

Moving Beyond Research to Engagement and Impact

Addressing the Unlikely Disciplines in Knowledge Exchange



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Questions

- *Is it a myth or reality that KE is not relevant to some disciplines?*
- *How to overcome barriers from apathy to open hostility?*
- *How to engage more researchers in those disciplines in public engagement and involve them in the discourse of impact?*

Outline

- Timeline of developments in KE in ‘unlikely disciplines’, nationally and at Leeds
- The myth that KE is not relevant to some disciplines: reflections and data from REF2014
- The myth that KE is not relevant to some disciplines: case studies
- Overcoming barriers: reflections on REF2014
- Engaging researchers: carrots and sticks

Timeline

KE development at Leeds and nationally (1)

1980's to 1990's: National focus on STEM subjects

University of Leeds Innovations Limited (ULIS) –
spin-off companies

- Filtronic (electronics);
- GMAP (geographical relationships)
- GETECH (gravity and magnetic data)
- LASS (antenatal screening)

KE development at Leeds and nationally (2)



2001

Leeds KT (KE) Support Unit and EKT (EKE) Board come into existence

2004

First Leeds KT (KE) Director (and Board member) for Faculty of Arts

c. 2003/4

AHRC begins funding KT (KE) activity in Arts and Humanities – KTPs, Research Exchange Networks etc.

2011/2012

Arts Engaged

http://www.leeds.ac.uk/arts/info/125100/arts_engaged

and Cultural and Creative Industries Exchange

<http://www.cciexchange.leeds.ac.uk/>

2014

REF 2014 20% funding dependent on KT (KE), now 'Impact' activity

REF 2014: why it is a myth that KE is only for some disciplines

HEFCE reflections on REF 2014 and Impact/KE: 1

- “The exercise [of including impact case studies] has been a tremendous success” David Sweeney (HEFCE)
- 6,975 Impact Case studies were submitted
- All the case studies submitted can now be viewed online at <http://impact.ref.ac.uk/CaseStudies/>

HEFCE reflections on REF 2014 and Impact/KE: 2

- “There is no apparent limit on what part of society any particular discipline might make an impact, and it is not just the applied sciences and engineering subjects that contribute” David Sweeney (HEFCE)
- “I’ve long been convinced of the enormous impact that arts and humanities case studies have across a much wider range of society than the science disciplines do, from health to policy and international development.” Geoffrey Crossick (School of Advanced Study, University of London)
- For example, 150+ A&H case studies on mental health

HEFCE reflections on REF 2014 and Impact/KE: 3

- “The REF has provided more than just evidence of these impacts to the wider world” David Sweeney (HEFCE)
- “It has alerted a lot of arts and humanities academics to the wider difference their research makes beyond the academic realm.” Geoffrey Crossick (School of Advanced Study, University of London)

REF 2014 and Impact/KE: Data 1

- The overall ratings for the Impact case studies (across all 6,975 submitted) was high:
 - 4* 44%
 - 3* 40%
- (So they were rated higher than outputs for which ratings were:
 - 4* 22%
 - 3* 50%)

REF 2014 and Impact/KE: Data 2

- Most importantly, here, the data evidence from Leeds confirms that there was *no* significant distinction between achievements in STEM impact case studies and Arts and Humanities case studies. For example,
- Clinical Medicine: 4* 72%; 3* 28%
- Biology: 4* 71%
- Allied Health Sciences: 4* 84%

REF 2014 and Impact/KE: Data 3

- But these STEM results are not significantly better than Arts and Humanities areas. For example,
- Performance and Cultural Industries: 4* 80%; 3* 20%
- Music: 4* 70%; 3% 30%
- History of Art: 4* 60%; 3* 40%
- History: 4* 50%; 3* 50%
- English: 4* 50%; 3* 50%

Case Studies

REF 2014 and Impact/KE: Case Studies

- The evidence that is provided by the data is further confirmed by case studies in Arts and Humanities from the University of Leeds which show the breadth and depth of impact in this area

CASE STUDY 1

Unit of Assessment: 28 Modern Languages and Linguistics

Case Study: The history and memory of the October 1961 anti-Algerian repression in Paris: enriching public understanding of the Franco-Algerian colonial past (Jim House).



