Science communication & public engagement: pathways to societal impact

Paul Manners

Co-director, National Coordinating Centre for Public Engagement, UK

Jude Fransman

Co-convenor of the Rethinking Research Collaborative

https://rethinkingresearchcollaborative.com

Rethinking Research Collaborative

The Rethinking Research Collaborative (RRC) is an informal international network of academics, civil society organisations, international NGOs, and research support providers who are committed to working together to explore the politics of participation in knowledge for international development encourage more inclusive, responsive collaborations to produce useful and accessible development research.

ABOUT THE COLLABORATIVE PROJECTS BLOG

OUR DISCUSSION GUIDE AND TOOL KIT – NOW AVAILABLE!

October 13, 2017   cahlary

UNESCO
United Nations Educational, Scientific and Cultural Organization

uniTwin
UNESCO Chair in Community Based Research and Social Responsibility in Higher Education

University of Victoria

PRIA

Principles for fair and equitable partnerships in international development research

1. Put poverty first.
2. Critically engage with context.
3. Challenge assumptions about evidence.
4. Adapt and respond.
5. Respect diversity.
6. Commit to transparency.
7. Invest in the relationship.
8. Keep learning.

bond

Engaging with research for real impact

The state of research in the INGO sector and ways forward for better practice

bond
tpi

Learning from Consortia

This programme aims to improve international development practice by supporting and learning with UK Aid Connect consortia.

GDN: Doing Research

Assessing the environment for social science research in developing countries.

Developing a comprehensive understanding of the factors influencing social science research, its quality, and social relevance in developing countries.

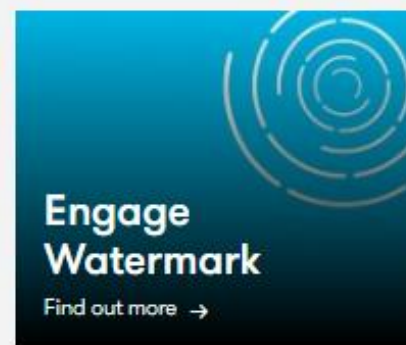This space brings together insights and blogs from across the project.
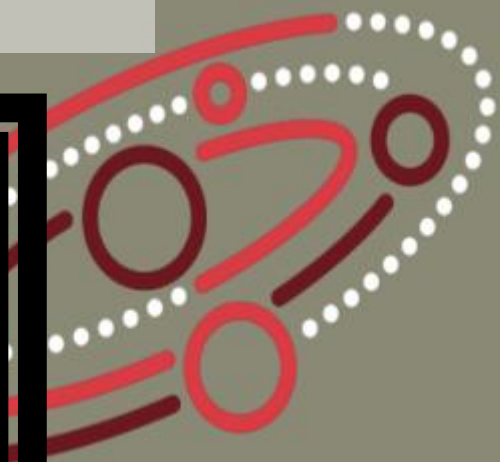
Rethinking Research Collaborative

GDN
Global Development Network

publicengagement.ac.uk
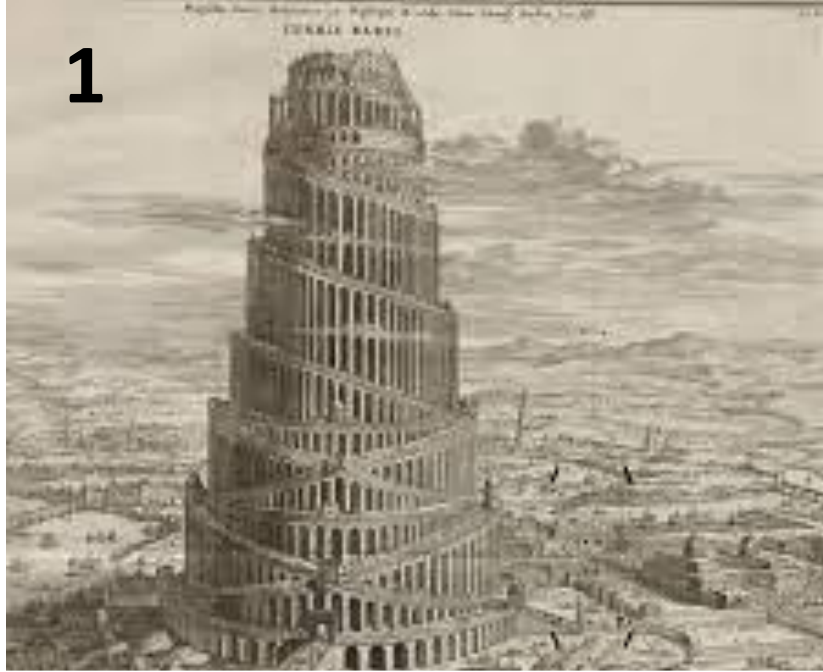
OVERVIEW OF THE SESSION

