

# Professor Huw Davies, PhD

Research Unit for Research Utilisation (RURU)



University of St Andrews  
SCOTLAND



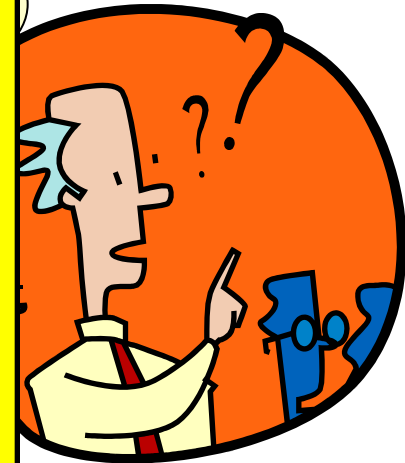
Understanding, increasing and  
assessing *Research Impact*

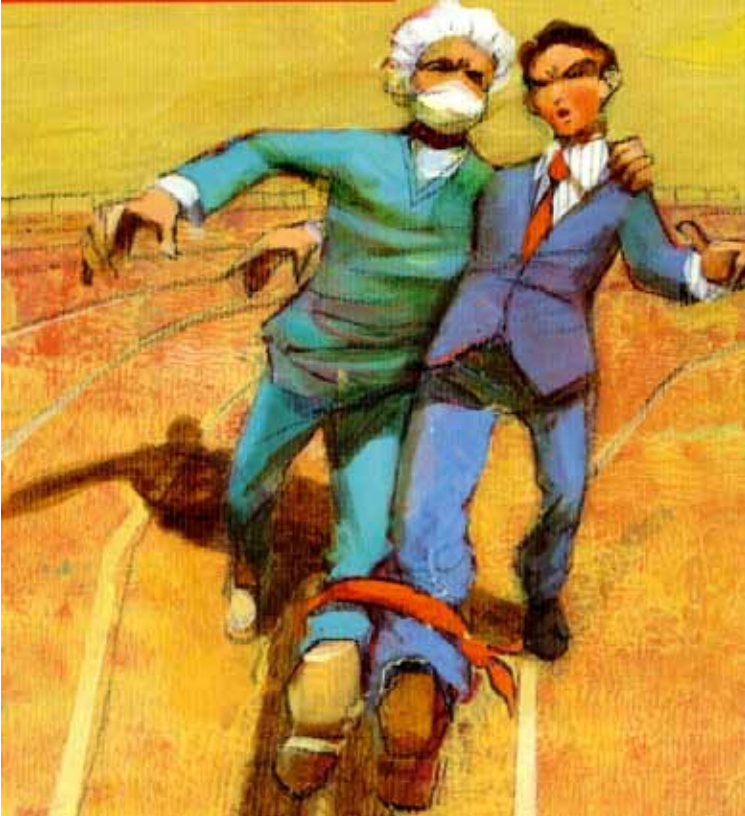
# Era of *Evidence Based Everything*

Researcher *push*...

User *pull*...

*"Linkage & Exchange"*...





*“At the core of Evidence-Based Management is the notion that health care managers should incorporate into their decision making the best available research.”*

Thomas G. Rundall,  
AcademyHealth, 2004

*Not exactly new! It's about the nature of knowledge;  
and it's about socially situated human action*

Nutley SM, Walter I, Davies HTO. From Knowing to Doing.  
*Evaluation* 2003;9:125-48.

What IS  
research impact?

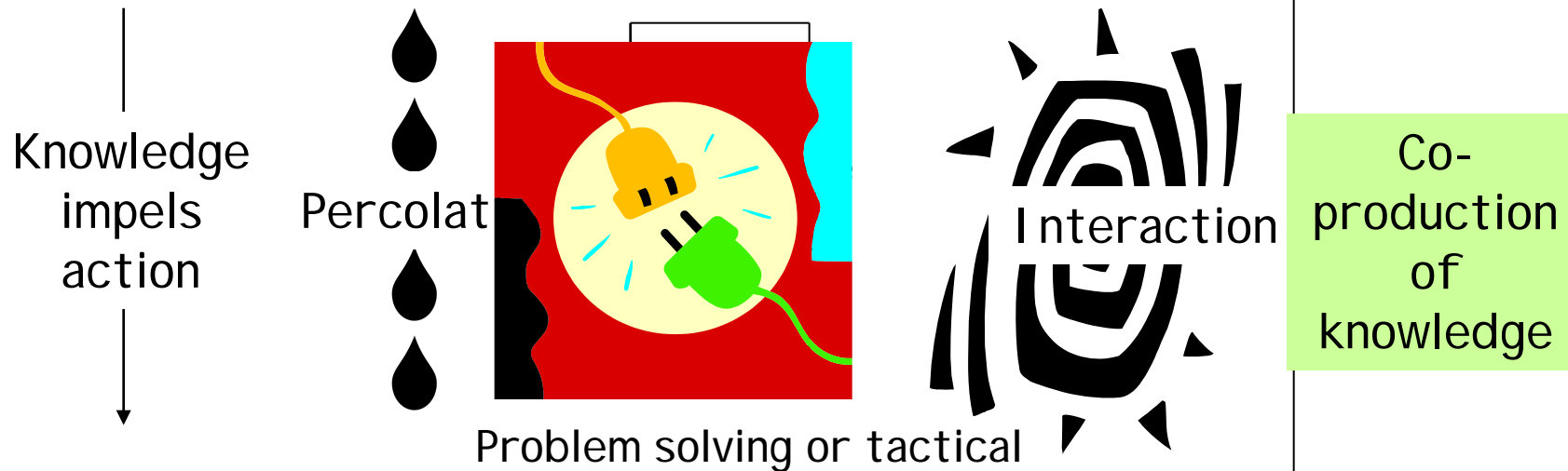
Understanding  
the complexities  
of research *use*

How can research  
use/impact be  
both *facilitated*  
and *assessed*?