- Research expertise: *Paris 1961: Algerians, State Terror, and Memory*, Oxford University Press, 2006, 375pp. and other publications.
- Impact through (includes):
 1. Cité nationale de l'histoire de l'immigration (CNHI)
 2. Radio and print journalists
 3. Civil society associations
 4. Documentary film-makers, and more

CASE STUDY 2

Unit of Assessment: 29 English Language and Literature

Case Study: Enabling Transnational Artistic Exchanges on Gender and Conflict in South Asia (Ananya Kabir)



- Research expertise: *Territory of Desire: Representing the Valley of Kashmir* (University of Minnesota Press, 2009; Permanent Black, Delhi, 2009) and numerous articles.
- Impact through (includes):
 1. UK museums and galleries
 2. Participating artists
 3. Communities and general audiences

CASE STUDY 3

Unit of Assessment: 32 Philosophy (including History of Science)

Case Study: Teaching the Role of Character in Artistic Creation and Appreciation (Matthew Kieran)



- Research expertise: *Revealing Art*, pp. vii + 280, London., Routledge 2004, and various articles.
- Impact through (includes):
 1. Small group public workshops
 2. Engagement with artists and appreciators
 3. Contributions to policy-making and public debates
 4. Media coverage, Channel 4 documentary, and internet engagement

CASE STUDY 4

Unit of Assessment: 30 (History)

Case Study: Empowering Indian citizens to use the Right to Information through a 'Public Information Centre' (William Gould)



- Research expertise: *Bureaucracy, Community and Influence in India: Society and the State, 1930s-1960s* (London: Routledge, 2011), and various articles.
- Impact through (includes):
 1. Enhancement of knowledge and skills of Third Sector organisations
 2. Changing organisational culture and practices
 3. Increasing public engagement with societal issues (in Utar Pradesh and Bihar)

CASE STUDY 5

Unit of Assessment: 32 Philosophy (including History of Science)

Case Study: Reasons for Action and Good Judgement: Revitalising Professional Ethics (Dow, Heuer, Lawlor, Megone, Vayrynen)



- Research expertise: “The use of case histories in business ethics”, in *Case Histories in Business Ethics*, (London, Routledge, 2002), 161-174, and various articles.
- Impact through (includes):
 1. The Royal Academy of Engineering
 2. National Nuclear Laboratory
 3. The Institute of Chartered Accountants for England and Wales
 4. The Leveson Inquiry
 5. The Commonwealth Secretariat, and more

CASE STUDY 6

Unit of Assessment: 30 History

Case Study: UK Defence and Security in an International Context:
Developing Professionals (Spiers, Utley)



- Research expertise: *A History of Chemical and Biological Weapons* (London: Reaktion Press, 2010), *The French Defence Debate: Consensus and Continuity in the Mitterrand Era*, (London: Macmillan 2000), and articles.
- Impact through (includes):
 1. Professional development of UK Armed Forces personnel
 2. Network of UK-French defence and security specialists
 3. Development of 100 senior officers

CASE STUDY 7

Unit of Assessment: D35 b Performance and Cultural Industries

Case Study: Influencing Digital Projection Practices in Dance Performance (Popat)



- Research expertise: ‘Dancing with Sprites and Robots: New Approaches to Collaboration between Dance and Digital Technologies’, in Butterworth, J. & Wildschut, L. (eds.) *Contemporary Choreography: A Critical Reader*, London: Routledge, pp.416-430), and other articles.
- Impact through (includes):
 1. A digital arts SME
 2. An international theatre company and its audiences

CASE STUDY 8

Unit of Assessment: 35a Music

Case Study: Informing and influencing the representation of popular music, its history, and its significance in the context of modernism and nationalism (Scott)



- Research expertise: *Sounds of the Metropolis: The 19th-Century Popular Music Revolution in London, New York, Paris, and Vienna* (New York, NY: Oxford University Press, 2008), and other articles.
- Impact through (includes):
 1. TV documentaries
 2. Radio audiences
 3. Internet engagement

