HERITAGE

Exploring Research, Policy and Practice Interfaces

Report of the 'Engaging with Independent Research Organisations' Conference held Friday 31st January 2020

Conference organised by: AHRC Heritage in collaboration with IROC

Report by: Hana Morel

RESEARCH

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Report of the 'Engaging with Independent Research Organisations' Conference held Friday 31st January 2020 at the Dana Research and Library Services, Science Museum

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THE RESEARCH LANDSCAPE

The research landscape is constantly evolving, with notable changes seen as technological innovation advances, public policy develops, and international relationships shift. Additionally, 'there have been encouraging signs of increased awareness about the need for equity in research – for example, looking at broadening geographical participation and increasing opportunities for groups of people who have often been marginalized.'[1]

The research landscape is embedded in notions of the future, and the future directions we move towards. Certainly, the implications of research projects, methods, aims and outcomes can contribute towards a range of areas from 'identifying gaps and motivating new research directions in the field' or exploring 'future directions related to the study itself' or indeed providing additional insight 'with empirical and comparative evaluation for the effectiveness, efficiency, and scalability' of current systems and mechanisms, and providing that quantitative or qualitative assessment to support previous findings or mechanisms.[2] Research equips and enables us to rethink and challenge the validity of theories, practices, knowledge and skills as well as enable us to think creatively by exploring new ideas and methods of investigation.

Definitions of six A's as reasons for research assessment

Analysis	To understand why, how and whether research is effective, and how it can be better supported.
Advocacy	To demonstrate the benefits of supporting research, and enhance the understanding of research and its processes among policymakers and the public.
Allocation	To determine how to distribute funding across the research system
Accountability	To evidence that money and other resources have been used efficiently and effectively, and to hold stakeholders to account.
Acclaim	To compare and recognise the value of higher education institutions and independent research organisations and the research conducted within them.
Adaptation	To steer change in organisational structures, behaviours and cultures, and research activities and priorities.

Table 1 Source: Parks et al, The changing research landscape and reflections on national research assessment in the future. Pg IX

Research, globally, has become intrinsically tied with innovation and development and is seen as critical for future-oriented, long-term activities for increased competition. Across the world, we see renewed investment

1 Sian Harris, 'The Evolving Landscape of Research Access and Its Impact on the Global South', The Scholarly Kitchen, 7 February 2019, https://scholarlykitchen.sspnet.org/2019/02/07/the-evolving-landscape-of-research-access-and-its-impact-on-the-global-south/. See also: Sarah Parks et al., 'The Changing Research Landscape and Reflections on National Research Assessment in the Future':, Product Page, 2019, https://www.rand.org/pubs/research_reports/RR3200.html.

2 M. Salama, R. Bahsoon, and N. Bencomo, 'Chapter 11 - Managing Trade-Offs in Self-Adaptive Software Architectures: A Systematic Mapping Study', in *Managing Trade-Offs in Adaptable Software Architectures*, ed. Ivan Mistrik et al. (Boston: Morgan Kaufmann, 2017), 249–97, https://doi.org/10.1016/B978-0-12-802855-1.00011-3.

in basic, applied and experimental research: we have seen R&D expenditure grow fast between 2000 and 2010 in real terms across the world, with a 60% increase in expenditure since the mid-90s.[3] In the US, this is demonstrated by the average annual growth in R&D expenditure being at 3.1 per cent in real terms, as compared with average growth in GDP of 2.8 per cent. Indeed, R&D represents a sizable proportion of our economies with the OECD group's R&D expenditure growing 'as a proportion of GDP from 1.9 per cent in 1981 to 2.3 per cent in 2008.'[4]

Research funding at the European level has equally been key, with the first Framework Programme for Research and Technological Development (RTD) set up in 1984 by the European Commission: RTD has been 'an important area of European legislation since the first Communities Treaties' and since 2014, 'EU research funding has been largely grouped under Horizon 2020, the 8th EU Framework Programme for Research and Innovation covering the 2014-2020 period, which is aimed at securing Europe's global competitiveness' at an international level.[5] These Framework Programmes have of course grown considerably in budget and scope since their inception, and now include the social sciences and humanities. 'The eighth multiannual Framework Programme, Horizon 2020 (from 2014 onward), has an estimated budget of almost 80 billion euros over a period of 7 years', the aim of which is to 'boost innovation' through excellence, enterprise-related participation and a focus on societal challenges.[6]

Below is an extract from König and Nowotny which outlines the EU development thereon:

> The European integration project is mostly driven by the establishment of a common European market. Research funding was thus initially perceived as a way to support the European economic base and its competitiveness by concentrating on science, engineering, and technology. However, immediately after the Maastricht Treaty, the fourth Framework Programme (1994–98) introduced the Targeted Socio-economic Research Programme (TSER). Under the fifth Framework Programme, it was renamed Key Action "Improving the Socio-economic Knowledge Base" (1998–2002) (Kastrinos, 2010: p. 300). According to the final report on TSER, the program was intended "to build up both the knowledge base and research networks for high quality, policy relevant, comparative European socio-economic research at both national and Community level, in order to support sustainable social and economic development" (European Commission, 1998: p. 5). Having funded 365projects, and invested

3 Michael Jubb, 'The Scholarly Ecosystem', in *Academic and Professional Publishing*, ed. Robert Campbell, Ed Pentz, and Ian Borthwick (Chandos Publishing, 2012), 53–77, https://doi.org/10.1016/B978-1-84334-669-2.50003-2.
4 Jubb.
5 'Policy for Research and Technological Development | Fact Sheets on the European Union | European Parliament', accessed 3 March 2020, https://www.europarl.europa.eu/factsheets/en/sheet/66/policy-for-research-and-technological-development.
6 Thomas König and Helga Nowotny, 'Social Science Infrastructure: European Union (Resourcing and Funding)', *International Encyclopedia of the Social & Behavioral Sciences*, 31 December 2015, https://doi.org/10.1016/B978-0-08-097086-8.41049-4.

