

MAKING A MEANINGFUL DIFFERENCE TO SOCIETY: AN IMPACT LITERATE APPROACH



Dr Julie Bayley *CPsychol*

Director of Research Impact Development & Director, Lincoln Impact Literacy Institute (LILI), University of Lincoln, UK

Honorary Clinical Associate Professor Nottingham University Hospitals

Email: jbayley@lincoln.ac.uk ♦ **Twitter:** @JulieEBayley

Website: lili.blogs.lincoln.ac.uk ♦ **Personal blog:** juliebayley.blog

Session

1

Impact, and
impact in the
sector

2

Impact literacy

3

Principles for
impact literate
practice

Part 1: Impact, and impact in the sector

Impact =

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



Beyond dissemination, academic interest or reputation, citations, attention

Impact can be....

Something new

Something changed

Something prevented

Something preserved

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 research impact

Instrumental

Change in a thing

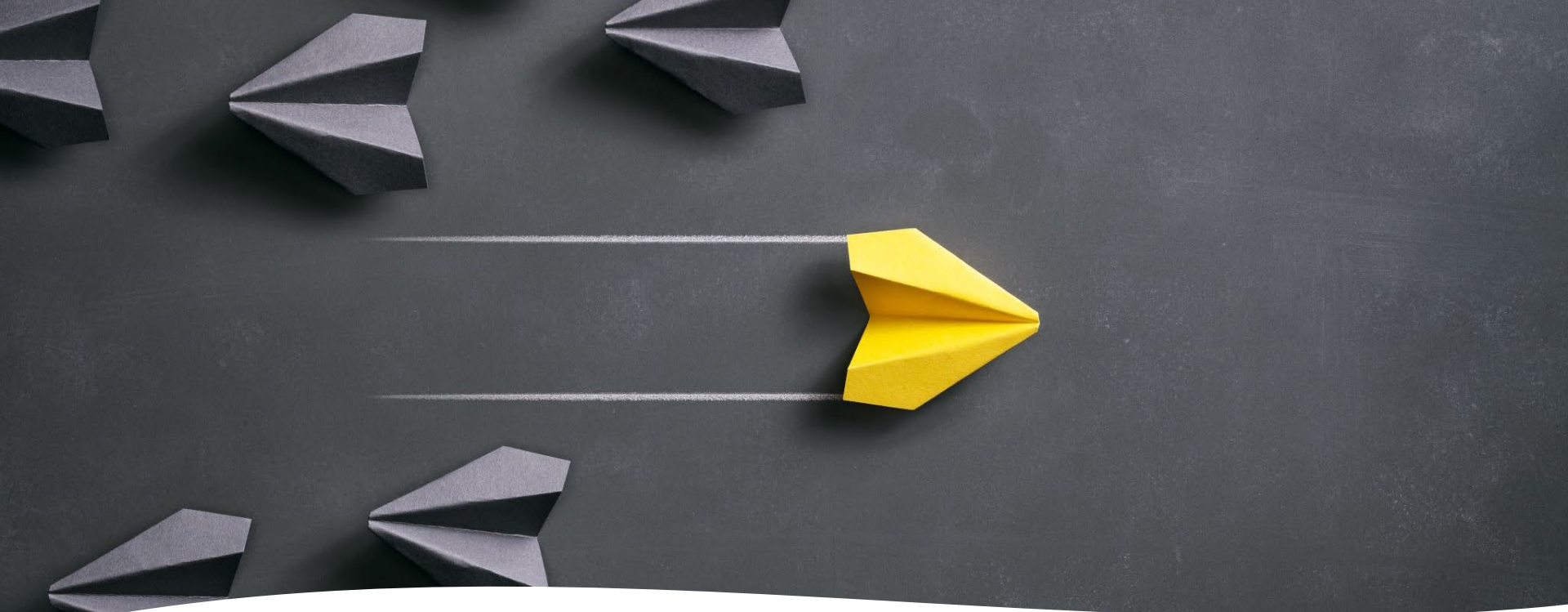
Capacity building

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/>



Some myths

- Impact *only* happens after the research (or publication)
- Impact is *only* from positive findings
- Impact is an endpoint
- Only applied research has impact
- You can't plan impact

Drivers for research impact

We must: external and instrumentalised requirements such as funding or assessment

We should: broader missions, such as Sustainable Development Goals and Civic agendas

We/I want to: personal motivation, often relating to passion around the subject area, lived experience or appetite for social justice.



