Patrons Lounge, 11.30am - 12.45pm

Training & skills for impact

Susan Renoe (Chair)

Jenny Björkman

Sandra Lapointe

Adam Levine

Training & skills for impact

Susan Renoe (Chair)

Executive Director, Center for Advancing Research Impact in Society (ARIS)

Training and Skills for Impact

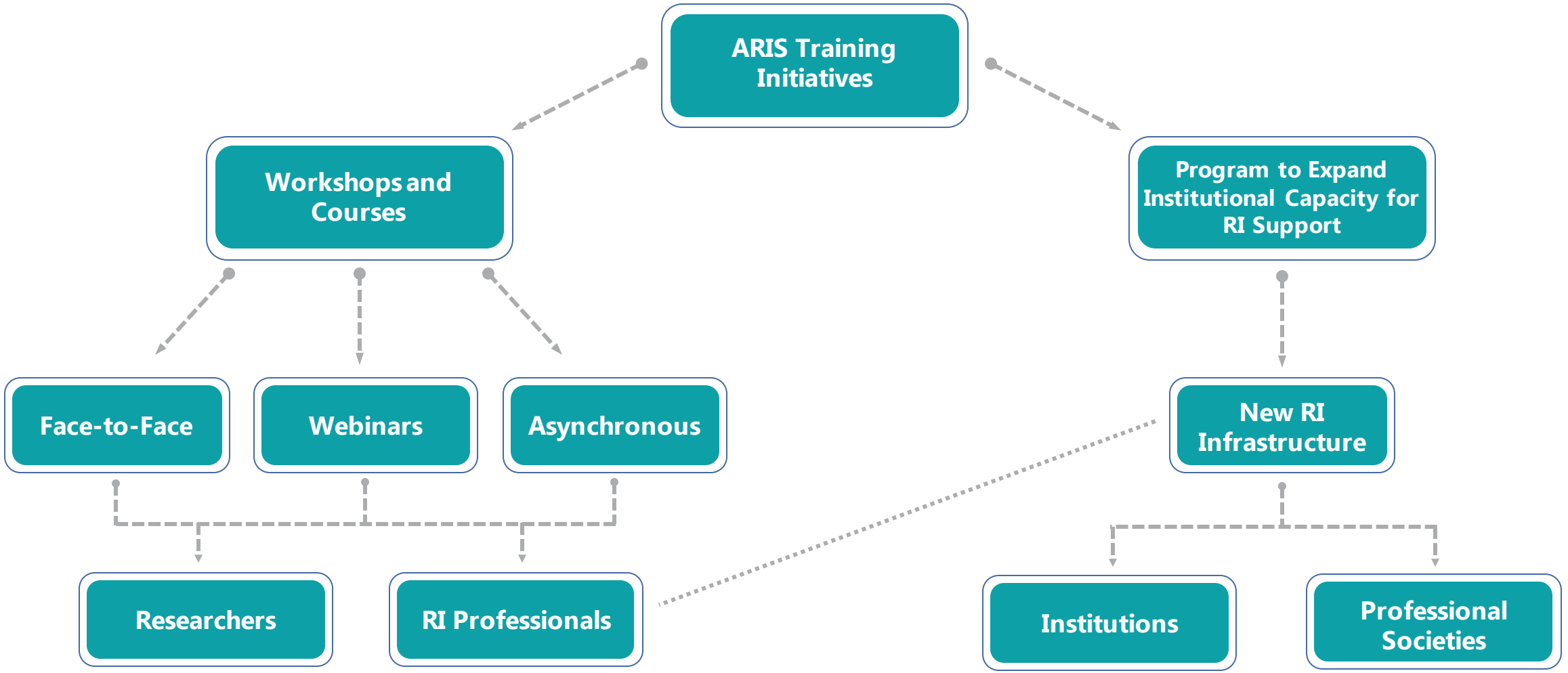
Susan Renoe, PhD
Executive Director and
Assistant Vice Chancellor for Research, Extension & Engagement

This project sponsored by NSF grants OIA-1810732, MCB-1408736, MCB-1940655, OIA-1437105, MCB-1313197