267 million euros over the course of10 years, the fourth and fifth Framework Programmes gave the social sciences a considerable share of the research budget for the first time (although, approximately only 1% of the budget for the two Framework Programmes went to social sciences projects) (Schögler, 2013: p. 59). The sixth Framework Programme widened its scope even further by bringing the social sciences and the humanities together for the first time under the funding stream "Citizens and Governance in a Knowledge-based Society" (Smith, 2003). The funding stream dedicated to research in the social sciences and humanities (SH) under FP7 was consequently called 'Socio-economic Sciences and the Humanities.[7]

While the research landscape globally continues to evolve, the question of 'how best to restructure and reform public research organisations to improve their contributions to social and economic problems without sacrificing the objectivity and independence of their advice and their ability to pursue curiosity-based research' is becoming more central. There is a foreseen need to address 'both a competitiveness challenge (closing Europe's gap in innovation) and a cultural challenge (integrating research and innovation to focus on societal challenges)'.[8]

THE UK GOVERNMENT'S DRIVE TOWARDS RESEARCH AND DEVELOPMENT

At time of writing, it is worth acknowledging that given the current situation worldwide with the Covid-19 pandemic, it is difficult to predict what the research funding landscape across the EU will look like thereafter. In the UK, research and innovation are seen as 'vital' to the country's 'prosperity, security and wellbeing, and an integral part of delivering the UK's Industrial Strategy', and the government has committed to reach the target of 2.4% of GDP investment in Research and Development by 2027.'[9] Funding is allocated to two non-departmental government bodies, the UK Research and Innovation (UKRI) and higher education funding councils (HEFCs). In 2004 the UK published its Science and Innovation Investment Framework that announced:

> For the UK economy to succeed in generating growth through productivity and employment in the coming decade, it must invest more strongly than in the past in its knowledge base, and translate this knowledge more effectively into business and public service innovation.[10]

7 Konig and Nowotny, Social Science Infrastrucutre. 644
8 European Commission, 'Innovation Union Competitiveness Report 2011: Executive Summary' (European Union, 2011); Jubb, 'The Scholarly Ecosystem'.
9 'Research and Innovation Funding Allocation: 2017 to 2021', GOV.UK, accessed 3 March 2020, https://www.gov.uk/government/publications/research-and-innovation-funding-allocation-2017-to-2021.
10 UK Government, 'Science and Innovation Investment Framework, 2004-2014', 2004. Pg 15

The strategy behind this was to ensure that research resulted in 'tangible outcomes for the benefit of society and the economy' through targets and performance indicators.[11] This strategy continues to have relevance today. In 2011, BIS (now BEIS) stated that:

> Our world-class science and research base is inherently valuable, as well as critical to promoting economic growth. Investment in science and research creates new businesses and improves existing ones; brings highly skilled people into the job market; attracts international investment and improves public policy and services. The UK's world-class research base will be a key driver in promoting economic growth.[12]

As of 2018, the UK Office of National Statistics has announced that the UK Government's expenditure on research and development continues to grow by an increase of 4.3% and that the UK's GDP percentage ranked at 11 across all EU countries.[13] With key aims to develop 'dynamic and internationally competitive research' within the sector for 'economic prosperity and national wellbeing' as well as the 'expansion and dissemination of knowledge'[14], there is no doubt the arts and humanities play a critical role in this landscape. 'While arts and humanities research makes a vital contribution to innovation, creativity and the success of many major sectors of the UK economy (such as creative industries and tourism) and informs public policy (for example in key areas such as law and social cohesion), it also plays a much more fundamental role in underpinning the quality of life and hence the wellbeing of society.'[15]

RESEARCH COUNCILS

In 2015, an independent review led by Sir Paul Nurse of the UK's Research Councils was published. This review, titled *Ensuring a Successful Research Endeavour',* was led by Sir Paul Nurse and provided key recommendations for the UK's research landscape.[16] Aligned with the following new 2017 *Higher Education and Research Act*, a new non-departmental public body came into operation, known now as the UK Research and Innovation (UKRI). Under this body sits all other Research Councils, including Innovate UK and Research England (previously HEFCE).[17] UKRI is managed by the Department for Business, Energy and Industrial Strategy (BEIS) and is part of the UK's dual support system for research funding.

11 Jubb, 'The Scholarly Ecosystem'.
12 BIS, 'The Allocation of Science and Research Funding 2011/12 to 2014/15: Investing in World-Class Science and Research', 2010, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/422477/bis-10-1356-allocation-of-science-and-research-funding-2011-2015.pdf.
13 'Gross Domestic Expenditure on Research and Development, UK - Office for National Statistics', accessed 3 March 2020, https://www.ons.gov.uk/economy/governmentpublicsectorandtaxes/researchanddevelopmentexpenditure/bulletins/ukgrossdomesticexpenditureonresearchanddevelopment/2016.
14 HEFCE, 'Research Excellence Framework', n.d.
15 AHRC, 'Arts and Humanities Research Landscape', n.d., https://ahrc.ukri.org/documents/publications/arts-and-humanities-research-landscape/.
16 'Nurse Review of Research Councils: Recommendations', GOV.UK, accessed 3 March 2020, https://www.gov.uk/government/publications/nurse-review-of-research-councils-recommendations.
17 'John Kingman to Lead Creation of New £6 Billion Research and Innovation Body', GOV.UK, accessed 3 March 2020, https://www.gov.uk/government/news/john-kingman-to-lead-creation-of-new-6-billion-research-and-innovation-body.

'UKRI and other Partner Organisations are allocated budgets to be spent in line with strategic priorities agreed with the Secretary of State for Business, Energy and Industrial Strategy, and any ring-fences for specific projects and budget controls'.[18] These budgets come from the following sources:

- Research and Innovation budget
- The National Productivity Investment Fund
- ODA (the Global Challenges Research Fund & Newton Fund)
- Science Infrastructure Capital budget

RESEARCH IN HIGHER EDUCATION INSTITUTIONS

As those involved in research will know, the Research Excellence Framework (REF) plays a significant role on government's funding of scientific research through monitoring and evaluating based on a set of performance criteria. It is suggested that '73 per cent of researchers are employed in universities, and only 3 per cent in Government departments or institutes'[19] with the remaining based at non-profit organisations and other bodies, which demonstrates why REF is largely relevant to HEIs.

Research Councils and universities in the UK provide considerable funding and resources to enable doctoral candidates and post-doctoral researchers to pursue a career which contributes towards the R&D agenda. At the postdoctoral stage of career, 'increases in competition for permanent academic posts, and the growth of collaborative research in large teams, have led to large numbers of highly qualified researchers working on short-term contracts with relatively low pay and few benefits, thus delaying the start of their independent careers either within or outside the research community.'[20] According the Royal Society, approximately 53% of people undertaking a PhD will seek careers outside of science.[21]

18 BEIS, 'The Allocation of Funding for Research and Innovation', 2018, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/731507/research-innovation-funding-allocation-2017-2021.pdf.

19 Jubb, 'The Scholarly Ecosystem'.

20 Jubb.

21 'The Scientific Century: Securing Our Future Prosperity | Royal Society', accessed 3 March 2020, https://royalsociety.org/topics-policy/publications/2010/scientific-century/.