1. Assumptions and positionings
2. Histories and contexts

BREAK

3. Publics and other stakeholders
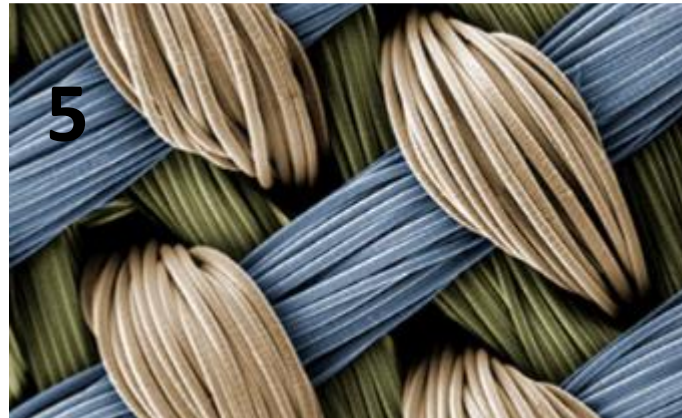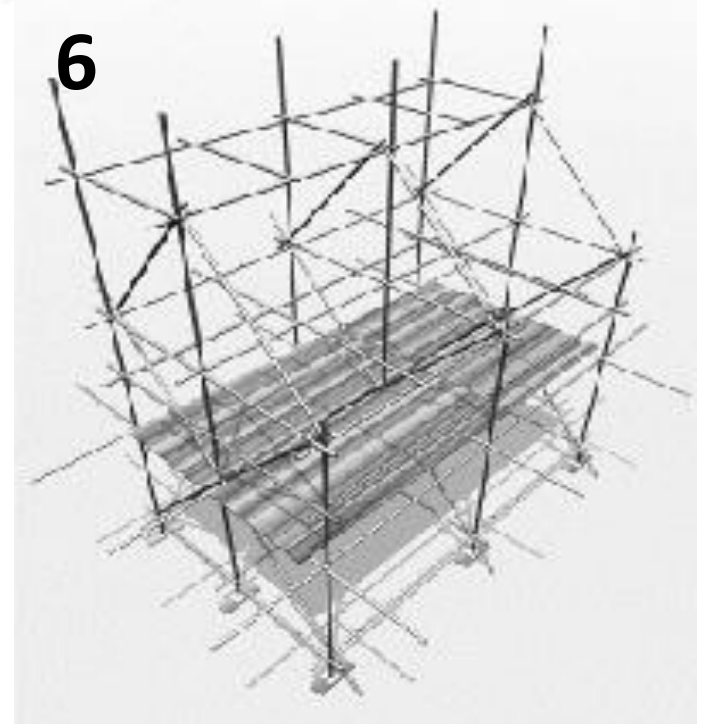4. Us: skills, attributes and capacity

Science and society

1

2

3

4

5

6

Research and impact

1

2 CAUSE EFFECT
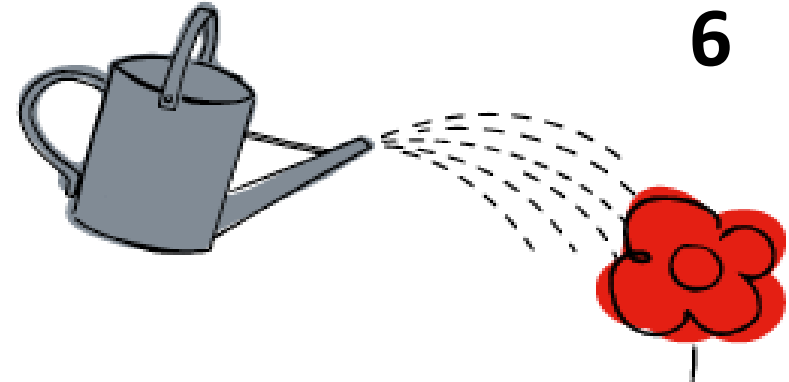

3

4

5 IMPACT!

6

7

Values and motivations

A: Normative reasons *(it's the right thing to do)*
- Research and innovation are a 'public good'. We have a moral and social responsibility to embrace principles of equality and social justice and to empower citizens to participate and to contribute to decision-making about R&I.

B: Substantive reasons *(it allows us to achieve better outcomes)*
- We will produce more valuable knowledge if we involve citizens in the process. PE-RI enables us to maximize public benefits, for instance by reducing health impacts, increasing environmental sustainability, or enhancing wellbeing.

C: Instrumental reasons *(it is a way to secure useful ends, independently of more widely deliberated social values)*
- If we don't prioritise public benefit we risk losing public and political support. Engagement is a tactical route to secure our future funding and our licence to practice, for instance by improving public understanding or maintaining public trust.

D: Statutory reasons (*it is mandated, so I have to do it*)
- There is a mandated obligation to engage enshrined in policy and /or legislation

Roles and relationships

Practices

- Widening participation

- Informal learning

- Patient involvement

- Outreach

- Exhibitions

- Dialogue/co-production

- Peer review colleges

- Co-design

- Citizen science

- Strategic boards

- Media

- Citizen assemblies

- Community engagement

Histories and contexts:

(The UK-perspective)

The Public Understanding of Science

Dr W.F. Bodmer, F.R.S.