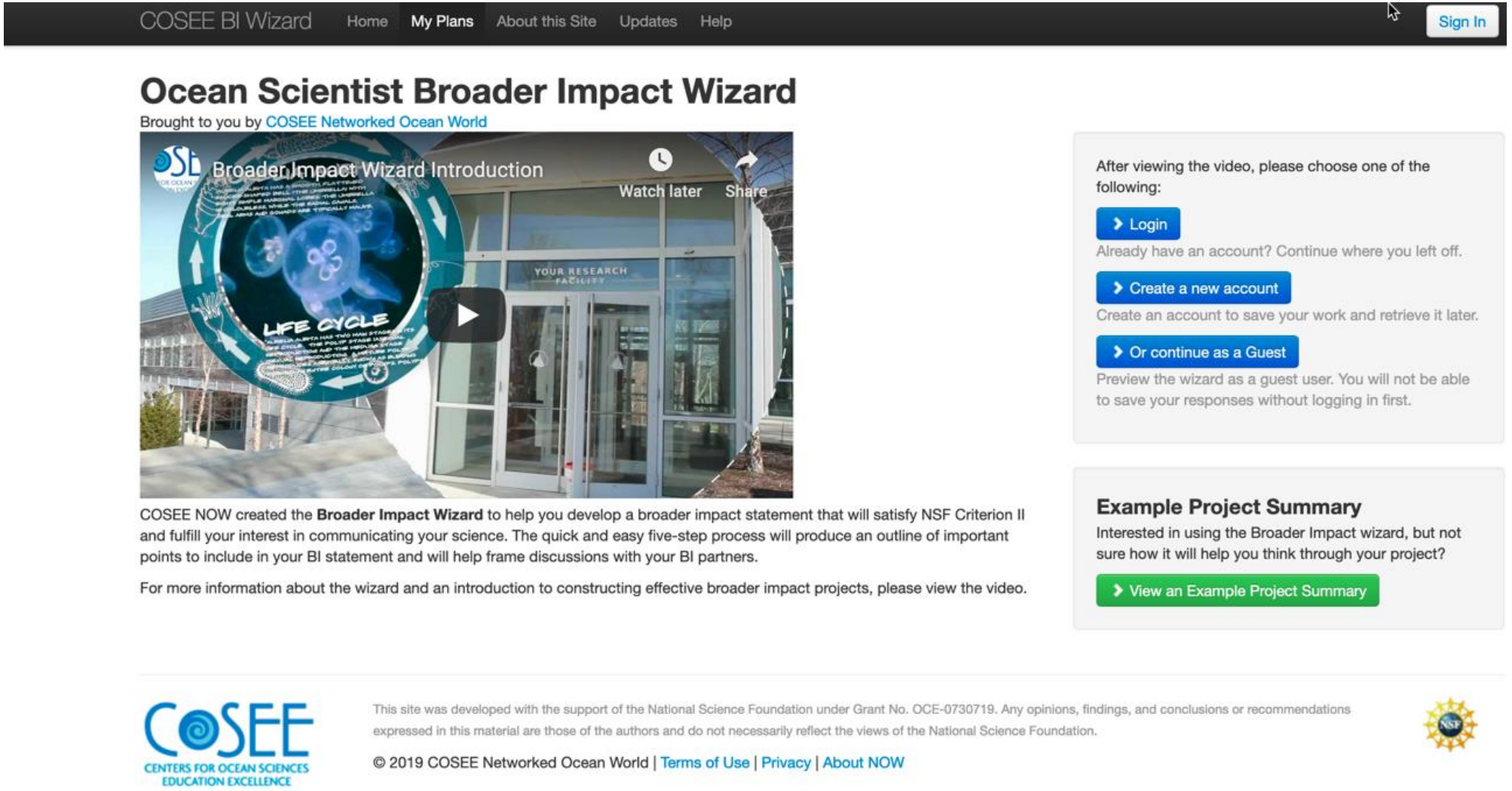
ARIS

Advancing Research Impact in Society

Training Flow Chart

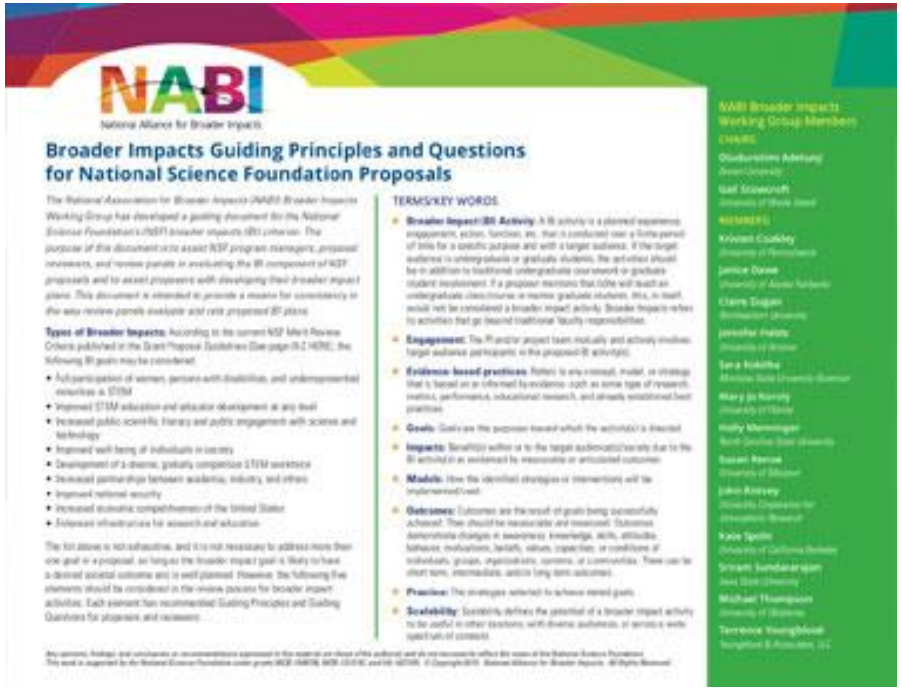


Resources



http://coseenow.net/wizard/

Resources



NABI

National Alliance for Broader Impacts

Broader Impacts Guiding Principles and Questions for National Science Foundation Proposals

The National Association for Broader Impacts (NABI) Broader Impacts Working Group has developed a guiding document for the National Science Foundation's (NSF) broader impacts (BI) criterion. The purpose of this document is to assist NSF program managers, proposal reviewers, and review panels in evaluating the BI component of NSF proposals and to assist proposers with developing their broader impact plans. This document is intended to provide a means for consistency in the way review panels evaluate and rate proposed BI plans.

Types of Broader Impacts: According to the current NSF Merit Review Criteria published in the Grant Proposal Guidelines (See page II-2 HERE), the following BI goals may be considered:

- Full participation of women, persons with disabilities, and underrepresented minorities in STEM
- Improved STEM education and educator development at any level
- Increased public scientific literacy and public engagement with science and technology
- Improved well-being of individuals in society
- Development of a diverse, globally competitive STEM workforce
- Increased partnerships between academia, industry, and others
- Improved national security
- Increased economic competitiveness of the United States
- Enhanced infrastructure for research and education

The list above is not exhaustive, and it is not necessary to address more than one goal in a proposal, so long as the broader impact goal is likely to have a desired societal outcome and is well planned. However, the following five elements should be considered in the review process for broader impact activities. Each element has recommended Guiding Principles and Guiding Questions for proposers and reviewers.