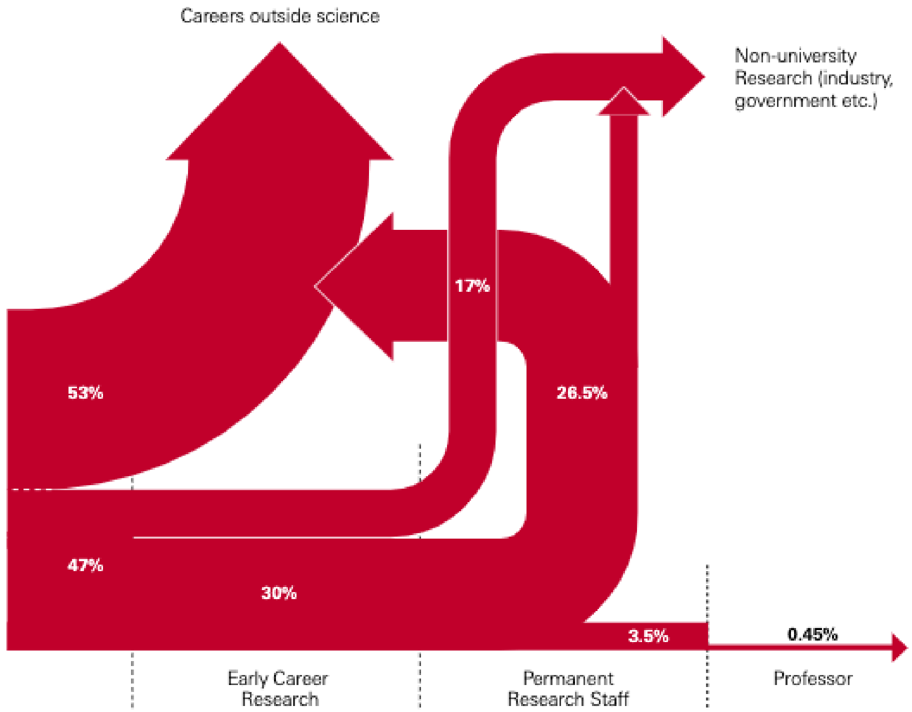

Table 2 Careers in and outside science. Source: Royal Society, 2010. Pg 14

This is additionally worrying in terms of representation, with women, for example, continuing to be under-represented in various stages of academia.

Meanwhile, universities are under pressure to support and manage researchers but also ensure that they comply with government demands of quality, value and impact as part of the principle behind using taxpayer money. These demands are added to university's own strategies and visions, which makes it even more important for such organisations to have the relevant support services and strategic plans in place. But these shifts and changes do not come without tensions and pressure as academics are pushed to improve research performance on top of an already demanding workload.

RESEARCH IN INDEPENDENT RESEARCH ORGANISATIONS

According to the UNESCO Science report, as of 2013 there were 7.8 million full-time equivalent researchers, representing a growth of 21% since 2007.[22] The report states that:

> The Big Five (China, European Union, Japan, Russian Federation and USA) still account for 72% of researchers worldwide but the share of China has progressed considerably since 2009, to the detriment of Japan, the Russian Federation and the USA. The share of the European Union (7.1%

[22] https://plus.google.com/+UNESCO, 'Facts and Figures from the UNESCO Science Report', UNESCO, 4 November 2015, https://en.unesco.org/unesco_science_report/figures.

of the global population) has remained stable, at 22.2% in 2013, compared to 22.5% in 2009. Europe as a whole (11.4% of the global population) hosts 31% of the world's researchers.

All these researchers are not based in universities alone, but are also based at research establishments which may be affiliated with government departments, the public sector, or recognised by research councils. As highlighted on the UKRI *Eligibility for funding* website, 'Other Organisations may also be eligible to become an Independent Research Organisation (IRO) if they possess an existing in-house capacity to carry out research that materially extends and enhances the national research base and are able to demonstrate an independent capability to undertake and lead research programmes. They must also satisfy other criteria related to their financial and legal status'[23]

[23] 'Eligibility for Funding - UK Research and Innovation', accessed 20 April 2020, https://www.ukri.org/funding/how-to-apply/eligibility/.

COLLABORATION BETWEEN HEIs AND IROs

On Friday 31 January 2020, the AHRC Heritage Priority Area team organised a conference in collaboration with IROC to explore the opportunities and challenges of working across institutions.[24] The conference, *Engaging with Independent Research Organisations: Exploring Research, Policy and Practice Interfaces*, focused on four areas:

- The practical aspects of collaborative/partnership research
- Opportunities and barriers of working across HEIs, IROs and other bodies in partnership
- Challenges of bringing different forms of expertise into a single research project
- The interfaces of impact and legacy, recognising different sectors/organisations may have different understandings of impact and legacy

The representatives below, from a range of UK organisations, were invited to discuss the conference theme, and were allocated into the programme under three sessions:

Introduction

Hana Morel, AHRC Heritage Priority Area, UCL

Suzanne Bardgett, Head of Research Imperial War Museum and IROC Co-Chair

Keynote Speaker

Jeremy D Hill, Research Manager, British Museum

Session 1: The Opportunities and Challenges of developing research projects across institutions

Chair: Allan Sudlow, Head of Research Development, British Library

John Cattell, Lead for National Research Programmes, Historic England

Tim Boon, Head of Research and Public History, Science Museums Group

Tina Paphitis, Teaching Fellow in Heritage and Museums Studies, University College London

James Daybell, Associate Head of School Research, University of Plymouth

Session 2: What are the benefits collaborative research can bring to communities, and can it inform evidence-based policy?

Chair: Rebecca Bailey, Head of Exhibitions and Outreach

Emma Dwyer & Sara Perry, Research and Funding Grant Facilitatory & Director of Research and Engagement, MOLA

Clive Hayter, Head of the Office of the Science Directorate, Research, Education and Comms, Kew Gardens

Theano Moussouri, Associate Professor, University College London

24 See: https://heritage-research.org/events/engaging-iros-exploring-research-policy-practice-interfaces/

Adam Jackson, Head of Strategy and Policy, Historic Environment Scotland

Panel discussion: Future Directions: What next for Diversity, Digitisation and the Creative Economy?

Chair: Edward Harcourt, Director of Research, Strategy and Innovation, AHRC

Emily Pringle, Tate

Pip Willcox, National Archives

Rodney Harrison, AHRC Heritage

Andrew Bevan, Professor of Spatial and Comparative Archaeology, UCL

The following section of this report addresses some of the key takeaways from the day.

BEHIND JOINT RESEARCH

The nature and scope of a research project varies across disciplines. As also mentioned, research can be seen as 'basic' or 'applied', 'blue-skies' or 'strategic': the UK Government uses the Frascati definition of research in that ''basic research' is carried out for the advancement of knowledge; and is often seen as 'curiosity-driven'; 'strategic applied research' has practical aims, but no specific uses; 'specific applied research' is aimed at particular products, processes or systems; and 'experimental development' uses existing knowledge to develop and test new technologies or processes.[25] Each of these types of research require different approaches to aims and objectives, methodologies and methods, and results and impact. In some research, impact could certainly be incredibly complex or obscure to identify, monitor and evaluate. Equally, it could easily occur after considerable time has passed.

