

TAKING AN IMPACT LITERATE APPROACH TO DRIVING MEANINGFUL CHANGE



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↓
Slides and links available here

Session structure

1

Impact, the sector
and impact literacy

2

Emerald Publishing:
adapting to be an
impact partner in
the research
ecosystem

3

Principles for
impact literate
practice

PART 1:
Impact, the sector
and impact literacy

Impact =
Provable effects (benefits) of research in
the 'real world'



Not dissemination, academic interest or reputation, citations, attention

Impact is change

Increasing something

eg

Health

Wellbeing

Efficiency

Engagement

Access

Skills

Increased, more, higher

STOPPING or
PREVENTING
something

Reduced, less, lower...

Reducing something

Eg

Mortality

Morbidity

Risk

Cost

Stress

A very small list of illustrative examples!

- ❖ New/changed policy
- ❖ New/changed guidelines
- ❖ New/changed strategy
- ❖ New/change practices
- ❖ New/more jobs
- ❖ New/diversified markets
- ❖ Improved health & wellbeing
- ❖ More/better service delivery
- ❖ £: Profits, cost savings
- ❖ Businesses able to survive
- ❖ Sustainable industrial practices
- ❖ Charities/voluntary organisations able to offer more services, leverage more funds
- ❖ Access to and benefits of education
- ❖ Improved equality
- ❖ Reduced stigma
- ❖ Animal welfare
- ❖ Community welfare
- ❖ Preservation of land/scape
- ❖ Attitudes and understanding
- ❖ Widened access / improved inclusion
- ❖ Use of cultural venues
- ❖ Change in media representation
- ❖ Preserving, memorialising, commemorating or conserving heritage

(and MANY MANY more)

Types of change

Instrumental

Change in a thing

Capacity building

Change in the ability to do something

Conceptual

Change in the way something is thought about

See: <https://esrc.ukri.org/research/impact-toolkit/what-is-impact/>

Impact can arise from

- **Findings:** new knowledge somehow leading to change
- **The research process:** where the practice of research (eg. coproduction) can be a catalyst for change itself.

Impact isn't a single endpoint, doesn't only happen *after* the research (or publication), and isn't only for applied research

The UK academic research impact context

- Funders requirements
- Research Excellence Framework
- Knowledge Exchange Framework
- Institutional 'mission'
- Sustainable Development Goals
- Impact as purpose



SUSTAINABLE DEVELOPMENT GOALS



Universal Declaration of Human Rights



Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

Terminology from the *Terminologia dels drets humans*

UNITED NATIONS. Universal Declaration of Human Rights (online). Geneva: OHCHR, cop. 1996-2017.

