beneficial relationships the institution has with wider society. It connects our teaching, students and research work with communities – locally, nationally and globally – to help us achieve our academic aspirations and create economic, social and cultural value.
- **Southern Cross University (Australia):** Engaging with our communities is at the heart of what we do at Southern Cross University. Through collaboration with our communities we create authentic learning experiences for our students and globally recognised innovative and relevant research.
- **Simon Fraser University (Canada):** "[T]he leading engaged university defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement."
- **University of Bristol:** engagement is defined as a two-way process of interaction and listening, with the goal of generating mutual benefit
- **Imperial College:** we define engagement with research as the wide range of ways of engaging specific members of the public with the design, conduct and dissemination of our scientific, engineering, medical and business research.
- **London School of Hygiene and Tropical Medicine:** public engagement encompasses activities and projects that allow for open communication and two-way dialogue between researchers and members of the public.
- **UCL:** the definition of public engagement which informs UCL's work is from the National Coordinating Centre for Public Engagement (NCCPE) which describes engagement as "... the myriad of ways in which the activity and benefits of higher education and research can be shared with the public. Engagement is by definition a two-way process, involving interaction and listening, with the goal of generating mutual benefit."
- **Oxford:** Public Engagement with Research describes the many ways that members of the public can be involved in the design, conduct and dissemination of research. High-quality engagement is a two-way process with the goal of generating mutual benefit between the public and researchers and ultimately enhancing the quality or impact of research.
- **Cambridge:** The term public engagement is used to describe the many ways in which the activity and benefits of higher education and research can be shared with the public for mutual benefit.
- **University of Edinburgh:** Public engagement involves higher education institutions and their staff and students connecting and sharing their work with the public. It generates mutual benefit through the sharing of knowledge, expertise and skills.
- **NUIG:** NUI Galway is committed to community and the development of lasting relationships for a positive impact on peoples' lives within society. We believe that the best learning takes place when students have many opportunities to engage their learning in real world contexts.
- **Queens University Belfast:** Queen's University has a strong reputation as a university of Citizenship and Civic Responsibility and it is the role of Public Engagement to ensure the work of the University is reflected across the community in all civic and political spheres.

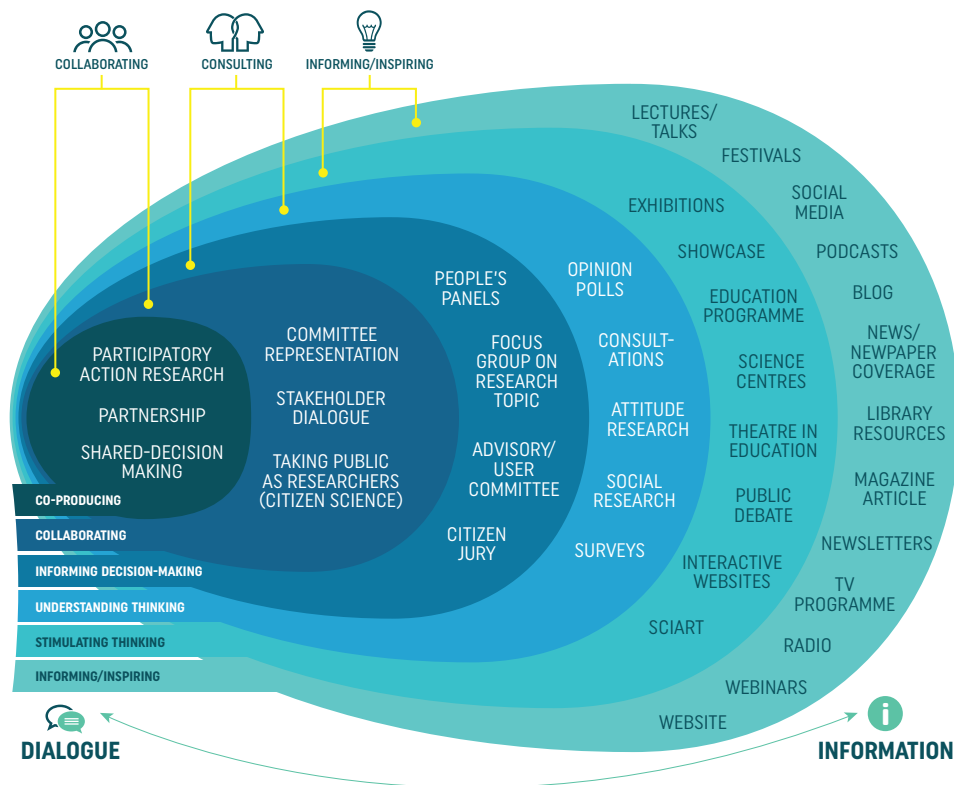
## Other Organisations

- **SFI:** 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.
- **Campus Engage:** 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 or about them.
- **Campus Engage:** Public engagement and involvement captures the broad range of initiatives, activities and events which combine to create a culture of societal engagement with higher education. Public engagement is about the institution facing outwards and connecting as widely as possible to communicate the value of learning and research and to leverage institutional knowledge and resources for social good.
- **AAAS** Intentional, meaningful interactions that provide opportunities for mutual learning between scientists and members of the public. Mutual learning refers not just to the acquisition of knowledge, but also to increased familiarity with a breadth of perspectives, frames and worldviews.
- **Wellcome Trust:** Public engagement involves conversations about science and health research in unexpected places and surprising ways.
- **NCCPE (National Co-ordinating Centre For Public Engagement (UK)):** Public engagement describes the myriad of ways in which the activity and benefits of higher education and research can be shared with the public. Engagement is by definition a two-way process, involving interaction and listening, with the goal of generating mutual benefit.
- **INVOLVE (National Institute for Health Research)** defines public involvement in research as research being carried out 'with' or 'by' members of the public rather than 'to', 'about' or 'for' them. This includes, for example, working with research funders to prioritise research, offering advice as members of a project steering group, commenting on and developing research materials, undertaking interviews with research participants.