With the increasing push towards collaborate research through partnership and interdisciplinary approaches, and more interest in developing indicators and metrics for assessment, the need to understand simple basic concepts is critical should we wish to work with partners who might not have the same understandings of research that we do.

Research projects are not necessarily straight-forward to everyone, with a number of cyclical movements backwards and forwards that can be frustrating to team members. In the course of the research cycle, researchers need to pinpoint questions, aims, and objectives; explore methodologies and whether that is quantitative or qualitative and based on existing knowledge or new; discover how to enhance current understanding and create new understandings while being both a consumer and producer of information and knowledge resources; and package the process and results in a way that is beneficial for your career, your institution, your partner, your partner's institution, the discipline, and wider society (including future generations).

[25] 'The Scientific Century'. Pg 15

In all this, how can we shape the critical aspects of projects, behind the scenes, that rarely gets attention: the collaboration, the trust, the understanding of success and legacy. A lot of time, patience, and effort goes into building trust and commonalities between team members working in partnership – and these dynamics can often be responsible for successes and failures of projects.

As such, the Conference explored:

- the practical side of collaborative/partnership research
- the opportunities and barriers of working across HEIs, IROs and other bodies in partnership
- what each organisation hopes to bring as expertise to the research
- different understandings of impact and legacy
- how researchers might work to empower and impact communities
- how research might help inform evidence-based policy and decision-makers

COLLABORATIVE DIALOGUE

As noted above - while it is not necessarily possible to present a generic outline of a research cycle, with its many variations across research types, disciplines and fields of study, institutional contexts and actors – the Conference did highlight a few areas that influence and impact collaboration. Most relevant was the differences between institutional culture, or the nature and scale of the collaboration. Understanding these aspects of research, which include the needs of different researchers and institutions working and operating under different structures and contexts, is complex.

BUILDING TRUST

One of the core messages that came through during the day was that of building trust. Both **Hana Morel** (AHRC Heritage) and **Suzanne Bardgett** (Imperial War Museum) started the day by setting the tone: both HEIs and IROs have specialists embedded in their organisations and both have a commitment to first-class research. There is a need to see eye-to-eye and speak the same language, in an effort continuously endeavour to understand each other, each other's values and pressures, and each other's agendas, to nurture the collaborative process.
One of the significant areas to nurture is trust. Trust building takes time, and takes managing. **Clive Hayter** (Kew), presenting *The Power of Partnership,* highlighted that often institutions built trust through their own specialist knowledge of a particular area, becoming a local and national – if not global – resource for their field of study. Work is essentially dependent on working in partnership with key individuals, organisations and communities across regions and countries. What makes a successful partnership, Hayter suggested, is

- Co-development and interaction of solutions to problems at the early stage of partnership formation
- Strong leadership with flexibility to develop the partnership in many different ways together with longer-term sustainability
- A shared vision and strategic alignment.

Yet it is this trust that is often most tested when it is most lacking. **J.D Hill** (British Museum) in his keynote presentation *The challenges of Universities working with Cultural and Heritage Organisations who just happen to be IROs or What is special when Universities work with IROs* addressed some sensitive points rooted in trust. He raised why collaborations fail, suggesting that it could simply be the wrong topic, wrong time, wrong people, or because of money. JD Hill also questioned whether a research project can be understood as a success, when at the same time it fails to deliver the needs of one of the partners. The current funding environment, he suggested, might not meet the needs and interests of *both* universities and cultural organisations and may not have the funding necessary to support research to the fullest potential.

BREAKING DOWN STEREOTYPES

Each sector, organisation or group is not without strong expressions of stereotypes: 'employees in each sector feel that while their jobs are difficult and important, their counterparts in the *other* sector have it quite easy. These stereotypes have important social consequences'.[26] Issues include 'critical dimensions as leadership styles, ability, personality, role ambiguity and conflict, motivational orientation, work patterns, time constraints, problem definitions, activities, or job characteristics.'[27]

Understanding that there are sector stereotypes and rethinking these caricatures of each other can help dispel stereotypes as well as avoid unnecessary tensions. Below are some of the negative stereotypes brought up between both IROs and HEIs, highlighted here to encourage social change.

IRO views of HEIs are that they:

- only ever want us for exhibitions or as a public bridge
- never ask us what our aims, interests or needs are
- ask us to give a lot for in kind contribution
- do not recognise the radically different payscales could be a sticking issue that poisons relationships
- expect intellectual property to be open access
- are under the assumption we are there to serve
- come to us in the last second without recognising we need time and have processes to go through

HEI views of IROs are that they:

- do not yet have the capacity nor infrastructure to support research as well as HEIs
- are incredibly hierarchical and prescriptive to their staff
- do not appreciate the pressures HEI staff are under
- have different understandings of success, legacy and impact
- view research as required to fit their corporate mission

CONCERNS AND INGRAINED INEQUALITIES

26 Barry Z. Posner and Warren H. Schmidt, 'Determining Managerial Strategies in the Public Sector: What Kind of People Enter the Public and Private Sectors? An Updated Comparison of Perceptions, Stereotypes, and Values', *Human Resource Management (Pre-1986); New York* 21, no. 2, 3 (Summer 1982): 35.

27 Posner and Schmidt.

Needless to say, with partnerships based around proposals and funding, there are plenty of concerns and considerations born from the power dynamics entailed in research structures. Funds are likely to create tensions in collaborative research, with the named PI receiving a majority of the funds, but being allocated wages and budgets according to their institutional standards. This can be as basic as a senior individual based in an IRO earning far less than a junior university individual, drawing out tensions and senior-junior conflicts (Hill). The reality is that there are a lot of ingrained inequalities in institutions which are seen through relationships and partnerships. Some of these points are highlighted in Table 3,.

	HEI	**IRO**
Job Security	Early and mid-career researchers tend to be on short contracts	IRO employees tend to be on permanent contracts
Wages	Salary payscales are higher than the public sector	Salary payscales are lower than the HEI sector
Management structure	While their remains a hierarchy in HEIs, there is a higher egalitarian approach to management	IROs tend to be hierarchical
Work Calendar	HEIs tend to work according to the university timeframes of September to June, with HEI holidays	IROs work year round
Timeframe/Deadlines	Researchers tend to be permitted to take time	Employees work within short deadlines
Demonstration of excellence	HEIs must show research excellence through REF	IROs must demonstrate quality of research through PI/grant numbers to maintain IRO status

Table 3 Structural tendencies between HEIs and IROs

Some of these differences can be highlighted by Collaborative Doctoral Studentships. **Tina Paphitis** (UCL), in her presentation *The Go-Between: The Student Experience of Working with HEIs and IROs* raised issues on perceived 'disconnections' in working within an IRO. In some instances, doctoral students working within a collaborative partnership may not have the independence in IROs they would otherwise have within an HEI, and work towards agendas set by the IRO with little freedom to shape the work. In this space, there is a tendency to ensure mutual benefit to HEIs and IROs, with students falling in between these spaces. In Paphitis' experience, there was little opportunity to engage theoretically with her work, which appeared more mission-related and applied (see Table 4).