Report of a Royal Society

ad hoc Group endorsed

by the Council of the Royal Society

Science and technology play a major role in most aspects of our daily lives both at home and at work.

Scientists must learn to communicate with the public, be willing to do so, and indeed consider it their duty to do so. [ ] The Royal Society should make improving public understanding of science one of its major activities.

Link

(2000)

(2000)

HOUSE OF LORDS

Select Committee on Science & technology

THIRD REPORT

Public confidence in scientific advice to Government has been rocked by BSE; and many people are uneasy about the rapid advance of areas such as biotechnology and IT.

The crisis of trust has produced a new mood for dialogue. In addition to seeking to improve public understanding of their work, scientists are beginning to understand its impact on society and on public opinion. Direct dialogue with the public should move from being an optional add-on to science-based policy-making and to the activities of research organisations and learned institutions, and should become a normal and integral part of the process.

Policy and legislation

- What have been some of the key influences on changes to science communication policy in your contexts?
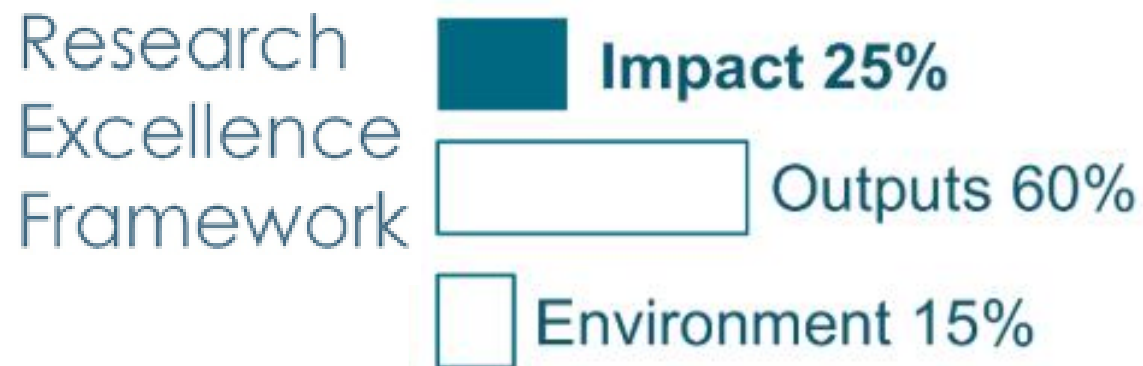
(2009)

Research funding plan should be abandoned, say academics

A petition bearing 18000 signatures calling for the abandonment of economic impact assessment has been delivered to the government

Thousands of academics and researchers have signed the petition

REF2021

Research Excellence Framework

Impact 25%

Outputs 60%

Environment 15%

"For the purposes of the REF, impact is defined as an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia"

(2020)

12 Key Themes from the Townhalls

1. Unstable contracts & careers

2. Bullying & harassment

3. Unhealthy Competition

4. Poor management

5. Deteriorating mental health

6. Long hours culture

7. Inaction on diversity & inclusion

8. Mistrust of complaints procedures

9. Early career challenges

10. Pressure to publish

11. Lack of recognition & promotion

12. Gender inequality & personal sacrifices

wellcome

What Researchers Think About the Culture They Work In

2020

SHIFT LEARNING

Research systems

- What have been some of the key influences on science communication from within the research system in your contexts? (E.g. research assessment, research culture, reward and recognition etc.)

SO SKEWED: COMPARISON OF UK REGIONS' RESEARCH FUNDING

Business R&D (€ per person) vs Government, HE and non-profit R&D (€ per person)

East of England
US
South east
West Midlands
East Midlands
UK
Euro area
N. Ireland
South west
North west
London
Wales
Yorkshire and Humber
Scotland
North east

Source: Richard Jones and Tom Forth

The Telegraph
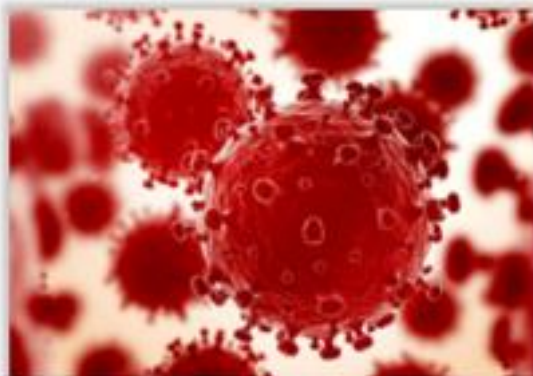
News > Global Health Security > Science & Disease

Trust in scientists is eroding and we need to get it back. Transparency is more important than ever

Follow ∨   **KATHERINE MATHIESON**

The Guardian

Search jobs   My account ∨   Search ∨   US edition ∨

Culture   Lifestyle   More ∨

UK scientists must not be blamed for giving advice, says Royal Society head

Exclusive: intervention comes after minister appeared to scapegoat scientists over Covid-19 errors

⚠ 'If the science was wrong, advice at the time was wrong, I'm not surprised if people will then think we then made a wrong decision,' said Thérèse Coffey. Photograph: Hannah McKay/Reuters

---

May 12, 2020

The Independent Scientific Advisory Group for Emergencies (SAGE)

The Independent SAGE Report

COVID-19: what are the options for the UK?