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 del Catalunya
 Departament de Cultura

termcat
 Servei de Terminologia

With the support of: Govern d'Andorra

YORK U

@researchimpact

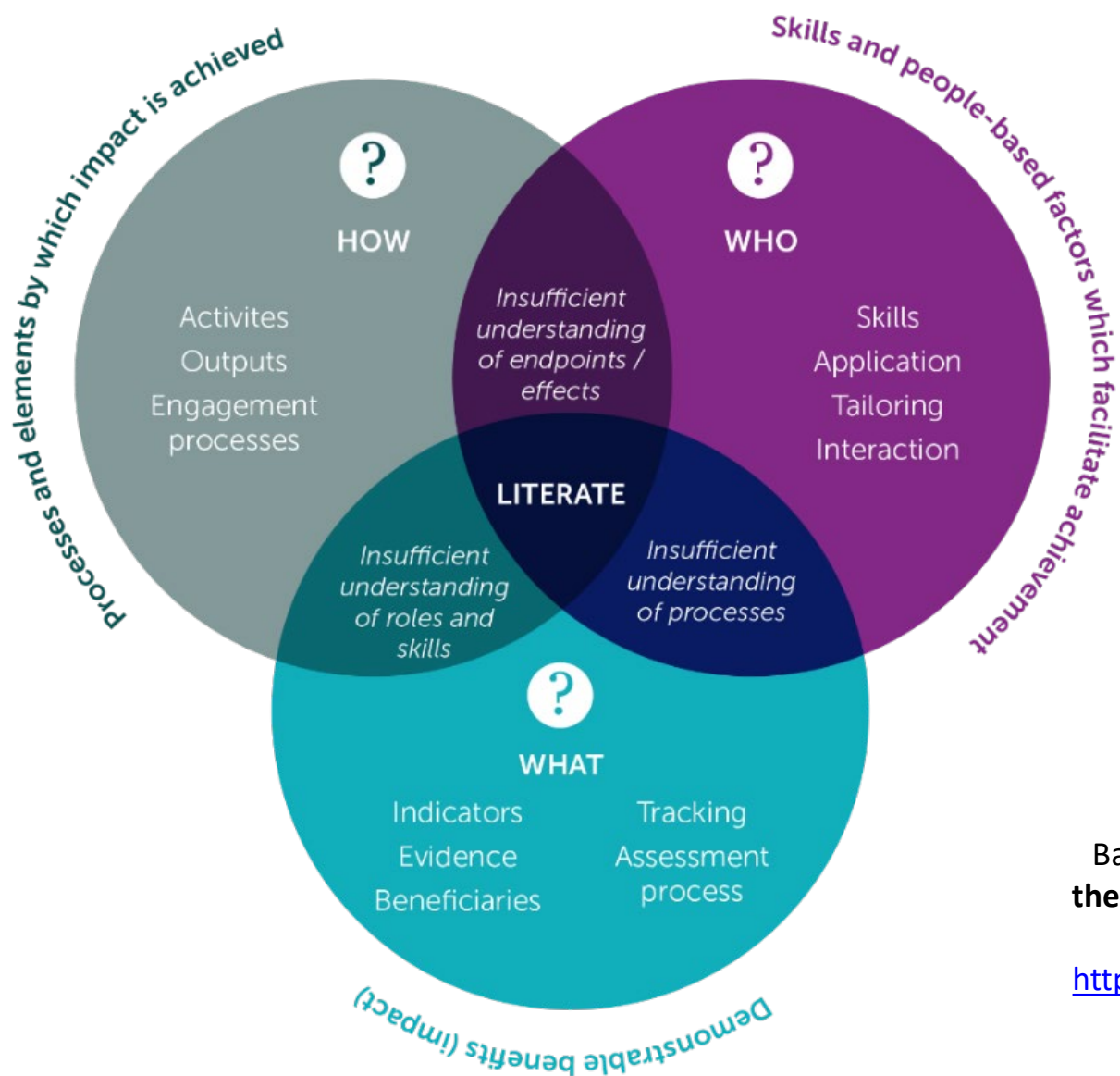
<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

If impact were a person, it would be asking you 'how can you make the world better with your research?'