TERMS/KEY WORDS

- **Broader Impact (BI) Activity:** A BI activity is a planned experience, engagement, action, function, etc. that is conducted over a finite period of time for a specific purpose and with a target audience. If the target audience is undergraduate or graduate students, the activities should be in addition to traditional undergraduate coursework or graduate student involvement. If a proposer mentions that s/she will teach an undergraduate class/course or mentor graduate students, this, in itself, would not be considered a broader impact activity. Broader Impacts refers to activities that go beyond traditional faculty responsibilities.
- **Engagement:** The PI and/or project team mutually and actively involves target audience participants in the proposed BI activity(s).
- **Evidence-based practices:** Refers to any concept, model, or strategy that is based on or informed by evidence--such as some type of research, metrics, performance, educational research, and already established best practices.
- **Goals:** Goals are the purposes toward which the activity(s) is directed.
- **Impacts:** Benefit(s) within or to the target audience(s)/society due to the BI activity(s) as evidenced by measurable or articulated outcomes.
- **Models:** How the identified strategies or interventions will be implemented/used.
- **Outcomes:** Outcomes are the result of goals being successfully achieved. They should be measurable and measured. Outcomes demonstrate changes in awareness, knowledge, skills, attitudes, behavior, motivations, beliefs, values, capacities, or conditions of individuals, groups, organizations, systems, or communities. There can be short-term, intermediate, and/or long-term outcomes.
- **Practices:** The strategies selected to achieve stated goals.
- **Scalability:** Scalability defines the potential of a broader impact activity to be useful in other locations, with diverse audiences, or across a wide spectrum of contexts.