COMMUNICATION AND TRANSPARENCY

One of the key points throughout the conference was on the issue of communication. While transparency was not raised in terms of inaccessibility, being *transparent* about goals, agendas, needs, funds and other aspects of research is essential. **James Daybell** (University of Plymouth), in his talk tiled *Models for Developing International Research Collaborations: V&A, Vasa and Powderham Castle* shared examples of research which, at the heart, had clear and transparent discussions about co-production and co-design of research, mutual shared interest, and working with and without funding. As was pointed out by **Hayter**, 'the development process is as important as the execution of the project itself and is vital to ensure all the partners gel.'

ORGANISATIONAL GOVERNANCE & INTERNAL PRESSURES

John Cattell (Historic England) discussed the pressures of austerity and the need to build organisational resilience by increasing funding from research and other sources. He highlighted the pressures faced after a 52% cut from government funding since 2010, and how Historic England perceive interactions between IROs, HEIs and Public Sector Research Establishments (PSRE).

Cattell also raised that research is categorised an 'enabling activity' for Historic England's corporate plan as it underpins all they do from supporting 'research programmes nationally or in the six regions, Listing work, public engagement activity as well as planning advice and grants programmes'. Indeed, as a relatively new IRO, Historic England's *Corporate Plan 2019-2022: Building the Future* includes a strategic priority to 'identify and deliver strong research collaborations with Higher Education Institutions and IROs', supported by a Research Agenda which collaborators should consult if thinking about developing partnerships with the organisation.

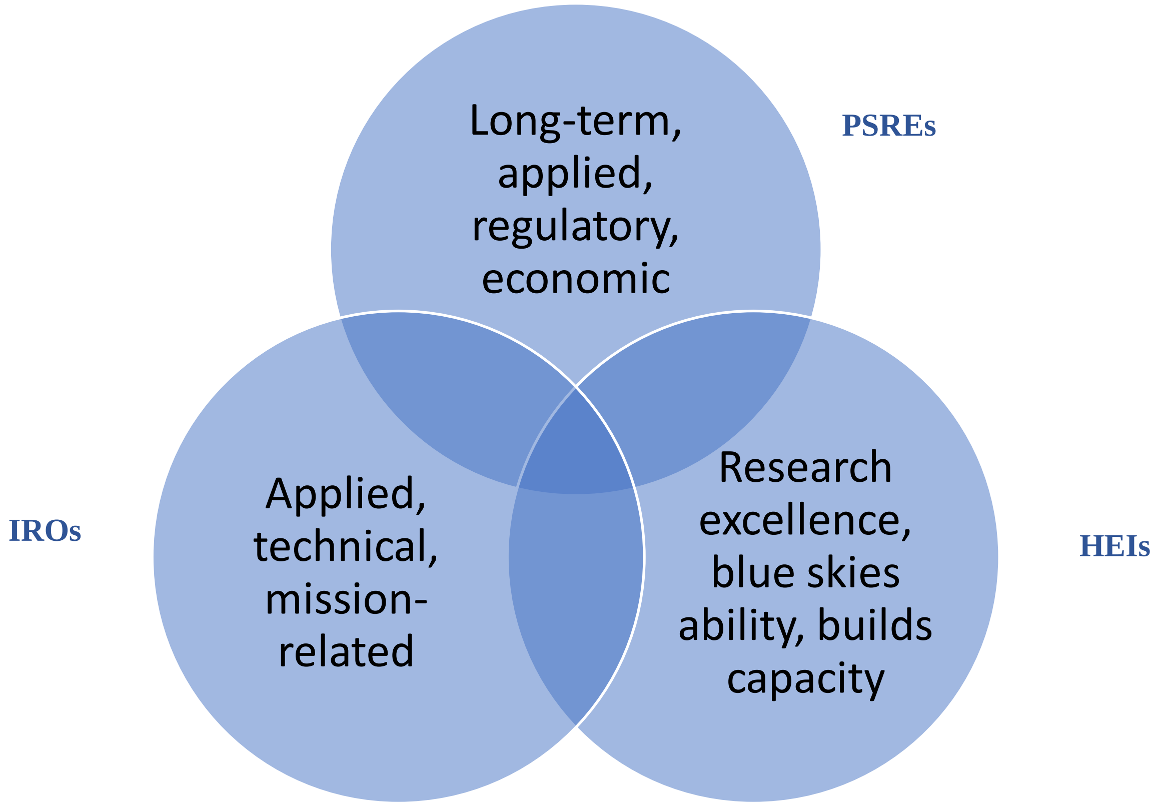

Table 4 John Cattell's slide on Historic England's perception of interaction between PSREs, IROs and HEIs

STRUCTURAL CONSIDERATIONS

In *Developing Research Networks* presented by **Tim Boon** (Science Museum Group), the shared interests between universities and, more specifically, museums were brought up. Museums of course benefit from academic research cultures, and equally HEIs involved with museum and heritage studies – as well as other overlapping fields – have interest in museum problematics. Together, they both have interest in public engagement, but their method of work is profoundly different: while 'the academic project begins with theories and questions that are brought, through research methods, to the analysis of a particular case; by contrast, in the museum the practical project tends to start from, and stop with, the object'. But of course, as Boon pointed out, 'one can work with contingencies, with the specific qualities and histories of artefacts and works of art, in ways that challenge many every day or scholarly understandings of what things are and what they represent'.

This idea of structural consideration was also brought to the fore in Hayter's presentation, which discussed International Research Centers and why they are successful: first and foremost, collaboration was built in at the outset; leadership was in the form of a Director acting as a focal point; long-term flexible funding included the ability to bring partners on-board; and there was critical mass and opportunity to explore proof of concept. Moussouri also addressed how an equal consideration of agendas and goals, and a reciprocal relationship between practitioners (IROs) and researchers (HEIs) enable ‘creation innovations in research and practice’, using ‘evidence to support and change practice, as well as sustain it’ by building both equity and capacity.