CASE STUDY 9

Unit of Assessment: 35a Music

Case Study: Performance and recording of classical and romantic music: informing changes in practice within a worldwide community of professional and amateur musicians (Brown)



- Research expertise: *Classical and Romantic Performing Practice 1750-1900* (Oxford: Oxford University Press, 1999), and other articles.
- Impact through (includes):
 1. Period instrument groups
 2. ABRSM exam board
 3. Internet engagement
 4. Professional workshops and masterclasses

CASE STUDY 10

Unit of Assessment: 28 Modern Languages and Linguistics

Case Study: Innovative computational linguistic technologies for language service providers (Babych and Sharoff)



- Research expertise: “Using comparable corpora to solve problems difficult for human translators.” In *Proc. of International Conference on Computational Linguistics and Association of Computational Linguistics, COLING-ACL 2006*, pp. 739–746, Sydney, and other articles.
- Impact through (includes):
 1. Collaboration with corporations
 2. Collaboration with small businesses
 3. International consortium of translation service providers
 4. Individual translators and government agencies

How to overcome barriers [to engagement in KE] from apathy to open hostility?

Barriers to KE: Learning from REF 2014: 1

- The success of the REF 2014 is itself bringing down barriers.
- It provides evidence of the possibility of very diverse examples of KE – 6,795 pieces of evidence.
- In doing so it alerts arts and humanities academics around the world to “the wider difference their research makes beyond the academic realm” (as quoted above).

Barriers to KE: Learning from REF 2014: 2

- The peer review process of preparation for REF 2014 brought out a lot about barriers and how to overcome them.
 - KE takes time so needs careful preparation.
 - Evidence of impact is hard won and needs to be carefully gathered all along the process
 - It requires several new skills:
 - Improving one's skills in communication;
 - Improving one's skills in partnership;
 - Learning from those with a different perspective honed in a different environment
 - It encourages thinking harder about one's research methods
 - (Ethics and Leadership, if time)

Barriers to KE: Learning from REF 2014: 3

- The peer review process emphasised certain challenges but was itself a way of addressing them.
 - Peer review emphasised the challenge of communication for all of us within the academy. Case studies were often hard for fellow academics (but from other disciplines) to follow fully. So the challenge of learning to express ourselves in the language of the user community is a serious one
 - Peer review drew attention to the need to distinguish mere ‘engagement’ from real ‘impact’ for example, media performances.
 - The challenge of distinguishing impact on the academy from impact on the wider community.

Barriers to KE: Learning from REF 2014: 4

- The peer review process is itself a good way to work through challenges.
 - Writing stories of research impact (or KE) to a tightly prescribed format and engaging in peer review is a good way to become more attuned to what is involved, and what is required.
 - Obviously it is a way of sharing good practice and discovering ways of presenting ‘impact’ or knowledge really ‘exchanged’.
 - As a writer one is forced to rethink exactly what impact has been achieved and how exactly that is corroborated.
 - And corroboration, already discussed elsewhere, is a significant barrier to address.

How to engage more researchers in those disciplines in public engagement and involve them in the discourse of impact?

Engaging researchers - learning from REF 2014: 1

- Give up the notion of ‘unlikely disciplines’. REF 2014 shows that impact or KE is equally likely in all disciplines.
- Allow that not all research must involve KE, *but* every researcher should ask the question, at the *outset* of research – “what impact could my research have?” or, “how could my research involve impact?”

Engaging researchers - learning from REF 2014: 2

- Sticks for researchers
 - Failure to engage with KE will affect funding
- But carrots are better
 - There are now many exemplars from which to learn how to do it, and they are now easily accessible (website notes above)
 - In REF 2014 there were more than 3,000 different types of pathway to impact, so there are very many ways to do it – it is not a tightly prescribed activity

Engaging researchers - learning from REF 2014: 3

- More carrots for researchers
 - Impact case studies (KE exemplars) are advocacy documents for the value of our research:
 - To the public
 - To funders
 - Research is brought to the attention of a wider audience
 - Researchers can acquire valuable new skills (see above)
 - Engaging with impact/KE can improve the quality of research



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