Any opinions, findings, and conclusions or recommendations expressed in this material do not reflect the views of the National Science Foundation.
This work is supported by the National Science Foundation under grants #DGE-1348748, #DGE-1331161, and #DRL-1657599. © Copyright 2019, National Alliance for Broader Impacts. All Rights Reserved.

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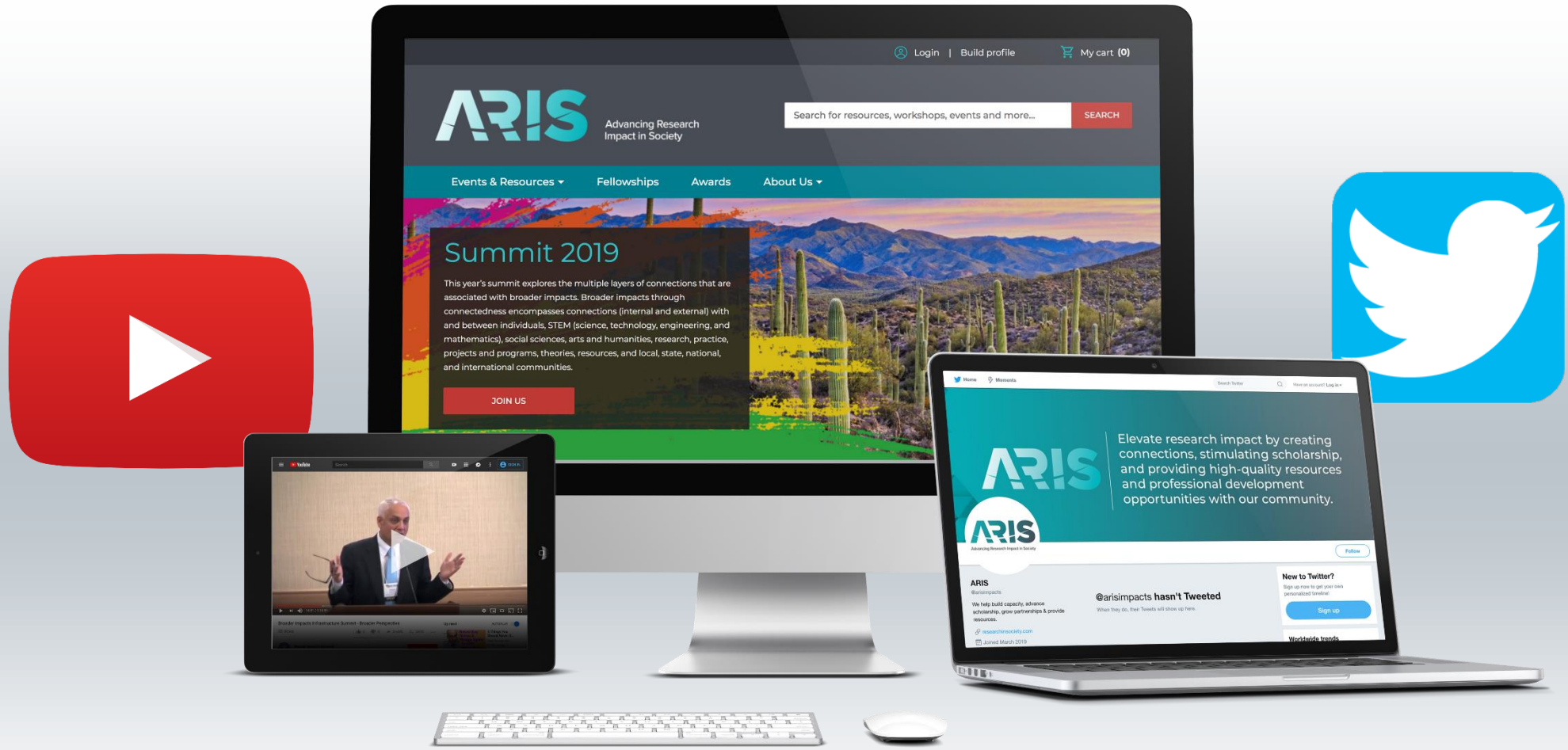
Michael Thompson
Terrence Youngblood