CAPACITY AND LIMITATIONS

Hill earlier highlighted that cuts and austerity make it really difficult to do anything beyond one’s own remit, which was supported as a concern throughout the day. Indeed, research to an IRO has to respond to their own strategies and they do not have the freedom to just do whatever it is they want. **Cattell** (Historic England) highlighted some key points in terms of capacity and limitations. He acknowledged that a main challenge in partnerships is the need to ‘triangulate’ their own organisational needs with the research priorities of IROs and HEIs: ‘Historic England is looking to procure innovative research in areas that are very relevant to us or our sector, have clear public benefit, but which we can’t resource, either because we don’t have the staff capacity or we don’t have the in-house expertise’. Furthermore, IROs of course have to identify ‘staff with the relevant expertise who actually have the time in their work programmes to work with partners’, but also to train staff on accessing what was seen as ‘the external research funding landscape, and the use of the Je-S system’. Unlike many larger IROs and HEIs, some research organisations simply do not have the in-house support capacity nor the team, e.g. a Research office, to deal with some of the more logistical aspects of research.

Emma Dwyer (MOLA) and **Sara Perry** (MOLA) also highlighted limitations of little or no capacity to: support research projects after the close-by date; nurture or facilitate sustainability seen in relinquishing control, agenda-setting, and governance; explore other forms of participation. As indicated in a slide from their presentation, the presenters noted some general trends in collaborative projects (Table 5).

General Trends in Collaborative Projects

Generally too ‘small-scale and diffused in their aims and objectives’ to achieve genuine social impact[28]
The ‘archaeology in “community archaeology” [is] the predominant motivation’[29] = an “extractive mode of inquiry”[30], making real economic and social effects difficult to achieve
Of the main models for funding such projects, ‘none of them are sustainable on their own’[31]
Methods may ‘valorise and misrepresent’ certain pasts to appease contemporary interests[32]

28 Sara Perry, ‘Foreward’, in *Public Archaeology: Arts of Engagement* (Oxford: Archaeopress Access, 2019), http://www.archaeopress.com/ArchaeopressShop/DMS/FE4B8E4146B34A438BF5937F5DEFE924/9781789693737-sample.pdf.

29 Howard Williams, Caroline Pudney, and Afnan Ezzeldin, eds., *Public Archaeology: Arts of Engagement* (Oxford: Archaeopress Access, 2019), http://www.archaeopress.com/ArchaeopressShop/DMS/FE4B8E4146B34A438BF5937F5DEFE924/9781789693737-sample.pdf. See chapter by Stringfellow 2019, 100.

30 Alison Wylie, ‘Crossing a Threshold: Collaborative Archaeology in Global Dialogue’, *Archaeologies* 15, no. 3 (1 December 2019): 570–87, https://doi.org/10.1007/s11759-019-09385-4.

31 Williams, Pudney, and Ezzeldin, *Public Archaeology: Arts of Engagement*. See chapter by Beresford 2019, 42

32 Williams, Pudney, and Ezzeldin. See chapter by Williams and Alexander 2019, 72

Many published as anecdotal case studies, not externally valid nor generalizable, few meta-analyses, or evaluations against aims, or publications of raw data, or systemic application of research designs – e.g., evaluation protocols, statistically-rigorous methods[33]
Participation is still not diverse, projects are not yet equitable, and existing 'inclusion frameworks' meant to redress these problems – affirmative and transformative remedies + redistributive and recognition-based justice – are not effectively applied[34]
Collaboration is based on terms set by the institution, demanding conformity to certain institutional standards, hence cannot achieve cultural democracy; cultural democracy demands agency and non-hierarchical governance[35]

Table 5 General trends in collaborative projects, as seen on Dwyer and Perry's presentation slide

STRATEGIC CONSIDERATIONS

One of the key takeaways from the day was to think about engagement through a strategic rather than reactive ad hoc basis. Indeed, this was emphasised by Cattell who presented a number of strategic moves Historic England are acting on, having learnt from previous partnerships. Below is a revised extract from Cattell's slides:

- With some exceptions, engagement with HEIs to date has very often been on an ad hoc basis with not enough emphasis on the **benefits of any partnership for one's own organisation**.
- Too often organisations are **approached at the last minute**, when a case for support has already been drafted, and asked to become a partner with no payment for the input.
- Aim to **put research partnerships on a strategic footing** where either the organisation in question alone, or in collaboration, identify urgent research needs suitable for UKRI funding and then work with partners to build strong research funding partnerships that benefit all parties. The preference for some organisations may be to be either a PI or a Co-I, and to build on existing internal or external research to maximise impact. Additionally, organisations may be keen on getting funding that helps to backfill staff input or host research associates.
- **Networking opportunities** are vitally important.
- There is a need **to broaden one's own research funding base**. While the majority of research may fall within the remit of the AHRC, some significant strands of heritage work, such as climate change, landscape and socio-economic research, are perhaps better routed via cross-council UKRI calls or directly to NERC or the ESRC for example.

33 Peter Gould, 'On the Case: Method in Public and Community Archaeology: Public Archaeology: Vol 15, No 1', *Public Archaeology* 15, no. 1 (2016), https://doi.org/10.1080/14655187.2016.1199942.
34 Rose Paquet Kingsley, 'Inclusion in Museums: A Matter of Social Justice', : *: Museum Management and Curatorship* 31, no. 5 (2016), https://doi.org/10.1080/09647775.2016.1211960.
35 Helena Robinson, 'Is Cultural Democracy Possible in a Museum? Critical Reflections on Indigenous Engagement in the Development of the Exhibition Encounters: Revealing Stories of Aboriginal and Torres Strait Islander Objects from the British Museum':, *International Journal of Heritage Studies* 23, no. 9 (2017), https://doi.org/10.1080/13527258.2017.1300931.

An additional strategic consideration was put forth by **Dwyer** and **Perry**, in that there is a need to think about shifting power to create new structures. They raised that following principles of democratic structuring at an infrastructural level involves:

- Locally and ethically. equity-defined agenda with local leadership initiating work
- Contract or constitution governing involvement of all parties, presenting competition (e.g. economic) between those who sign the constitution
- Democratic election of officials who direct the initiative with terms of service
- Decision made by collective local choice, and an explicit system to allow change and manage conflict resolution via democratic decision-making
- 'Light touch' involvement from outside funding agencies and NGOs – these external parties cannot override democratic local management decisions.
- Spreading of wealth amongst a majority of the community – so the direct benefits are not controlled by a minority.
- Mechanisms to monitor application of constitution, and sanctions if rules are broken.
- Allocation of tasks based on defined criteria, and rotation of tasks at defined points.
- Frequent sharing of information, practicing of scenarios, and celebration of successes.

Adam Jackson also added to strategy by signposting to Historic Environment Scotland's *Heritage For All: Corporate Plan 2019 Onwards* with its five priorities, the historic environment:

- makes a real difference to people's lives
- is looked after, protected and managed for the generations to come
- makes a broader contribution to the economy of Scotland and its people
- inspires a creative and vibrant Scotland
- is called for and championed by a high-performing organisation

He also added that while projects benefit from being collaborative, it is also the individual positive experience that matters.