Generalitat de Catalunya
Departament de Cultura

termcat
Centre de terminologia

With the support of: Govern d'Aragona

YORK U

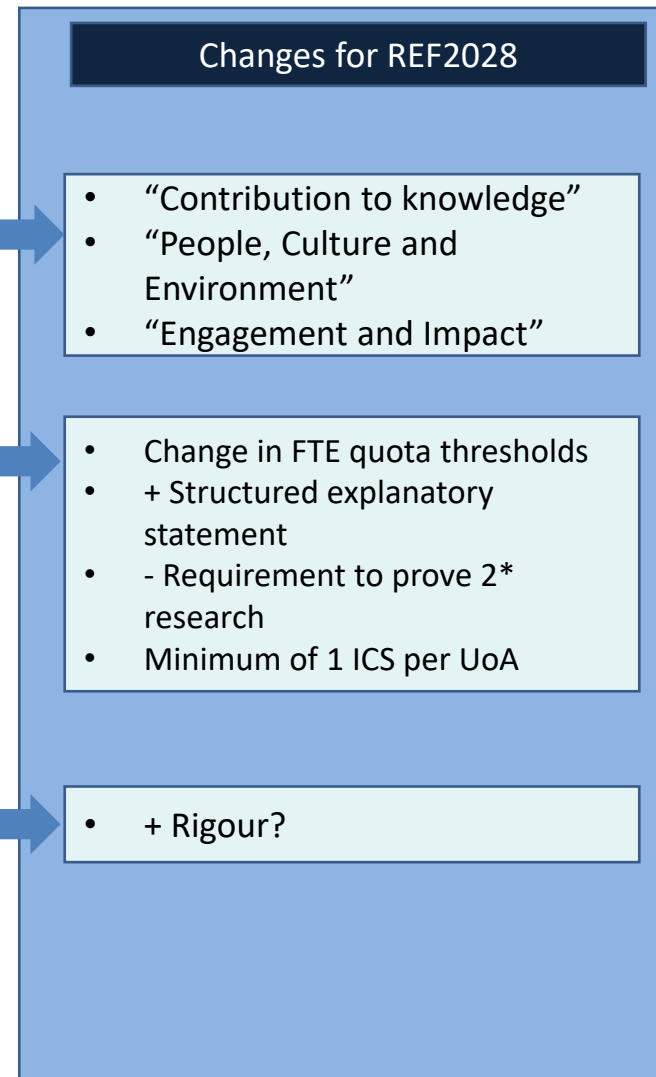


Funders

- Impact as requirement for many funders
- *Terms include:* Return on Investment, Impact, Engagement, Usable, Applicable, Benefit, Improve
- Focus:
 - Addressing an issue [need]
 - Showing how research helps address that need [contribution]
 - Actively engaging, mobilising and/or co-producing research [knowledge mobilisation]
 - Towards articulated real world benefit(s) [impact]
 - Aligned with Funder mission [fit]
- Often academic and non-academic reviewers

Research Excellence Framework (REF)

- UK Dual funding structure:
 - Competitive bids (Research Councils)
 - Quality Related (QR) funding – *via REF*
- 7(ish) yearly assessment of outputs + environment + impact
- Submitted in ‘Units of Assessment’
- **Impact Case Studies:** accounts of research at the institution → impact within certain dates & other eligibility requirements
- Assessed by academics / non-academics
- Marked on Reach and Significance (Unclassified to 4*)
- See <https://results2021.ref.ac.uk/impact> for 2021 Case Studies



An impact case study is essentially a detailed version of this:

“We did research on _____. We connected this research to society by _____. Because of this research, _____ changed, as demonstrated by _____”



Qualitative or quantitative information from a legitimate (external) source to corroborate the claim of ‘real world change’.

May consist of a single or multiple pieces, with typical formats being testimonials, organisational reports, citations in policy documents or other such materials which show the influence of the research



Data enhancement and analysis of the REF 2021 Impact Case Studies

Cagla Stevenson, Jonathan Grant, Martin Szomszor, Cecilia Ang, Devika Kapoor, Salil Gunashekar and Susan Guthrie

- 6,361 published ICS
- 34 UoAs
- 79 impact topics
- 12 impact clusters
- 48,571 impact pathways, comprising 5,397 unique paths

<https://repository.jisc.ac.uk/9321/1/data-enhancement-and-analysis-of-the-ref-2021-impact-case-studies.pdf>