# Many types of research impact:

**The Academy: stocks and flows of research-based knowledge**



**Policy, organisational and professional environments, and on to the media and society at large**

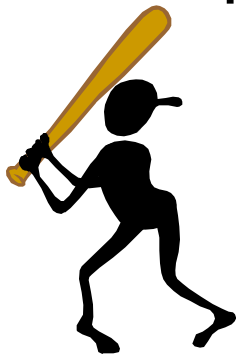
# Research use is complex because much 'decision taking' is complex

## SOMETIMES:

- clearly defined event
- explicit decisions
- conscious deliberation
- defined policies
- policy fixed at implementation

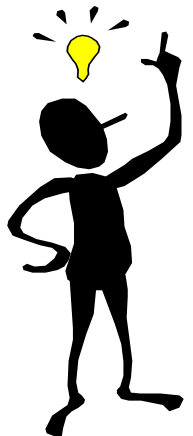
## OFTENTIMES:

- ongoing process
- piecemeal: no single decision
- muddling through
- policies emerge and accrete
- shaped through implementation

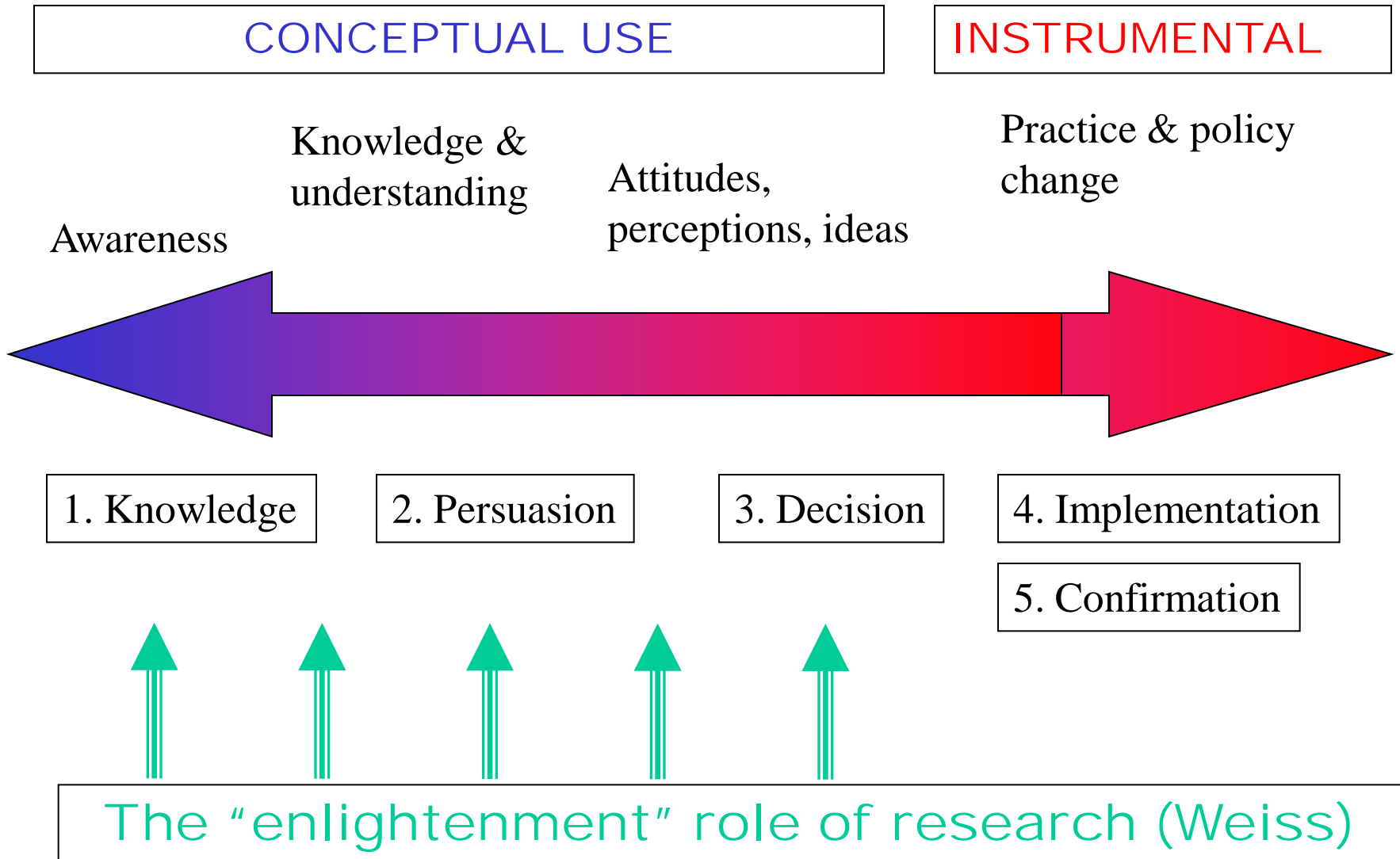


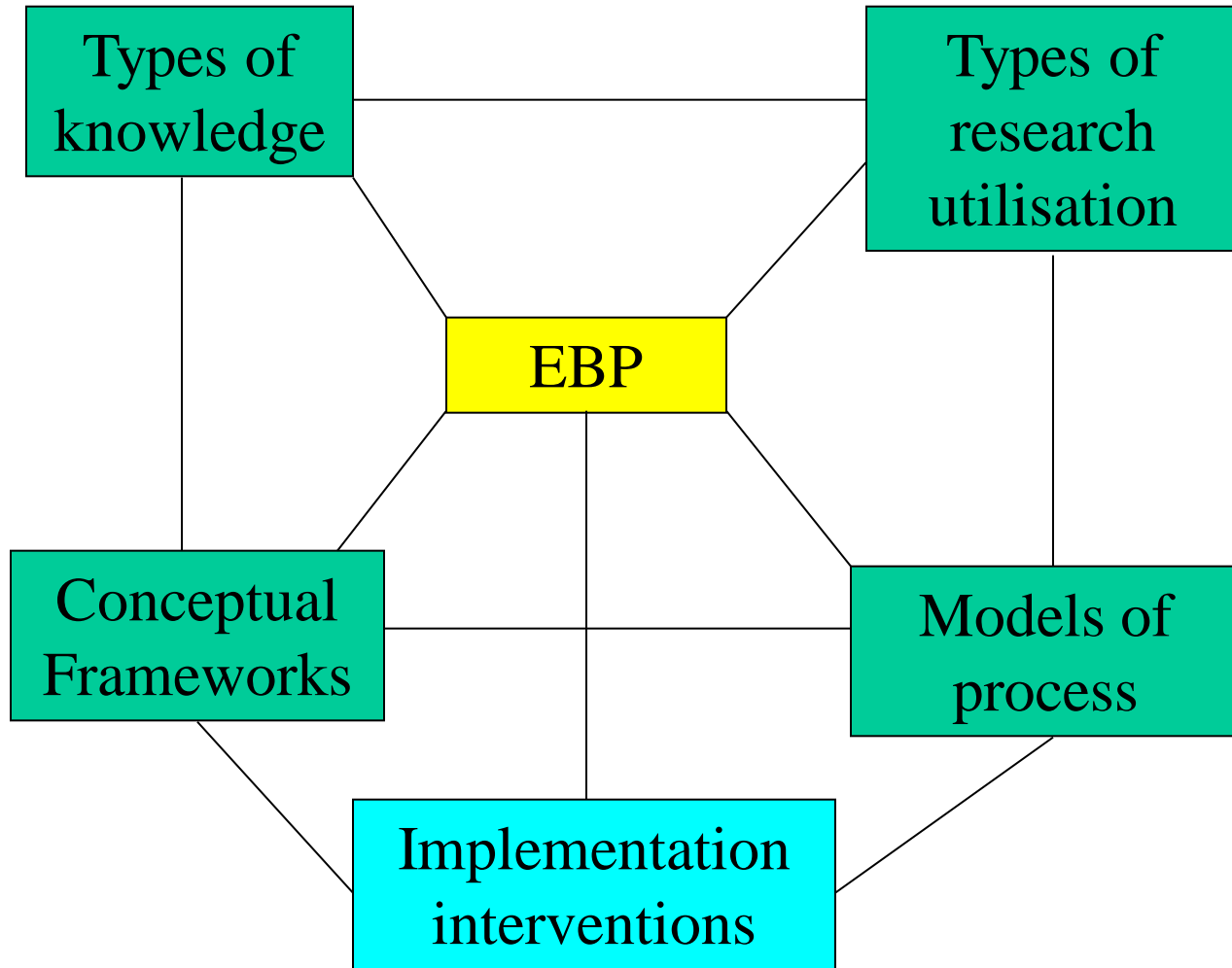
Role of "evidence":

