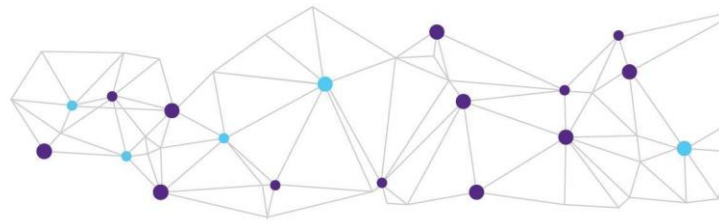


Policy recommendations for the enhancement of community engagement in higher education:

national and system-level policy recommendations for Ireland

Lorraine McIlrath, Sarah Bowman and Giovanna Lima



Publication title: Policy recommendations for the enhancement of community engagement in higher education: national and system-level policy recommendations for Ireland

Publisher: Institute for the Development of Education, Prilaz Gjure Deželića 30, 10000 Zagreb, Croatia

Authors: Lorraine McIlrath, Sarah Bowman and Giovanna Lima

Contributors: Aoife Deane (University College Cork), Christine Brennan (University of Limerick), Aisling Flynn (Maynooth University), Catherine Bates (Technological University Dublin), Doireann Wallace (Trinity College Dublin), Emma Doris (University College Dublin), Geraldine Canny (Southeast Technological University), Jennifer Brennan (Technological Higher Education Association), Joanne Banks (Trinity College Dublin), Jennifer Anne Lloyd-Hughes (Maynooth University), Kate Morris (Irish Universities Association), Lisa Doyle (Trinity College Dublin), Maura Adshead (University of Limerick), Pdraig Murphy (Dublin City University), Ruth Hynes (University of Galway).

Editor: Ninoslav Šćukanec Schmidt

Design and formatting: Institute for the Development of Education



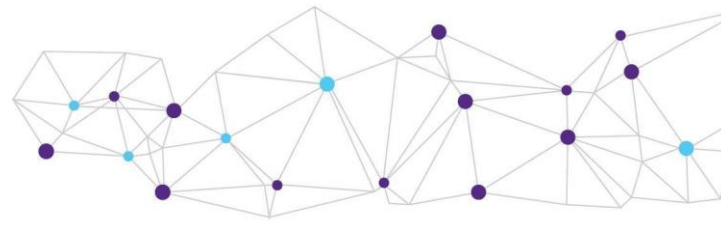
This work is licensed under a Creative Commons Attribution (CC BY) 4.0 International License.

Please cite as: McIlrath, L., Bowman, S. and Lima, G. (2023). Policy recommendations for the enhancement of community engagement in higher education: national and system-level policy recommendations for Ireland. Zagreb: Institute for the Development of Education.

This publication is available on the www.community-engagement.eu

This publication is a result of the project *Steering Higher Education for Community Engagement (SHEFCE)* that is funded by the European Commission's Erasmus+ Programme, Key Action 2, Strategic partnerships (grant agreement: 2020-1-HR01-KA203-077797).

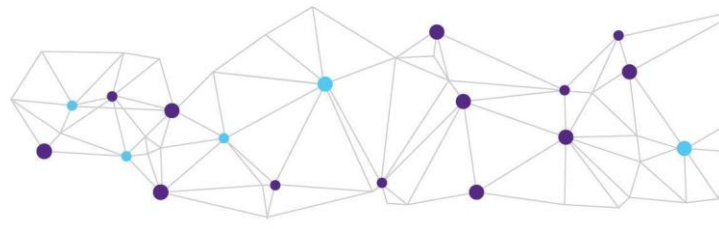
The views expressed in this publication are the sole responsibility of the author(s) and of the Institute for the Development of Education as publisher and can in no way be taken to reflect the views of the project's funding/co-funding institutions. The funding/co-funding institutions cannot be held responsible for any use which may be made of the information contained therein.



Policy recommendations for the enhancement of community engagement in higher education: national and system-level policy recommendations for Ireland

Contents

Summary	4
1. Introduction	6
2. Overview of developments in Ireland: higher education policies relevant to community engagement	9
3. Assessment of the main challenges and opportunities for community engagement improvements in Ireland	14
Challenges	14
Opportunities	16
4. Policy recommendations for the enhancement of community engagement in higher education	19
a. Long - term (8 -10 years)	19
b. Medium - term (4 -7 years)	20
c. Short - term (1 - 3 years).....	24
5. Policy alignment and implications for community engagement.....	27
6. National consultations on the policy recommendations with stakeholders.....	28
Acknowledgments.....	30
About the authors	30
References.....	31
Key information on the project SHEFCE	38
Project partners	38
Associate partners	38



Summary

In Ireland, community engagement is increasingly recognised as important to the fulfilment of the mission of higher education institutions and central to activities and operations. Irish higher education has had a tripartite system that has been traditionally provided by universities, institutes of technology and a number of smaller colleges. From 2018, the sector has gone through a process of transformation that has involved a series of recent mergers among the institutes of technology to form new Technological Universities.¹ New legislation to consolidate the entire higher education sector, namely the *Higher Education Authority Bill 2022*,² has been approved by the Irish government. The overall aim of this legislation is to create a distinct and consolidated system of higher education in Ireland. Eight universities are members of the Irish Universities Association (IUA) and the Technological Higher Education Association (THEA) assists the technological universities.

The rationale for the recent and concentrated focus on community engagement within higher education in Ireland is multifaceted. The publication of the *Report of the Taskforce on Active Citizenship* (2007) recommended that the Higher Education Authority (HEA) should lead an initiative, with appropriate resources, to promote, support and link together citizenship initiatives across the Higher Education sector, including service learning and volunteering by students (2007, p. 21).³ The impact of the Celtic Tiger, Ireland's economic boom and subsequent recession, has been identified as another motivation, with concern that levels of social capital were declining and that Irish conceptions of community engagement might address this imbalance by embedding activities within higher education institutions to increase civic and community engagement (McIlrath et al. 2021, p. 10).⁴ Additionally, within the Irish context, there has been a tradition of volunteering activity and charitable giving within and across communities, with higher education both drawing upon and harnessing this tradition. Given that higher education in Ireland is publicly funded, there is an increased emphasis on demonstrating the societal and civic impact of higher education in terms of research, teaching and learning, student volunteering, and service. It is worth noting that the *Universities Act 1997* spoke to one function of a university as collaborating with "educational, business, professional, trade union, Irish language, cultural, artistic, community and other interests, both inside and outside the State, to further the objects

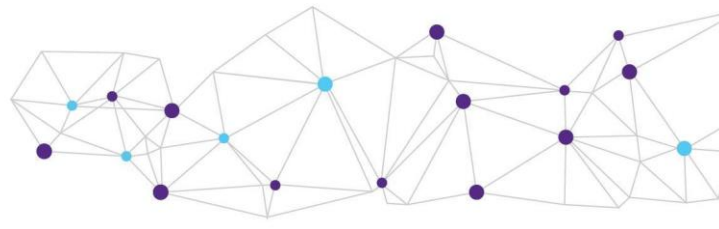
¹ Mandated by the *Technological Universities Act 2018*

(<https://www.irishstatutebook.ie/eli/2018/act/3/section/9/enacted/en/html#sec9>), recommended by the 2012 document *Completing the Landscape Process for Irish Higher Education* (<https://hea.ie/assets/uploads/2017/04/Completing-the-Landscape-Process.pdf>) and the *National Strategy for Higher Education to 2030* (2011, <https://hea.ie/assets/uploads/2017/06/National-Strategy-for-Higher-Education-2030.pdf>).

² Department of Further and Higher Education, Research, Innovation and Science. (2022d). *Higher Education Authority Bill 2022*. https://data.oireachtas.ie/ie/oireachtas/bill/2022/1/eng/ver_b/b01b22d.pdf.

³ Department of the Taoiseach - Secretariat of the Taskforce on Active Citizenship. (2007). *Report of the Taskforce on Active Citizenship*, p. 21. <https://www.wheel.ie/sites/default/files/media/file-uploads/2018-08/Report%20of%20the%20Taskforce%20on%20Active%20Citizenship.pdf>.

⁴ McIlrath, L., Broderick, C., McDonnell Naughton, M., & Kelly, M. (2021). The Irish Carnegie Community Engagement Classification Pilot: A Critical Analysis on Culture and Context from a Community of Practice Approach. *Gateways: International Journal of Community Research and Engagement*, 14 (1), p. 10. <http://dx.doi.org/10.5130/ijcre.v14i1.7343>.



of the university”,⁵ and a more nuanced description is included in the *Technological Universities Act 2018* which recognises the societal benefit of such engagement.⁶

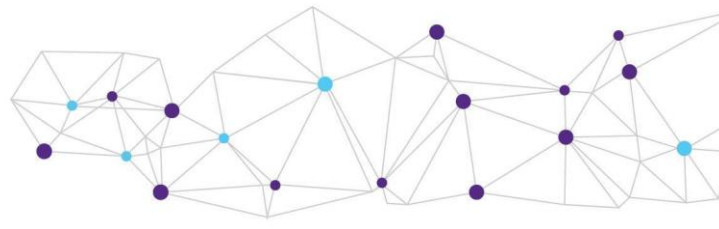
For the purpose of this document, community engagement is interpreted as engagement with service users, product users, policymakers, civil and civic society organisations, industry partners, members of the public, as well as researchers, students, staff and leadership from higher education institutions. Significant progress has been made in the policy landscape over the past two decades to foster engagement. However, there are still major challenges and opportunities to be addressed at a system-level, including crucial obstacles that must be removed and drivers that could be put in place, which are identified in this document.

Our research indicates that while no single concept of community engagement is consistently used across the Irish higher education ecosystem, some system-level policies and supports are in place, particularly within higher education institutions and through research activities, yet these remain fragmented and inconsistent. Significant investment in the underlying infrastructure is required to implement these policies and maximise the social, economic, and educational potential of community engagement. Opportunities for advancing principles and practices of community engagement exist in teaching and learning, research, volunteering as well as other knowledge generation and mobilisation efforts, and by emphasising equality, diversity, inclusion, belonging and openness.

This policy brief begins with an introduction to community engagement in higher education in Ireland, followed by an overview of the system-level policies and trends observed. It then presents the main system-level challenges and opportunities, ultimately identifying policy recommendations aimed at enabling and enhancing community engagement with higher education.

⁵ Department of Education. (1997). *Universities Act 1997*, Part III, Section 13d.
<https://www.irishstatutebook.ie/eli/1997/act/24/enacted/en/print.html>.

⁶ Department of Education. (2018). *Technological Universities Act 2018*.
<https://www.irishstatutebook.ie/eli/2018/act/3/section/9/enacted/en/html#sec9>.



1. Introduction

Conceptual clarity is not fully developed in Ireland and, as with other systems, there is a “definitional anarchy”,⁷ with different actors using different definitions for their own purposes.

Community engagement has been championed by institutions of higher education as a traditional value or pillar within mission statements. However, community engagement is widely interpreted, practice varies within and between institutions and nuanced according to context. At a national level, community engagement has evolved as an intentional and strategic pillar of activity in policy and practice domains over the last 15 years, and much longer within some higher education institutions. Historically, some institutions advanced models of good practice linked to their regional remit. A major enabler of system-level activities that built upon successful initiatives by the higher education sector was the establishment of Campus Engage, in 2006, as a collaborative network between five Irish universities. Campus Engage was funded under HEA SIF1 which aimed to widen the scope of civic engagement activity in Irish higher education to ‘ensure that Ireland plays a leading role in the promotion of active citizenship in Europe’.⁸ This work evolved at a time in Ireland that the government were concerned about levels of social capital and active citizenship following the publication of the *Report of the Taskforce on Active Citizenship* (2007). One taskforce recommendation was that the Higher Education Authority (HEA) should lead an initiative, with appropriate resources, to promote, support and link together citizenship initiatives across the Higher Education sector, including service learning and volunteering by students (2007, p.21).⁹

In 2013, the Higher Education Authority provided continued funding for Campus Engage for two-years, involving all higher education institutions across Ireland, and coordination of Campus Engage was then mainstreamed to the Irish Universities Association. As part of this project, in 2014, a national consultation took place to co-create the *Campus Engage Charter for Civic and Community Engagement*. In June 2014, the Presidents from all Irish higher education institutions endorsed and signed the *Charter*. This committed each higher education institution to work to embed civic and community engagement across research, innovation, teaching, outreach, learning, and institutional culture and architecture (*Campus Engage Charter*, 2014).¹⁰

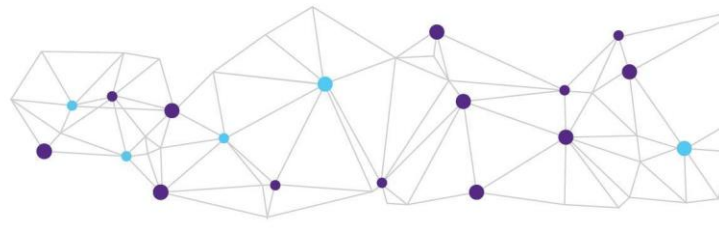
Since 2016, the Irish Universities Association has funded the Head of Campus Engage role, with project-specific funding from the Higher Education Authority and other funders to support a coordinated approach to higher education engagement efforts for its member universities. The following definition was developed for civic and community engagement, that was informed at the time by those working within higher education and external community partners. This definition was developed for the purpose of undertaking a national survey on the extent of activity

⁷ Sandmann, L. R. (2008). Conceptualization of the scholarship of engagement in higher education: A strategic review, 1996–2006. *Journal of Higher Education Outreach and Engagement*, 12(1), p. 91. <https://openjournals.libs.uga.edu/jheoe/article/view/520>.