**Impact case studies show the
sausages, not the sausage
factory**

hidden REF

<https://hidden-ref.org/>

Sign the 5% Manifesto



Name *

First

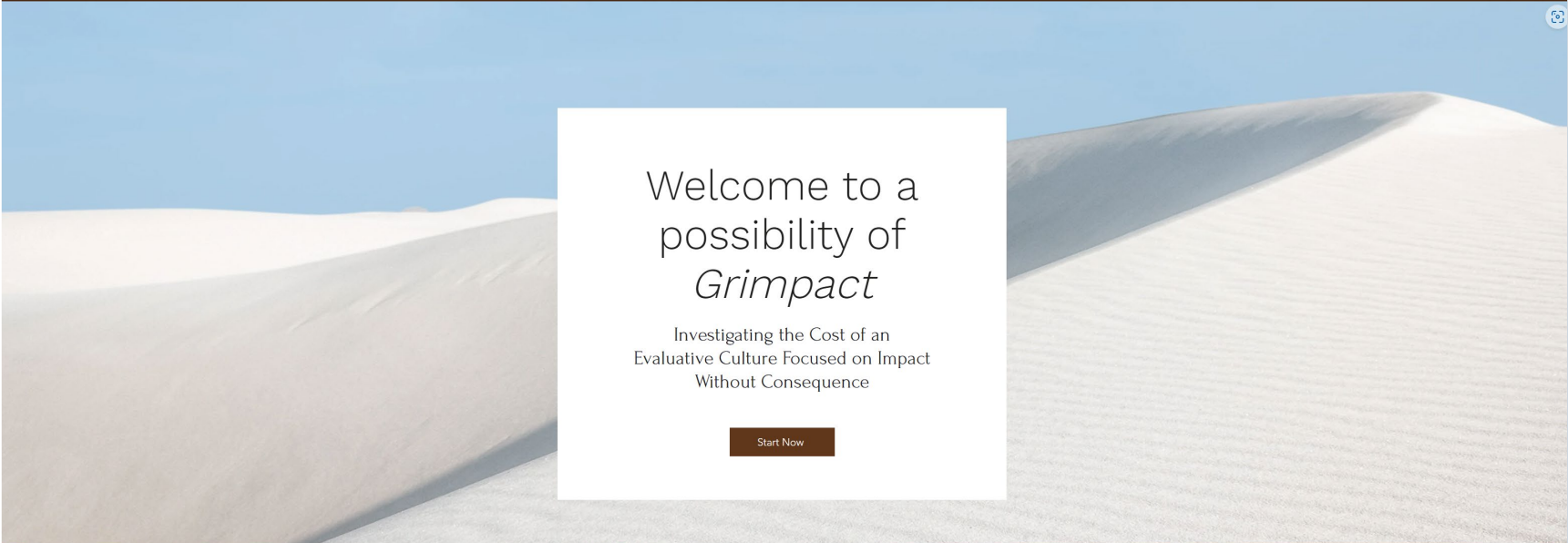
Last

Organisation

Who are you signing for?

Myself