Recommendations for government based on an open and transparent examination of the scientific evidence

---

Public Health England

Protecting and improving the nation's health

## Beyond the data: Understanding the impact of COVID-19 on BAME groups

"We must break down the barriers between research and innovation and wider society. We must engage widely to build shared understanding between those who consider themselves to be part of the research and innovation system and those who do not. We must co-create the opportunities that research and innovation offers to enrich lives locally, nationally and globally"

Ottoline Leyser, CEO
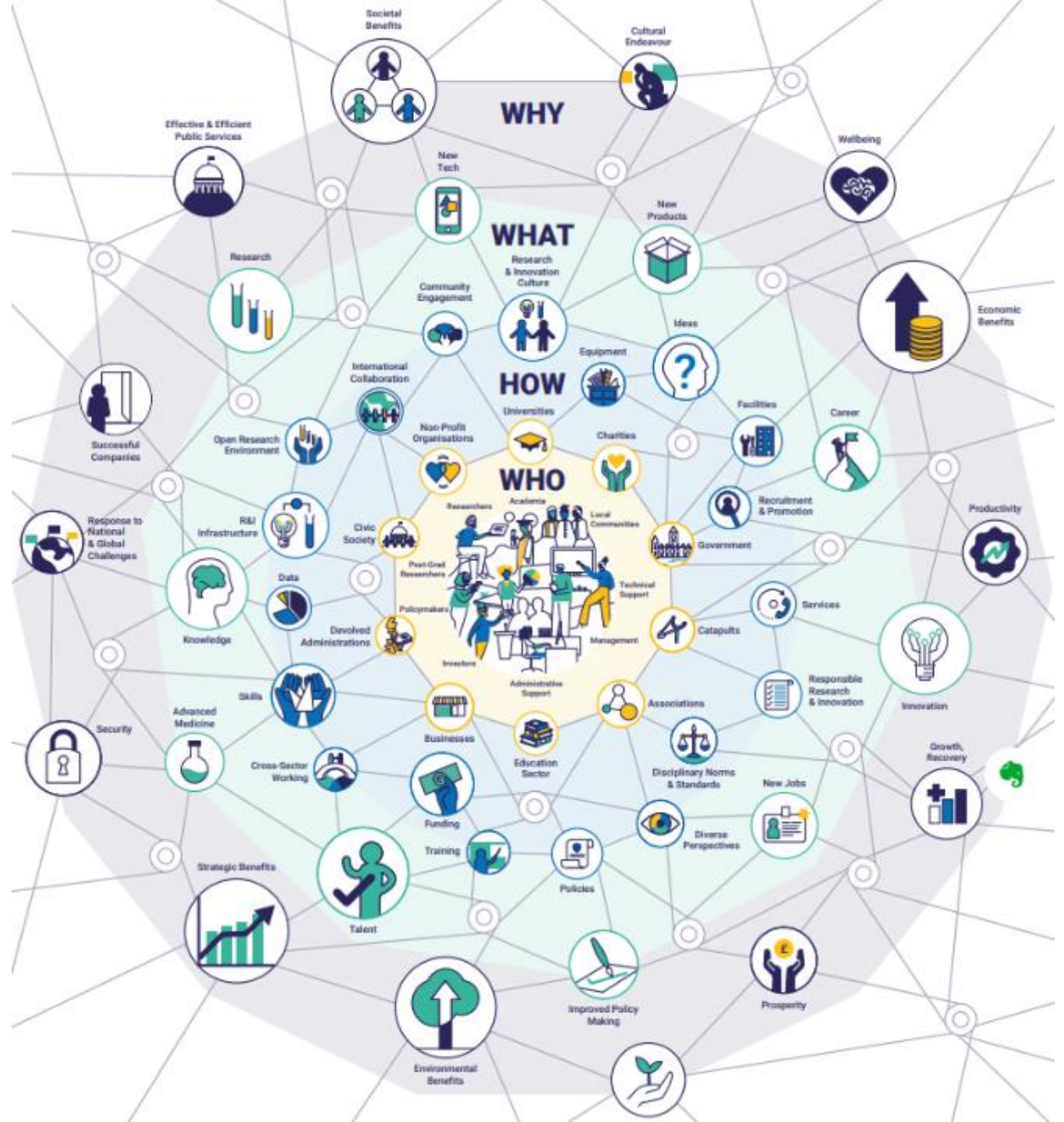
Our purpose – transforming tomorrow together

UKRI is the engine for the UK as a research and innovation powerhouse. We invest more than £8 billion each year on behalf of Government, leveraging expertise across all disciplines and sectors. We inspire and enable talented people to push the boundaries of discovery, support innovative businesses to grow and scale, and target solutions to national and global priorities. Our strategy sets out how we will work with our many partners and stakeholders to foster an outstanding research and innovation system in the UK that drives economic, social, environmental and cultural benefits for all citizens, transforming tomorrow together.