*Engineered solutions vs Emergent impacts*



# A research use continuum:





**A map of the terrain around EBP**



**Types of knowledge**

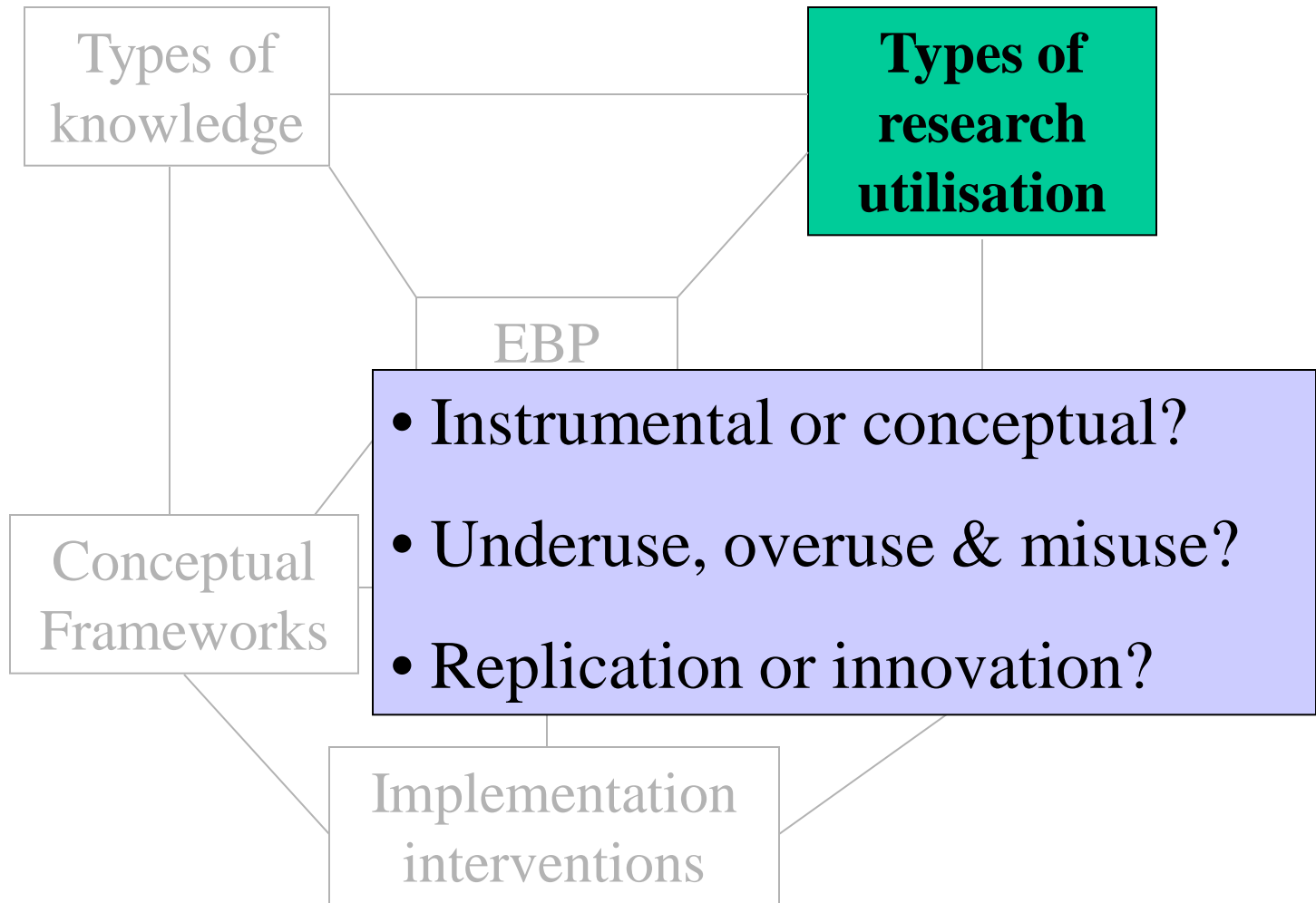
Types of research utilisation

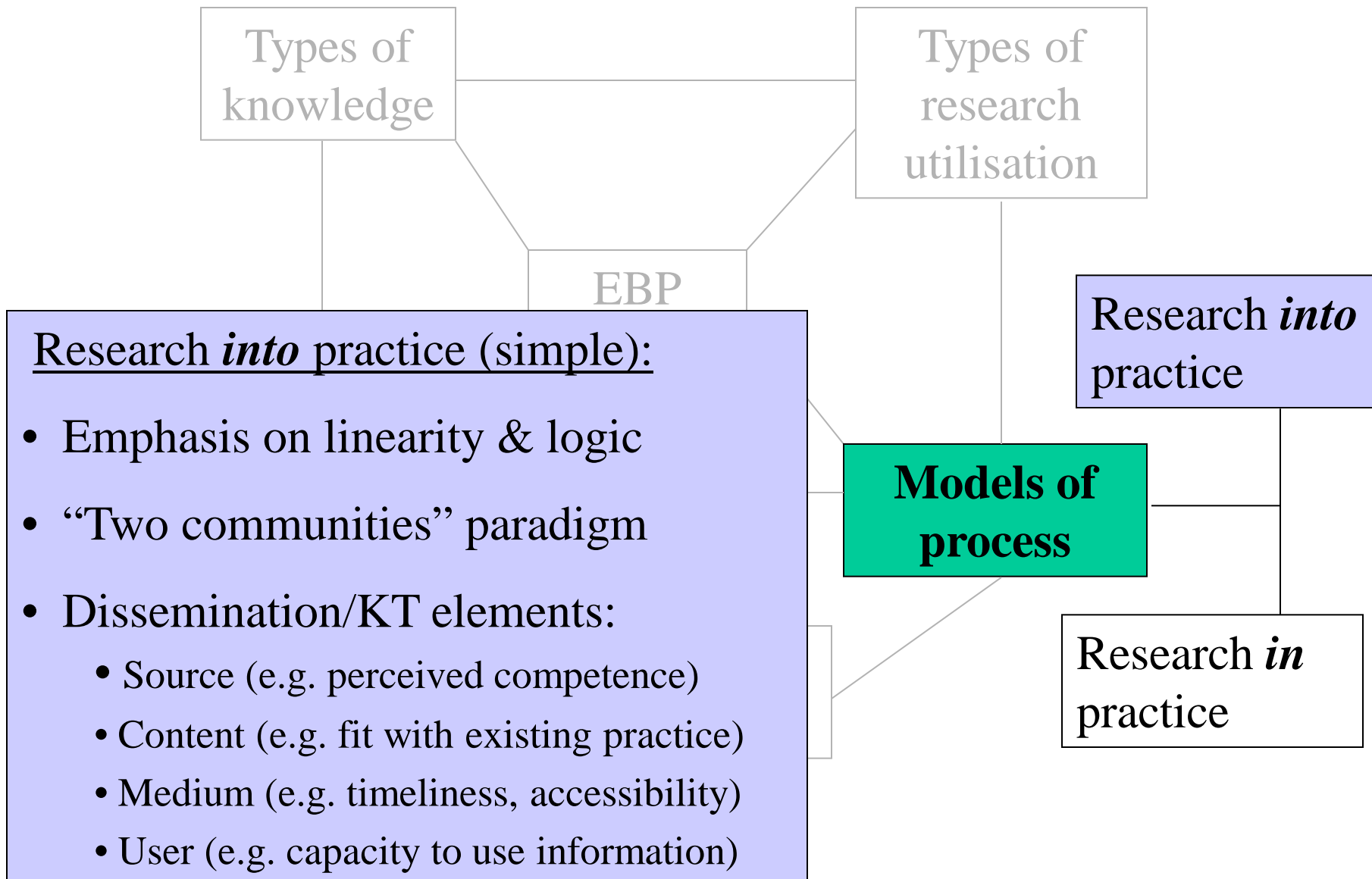
**Knowledge form:**  
*Explicit* knowledge:  
- from *research*  
- from *routine data*  
*Tacit* knowledge