https://www.researchinsociety.org/guiding-principles



www.researchinsociety.org | @ARISImpacts

Training & skills for impact

Jenny Björkman

Director of Collaboration, Riksbankens Jubileumsfond, Sweden

RIKSBANKENS JUBILEUMSFOND

FRÄMJAR HUMANIORA OCH SAMHÄLLSVETENSKAP

Training researcher for impact
What can funders do?

Jenny Björkman, Director of Collabortion and Engagement,

Riksbankens Jubileumsfond, Sweden

Stiftelsen Riksbankens Jubileumsfond

- A Swedish foundation for humanities and social sciences
- 500 miljon kronor or 50 miljon euro yearly
- Research projects, programs, infrastructure, meetings, publications

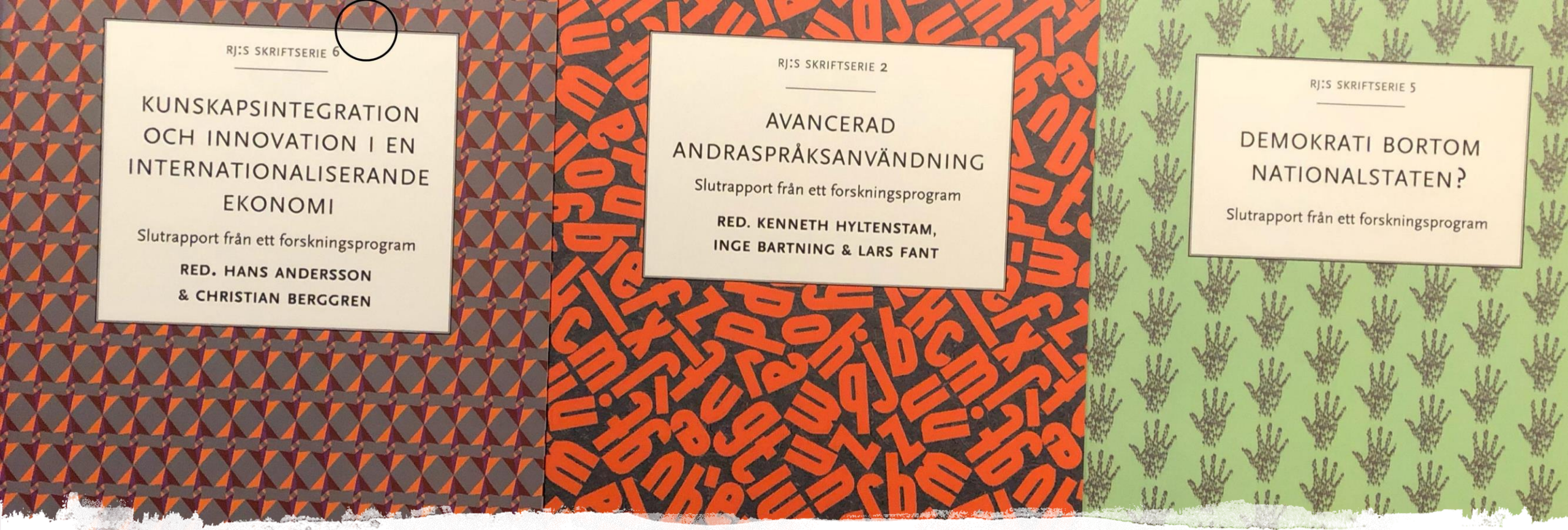
IMPACT!

Program

- Flagship
- 3 program every year
- 3-5 million euros
- Research groups of 8-15
- Runs 5-8 years
- Problem or question in focus

Goals

- Legible
- Available
- Public



15 booklets! 15 conferences!

Success!