FUTURE DIRECTIONS

EMPOWERMENT

As Hayter pointed out, 'real world problems are rarely solved by one discipline working in isolation, so for that reason collaborative research and training often has a much greater impact'. Below are some highlights about future directions.

Consideration of future directions that research might take is critical, with changing needs and types of society impact relevant to the production and expectation of research in the coming years. Much of the aspects raised in the Collaborative Dialogue section are actually equally fundamental to understanding all aspects of collaboration and partnership, beyond simply HEI-IRO ones. And they, of course, equally matter for the empowerment of communities.

Emma Dwyer (MOLA) and **Sara Perry** (MOLA) presented general trends in collaborative projects, using the Memphic Egypt Site and Community Development Project (MSCD) and EMOTIVE as two case studies. They propose that shifting power to generate new agency and structures (Table 6) involves dialogue-based public interpretation as well as the training of professional *and* local communities to encourage and foster wider social good at both the micro and macro scale (i.e. individual, institutional and national/international). Indeed, research can help reconfigure people's understandings of the past. More particularly, Perry highlights how the use of digital technology, or digital heritage, is 'deployed to connect communities together, building capacity and cultural democracy in challenging socio-political environments.

Shifting power to create new agency
Learning and engagement are linked to individuals recognising their values, knowledge and behaviours are reflected in the project, its outcomes and its infrastructure[36]– participants must have space to 'be themselves'
Archaeologists must take on the role of activist to achieve true social justice goals not only within communities, but in their own institutions[37]
The focus in collaborative projects must shift from "preoccupation with products" towards process (for process creates meaningful partnerships)[38]
Researchers' "definitions of capacity, of value and of collaboration are reworked to highlight and support community skills, priorities, and control" to achieve specific social/equitable goals; the

[36] Emily Dawson et al., 'Selfies at the Science Museum: Exploring Girls' Identity Performances in a Science Learning Space', *Gender and Education* 0, no. 0 (20 January 2019): 1–18, https://doi.org/10.1080/09540253.2018.1557322.
[37] Wylie, 'Crossing a Threshold'.
[38] Wylie. Pg 583

researcher themselves must be open to disempowerment in order to support others' empowerment[39]
Projects must conceive of collaborators as more than individuals who lack archaeological technical skills; deploying deliberate learning and design choices to unlock or nurture new/different forms of knowledge, dialogue and practice through the collaboration[40]
The collaboration should aim to establish creative spaces in the present where participants can practice patient forms of care to serve future needs (as opposed to anxious efforts to save a threatened past)[41]; achieving projects with 'socially active material legacies'[42]
Transformative remedies that remove barriers to public access and that increase diversity amongst staff are still not successful if participants cannot recognise themselves or the space for them to be themselves in the programmes/spaces made available to them[43]

Table 6 Shifting power to create new agency, slide presentation by Dwyer and Perry

Theano Moussouri, in her presentation *The value and impact of jointly negotiated research between universities and museums,* also addressed 'giving a voice to communities' through face-to-face engagement to 'help them develop their co-creation approach and to start thinking about how they can embed participatory research into their co-creation activities so that they can collect evidence of impact'. With communities being brought into the process, outcomes included increased social integration, reflection on lifestyles, activism and involvement with policy production.

According to a report titled *The changing research landscape and reflections on national research assessment in the future,*[44] types of societal impact include:

- Impact on public engagement, awareness and perceptions
- Impact on education and training
- Impact on health and wellbeing
- Impact on policy and public services
- Impact on culture
- Impact on the economy
- Impact on the environment
- Impact on social cohesion

39 Charles R. Menzies, Caroline F. Butler, and Caroline F. Butler, 'Redefining University Research Enterprises : Partnership and Collaboration in Laxyuup Gitxaała', in *Scales of Governance and Indigenous Peoples' Rights* (Routledge, Taylor & Francis Group, 2019), 266–81, https://doi.org/10.4324/9781315671888-12. Pg 279

40 Harald Fredheim, 'Sustaining Public Agency in Caring for Heritage: Critical Perspectives on Participation through Co-Design' (PhD Thesis, York, University of York, 2020).

41 Zena Kamash, 'Embracing Creativity: Crafting Heritage and Mental Wellbeing for the Post-Conflict Middle East' (YOHRS Seminar, University of York, 21 January 2020); Sarah May, 'Heritage, Endangerment and Participation: Alternative Futures in the Lake District', *International Journal of Heritage Studies* 26, no. 1 (2020), https://doi.org/10.1080/13527258.2019.1620827.

42 Williams, Pudney, and Ezzeldin, *Public Archaeology: Arts of Engagement*. See chapter on Pudney

43 Kingsley, 'Inclusion in Museums: A Matter of Social Justice'.

44 Peter Gould, 'On the Case: Method in Public and Community Archaeology: Public Archaeology: Vol 15, No 1', *Public Archaeology* 15, no. 1 (2016), https://doi.org/10.1080/14655187.2016.1199942.

- Impact on safety and security
- Impact on legal systems

THINKING OF WHAT IS NEXT FOR DIVERSITY, DIGITISATION AND THE CREATIVE ECONOMY?

During the final panel discussion of the conference, **Andrew Bevan (UCL), Rodney Harrison (UCL), Emily Pringle (Tate),** and **Pip Willcox (The National Archives)** discussed four areas:

- What role does heritage research have in shaping policy, practice and future strategies/direction (whether in your own organisation or more broadly);
- What are the main challenges in integrating Research Council-led research with policy and practice in the sector;
- What opportunities do you see which are not currently being exploited;
- How might foresight of future developments in these areas contribute to these discussions? What future do you see for the integration of research, policy and practice in the sector?

Below are summaries from two of the panellists.

Rodney Harrison, UCL

I wanted to make some general comments about the issue of integrating research, policy and practice from the point of view of my role as AHRC Heritage Priority Area Leadership fellow and PI on the major AHRC funded Heritage Futures research programme before speaking in more specific terms to the issue of diversity, which has been a specific topic of focus for my research in and around heritage over the past decade or so.
It is clear that various developments within the structure of the research funding environment-in particular the growth of IROs and other collaborative research partners as researchers themselves, rather than as partners for the delivery of impacts and research outcomes, is having a major influence in breaking down the perceived barriers between research, practice and policy, as some of the papers have noted today. Another recent indicator of these shifts are UKRI dropping the requirement for pathways to impact statements as part of research funding applications, and instead emphasising that social impacts, including impacts on policy and practice, must be completely integrated as part of research projects themselves.
This push towards an increasing integration of research, policy and practice has also been at the heart of the AHRC's Future Heritage Research Strategy, which was revised and updated in March 2018. The aim of the strategy was to build on the substantial heritage related research funded through AHRC's responsive mode research schemes, post-graduate training, international and knowledge exchange funding. It also connects with

past thematic initiatives, including the AHRC Museums and Galleries Programme (2005-10) and joint AHRC-EPSRC Science and Heritage Programme (2007-12) and with other AHRC thematic initiatives such Care for the Future, Digital Transformations, Science in Culture, Translating Cultures, Conflict, Connected Communities and the Creative Economy. It also builds upon a range of targeted calls and collaborations both in the UK and internationally, including the European Joint Programming Initiative (JPI) on Cultural Heritage and Global Change. The strategy also builds on a range of partnerships across the sector, including the work of the IROs and through collaborative doctoral awards / partnerships. It also recognises the role of heritage as a key part of the UK research infrastructure, and in forging long term transnational links.