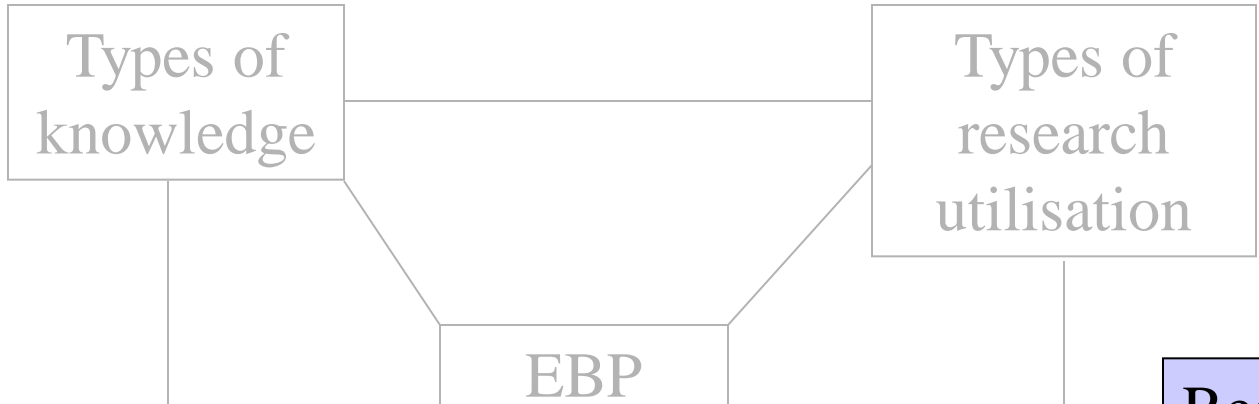
**Knowledge content:**  
“*What works*” (know-*what*)  
*but also...*  
Know-*about* (problems)  
Know-*how* (to put into practice)  
Know-*who* (to involve)  
Know-*why* (impetus to action)

EB

Impleme  
interve







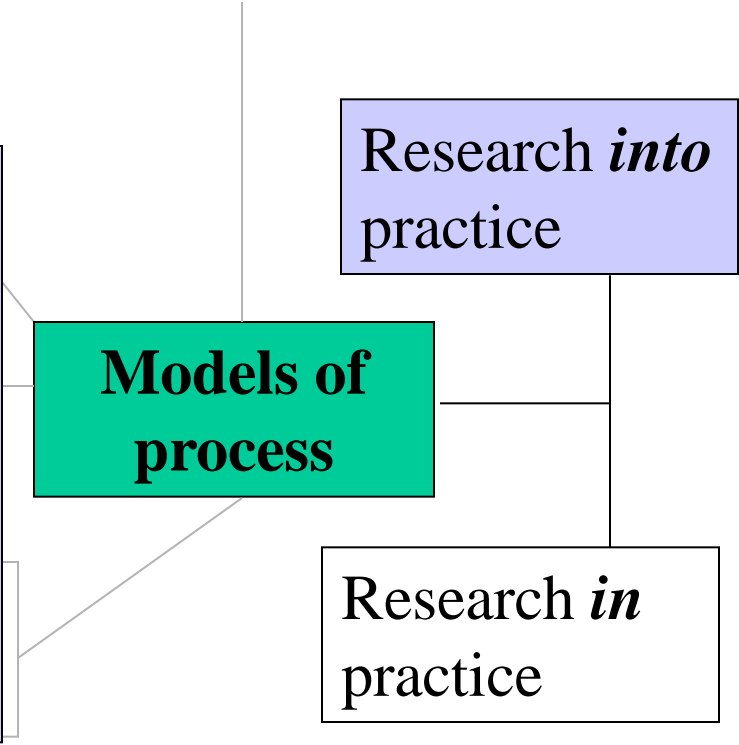
Research *into* practice (more complex):