My organisation



Welcome to a
possibility of
Grimpect

Investigating the Cost of an
Evaluative Culture Focused on Impact
Without Consequence

[Start Now](#)

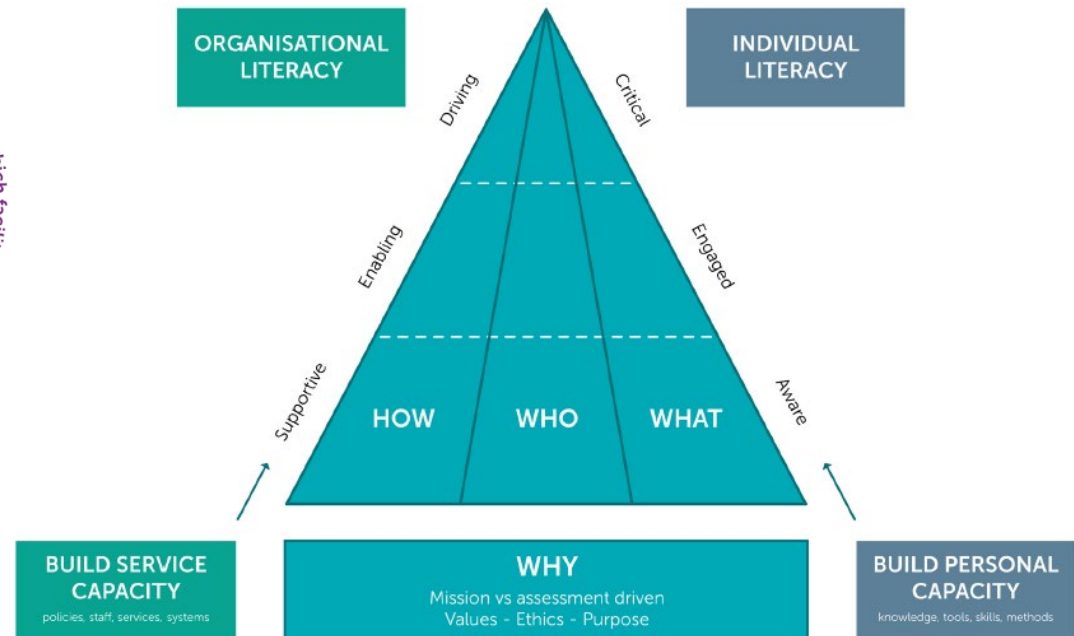
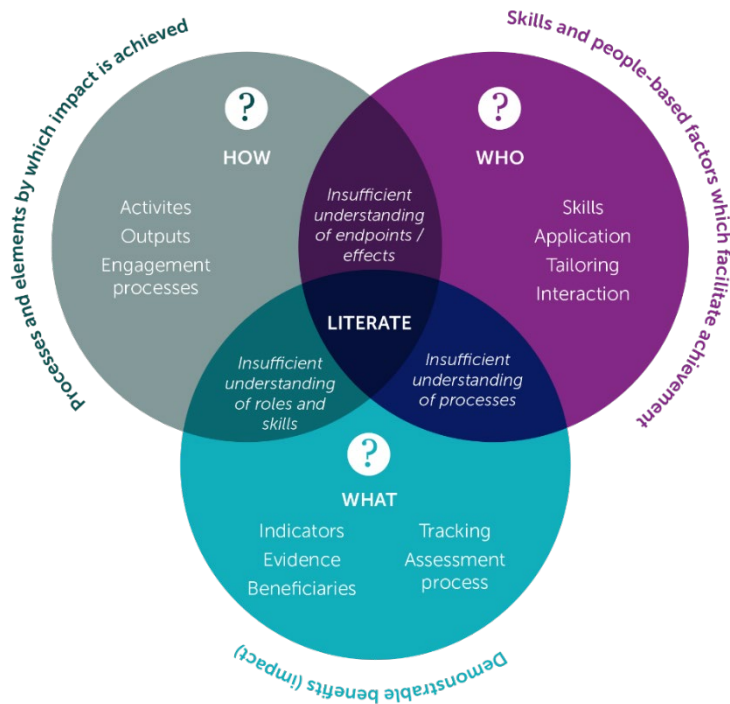