- 15 booklets since 2015
- 4 almost out of stock
- 2 used in education and among students
- 1 gift in annual meeting at government agencies
- Over 2000 persons have taken part in the 15 conferences

But…

Unwilling researchers

- Hard work to edit texts
- Researchers with no time to spend

Fippant researcher

- Not attening meetings
- Not preparing
- Not answering questions

Engagement

- Small interest in invitations and target groups
- Do not take help from their higher education institutions
- Do not understand the public

What do funders do?

Tack!

jenny.bjorkman@rj.se

Training & skills for impact

Sandra Lapointe

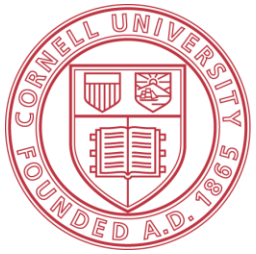
Project Director, The Collaborative & Director of Associations, Federation of the Humanities and Social Sciences, Canada

Training & skills for impact

Adam Levine

President and Co-founder, Research4Impact

How to be Helpful:
Building Relationships for Social Impact



Cornell University

research 4 impact
r4impact.org

Adam Seth Levine

Associate Professor of Government, Cornell University

President & Co-Founder, research4impact

@adamsethlevine

login
r4i
Welcome
How It Works
Impact Stories
research 4 impact
We envision a world in which people with diverse forms of expertise seamlessly learn from each other, particularly those working to understand and solve complex social problems.
To that end, we offer three opportunities:
1) matchmaking that creates powerful new working relationships between social scientists and practitioners
2) interactive workshops that teach others how to build powerful new relationships themselves

research 4 impact
r4impact.org

- Matchmaking since 2018: Actively building new working relationships between researchers and practitioners
- Research publications since 2018: Sharing what we're learning about why and how to connect researchers and practitioners
- Workshops since 2019: Teaching others how to build powerful new working relationships