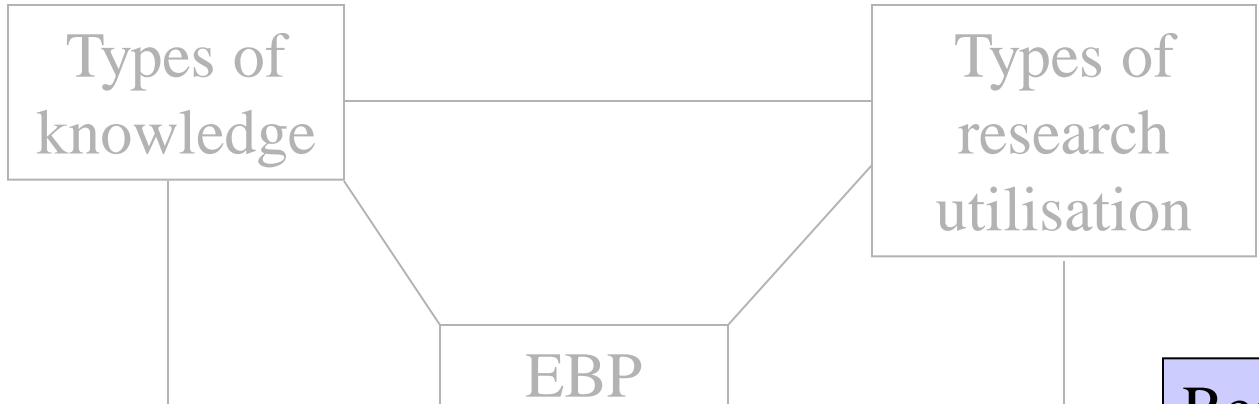
- Practitioner as *learner*
- Implementation = f (Evidence, Context, Facilitation)
- Viewing as *complex adaptive systems* (e.g. non-linearity to be expected)

**Models of process**

Research *into* practice

Research *in* practice





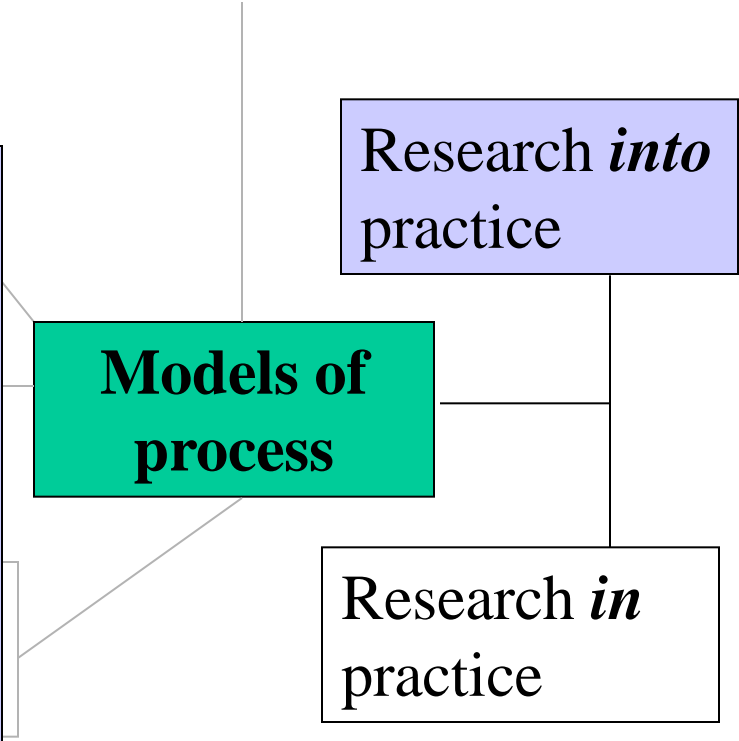
Research *into* practice (systems view):  
Yes, evidence-based *practitioner* models, but -

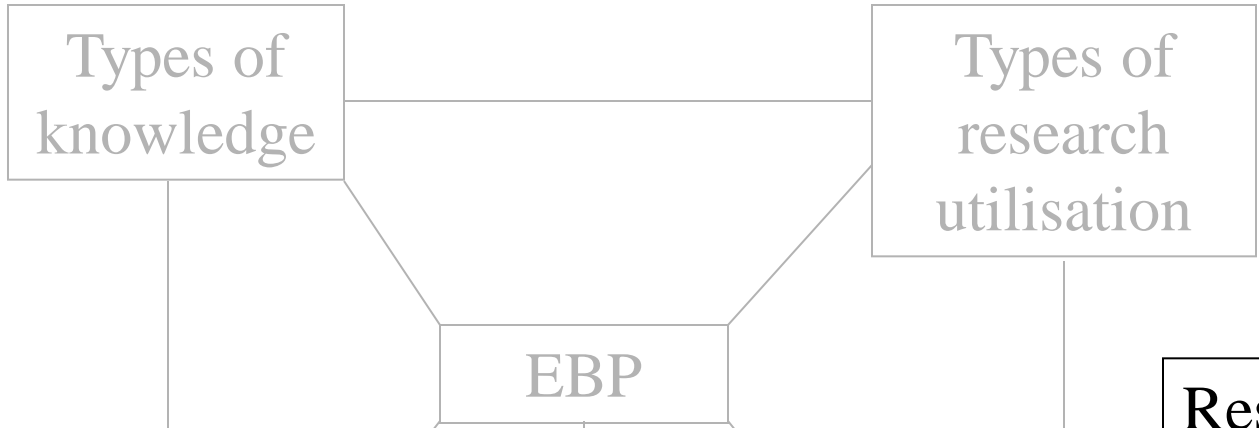
- What about evidence-underpinned organisation *systems and processes*?
- Modelling processes using the ideas of *organisational learning*.

