



'Impact in Humanities Research'

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Overview

'Impact in Humanities Research'

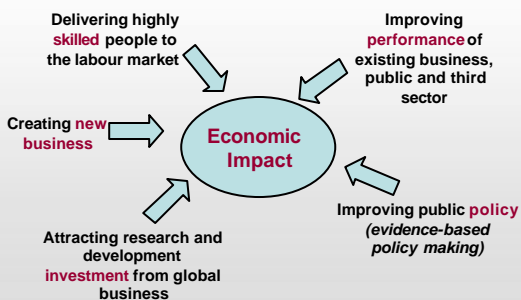
- Definition(s) of 'impact'
- Requirements from RCUK
- Ideas and examples
- Further reading

Definitions

- DIUS – Economic Impact (Skills, business, performance, global R&D)
- RCUK – “Excellence with Impact” (awareness, *active* engagement, publish, exploit, skills development, curation for future)
- AHRC – “Making a difference” (social and intellectual capital, social networking, community identity, learning, skills and quality of life).



DIUS Economic Impact

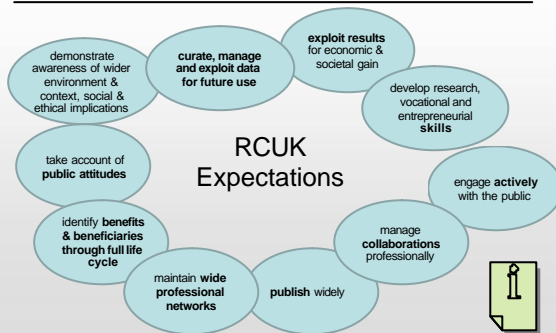


RCUK Societal and Economic Impact

Mission

- To advance knowledge, understanding and technology (including the promotion and support of the exploitation of research outcomes), and provide trained researchers;
- To build partnerships to enhance take-up and impact, thereby contributing to the:
 - economic competitiveness of the United Kingdom
 - effectiveness of public services and policy, and
 - enhancement of the quality of life and creative output of the nation.

RCUK Societal and Economic Impact



AHRC Impact Statement



- Distinction between 'activities', 'outputs', 'outcomes' and 'impacts'



- Impact = the fundamental intended or unintended change occurring in organisations, communities or systems as a result of programme activities.

(AHRC, Logic Models for Programme Planning and Evaluation, p.1)

AHRC Impact Statement



- The AHRC's core approach is to develop a narrative supported by metrics where they are appropriate.

- Core principles of AHRC 'impact' activities

Identify and describe impact first and then only measure and value where this is possible; must extend beyond direct instrumental impacts to **include intrinsic effects**.

What is new from RCUK?



- 'Impact summary' at point of application
- Activity during research project (not just at the end)
- Longer-term monitoring of outputs and outcomes

Impact Summary (4,000 char) must address:

- **Who** will benefit from this research?
- **How** will they benefit from this research?
- **What will be done** to ensure that they have the opportunity to benefit from this research?

New RCUK section on forms



AHRC Peer reviewers will be asked to consider whether the plans to increase impact are appropriate and justified, given the nature of the proposed research.

BBSRC ADVICE:

- This is a mind-set and approach
- **What will change** as a result of answering your research questions? Who might benefit?
- *"Describing impact is about communication; this is impact in its own right."*

Examples: ideas for 'outputs'

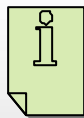


- DVDs, CDRoms
- TV / radio interviews
- Feature articles
- Newspaper column
- Posters / images in public spaces

...

- Segregate and target audiences (not "UK-public at large will benefit...")

"Don't trust that a website and a lecture is the answer to public engagement"



Thoughts on approach



- Activities during life-time of project, not just at the end
- Contribution of everyone in team – skills development
- Include budget for these activities (particularly admin support?)
- Include 'Communication Plan' as visual evidence?
- Legacy: clear plan for archive and deposit

Examples: Big Project Ideas...