⁸ Campus Engage. (2006). *Civic Engagement, Student Volunteering and Active Citizenship, SIF 1 Proposal*. University of Galway.

⁹ Department of the Taoiseach - Secretariat of the Taskforce on Active Citizenship. (2007). *Report of the Taskforce on Active Citizenship*, p. 21. <https://www.wheel.ie/sites/default/files/media/file-uploads/2018-08/Report%20of%20the%20Taskforce%20on%20Active%20Citizenship.pdf>.

¹⁰ Campus Engage. (2014). *Campus Engage Charter for Civic and Community Engagement*. Irish Universities Association. https://www.campusengage.ie/wp-content/uploads/2019/03/23-HEIs_CE-Poster-for-sizing-jpeg.jpg.



related to civic and community engagement across Irish higher education. It was purposefully crafted in such a way so to be broad and all encompassing:

‘A mutually beneficial knowledge-based collaboration between the higher education institution with the wider community, through community-campus partnerships including the activities of community-based learning, community engaged research, volunteering, community/economic regeneration, capacity-building and access/widening participation” (Campus Engage, 2018a, p. 4).¹¹

This definition has continued to be used and adopted by Campus Engage across numerous reports and activities (*Civic and Community Engagement: Practice, Key Terms and Definitions*, 2018).¹² However, community engagement and how it pertains to research, teaching and learning, and service/contribution has been further defined and developed by Campus Engage. These following emergent definitions from Campus Engage and its working groups across research, innovation and teaching have been informed by national, European, and working group consultations. To support inclusion, stakeholders involved in developing these definitions included service users, product users, policymakers, civil and civic society organisations, industry partners, members of the public, as well as researchers, students, staff, and leadership from higher education institutions:

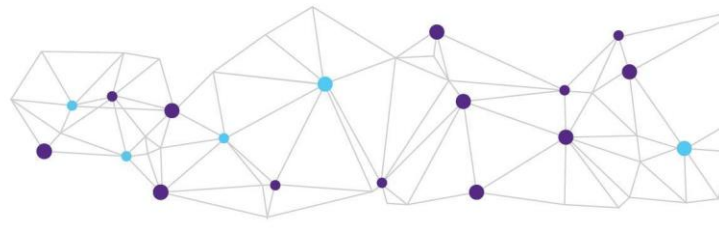
- **Engaged Research and Innovation:** A wide range of research approaches and methodologies that share a common interest in collaboration with societal partners. Engaged research aims to improve, understand, or investigate an issue of public interest or concern, including societal challenges and sustainable development goals. It is advanced *with* societal partners rather than *for* them (*Engaged Research Practice and Principles*, Campus Engage, 2018, 2022).¹³
- **Community Engaged/Service Learning:** Within Irish higher education, a range of terms have been ascribed to the pedagogy that connect student learning to community and societal challenges, at times called service learning and, by others, as community engaged or based learning. Campus Engage has adopted the term Community Engaged Learning and defines it as ‘a form of experiential education with a civic underpinning. In practice, what this means is that students gain academic credit for the learning they derive from participating in and reflecting on an experience within community and society’.¹⁴ The *National Strategy for Higher Education to 2030*, in 2011, adopted the term service learning and describes it as “a teaching

¹¹ Found in: Campus Engage. (2018a). *Civic and Community Engagement: Practice, Key Terms and Definitions*. Irish Universities Association, p. 4 (statement republished from 2010 document).

¹² Campus Engage. (2018a). *Civic and Community Engagement: Practice, Key Terms and Definitions*. Irish Universities Association (republished from 2015). <https://www.campusengage.ie/wp-content/uploads/2018/12/Civic-and-Community-Engagement-WEB.pdf>.

¹³ Campus Engage. (2018a). *Civic and Community Engagement: Practice, Key Terms and Definitions*. Irish Universities Association. <https://www.campusengage.ie/wp-content/uploads/2018/12/Civic-and-Community-Engagement-WEB.pdf>. Campus Engage. (2022). *A Framework for Engaged Research: Society and Higher Education Addressing Grand Societal Challenges Together*. Irish Universities Association. https://www.campusengage.ie/wp-content/uploads/2022/03/Updated-Final-PBS10553-IUA-Engaged-Research-Framework-2022_V7.pdf.

¹⁴ Campus Engage. (2018b). *Community Based Learning: An Introductory Guide for Higher Education Staff*. Irish Universities Association, p. 2 (republished from 2012). <https://www.campusengage.ie/wp-content/uploads/2018/12/Community-Based-Learning-WEB.pdf>.



and learning strategy that integrates meaningful community service with instruction and reflection, to enrich the learning experience, teach civic responsibility and strengthen communities' (Department of Education, 2011, p. 88).¹⁵

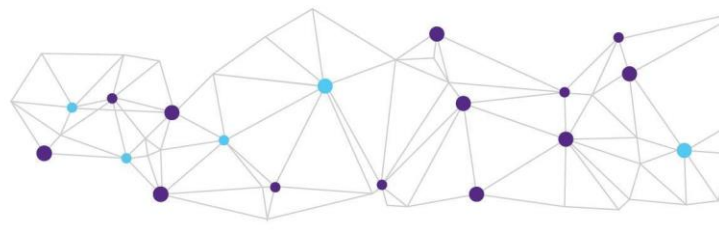
- **Student Volunteering:** Unpaid time, given freely, to on and off-campus engagement with communities in Ireland and worldwide, this work is an invaluable component of student life, benefitting students' learning and personal, academic, and social development, as well as wider individual and societal benefits (*The Value and Impact of Higher Education Student Volunteering in Ireland*, Campus Engage, 2021).¹⁶

Even as Campus Engage provides definitions agreed through consultation, there are still examples of other definitions in official documents. In a review by the Higher Education Research Group (HERG) of the Higher Education Research System, for example, community engagement in research is described in broader terms: "Citizen involvement in research is another critical, and growing, strand of external collaboration, and has three broad constituent elements: public awareness, civic engagement in the research process and citizen science" (*Ireland's Higher Education Research System: A Review by the Higher Education Research Group*, 2021, p.7).¹⁷

¹⁵ Department of Education. (2011). *National Strategy for Higher Education to 2030*, p.88.
<https://hea.ie/assets/uploads/2017/06/National-Strategy-for-Higher-Education-2030.pdf>.

¹⁶ Student Volunteering Working Group. (2021). *The Value and Impact of Higher Education Student Volunteering in Ireland*. Campus Engage, Irish Universities Association.
https://www.studentvolunteer.ie/reports/The_Value_and_Impact_of_Higher_Education_Student_Volunteering_in_Ireland.pdf.

¹⁷ Higher Education Research Group. (2021). *Ireland's Higher Education Research System: A Review by the Higher Education Research Group*, p. 7. <https://assets.gov.ie/197240/63c39840-da1e-4bca-be9e-99b5294cca93.pdf>.



2. Overview of developments in Ireland: higher education policies relevant to community engagement

A variety of system-level policies and strategies have evolved over the last decade to scaffold and support community engagement in Irish higher education through teaching and learning, research, and contribution/service, dating back at least to 2006. The focus of this section is on the past 10 years, 2012-2022, as well as on longer-term trends which are still generating effects to this day.

- **Engaging with the wider society is one of the three interconnected core roles of higher education in Ireland.** Published in 2011, the *National Strategy for Higher Education to 2030*,¹⁸ was the first national policy in Ireland that placed engagement as a central pillar alongside teaching and learning and research. The policy, for the most part, focused on engagement through teaching and learning, contribution, and outreach. The *Higher Education Authority Act 2022*, by the Irish government, places a deeper emphasis on community engagement. It seeks to ‘strengthen engagement with the education system and society generally’ (p. 15); ‘promote well-being, active citizenship, community engagement, inclusion, full participation in society and health in the learner’ (p. 45); ‘meet the skills needs of the economy and society’; and ‘meet the needs of individuals, business, enterprise, the community, local interests and others at a national level and a regional level’ (p. 45).¹⁹
- **Ireland’s national policy landscape is supportive of community engagement in research and innovation.** *Impact 2030: Ireland’s Research and Innovation Strategy*, represents a significant inflection point in the development of research and innovation in Ireland. *Impact 2030* positions research and innovation at the heart of addressing Ireland’s societal, economic, and environmental challenges, featuring a mission-oriented *National Grand Challenges Programme* that encourages transdisciplinarity and the engagement of stakeholders in the research process. There is also a strong action to “improve how research and innovation impact is defined, driven and monitored”, which is an opportunity to assess the importance of community engagement as a driver of research and innovation impact – as widely recognised internationally.²⁰ The strategy also highlights the need to foster an environment within the research and innovation community that supports our ambition to be an Island of Inclusion and Engagement (p. 2).²¹ Its predecessor, *Innovation 2020*, also embraced interdisciplinarity and citizen engagement in research, as a way to address global societal challenges (pp. 44-45).²² This commitment is reflected in *Funding the Future: Investing in Knowledge and Skills: Ireland’s Competitive Advantage*, the funding policy for Higher Education by

¹⁸ Department of Education. (2011). *National Strategy for Higher Education to 2030*.

<https://hea.ie/assets/uploads/2017/06/National-Strategy-for-Higher-Education-2030.pdf>.

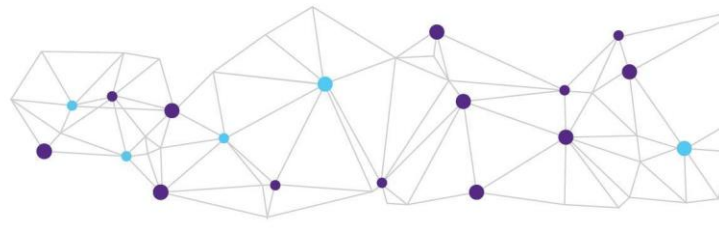
¹⁹ Department of Further and Higher Education, Research, Innovation and Science. (2022d). *Higher Education Authority Act 2022*, pp. 15, 45. <https://data.oireachtas.ie/ie/oireachtas/act/2022/31/eng/enacted/a3122.pdf>.

²⁰ Department of Further and Higher Education, Research, Innovation and Science. (2022e). *Impact 2030: Ireland’s Research and Innovation Strategy*, p. 24. <https://assets.gov.ie/224616/5f34f71e-e13e-404b-8685-4113428b3390.pdf>.

²¹ Department of Further and Higher Education, Research, Innovation and Science. (2022e). *Impact 2030: Ireland’s Research and Innovation Strategy*, p. 2. <https://assets.gov.ie/224616/5f34f71e-e13e-404b-8685-4113428b3390.pdf>.

²² Interdepartmental Committee on Science, Technology and Innovation. (2015). *Innovation 2020*, pp. 44-45.

<https://enterprise.gov.ie/en/publications/publication-files/innovation-2020.pdf>



the Department of Further and Higher Education, Research, Innovation and Science.²³ The *Irish Higher Education Authority System Performance Framework* (2014-2016, 2016-2018 and 2018-2020), aimed to support higher education institutions in capturing activity for system performance funding, includes limited metrics for reporting on engagement activities on a quantitative basis.