**Models of process**

Research *into* practice

Research *in* practice





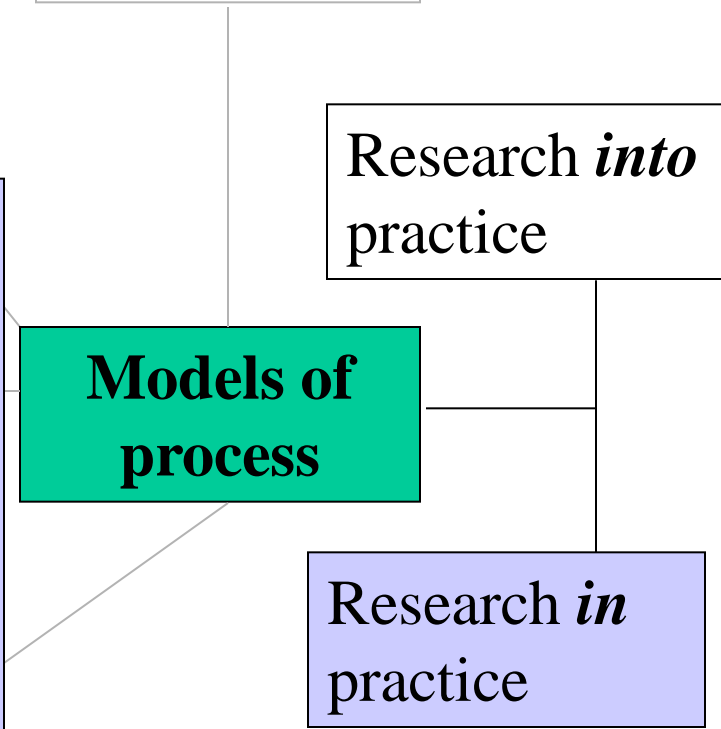
Research *in* practice:

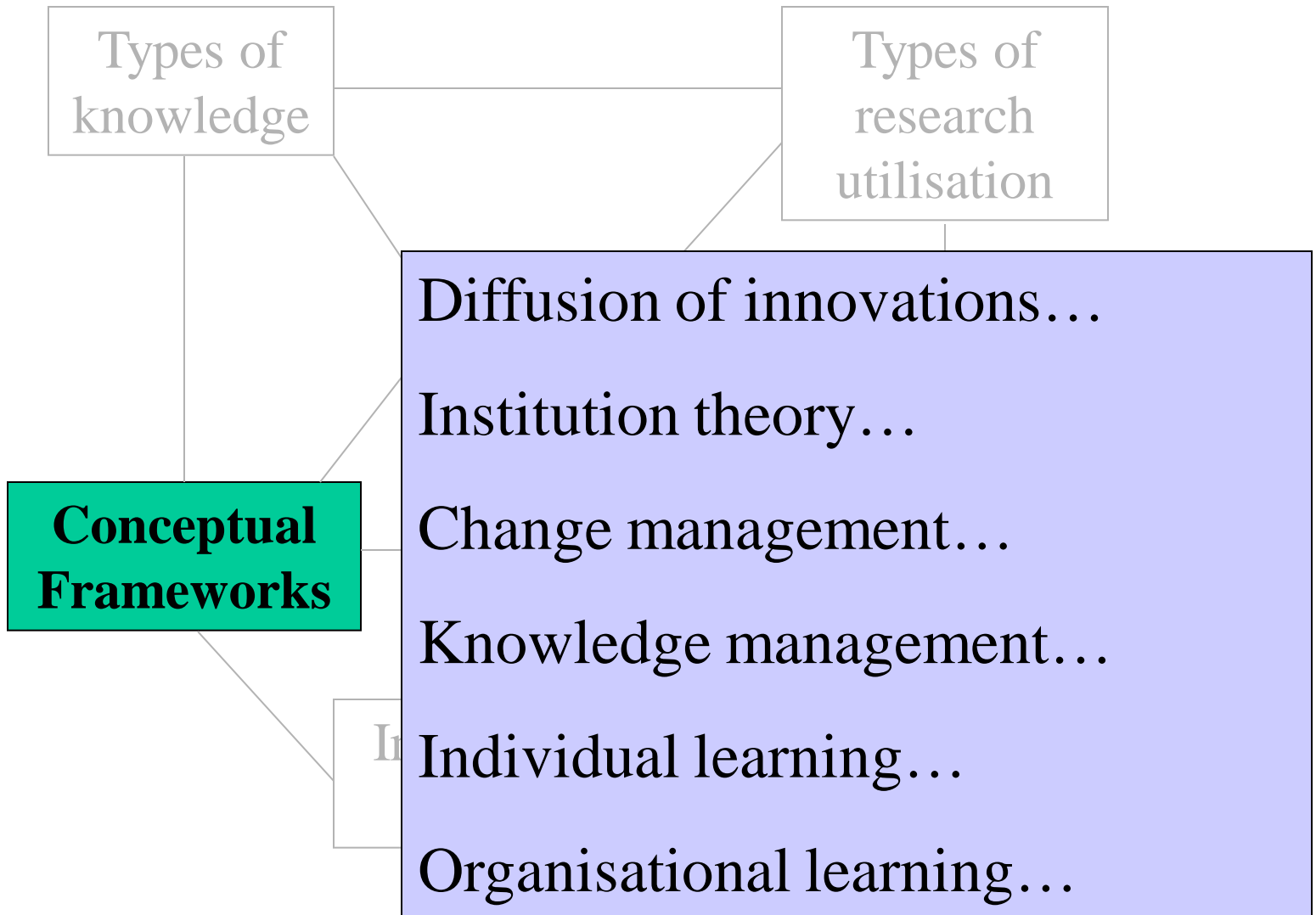
- *Challenges* any neat separation between research and practice (knowledge creation seen as *co-production*)
- *Emphasises* the *social construction of knowledge* and *the role of power*
- *Analyses* the *EBE*Everything *discourse*