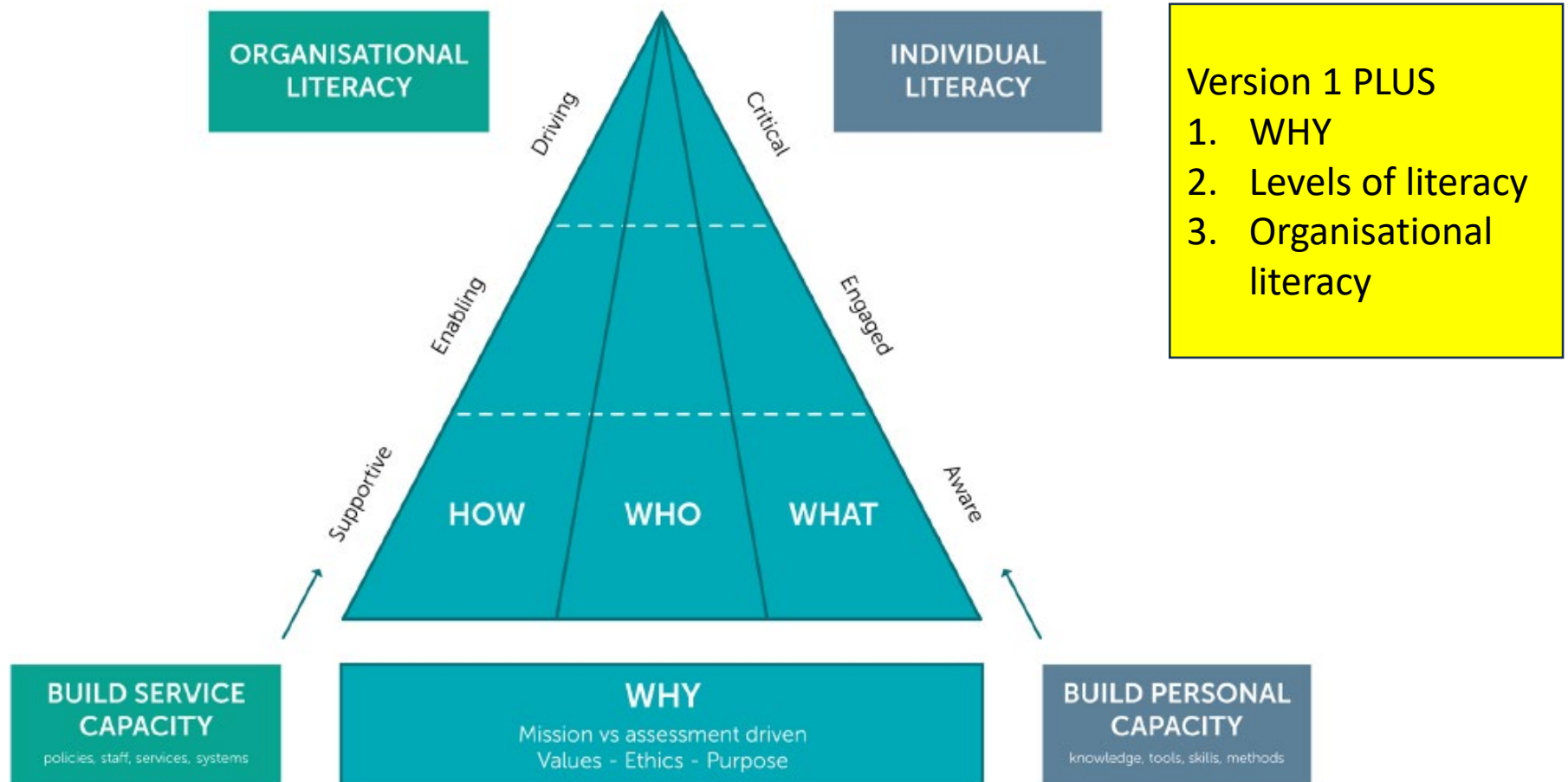
Part 2: Impact Literacy

Impact Literacy (v1)



Bayley, J. and Phipps, D. (2017) **Building the Concept of Impact Literacy**, Evidence and Policy (available online)
<https://doi.org/10.1332/174426417X15034894876108>