# Appendix 2: Census Survey Questions

These questions were accessed through an on-line Google survey or through a hard-copy survey available at each of the Public Engagement points across campus (listed above).

Project Title:	Key Contact Name:	Key Contact Email:	Role in UCD:
What was the aim of the project?	What did you do?	When is/was the project running? (2015-2020)	Where do the activities occur? (e.g. on campus, in schools, at festivals etc.)
Who did you run the project with? (Project partners)	Who was the project for? (e.g. audience or demographics)	Where does the project lie in the Wellcome Trust Public Engagement Onion pictured below? (you can select more than one option)	Who was the project funded by? (if applicable)
What do you need to sustain and grow your Public Engagement activity in UCD?	Do you grant permission for the UCD Public Engagement working group to contact you regarding further sharing and/or showcasing your public engagement projects?	Any further comments?	



Based on Wellcome Trust Public Engagement 'Onion'

# Appendix 3: Public Engagement Workshop Summary

## How to move closer to Utopia?

### 1. What supports do we need to move closer to Utopia?

- Training and logistical supports
- Networks - centralised network of contacts, scaffold of dedicated p.e. staff at college/school level. Points of contact.
- Sharing of knowledge
- Move from 'organic'/individual driven to university-central support.
- Templates for reports
- Resources - financial resources/funding supports
- Measuring what we're doing - the impact
- Showcasing
- Centralised unit

### 2. What are the obstacles?

- Needs to be linked to performance and promotion
- Colleague support
- Insurance
- No recognition
- Over reliance on goodwill
- Value of Public Engagement by UCD
- Energy - maintaining relationships with communities
- Ethics for research projects
- Time
- Sustainability
- Not linked to strategy and supports
- Getting feedback from audiences
- Funding
- Reliance on poorly resourced communities

### 3. What do we want measured? How do we measure?

- Students engagements - measure what they're getting out of it
- Impact - measuring the unmeasurable - feelings, changes in attitude
- Value to students/staff/community
- UCD brand/reputation - is UCD making the most of the Public Engagement bring done
- ROI - economic value
- Social impact
- Cultural impact

### 4. What does success look like? How will we know we've been successful?

- Audience driven - case studies/outputs - seeing the audience changing
- Driving change with external organisations
- Community focused structures that enable Public Engagement (looking to experience of UL/NUIG)
- UCD being seen as the go-to/experts in Public Engagement

# Appendix 4: Public Engagement as a Pathway to Impact

Public Engagement is recognized as a pathway to impact, for further information on how engagement and involvement activities lead to impact see the UCD Research Impact Case Study Portal. [www.ucd.ie/research/portal/impact/ucdimpactcasestudies/](http://www.ucd.ie/research/portal/impact/ucdimpactcasestudies/)

## Pesky gNATs: Using Technology to Support Mental Health in Young People

Dr Gary O'Reilly UCD School of Psychology

Dr David Coyle UCD School of Computer Science



TRAINING



TECHNOLOGICAL



HEALTH

“We hope the impact of our work will continue to provide young people with self-knowledge and skills to help them manage serious mental health problems and to enjoy good mental health delivered through de-stigmatizing and familiar technology.”

## Creating a Rural Hub at the Centre of the Bioeconomy Ecosystem: Repurposing the Lisheen Mine

Professor Kevin O'Connor

UCD School of Biomolecular and Biomedical Science and the UCD Earth Institute and Director of BEACON, the Science Foundation Ireland Bioeconomy Research Centre



ACADEMIC



SOCIAL



ECONOMIC



SCIENTIFIC



ENVIRONMENTAL



TRAINING



TECHNOLOGICAL

“The funding for the AgriChemWhey project, will not only stimulate regional economic growth in County Tipperary, but will also enhance Ireland’s position as a world leader in the development of the bioeconomy and provide the country with an opportunity to lead on issues central to achieving the UN SDGs.”

## Eco-Plan: Upping the game for green spaces in urban planning

Professor Mark Scott & Dr Michael Lennong

UCD School of Architecture, Planning & Environmental Policy



ENVIRONMENTAL



SOCIAL



HEALTH



POLITICAL

“The Eco-Plan project was about getting the Green Infrastructure message though, disseminating and integrating it in the planning system... because controlling the use of land is key to realising the benefits of Green Infrastructure.”

## Funding Social Housing for Low-Income Households After Ireland's Economic Crisis

Professor Michelle Norris

School of Social Policy, Social Work and Social Justice



ACADEMIC



SOCIAL



POLITICAL



ECONOMIC

Prof Norris' research has influenced policy in Ireland on social housing, and her findings have helped to shape strategies for putting these policies into practice.

## Justice for Magdalenes

Associate Professor Katherine O'Donnell

UCD School of Philosophy



ACADEMIC



CULTURAL



SOCIAL



POLITICAL

Women who were incarcerated in Irish Magdalene laundries were awarded a State apology and redress scheme in 2013 following a four-year campaign by Justice for Magdalenes (JFM).

## Including citizens in discussions over constitutional reform

Professor David Farrell

UCD School of Politics and International Relations



CULTURAL



POLITICAL



SOCIAL

The impact of this group of political scientists was to successfully establish the state's first ever citizen's forum, to bring citizens into the heart of debates over constitutional reforms to improve how our representative system of democracy operates.

Campus Engage will feature Engaged Research Case Studies on the new website coming in late 2018.