Our principles for change – we will embed these principles across all our work, to drive change and create the conditions for an outstanding research and innovation system

|	
Diversity of ideas, people, activities, skills, institutions and infrastructures advances knowledge, increases quality and creativity.	**Resilience** ensures the agility, capability, and flexibility needed to withstand shocks, deliver long-term goals and capture new opportunities.
Connectivity across disciplines, sectors and borders catalyses new ideas and approaches to deliver impact.	**Engagement** shapes research and innovation to reflect the needs, perspectives and motivations of diverse stakeholders and the public.
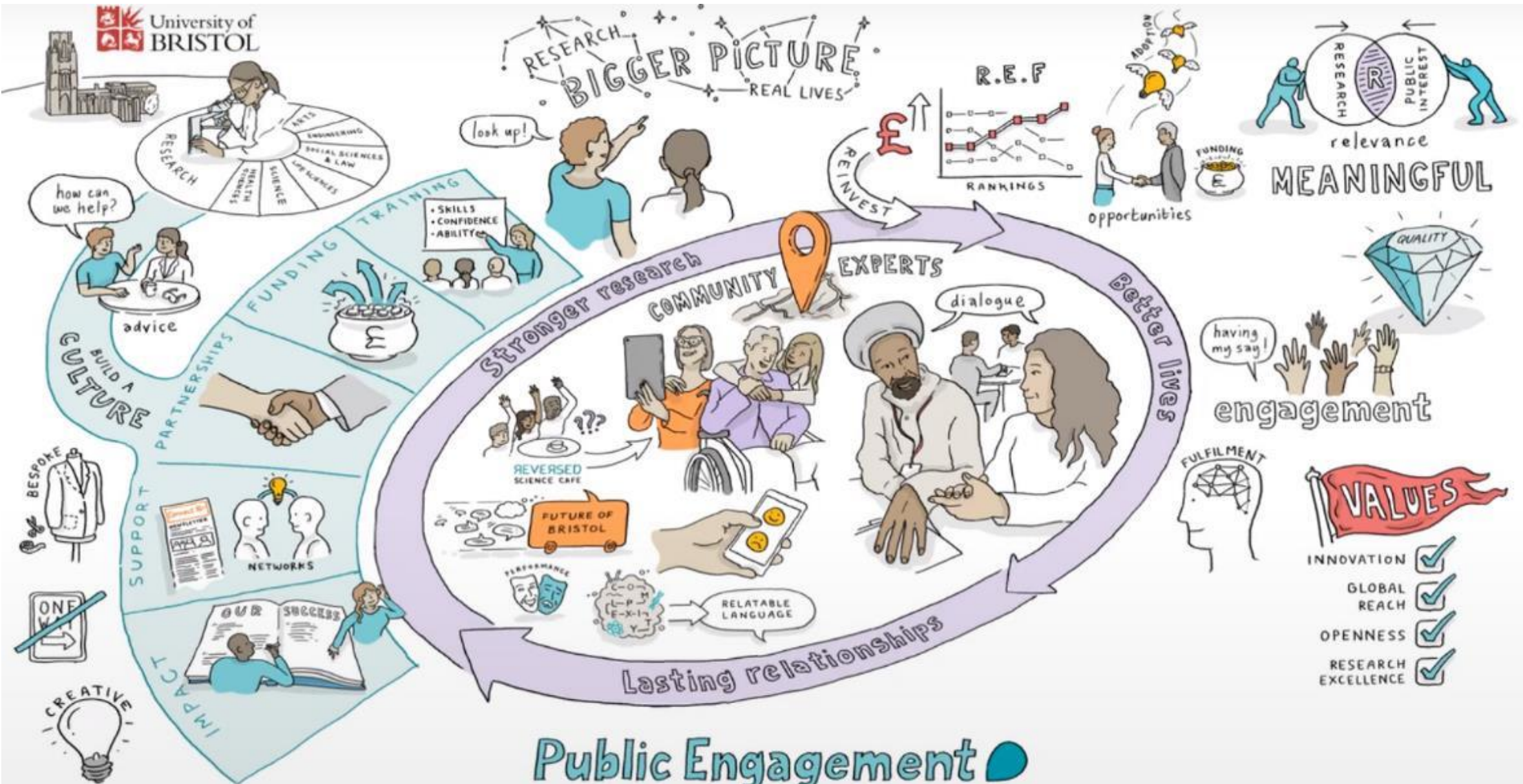
Public Engagement
Strengthening research with conversations that count
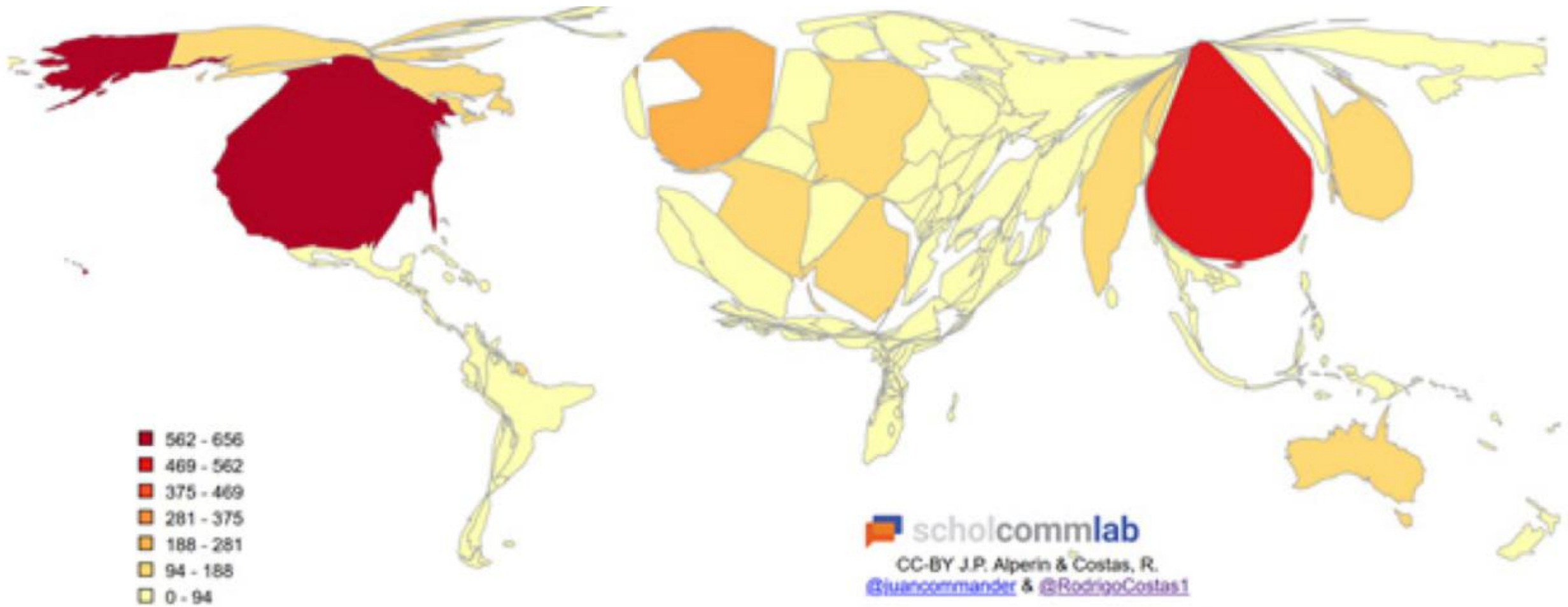
SOURCE: Tennant JP (2020). 'Web of Science and Scopus are not global databases of knowledge', *European Science Editing,* 46.