Additionally, there is now a public commitment from the government that community engagement will inform research policy (*Creating Our Future Campaign Report*, pp. 4, 5). The *Creating our Future* national campaign provided the people of Ireland a way to influence research policy, “a first of its kind initiative in Ireland”, representing a new type of public consultation with a focus on dialogue (*Creating Our Future Campaign Report*, p. 7).²⁴ The follow-on *Expert Committee Report* noted opportunities for strengthening the research landscape and public engagement, with the public policy interface and involvement in engaged research identified, along with a recognition of supports required to meet the ambition (pp. 54-55).²⁵ This engagement is also highlighted in the *Second National Strategy on Education for Sustainable Development* which highlights the need to foster, support and expand links and collaboration between education providers and their local communities, civil society organisations, and local authorities to educate, raise awareness and understanding of the need for action and engagement on sustainable development.²⁶

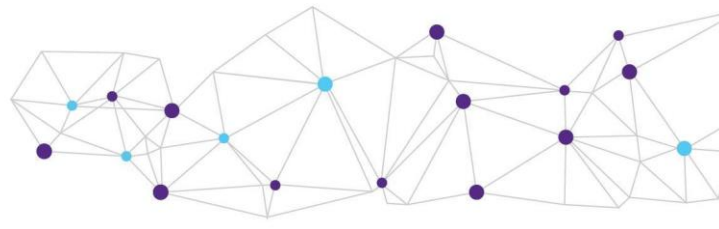
- **Ireland’s national funding landscape is supportive of community engagement in higher education, research and innovation.** The policy commitment for community engagement is also reflected in the strategic plans of many of Ireland’s funders, including the Irish Research Council, Science Foundation Ireland, Health Research Board, Enterprise Ireland, and Environmental Protection Agency, each supporting multi-disciplinary, cross-sectoral, and multi-stakeholder partnership projects. There is an opportunity to more fully understand how these strategic priorities are implemented in terms of overall funds allocated, long-term capacity building for community engagement efforts and other supports available, both within and external to higher education institutions. While each funder defines and measures community engagement differently, reinforcing challenges in conceptual clarity, they have also been influenced by Horizon 2020 and Horizon Europe to widen and increase participation, across relevant calls.
- **Capacity building for community engagement has been facilitated by Irish higher education institutions.** Higher education institutions have enabled and catalysed the higher education sector to advance and deepen modes and mechanisms of community engagement in Ireland. Campus Engage, in particular, has led collaborative efforts to support systems change, working with higher education institutions, the Higher Education Authority, policy officials, funding agencies, student unions, and community leaders to inform research, teaching and learning policy and practice. This

²³ Department of Further and Higher Education, Research, Innovation and Science. (2022c). *Funding the Future. Investing in Knowledge and Skills: Ireland’s Competitive Advantage*. <https://assets.gov.ie/222798/56d15094-5221-42ba-935a-943970e044e5.pdf>.

²⁴ Department of Further and Higher Education, Research, Innovation and Science. (2022a). *Creating Our Future Campaign Report*, pp. 4, 5, 7. <https://creatingourfuture.ie/wp-content/uploads/2022/07/Creating-Our-Future-Campaign-Report.pdf>.

²⁵ *Creating Our Future Expert Committee*. (2022). *Creating Our Future Expert Committee Report*, pp. 54-55. <https://creatingourfuture.ie/wp-content/uploads/2022/07/Creating-Our-Future-EXPERT-Report.pdf>.

²⁶ Department of Education. (2022). *ESD to 2030: Second National Strategy on Education for Sustainable Development*. <https://assets.gov.ie/228330/c69895a6-88f0-4132-b6d1-9085a9c31996.pdf>.



includes developing how-to guidance documents, policy briefings, short courses, training workshops, brokerage events, online CPD programmes and other opportunities to achieve the ambitions of its *Charter*. Since 2016, this commitment has also materialised in advancing professional development for staff in higher education, including workshops and online short courses and building capacity for engaged teaching, learning, and research through train-the-trainer efforts across Ireland. It is important to recognise that the Irish Universities Association, the Technological Higher Education Association, and the National Forum for the Enhancement of Teaching and Learning in Higher Education, as well as others, offer training and other supports for civic engagement.

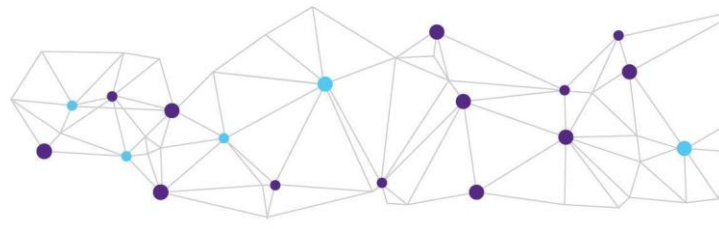
- **There are opportunities to further embed societal perspectives, strengths and needs in key trends, including quality assurance, research integrity and open science.** Community engagement is both a way of working for the Irish quality assurance body, but also – and most importantly – an opportunity to improve the quality of the experience in teaching and learning, research, and innovation. Annual Quality Reports include engagement trends for higher education institutions and recognise, for example, the need for “assessing students using authentic tasks in authentic contexts by practitioners” (*QQI Insight on Assessment*, 2021, p. 1). This includes the relationship with Professional, Statutory or Regulatory Bodies (PSRBs) in assessment of learners, pointing that “Professional bodies’ expectations impact on assessment, and we need to reflect on this and work together with them” (*QQI Insight on Assessment*, 2021, p. 2).²⁷ This embedding of societal needs and expectations could be reinforced in other relevant initiatives. In the case of the open science agenda, for example, societal actors (e. g. service users, product users, policymakers, civil and civic society organisations, industry partners, members of the public, and other relevant stakeholders) are not yet included in those stakeholders needing to be engaged when research reporting and evaluation systems are designed in the *National Reporting and Evaluation Supporting the Transition to an Open Research Environment* (p. 6).²⁸ Training for open science/research outside of academia is mentioned only for public policy making bodies in the *National Open Research Landscape Report* (p. 77).²⁹ The European approach to open science calls out the need to engage and involve citizens, civil society organisations and end-users in co-design and co-creation processes and promote responsible research and innovation.³⁰ Open communication with the ‘general public’ is included in the principles set out by the *National Policy Statement on Ensuring Research Integrity in Ireland*. There is an opportunity to consider whether community engagement or engaged research necessitates additional guidance as part of the principles of research integrity. In 2022, the *Framework to Enhance Research Integrity in Research Collaborations*, for example, did provide guidance to researchers on how to avoid research misconduct in collaborative research,

²⁷ Quality and Qualifications Ireland. (2021c). *QQI Insight on Assessment 2021*, pp. 1, 2. <https://www.qqi.ie/sites/default/files/2022-01/qqi-insight-on-assessment.pdf>.

²⁸ National Open Research Forum. (2021b). *National Reporting and Evaluation Supporting the Transition to an Open Research Environment*, p. 6. <https://doi.org/10.7486/DRI.zg657b23t>.

²⁹ National Open Research Forum. (2021a). *National Open Research Landscape Report*, p. 77. <https://doi.org/10.7486/DRI.5q485c938>.

³⁰ European Commission. (n.d.). *Open Science*. https://research-and-innovation.ec.europa.eu/strategy/strategy-2020-2024/our-digital-future/open-science_en.



including with non-academic partners.³¹ However, there is not consensus that engaged research should be specifically highlighted in the *National Policy Statement* on research integrity or that additional consideration for engaged research is required.

- **An emphasis on engaging with society, recognising both strengths and needs, is increasingly part of the formal training and professional development of researchers and educators, but not yet fully embedded.** In the case of researchers, entrepreneurship and innovation are mentioned as key educational objectives for doctoral programmes as set out in the *National Doctoral Framework*, as well as transversal skills that are needed for community engagement such as ethical and social understanding and communication skills (p. 5).³² There is an opportunity to have community engagement and engaged research as part of the principles or objectives of the training if this 2015 policy is updated, especially as researchers are increasingly being trained to work outside academia (*Researcher Career Development and Employment Framework*, pp. 12, 18),³³ and are expected to increasingly integrate into Ireland’s labour force (*Impact 2030*, p. 39).³⁴ With the integration of the National Forum for the Enhancement of Teaching and Learning in Higher Education into the Higher Education Authority, there is also an opportunity to embed civic and community engagement in their new strategy and scale up current supports and initiatives for community engagement to enhance teaching and learning in Irish higher education.
- **Evidence suggests that society in Ireland is willing to get involved in science, however, the public needs to be further engaged to recognise the opportunities available.** The level of engagement from the public exceeded benchmarking expectations for engagement in the Creating our Future Campaign (*Creating Our Future Campaign Report*, pp. 7, 34; *Creating Our Future Expert Committee Report*, p. 3).³⁵ As with the Creating our Future results, the Science Foundation Ireland (SFI) Barometer shows high levels of interest among the public to engage with research: “65% agree that ‘people who will be directly affected by scientific research should have a say in how it develops; 85% of the Irish population believe scientists have a professional responsibility to talk about research findings with the public” (*SFI Science in Ireland Barometer 2020 Research Report*, p. 5) and “[i]n 2021, there was an increase in agreement with the idea that ‘the general public

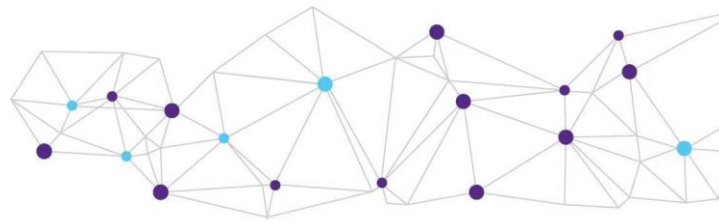
³¹ National Research Integrity Forum. (2022). *Framework to Enhance Research Integrity in Research Collaborations*. Irish Universities Association. <https://www.ia.ie/wp-content/uploads/2022/02/Framework-to-Enhance-Research-Integrity-in-Collaborations.pdf>.

³² Higher Education Authority. (2015). *National Doctoral Framework*, p. 5. https://hea.ie/assets/uploads/2017/04/national_framework_for_doctoral_education_0.pdf.

³³ Irish Universities Association & Technological Higher Education Association. (2021). *Research Career Development and Employment Framework*, pp. 12, 18. <https://www.ia.ie/wp-content/uploads/2021/09/IUA-THEA-Researcher-Career-Development-and-Employment-Framework-Update-August-2021.pdf>.

³⁴ Department of Further and Higher Education, Research, Innovation and Science. (2022e). *Impact 2030: Ireland’s Research and Innovation Strategy* p. 39. <https://assets.gov.ie/224616/5f34f71e-e13e-404b-8685-4113428b3390.pdf>.

³⁵ Department of Further and Higher Education, Research, Innovation and Science. (2022a). *Creating Our Future Campaign Report*, pp. 7, 34. <https://creatingourfuture.ie/wp-content/uploads/2022/07/Creating-Our-Future-Campaign-Report.pdf>. Creating Our Future Expert Committee. (2022). *Creating Our Future Expert Committee Report*, p. 3. <https://creatingourfuture.ie/wp-content/uploads/2022/07/Creating-Our-Future-EXPERT-Report.pdf>.



should have a say in how science develops’ (+7%; 40%)” (2020 SFI Barometer Final Research Report (Phase II), p. 6).³⁶

Still, “more work is needed to create a stronger sense of national public involvement in research as well as challenging assumptions about knowledge hierarchies and who should have a voice” (Creating Our Future Expert Committee Report, p. 56).³⁷ “[A]n extremely large proportion of the population consider science to be something that ‘some people will always struggle with’ (78%)” (SFI Science in Ireland Barometer 2020 Research Report, p. 21), which may hinder participation in community engagement when it comes to engaged research and citizen science.³⁸ Civic society and enterprise organisations are important partners in supporting policymakers and higher education institutions in connecting teaching and learning, and research and innovation to societal needs, ideas and strengths. It is not clear, however, if these organisations prioritise engaging with the Higher Education sector and how these relationships have evolved or been resourced in the past decade. Since 2017, the Public Patient Involvement (PPI) Ignite programme and network has promoted excellence and inspires innovation in public and patient involvement in health and social care research in Ireland, funded by the Irish Research Council, Health Research Board and lead universities.³⁹ However, other research disciplines lack supports.

³⁶ Science Foundation Ireland. (2020b). *SFI Science in Ireland Barometer 2020 Research Report*, p. 5. <https://www.sfi.ie/engagement/barometer/SFI-Science-in-Ireland-Barometer-2020-Research-Report.pdf>.

Science Foundation Ireland. (2021). *2020 SFI Barometer Final Research Report (Phase II)*, p. 6.

[https://www.sfi.ie/engagement/barometer/SFI-Barometer-Phase-2-\(6\).pdf](https://www.sfi.ie/engagement/barometer/SFI-Barometer-Phase-2-(6).pdf).

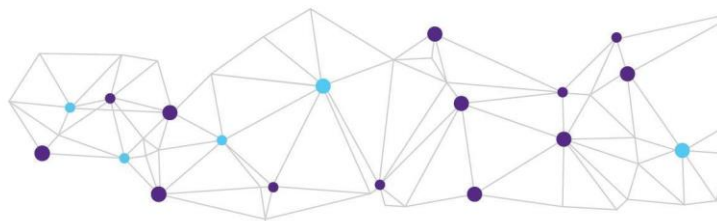
³⁷ Creating Our Future Expert Committee. (2022). *Creating Our Future Expert Committee Report*, p. 56.

<https://creatingourfuture.ie/wp-content/uploads/2022/07/Creating-Our-Future-EXPERT-Report.pdf>.

³⁸ Science Foundation Ireland. (2020b). *SFI Science in Ireland Barometer 2020 Research Report*, p. 21.

<https://www.sfi.ie/engagement/barometer/SFI-Science-in-Ireland-Barometer-2020-Research-Report.pdf>.

³⁹ PPI Ignite Network (n.d.). <https://ppinetwork.ie/>.