**Grimpect
Research Lab**

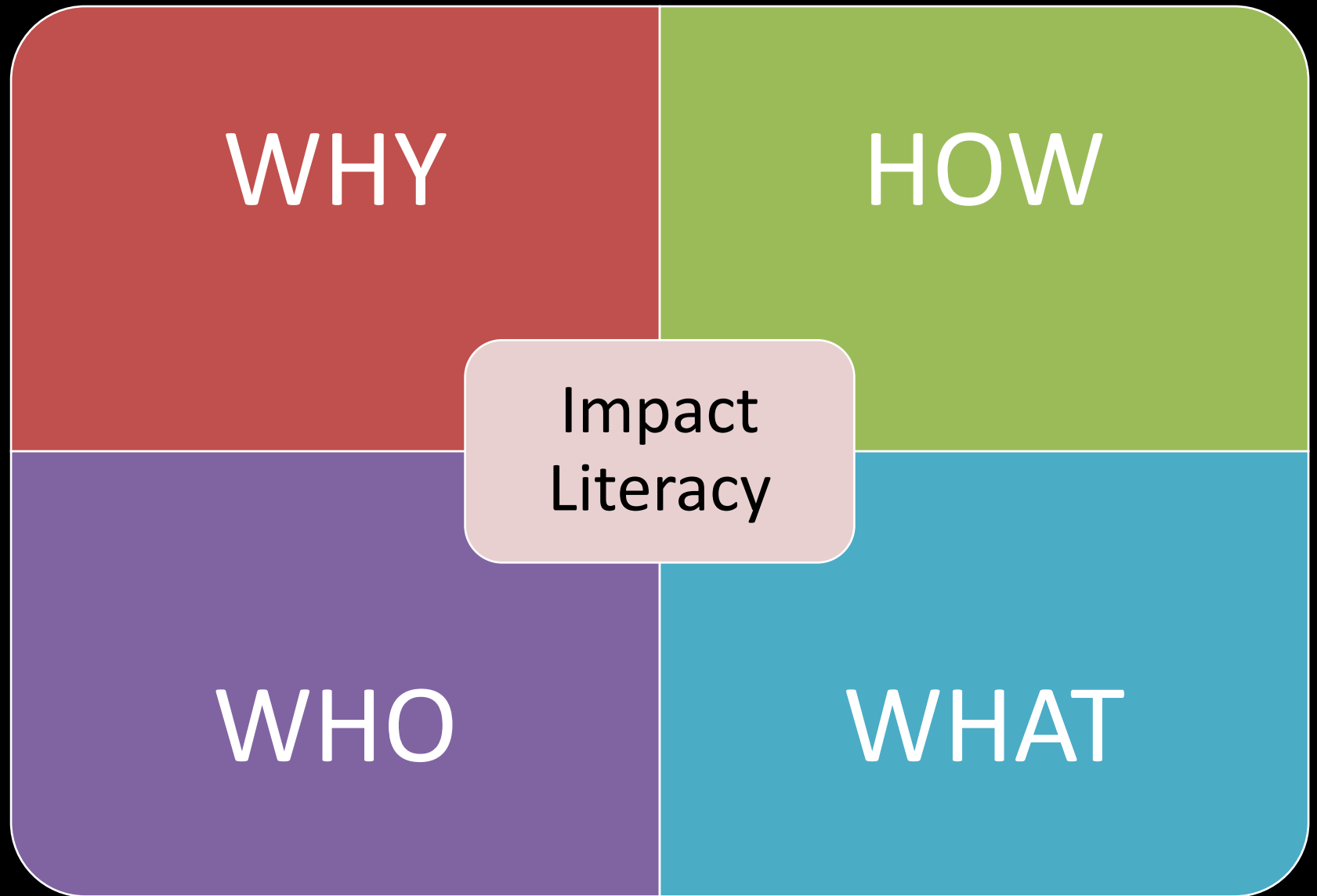
Home of the Grimpect repository

GRIMPACT (grimpect.org)

Impact Literacy



- Bayley, J. and Phipps, D. (2017) **Building the Concept of Impact Literacy**, Evidence and Policy (available online) <https://doi.org/10.1332/174426417X15034894876108>
- Bayley J and Phipps D. **Extending the concept of research impact literacy: levels of literacy, institutional role and ethical considerations [version 1; peer review: 2 approved]** Emerald Open Research 2019, 1:14 (<https://doi.org/10.12688/emeraldopenres.13140.1>)
- Bayley, J., 2023. **Creating Meaningful Impact: The Essential Guide to Developing an Impact-Literate Mindset**. Emerald Publishing Limited. <https://books.emeraldinsight.com/book/detail/creating-meaningful-impact/?k=9781804551929>
- **Impact Literacy workbook**: <https://www.emeraldgroupublishing.com/about/our-stance/our-impact>



Discussion

Why should we engage with people / organisations outside of academia?

How can we engage with people / organisations outside of academia?



Some mechanisms for how



Mobilising research

Dissemination and communication, websites, blogs, seminars, outreach, engagement (etc)



Mobilising researchers

Eg. outward secondments, knowledge transfer partnerships, 'in residence'



Mobilising non-academics

Eg. inward secondments, 'artist in residence', use of University labs

Engage early ♦ Be active ♦ Establish a line of sight to impact ♦ Align to context

Why engage?

To understand

- what's needed
- the opportunity

To identify

- How research can help
- 'market readiness'

To find

- a research partner
- a translation partner

To explain

To set up an implementation path

As a duty

- Practical
- Ethical

To fuel

- Onwards research use
- Societal use

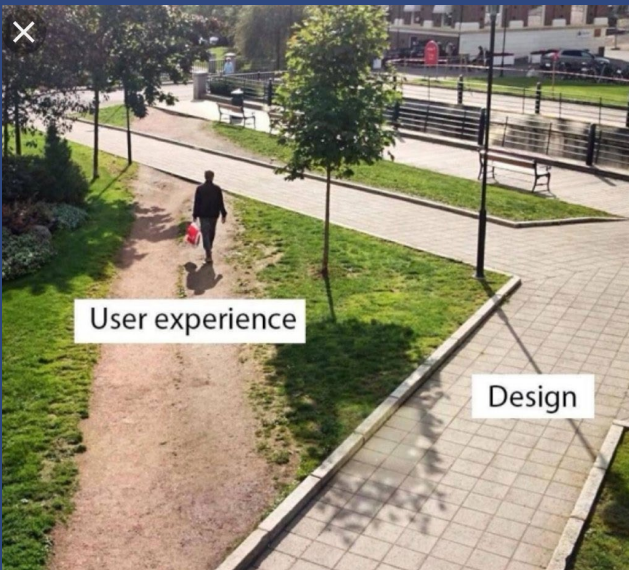
To build trust





*Impact is in
the eye of
the beholder*

I am 5'1". I asked my 6'2" husband to hang a mirror for me...