In this regard it particularly aims to "strengthen interconnections between research, policy and practice, both in the UK and internationally and increasing moves towards research co-design and co-production with heritage institutions and practitioners as a part of 'heritage ecosystems' and the growing opportunities for pathways to research impact and wider benefits both within the heritage sector and beyond". Over the past three years and now into my fourth in this role of AHRC Heritage Priority Area Leadership fellow it has been clear that IROs and other heritage research organisations are indeed taking a more central role with researchers in co-designing research which addresses key issues within the sector which cut across both policy and practice. My own work on Heritage Futures is a good example of this, where the National Trust were engaged as a partner organisation on the original grant application and are now, along with Historic England, Co-Investigators on the follow-on-funding project, "Landscape Futures and the Challenge of Change: Towards Integrated Cultural/Natural Heritage Decision Making" which has been funded under the AHRC Landscape Decisions/Changing Landscapes Follow-on Fund for Impact and Engagement Call and which is led by Caitlin DeSilvey at the University of Exeter. And yet these moves are not without their own challenges, and finding a common language with which to speak across the Higher Education and Independent Research Organisation worlds is not always something which happens without complication. One challenge is to do with the constraints of budgets available to each call. Engaging IROs as co-investigators rather than partner organisations "costs" more-so when we were writing the follow on funding application for Heritage Futures, for example, it was a real challenge for us to include three co-investigators from two different IROs as well as two researchers from HEIs to do precisely the sort of comparative yet focussed practice oriented work the project needs to do. One might argue that indeed, the IROs don't really need researchers from HEIs, that they are perfectly capable of doing this kind of research for themselves. But our experience with Heritage Futures has been that it is the range of views from both inside and outside the sector which are valuable in this co-production of research. And even more importantly, it has been the idea of doing cross-sectoral comparative work-of exploring the potentials for innovation which emerge from seeking shared solutions to collective problems-one of the things which has been most innovative about this work-which has been of most value to the research outcomes. These more practical outcomes have really emerged from much more "basic" curiosity driven research, and I think there is also a clear argument here for the value of such research which is HEI initiated but for which the application may not be immediately apparent. By making the IROs and other organisations we were working with both subjects of, and participants in, the research we were undertaking, we were able to assume precisely this important shifting of inside and outside perspectives that allowed us to develop innovative perspectives on some of the problems which participants identified.

I wanted to turn now to say something about the issue of diversity, which has been one of the four thematic foci of the Heritage Futures research programme (see www.heritage-futures.org) and remains a clear problem for the sector. When we were researching diversity, we were mostly concerned with concepts of biological and cultural diversity and the ways in which these produce particular kinds of collecting, ordering and governing practices which have an impact on natural and cultural heritage preservation and the production of categories of difference (see Harrison et al 2020). But I want to draw on some of the perspectives developed by one of my PhD Students, Kyle Lee-Crossett, who has just completed his dissertation which has been looking at the role of diversity in contemporary natural and cultural collecting institutions-museums and archives-in London (Lee-Crossett 2019). He draws on and extends Sarah Ahmed's important work on diversity in higher education institutions (2012) to consider "What work does diversity actually do-as a normative goal and as a concept-within contemporary archives and museums?".

In her work, Ahmed argues that the discourse of diversity comes to stand in for it having an effect (2012, 117-118). Although the discourse of diversity appears to indicate institutional commitments to make changes in response to awareness of structural inequalities, this is not necessarily what is there to do, despite the apparent failure of these organisations to do this. She argues that the discourse of diversity might have precisely the opposite role, that is, discussions of diversity actually displace processes of institutional transformation.

Lee Crossett (2019) argues that similar issues are present in contemporary collections, where diversity appears as a goal in a variety of different ways- in the aim to diversify collections and the publics these collections represent; in the aim to diversify publics, and in the aim to diversify workforces. But it could be argued that it is precisely the role of diversity as a concept in realising and making legible a plethora of ways of articulating difference in human populations and the natural world that re-enforces this capacity for discussions of diversity to come to mask real institutional change. This is another good example of the ways in which comparative research from outside of organisations, but in which organisations are involved as co-researchers, has the potential to significantly influence policy and practice.

Certainly as heritage researchers and practitioners there are significant challenges in the future for developing more diverse and representative perspectives drawn from across the population, but we also need to be aware of, and reflect upon, the ways in which these issues relate in much more significant and fundamental ways to heritage and collections as phenomena and the histories of the institutions which have come to manage them.

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Emily Pringle, Tate

Before addressing the questions posed to panel members prior to this discussion, I will respond to the issue raised by Rodney of how the 'discourse of diversity' can displace actual institutional change within heritage organisations, museums and archives. This is a important issue and, whilst it is crucial to note that there is a huge amount of work to be done to bring about the necessary changes within heritage organisations, museums and archives, this will not happen unless we engage with the discourses of both diversity and decolonisation. I agree that it is absolutely not enough merely to talk a language of diversity and to engage in institutional virtual signalling through programming and public messaging, and institutions must educate themselves about the issues at stake and how best to address them. There are many committed colleagues within heritage and cultural organisations who are attempting to do just this and who are seeking to affect positive change in their organisations. Working in partnership with colleagues in HEIs (although it must be noted that many of the criticisms laid at the door of cultural organisations regarding diversity can and have been made against universities) and other organisations to interrogate and surface the structural and processual changes that need to be made, is essential to improve policy and practice.

In response to the question of what are the main challenges in integrating Research Council-led research with policy and practice in the sector, I would like refer to research I undertook in 2018 looking at how research functions within art museums (Pringle, 2019). Key amongst my findings was the recognition that art museums negotiate competing discourses. These shape how an institution defines itself and prioritises its time and resources. The four dominant discourses - collection care and expansion, financial sustainability, academia and democratic participation - have a direct impact on how, whether and what type of research takes place. Bar the academic discourse, these discourses do not necessarily align with Research Council-led research and it is perhaps salutary to acknowledge that museums are constantly juggling the demands of their collections, publics and funders, as well as seeking to undertake research at any one time. Knowledge is generated across these organisations and the commitment to research is unquestionable. What is important is to acknowledge and celebrate that they are not universities, but can work in close and fruitful collaboration with them.

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