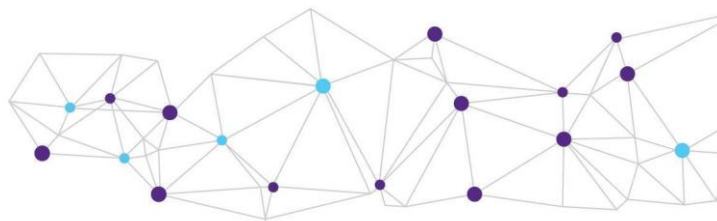
3. Assessment of the main challenges and opportunities for community engagement improvements in Ireland

Challenges

<p>Conceptual clarity is not fully developed.</p>	<p>A diverse range of community engagement responses and strategies exists across the Irish higher education sector. McIlrath et al. (2021) point out that ‘within the Irish context, the concept of community engagement is nuanced differently depending on the experience and activities of the higher education institute in question, making streamlining of such a term problematic within the Irish higher education sector’ (p. 9).⁴⁰ It is unclear whether this lack of conceptual clarity has stymied investment in the required institutional architecture and infrastructure. While it is appropriate that different understandings of engagement will emerge across realms of practice, some convergence is needed to identify, support, and assess activities across higher education institutions and the system.</p>
<p>Engagement is not fully integrated into teaching, learning, research, professional or career development opportunities.</p>	<p>Teaching, learning, and research practices and policies should include community engagement as part of the principles and/or objectives of policies and training offered. Doctoral and educator training, open research, research integrity, staff development and upskilling could include community engagement. The lack of support for researchers and educators, for example, along with a failure to ensure that growing responsibilities for engagement are captured in career progression strategies, exacerbates inequities on many levels. Ever-growing responsibilities for researchers and educators, alongside often precarious employment contracts, does not encourage integration or longer-term engagement.</p> <p>Between 2019 and 2020, Campus Engage led the development of a series of policy briefs to address barriers to community engagement. Engaged Research for Impact: A Policy Briefing for Higher Education Institutions (2019) set out specific challenges for researchers within higher education institutes. It noted that “while local, national and international policies and funding opportunities support engaged research, there are still significant challenges to scaling up effective engaged research across the Irish higher education research landscape”.⁴¹ There is the potential to embed engagement in a wide range of educational offerings, however, without resources and supports in place, both within and external to higher education institutions, this integration is unlikely.</p>
<p>Society and community stakeholders need to</p>	<p>Most enterprise and civic society organisations don’t yet recognise the opportunities for engagement with the Higher Education sector in their strategies. While the <i>Creating Our Future Campaign</i> and <i>SFI Barometer</i> show</p>

⁴⁰ McIlrath, L., Broderick, C., McDonnell Naughton, M., & Kelly, M. (2021). The Irish Carnegie Community Engagement Classification Pilot: A Critical Analysis on Culture and Context from a Community of Practice Approach. *Gateways: International Journal of Community Research and Engagement*, 14 (1), p. 9. <http://dx.doi.org/10.5130/ijcre.v14i1.7343>.

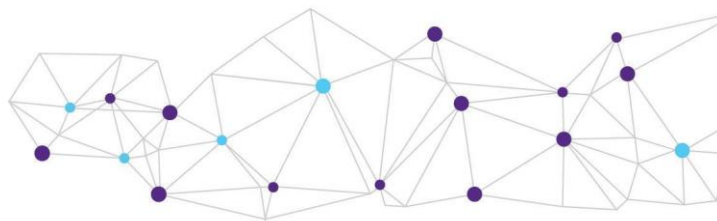
⁴¹ Campus Engage. (2019a). *Engaged Research for Impact- A Policy Briefing for HEIs*. Irish Universities Association, p. 3. <https://www.campusengage.ie/wp-content/uploads/2019/12/Campus-Engage-Engaged-Research-Policy-Briefing-for-HEIs-Published.pdf>.



<p>be further engaged and supported.</p>	<p>positive attitudes and interest from the public to engage with science, the notion of the potential inaccessibility along with perceptions on who should have a voice and what it means to be a researcher and educator, in Ireland, may hinder participation in higher education institution community engagement. “The majority of the Irish public agreed that ‘scientists have a professional responsibility to talk about research findings with the public’ (85%), but a smaller proportion agreed that ‘the general public should have a say in how science develops’ (43%)” (<i>SFI Science in Ireland Barometer 2020 Research Report</i>, p. 7). While “a very large proportion of the Irish population regarded science as something with the power to ‘change [their] ideas about how the world works’ (91%)”, “an extremely large proportion of the population consider science to be something that ‘some people will always struggle with’ (78%)” (<i>SFI Science in Ireland Barometer 2020 Research Report</i>, p. 21).⁴² Additionally, when community partners do reach out with a proposal or research need, they may be disappointed with the low response rate from university researchers. Accepting that there are clear reasons for the reluctance, this can impact negatively on the profile of the university and on other aspects such as encouraging widening access and sustained engagement.</p>
<p>Assessment fails to include both quantitative and qualitative indicators to truly understand the quality of engagement and associated outcomes.</p>	<p>There are few requirements for higher education institutions to evaluate or report on their community engagement activities. The <i>Irish Higher Education System Performance Framework</i> indicators focus on limited community engagement reporting of a quantitative nature. Additionally, higher education recognition and promotion processes do not recognise community engagement and could better align with international best practice, in both researcher competence as well as research impact (<i>Ireland’s Higher Education Research System: A Review by the Higher Education Research Group</i>). The competencies for community engagement, including teamwork, interpersonal and emotional intelligence, communication and negotiation skills, the ability to build and sustain respectful relationships, and to address and resolve conflict, must be recognised and rewarded by higher education institutions. The reward system in higher education institutions needs to reflect competencies, which include intellectual property, knowledge transfer and Open Research too (<i>Ireland’s Higher Education Research System: A Review by the Higher Education Research Group</i>, p. 54).⁴³ This failure, in turn, encourages the viewpoint that community engagement is less important or a lesser measure of academic ability. Reporting by higher education institutions could and should include evidence of excellence in community engagement.</p>
<p>The delivery of community engagement</p>	<p>Ireland’s current national and interagency policy landscape is supportive of community engagement in higher education, research and innovation. However, this strong policy landscape is not fully reinforced in practice, often lacking</p>

⁴² Science Foundation Ireland. (2020b). *SFI Science in Ireland Barometer 2020 Research Report*, pp. 7, 21. <https://www.sfi.ie/engagement/barometer/SFI-Science-in-Ireland-Barometer-2020-Research-Report.pdf>.

⁴³ Higher Education Research Group. (2021). *Ireland’s Higher Education Research System: A Review by the Higher Education Research Group*, p. 54. <https://assets.gov.ie/197240/63c39840-da1e-4bca-be9e-99b5294cca93.pdf>.

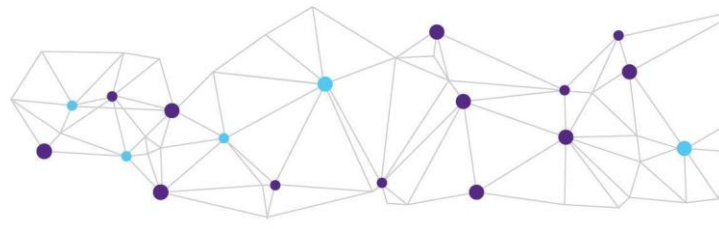


<p>ambitions in national policies remains unknown.</p>	<p>required support and resources to encourage appropriate activities. Trends and policies in community engagement exemplified in the <i>Ireland's Higher Education Research System: A Review by the Higher Education Research Group</i> Report point to a lack of system-level approach as in other areas of the Report. Indeed, it recognises that “[s]ome work is underway in building citizen science in Ireland, but it is at an early stage of development” (<i>Ireland's Higher Education Research System: A Review by the Higher Education Research Group</i>, p. 39).⁴⁴ Whether progress has been made against community engagement ambitions found in any policy documents – from government, funders, and higher education institutions – remains unknown.</p>
---	--

Opportunities

<p>Advance conceptual clarity so that quality approaches and required supports for engagement are integrated across the system.</p>	<p>Policymakers and funders can promote fit-for-purpose definitions and descriptions of the main community engagement terms. Common distinctions such as involvement versus consultation versus engagement are used but have different meanings across the system. An effort to create harmony and understanding, not polarisation or hierarchies, can encourage community engagement, creating a sense of collective ownership for quality approaches, while recognising the importance of shared contributions and the required resourcing aimed at removing barriers to meaningful engagement. While variance and diversity of approaches specific to contexts and opportunities should be encouraged, the lack of conceptual clarity results in confusion on what constitutes good practice. A values-enacted framework for both understanding and evaluating community engagement could promote higher expectations for community engagement and better practices. Additionally, conceptual convergence could reinforce the kinds of investment in institutional architecture and infrastructure required if we want to embed community engagement across the system.</p>
<p>Align and embed community engagement in system-level policies and practices.</p>	<p>Policymakers can embed a values-enacted approach to community engagement in policies and practices, encouraging collaboration in the mandates and initiatives led by the National Forum for the Enhancement of Teaching and Learning in Higher Education, the National Open Research Forum, the <i>National Doctoral Framework</i>, the <i>Researcher Career Development and Employment Framework</i>, as examples. This includes when reporting and evaluation systems are designed, how performance is reviewed, and when and how training activities are developed and delivered.</p>
<p>Create a stronger sense of national public involvement</p>	<p>“Work is needed to create a stronger sense of national public involvement in research as well as challenging assumptions about knowledge hierarchies and</p>

⁴⁴ Higher Education Research Group. (2021). *Ireland's Higher Education Research System: A Review by the Higher Education Research Group*, p. 39. <https://assets.gov.ie/197240/63c39840-da1e-4bca-be9e-99b5294cca93.pdf>.



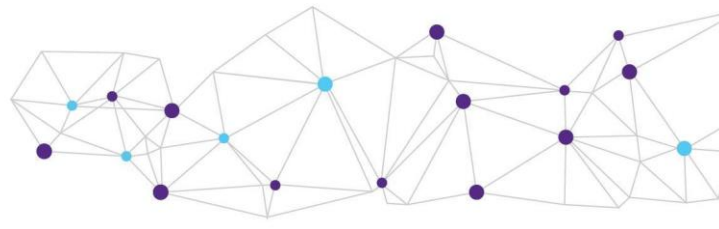
<p>with the Higher Education sector.</p>	<p>who should have a voice” (<i>Creating Our Future Expert Committee Report</i>, p.56).⁴⁵ This should be done in a way that recognises the needs and strengths of specific groups within the broad understanding of community engagement. The public’s self-reported levels of understanding and capability to do science are varied (<i>SFI Science in Ireland Barometer 2020 Research Report</i>, p. 7) and should be taken into consideration by governments and higher education institutions when designing community engagement initiatives.⁴⁶ There is an opportunity to engage existing membership organisations as trusted connectors for networks not currently or systemically collaborating with the higher education sector, especially seldom heard and vulnerable populations. Additionally, cognisance is needed by higher education staff in the language used and how information is imparted. Often, academic terminology is unfamiliar to other sectors and can exacerbate perceptions of knowledge hierarchies. Similarly, the lived experience could be viewed as offering unique expertise that complements scholarly expertise.</p>
<p>Improve the system-level assessment of community engagement.</p>	<p>As indicated in McIlrath et al. (2021) one study of policy enactment within the context of higher education allowed for 'an alternative qualitative approach' of community engagement with the intended 'aim of attaining richer and more narrative-based data' as opposed to quantitative indicators required for the <i>Irish Higher Education System Performance Framework 2018-2020</i> (HEA, 2020).⁴⁷ The assessment, recognition and reward of research and researchers within higher education institutions and research performing organisations are profoundly changing. Policymakers in Ireland must advance a more comprehensive understanding that incentivises and resources quality community engagement and its associated outcomes in research, as well as in teaching and learning. Efforts in this area should reflect European developments in assessment, such as the Coalition for Advancing Research Assessment, to prevent contradictions in practice.⁴⁸</p>
<p>Understand how strategic priorities are being resourced, incentivised and delivered by different players in the system.</p>	<p>How are higher education institutions and external partners committing funds and resourcing to support the community engagement inherent in their strategic priorities? There is an opportunity to more fully understand how these strategic priorities linked to community engagement put forth by multiple players in the system (including but not limited to higher education institutions, government agencies, funders, service users, product users, policymakers, civil and civic society organisations, industry partners, members of the public, and other relevant stakeholders) are actually being translated in terms of overall allocations and supports for activities. As higher education institutions advance their</p>

⁴⁵ Creating Our Future Expert Committee. (2022). *Creating Our Future Expert Committee Report*, p. 56. <https://creatingourfuture.ie/wp-content/uploads/2022/07/Creating-Our-Future-EXPERT-Report.pdf>.