User experience

Design

Continue watching on Twitter





Questions?

Who? *Impact is a team sport*

- **Within the organisation**
 - Researchers, research managers, leaders etc
- **Outside the organisation**
 - Those who might benefit
 - Those who share the same goals
 - Those who can implement
 - Those who advocate for change
 - Those can see if the change happens
- *Recognise competition and opposition*





Part 2: Emerald Publishing

Impact needs the sector to work together

A close-up photograph of a person's hands planting a small green seedling into the soil. The hands are positioned in the center-right of the frame, with the fingers gently holding the base of the plant. The soil is dark brown and appears rich. The background is blurred, showing more of the person's arms and the surrounding environment. A semi-transparent blue hexagonal overlay is on the left side of the image, containing the title and author's name.

Emerald's role in
supporting the impact
agenda: A case study
Sharon Parkinson





Impact Factors

Indexed in
Scopus[®]



Impact Articles and Impact Awards

"This new article type provides you with a platform to celebrate that impact, share learnings and good impact practice, and lead on debates about impact within and beyond our community."



Goal Areas

Fairer society

We are passionate about working with researchers globally to deliver a fairer, more inclusive society. This perhaps has never been more important in today's divided world...



Healthier lives

We understand the value of a world that recognises and protects the most vulnerable and acknowledges the importance of a healthy mind as well as a healthy body...



Responsible management

We aim to champion researchers, practitioners, policymakers and organisations who share our goals of a more ethical, responsible and sustainable way of working...



Quality education for all

We believe in quality education for everyone, everywhere and by highlighting the issue and working with experts in the field, we can find ways we can all be part of the solution...



Sustainable structures and infrastructures

We recognise the transformative power of sustainable engineering, design and building practices in creating a world where our planet and its inhabitants can thrive.



Open Access

Home > Publish with us > New open access programme addressing the UN Sustainable Development Goals

New open access programme addressing the UN Sustainable Development Goals

 **emerald**
PUBLISHING | **SUSTAINABLE
DEVELOPMENT GOALS**

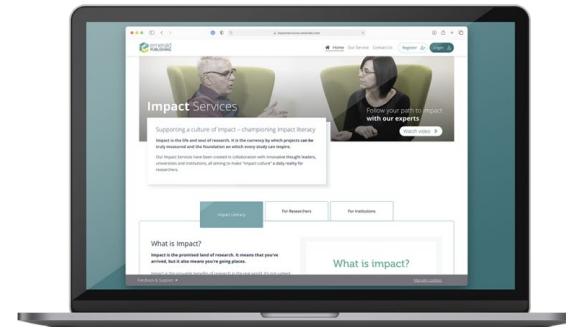
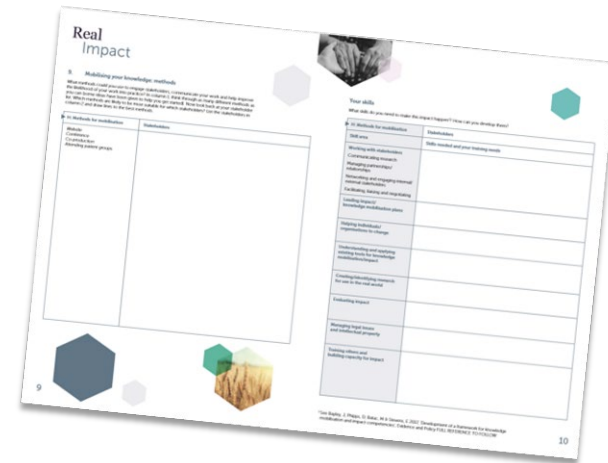
We support the Sustainable Development Goals



Impact Services

“ Emerald developed Impact Services by meaningfully engaging and co-producing the content with the research community. It’s been fab being part of the process; testing out the content, challenging definitions, offering ideas and providing international context. I’ve seen how our ideas have shaped the final product and can’t wait to see it making a positive impact on the world! ”

Faith Welch, Research Impact Manager at The University of Auckland





Thank you!
Questions and
activity

How can we adapt our working practices to boost benefits to society?