**Models of process**

Research *into* practice

Research *in* practice





The evidence-base  
underpinning  
interventions to  
increase research  
impact...





...but getting partnerships  
to work is no  
easy ride!



YOU PLAY THE PIPES  
AND I'LL BLOW MY HORNS!

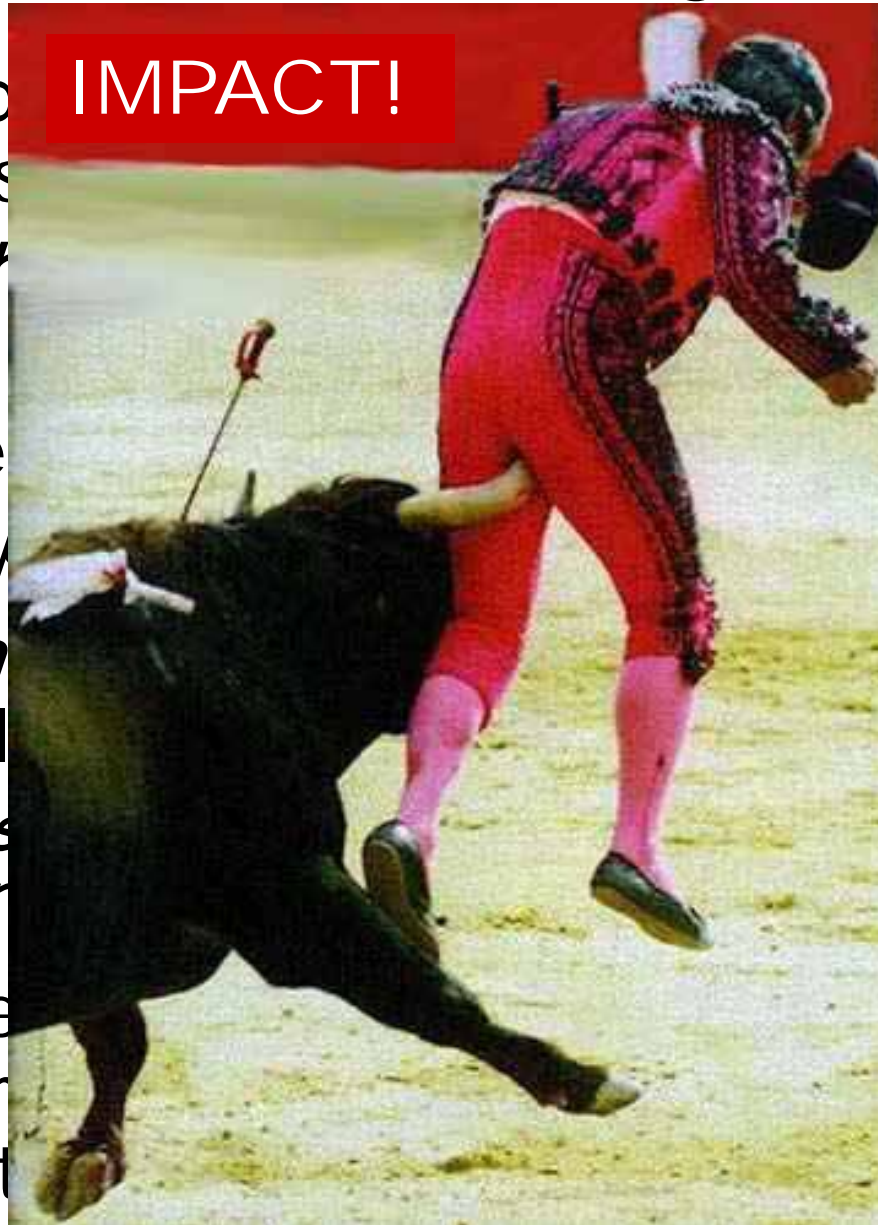
...and is it all  
*worth* it?



*Yes, it's quite a noise - but are we having any impact?*

# Implications for assessing research impact

- Be more aware of different types of impacts
  - *enlightenment*
  - *local*
- *How* research is conducted
  - *so important*
- *Whether* research is conducted
  - *so it's essential*
  - *ensuring*
- We need a more nuanced assessment
  - *summative*



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*Research may have immediate and recognisable impacts - but is this the main indicator of "success"?*