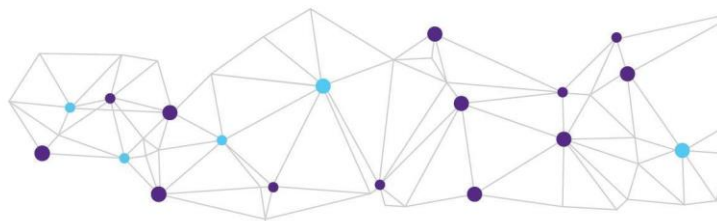
⁴⁶ Science Foundation Ireland. (2020b). *SFI Science in Ireland Barometer 2020 Research Report*, p. 7. <https://www.sfi.ie/engagement/barometer/SFI-Science-in-Ireland-Barometer-2020-Research-Report.pdf>.

⁴⁷ Mc Ilrath, L., Broderick, C., McDonnell Naughton, M., & Kelly, M. (2021). The Irish Carnegie Community Engagement Classification Pilot: A Critical Analysis on Culture and Context from a Community of Practice Approach. *Gateways: International Journal of Community Research and Engagement*, 14 (1), p. 5. <http://dx.doi.org/10.5130/ijcre.v14i1.7343>.

⁴⁸ COARA (n.d.). <https://coara.eu>.



	<p>auditing, government agencies and funding bodies can advance their own quantitative and qualitative indicators for community engagement and social innovation and report on them, as well. A central, systems-level approach to understanding resourcing, commitments, priorities, structures, policies, gaps and progress is missing and needed.</p>
--	--

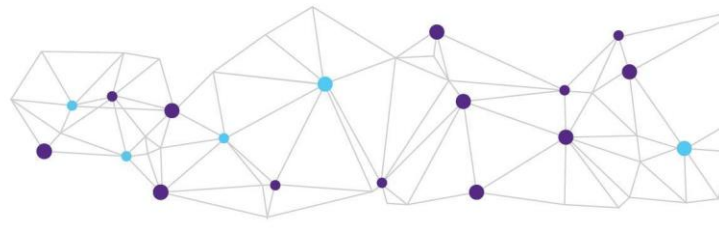


4. Policy recommendations for the enhancement of community engagement in higher education

a. Long - term (8 -10 years)

Title a.1.	Undertake longitudinal evaluation on the impact of community engagement
Challenge	Lack of evidence regarding the impact of community engagement on all stakeholders in the longer-term, which is where the impact is most likely to be felt. The correlation between embedding, investment, resourcing, and impact should be part of this study.
Approach	Longitudinal national study of impact of community engagement on all stakeholders, including the wider society. All stakeholders will benefit as it should encourage evidence-informed approaches to community engagement to take place. The HEA along with IUA and THEA are ideally placed to lead this study.
Proposed actions	Longitudinal national study of the impact of community engagement on all stakeholders, including the wider society, to include case studies of excellent practices, benchmarking guidelines for higher education institutions, the correlation between degree of embedding, investment and resourcing of community engagement and its impact, and evidence of how to address barriers to community engagement at system, higher education institution, and community levels.
Risks management	Longitudinal studies require sustained time and effort, and there is a risk of attrition of participants particularly if it is to involve wider society. Mitigation strategies include long term planning strategies from implementers and participants.

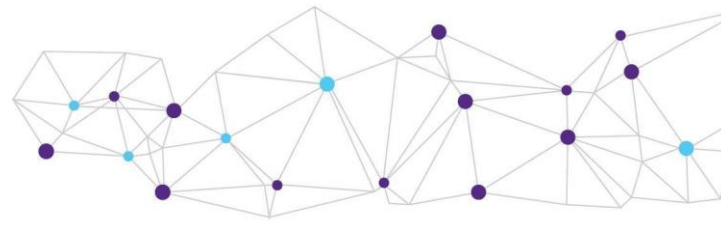
Title a.2.	Support efforts to develop a pan-European co-ordinating centre for community engagement
Challenge	While the European Commission has an ambition in the European Research Area (ERA) to create a single, borderless market for research, innovation and technology across the EU, it lacks governance and coordination on fostering community engagement in this process. Learning from one another and sustaining some levels of community engagement are necessary for addressing societal challenges.
Approach	Across Europe, community engagement investment is generally through programme-specific efforts. The European Commission, European Universities Alliance, national platforms, and other stakeholders work to sustain engagement activities. These are ideally placed to lead this approach and will benefit from it. Researchers would also benefit from a coordinated approach in opportunities and offerings across the ERA.
Proposed actions	Events, funding schemes, awards, and linkages to events (e.g., Pint of Science, European Researchers Night, and pan-European public outreach events) could



	have a coordinated home that builds capacity and support for community engagement and widening participation. Engagement with the European Commission’s Joint Research Centre may be a strong first step.
Risks management	Lack of sustained funding and government commitment in member states and the reliance on EU leadership are risks for Irish policymakers. Continued advocacy and investment by Irish institutions in science diplomacy and strengthening of EU coordination role in Higher Education can serve as mitigation strategies.

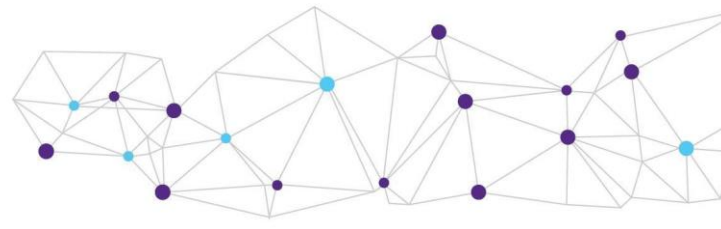
b. Medium - term (4 -7 years)

Title b.1.	Properly resource a national hub for community engagement in Ireland
Challenge	Campus Engage is understaffed and underfunded for the scale of ambition and expectations set out in policies and guiding documents. There is an opportunity to bring together all higher education institutions, to drive deeper institutional innovation and reimagine the role of these major institutions in society. Excellent policies, strategies and reports are in place, but cross-institutional and cross-sector communications, knowledge sharing, brokering, assessment and capacity-building are required at institutional and sectoral levels and this can only be achieved by properly resourcing a national hub.
Approach	There is an opportunity for a space for common direction, standards, professional development, capacity building, brokerage events, research, and other collaborative activities which would benefit all stakeholders. Meaningful collaboration between key stakeholders requires awareness-building, relationship-building, and greater coordination and support. This sector level approach should be led by current actors (DFHERIS, HEA, IUA, THEA, NFETLHE) and potentially expanded to also include relevant societal actors (e.g., The Wheel, IBEC, Research Charities, etc.) that can act as trusted gateways to societal actors.
Proposed actions	Practical actions might include a high-level, transdisciplinary, cross-sectoral working group resourced by government who would initiate a mapping exercise for a hub model, identifying overlaps, gaps and opportunities to align approaches with regards to social innovation and community engagement on societal challenges. Given the breadth of a remit such as this, it may require a citizens assembly style discussion drawing out the barriers and enablers.
Risks management	Risk involves willingness to share knowledge in a collaborative island-wide approach. Mitigation requires an open and transparent process with inclusion of all key stakeholders and recognition of the work already done. Risk for implementation centres on the scope of system level change and the associated challenge of coordinating and implementing change at that level. The management of the process needs to assure resourcing aligned with implementation.



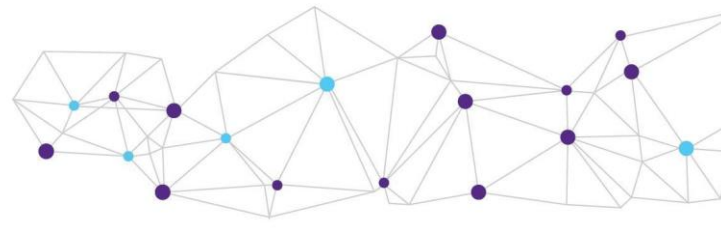
Title b.2.	Establish an interdepartmental and interagency national advisory and consultation group to advance community engagement in higher education
Challenge	Community engagement in higher education relates to a wide range of government departments and policies, including DFERIS, Dept of Education, Dept of Social Protection, Dept of Health, Dept of Environment, Climate and Communication, Dept of Rural and Community Development, Dept of Tourism, Culture, Arts, Gaeltacht, Sport, and Media, etc. There may be little consultation with higher education institutions, funders, and/or community partners about what would support them to engage effectively on meaningful collaboration. Siloed approaches block the potential for engagement.
Approach	At government level, improved engagement, dialogue, and communication are needed to effectively encourage and embed community engagement in higher education. Government departments (see list on left), advised by research funders, higher education networks, community networks, and umbrella organisations can address this together. Campus Engage or the national hub could develop and maintain a national-level database of project ideas from interested community partners, to support collaboration with higher education institutions.
Proposed actions	An interdepartmental committee to address community engagement with higher education, and the social role of higher education institutions should be set up to include DFERIS, Dept of Education, Dept of Social Protection, Dept of Health, Dept of Environment, Climate and Communication, Dept of Rural and Community Development, Dept of Tourism, Culture, Arts, Gaeltacht, Sport, and Media, etc. This should be informed by an advisory or consultative group/forum to include higher education networks (e.g., IUA, THEA), community partner networks and umbrella organisations (e.g., Carmichael, The Wheel, Rethink Ireland, Health Charities, etc.), policymakers and research funders. This committee and its advisory group would promote and maximise the benefits of university-community engagement for sectors and for society.
Risks management	Again, there is a risk of token consultation here, but collaborative decision-making processes are essential to realise the full potential of university-community engagement for society.

Title b.3.	Transform funding systems to fully operationalise and embed community engagement
Challenge	There is a heartening increase in the level of community engagement required in research funding calls. Structures and procedures still prevent genuine community involvement. Funding is held by higher education institutions and research performing organisations and there is little or no funding for the time of societal actors required to support the process of genuine relationship-building. Community organisations rarely assess research proposals.
Approach	Research funders and policymakers to transform the research landscape to embed community engagement. This should be done in consultation with all stakeholders, particularly with community networks and umbrella organisations.



	Beneficiaries of this approach include all research performing organisations (which would have more potential partners to engage) but mostly societal organisations (that will now have access to resources).
Proposed actions	Research funders to redesign the research system, in collaboration with community partners, higher education institutions, and research performing organisations to embed authentic community engagement, improve the relevance and application of research. Ireland should influence similar transformation at EU and international levels. The research system should substantially increase requirements for quality engagement with communities in research calls, addressing systemic barriers to full engagement in the research system by communities.
Risks management	Such a transformation would involve some experiments that would prove unsuccessful but would enable learning and further development. A culture of open communication, collaboration with stakeholders, and reflective evaluation would support this essential learning for transformation.

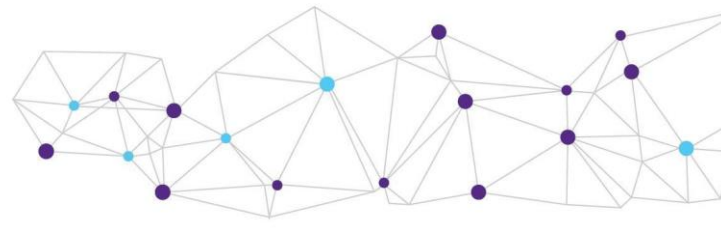
Title b.4.	Provide more flexible funding calls aligned with the ethos of co-creation and social inclusion
Challenge	Current funding streams are often too rigid to enable meaningful collaboration, co-creation, and social inclusion. There needs to be flexibility throughout the lifecycle of a collaborative engagement project to adapt and refine the approach to meet the needs of those involved. Likewise, higher education institution administrative processes need to be more responsive.
Approach	Areas for improvement in funding bodies include: better coordination between funding bodies on the nature and timing of calls, closer alignment of administrative processes which more readily facilitate participation of societal actors, more flexibility in terms of changes in approach, direction or in deliverables where justified. The procedures and processes of the research, finance, and legal offices in higher education institutions are not fit-for-purpose when it comes to community engagement. The processes are often overly onerous and often too slow to meet the needs of community partners.
Proposed actions	Flexible, staged, or phased funding streams for collaborative projects incorporating community engagement should be increased, with access to small-scale pre-proposal funding which facilitates collaboration, co-creation, and inclusion. Greater coordination between funding bodies would enable a collective approach to facilitating community engagement proposals which foster social inclusion. The move to challenge-based funding involving societal champions is very positive in this regard. Higher education institution policies and procedures need to be more responsive to the needs of societal partners – particularly the legal and finance processes which could be more accessible.
Risks management	Perceived risks may include concern regarding accountability and demonstrating impact and value of investment when it comes to funding of community engagement or engaged research. This risk can be mitigated by ensuring rigorous and robust impact evaluation measures are in place which



	align with societal impact goals. A similar risk around accountability may be a barrier in terms of changes to higher education institution processes for engaging with societal partners.
--	--

Title b.5.	Embed community engagement across structures, budgets and policies within higher education institutions
Challenge	Individual higher education institutions are currently resourcing, coordinating and embedding community engagement to varying degrees, ranging from moderate commitment to neglect, despite some excellent small-scale examples of community engagement projects at local level in all institutions. In particular, some institutions are not investing in coordinating units for community engagement, and these provide essential supports for internal staff and external communities to engage.
Approach	Embedding community engagement more comprehensively across the <i>System Performance Framework</i> and <i>Compacts</i> by the HEA could potentially transform the higher education landscape in terms of active engagement with society, benefitting academics, students, community partners, and society. This approach of embeddedness can also then be applied by individual institutions in the system who haven't yet reviewed their engagement with partners in other sectors. The benefits would be widespread across the system.
Proposed actions	The Higher Education Authority could use the <i>System Performance Framework</i> update, in particular the <i>Compact</i> reporting processes, to encourage and require higher education institutions to embed, resource, showcase and report on community engagement. It could pilot a community engagement recognition and award system.
Risks management	Reporting systems can run the risk of promoting tokenism or tick-box approaches. Refined metrics, including questions about dedicated resourcing for community engagement, and a requirement for narratives of transformation which include the voices of all stakeholders could help to address this. A dedicated funding stream for community engagement is also needed in tandem with this action.