- **Exeter: KTP with Tin Mine**
(Interdisciplinary School-led collaboration...?)
- **UCL Humanities for Business**
(‘Strategic’ exploitation of Humanities expertise at Faculty level...?)
- **Glasgow: Network Theory**
(Individual *communicating* of how research connects to current issues...?)
- **York: Medical Ethics**
(Unintended impact with intrinsic effect...?)

Geevor Tin Mine KTP



- Has Geevor Got What I.T. Takes?: E-Learning at Geevor Tin Mine Museum
- 2-year Knowledge Transfer Partnership (KTP) with Pendeen Community Heritage at ‘living history’ site.
- With School of History to interpret archives, and Education and LLL on technologies/resources.
- “Capture oral histories; make archive material accessible to all learners; establish e-learning methods and personalised web-based tools; raise Geevor profile and visitor numbers; establish Geevor as a hub for networking, lecturing events and an international conference for mining experts.”

Humanities for Business



UCL The **realisation** of research

- Provides **thinking technologies** for senior managers
- Delivered by top scholars from across the humanities drawing on their wealth of knowledge of European philosophy and culture to give businesses novel ways of thinking about current challenges
- Great minds through the centuries have wrestled with ideas on leadership, trust, creativity, power, survival, doubt, ethics, authenticity

“We team the great minds of the past with the best minds of today in their fields and bring them to bear on business problems.”

Religion and Network Theory



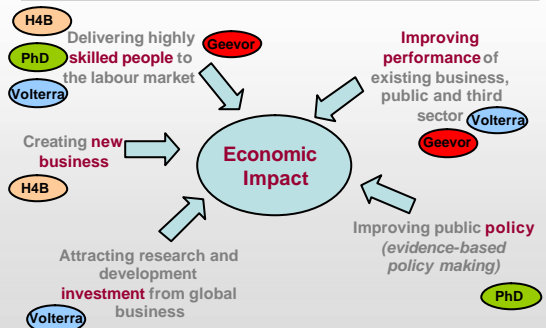
- Dr Andrew Roach, Historian, working with Volterra Consulting.
- How might network theory be applied to decisions people make about religious allegiance?
 - “Terrorism may be a relatively modern phenomenon, but the spread and control of dissent is an age-old historical problem. I have investigated these issues from two angles... Cathar heresy and birth of the Inquisition in the 12th and 13th c...[and] collaborations with Volterra Consulting on network analysis of the spread and elimination of dissent in 12th and 16th centuries. Both these approaches have relevant for *modern security*.”
 - “What have the Bogomils ever done for us?: Monks as a *creative industry*” (sing and process; pilgrims visit [tourism]; teach; set fashions; specialist messengers to God)
- AHRC Knowledge Transfer Fellowship 2007-8 to collaborate with Volterra on a number of projects. Several academic publications in press.

Ethics & Pharmaceutical Industry



- York University: research workshops on Ethics and the Pharmaceutical Industry.
- Paid UG and Masters student to take notes in workshops.
- One student went on to a PhD on Intellectual Property in the Pharmaceutical Industry, with focus on pricing of drugs.
- Now participating in global network on ethical pricing of drugs.

DIUS Economic Impact



Questions

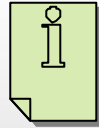


- How do we **create** impact?
- How do we **capture** impact?
 - Internal as well as external 'impact'
(Value to HEIs? Change in behaviours? Student and staff recruitment/ retention?)
 - Timescales
 - Evaluation
 - Qualitative and quantitative
 - What role do Humanities methodologies have here?
(Narratives, discourse analysis, media analysis, participation in debates, public panels...)
- How do we **communicate** impact?
 - 'Shopping Mall' v 'Ivory Tower' (see THES 27.11.08, *Footnotes and fancy/free*)
 - Good practice: Leeds University 'Impact' pages

Further reading - AHRC



- Case Studies
- Impact Fellowships
- Impact Networks
- PGR Career Tracking
- Evaluation methods
- Knowledge Transfer Funding



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