research 4 impact
r4impact.org

2019 Workshops

INSTITUTE FOR CHANGE LEADERS

SSRC

DEPARTMENT OF ENERGY · UNITED STATES OF AMERICA ·

BRIDGE ALLIANCE

UNIVERSITY OF BIRMINGHAM

rare

University of Nottingham
UK | CHINA | MALAYSIA

Elementary Teachers' Federation of Ontario
WATERLOO REGION

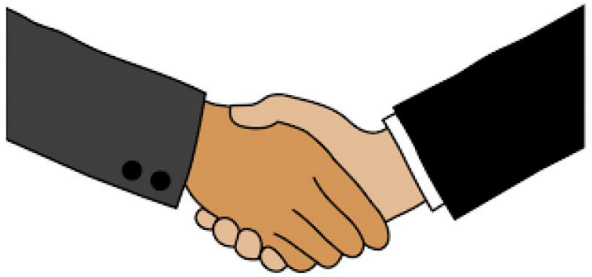
CLIMATE ADVOCACY LAB

Frontiers of Democracy Conference

ACE GLOBAL INTEGRITY
Anti-Corruption Evidence Research Programme

Citizens' Climate Education

AMERICORPS



How to be Helpful

- Research findings often don't speak for themselves

- Conversations between researchers and practitioners vital for impact

- *Key Q: How do you build voluntary working relationships with diverse others?*

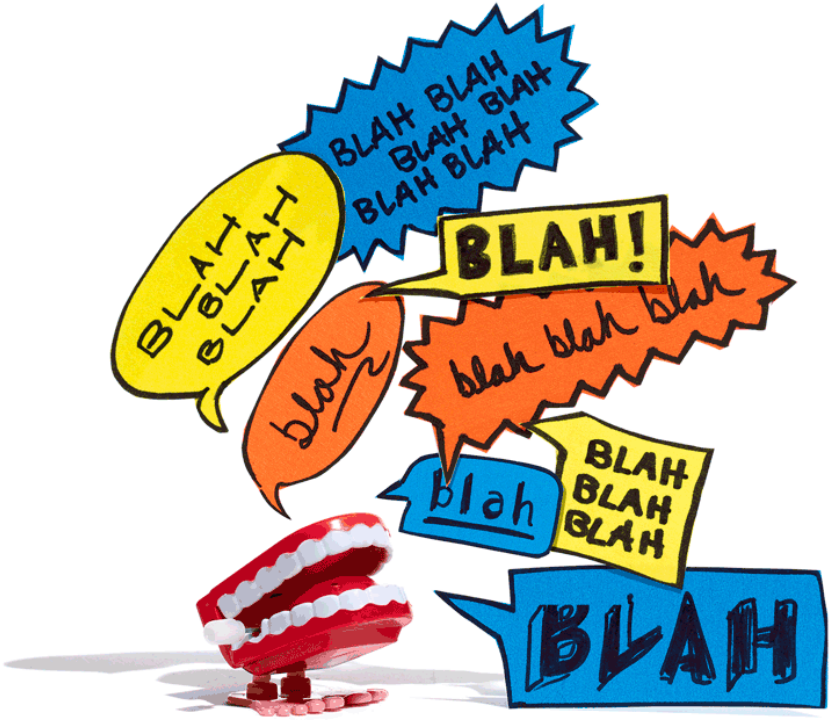
How to be Helpful

How do you build voluntary working relationships with diverse others?

Diverse working relationships: Possibility for great innovation and creative new ideas, yet key concern is self-censorship

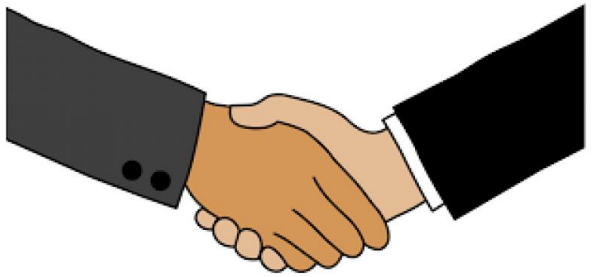
Self-Censorship

- Common threat: people not feeling comfortable sharing what they know and their concerns
- Why?
  - Not wanting to contradict broad agreement in a group
  - More cognitively demanding
  - Power dynamics
  - Internalized status-based stereotypes (i.e. feeling less knowledgeable/doubting oneself)



Example: training citizen lobbyists…

How to be Helpful



How to be Helpful

- Effectively share your expertise
  - *Be a good communicator*
- Encourage others to share their expertise
  - *Be a good relational partner*
- Encourage others to be helpful
  - *Be a good facilitator*

"Effectively Share Your Expertise" Example: Provide reasons

- *Not this:* "We need someone to come to the meeting with Smith's staff this coming Monday. Would you do it?"

- *This:* "We need someone to come to the meeting with Smith's staff this coming Monday. In-person meetings like this are really important because it's the most effective way to build relationships. Would you do it?"

"Encourage Others to Share Their Expertise" Example: Legitimation Rhetoric

- *Not this*: "Would you be willing to go with Sue to the meeting about climate on Monday? This meeting is important because…"

- *This*: "Would you be willing to go with Sue to the meeting about climate on Monday? I understand you're new to all this and may not feel 100% comfortable talking about climate issues. That's totally understandable and everyone feels that way when they first do it, but it's important because…"

"Encourage Others to Be Helpful" Example: Role Assignment

- *Not this*: "Adam and Sue, I'm happy to introduce you. Sue is a environmental science professor at Univ of Florida. Adam is a local resident who just joined Healthy Climate."

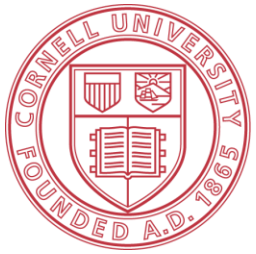
- *This*: "Adam and Sue, I'm happy to introduce you. Adam, Sue is a environmental science professor and has some key research on how climate change will affect shoreline communities like yours in Florida. Some of her new findings will be helpful for contextualizing your experiences. Sue, Adam is a local resident who just joined Healthy Climate and has been living in a community along the coast for 20 years. He knows the neighborhood really well and wants to provide needed first-hand knowledge of the effects they've seen along the shoreline."

Other key topics…

- How status-based stereotypes matter influence whether people recognize others' expertise, and how to minimize their influence

- How to make a relationship-building mindset habitual

How to be Helpful:
Building Relationships for Social Impact



Cornell University

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Training & skills for impact

Panel discussion and Q&A

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Engagement should be personal and meaningful

Up Next

12.45-1.45pm	Lunch	Mitsitam Cafe
1.45-3.30pm	Plenary closing	Rasmuson Theater