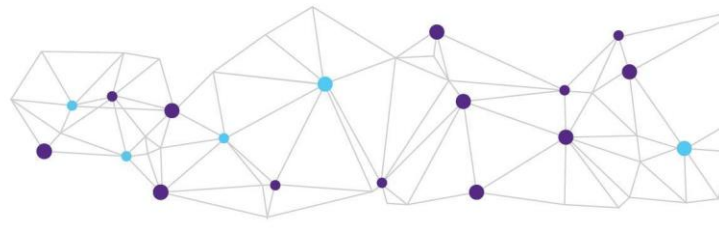
Title b.6.	Empower societal and community partners towards active engagement
Challenge	Coordinated system-level policies and practices around community engagement are lacking. Current policies lack guidance or instruction on the need to involve societal actors in higher education institution strategy development, and in co-designing and planning engagement initiatives. They also lack mechanisms which empower societal actors to participate meaningfully (Avelino et al., 2020, p. 956). High level structures often rely on representation from large umbrella / sectoral interests. These organisations are not necessarily representative of skilled community engagement projects or practitioners.
Approach	Mechanisms which enable the views and needs of societal actors to be taken into consideration by government departments and higher education



	institutions need to be employed when designing engagement initiatives. All stakeholders stand to benefit from this approach as it can facilitate multiple perspectives in problem framing. Ensuring inclusion of the most suitable and representative groups in strategic policy spaces. This benefits stakeholder investment and increases credibility in terms of commitment to meaningful, mutually beneficial engagement.
Proposed actions	There is an opportunity to engage existing organisations (such as those which represent non-governmental organisations, charities and community networks) as trusted brokers to systemically collaborate with the higher education sector. Representatives for these actors should be consulted on higher education strategy development relating to engagement. This might be facilitated through representation on boards, invitations to participate in strategy development processes, and in review and assessment systems. Another opportunity is to put a call out to the wider civil society sector using existing civil society programmes (e.g., Local Development Companies, Local Authorities, Youth Organisations, Environmental bodies) to participate /contribute to national policy debate.
Risks management	Risks include potential tokenistic actions in terms of limited opportunities for societal actors to inform and influence engagement strategies and initiatives, and to drive the research direction of research performing organisations. Review and assessment processes (involving societal actors) with both quantitative and qualitative evaluation methods can help to mitigate this risk.

c. Short - term (1 - 3 years)

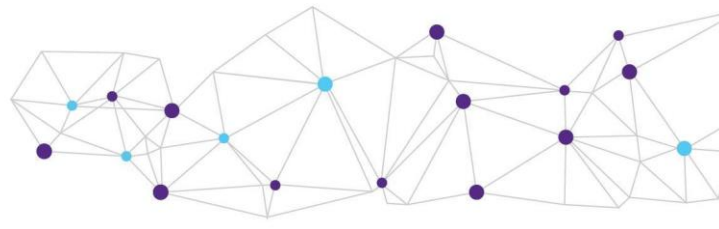
Title c.1.	Invest at institutional levels to encourage and enable quality approaches to community engagement
Challenge	The current higher education core funding model is based on student numbers and doesn't come with any requirement for higher education intuitions or staff to commit to community engagement. There is no designated funding or investment stream to support community engagement in higher education institutions. Given the many pressures on higher education institutions and their staff, this reduces the likelihood of prioritising community engagement, either at institutional or individual level.
Approach	DFERIS and the HEA should review funding models to ensure that they invest in, promote, and reward the embedding of community engagement in higher education institutions. DFERIS and the HEA should highlight to higher education institutions and their staff the benefits and value of community engagement to all stakeholder groups and to society. Changes would benefit academics, students, community partners, and society, by enabling more community engagement.
Proposed actions	DFERIS and the HEA should develop a dedicated funding/investment stream for community engagement. Through this and other actions, they should promote and encourage community engagement in higher education institutions. We understand that the OECD is reporting on the workload model for the higher



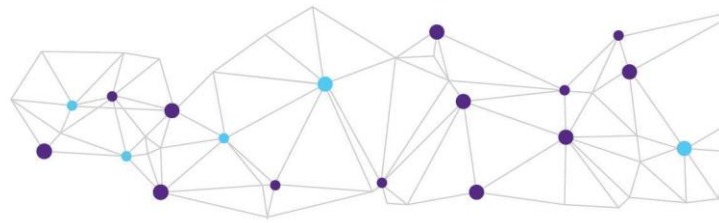
	education sector, and look forward to the recommendations that will emerge, and the incorporation of community engagement in the new academic contract, in particular for the technological universities sector.
Risks management	There is a risk that higher education institutions will simply add revenue from a dedicated community engagement funding stream to overall higher education institutions budgets, which would neither encourage nor enable staff in higher education institutions to do community engagement. Ideally this funding stream would be implemented in tandem with a revision of the <i>System Performance Framework</i> and <i>Compact</i> reporting requirements to ensure that investment is channelled into institutional infrastructure and incentives to support community engagement.

Title c.2.	Invest in training and capacity-building supports to advance quality approaches to community engagement – within and beyond higher education institutions
Challenge	Greater communication and coordination are required between government departments, local government authorities and agencies to plan for and facilitate the delivery of joined-up capacity-building activities in terms of community engagement.
Approach	Building capacity in community engagement by delivering training to all stakeholders will ultimately facilitate greater participation by societal actors and will inform how community engagement is considered and designed in government, higher education institutions, and agencies, and will enable greater collaboration between stakeholders.
Proposed actions	There is an opportunity to co-design and deliver a holistic community engagement training programme which can be delivered to government departments, local authorities, public bodies, community service organisations, members of the public, and higher education institutions. Engaged Research training should also be further rolled out across higher education institutions, with roles in place in these institutions to manage engaged research projects and support researchers in delivery of engaged research projects. This can include short courses, micro credentialing, workshops and degree programmes. Include provision for professional upskilling in civic engagement as part of the menu of state sponsored training initiatives.
Risks management	Risks for implementation include lack of buy-in at leadership level and/or lack of resources for development of capacity-building programmes. There is an additional risk around the quality of the training. Such risks can be mitigated by identifying a specific funding stream, encouraging training for leaders as well as for engagement roles, and putting quality assurance measures in place.

Title c.3.	Ensure high-level policies and funding calls include community engagement as desirable and/or essential, aligned with complementary initiatives
Challenge	A number of key policies and funding calls impacting on the higher education sector do not highlight that community engagement is a vital part of the system

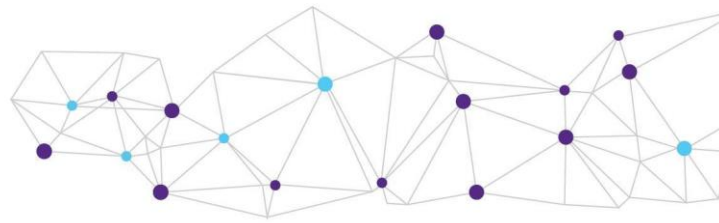


	or emphasise the potential benefits across research, learning and teaching, and society more broadly. There is an opportunity to connect equality, diversity, inclusion with community engagement criteria, as well.
Approach	Policymakers and key funders to ensure all policies related to higher education highlight community engagement as an essential, beneficial, and/or desirable part of higher education. Changes would benefit academics, students, community partners, and society.
Proposed actions	Policymakers and key funders of higher education should work with Campus Engage to ensure policies relating to higher education, including those focusing on research and innovation, teaching and learning, student experience, and engagement, emphasise and promote community engagement as beneficial, desirable, even essential.
Risks management	Policies are not always acted upon, resources are not allocated, and structures are not developed to ensure that policies inform practice, but longer-term measures can help to address this (as per other recommendations above).



5. Policy alignment and implications for community engagement

Significant progress has been made in the Irish policy landscape over the past two decades to foster community engagement. With a strong policy landscape in place, investments in the underlying infrastructure and supportive mechanisms are now required to both implement and assess progress against stated aims, if we are to maximise the social, economic, and educational potential of community engagement. Greater policy alignment may be possible by embedding community engagement more comprehensively within the *System Performance Framework* and *Compacts* led by the Higher Education Authority, which could potentially transform the higher education landscape in terms of active engagement, thereby benefitting researchers, academics, students, community partners, and society. Finally, sustained structures, supports and resourcing – within and external to higher education institutions – are required to ensure diversity, inclusion, belonging, openness, and equitable opportunities flourish.

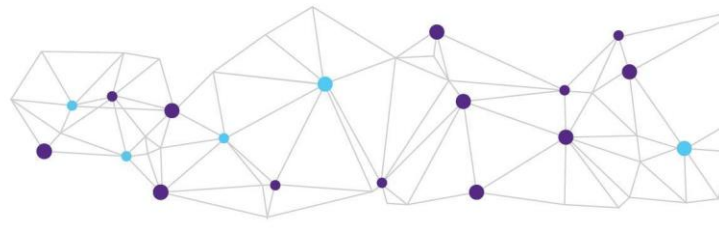


6. National consultations on the policy recommendations with stakeholders

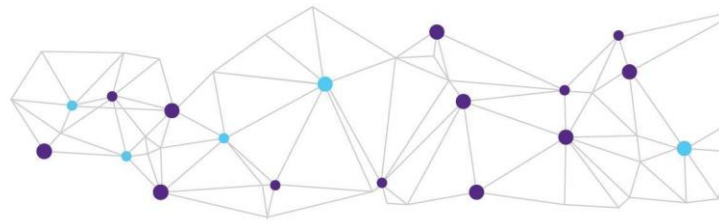
National consultation on this document included two presentations to the Campus Engage Steering Committee housed within the Irish Universities Association. Steering Committee members were asked to recommend a member from their institution to provide a critical review of content and inform the development of the policy recommendations. This review was supplemented by a review from the Technological Higher Education Association and one of its member institutions. Eighteen reviewers were engaged in the national consultation, with 15 providing written responses focused on confirming the content in Sections 1 – 3 and crafting the policy recommendations found in Section 4. Feedback from the 15 reviewers was consolidated and a second draft of the document was circulated to the external reviewers, with a focus on the Section 4 policy recommendations that had emerged through consultation. Based upon this second review, version three of this document was developed and circulated to the external reviewers for final comments. Version three was also circulated to critical partner, Ninoslav Šćukanec Schmidt, Institute for the Development of Education, Croatia, for final review. Based upon this feedback, the document was finalised. National reviewers, their roles and institutions follow:

- Aoife Deane, Communications and Public Engagement Manager, Marine and Renewable Energy Institute, University College Cork
- Christine Brennan, Research Strategy and Policy Manager, University of Limerick
- Dr Aisling Flynn, Head of Student Skills and Success, Maynooth University
- Dr Catherine Bates, Project Coordinator, Students Learning with Communities, Technological University Dublin
- Dr Doireann Wallace, Interdisciplinary Research and Integration Specialist, Trinity College Dublin
- Dr Emma Doris, PPI Ignite Programme Manager, University College Dublin
- Dr Geraldine Canny, Head of Research, Southeast Technological University
- Dr Jennifer Brennan, Director of Research, Innovation & Engagement, Technological Higher Education Association
- Dr Joanne Banks, Assistant Professor, School of Education, Trinity College Dublin
- Jennifer Anne Lloyd-Hughes, Civic Engagement and Community Partnership Coordinator, Maynooth University
- Kate Morris, Head of Campus Engage, Irish Universities Association

PROJECT FUNDING



- Lisa Doyle, Graduate Fellow, Trinity Long Room Hub Arts & Humanities Research Institute, Trinity College Dublin
- Prof Maura Adshead, Head of Engagement, University of Limerick
- Prof Pdraig Murphy, Assistant Professor in Communications, Dublin City University
- Ruth Hynes, Innovation and Engagement Officer, University of Galway



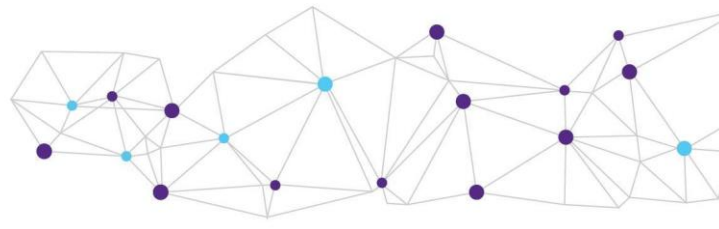
Acknowledgments

About the authors

Professor Lorraine McIlrath, Director of Equality, Diversity, Inclusion and Interculturalism, Mary Immaculate College. Prof. Lorraine McIlrath joined Mary Immaculate College in January 2022 as the inaugural Director of Equality, Diversity, Inclusion and Interculturalism. Prior to this appointment, she coordinated the Community Knowledge Initiative funded by The Atlantic Philanthropies at the National University of Ireland, Galway, where she was responsible for developing inclusive approaches to civic engagement across the University. Lorraine spent a decade in Northern Ireland at Ulster University's UNESCO Centre for pluralism, human rights and democracy, teaching courses on Northern Ireland's conflict and peace processes. She has served on a number of boards including the Talloires Network, Galway Chamber of Commerce, Campus Engage, SCCUL Enterprises, University Women's Network, Universities of Sanctuary Ireland, and St Vincent de Paul Croi na Gallimhe Resource Centre. She has published extensively on civic engagement and the public good role of higher education.

