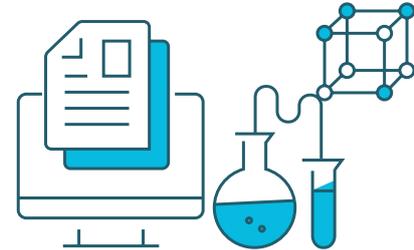


Appendix 2

SFI Research Centres

Education and Public Engagement (EPE) KPI Criteria

Revised 2020



Note: The EPE KPI is subject to revision from time to time – this is the current guidance for SFI Research Centres and relevant Strategic Partnerships in place in 2023.

Science Foundation Ireland expects the research community within each of the SFI Research Centres to engage with the public. By education and public engagement, we mean engagement with people outside of the researcher’s own academic discipline. Engagement work is two-way, informing others but also enhancing research when collaboration and conversation takes place.

The public is vast, defining who you want to reach is important. The National Centre for Coordinating Public Engagement is a good source for guidance on this.

<https://www.publicengagement.ac.uk/explore-it/who-are-public>

Where EPE activities are informing policy or practice which ultimately impacts on the public, the stakeholders involved in the engagement may broaden to include public or professional product or service users, industry, civil society organisations and policy makers. It is important to be thoughtful on this. Industry engagement is a significant part of the SFI Research Centres’ activities, but this engagement is recognised across other KPIs and reporting mechanisms. Industry engagement under EPE activity should clearly address the criteria below, for example in changing policy or behaviour, and should not include engagement required to further existing or potential research partnerships with industry.

Partnership is key to ensure that expertise is addressed. The same rigour and approach to best practice, ethics and integrity should be applied to EPE activity as would be applied to scientific research areas.

SFI recognises that some people will be champions in EPE activity. The definition of an EPE Champion is broader than just participation. Champions are identified as those who participate in five or more activities, who lead or significantly participate in the development and/or delivery of EPE strategy and/or activity. They often act as role models, inspiring others to participate. In recognition of EPE champions, SFI is now introducing a metric to capture data on EPE champion work, which will be presented to the biennial site review panels (see below). Narratives supporting this data should be captured in annual reports and at site reviews.

Other people may not have explored or be as comfortable in their engagement work. The criteria below have been created to allow a full spectrum of activity for both the novice or experienced practitioner.

In order to be counted towards the Research Centre KPI, researchers, including PhDs, Post Docs, FIs and PIs, and operations staff must complete at least TWO EPE activities per year from the categories below. The minimum threshold is that at least 50% of the relevant staff cohort must achieve the KPI each year. Multiple activities are allowed per category with the exception of training programmes for which only one activity can be counted each year. The list of team members to be counted for the EPE KPI will be taken from the official SESAME team list to ensure parity across the KPIs.

50% of the team complete 2 or more activities in the calendar year to qualify for the EPE KPI



Criteria



- ▶ Significant contribution to a website, online portal, online information campaign, or creation of a blog linked to your research (on appropriate channels available to a lay audience)

- ▶ Development of online/social media portals, games, apps, websites and/or cross-platform projects

- ▶ Participation in training programmes to build the capacity of researchers to communicate to and engage with the public

- ▶ Preparation of information leaflets, newsletters or articles for a non-peer/technical audience

- ▶ Development of and/or delivery of small-scale interactions and public open days, including resource development

- ▶ Creation of teaching materials and/or development of teaching methods to support teachers and students at primary and post primary level

- ▶ Collaboration and/or participation in festivals and events run within your research institution

- ▶ Collaboration and/or participation in public engagement activities with museums, galleries, public access venues or other public events

- ▶ Running citizen science experiments or research

- ▶ Contribution to broadcast or media productions including TV, film, animation or radio helping embed research and discovery in the everyday lexicon of Irish culture

- ▶ STEM public engagement workshops, events, debates and discussions

- ▶ Creation of situations facilitating dialogue with policy makers and wider stakeholders. These interactions should ensure research informs or influences changes in policy and legislation and in turn research responds to policy makers and societal needs

- ▶ Provision of opportunities to engage the public and wider stakeholders to ensure research informs or influences changes in behaviour or practice

- ▶ Consultation with stakeholders/communities affected by the research to inform the research process

- ▶ Building the capacity of stakeholders and communities affected by the research to identify and communicate their needs, with potential to influence the direction of the research and/or support citizen science