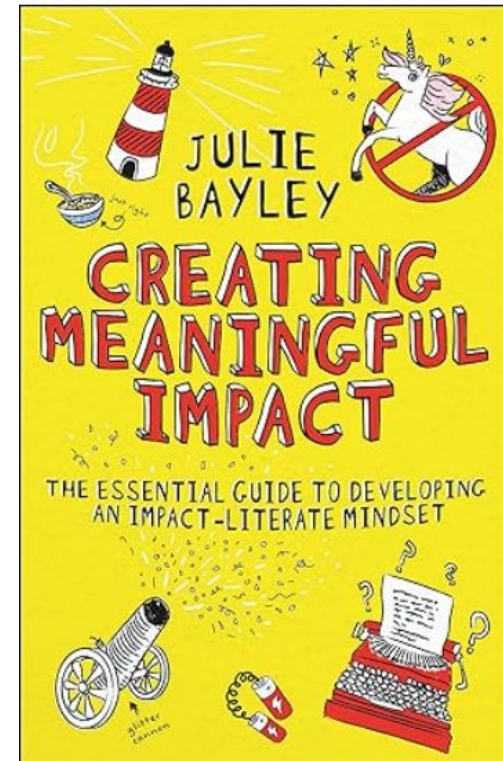
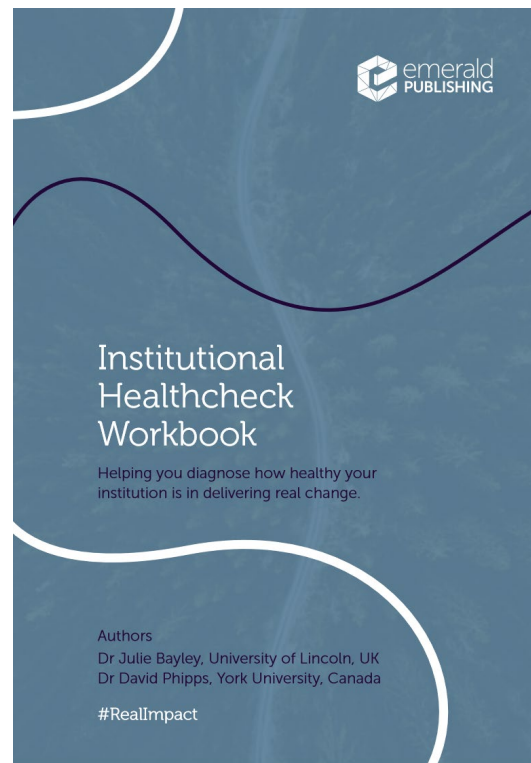
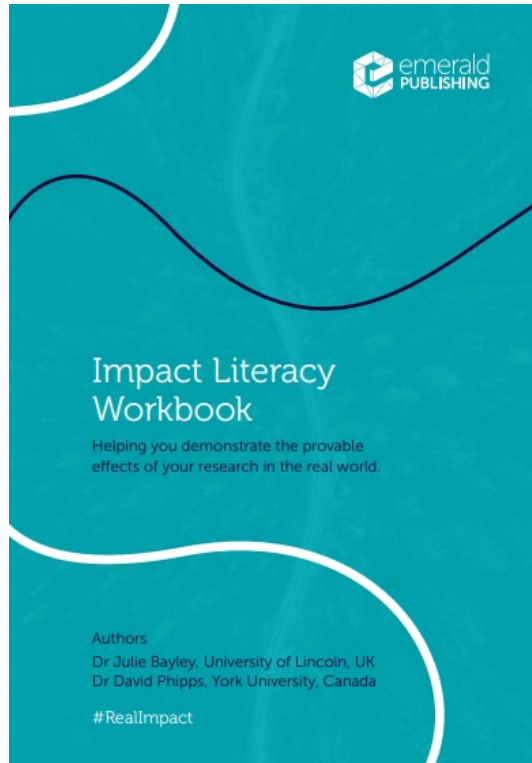
Impact Literacy (v2)



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>)

Impact Literacy & Institutional Health resources



- **Impact Literacy workbook:** <https://www.emeraldgrouppublishing.com/about/our-stance/our-impact>
- **Impact Institutional Health workbook:** <https://www.emeraldgrouppublishing.com/about/our-stance/our-impact>
- 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>
- [Research Impact Canada](#)

WHY

The purpose /
reason

HOW

The methods

**Impact
Literacy**

WHO

The stakeholders

WHAT

The benefits
(impacts)

*Impact is in
the eye of
the beholder*



What can we mobilise?

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' eg. 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'*)

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





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

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 ♦ Engage well ♦ Keep engaged ♦ Coproduce

If we're claiming impact, we're saying....

“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 including testimonials, organisational reports, citations in policy documents (+ many others)

Part 3: Principles for impact practice

CHASE MEANING
NOT UNICORNS

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



EVIDENCE? THINK
'WHAT WOULD
JESSICA FLETCHER
DO?'

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



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

BE YOU

Always, and with pride.

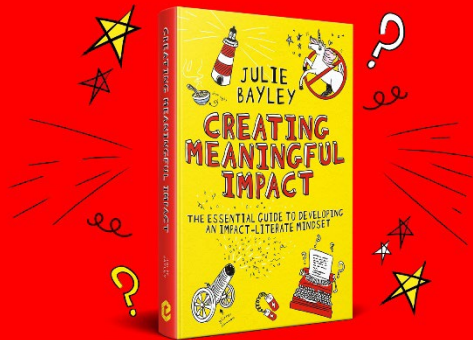


Unless you're a jerk

THANK YOU



CREATING MEANINGFUL IMPACT:



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

JULIE BAYLEY, UNIVERSITY OF LINCOLN



AVAILABLE NOW IN PAPERBACK & EBOOK

Contact

Twitter: @JulieEBayley

Blog: <https://lili.blogs.lincoln.ac.uk/>

Email: jbayley@lincoln.ac.uk



Lincoln Impact Literacy Institute (LILI)

Twitter: @impactLILI

<https://lili.blogs.lincoln.ac.uk/>