Sarah Bowman, Director of Strategic Engagement and Impact Assessment, Office of the Dean of Research, Trinity College Dublin. Sarah Bowman joined Trinity College Dublin in 2014, where she facilitates engaged research, public engagement programming, and impact assessment efforts. She is a trained facilitator on Evidence for Policymaking through the European Commission's Joint Research Centre. Sarah serves on the Steering Committee of Campus Engage and on the Governance Board for CONNECT, the Science Foundation Ireland Research Centre for Future Networks and Communications, as well as the Engagement Advisory Committee for MaREI, Ireland's Marine and Renewable Energy Institute. Sarah has published a wide range of how-to guidance on engaged research, societal engagement and research impact.

Dr Giovanna Lima, Impact Project Officer, Strategy Office, Erasmus University Rotterdam. Dr Giovanna Lima joined Erasmus University Rotterdam in 2022, delivering strategic approaches to societal impact in research, teaching and learning, and engagement. Prior to this, Giovanna served as Trinity College Dublin's first Research Impact Officer with the Trinity Long Room Hub Arts and Humanities Research Institute, developing the *Researcher Impact Framework* which has been translated into English, Portuguese and French. She was an Independent Research Consultant for The Economist Intelligence Unit and held a number of public management roles for the City Hall of São Paulo.



References

Avelino, F., Dumitru, A., Cipolla, C., Kunze, I., & Wittmayer, J. (2020). Translocal empowerment in transformative social innovation networks. *European Planning Studies* 28 (5), 955-977.
<https://doi.org/10.1080/09654313.2019.1578339>

Campus Engage. (2006). *Civic Engagement, Student Volunteering and Active Citizenship, SIF 1 Proposal*. University of Galway.

Campus Engage. (2011). *Survey of Civic Engagement Activities in Higher Education in Ireland*. University of Galway.
<http://edepositireland.ie/bitstream/handle/2262/79888/Lyons%202011%20National%20Civic%20Engagement%20Survey.pdf?sequence=1&isAllowed=y>

Campus Engage. (2014). *Campus Engage Charter for Civic and Community Engagement*. Irish Universities Association. https://www.campusengage.ie/wp-content/uploads/2019/03/23-HEIs_CE-Poster-for-sizing-jpeg.jpg

Campus Engage. (2018a). *Civic and Community Engagement: Practice, Key Terms and Definitions*. Irish Universities Association. <https://www.campusengage.ie/wp-content/uploads/2018/12/Civic-and-Community-Engagement-WEB.pdf>

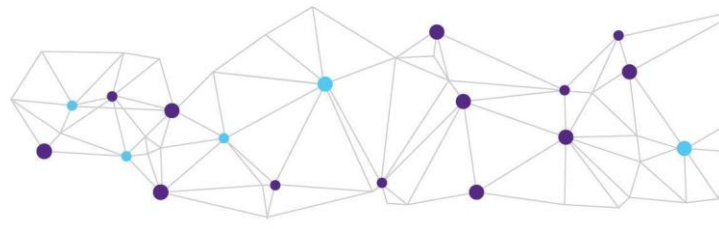
Campus Engage. (2018b). *Community Based Learning: An Introductory Guide for Higher Education Staff*. Irish Universities Association. <https://www.campusengage.ie/wp-content/uploads/2018/12/Community-Based-Learning-WEB.pdf>

Campus Engage. (2019a). *Engaged Research for Impact- A Policy Briefing for HEIs*. Irish Universities Association. <https://www.campusengage.ie/wp-content/uploads/2019/12/Campus-Engage-Engaged-Research-Policy-Briefing-for-HEIs-Published.pdf>

Campus Engage. (2019b). *Engaged Research for Impact- A Policy Briefing for Funding Agencies*. Irish Universities Association. <https://www.campusengage.ie/wp-content/uploads/2019/08/Campus-Engage-Engaged-Research-Policy-Briefing-for-Funding-Agencies-FINAL.pdf>

Campus Engage. (2020). *Engaged Research for Impact- A Policy Brief for Senior Civil-Servants and Policy Makers in Government*. Irish Universities Association. <https://www.campusengage.ie/wp-content/uploads/2020/11/Campus-Engage-Policy-Brief-Senior-Civil-Servants-and-Policy-Makers-in-Government.pdf>

Campus Engage. (2022). *A Framework for Engaged Research: Society and Higher Education Addressing Grand Societal Challenges Together*. Irish Universities Association. https://www.campusengage.ie/wp-content/uploads/2022/03/Updated-Final-PBS10553-IUA-Engaged-Research-Framework-2022_V7.pdf



Carnegie Foundation for the Advancement of Teaching. (2015). *Carnegie Community Engagement Assessment Framework Ireland*.

<https://carnegiececfameworkire.files.wordpress.com/2015/09/ireland-pilot-framework.pdf>

Creating Our Future Expert Committee. (2022). *Creating Our Future Expert Committee Report*.

<https://creatingourfuture.ie/wp-content/uploads/2022/07/Creating-Our-Future-EXPERT-Report.pdf>

COARA (n.d.). <https://coara.eu>

Department of Education. (1997). *Universities Act 1997*.

<https://www.irishstatutebook.ie/eli/1997/act/24/enacted/en/print.html>

Department of Education. (2011). *National Strategy for Higher Education to 2030*.

<https://hea.ie/assets/uploads/2017/06/National-Strategy-for-Higher-Education-2030.pdf>

Department of Education. (2018). *Technological Universities Act 2018*.

<https://www.irishstatutebook.ie/eli/2018/act/3/section/9/enacted/en/html#sec9>

Department of Education. (2022). *ESD to 2030: Second National Strategy on Education for Sustainable Development*. <https://assets.gov.ie/228330/c69895a6-88f0-4132-b6d1-9085a9c31996.pdf>

Department of Further and Higher Education, Research, Innovation and Science. (2021).

Statement of Strategy 2021-2023. <https://assets.gov.ie/125743/0d1fe077-ba66-4ba9-977d-4f0a2f3b0ef1.pdf>

Department of Further and Higher Education, Research, Innovation and Science. (2022a).

Creating Our Future Campaign Report. <https://creatingourfuture.ie/wp-content/uploads/2022/07/Creating-Our-Future-Campaign-Report.pdf>

Department of Further and Higher Education, Research, Innovation and Science. (2022b).

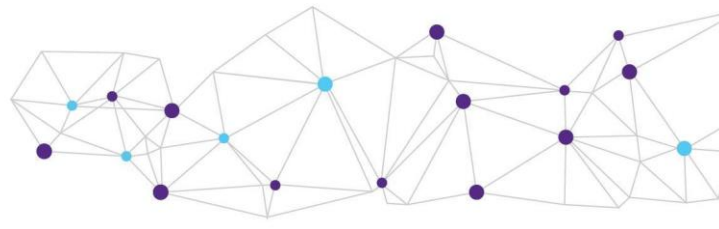
Creating Our Future Dataset. https://creatingourfuture.ie/wp-content/uploads/2022/07/COF_ECW_CategorisedSubmissionsv02_ForDownload_July.xlsx

Department of Further and Higher Education, Research, Innovation and Science. (2022c).

Funding the Future. Investing in Knowledge and Skills: Ireland's Competitive Advantage. <https://assets.gov.ie/222798/56d15094-5221-42ba-935a-943970e044e5.pdf>

Department of Further and Higher Education, Research, Innovation and Science. (2022d). *Higher Education Authority Bill 2022*.

https://data.oireachtas.ie/ie/oireachtas/bill/2022/1/eng/ver_b/b01b22d.pdf



Department of Further and Higher Education, Research, Innovation and Science. (2022e). *Impact 2030: Ireland's Research and Innovation Strategy*. <https://assets.gov.ie/224616/5f34f71e-e13e-404b-8685-4113428b3390.pdf>

Department of Public Expenditure and Reform. (2021). *Ireland's National Recovery and Resilience Plan*. <https://assets.gov.ie/162666/2cea0451-5682-436e-9ddd-a816f328c1df.pdf>

Department of Rural and Community Development. (2020). *National Volunteering Strategy (2021-2025)*. https://www.dlrco.ie/sites/default/files/atoms/files/national_volunteering_strategy_2021-2025_1.pdf

Department of Rural and Community Development. (2022). *National Volunteering Strategy- Annual Update 2021*. <https://assets.gov.ie/229506/b81e5bd7-45a7-43cc-b06d-e668fd1480f1.pdf>

Department of the Taoiseach - Secretariat of the Taskforce on Active Citizenship. (2007). *Report of the Taskforce on Active Citizenship*. <https://www.wheel.ie/sites/default/files/media/file-uploads/2018-08/Report%20of%20the%20Taskforce%20on%20Active%20Citizenship.pdf>

Enterprise Ireland. (2022). *Enterprise Ireland Strategy: Leading in a Changing World*. <https://www.enterprise-ireland.com/en/Publications/Reports-Published-Strategies/Leading-in-a-changing-world-Strategy-2022-2024.pdf>

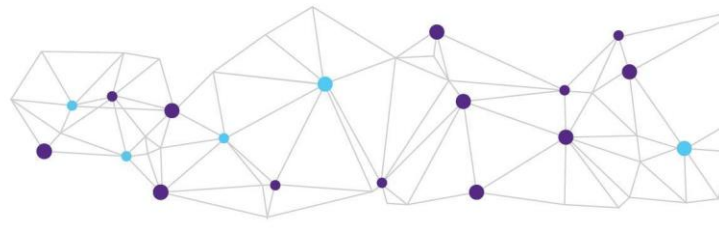
EPA Research. *Research 2030: A Framework for EPA Research 2021-2030*. Department of Environment, Climate and Communications. https://www.epa.ie/publications/research/epa-research-2030/EPA-Research-2030-Framework_Final.pdf

European Commission. (n.d.). *Open Science*. https://research-and-innovation.ec.europa.eu/strategy/strategy-2020-2024/our-digital-future/open-science_en

Gaisce- Gradam an Uachtaráin, The President's Award. (2022). *Gaisce- The President's Award: Strategic Plan 2022-2025*. https://www.gaisce.ie/wp-content/uploads/2022/07/Gaisce-Award_Strategic-Plan.pdf

Health Research Board. (2021). *Health Research Board Strategy 2021-2025: Health Research- Making an Impact*. https://www.hrb.ie/fileadmin/2.Plugin_related_files/Publications/2021_publications/2021_Corp/Strategy_2021_2025_Health_research_making_an_impact.pdf

Health Research Charities Ireland. (2021). *HRCI Annual Report 2020*. <https://hraci.ie/wp-content/uploads/2021/06/HRCI-2020-Annual-Report.pdf>



Higher Education Authority. (2012). *Completing the Landscape Process for Irish Higher Education*. <https://hea.ie/assets/uploads/2017/04/Completing-the-Landscape-Process.pdf>

Higher Education Authority. (2015). *National Doctoral Framework*. https://hea.ie/assets/uploads/2017/04/national_framework_for_doctoral_education_0.pdf

Higher Education Authority. (2018). *Irish Higher Education System Performance Framework 2018-2020*. <https://assets.gov.ie/24947/6e5c4110c29b4b5e82e77573a603d423.pdf>

Higher Education Authority. (2020). *HEA Principles of Good Practice in Research within Irish Higher Education Institutions*. <https://hea.ie/assets/uploads/2017/04/HEA-Principles-of-Good-Practice-in-Research-in-Irish-HEIs-2020.pdf>