PART 3: Principles for impact literacy in practice



CHASE MEANING
NOT UNICORNS

Focus on what matters, rather
than what looks shiny and
impressive



WORK OUT
WHAT YOUR
RESEARCH
POWERS UP



For who? To be able to do
what?

It's not just about positive findings....

- New knowledge, insights or evidence (*'we now know'*)
- New concepts, ideas or perspectives (*'we have rethought'*)
- Insights into ways things are understood (*'we know how we know'*)
- New or modified research methods (*'we know how to'*)
- Experiences of what doesn't work (*'we know not to'*)
- A materially usable 'thing' such as a process, tool or intervention (*'we now have a thing for'*)
- A new practice or way of performing (*'we have a new way to'*)
- Newly heard voices, especially through coproduction (*'we've now heard from'*)
- A new definition or set of parameters (*'we can now specify'*)

What does it do for the stakeholder?



EVIDENCE? THINK
'WHAT WOULD
JESSICA FLETCHER
DO?'

Be a detective: Ask
questions, collect the clues
and assemble the case.





CREATE A
HEALTHY
SPACE

Make impact feel safe and supported by building impact literacy into the organisation

The Five C's of Institutional Impact Health

Commitment

The extent to which the organisation is committed to impact through (eg) strategy, systems and staff development

Connectivity

The extent to which organisational units work together to deliver impact

Clarity

How well staff understand impact and their role in delivering it

Competencies

Impact-related skills and their development

Coproduction

The extent of, and quality of, engagement with non-academics

BE AN IMPACT LIGHTHOUSE

Shine a light on impact
everywhere in academia, and
help stop people crashing on
the impact rocks





Be a lighthouse when...

- **Planning impact:** *build achievable plans for change*
- **Managing impact & information:** *bring structure and flexibility*
- **Creating impact strategies** - *bring everyone along on the ride*
- **Supervising/mentoring:** *help people find their place.*
- **Leading research and impact:** *create safe conditions*
- **Acting as an impact champion:** *be a navigator*
- **Supporting knowledge exchange:** *embed impact goals*
- **Writing case studies:** *clear, strong, connected*
- **Collecting evidence:** *gather proof that stands up to scrutiny*

How can we embed a
positive impact
environment?

Feedback 'top' action



OWN YOUR
EXPERTISE BUT
DON'T BE A JERK

Recognise the value you bring,
whilst also recognising the
expertise of others. Don't be
arrogant, but don't dismiss what
you know.



Not too hot, not too cold, but just right

**NHS Health
Research
Authority**
*Principles and
Hallmarks of
People-Centred
Clinical
Research*



BE YOU

Always, and with pride.

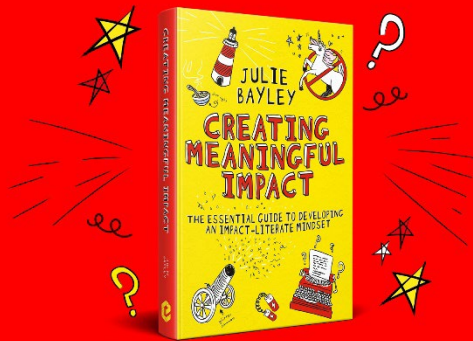


Unless you're a jerk

THANK YOU



CREATING MEANINGFUL IMPACT:



**THE ESSENTIAL GUIDE TO DEVELOPING
AN IMPACT-LITERATE MINDSET**

JULIE BAYLEY, UNIVERSITY OF LINCOLN



AVAILABLE NOW IN PAPERBACK & EBOOK

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