Systemic approaches to engagement

- How are the challenges of fair, inclusive, equitable and sustainable engagement being navigated in your contexts?

OVERVIEW OF THE SESSION

1. Assumptions and positionings
2. Histories and contexts

BREAK

3. Publics and other stakeholders
4. Us: skills, attributes and capacity

THE ENGAGED UNIVERSITY

A Manifesto for Public Engagement

National Co-ordinating Centre for Public Engagement

What is public engagement?

> **"** Public engagement describes the myriad of ways in which the activity and benefits of higher education and research can be shared with the public. Engagement is by definition a two-way process, involving interaction and listening, with the goal of generating mutual benefit. **"**
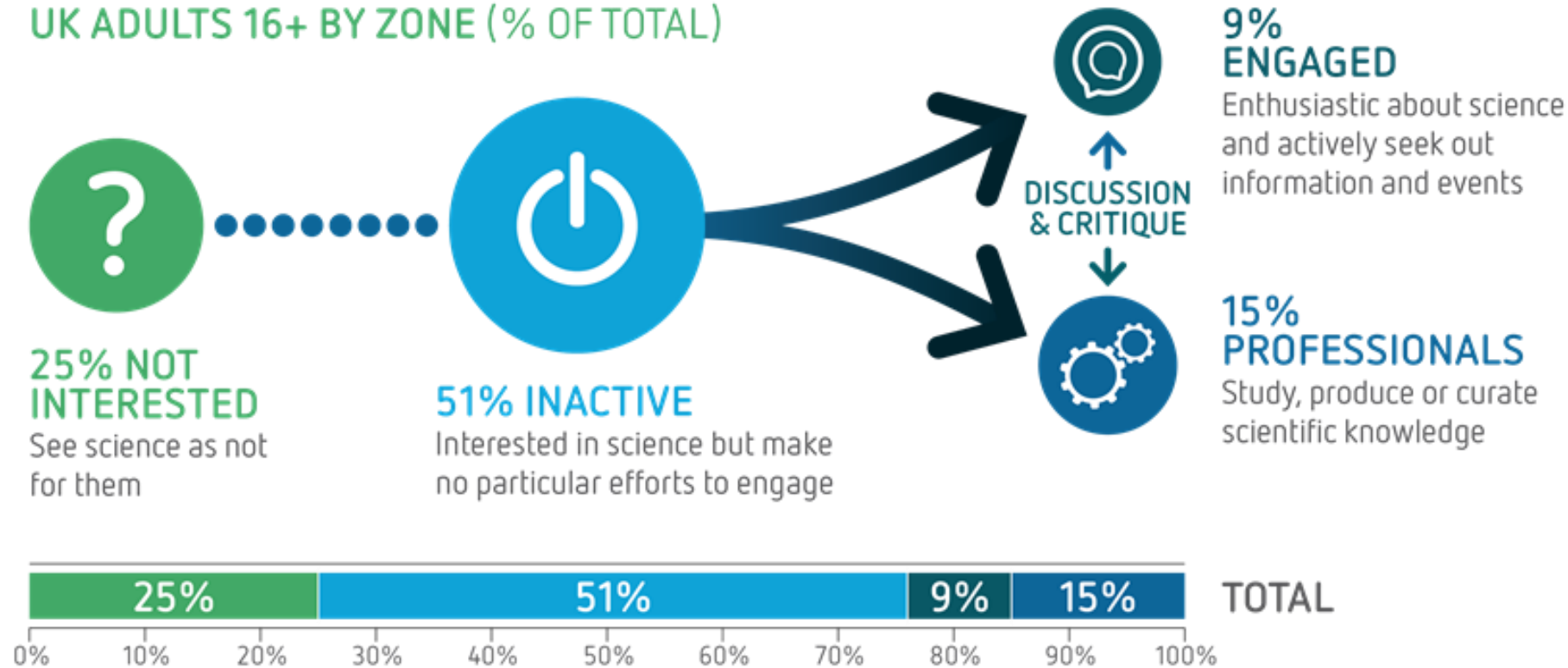
Who are the 'PUBLIC' in Public Engagement?

We use the model to help us decide where to focus our time and energy: we prioritise the activities which are most likely to transition people from the 'Not interested' or 'Inactive' groups to the 'Engaged' or 'Professional' groups.

LINK

CIVIL SOCIETY & THIRD SECTOR

Charities & associations; societies and clubs

POLICY

Policy makers, regulators, civil servants

PUBLIC SECTOR

Professionals and practitioners

BUSINESS

Companies, SMEs, entrepreneurs

CIVIL SOCIETY & THIRD SECTOR

Charities & associations; societies and clubs

POLICY

Policy makers, regulators, civil servants

PUBLIC SECTOR

Professionals and practitioners

BUSINESS

Companies, SMEs, entrepreneurs

PUBLICS

National Co-ordinating Centre for Public Engagement

DEMOGRAPHICS: age, ethnicity, gender, economic status, level of education, income level & employment

communities of place & interest

CIVIL SOCIETY & THIRD SECTOR
Charities & associations; societies and clubs

Civil Society

voter

POLICY
Policy makers, regulators, civil servants

PUBLIC SECTOR
Professionals and practitioners

service user

citizen

BUSINESS
Companies, SMEs, entrepreneurs

SMALL Business

customer

employee

PUBLICS

Who are YOUR publics?

- Who are the key groups that you need to engage? How are you engaging with them? What are some of the challenges and opportunities you are facing in your own contexts?

Who are we?