Higher Education Research Group. (2021). *Ireland's Higher Education Research System: A Review by the Higher Education Research Group*. <https://assets.gov.ie/197240/63c39840-da1e-4bca-be9e-99b5294cca93.pdf>

Ibec. (n.d.). *Ibec Membership Contract*. <https://www.ibec.ie/ibec-membership-contract/ibec-membership-contract>

Ibec. (2022a). *About Ibec*. <https://www.ibec.ie/about-us>

Ibec. (2022b). *Ibec Annual Report 2020-2021*. <https://www.ibec.ie/-/media/documents/about-us/ibec-annual-report-2020-2021.pdf>

Ibec. (2022c). *Our Mission, Vision and Values*. <https://www.ibec.ie/about-us/our-mission-vision-and-values>

Interdepartmental Committee on Science, Technology and Innovation. (2015). *Innovation 2020*. <https://enterprise.gov.ie/en/publications/publication-files/innovation-2020.pdf>

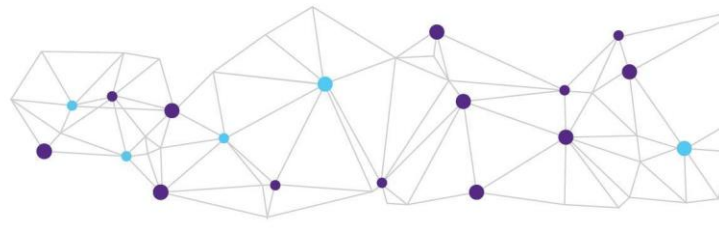
Irish Aid. (2021). *Irish Aid Global Citizenship Education Strategy 2021-2025*. <https://www.irishaid.ie/media/irishaid/publications/Global-Citizenship-Education-Strategy.pdf>

Irish Research Council. (2019). *Irish Research Council Strategic Plan 2020-2024*. <https://research.ie/assets/uploads/2020/01/Irish-Research-Council-Strategic-Plan-2020-2024.pdf>

Irish Universities Association. (2022). *IUA Strategy 2022-2025*. https://www.iua.ie/wp-content/uploads/2022/07/M14370-IUA_Strategy-2022-2025_Web.pdf

Irish Universities Association & Technological Higher Education Association. (2021). *Research Career Development and Employment Framework*. <https://www.iua.ie/wp-content/uploads/2021/09/IUA-THEA-Researcher-Career-Development-and-Employment-Framework-Update-August-2021.pdf>

PROJECT FUNDING



Mc Ilrath, L., Broderick, C., McDonnell Naughton, M., & Kelly, M. (2021). The Irish Carnegie Community Engagement Classification Pilot: A Critical Analysis on Culture and Context from a Community of Practice Approach. *Gateways: International Journal of Community Research and Engagement*, 14 (1), 1-15. <http://dx.doi.org/10.5130/ijcre.v14i1.7343>

National Forum for the Enhancement of Teaching and Learning in Higher Education. (2021). *Next Steps for Teaching and Learning: Moving Forward Together*. <https://www.teachingandlearning.ie/wp-content/uploads/Next-Steps.pdf>

National Forum for the Enhancement of Teaching and Learning in Higher Education. (2022). *Our Strategic Priorities*. <https://www.teachingandlearning.ie/our-priorities/>

National Open Research Forum. (2019). *National Framework on the Transition to an Open Research Environment*. <https://doi.org/10.7486/DRI.0287dj04d>

National Open Research Forum. (2021a). *National Open Research Landscape Report*. <https://doi.org/10.7486/DRI.5q485c938>

National Open Research Forum. (2021b). *National Reporting and Evaluation Supporting the Transition to an Open Research Environment*. <https://doi.org/10.7486/DRI.zg657b23t>

National Open Research Forum. (2022). *National Action Plan for Open Research- Draft for Public Consultation*. <https://norf.ie/wp-content/uploads/2022/04/NORF-National-Action-Plan-draft-for-consultation.pdf>

National Research Integrity Forum. (2014). *National Policy Statement on Ensuring Research Integrity in Ireland*. Irish Universities Association. <https://hea.ie/assets/uploads/2017/04/National-Policy-Statement-on-Ensuring-Research-Integrity-in-Ireland-2014.pdf>

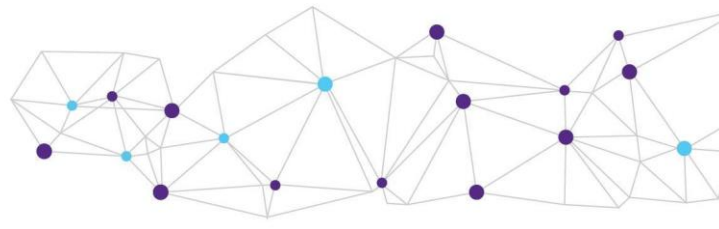
National Research Integrity Forum. (2022). *Framework to Enhance Research Integrity in Research Collaborations*. Irish Universities Association. <https://www.iaa.ie/wp-content/uploads/2022/02/Framework-to-Enhance-Research-Integrity-in-Collaborations.pdf>

Places of Sanctuary Ireland. (n.d.). *Places of Sanctuary Ireland Charter*. <https://ireland.cityofsanctuary.org/wp-content/uploads/sites/89/2021/03/Places-of-Sanctuary-Ireland-Charter.pdf>

Places of Sanctuary Ireland. (2022a). <https://ireland.cityofsanctuary.org/>

Places of Sanctuary Ireland. (2022b). *Universities*. <https://ireland.cityofsanctuary.org/universities-and-colleges-of-sanctuary>

PPI Ignite Network (n.d.). <https://ppinetwork.ie/>



Quality and Qualifications Ireland. (2021a). *Academic Integrity Guidelines*.
<https://www.qqi.ie/sites/default/files/2021-11/academic-integrity-guidelines.pdf>

Quality and Qualifications Ireland. (2021b). *Academic Integrity: National Principles and Lexicon of Common Terms*. <https://www.qqi.ie/sites/default/files/2021-11/academic-integrity-national-principles-and-lexicon-of-common-terms.pdf>

Quality and Qualifications Ireland. (2021c). *QQI Insight on Assessment 2021*.
<https://www.qqi.ie/sites/default/files/2022-01/qqi-insight-on-assessment.pdf>

Quality and Qualifications Ireland. (2021d). *QQI Insight on Higher Education Quality and Qualifications 2021*. <https://www.qqi.ie/sites/default/files/2022-01/qqi-insight-on-higher-education.pdf>

Quality and Qualifications Ireland. (2021e). *QQI Insight on Quality in Irish Private and Independent HE Institutions*. <https://www.qqi.ie/sites/default/files/2022-03/220324private-hei-synthesis-report-final.pdf>

Quality and Qualifications Ireland. (2021f). *QQI Insight on Quality in Irish Public Higher Education Institutions*. <https://www.qqi.ie/sites/default/files/2022-05/Quality%20in%20Irish%20Public%20Higher%20Education%20Institutions.pdf>

Quality and Qualifications Ireland. (2021g). *QQI Statement of Strategy 2022-24*.
<https://www.qqi.ie/sites/default/files/2022-02/statement-of-strategy-2022-24.pdf>

Royal Irish Academy. (2019). *Royal Irish Academy Strategic Plan 2019-2023*.
https://www.ria.ie/sites/default/files/strategic_plan_2019-23.pdf

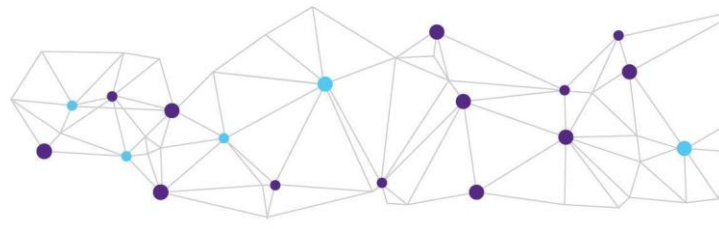
Royal Academy of Medicine in Ireland. (2021). *President's Report 2020/2021*.
<https://www.rami.ie/about/welcome-from-the-president/>

Royal Academy of Medicine in Ireland. (2022). *History of RAMI*.
<https://www.rami.ie/about/history-of-rami/>

Sandmann, L. R. (2008). Conceptualization of the scholarship of engagement in higher education: A strategic review, 1996–2006. *Journal of Higher Education Outreach and Engagement*, 12 (1), 91-104. <https://openjournals.libs.uga.edu/jheoe/article/view/520>

SAR-Ireland. (2021). *Scholars at Risk*. <https://www.scholarsatrisk.org/sections/sar-ireland/>

Science Foundation Ireland. (2020a). *Science Foundation Ireland Strategy: Shaping Our Future*.
<https://www.sfi.ie/strategy/SFI-Strategy-2025.pdf>



Science Foundation Ireland. (2020b). *SFI Science in Ireland Barometer 2020 Research Report*. <https://www.sfi.ie/engagement/barometer/SFI-Science-in-Ireland-Barometer-2020-Research-Report.pdf>

Science Foundation Ireland. (2021). *2020 SFI Barometer Final Research Report (Phase II)*. [https://www.sfi.ie/engagement/barometer/SFI-Barometer-Phase-2-\(6\).pdf](https://www.sfi.ie/engagement/barometer/SFI-Barometer-Phase-2-(6).pdf)

Student Volunteering Working Group. (2015). <https://www.studentvolunteer.ie/about>

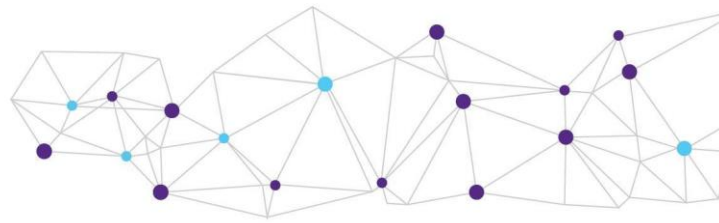
Student Volunteering Working Group. (2021). *The Value and Impact of Higher Education Student Volunteering in Ireland*. Campus Engage, Irish Universities Association. [https://www.studentvolunteer.ie/reports/The Value and Impact of Higher Education Student Volunteering in Ireland.pdf](https://www.studentvolunteer.ie/reports/The_Value_and_Impact_of_Higher_Education_Student_Volunteering_in_Ireland.pdf)

Technological Higher Education Association. (2022a). *Civic and Community Engagement*. <http://www.thea.ie/civic-community-engagement>

Technological Higher Education Association. (2022b). *Enterprise Engagement and Workforce Development*. <http://www.thea.ie/enterprise-engagement-professional-education>

The Wheel. (2022). *The Wheel's 2022-2026 Strategy*. https://www.wheel.ie/sites/default/files/media/file-uploads/2022-06/TheWheel_Strategy2022_2026_WEB_0.pdf

Volunteer Ireland. (2022). *About Us*. <https://www.volunteer.ie/about/>



Key information on the project SHEFCE

Project Title	Steering Higher Education for Community Engagement
Project Acronym	SHEFCE
Project Start Date	1.9.2020.
Project Total Duration	36 months
Project End Date	31.8.2023.
National Agency of the Applicant Organisation	HR01 Agency for Mobility and EU Programmes, Croatia
Project Web Sites	https://community-engagement.eu/ ; https://www.shefce.eu/ ; https://en.iro.hr/2022/05/12/steering-higher-education-for-community-engagement/

Project partners

	Organisation	Abbrev.	Country
1	Institute for the Development of Education – project coordinator	IDE	HR
2	University for Continuing Education Krems	UCEK	AT
3	University of Rijeka	UNIRI	HR
4	Ghent University	UG	BE
5	Technological University Dublin	TUD	IE
6	University of Girona	UDG	ES
7	Free University of Brussels	VUB	BE
8	Association of Catalan Public Universities	ACUP	ES
9	Mary Immaculate College	MIC	IE
10	Brodoto	BDT	HR

Associate partners

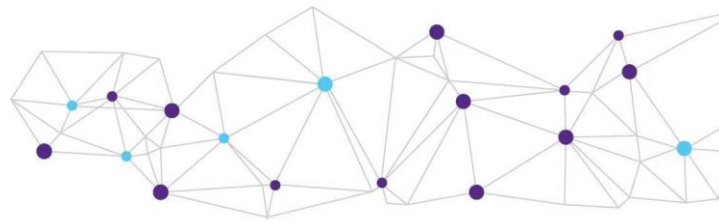
Advisory team

1	European University Association	EUA
2	European Association of Institutions in Higher Education	EURASHE
3	European Students' Union	ESU
4	Council of Europe	CoE
5	Organisation for Economic Co-operation and Development	OECD

Dissemination partners

1	Campus Engage	CE
---	---------------	----

PROJECT FUNDING



2	European Higher Education Society	EAIR
3	Austrian Ministry of Education, Science and Research	MESR

Local partners

1	CitySpark	CS
2	Dublin City Council	DCC
3	Girona City Council	GCC
4	Rijeka City Council	RCC