Marketing and communications

Knowledge transfer professionals

Public affairs

Research managers

Development managers

Researcher developers

Recruitment managers

Public relations

Public engagement specialists

Events managers

Engaged researchers

Impact specialists

Fundraisers

Alumni relations

Scholarly communications
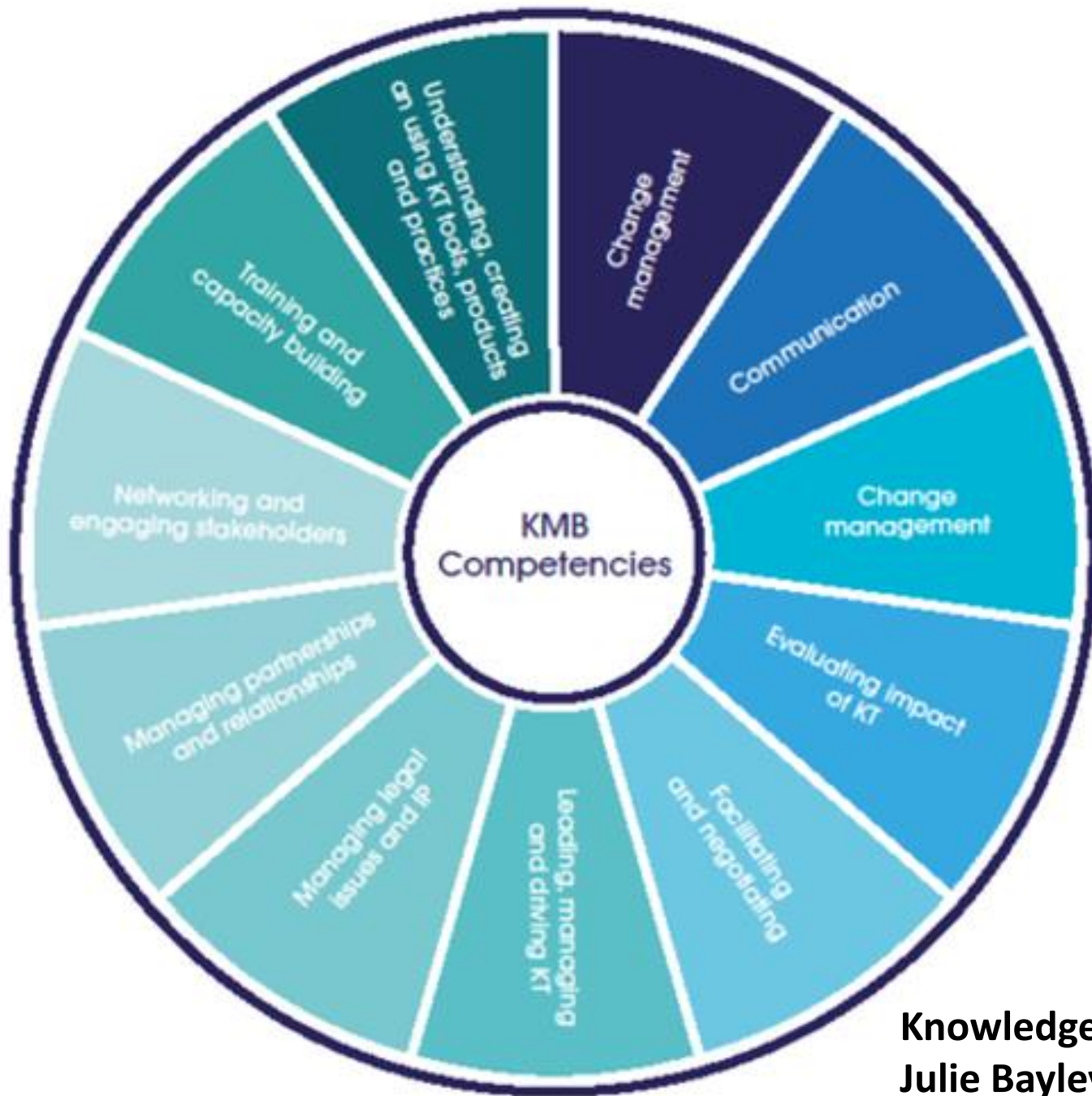
A person who feels appreciated will always do more than what is expected.

IF YOU DON'T KNOW YOUR OWN WORTH AND VALUE, THEN DON'T EXPECT SOMEONE ELSE TO CALCULATE IT FOR YOU.

What are our skills?

1. Change management
2. Communication
3. Creating, sourcing and synthesising (research)
4. Evaluating impact of Knowledge Exchange (KE)
5. Facilitating and negotiating
6. Leading, managing and driving KE
7. Managing legal issues and IP
8. Managing partnerships / relationships
9. Networking and engaging stakeholders
10. Training and capacity building
11. Understanding, creating and using KE tools, products and practices

**Knowledge broker competencies,
Julie Bayley and David Phipps**

LINK

'Engaged' Attributes

Responsive
- You are motivated by other people's curiosity, interests and needs
- You adapt your communication and approach for different people

Reflective
- You set explicit goals for your work and monitor these carefully
- You understand how your own values motivate your work

Respectful
- You are sensitive to issues of diversity and inclusion
- You have the capacity to build and sustain effective partnerships

Responsible
- You are sensitive to social and ethical issues and plan your work to take account of these
- You are committed to excellence, quality and innovation

Strengthening capacity for engagement

- What are the key skills/attributes needed for better engagement in your contexts? Where are these situated? (E.g. within individuals, teams, organisations or broader social systems at local/national/ international level?)
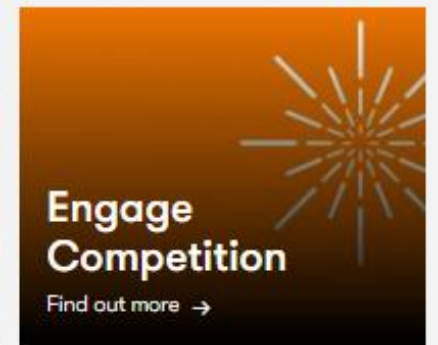
National Co-ordinating Centre for Public Engagement

We help universities engage with the public

How can we help you with public engagement?

Enter search terms... | Search

Consultancy
Find out more →

Professional development
Find out more →

Engage Competition
Find out more →

Engage Conference
Find out more →

Engage Watermark
Find out more →

Images of Public Engagement 2018
Find out more →

Research for All Journal
Find out more →

Manifesto for Public Engagement
Find out more →

NCCPE projects
Find out more →

publicengagement.ac.uk

Final thoughts...